



HELLENIC REPUBLIC
Ministry of Migration & Asylum

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Here We Come!

ACTIVITIES FOR MULTI-LINGUISTIC AND
SOCIAL - EMOTIONAL EMPOWERMENT



SOLIDARITY
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Preface

While responding to large-scale refugee movements has been a significant challenge for education systems and the teaching community, it is also a great opportunity to innovate and enrich our educational practices: Creating welcoming-inclusive spaces, promoting intercultural communication, and investing in students' resilience and potential are some of the priorities that have emerged. Education prepares children and young people for today's complex and often unpredictable world through the development of their unique potential, their social, emotional, and cognitive competencies, and skills. Integrated approaches are developed based on the need to strengthen transversal skills, supporting democratic, inclusive learning communities and societies. At the same time, evidence shows that investments in curiosity, active communication, teamworking, problem solving, critical reasoning, openness, and empathy, are positively associated with better learning outcomes.

UNICEF, in collaboration with two partner organizations (ELIX and SolidarityNow) presents "Here We come", based on these principles and the conviction that learning focusing on the "whole person" – integrating the development of cognitive, soft, multicultural, social-emotional skills, promoting diversity and plurilingualism – is effective, increasing both student and teacher motivation and engagement. While learning English, students are encouraged to learn the world, explore their own and others' identities and emotions, use their individual and collective resources, apply their skills on problem solving, and co-create vivid, inclusive learning communities based on positive interaction and sharing.

We hope that this toolkit, following the "Ftou kai Vgaino" approach for Greek language learning, will be useful for teachers and students in many different settings, contributing to the enhancement of interesting, participatory, student-centered learning spaces, and promoting both better learning outcomes and student wellbeing.

Dr. Ghassan Khalil

Unicef Representative in Greece

Introduction

A.1. The purpose of this tool

A.1.1. Background

“Here We Come” has been developed in an effort to support both teachers of English and students in the new context that has emerged as a result of a massive refugee and migration movement, especially to Europe. While teaching English as a foreign language is a well-developed area, continuously enriched with new material and updated by creative and rich approaches to teaching, the current situation, as first experienced in Greece since 2016, brought up a new reality: that of addressing the specific needs of multi-tiered, multilingual student population whose education had in large been interrupted and/or totally missed. In other words, organized national school systems were faced with the very new challenge of accommodating children who, among other factors that acted as barriers to their learning, had missed valuable time in their education or had never been to school. In this emerging reality the refugee and migrant student population called for new approaches to teaching and learning in English, adjusting teaching to their unique and varied needs.

Moreover, these needs were further accentuated by whether the students were attending an emergency education program, usually offered under NFE actors and humanitarian organizations in asylum seeker accommodation and urban learning centers or placed in mainstream public schools. As the challenges and the composition of the classroom differ in the two settings, so do other factors relevant to education such as teachers’ professional training, parental involvement and local context.

With reference to the Greek scene and nfe programs that could, by definition¹ and according to their mandate and mission, respond more promptly to this complexity, educators in non - formal settings soon realized both the necessity to develop new material to address this new reality, as well as the need to attend to students’ psychosocial needs in a more holistic way. Starting from the realization that stressful conditions may inhibit learning in a number of ways, it was felt that educational interventions were needed but also that these should expand to involve all those concerned i.e. teachers, peers, family adopting Bronfenbrenner’s ecological model (Bronfenbrenner, 1979). In this sense, it has been acknowledged that education should incorporate research and literature from different scientific domains such as those related to mental health, displacement and migration, linguistics, resilience, inclusive education and special needs education (Hamilton & Moore, 2004).

A.1.2. Aims

This guide has been made with reference to the above ideas and realities and aspires to assist a more sustainable approach to the quality education of refugee and migrant children as well as children of other vulnerable populations that are often faced in a short-term emergency relief manner instead of being provided with longer term assistance to infrastructures and institutions that can lead to sustainable solutions. It has been developed by the work implemented by two distinguished nfe actors in Greece offering quality education programs to refugee and migrant children as well as training and assistance to the teachers and the communities in these settings. UNICEF Greece country office has initiated, funded and provided technical oversight for this work, which addresses teachers as reflective professionals who seek tools and support to improve their work in educating children.

A.2. Conceptual framework

As stated in the introduction, unlike most language instruction programmes, the specific tool incorporates teaching of English as a foreign language not as an end in itself but as a vehicle through which students can develop holistically and advance their skills related to their cognitive and social development. This applies to all students, but drawing a particular focus to the refugee and migrant student population receives separate importance. The reason is that this group of students tends to be treated as a homogenous group even in education research, which may mask their very distinctive needs and overlooks intervening factors of significance such as gender, or “pre-migration” and “post migration” factors (Rutter, 2004).

¹ For a definition of Non Formal Education look at <https://www.coe.int/en/web/european-youth-foundation/definitions>

Taking as a given that there are differences in the level of language as well as of skills and readiness in the same class and that these take a different form in the various learning contexts (i.e. refugee centers, urban learning centers, state mainstream classes), this tool takes an inclusive perspective and adjusts its content and method into addressing this diversity in meaningful and learning rich experiences. As such, it offers different strategies to accommodate these differences in ways that are both respecting and valuing students' culture and language as well as growth oriented since students' learning and adjustment in their new environment are of prior importance.

A.2.1. Social emotional learning

Social and emotional learning (SEL) is a critical component of the educational experience with increasing evidence showing that in order to develop healthier school climates and improved academic results, schools must teach the whole student.

In addition to **self-awareness** (the ability to understand and manage your own feelings and to know your strengths and weaknesses) and **self management** (the ability to manage your behaviour and impulses, to have integrity, and to act according to your values), a SEL programme extends to increase, through learning, students' **social awareness** (the ability to understand and have empathy for others), **relationship management** (knowing how to work with others and get along effectively) and **responsible decision making** (the ability to make good decisions and know how to problem solve effectively both alone and in groups (<https://casel.Org/what-is-sel/>)).

A.2.2. Reflecting on your work

It is always important to both prepare and reflect on a lesson, based on the composition of class and the learning aims set at the beginning of the lesson. There are checklists that can be used to be found in the literature but a simple form like the one attached in the appendix should be helpful. Reflection is an integral part of teachers' work and their own development as learners.

A.2.3. Assessment

Planning good instruction is crucial but teaching is or at least should be connected to learning. In practice, educators are usually concerned with the former, neglecting the latter. We must not forget that everything we do is to help students learn. Learn how to be, learn how to learn, learn how to know. Learning will take them to independent thinking, confidence and progress. In this way, although reflecting on teachers' work is important for the teacher in order to evaluate the process of teaching, separate focus should also be explicitly drawn to what has been learned. If for example an activity was designed to teach anger management there has to be some sort of measuring its outcome. Perhaps, observe how students resolve conflict in a challenging situation, for instance. Likewise, if the intended language curriculum referred to verbs and pronouns, it is wise to see if this was indeed learnt.

Of course, this does not mean testing in the usual manner schools use it. There are various ways to assess learning and a vast literature to draw upon for ideas.

Literature from differentiated instruction suggests a number of those and the present tool also offers some, inspired by gamification approaches. It goes without saying that students' responses in any way these are expressed are the most valuable source of evaluating class work.

A.3. How to use “Here We Come”

A.3.1 Units

This guide is divided into thematic units that are thought to be important for learners of English as a foreign language while they also offer themselves to differentiated instruction, age, language and level diverse groups and most importantly, can incorporate aspects of social emotional learning and citizenship education. The units have been arranged in some order for reasons of functionality and effective application but teachers are free to follow the order that best fits their context and composition of class every time as they judge appropriate.

A.3.2 Activities

Each unit includes a number of activities that can either be used complementary to teachers' lessons or stand on their own. They can also occupy a whole teaching period or serve as the starting point to extend into a larger project, depending on classroom needs and the educational goals set every time, as well as students' reaction and interest. In all cases there is advice and suggestion provided by the authors in relative sections in each activity. The suggested activities are presented in a thematic form and vary in terms of length, age and language level. Depending on the structure of the class and students' responses, teachers can choose any that best fits their purpose. There is no need to necessarily or always follow a particular order of the activities in each unit although when this is the case, it is clearly stated by the authors. Reading the brief introduction for each activity at the beginning of this guide is very helpful.

The main idea in each activity is that it specifically refers to English language teaching and that it does so adopting a multi-dimensional teaching approach with specific emphasis on social emotional learning and life skills. Each activity describes intended curriculum, the rationale behind it, the ways it serves specific social emotional learning aspects etc. In separate paragraphs:

- **Links with language curriculum:** in this section the authors state the intended language curriculum for the specific unit, having in mind how this links with the wider language curriculum (further explained in the "positioning the activity" paragraph).
- The **Age / Level** section, specifies the age range the activity is addressed to and the linguistic level required (beginners, intermediate, advanced, mixed intermediate to advanced etc.). In teaching English to refugee and migrant children these two factors have been often found to be mixed so most activities also offer guidance as to how to address this complexity in the "adjusting for different Age / Level" section.
- **Duration** refers to the intended or estimated duration of the activity which teachers can always adjust.
- **Positioning the activity (what precedes it – what follows):** the authors link the activity with the wider language curriculum, sometimes describing knowledge that the activity presupposes as already assimilated.
- **Rationale:** in this section the author describes the pedagogical logic behind the activity that is not necessarily reflected in the learning aims. In this section the authors specifically explain how the activity serves aspects of the wider social emotional learning goals.
- **Aims:** the section focuses on most distinctive learning aims (both cognitive/skills and social/emotional), concerning the specific activity.
- **Equipment and material needed** describes necessary, indicative or provisional equipment or material for the specific activity.
- **Suggested learning pathway** offers suggestions on how to incorporate the specific activity in a comprehensive lesson plan.
- **Step by step development of the activity – instructions (preparation– implementation – summing up – reflection):** in this section the author of the activity describes the specific steps that intend to assist you in implementing the activity from beginning to end. Here the author also provides ideas on how you can evaluate and reflect on the outcomes of your activity.
- **Useful tips** section is very important as it refers to reflections and experience gained from people who have implemented the activities in the actual field.
- **Adjusting for different levels /ages:** the author explains briefly or more extensively how the activity may be extended to include other ages or levels. This is very important for diverse classrooms.
- **The appendix** section, when offered, provides extra information, suggested material or links teachers may find useful in their work.

A.3.3 Q&A for “Here We Come”

<p>What is the aim of this tool?</p>	<p>To respond to the needs of learners of English as a Foreign Language in multicultural, multi- tiered settings, with a particular focus on students with a refugee / migrant background.</p>
<p>What is specific about this tool?</p>	<p>As in the Greek version, the specific tool addresses psycho social issues and soft skills development through language learning rather than separately. In other words, the structured language lesson is designed in a way to accommodate through associated activities, the psychosocial needs of the learners, the multicultural-multilingual identity empowerment, and possible other aspects of students’ development important to their learning.</p>
<p>Does the tool address as specific language curriculum?</p>	<p>Although a curriculum or a content framework, defining thematic Units and communicative situations, is described for each Unit, this is not bound to follow any specific curriculum of the class A class B form. The restrictions concerning cognitive and social maturity and level of readiness are of course always taken into consideration.</p>
<p>What is the target group of students for this tool?</p>	<p>The specific lesson and project plans focus on multilingual, multi-tiered classrooms which usually are characteristic, but not exclusively, in a refugee and migrant class. However, prioritizing this plurality and focusing on differentiation is a crucial element as are specific needs of refugee and migrant children as learners of a foreign language. A number of suggested activities must refer to settings that include learners of other social groups as well (eg. Greek or other nationality students).</p>
<p>What usual challenges of teaching English as an additional language in this setting, are to be tackled?</p>	<ul style="list-style-type: none"> • Unfamiliarity with Latin graphic symbol-phonemes and reading direction (from left to right) • Students’ mobility and frequent new additions in class especially in Non-Formal settings • Diversity among learners as to levels of prior knowledge/skills and of cognitive / linguistic development • Behavioral and other issues that may come up related to displacement and possibly trauma • Gender issues, especially with relevance to students’ age • Cultural barriers and/or attitudes • Different levels of social skills development • Lack of educational material specifically addressing this complexity (especially for older ages) • Limited or absence of teachers’ experience in addressing this complexity • Limited teachers’ training in alternative teaching methods that take into consideration gaps in previous schooling experience and knowledge

<p>What are the strengths in teaching English as a foreign language?</p>	<ul style="list-style-type: none"> • All students (including Greek or other nationalities) are united under learning a new language. • English is a universal language and very often preferred by students. • There is extensive material to draw upon and adjust for specific purposes.
<p>What strengths does this approach build for students and teachers alike?</p>	<ul style="list-style-type: none"> • Focusing on teaching and learning language as an opportunity for personal and social empowerment rather than an end in itself • Developing social and life skills for all members of the class in a safe and trustful environment • Empowering teachers to tackle challenges, to value multilingual repertoires in practice, and to learn about psychosocial skills themselves • Enhancing group as well as personal work through enhancing learning and valuing everyone's contribution • Dealing with more complex social issues through attempting SEL approaches, keeping in mind however the context and possible issues that need be treated with sensitivity • Developing interest for literature and books • Developing language as empowerment, in ways that open up new opportunities for personal and social learning
<p>What are psychosocial activities?</p>	<ul style="list-style-type: none"> • Usually these activities (there is a long list of resources) deal with opportunities to use gross motor skills, which also helps to let go of inner tension, increase awareness of own individual characteristics, positive self-esteem, increase awareness and tolerance of individual differences, increase ability to express thoughts and feelings in a positive way, developing good social communication skills, both in nonverbal and verbal language (http://nchd.org.pk/ws/downloads/5.2%20Psychosocial%20Play%20and%20Activity%20Book%20-%20UNICEF%20.pdf). • Some have been incorporated in this guide but you can do your own research and develop your own material as well.
<p>What is Social Emotional Learning?</p>	<p>SEL is an approach. Not a technique. Above all it is not a one-off activity or simple. It requires a mind set and passionate teachers.</p>

Does each lesson plan or activity in this guide deal with a specific language level?

Some do but at the same time they try to accommodate multiple levels by offering or suggesting a variety of activities for different age groups.

A.3.4 A brief checklist to both prepare and reflect on a lesson (adapted from british council/unicef toolkit)

A.3.4.1 Before the lesson

- **What is my class?** *(Spend time thinking about the composition of your class and your students. Provide info on your class specific characteristics, special cases, profile of students).*
- **What are my students' needs?** *(Think and reflect on general and specific learning and other needs of your students)*
- **What are my needs in order to support my students?** *(Think what you may need eg. An assistant, equipment, training etc.)*
- **How can i design my lesson in such a way that it best responds to my students' needs?** *(Take all the students into consideration. Brainstorm and reflect on strategies and approaches that can help you. Spend time on this. Consider your context)*
- **How can i be in a position to know how my students think about the activity and what they have learned?** *(Think of various ways to assess the outcome of your activity)*
- **What are my learning objectives?** *(Important: think holistically, keep all students, both girls and boys, in mind)*

A.3.4.2 After the lesson

- **Were my objectives met? What worked well? What did not work well?**
- **Were there specific difficulties/challenges for me or for my students? What were these? Were there specific challenges for boys or for girls?**
- **What can i do to guard against these next time? What did i learn from this lesson?**
- **What will my objectives be for my next lesson?**
- **How can i differentiate children's assessment?**

Brief description of Units

1. Introducing myself

It is suggested that this unit is placed at the beginning of the program as it serves as a good starting point to teach basic vocabulary and at the same time gives students the opportunity to get to know each other and share information about one another. The activities need to be followed in order of appearance. Suggestions as to how each can be adapted to different ages and levels can be found in the relative section.

2. Time

The activities in this unit are related to the concept and the practical use of time. The activities can take place in any order, except otherwise suggested by the author, like for example the first two in this unit. Please consult the placing of the activity box which explains if previous knowledge of specific vocabulary is required or not, what activity precedes it or follows it or which unit or activity it can link to. In the appendix section you can always find relevant links and/or material to help you in implementing the activity.

3. Daily routines

It has been found that especially among refugee and migrant students who stay in accommodation centers, getting a daily routine is of crucial importance for their emotional well being. Students develop a sense of belonging and of having a life. This is the underlying thought behind the activities in this unit. Most of the activities stand on their own but there are suggestions given by the authors as to where they are better placed in the programme and in relation to one another. It is advisable that daily routines are well established in students' everyday living and that they also open up to other people's or even comic heroes' routines that strengthen their understanding of the world.

4. Comics

This unit uses comics as a vehicle to help students develop vocabulary, grammar and team building. The first activity of the unit basically addresses a younger audience and can be used as a "warming up" to the use of comics for expressing opinion, a longer process that takes place over the next three activities which have to follow in order. Alternatively, teachers can use the first activity independently depending on the students' interest and develop other ideas as they come up through the interactions with the children in class.

5. Expressing opinions

The activities in this unit teach students how to express their opinion and respect the opinion of others. This is a crucial life skill that all young people need nowadays. The activities are independent, meaning that they can be used in any order and with any student group, while suggestions as to where each is best placed in the programme and how to adjust for different age groups are as always provided in the relative boxes.

6. Family

The activities in this unit deal with the concept of a family, strengthening the idea that family can be other people too...

7. Home

Activities in this unit refer to home as a feeling and a concept (i.e. what makes a home?) as well as to issues related to it such as searching for a home, and characteristics one should look for in a home. It also offers practical vocabulary and communication skills for older students who wish to rent a house. Again, ideas as to how to expand the activities are open to the teachers and the dynamics and the context of a classroom. Order

is not required but again teachers can consult the relative notes by authors.

8. Weather and nature

This unit introduces activities that are concerned with nature from a variety of perspectives: scientific, citizenship, sustainability. These versatile activities serve as an excellent introduction to an open-ended exploration of nature and issues of sustainability, climate change etc. That teachers can further develop on their own initiative.

9. School and classroom

This unit deals with the complex and wonderful life of school and teaches simple skills like navigating in the school area and the classroom to more advanced social learning skills like working together, preventing bullying and respecting others. A number of activities are suggested that can be used independently and appropriately adjusted to different ages and levels as indicated by the author.

10. Emotions and feelings

Activities in this unit deal with recognizing, accepting and dealing with our feelings and the feelings of others. They all address accepting ourselves and others and offer ways to handle difficult feelings. The activities need to be offered in the order indicated. Adjusting to different levels and ages follows suggestions by the author.

11. Work

This unit deals with the concept of work and touches upon characteristics that make people want a particular profession, teaches students the importance of building realistic plans and make small steps into meeting their dreams and aspirations and gives the chance to younger students to dream about their future but also learn about professions in the past some of which do not exist any more. Again, the first two activities as indicated by the author have to be implemented together following the order but the rest can stand on their own while extensions and adjustments are set in the relative sections.

12. Health and well-being

The activities in this unit teach young students a healthy style of living and make clear connections with health and safety. These are important life skills and are concerned with personal hygiene, healthy and unhealthy routines like sleeping well, avoiding sugar, soft drinks etc. Especially with the outbreak of the coronavirus, a simple traditional singing activity for young children, that promotes hygiene routines and teaches them how to wash their hands, becomes so important. The activities do not have to follow a particular order.

13. Directions

A practical life skill to be developed is manifested in the activities of this unit, all dealing with moving from one place to another, finding information and one's way through cities and towns. Moreover, traveling alone and safety issues are also addressed. Communicating is a central aspect of this process as are imaginary trips and the fun activity of the character bus that teenagers will mostly enjoy. Each activity is independent so there is no specific order to follow. Most refer to specific age groups so teachers are free to choose the one that best fits their class.

14. Traveling around the world








Hop in and travel around the world through music, games, food and transform your classroom into a global experience learning about each other's origin and customs, while teaching categorization and communication skills, vocabulary and grammar. All students have to do is "pack their backpack". The first activity takes up two sessions. Each can be individually addressed but some can well serve as assessment or wrap up of the unit, so as always teachers are advised to look at authors' comments in the relative box.

15. Language and beyond

This unit includes activities that address more holistic and transdisciplinary approaches, extend over at least two to three sessions, while they offer a number of ideas to extend in various projects. Some like the look and think activity, present a teaching method that teachers may find helpful and effective in order to initiate rich responses from students, get them involved and urge them to use language to communicate their ideas. At the same time, all activities refer to wider social issues and offer a wide spectrum of opportunities for social emotional learning. The unit also introduces literature and reading aloud (the rainbow fish, wonder) both as means to induce empathy and develop sel skills as well as to enhance students' listening and attention skills and promote positive reading experiences and attitudes that can lead to active reading. The power of literature is one that needs to be established in learning communities. These activities are by definition versatile and despite specific instructions, ideas and suggestions given, they are mostly inviting teachers to improvise and get inspired to design their own activities.

Introducing myself

- | | |
|-----|-------------------|
| 1.1 | The tree of names |
| 1.2 | I am from |
| 1.3 | Guess who I am |
| 1.4 | My sun rays |

1.1 Title of Activity	The Tree of Names
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Name, Welcome</i> Possessive adjectives: <i>My, Your</i> Verbs: <i>To be</i> (present simple) Question structure (present simple): <i>What is your name?</i></p>
 <p>Age / Level</p>	<p>8 -12 yrs / Beginners</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This is the first activity of the Unit. The students introduce themselves to their classmates.</p>
 <p>Rationale</p>	<p>This activity is placed in the beginning of the program, serving as a common starting point for all students in class, which connects them as members of the class (Social Skills). Moreover, it encourages teamwork and cooperation, while it aims to provide a safe context in which students can feel free to express themselves (SEL).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • spell and recognize letters of the alphabet. • get familiar with the way of introducing themselves. • learn how to ask their classmates' names. • feel part of a team and work cooperatively. • recognize the value of multiculturalism.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Scissors • Glue • Colored pens, pencils, markers • Cut out letters from the alphabet (capital and small)

Suggested learning pathway

- Since this is the first meeting of the class, you may use a short ice-breaker or team building activity to establish a feeling of belonging. Use performative talk and body language to introduce the topic (presenting ourselves and welcoming new members in class).
- Start first and say your name loud. Ask the students to repeat it after you and write your name on the board. Emphasize the first letter and focus on its phonemic property and correspondence to the grapheme. Ask students to repeat after you (the whole name).
- Ask each student their name and write their names on the board. Follow the same process with each name. At this point, introduce the importance of welcoming new people in the group: Every time a student presents themselves, say Welcome (and the name) and ask the rest of the class to repeat after you, welcoming the new student.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Split the students in two groups using the initial letter of their name as a criterion (make sure there is variety in each group).
- Provide some ready cut out letters and place them on the floor between the two teams.
- Each member of the team has to ask a member of the other team What is your name? Upon the others' response, members of the team try to find the first letter of the name among the letters placed on the floor. Empower the team to work together and help one another. Once the correct letter is chosen, a student sticks it on a branch of the big paper tree displayed in class.
- Focus and explain that different names may reflect different cultures that coexist in a country, and more specifically in a class.
- Wrap up the activity by saying Welcome ___ (every single name corresponding to the initials on the tree) thus welcoming all your students in your class.







Useful tips

- Be expressive in order to motivate your students to act accordingly.
- Try to pronounce the names correctly even if this may be hard (make sure to have looked at your class list beforehand).
- Remind students to follow the same process (more simplified) for every new student who may join in the following days. The new name must also be added on the classroom tree. This way, a friendly atmosphere is embedded in class and the importance of welcoming is highlighted.

Adjusting for different levels/ages

- As an extension of the activity, you can encourage the students to fill in the letters missing from their name by recognizing the names written on the board. Provide small cut out letters for them to choose which ones they need for their names.
- For students who are reluctant to participate in the game and/or are more interested in art or more practical tasks, you may choose to invite them to help you in cutting out the letters or the tree before the lesson or ask them to draw the additional letters.

Appendix

1.2 Title of Activity		I am from
	Links with language curriculum	<p>Vocabulary: Countries (different names of countries as per students' origin), <i>Good morning</i> (in various languages), <i>Food</i>, <i>Famous person</i></p> <p>Subject Pronouns: <i>I, You, He, She</i></p> <p>Verbs: <i>To be</i> (present simple, affirmative and question structure: <i>Where are you from?</i>)</p>
	Age / Level	8-12 yrs / Beginners - Advanced
	Duration	45 min
	Positioning the activity (what precedes it – what follows)	This activity follows <i>Activity 1</i> of this Unit.
	Rationale	The activity focuses on developing intercultural awareness and strengthening students' social identities (Life Skills). It also touches upon the issue of migration and of harmonious living in multicultural societies (SEL).
	Aims	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • enhance their oral presentation skills. • be able to identify countries on a map. • learn about other countries and cultures. • recognize the value of multilingualism.



Equipment and material needed

- World map displayed in class
- Folders with 3-4 photos corresponding to various countries

Suggested learning pathway

- Explain that during this lesson you will visit different countries.
 - Point to the map and show various countries. Locate your country of origin and say *I am from* (name of the country). Point to yourself to indicate the *I* pronoun and the phrase *I am*. Write the name of the country on the board.
 - Ask a student *Where are you from?* (emphasize the pronoun *you* by pointing).
 - Write the question *Where are you from?* and the beginning of the answer *I am from...* on the board.
 - Start a question–answer game among the students, until everyone has had a go. Write all the names of the countries as they come up through their answers on the board.
-
- Add some pictures of other people and introduce *He* and *She* in the same manner.
 - Explain that they will share some typical things/useful information about their countries.
 - Draw a table on the board like the one displayed in the *Appendix* and fill it in in an interactive manner. Students can write in their own language and teach the greeting they use in their country to their classmates. Encourage everybody's participation.
 - Add people that are well-known, like Marie Curie or Lionel Messi, and tell them that she was born in Poland, but becoming a French citizen, while he was born in Argentina (although many people consider him as Spanish). Briefly refer to people traveling and migrating using the map as your aid.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Split the class in two groups. A student from the first team is handed a folder (with 3-4 typical photos of a country inside). The time starts and the team has 3 minutes to guess the name of the country the photos or the information refers to. The activity continues with the two teams taking turns until everyone has had a go.
- Write the name of the country identified on the board or have a member of the team that is more advanced play this role. Have another who is good in Math to keep the score (under your supervision and assistance).
- Wrap up by celebrating the diversity of your class and introducing harmonious living together through class discussion, drawings and/or posters you can assign as homework (see *Appendix*).

Useful tips

- Before you start this activity, you should know the different countries that your students come from.
- Because the folders with different countries cannot be as many as the students, some of them may come in multiple copies. If you do not have the time or the means to prepare these folders, use on-the-spot drawings, acting etc.

Adjusting for different levels/ages

- You can extend this activity and introduce the idea of creating an imaginary country, which the students can draw as they wish. For the new country, they can also take things from their own countries or from others that they have previously seen. The winning team has the advantage of deciding what the name of this country would be. Display in class and learning centers or school spaces.
- Use a language memory game on greetings from each country with older students, if you do not have enough time, or you feel that this would be easier for the class. One student says the greeting of a country and the others have to name it and point it on the map.








Appendix

Modal table to use on the board

Country	Greetings	Traditional Food	Famous person
Greece	Καλημέρα (Kalimera)	Feta cheese	Piros Dimas
			Malala Youzafzai
			Lionel Messi
			Maria Montessori
			Nelson Mandela
			Marie Courie

You can add pictures, drawings etc. in each cell to facilitate understanding.

Notes

Activity	Guess who I am
 Links with language curriculum	Vocabulary: Age (numbers 1-10, Years, Old) Verbs: <i>To be</i> (present simple, affirmative and question structure: <i>How old are you?</i>)
 Age / Level	6-10 yrs / Beginners
 Duration	45 min
 Positioning the activity (what precedes it – what follows)	This activity can be used to assess what has been learned during <i>Activity 1</i> of this Unit.
 Rationale	Being the third one in a row, this activity can serve as an opportunity for students to get more familiar with one another in a relaxed and friendly atmosphere (Social Skills).
 Aims	Through this activity, it is expected that students will: <ul style="list-style-type: none"> • learn how to tell their age. • exercise their memory and guessing ability. • share more information about themselves.
 Equipment and material needed	<ul style="list-style-type: none"> • A blindfold • Colored pencils/markers • Precut colored carton strips

Suggested learning pathway

- Use a starter activity like saying *good morning* to one another to remind everybody's names.
- Then write the question *How old are you?* and the answer *I am... years old*, on the board. You start a question-answer game among the students, until all of them have asked and answered the question.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

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-2-



Time

- | | |
|-----|-----------------------|
| 2.1 | Time, Count, Win! |
| 2.2 | It's time for... |
| 2.3 | Free time |
| 2.4 | What are they doing |
| 2.5 | Plans for the weekend |

- Join in the circle and explain that everyone, in turn, stands up and says their name and age aloud. Then ask a student to come forward and hand them a blindfold so as to keep their eyes shut. Ask another one to come to the front. The student with the closed eyes can touch the face and the hair of the other student and try to guess who they are.
- Upon guessing (right or wrong), the same student now has to remember the age of their classmate.
- Everybody has a go in both roles.
- Wrap up by asking the students to write their names and age in precut cartons, decorate them any way they like and display in class.
- Observe with your students the way that they decorate their names and mention how culture is being reflected through the different colors and patterns they choose to put on.
- Discuss with them how many similarities they can observe and how many ideas they may collect through the way their classmates have chosen to decorate their names.







Useful tips

- It is important to keep in mind that some students may not feel comfortable with touching. Pay attention not to rush any student to go on with the activity, if you feel that they are not comfortable with it.
- Keep in mind that you also should take into consideration factors such as gender and age, in order to avoid awkward reactions and/or feelings of distress.

Adjusting for different levels/ages

If the activity addresses more advanced students, encourage them to share more information about themselves in the beginning, apart from their age. So, the student with the closed eyes has not only to guess their classmate's age, but also their favorite fruit, sport, season etc.

Appendix

1.4 Title of Activity	My Sun Rays
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Sun rays, Sun, ...Years old, Hair, Eyes, Bag, Dog, Cat, Brother, Sister, Same, Different, Black, Brown, Blond</i></p> <p>Adjectives: <i>Long, Short, Same, Different</i></p> <p>Possessive Adjectives: <i>My</i></p> <p>Verbs: <i>To be, To have</i></p>
 <p>Age / Level</p>	<p>8-10 yrs / Beginners</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>Last in this Unit or anytime the teacher feels it suits their context. Presupposes basic vocabulary relevant to presenting oneself.</p>
 <p>Rationale</p>	<p>This activity aims at identifying, sharing and expressing information about oneself and one another. Through sharing, students get to know each other better and realize how many things they share in common and how different they are at the same time (Social Skills).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • develop new vocabulary. • revise vocabulary learned so far. • understand how much information they can share about themselves. • identify both similarities and differences among them. • have an opportunity to know each other better. • recognize the value of multilingualism.



Equipment and material needed

- Flip-chart paper
- Colorful markers

Suggested learning pathway

- Explain that in this lesson you will create your personal sun rays. Start with asking your students if they know what a sun ray is.
- Draw a sun on the board (or bring a colorful printed one) and ask them to guess which part of the sun we call *a sun ray*.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Give your students papers and colors and encourage them to draw a beautiful sun with its sun rays. Draw your own sun as well.
- When everybody has finished drawing, explain that they have to write something about themselves on every ray. Model the activity: On your sun rays, you can write, for example, personal information like where you come from, how many brothers or sisters you have, what is the color of your hair and eyes, if you have any pets and so on. You can also replace some of your written information with images. For instance, you can draw a dog instead of writing the word *dog*.
- After all students have finished with their sun and its rays, you ask some of them to present their personal sun. Encourage them to start their phrase with the verbs *I have* and *I am*.
- Empower your students to stand up and walk around in the classroom with their suns in their hands. Explain that they have to look at their classmates' sun rays and look if they have any common information in some rays. Tell them to circle these rays that they have in common.
- Everybody sits in a circle. Put your suns inside the circle and compare how many rays you have in common. Through these similarities, you may realize how different you are but how many things you have in common at the same time. Explain the words *same* and *different*.
- Wrap up by celebrating your similarities and differences and decorate the class with all shining suns!

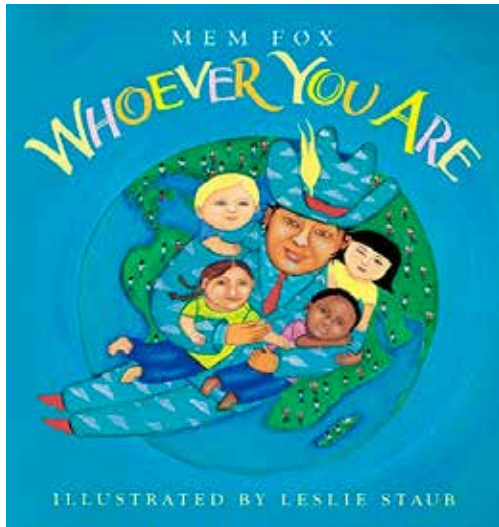
Useful tips

- For students that have newly arrived, also encourage the use of their mother tongue.

Adjusting for different levels/ages

- The activity can be adjusted for younger students (6-8 years old) in the following way: Assemble in a class circle for reading aloud and read the book *Whoever you Are* by Mem Fox. If you do not have the book, you can present its oral narration or its song-like version (or both), both to be found on YouTube (see *Appendix*).








Appendix



For an audio version of the book *Whoever you Are* by Mem Fox, visit:
<https://www.youtube.com/watch?v=f0J6tKoT53Y>
(Read-Aloud Pages by Mrs. Sage, 2017)

For a song version, please visit:
<https://www.youtube.com/watch?v=2hol6ilkZk0>
(Scott Nagatani, 2016)

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2.1 Title of Activity	Time, Count, Win!
 Links with language curriculum	Vocabulary: <i>Second, Minute, Quarter, Hour</i> Verbs: <i>To have</i> (present simple) Question structure: <i>How much time...?</i>
 Age / Level	6-12 yrs / Beginners
 Duration	60 min
 Positioning the activity (what precedes it – what follows)	<p>This activity is the first in order of this Unit. It can also follow after a couple of activities from Unit 13 (<i>Treasure Hunt</i> and <i>Hey Ho Let's Go</i>). The activity presupposes that students know the numbers up to 60.</p>
 Rationale	<p>The activity is designed so as to urge students to rely on each other's work and cooperate closely. Relying on their team-mates to reach a destination can help students actively understand the importance of collaborative work.</p>
 Aims	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn and practice new vocabulary regarding time. • understand the need to handle time properly. • take decisions by estimating time. • give and follow directions.
 Equipment and material needed	<ul style="list-style-type: none"> • Two big analogue clocks • Two big and fancy papers cut in the shape of big and small hands of a clock • As obstacles, you can use: pylons, storage bins, chairs, rope, hula hoops etc.
Suggested learning pathway	

- Start with a theory part and explain the words: *second*, *minute*, *hour* and *quarter* to your students. Write them on the board and make a drawing next to them, so that the terms are more comprehensible.
- Introduce them to the big hand and the small hand. Try to use a theatrical manner, be more expressive and encourage some brainstorming, in order to start from what the students already know.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Bring a big clock and show all these new terms on it. Ask the students to count how many seconds are in a minute, how many minutes are in a quarter and how many quarters are in an hour.
- The main part of the activity starts in this step. Tell your students that a game with seconds or minutes will follow. The game is the following.
- Split the students into two groups. Each team takes the lead in turns. The leading team creates an obstacle pathway inside the classroom, using props such as pylons, storage bins, chairs, rope, hula hoops etc. While the leading team constructs the pathway, the other team waits outside the classroom and is not allowed to see. Explain that there is also a role for the time keeper. The leading team is also in charge of deciding *how much time* will be given to the other team to go through the pathway.
- The leading team should also decide if the members of the other team must keep their eyes closed (if so, they will be receiving directions of course) during the procedure.
- When everything is ready, the time keeper is being announced. And the game begins!
- The duty of each team is to give the right directions to their competing member and the duty of the competing member is to properly follow the given directions.


Useful tips

- If it is difficult for your students to follow oral directions from their classmates, help them by defining a guide for the student that is coming through the pathway. The guide can touch that student's back, in order to enhance their feeling of safety.
- Make sure you help students make realistic estimations of time and be fair to the other team.
- Use the props of the activity in a creative way.

Adjusting for different levels/ages

- This is a fun activity mostly for this age group. For students who are not familiar with numbers (maybe newcomers) it is still an amusing way to learn some and an opportunity to participate in a group activity.

Appendix

2.2 Title of Activity		It's time for...
 Links with language curriculum	Vocabulary: <i>After, Past, Before, to, Half past</i> <i>Meal, Breakfast, Lunch, Dinner</i> Verbs: <i>To eat</i> (present simple)	
 Age / Level	9-14 yrs / Advanced	
 Duration	60 min	
 Positioning the activity (what precedes it – what follows)	The activity requires that the students have been previously taught and know both the numbers and some basic terms about time.	
 Rationale	The activity aims to foster creativity, collaboration and sharing in a way that empowers the students' relationship building and social skills (SEL).	
 Aims	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn new terms about time. • be able to name the meals of a day. • consolidate the vocabulary of time. • become familiar with working in groups. • feel comfortable with sharing thoughts within a team. 	
 Equipment and material needed	<ul style="list-style-type: none"> • Clock templates with moving indicators • Color markers • A4 paper 	
Suggested learning pathway		

- Start by explaining some new terms about time such as: *half past*, *past* and *to*. You can draw 3 different clocks on the board to explain to your students that they should use the term *past* (which has the meaning of *after*) for the first 29 minutes of an hour. Using your second clock, explain the term *to* (which has the meaning of *before*) for the last 29 minutes until the next hour comes. The third clock will represent the term *half past*.
- Play for a short while with them by moving the hands and asking them to indicate *past* or *to* (in chorus).
- Write the word *meals* on the board and ask your students if they know how to name the basic meals of a day. You will come to the words *breakfast*, *lunch* and *dinner*.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Now it is time for your students to act! Give them two clock templates with moving indicators and ask them to use the first clock to show you the time of a day at which they do something they like. Likewise, ask them to think about their favorite meal and indicate the time they have it at, using the second clock.
- Explain that they have to draw a picture on the clock templates, illustrating what they do or what they eat.
- When all students have finished, stick all of the templates with the paintings on the walls and add an extra paper with the title *It's time for....* At this point, the students should move around in the classroom, observing the templates on the walls (which work like flip-charts).
- Split them in groups of 3-4 students, each one of which should guess what the paintings depict and write their guess on a piece of paper under the title *It's.....(state the time). It's time for....*
- Finally, after all groups have passed by all the templates, each student has to confirm or deny the guesses made by their classmates about their drawings.

Useful tips








- Be part of all teams for a while, in order to observe the ways they are cooperating.

Adjusting for different levels/ages

- The activity has been designed to be inclusive of newcomers or students who are not yet as confident linguistically. This is why responses are given in groups or by the entire class. As always, however, you should closely monitor the students' involvement.

Appendix

Notes

	Activity	Free Time
 <p>Links with language curriculum</p>		<p>Vocabulary: Hobbies and Sports (<i>Football, Basketball, Swimming, Dancing, Listening to music, Singing, Skateboarding, Hobby, Sport</i>)</p> <p>Adjectives: <i>Favorite, Free</i></p> <p>Possessive adjectives: <i>My</i></p> <p>Verbs: <i>To be, To like</i> (present simple)</p>
 <p>Age / Level</p>		9-12 yrs / Beginners
 <p>Duration</p>		45min
 <p>Positioning the activity (what precedes it – what follows)</p>		<p>The activity does not presuppose previous knowledge of the language. Links can be made with Unit 12 (<i>Health and WellBeing</i>).</p>
 <p>Rationale</p>		<p>This activity can take place early in the program to enhance group cohesion and encourage getting to know one another (Social Skills). It also touches upon the nature and the necessity of free time as quality time for personal development (SEL). Extensions of the activity, especially with teenagers, can lead to discussion around gender issues (Equality and Human Rights).</p>
 <p>Aims</p>		<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • distinguish between time (as in how to tell the time) and time as an abstract concept. • be encouraged to express themselves orally. • learn about hobbies and their value. • share their interests. • develop social and communication skills. • recognize the value of multilingualism.
 <p>Equipment and material needed</p>		<ul style="list-style-type: none"> • Hobby flashcards (or poster)
<p>Suggested learning pathway</p>		

- Write the phrase *My Free Time* on the board. Emphasize the importance of free time and induce a discussion on healthy and unhealthy ways to spend it. Elicit students' responses as to what they do in their free time.
- Then, show the class a video about hobbies and sports (see *Appendix* for recommendations).
- Explain the meaning of *I like* and *My favorite* and draw the student's attention to the hobby flashcards you brought with you or a classroom poster on the wall.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Encourage every student to show their favorite hobby to the class and use the phrase *My favorite hobby is...* or *I like....* First ask them to try to describe it in a funny way and encourage their acting out.
- Then, ask students who share the same hobby to work cooperatively and act their hobby out in front of the class.
- Wrap up by promoting the idea of healthy ways to spend one's free time.

Useful tips








- Make sure that everyone is encouraged to take part in this activity.
- Choose hobby flashcards wisely. Take the context into consideration.
- It is important to draw your students' attention to the flashcards, as this is an excellent way of revision and consolidation of previously taught vocabulary.

Adjusting for different levels/ages

- Newcomers in the class should be encouraged to take part in the conversation. If they are not confident in using English or are not familiar with the terms, encourage them to use their mother tongue and try to pronounce their hobby in English.

Appendix

- You can find Flashcards in the following address:
<https://www.kids-pages.com/folders/flashcards/Hobbies.htm> (Kids' Pages, 2017-2018)
- Suggested YouTube Video:
<https://www.youtube.com/watch?v=N1o4oOXLOZc&t=31s> (English Singing, 2018)

2.4 Title of Activity	What are they doing?
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Hobbies, Sports, Football, Basketball, Badminton, Tennis, Table-tennis, Gymnastics, Running, Dancing, Singing, Painting, Skateboarding</i></p> <p>Adverbs (Time): <i>Now</i></p> <p>Subject Pronouns: <i>They</i></p> <p>Question words: <i>What</i></p> <p>Verbs (present continuous, affirmative and question structure): <i>What are they doing?, They are playing...</i></p>
 <p>Age / Level</p>	<p>9-12 yrs / Beginners - Intermediate</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>The activity follows an introduction to basic concepts of free time and hobbies. It presupposes knowledge of the verb <i>To be</i>, as well as some experience with group work as a team, so it is best to be employed later in the course of the program.</p>
 <p>Rationale</p>	<p>This activity promotes teamwork and encourages students to cooperate (Social Skills). It is also designed in such a way, that students have to move around, improvise and use their gross motor skills, which promotes kinaesthetic learning, as well as physical expression.</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • extend vocabulary related to sports and hobbies. • learn present continuous structures and use. • work cooperatively. • develop social and communication skills. • use gross motor skills. • recognize the value of multilingualism.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Sport and hobby flashcards or photos (see also <i>Appendix</i>) • Sport and hobby equipment (or printed pictures if not possible) • A large carton box
<p>Suggested learning pathway</p>	

- Before class, you need to have prepared the two boxes and their content (see *Useful tips*).
- Set the topic of the day. Write *Hobbies and Sports* on the board for everyone to see and invite their responses in a brainstorming activity / conversation about hobbies (revision of vocabulary and extension). Ask them to think of as many hobbies as they can and write them on the board as well. Show pictures to facilitate responses. Encourage identification of the word *hobby* in the students' mother tongues and then provide the translation in English.
- Introduce the vocabulary and grammar described in the designated language curriculum for this activity and emphasize the use and formation of present continuous, the question *What are they doing?* and the adverb *now*.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Start the activity by reminding students of group work regulations and behavior rules at school. Ask them to move in an orderly manner to the school yard (or an outdoor space) and make a circle.
- Put your students in pairs or groups of three and tell them that they will work as a team. You can decide on the criterion based on how well you know your class.
- Have each pair (or group) come to the center and pick a hobby flashcard from a box, closing their eyes. Then ask them to open their eyes and without saying anything to others, take the equipment needed for this hobby or activity from the box and start playing the sport or doing the hobby. Make sure other students will not see the card, as they should guess.
- Ask the remaining students *What are they doing now?*
- Elicit their answers and help them to use the correct present continuous structure.
- Make sure all pairs / groups have had a go.








Useful tips

- It is of great importance to remind students of group work regulations and school rules, as they may get distracted, especially when playing in the school yard.
- Time the activity, so as to be fair to everyone and also focus on the need to keep time boundaries.
- If you think that letting students find the equipment in their box on their own may be risky, distribute each hobby's equipment to the students yourself.
- If it is difficult to find equipment for the activity or implement it as an outdoor game, just bring the flashcards in class.
- Make sure that you have adequately prepared the material needed for the activity. In the large box, you should place equipment needed for the various hobbies, while you may put photos of hobbies and sports in the small one.

Adjusting for different levels/ages

- If there are newcomers in the class, encourage them to team up with the other students. The miming or playing stage is an excellent opportunity for including new members.

Appendix

2.5 Title of Activity	Plans for the Weekend
 <p>Links with language curriculum</p>	<p>Vocabulary: Hobbies (revise relevant vocabulary), Days of the week (<i>Saturday, Sunday, Weekend</i>)</p> <p>Prepositions (Time): <i>On, At</i></p> <p>Demonstratives: <i>This</i></p> <p>Question words: <i>What</i></p> <p>Verbs: present continuous, affirmative and question structures</p>
 <p>Age / Level</p>	<p>9-17 yrs old / Beginners - Intermediate</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This activity is placed after students have been taught the verb <i>To be</i> and the present continuous and introduces the notion of plans in the near future. It comes also after <i>Activity 4</i>, as it presupposes that vocabulary of hobbies and sports has already been presented.</p>
 <p>Rationale</p>	<p>The activity encourages making plans for the near future, as this provides safety, while it also suggests various ways to relax and spend one's free time (SEL). Students also have the chance to share their plans and identify common interests and ideas with their classmates, forming relationships (Social Skills).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • expand their vocabulary on hobbies and free time. • practice writing and speaking skills. • practice using the prepositions <i>on</i> and <i>at</i> for time. • learn the days of the week. • work cooperatively. • develop social and communication skills. • express themselves. • recognize the value of multilingualism.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Flashcards or printed photos of hobbies • Cards with the phrases: on Saturday, on Sunday at the weekend
<p>Suggested learning pathway</p>	

- Write the date on the board. Emphasize the name of the day.
- Introduce the term *week* and the names of the days of the week, as well as the word *weekend* (along with its semantics).
- Ask students what they usually do at the weekend and elicit their answers.
- Explain that today we will be discussing and sharing our plans for this weekend.
- Set an example yourself, telling them your plans for the weekend. Write some of the sentences on the board as a visual aid for their task later on. Include drawings to facilitate understanding.
- Include both days in your answer. An example could be: *This weekend I am not working. On Saturday, I am going to the supermarket, I am visiting my best friend and we are eating lunch together. On Sunday, I am cleaning the house and I am going to the beach with my friends. At night, I am reading a book.* Do not use any contractions at this stage and do not omit any words. The purpose is that the students get acquainted with the verb tense and understand the notion of near future.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Start by dividing your students in pairs. Let them choose the partner they feel more comfortable with.
- Explain that they have to talk with their partner about their plans for the coming weekend. They should describe what they are doing this weekend, both on Saturday and on Sunday.
- Provide students with flashcards of hobbies and free time activities or point their attention to a classroom poster you have previously created.
- Allow 15 minutes for the preparation of the students. Explain that first they should talk with their classmate and then write down their answers, using full sentences, following your example. Make sure you provide visual props on the board, or gap-filling sentences with known words and vocabulary, to assist them.
- Walk around and monitor the students' degree of engagement and provide assistance where needed.
- When students are finished, invite them to make a circle and sit on the floor.
- Tell them to switch their sheets of paper (or notebooks) with their partners.
- Circulate a soft ball and explain that the student who catches the ball has to read their partner's plans for the weekend to the class. Facilitate.
- Remind students of classroom rules and group work regulations. Ask them to be quiet when a student is reading and respect everyone.
- In the end, students can discuss if they have any common plans with any student in the class.

Useful tips

- Make sure you make clear to the students that you are talking about this weekend and not every weekend. You do not want the students to confuse present simple structures and everyday habits with present continuous and plans for the near future.
- Find a relaxing and low profile way to handle students who may not feel comfortable with reading aloud in front of the class.

Adjusting for different levels/ages








- Pay attention to flexible grouping. Beginners may follow the process without the heavy cognitive demand but they must be part of the process. For example, they can draw or speak in their own language to the student they work together with.

Appendix

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Daily routines

- | | |
|------------|--|
| 3.1 | A day in my life – A day in your life |
| 3.2 | A Superhero's daily routine |
| 3.3 | Two truths and a lie |
| 3.4 | Four corners |
| 3.5 | Find someone who |

3.1 Title of Activity	A day in my life - A day in your life
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>School, Bus, Foot, Bicycle, Children, Teeth, Food</i> Subject Pronouns: <i>I, You, He, She</i> Verbs (present simple): <i>Wake up, Go to school, Do chores/homework, Cook, Work, Play, Live, Brush, Wash</i> Question Structures: <i>Where/What/When do you/does he/she...?</i></p>
 <p>Age / Level</p>	11-13 yrs / Beginners - Intermediate
 <p>Duration</p>	50-60 min
 <p>Positioning the activity (what precedes it – what follows)</p>	This is an introductory activity. It can lay the ground for a children's rights activity.
 <p>Rationale</p>	This activity makes use of film to bolster students' critical thinking and expose them to the life of a child in a different part of the world (International Mindedness) as well as the conditions they live in (SEL). A key idea is that despite the differences in daily lives, children around the globe share a number of similar needs.
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • foster their receptive and productive language skills. • reinforce their critical skills. • develop empathy for other people and respect for other cultures. • boost their creativity. • develop their collaboration skills. • recognize the value of multilingualism.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Laptop • Projector • Construction papers • Markers / Colors • World Map

Suggested learning pathway

- Before watching the film, ask students to draw (Beginners) or write (Intermediate) a short timeline illustrating the main activities of their day noting the time, place and people involved. Facilitate by drawing on the board and modeling the activity.
- Ask some students to present their timeline (e.g., *I wake up at seven o'clock, I go to school by bus*) or their drawing to the class (in the case of a drawing, facilitate the wording). Promote the use of mother tongue when needed and encourage active listening by asking the class 'Does anyone do something similar / different?'

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Explain that you are about to watch a film following a child through their daily routines and activities.
- Point to the main character's country on the map and invite students to brainstorm what they know about that place, such as its name, spoken languages, size, food etc. Allow time and welcome their responses.
- Divide the students in pairs and play the film. Explain that they will have to jot down the child's main activities in pairs.
- When the film finishes, encourage students to share their impressions on the film, the child and place and ask questions regarding their daily routine (e.g., *When does the child play?*). Focus on how much time is spent on school, work, rest and play and why.
- Ask different pairs of students to present the child's day using the acquired language.
- Ask students to form bigger teams and assign to each team the preparation of a poster depicting the daily life of a child in one of their classmates' countries of origin and present it to the class. Encourage each child to add their own perspective and experience.
- Invite the class to hang their posters on the wall, compare the daily lives of all children appearing on the posters and the life of the protagonist in the film and mark out the similarities and differences.
- End the activity in a circle, where each child states their favorite part of the day.

Useful tips

- Choose a short film in which the protagonist is approximately at the same age as your students (see *Appendix*).
- Avoid films with a lot of spoken words.
- Pay attention to the pairing of the students for effective cooperation (consider level of language, mother tongue, friendship, collaboration).

Adjusting for different levels/ages

- Newcomers or lower-level students can easily watch the films as they focus on a fairly simple plot (a child's daily life) but at the same time deal with a serious issue which can lead to further elaboration for more advanced students.
- Students of all levels can participate in the poster creation; more advanced students can be the writers, while newcomers or lower-level students are encouraged to use their mother tongue and draw.
- When you pair students up, try to mix advanced with beginner levels and encourage peer tutoring.
- For older students, expand the discussion to related topics, such as child labor.

Appendix

Suggested short films:

- *Amar* by Andrew Hinton:
<https://www.tes.com/teaching-resource/a-day-in-the-life-lesson-plan-and-film-11670280>
- *A day in the life of a child in Haiti* by LifelineCM:
<https://www.youtube.com/watch?v=wbcDl0iXsug>
- *Maasai Life Through A Child's Eyes* by Operation blessing:
<https://www.youtube.com/watch?v=XQ7wV9DeEqw>







Suggested full-length film:

- *On the Way to School*. 2013. [Documentary] Directed by P. Plisson. France: Winds Ymagis, Wild Bunch, Hérodiade, Orange Cinéma Séries, France 5, Ignite Films, UNESCO.



Comics

- | | |
|-----|--|
| 4.1 | What do Superheroes do |
| 4.2 | Comic Strip: Introduction |
| 4.3 | Comic Strip:
Making your own comic (Part A) |
| 4.4 | Comic Strip:
Making your own comic (Part B) |

3.2 Title of Activity	A Superhero's Daily Routine
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Routine, Flying carpet, Imaginary day</i> Prepositions (Time): <i>At</i> Verbs (present simple): <i>Eat, Play, Watch TV, Go to school, Go..., Drink, Sleep</i></p>
 <p>Age / Level</p>	<p>10-14 yrs / Intermediate</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This activity presupposes time related vocabulary and skills. This way, it links with Unit 2 (<i>Time</i>) while it can also serve as an indicator for evaluating knowledge assimilated. It also links with <i>Activity 1</i> in Unit 4 (<i>Comics</i>) where you can find useful material and ideas to get inspired.</p>
 <p>Rationale</p>	<p>The activity focuses on enhancing creative thinking and respecting one another when cooperating (Social Skills). It also highlights the importance of routine in everyday life, which provides a sense of safety for children who live in uncertainty (SEL).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn to create simple sentences. • imagine and draw a daily schedule. • use their imagination in order to create their superhero. • work in teams, sharing a common goal.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Butcher paper • Colorful markers • Printed photos with activities of a daily routine

Suggested learning pathway

- Once everyone is settled, introduce the topic of a *Daily Routine*. Remind students that in our everyday lives we all have routines. More or less, we follow a time program. Give examples and help them revise vocabulary and expressions learned so far.
- Help the students describe their daily routine. Ask them, for example, what time they wake up, what time they take their breakfast and what time they play with their friends.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Split the classroom into groups of 3-4 students.
- Distribute the photos with the activities of a daily routine to the groups and ask them to put them in a reasonable order.
- Ask them to imagine a superhero.
- What would they look like? What superpowers would our superhero have? Would they be able to fly or travel through time? What would their mission be? Would they have a timetable too? How would their daily routine be? Encourage your students to cooperate in groups, in order to create their own superhero and to draw them on the meter paper.
- Groups should now create their superhero's routine. They have to write down their daily program. Emphasize that they should use time terms to be more specific.
- All groups present their superheroes and their daily routine to their classmates.
- Finally, discuss the similarities and the differences between the different daily routines of each team's superheroes and continue by comparing them with our daily routines.

Useful tips

- Remind students they can turn to you for help if they need to while writing down the daily routine of their superheroes.

Adjusting for different levels/ages

- Make sure you take your students' interests and age into consideration.

Appendix

3.3 Title of Activity

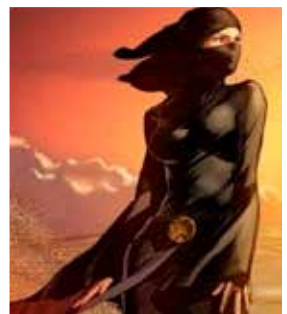
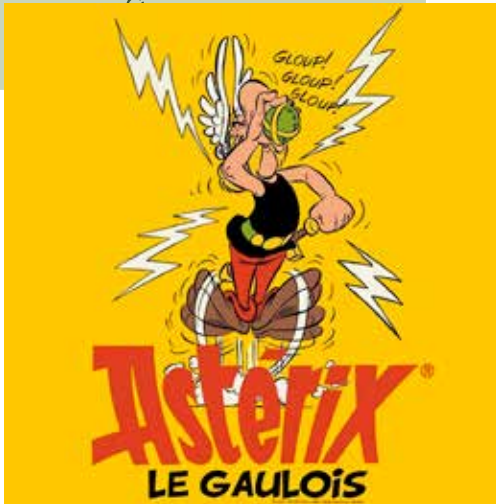
Two truths and a lie








Links with
language
curriculum

Subject Pronouns: *I, He, She*

Verbs (present simple, affirmative and negative form): *Wake up, Eat, Drink, Sleep, Play, Go, Wash, Don't, Doesn't*



 Duration	15-20 min
 Positioning the activity (what precedes it – what follows)	Whenever it suits the teacher. It can well be used to start the class as an icebreaker. Follows Unit 2 (<i>Time</i>).
 Rationale	This is a popular activity that works as an icebreaker game and can be adjusted to different learning contexts, as in <i>Daily Routines</i> , in this case. It cultivates imagination and creative thinking and offers students the feeling that they are members of a team (SEL). Icebreaker games are particularly useful in refugee non-formal education as students' mobility is a frequent situation.
 Aims	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • use daily routine-related structures and vocabulary and form sentences. • bolster their imagination. • actively listen to others. • strengthen their relationships and interactions. • improve their self-esteem. • recognize the value of multilingualism.
 Equipment and material needed	<ul style="list-style-type: none"> • A soft ball

**Step by step development of the activity - instructions
(preparation – implementation – summing up – reflection)**

- Ask students to arrange themselves in a circle.
- Tell them that you are going to play the game *Two truths and a lie* (Icebreakers.ws, 2020).
- Explain that all statements will be relevant to daily routines (revise relevant vocabulary and expressions).
- Instruct them to think of things they do in their daily life, making sure that two of them are true and one is false (e.g., *I wake up at 8 a.m., I don't have breakfast, I play the guitar in the afternoon*).
- Explain what is a *truth* and what is a *lie*, using performative language and dramatization.
- One student who holds the soft ball says something (with the help of the teacher and a student who can translate from their mother tongue if needed) that is either true or not true. The goal of the rest of the class is to determine which statement is false. The first student to guess the lie receives the soft ball and takes a turn.
- Make sure that all students have had a go.
- At the end, ask students if they have learned anything new or surprising about a classmate.
- Point out that there are always facts we ignore even about people we know well.
- Elicit the idea that active listening is required in order to know someone in depth.

Useful tips

- You can give a first example to help your students, e.g., *I wake up at 7.30 a.m. I don't drink coffee in the morning. I never sleep before 11 p.m.*
- Encourage students to think out of the box so that it is not easy for their classmates to guess!
- Expect some digression from the daily routine theme as some students might decide to speak more broadly about themselves.
- Allow for fun and energy but do guard for chaos.

Adjusting for different levels/ages

- Encourage the use of mother tongues and accept the help offered by students who are stronger in English.

Appendix

For more ideas on Icebreaker games, visit:

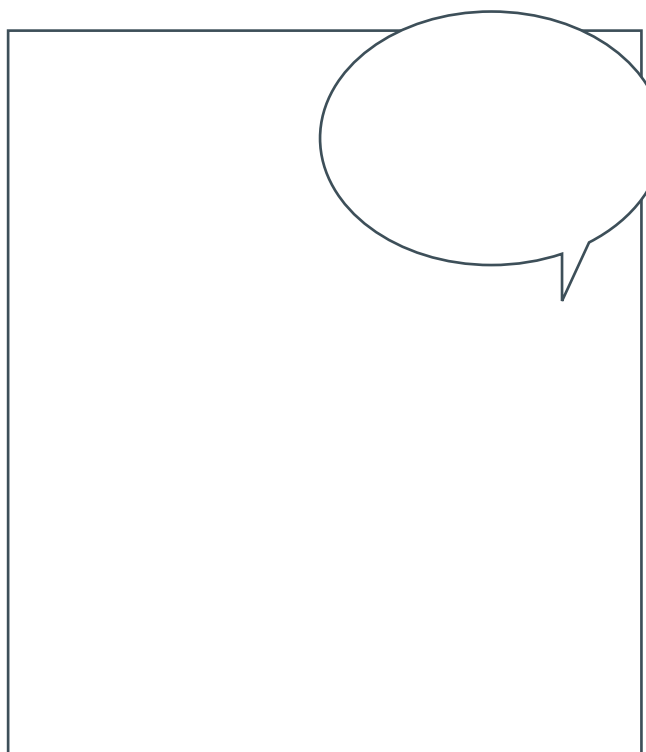
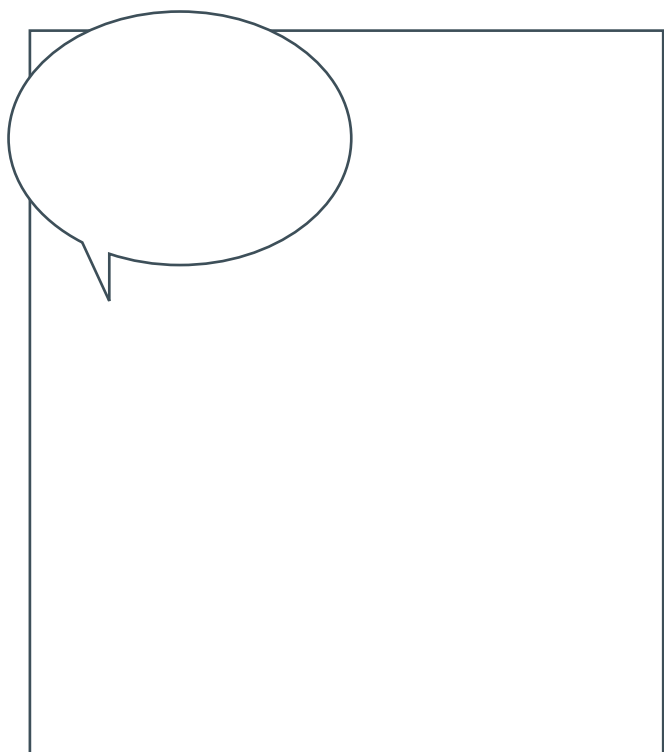
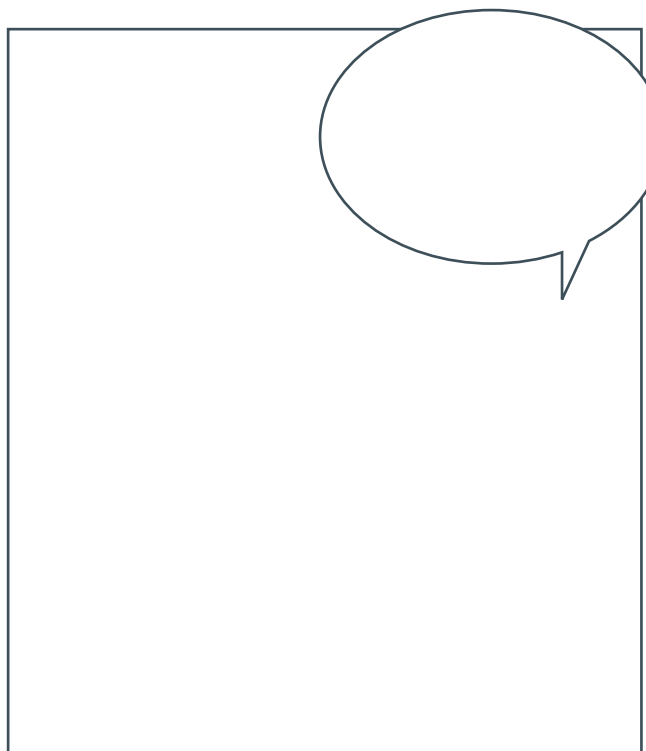
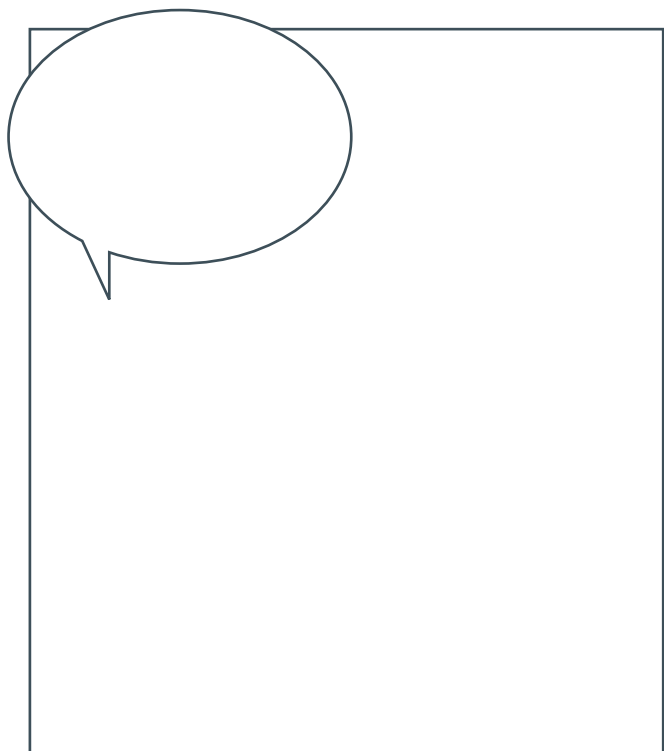
Icebreakers, Ideas, Games, Activities! (2020). *Two truths and a lie game* [online]








Available on:

<https://www.icebreakers.ws/small-group/two-truths-and-a-lie.html> [Accessed 22 Feb. 2020].

Name:

Title:.....



3.4 Title of Activity	Four corners
 <p>Links with language curriculum</p>	<p>Adverbs of frequency: <i>Always, Usually, Sometimes, Never</i> Verbs (present simple): daily routine verbs Question structure: <i>How often do you/we/they...?</i></p>
 <p>Age / Level</p>	<p>9-11 yrs / Beginners</p>
 <p>Duration</p>	<p>25-30 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>The activity follows Unit 2 (<i>Time</i>).</p>
 <p>Rationale</p>	<p>This activity guides students into consolidating new knowledge by moving around in the classroom (Kinesthetic Learning) and using English meaningfully to talk about themselves and their daily life.</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn the adverbs of frequency through whole-body movement. • connect learning with fun. • interact with each other and strengthen their bonds. • feel members of constantly changing teams and embrace the various compositions. • understand and appreciate their similarities and differences. • recognize the value of multilingualism.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Printed pictures of daily routine actions • A4 papers featuring the adverbs of frequency • A wall-clock • Blue tack or double-sided tape • Markers
<p>Suggested learning pathway</p>	

- Present or review images picturing daily activities and encourage students to repeat and mime what they see. Ask more fluent students to write the word on the board.
- Draw a column chart with four (tall to short) columns on the board using different colors.
- Stick the brush my teeth picture on the board and say I always brush my teeth in the morning. Stick it above the tallest column.
- Write always underneath the tallest column and ask a strong student How often do you brush your teeth in the morning?
- Incite the answer I always brush my teeth in the morning.
- Present usually, sometimes and never, following the same procedure but with different gestures and action verbs, indicating the difference in terms of the columns' height.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Before the lesson, write *always, usually, sometimes, never* on 4 separate A4 papers and hang each one of them on the classroom's 4 corners.
- Arrange the classroom in such a way that the desks are pulled together centrally, allowing for more space around the classroom.
- Ask students to stand up in the middle of the classroom facing the board. Say: *Now look around. What can you see?* Students will likely say the adverbs of frequency they have learned. Facilitate depending on progress made.
- Explain that you will make different statements concerning students' daily routine and they will have to move to the corner of the classroom that best describes the frequency with which they do this action. Model by acting, to make sure everyone understands.
- Make one statement, e.g., *I sleep at 10 pm. / I play football in the afternoon. / I do house chores in the evening.*, and use dramatization, visuals and props (e.g., clock) to help students.
- Allow students some time to find their place in the four different corners of the classroom. Once all students have found their spot, encourage a fluent speaker to repeat the statement including the adverb of frequency this time (e.g., *I usually play football in the afternoon*) and then ask the whole group *How often do you play football in the afternoon?* and elicit the correct answer: *We usually play football in the afternoon.*
- Encourage one student from the group to ask the student from the same group standing on their right the same question and elicit the new answer.
- Ask the new group to talk about how often another group does the action, using the pronoun *they*.
- Repeat the process using various daily routine verbs and pronouns and encouraging different interactions among the groups.
- Ask students if they were always part of the same team and highlight that the composition of the teams was constantly changing. Make sure that students understand that depending on different characteristics we have, we become part of different groups of people.
- As a wrap-up, students can color the A4 papers in groups and hang them on the wall in the correct order starting from *always*.








Useful tips

- As this is a beginners' group, do not worry about the adverbs of frequency you have not included.
- Stick to the structure *Subject + adverb of frequency + main verb*, as more grammatical rules might confuse the students.
- Adjust your activity to your classroom. If corners are filled with furniture, use the wall sides instead.

Adjusting for different levels/ages

- This activity is suitable for a mixed-level classroom as newcomers or low-level students can easily participate in a kinesthetic activity.
- More advanced students can assume the role of the teacher assistant and use the language productively.
- In the case that a student has just joined the group, they can take the chance to come closer to many of their classmates and feel part of the group.

Appendix

3.5 Title of Activity	Find someone who...
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Videos, Football, Breakfast, Friends, School, Songs, House chores, Gym, House, Afghanistan, Iran, Turkey, Arabic</i> (or any other as the case may be)</p> <p>Adverbs (Frequency): <i>Always, Usually, Often, Sometimes, Never, Every day</i></p> <p>Verbs (present simple and used to structure): Daily routine and habit-related verbs (<i>Watch, Play, Go, Have, Study, Listen to, Wake up, Live, Help, Sleep, Hang out</i>)</p>
 <p>Age / Level</p>	13-15 yrs / High Beginners - Low Intermediate
 <p>Duration</p>	15-20 min
 <p>Positioning the activity (what precedes it – what follows)</p>	The activity wraps up the Unit and in this sense it can also work as an evaluation of what has been assimilated.
 <p>Rationale</p>	This is primarily a communicative and team bonding activity that also assists students to review and practice the acquired grammatical structures that are related to past and present routines. Classroom questionnaires appeal mostly to teenagers, as they promote communication and interaction (Social Skills).
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • develop receptive and productive language skills. • review grammatical functions related to past and present routines. • enhance their communication skills. • boost their relationships. • learn how to work under pressure (in a fun way!). • recognize the value of multilingualism.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Questionnaires (see <i>Appendix</i>) • Timer • Whistle • Laminator and laminating pouches (not necessary)
<p>Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)</p>	


 Notes

Lined writing area consisting of 20 horizontal dotted lines.



Expressing opinion

- | | |
|-----|----------------------|
| 5.1 | Like - Dislike |
| 5.2 | Two sides to a story |
| 5.3 | Debate club |

4.1 Title of Activity	What do superheroes do?
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Sea, Ice skating, Building, Tree, Potion, Restaurant, Car, Waitress, Dragon Balls, Flying, Special</i></p> <p>Personal pronouns: <i>He, She</i></p> <p>Prepositions (Place): <i>Under, In</i></p> <p>Verbs (3rd person singular): <i>Lives, Goes, Talks, Drives, Works, Climbs, Drinks, Wears, Finds.</i></p>
 <p>Age / Level</p>	<p>8-12 yrs / Beginners</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This is an introductory activity which serves as an initiative for activities 2,3, and 4 that follow.</p>
 <p>Rationale</p>	<p>Superheroes and animated characters have always attracted children’s interest. This activity encourages children to consolidate their knowledge through a fun group game that cultivates imagination and teamwork. The rationale behind this activity is that fun and imagination are an integral part of learning which also reinforces classroom cohesion and sense of belonging (SEL).</p>
 <p>Aims</p>	<p>Through this activity it is expected that students will:</p> <ul style="list-style-type: none"> • practise the 3rd person singular endings. • use personal pronouns he and she in a creative context. • learn about famous animated heroes/superheroes. • connect learning with fun. • work collaboratively and feel members of a team. • develop their creativity and imagination.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • 10 laminated pictures of superheroes / animated characters (see Appendix) • 10 pieces of paper • Board • Blue tack or double sided tape • Markers
<p>Suggested learning pathway</p>	

- Before the lesson, write a sentence (using the infinitive form of the verb) on a piece of paper referring to the daily routine of each character, such as He/she lives under the sea. (see the Appendix for suggested sentences). Put them in a pile.
- Print the superheroes pictures and put them in a different pile.
- Arrange the classroom in two working stations.
- Welcome students in your usual routine. Depending on your group, take out the picture of one popular superhero e.g. Spiderman, and ask students if they know them.
- Once students have given you an answer, ask questions for language review, such as What's their name? / Where do they live? / What do they do?
- Encourage students to apply the third person singular pronouns and endings in their answers.

Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)

- Tell students that you are going to play a game about animated heroes and their (daily) life.
- Ask students if they know any other super / cartoon heroes. Every time a hero that you have in your pile is mentioned, bring out the relevant picture, stick it on the board and write their name.
- Reveal those that were not mentioned and present them to the class.
- Divide the class into two teams and distribute markers to all the students.
- Tell the students that each team will draw 5 pieces of paper from the pile and should match the statement to one of the characters depicted on the board but also convert the infinitive into a correct full sentence on the same piece of paper (students should write the pronoun he or she and change the infinitive into a third person singular main verb, e.g Ariel lives under the sea).
- To make sure the activity is inclusive, inform students that every time, a different member of each team should draw a piece of paper, write the correct sentence and stick it on the board.
- Explain that the activity finishes when the first team has stuck all 5 corrected sentences on the board. Each team gains a point for every correct match and one point for every grammatically correct sentence. Finally, the team that has worked most collectively gains a bonus point.
- Start the game after counting 3-2-1-go!
- To wrap up, ask students to make a superhero poster using the pictures and statements of the game and hang it in the classroom!
- Finally, ask students who their favourite superheroes are and what they know / have learned about them.

Useful tips








- When dividing the class for a group activity or game try to form mixed-abilities/level and mixed gender groups if possible.
- Be inclusive and use different characters, both male and female, preferably from different ethnic backgrounds. An indicative list can be found in the Appendix.

Adjusting for different levels /ages

- This activity is suitable for a mixed-level classroom as new/low-level students can easily participate in the first and second stages (draw a statement and match it to the correct character). More advanced students can be the writers and apply relevant knowledge (personal pronouns and correct third person singular endings). In case that a student has just joined the group, they can take the chance to come closer to their classmates and feel part of the group.
- Depending on the age, you can use more childish or more adult-looking characters.

Appendix

- Asterix: drink the magic potion
- Spiderman: climb buildings
- Batman: drive a flying car
- Ariel: live under the sea
- Elsa: go ice skating
- Tiana: work as a waitress
- Dust: live in Afghanistan
- Pocahontas: talk to a tree
- Parmanou: wear a special suit
- Son Goku: find dragon balls

4.2 Title of Activity	Comic Strip: Introduction
 Links with language curriculum	<p>Vocabulary: Any that comes up with the topic of the comic strip</p> <p>Conjunctions: <i>Because, Maybe</i></p> <p>Verbs (expressing opinion): <i>I like, I believe, I do not like</i></p>
 Age / Level	12 – 18 yrs / Intermediate - Advanced
 Duration	90 min
 Positioning the activity (what precedes it – what follows)	This is the first of a three-session project. Basic vocabulary and grammar have already been taught and assimilated. The focus here is on new vocabulary and structures of expressing and justifying opinion.
 Rationale	In this first session the activity aims at enhancing collaborative and comprehension skills. As students seek understanding, belonging to a group helps them construct this together in a collaborative manner (Life Skills).
 Aims	<p>Through this activity, it is expected that the students will:</p> <ul style="list-style-type: none"> • learn how to provide structured, constructive comments on somebody else's work. • enhance their listening and observation skills. • enhance their writing and communication skills. • learn to work in teams.
 Equipment and material needed	<p>Silent comics</p> <ul style="list-style-type: none"> • Comic strips that can be cut up for the puzzle activity • Flipchart or large cardboard for each group • Coloring pencils • Coloring markers
<p align="center">Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)</p>	

- Invite students' responses as to their prior knowledge or experience with comics. Present a picture or sample of comics in class to facilitate understanding (For younger students look at Activity 1).
- Inform the students that the next 3 lessons will be about making their own comics in groups. Explain that, in order to do so, they will be reading some in class and at home if they want to. Provide sample material.
- Help students form groups and inform them that they will be working together in the same team throughout the project.

- Your aim in this first session is for the students to read a five-page (or shorter) comic and understand how a comic works. Discuss the language used, discuss how language and image compliment each other in this writing style and talk about the fact that interjections are used in comics a lot. Provide scaffolding and facilitate understanding as to the content.
- As a closing activity for this first session, day one, ask students to do their first activity in the groups they have been assigned to. Cut up a comic strip/page, if there are 5 groups then 5 comic strips/pages. It can be with or without words. Then ask each group to put them in order.
- Keep in mind that each group could come up with a different sequence and this is the point of the exercise. Ask each group to justify why they chose this sequence. Ask the students to share their opinions on their classmates' work. Finish up by displaying students' work in class.

Useful tips

- The whole project will require a lot of teamwork on the part of the students, but you need to be as present as possible, make the necessary rounds, answer questions on vocabulary, provide the right syntax, while making sure that you are not invasive. Teacher's role is vital in orchestrating and facilitating the project.
- Guide students without giving all the answers.
- Remember, they are focusing on being able to develop well justified arguments, so the dialogues are important. For example, their characters can be aliens in space sharing their opinions on human food or sports or the characters can be animals sharing their opinions on climate change and how this has affected them. Provide some ideas if you see they have difficulty generating their own.
- Before the students start their own complete comic, share some printed versions that they can take home and study and get ideas from.
- This project relies on the students' creativity. This means that it may take longer for some. Adjust the length of the project according to the needs of your class.

Adjusting for different levels /ages

- Follow students' interests and ideas. Older students may get more concerned with wider topics while younger ones may prefer fashion, football etc. All is welcome.
- For students who are not linguistically advanced, enhance their role in the team by asking them to draw, keep the material, translate in their mother tongue etc.
- For young students look at Activity 1 in this Unit and adjust only as it fits the level of the students.








Appendix

Below are some links to silent comics that you could use for your students to fill in. You will also find some links to comics strips that can be used for the puzzle section of this project. It is also encouraged that you use your own material and selection of comics should they be available. Do not forget to go back to the oldies but goldies too.

Surducan, I. 2010, *Silent Comics: The Image Worth a Thousand Words*, Behance.
Available on: <https://www.behance.net/gallery/580916/Silent-Comics> [Accessed 16 Dec. 2019]

Revisiting an Old Format: *The Wordless Book 2014*, *Silentcomics*.
Available on: <https://silentcomics.com/storytelling/revisiting-an-old-format/> [Accessed 16 Dec. 2019]

All Comics A to Z n.d, GoComics.
Available on: <https://www.gocomics.com/> [Accessed 16 Dec. 2019]

4.3 Title of Activity	Comic Strip: Making Your Own Comic (Part 1)
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>My opinion / belief / view / point of view is..., I believe that..., In my opinion..., On one hand..., On the other hand..., I agree..., I disagree...</i></p> <p>Prepositions: <i>of, on, in, about</i></p> <p>Adjectives and adverbs: <i>really, strongly, truly, honest</i></p> <p>Conjunctions: <i>because, and, but, although, unless, while</i></p> <p>Question structure: <i>What do you think of...?, How do you feel about...?, What is your opinion on...?</i></p>
 <p>Age / Level</p>	<p>12 – 18 yrs / Intermediate - Advanced</p>
 <p>Duration</p>	<p>90 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This session strictly follows Activity 2 of this Unit and serves as the first part of a two session activity.</p>
 <p>Rationale</p>	<p>The activity aims at enhancing students' active listening skills and at providing techniques with which to structure an argument expressing a different opinion. It teaches healthy ways of disagreeing and provides tools to facilitate effective discussions (Life Skills). It also teaches students that it is ok to disagree as we all have different opinions but that we do need to listen to one another and respect all views (SEL).</p>
 <p>Aims</p>	<p>Through this project, it is expected that the students will:</p> <ul style="list-style-type: none"> • be motivated to learn about current worldwide events. • enhance their writing skills, especially in structuring their ideas. • learn to listen, respond to and respect the opinions of others. • develop their artistic and collaborative skills. • learn to work in teams. • exercise their critical thinking.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Silent comics • Comic strips that can be cut up for the puzzle activity • Flipchart or large cardboard for each group • Coloring pencils • Coloring markers

Suggested learning pathway

- Remind students of the previous activity (point to work displayed in class). Try to get the students all warmed up because this lesson will be very creative and involve a lot of teamwork.
- This will provide a link in order for the whole class to work together and remember how to express opinions and what vocabulary to use. Have a brief question and answer session. Teach the necessary vocabulary on asking and expressing opinions, as indicated in the Links with Language Curriculum box.
- After you have practiced these expressions, choose a topic to model a whole class activity and invite students' responses. They need to say what they think and also provide justification for their answers. Insist on justification and provide all necessary assistance and scaffolding to facilitate expression.

Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)

- Help students form groups and inform them that they will be working in their groups for the rest of the project.
- Give them a “silent” comic strip/page/pages (images but no dialogue). They will have to create their own dialogue while sharing and expressing opinions, based on the images they see.
- Model the activity by choosing a general topic the whole class agrees on and make a plan on the board guiding them through the various stages of structuring it.
- Step 1: Theme and plot, Step 2: Characters and names, Step 3: Dialogue.
- Wrap up by having all groups decide and agree on a topic they all wish to work on. Explain that this will take place over the following lesson. Encourage teamwork and exchange of ideas even after school hours.

Adjusting for different levels /ages

- Pay attention to composition of groups guaranteeing participation of all members, even when not linguistically advanced. Suggest and facilitate as needed during your monitoring rounds.

Appendix

Below are some links to silent comics that you could use for your students to fill in. You will also find some links to comics strips that can be used for the puzzle section of this project. It is also encouraged that you use your own material and selection of comics should they be available. Do not forget to go back to the oldies but goldies too.

Surducun,I 2010, *Silent Comics: The Image Worth a Thousand Words*, Behance.








Available on: <https://www.behance.net/gallery/580916/Silent-Comics> [Accessed 16 Dec. 2019]

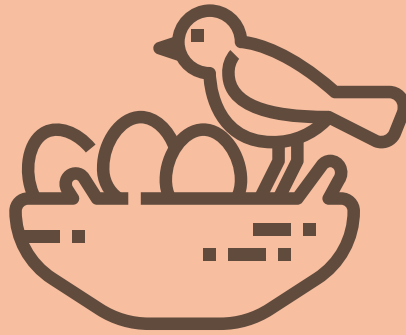
Revisiting an Old Format: *The Wordless Book 2014*, *Silentcomics*.

Available on: <https://silentcomics.com/storytelling/revisiting-an-old-format/> [Accessed 16 Dec. 2019]

All Comics A to Z n.d, *GoComics*.

Available on: <https://www.gocomics.com/> [Accessed 16 Dec. 2019]

4.4 Title of Activity	Comic Strip: Making Your Own Comic (Part 2)
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>My opinion / belief / view / point of view is..., I believe that..., In my opinion..., On one hand..., On the other hand..., I agree..., I disagree...</i></p> <p>Prepositions: <i>of, on, in, about</i></p> <p>Adjectives and adverbs: <i>really, strongly, truly, honest</i></p> <p>Conjunctions: <i>because, and, but, although, unless, while</i></p> <p>Question structure: <i>What do you think of...?, How do you feel about...?, What is your opinion on...?</i></p>
 <p>Age / Level</p>	12 – 18 yrs / Intermediate- Advanced
 <p>Duration</p>	90 min
 <p>Positioning the activity (what precedes it – what follows)</p>	This session strictly follows <i>Activity 3</i> of this Unit and serves as its second part.
 <p>Rationale</p>	The activity aims at enhancing students' active listening skills and at providing techniques with which to structure an argument expressing a different opinion. It teaches healthy ways of disagreeing and provides tools to facilitate effective discussions (Life Skills). It also provides the framework for the development of collaborative skills (SEL).
 <p>Aims</p>	<p>Through this project, it is expected that the students will:</p> <ul style="list-style-type: none"> • be motivated to learn about current worldwide events. • enhance their writing skills, especially in structuring their ideas. • learn to listen, respond to and respect the opinions of others. • develop their artistic and collaborative skills. • learn to work in teams. • exercise their critical thinking.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Flipchart or large cardboard for each group • A4 paper to draft ideas and text • Coloring pencils • Coloring markers
<p align="center">Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)</p>	



Family

6.1	Building a family
6.2	Family dance

- Encourage each group to talk about the comic that they thought about during the previous lesson. Ask them to explain the plot, the theme that they chose and present the characters. Some may choose to describe their story; others may choose to enact it by reading aloud the roles.
- Inform the students that today they will begin the final part of this project. That is the creation of their own comic from beginning to end. This means drawing and coming up with their own characters, plot and dialogue. The good news is that they now have a bit of experience with plot creation. The extra element added is the artistic part.
- Now they are ready to start constructing their own complete comic on a large cardboard.
- Give as much time as needed to complete, always monitoring group work and cooperation and providing ample facilitation and scaffolding. You may need more than one didactic hour to do so.
- Wrap up by displaying work in class.

Useful tips

- If the project needs more time to be completed, spend one more lesson or ask groups to continue work at home. This way you also involve parents into school life.
- Provide examples, ideas, topics for the students if they find it hard to do so by themselves, but do allow for a lot of incentive.

Adjusting for different levels /ages

- Pay attention to composition of groups guaranteeing participation of all members of the group, even when not linguistically advanced. Suggest and facilitate as needed during your monitoring rounds.

Appendix

Below are some links to silent comics that you could use for your students to fill in. You will also find some links to comics strips that can be used for the puzzle section of this project. It is also encouraged that you use your own material and selection of comics should they be available. Do not forget to go back to the oldies but goldies too.

Surducun,I 2010, *Silent Comics: The Image Worth a Thousand Words*, Behance.

Available on: <https://www.behance.net/gallery/580916/Silent-Comics> [Accessed 16 Dec. 2019]








Revisiting an Old Format: *The Wordless Book 2014*, *Silentcomics*.

Available on: <https://silentcomics.com/storytelling/revisiting-an-old-format/> [Accessed 16 Dec. 2019]

All Comics A to Z n.d, *GoComics*.

Available on: <https://www.gocomics.com/> [Accessed 16 Dec. 2019]

A vertical orange line runs down the center of the page. On either side of this line, there are horizontal dotted lines spaced evenly, creating a grid for writing.

5.1 Title of Activity	Like - Dislike
 <p>Links with language curriculum</p>	<p>Vocabulary: All vocabulary pertaining to the themes of sports, food, languages, school or any other of interest to young students</p> <p>Pronouns (personal): <i>I, You, She He...</i></p> <p>Verbs (present simple): <i>Like</i> (affirmative and negative structure), <i>Dislike</i></p> <p>Question words: <i>Who</i></p>
 <p>Age / Level</p>	7-10 yrs / Beginners
 <p>Duration</p>	45 min
 <p>Positioning the activity (what precedes it – what follows)</p>	This activity is introductory and does not presuppose specific knowledge of vocabulary or grammar.
 <p>Rationale</p>	This activity is placed in the beginning of the Unit in order to promote the idea of listening to each other and expressing basic likes and dislikes. It can also be used as an icebreaker.
 <p>Aims</p>	<p>Through this activity, it is expected that the students will:</p> <ul style="list-style-type: none"> • enhance their memory skills. • practice all the designated grammar and vocabulary. • listen to each other. • interact. • enhance their teamwork skills.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Flashcards (depending on the topic) • Large cardboard • Coloring pens and markers • Post-it • Glue
Suggested learning pathway	

- Sit together with the students in a circle in a spacious part of the classroom.
- Explain that today you will be talking about what they like and dislike/don't like. Tell the students that they should actively listen to their classmates because this will be very important at the end of circle time.

- Pick a topic in the beginning, depending on the thematic you have been working on, e.g. Food, and ask students to brainstorm on vocabulary they know regarding this topic. Allow students to throw in words that they remember and allow them to consult their classmates if they do not know a word in English. Promote the idea of working together and helping each other. Provide flash cards as well to facilitate eliciting known vocabulary or words in mother tongue and teach new words.

Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)

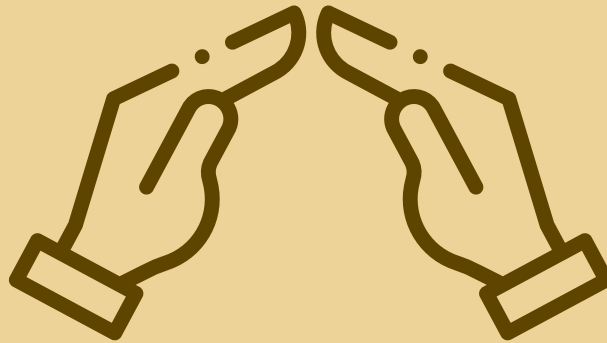
- Start off by expressing your own likes and dislikes: I like ice cream but I don't like watermelon (if the theme is Food).
- Explain that the next student is going to add their own likes and dislikes. Model for them by emphasizing the use of the verb. Ask students to show the respective flashcard if they do not remember the word or say it in their own language. Do provide the English word for it afterwards.
- The process is repeated with the next student who adds their own as well. And so it goes.
- Once everyone has had their turn, ask students if they were all listening to their classmates. See how they respond.
- Pick a student from the group. Ask them a question: "Who likes ice cream?". Choose another student from the circle and ask another question: "Who, in the circle, likes potatoes?". Encourage students to ask questions too, if they do not remember the answer.
- Continue until everyone has participated.

Useful tips

- Make sure to have chosen a topic before sitting in the circle so as not to overwhelm students with vocabulary and different topics.
- Make sure that all students who want to participate have done so and that nobody is left out.
- Make sure that the rules of each game have been explained in the beginning. Sometimes not all students will understand. Rely on students helping each other and on learning while doing.
- Do not focus on grammatical rules of present simple or on what pronouns are or on how to use "but". The students will learn the structures without the grammar behind it.
- Should you decide to play charades (see Adjusting for different levels /ages), do not put pressure on students to enact, if they do not all want to.








Adjusting for different levels /ages

- For younger students: After introducing the topic of the lesson, e.g. Animals, and revising relevant vocabulary, divide a large cardboard into a like and dislike column (see Appendix). Draw a smiley face for the like section and an unhappy face for the dislike section. Give the students post-its and ask them to draw animals that they like and animals that they do not like. They should then stick their post-its in the relevant column. Students can draw more than one animal for each column. It is up to them. Ask them also to write their names next to their preference (if not in English, then in mother tongue; if not full, then just the initial). Once they are done and all post-its are where they are supposed to be, students can talk about what they drew.
- Depending on level and reception you can introduce the third singular He Likes, She likes and have each student repeat the preference of the previous person before expressing their own, eg. She likes ice cream, she does not like... I like... I do not like... You can also introduce But, eg. She likes ice cream but I like milk.



Home

- | | |
|-----|------------------------------|
| 7.1 | We make a home |
| 7.2 | What makes a house a home |
| 7.3 | Animals searching for a home |
| 7.4 | Solving problems at home |

5.2 Title of Activity	Two Sides to a Story
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>I like/don't like, I think that..., I think ... is right, but..., In my opinion...</i></p> <p>Pronouns (personal): <i>I, You</i></p> <p>Conjunctions: <i>Because</i></p> <p>Question structures (present simple and past simple): <i>Do...? Does...? Did...? What do you think?</i></p>
 <p>Age / Level</p>	7-11 yrs / Beginners
 <p>Duration</p>	90 min
 <p>Positioning the activity (what precedes it – what follows)</p>	This activity follows <i>Activity 1</i> in this Unit.
 <p>Rationale</p>	The main idea of this activity is for students to develop a better understanding of their classmates. To enhance emotional skills such as empathy and to learn to listen and consider others and their feelings (SEL).
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • enhance their listening skills. • practice basic opinion structures. • appreciate storytelling and reading. • feel confident in sharing ideas. • learn to put themselves in other's shoes and consider other perspectives.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Stories • Fairy Tales • Fables • Local and multicultural tales • Coloring pencils • A4 Paper
Suggested learning pathway	

- Have students sit in a circle in a spacious part of the classroom. Explain that you will be reading a story.
- Before the reading session starts, present the idea of people having different opinions by discussing a popular online game that students play or a TV show that they possibly watch or a story you have recently read or even a famous person. Model the discussion by being part of it.
- Students should raise their hands and share their opinions on the example you have chosen. No matter what their disposition towards the topic might be, they should justify their answer. For example, "I liked it very much, because the little boy in the story looks like my best friend."
- Once all students have shared their opinions, ask them to focus on the fact that they have all read the same book / watched the same movie, but all have different opinions on the same matter.

Step by step development of the activity – Instructions (preparation– implementation – summing up – reflection)

- Start reading the story. Since this is the beginner level, try to find a simple version of the story you have chosen. An illustrated story would be appropriate.
- Read the story to the students very slowly while also showing them the images from the book and using performative talk and pantomime if needed. Make sure all students can see the images.
- Make sure everyone has understood the gist of the story so that they can all share their opinions.
- Once everyone has shared, ask them about the secondary characters in the story and focus on their feelings.
- After all students have shared, discussed and come up with side stories to the secondary characters, you can ask the students to draw a small sketch about the character of their choice. A sketch that tells that character's story.
- Thank the students for sharing and for respecting each other. Collect their little sketches and tell the students that you will make a collage of all sketches to put on the wall of the classroom for them to look at and be proud of.








Useful tips

- Be inclusive but do not pressure the students to all share, if they do not want to.
- Beware of expressing opinions yourself. Your role in the activity when opinions are being shared is that of the moderator. Allow the students to do the speaking.
- Make sure that classroom rules have been repeated in the beginning of the lesson: No interrupting, do not make fun of others when you do not agree etc. This will guarantee a safe environment where everyone can express themselves freely.

- This activity could be used for...
- For older and younger students...
- Take into account the students' background...



...the versions of
...have them take
...that..., I believe
...simple structures,

5.3 Title of Activity	Debate Club
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>My opinion/belief / view/point of view is..., I believe that..., In my opinion..., On the one hand..., On the other hand..., I agree..., I disagree...</i></p> <p>Adjectives and adverbs: <i>really, strongly, truly, honest</i></p> <p>Prepositions: <i>of, on, in, about</i></p> <p>Conjunctions: <i>because, and, but, although, unless, while...</i></p> <p>Verbs: present simple, past simple formation</p> <p>Question structures: <i>What do you think of...?, How do you feel about...?, What is your opinion on...?</i></p>
 <p>Age / Level</p>	<p>12-18 yrs / Intermediate - Advanced</p>
 <p>Duration</p>	<p>90 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>Conclusion of Unit 5. Links with any topic students wish to discuss.</p>
 <p>Rationale</p>	<p>This activity is placed at the end of this Unit since it requires an extensive knowledge of the relevant vocabulary. The activity can be used to help expose students to other opinions, cultures and ideas and to develop their critical thinking. It is primarily aimed at promoting the idea of respect towards different ideas (Life Skills).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn how to develop valid justifications for their opinions. • learn how to conduct a proper discussion keeping certain rules (providing justifications, keeping time limits etc.). • enhance their communication skills. • learn to respect others and their opinions. • learn how to work in a team.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Depending on the topic that this exercise will be linked to, make sure to have created cards with relevant statements or questions related to your topic. It could be anything, ranging from pop culture to climate change and human rights. See examples of cards in the Appendix.
<p>Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)</p>	

- Introduce the idea and the ground rules of a debate.
- Divide the class into groups of no more than 3 students per group. This will help them work together efficiently and express their opinions without being overwhelmed with too much information.
- Inform the students that all groups will get a chance to speak and that they will take turns in rotation. Make sure that when a new round starts, a new team begins the rotation.
- Pick up a card from the stack that you have created and read it out loud to the students.
- Give the students 15 minutes to discuss in their groups and inform them that they should also pick a student who will represent them in this round.
- Inform the students when time is up.
- Students should now be able to express their group's opinion.
- One group begins and the rest follow. Give groups 2 minutes each and make sure to time them. No exceptions should be made. The rules apply to all students.
- Once this round is done, reset the timer, ask the students to get ready and round 2 can begin.

Useful tips

- Start off with simple questions/statements to help the students warm up and get into the flow of speaking. Facilitate when needed.
- Should a student express reluctance to speak, but would like to take part in sharing their opinion, respect their wish as long as they contribute to their group. During the teaching of this Unit, apart from teaching the students vocabulary and grammar points, make sure to have also repeated the idea that they are not to interrupt their classmates. Explain that everyone will be heard. This is the point of this exercise.
- Try to keep the range of topics limited and relevant to students' own interests and ideas. Introduce some debatable topics and include social issues, especially with teenagers.

Adjusting for different levels /ages

- This exercise could possibly be adjusted for younger age groups or lower levels by picking easier topics to debate on. Focus on the basic rules of debate (keeping time, respect, do not interrupt etc.). You can also modify the duration of this exercise to 60 mins maximum in order not to tire the students of the lower levels.

Appendix

Below some statement cards that you could use or modify for the purpose of this exercise. The statements below cover many different topics for the sake of diversity, which you could expand on by creating more statements of your own.















Women cannot work in some professions that require a lot of manual labor.

Do you agree or disagree? Justify your answer.

Men are better than women in mathematics.

Do you agree or disagree? Justify your answer.

Women are better than men in classical studies.

Do you agree or disagree? Justify your answer.

Video games are a waste of time and create antisocial teenagers.








Do you agree or disagree? Justify your answer.

Travel is the only way to broaden your horizon.

Do you agree or disagree? Justify your answer.

Smartphones have made our lives easier.

Do you agree or disagree? Justify your answer.

6.1 Title of Activity	Building a Family
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Mother, Father, Sister, Brother, Wife, Husband, Daughter, Son, Aunt, Uncle, Cousin, Flatmate, Friend, Pet, Teacher, Classmate</i></p>
 <p>Age / Level</p>	<p>8-18 yrs / Beginners - Intermediate</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>The activity can take place any time in the program and is introductory for this Unit.</p>
 <p>Rationale</p>	<p>The activity offers students the view that families are built on kinship relationships of choice, as they include bonds that go beyond the traditional nuclear family. Moreover, using Art as a means of expression helps students rebuild a positive view of themselves and their social environment. Artwork is also a soothing activity, especially for younger children and a great way of story-telling, thus helping alleviate stress and uncomfortable feelings (SEL).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn family vocabulary. • build the sense that families are constructed rather than given, through a life-long process. • express themselves in creative ways. • reinforce a positive image of their selves and families. • create a collective work, hence developing collaboration skills. • be encouraged to practice multilingualism.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Blank sheets • Markers or colored pencils for students to share • A mat
<p>Suggested learning pathway</p>	

- Present the topic of family and name some members to teach the vocabulary.
- Write the new vocabulary words on the board.
- Start with words that students often know already e.g., Mother, Father and then guide them to include members of extended family and other people who can be close to us and care about us.

**Step by step development of the activity - instructions
(preparation – implementation – summing up – reflection)**





- Invite students to sit on a mat in a circle and hand them blank sheets and markers or colored pencils. Each student should have one sheet and enough colors.
- Explain that they are to draw people who belong to an imaginary family in multiple short rounds, rotating their sheets.
- Those who can write the name of each family member in English or copy it from the board can do this on their drawings. They can also write the name in their mother tongue or in both languages.
- Each student starts with their own sheet, drawing a person or people who belong to a family for 2 minutes.
- Use a specified signal (e.g., clap your hands or say Time!) to mark the end of each round, after which students need to give their sheet to the student sitting to their left and take another sheet from the student sitting to their right.
- Rounds of 1 minute (or 30 seconds for classes of more than 15 students) continue in the same way until each student receives back the sheet they began with.
- Have each student present the family they ended up with. Encourage them to express their thoughts or feelings at this point.
- You can allow some time for collective reflection on the process besides the product, that is the fact that students eventually formed new families, building on their memory and imagination. Prompt them to think about how families are indeed built in a similar way, through drawing connections with people we choose based on our desires and personalities.







Useful tips

- Allow the students to add as many family members as they wish and encourage them to incorporate kinship relations beyond the nuclear family (e.g., flatmates, uncles, aunts and so on).
- Encourage them but do not force them to express their thoughts and feelings.
- Remember that this is an opportunity for students to create positive images around family and articulate their thoughts and feelings without necessarily having to talk about their own families.
- As family can be an emotionally charged issue and students may have experienced loss or other difficult situations regarding their own families, be prepared for a wide range of feelings that can emerge. In any case, you should keep in mind that the class can serve as a safe space for students to articulate their memories and emotions, which are to be embraced and not feared.

Adjusting for different levels/ages

- This activity can be applied with students of any age.
- New students can participate using the languages they already know, either in oral or written speech.
- For Elementary or Pre-Intermediate students, you can also assign a writing activity as homework, naming the members and presenting their family adding more information about each member (you can use specific questions, e.g.: How old is (s)he?, What does (s)he do?, When was (s)he born? or How does (s)he feel?)

Appendix

6.2 Title of Activity	Family Dance
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Mother, Father, Sister, Brother, Wife, Husband, Daughter, Son, Aunt, Uncle, Cousin, Flatmate, Boyfriend, Girlfriend</i></p> <p>Possessive Adjectives: <i>My</i></p>
 <p>Age / Level</p>	<p>6-14 yrs / Beginners - Intermediate</p>
 <p>Duration</p>	<p>30 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>After students have been taught family vocabulary.</p>
 <p>Rationale</p>	<p>Activities like this can enrich learning with a kinesthetic aspect, which is particularly useful for students who find it easier to process newly presented material through physical movement. Moreover, the central part played by movement in this activity may effectively help to alleviate stress.</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • review/consolidate family vocabulary. • practice their listening skills. • practice their memory skills. • get the chance to move, thus practicing gross motor skills and relieving inner tension. • be encouraged to practice multilingualism.



Equipment



Student's Notes

ASKING FOR ADVICE

TOPIC

Conflict resolution with landlord

DESCRIPTION

There is a plumbing problem in my apartment and the bathtub is leaking. The landlord refuses to fix it and says it's my responsibility. What can I do to reach an agreement?

NOTES

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.....
.....
.....

KEYWORDS

Student's Notes



ASKING FOR ADVICE

TOPIC

Conflict resolution with neighbors

DESCRIPTION

We are seven people in the family and sometimes our house can be very busy and loud, but never during quiet hours. However, the neighbors complain and often knock on the wall. What do I get on good terms with them?

NOTES

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.....

.....

KEYWORDS

Student's Notes



ASKING FOR ADVICE

TOPIC

Conflict resolution with siblings

DESCRIPTION

My brother/ sister often takes my clothes without asking. Today she took my brand new jacket and she tore it on the shoulder! What should I do?

NOTES

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.....

.....

.....

KEYWORDS

Student's Notes



ASKING FOR ADVICE

TOPIC

Conflict resolution with parents

DESCRIPTION

My parents don't let me stay out past 9 o'clock, while all my friends stay out until later at night. I want to spend more time with my friends. How do I convince them to let me stay out late?

NOTES

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KEYWORDS

Student's Notes



GIVING ADVICE

TOPIC

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DESCRIPTION

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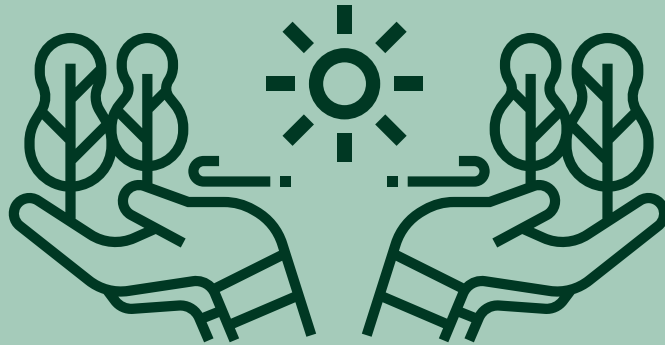
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PROMPTS

- How does this make you feel?
- What do you think would help?
- Maybe you should...
- What do you think about...
- It would be a great idea to...



Weather & Nature

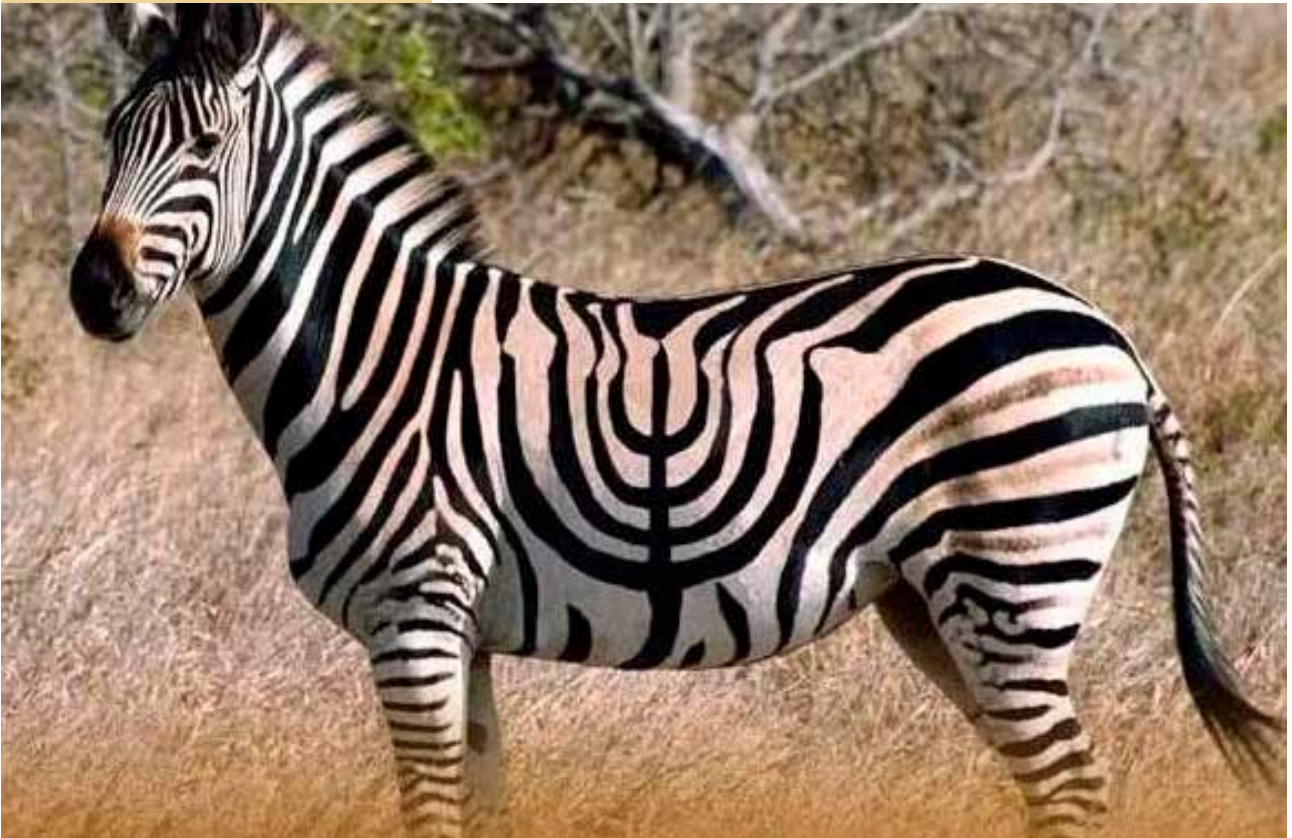
- | | |
|-----|----------------------------|
| 8.1 | The animal party |
| 8.2 | Classroom weather calendar |
| 8.3 | Weather forecast |
| 8.4 | Incy Wincy Spider |

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use of mother tongue (Cultural identity).









Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Present students with the photo of people holding hands to form a home and host a family (you can find one in the *Appendix*). Show the photo to the students and say They make a home. Repeat the word Home in all classroom languages. If you have prepared a flip-chart drawing or another representation, point to the representation.
- Form a circle with the students and explain that you will play a game called You make a home. Ask two volunteers to make a home as in the photo and another one to sit in the home. Tell them that every time you say the word Home in any language, they have to form groups of three with two of them making the home and another one sitting in it.
- Start by asking the students to walk around the classroom in a free formation. Say the word in English and give them time to make the homes. Follow the same process with the rest of the languages. Repeat two or three times for all languages.
- Wrap up by using the phrase We make a home and a gesture that embraces all the students.







Useful tips

- You can have the word Home translated into the students' different languages beforehand with the help of an interpreter or a translation engine.
- If the students' number is even, have them form groups of two or four.
- Ask students that are literate in their mother tongue to write the word Home in it. Keep in mind that many students are non-literate in their mother tongue.

Adjusting for different levels/ages

- For different levels, you can include previously acquired English words during the game to keep the students alert and make it more challenging.
- For older students (11-14 years old), you can have them draw different types of homes and write the corresponding words. They will then be forming groups to depict these words by employing theatrical means of expression and forming a frozen image in teams.

Appendix

7.2 Title of Activity	What makes a house a home
 Links with language curriculum	<p>Vocabulary: <i>Home, House, Apartment, Cave house, Boathouse, Igloo, Farmhouse</i></p> <p>Prepositions (Location): <i>In, At</i></p> <p>Question words: <i>Where, What</i></p> <p>Verbs (present continuous): <i>Are playing, Are discussing, Are watching, Are working, Are cooking, Are eating</i></p>
 Age / Level	<p>12-14 yrs / Pre-intermediate</p>
 Duration	<p>45 min</p>
 Positioning the activity (what precedes it – what follows)	<p>The activity links well with Unit 10 (<i>Emotions and Feelings</i>) and Unit 14 (<i>Traveling around the world</i>).</p>
 Rationale	<p>This activity introduces students to different kinds of homes and family routines around the world (International Mindedness). It also allows them to work as members of bigger and smaller groups to achieve common goals (Social Skills). The importance of family is emphasized (Understanding of the World) and students become aware of the living conditions of families from other cultures (SEL Empathy).</p>
 Aims	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • develop their writing skills. • learn relevant home vocabulary, expressions and grammatical structures. • be exposed to other cultures, conditions and notions of home (International Mindedness). • develop their collaborative skills. • develop their critical thinking skills. • express and acknowledge their emotions.



Equipment and material

- Printed photos (or saved on PC/tablet, if a projector is available in class) picturing houses and families living in the houses from places around the world
- Flip-chart



- Explain to the class that each group will have to look carefully at the pictures and discuss among themselves (in their own or any language that serves communication in the group) in order to present the type of house and the activity that takes place in the picture.
- Last, each team will have to discuss what kind of feelings arise from each activity and write them down.
- When all groups have presented their pictures, ask each group to create a poster of all the different activities families are doing at home and the feelings associated with them. Urge students to include their own. Give them blue tack to exhibit their work on the wall.
- Wrap up by highlighting the difference between houses as buildings and homes as spaces that people reside in. You can use the phrase Family and friends make a house a home.

Useful tips

- You can include types of houses found in the students' home countries to make them feel included.
- Make sure that each team's effort is applauded in the flip-chart activity to guard against possible tension among the students.
- Make sure you choose photos that do not promote racial, gender or social stereotypes.

Adjusting for different levels/ages

- For lower levels, you can reduce the number of dwelling types you present in the photos, as well as the activities.
- For older students (15 - 17 years old), you can assign a presentation of their own homes at the final stage and ask them to talk about what makes them feel at home.

Appendix

7.3 Title of Activity

Animals searching for a home



Links with language curriculum

Vocabulary: *North, South, Home, Travel, Family, Food, Water, Migration, Safety*

Prepositions (Direction): *From, To*

Question words: *Where, What, Why*

Verbs: *Are traveling, Are looking for, Are relocating, Are searching, Are going* (present continuous affirmative and interrogative), *Need* (present simple), Modal verb *Have to*



Age / Level

12-14 yrs / Pre-intermediate



Duration

90 min



Positioning the activity (what precedes it – what follows)

The activity is positioned in the middle of the Unit, when the students have been acquainted with the different kinds of needs homes cover for families.



Rationale

This activity is placed towards the end of the program, serving as a figurative connection with animals' needs, namely that of finding a home (Understanding of the World). At the same time, it puts students in the shoes of animals by rendering them their voices (Empathy). It also creates an excellent opportunity for the students to work as groups of poets (Social Skills).



Aims

Through this activity, it is expected that students will:

- develop their writing skills.
- learn relevant animal migration vocabulary, expressions and grammatical structures.
- be exposed to the journey migrating animals make in search of a home.
- develop their collaborative skills.
- develop empathy for animals.



Equipment and material needed

- Printed photos (or saved on PC/tablet, if a projector is available in class) picturing animals migrating
- Flip-chart
- Markers in various colors
- A World Map (on the wall)
- Blue tack

Suggested learning pathway

- Divide students into small groups and present them with the photos of animals migrating using a projector or in printed form (you can find some in the Appendix). Explain that each group has 3 minutes to discuss the reasons why these animals might be migrating and where they are traveling to.
- Write the phrase *Where are they going?* on the board. Point to each photo of the animals and ask the question. Once you get an answer, you repeat it out loud for everyone to hear, e.g. They are going from the North to the South. Write the students' answers on the board. Explain that when you describe a picture, you use the present continuous tense. Repeat with each group. Ask if everyone agrees with the statements and whether they have something to add. You can show the route each group of animals follows on the world map.
- Write the question *Why are the animals relocating?* on the board for everyone to see. Again, write the answers of each group on the board. Emphasize the needs the animals are covering through relocation, e.g., Yes, they are searching for water. They need water. Write it on the board for everyone to see. You can use *Have to* in order to emphasize the imperative nature of relocation, e.g., They have to travel for water.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Give each student a post-it/note with the name of an animal on it.
- Students that have the same animal will join the same group.
- Show students the photos of the migrating animals and ask them to think about and discuss where the animals are going and why.
- Assign each group a picture and ask them to answer the following questions:
 - *What animal can they see in the picture?*
 - *What is it doing?*
 - *What caused the animal to do this?*
 - *When is this happening?*
 - *Where?*
 - *Is the animal alone? If not, who is it with?*
- The groups discuss and decide the answers to the questions jointly.
- Once each group has answered all of the questions, explain that it is time to create a poem on a flip-chart using some of the phrases that came up during the discussion.
- Explain that the poem will be written from the perspective of the animals.
- Once they have finished with the poems, give the groups blue tack to exhibit their work and present it to the class.
- Wrap up by urging the students to use their group poems to create a collaborative one, involving all group contributions.

Useful tips

- Make sure you revise the needed vocabulary before starting the activity.
- Provide questions/scaffolds during the activity.
- Encourage all students to actively participate in the activity and give positive feedback throughout the steps.

Adjusting for different levels/ages

- For lower levels, you can make the structures more simple by using the present simple tense, e.g., They want food. You can also ask students to create a silent story on the animals' life cycle, by employing artistic means like drawings and clay structures.
- This activity can also work well with older students (15-17 years old), if it is extended to discuss environmental concerns (for example climate change), by presenting them with pictures of animals whose habitats are endangered e.g., polar bears.

Appendix



Vocabulary: home, parents, neighbors, rooms, landlord, conflict, disagree



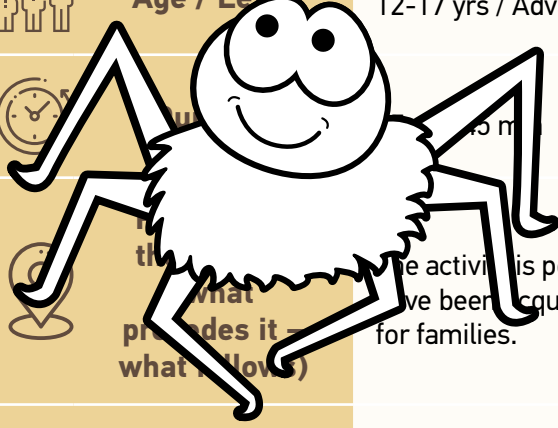
>Art Worksheets
Halloween Decorations: Spiders

- HELP** - Color and cut out pieces.
 - Glue the front and back of the spiders together.
 - Hang from the ceiling with a string.

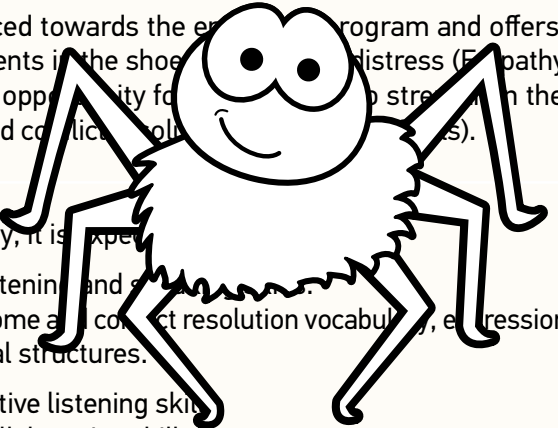
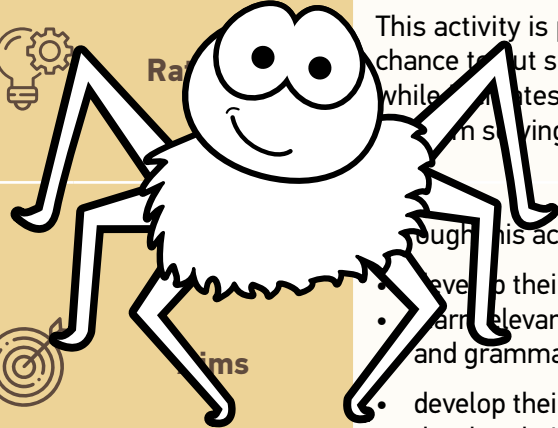


Age / Level

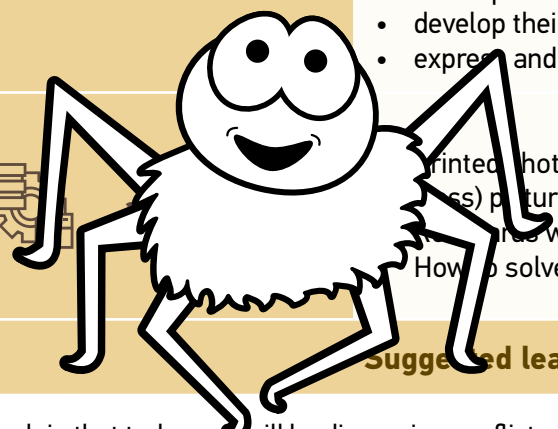
12-17 yrs / Advanced



Reason



Aims



Suggested learning pathway

- Explain that today you will be discussing conflict resolutions. Present students with some pictures where people are having conflicts at home (you can find some in the Appendix).
- Provide the students with the necessary vocabulary by writing it on the board.
- Ask the students to describe what they can see in the pictures.
- Divide them into pairs and assign to each pair two pictures of conflicts at home. Ask students to brainstorm on the following questions and take notes:



School & Classroom

- | | |
|-----|---|
| 9.1 | Children go to school |
| 9.2 | Our classroom |
| 9.3 | Life in and out of the classroom |
| 9.4 | Working Together:
Decorating our classroom |
| 9.5 | Let's make a map |
| 9.5 | No bullying in our school |

- For lower levels, you can simplify the 'asking for advice' and 'giving advice cards', so that they depict simpler problems, e.g., sharing a toy. You can also use a choice wheel to guide students regarding their decisions.

Appendix

8. Weather and nature

8.1 The animal party

8.2 Classroom weather calendar

8.3 Weather forecast

8.4 Incy wincy spider





ask them to present their ideas

Instructions (reflection)

ict resolution.
it (you can find some examples
dent (see Appendix).
you can find it in the Appendix).
eir own.
on asking for and giving advice.
ns they are facing at home.
each group will have to present

of the problems.
in 5 steps' guide as it has been

participate to reach a decision.

8.1 Title of Activity	The animal party
 <p>Links with language curriculum</p>	<p>Vocabulary: Animals (<i>Monkey, Zebra, Dolphin, Camel, Polar bear</i>), Natural habitats (<i>Tropical forest, Grasslands, Desert, Ocean, Ice</i>), <i>Baby, Food</i></p> <p>Verbs: <i>Can, Live, Have, Find</i></p>
 <p>Age / Level</p>	<p>6-9 yrs / Beginners</p>
 <p>Duration</p>	<p>25-30 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>Can follow Unit 7 (Home) and Unit 10 (Emotions and Feelings) with reference to animals. It does not require previous knowledge of vocabulary or grammar.</p>







Rationale

This activity aims at raising environmental awareness and empathy for animals among young learners. More specifically, natural habitats will be presented as animals' homes that should be protected (Social Learning, Environmental Awareness).



Aims

Through this activity, it is expected that students will:

- use animal and natural habitat related vocabulary.
- cultivate their collaboration skills.
- develop empathy for animals.
- increase their environmental awareness.



Equipment and material needed

- Animals and natural habitats printed pictures (see Appendix)
- World map
- Markers
- Whistle
- Blue tack

Suggested learning pathway

- Point to flashcards / images of known animals and elicit or teach their names.
- Point to an animal and ask students Does it have a home? and elicit the answer Yes, it does.
- Explain to students that animals, like people, have homes which are called natural habitats.
- Explain the meaning of natural, i.e. that it serves the animals' basic needs and that the animal cannot survive or reproduce elsewhere.
- Present the animals' natural habitats' place on the map.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Tell students that some animals went to an animal party yesterday and had a very good time! However, some of them got lost.
- Ask students if they want to help animals find their way back home.
- Ask students to stand up.
- Distribute one picture to each student.
- Tell them that some students are holding animal pictures while others are holding habitat pictures.
- Inform them that they have 1 minute to find the other student who has the same number as them, so that the animal can find its home.
- Blow a whistle to start and finish the activity.
- Make sure that all students have found their pair.
- Call each pair to the front and ask them to present their animal and habitat.
- Students present the animal and habitat using a simple structure (The monkey's home is the tropical forest) and stick the animal and habitat pictures in the correct place on the world map.
- Repeat the process with all pairs.
- Wrap-up by congratulating students for helping the animals.
- Sum-up by eliciting from students that habitats are homes, and that everyone (humans and animals) needs one!








Useful tips

- Before the activity, you need to have prepared and numbered the printed pictures of animals (1-5, more or less depending on the number of the students). Then, number the natural habitats in such a way that each animal picture has got the same number as its corresponding habitat picture.
- Make sure that you have prepared enough flashcards / pictures for all students.

Adjusting for different levels/ages

- Even students that have just joined the group can participate in the activity provided that they can recognize numbers 1-10.

Appendix

8.2 Title of Activity		Classroom Weather Calendar
 Links with language curriculum	<p>Vocabulary: Weather (<i>Sunny, Windy, Cloudy, Raining, Snowing, Warm, Hot, Cool, Cold</i>), Days of the week, Months, Seasons</p> <p>Language Structures (about the weather): <i>What's the weather like today?, It is...</i></p>	
 Age / Level	6-11 yrs / Beginners	
 Duration	35-40 min	
 Positioning the activity (what precedes it – what follows)	Relatively in the beginning of this Unit.	
 Rationale	<p>This activity aims at encouraging teamwork and creativity. At the same time, once completed, the calendar can work as one of the group's daily routines. Daily routines are crucial in creating a stable and familiar environment in which students know what to expect. Inclusion of routines in learning is particularly beneficial to refugee students, whose daily life and schooling have been disrupted multiple times (SEL).</p>	
 Aims	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • practice calendar-related vocabulary on a daily basis through their own creation. • cultivate their fine motor skills. • enhance their presentation skills. • develop their collaboration skills and creativity. • develop and benefit from a new classroom routine. • recognize the value of multilingualism. 	
 Equipment and material needed	<ul style="list-style-type: none"> • Weather flashcards • Construction paper (different colors) • Colored markers • Scissors • Blue tack • Other craft materials, such as cotton for snow (optional) 	
Suggested learning pathway		

- Present weather-related vocabulary using flashcards and encourage students to repeat.
 - Write the appropriate structure next to each flashcard and monitor students as they copy.
 - Point to each flashcard and ask What's the weather like? When a student gives the right answer, ask them to take the flashcard from the board and give it to one of their classmates. Repeat the process until all flashcards have been removed from the board.
-
- Ask more advanced students to read the written statements on the board one by one and encourage the students who have the corresponding flashcard to come to the board and stick it. Repeat until all flashcards are back on the board.
 - Pretend to be looking outside the window and ask students What's the weather like today? and elicit the answer. Ask What day is it today? And What's the season?

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Inform students that they are going to create a classroom weather calendar to keep track of the day, season and weather every time they have an English class.
- Invite students to brainstorm any related words and write them on the board.
- Now divide students into small size (3-4) teams.
- Distribute construction papers and materials (colors, scissors, cotton, glue etc).
- Assign a number of calendar-related words to each team and ask students to cut the construction paper in different shapes, write the words, and color/decorate them.
- Make sure that each student is in charge of a duty according to their level and interests: writing, cutting, or drawing / decorating.
- Assign one team to create the skeleton of the calendar on a big piece of construction paper including the statements: Today is..., The season is..., The weather is...
- After all teams have finished, gather their cards and hang the poster on the wall.
- Split the students into three teams and ask the teams to exchange and categorize their handmade cards into days, seasons and weather.
- Ask a student to choose and stick the appropriate cards on the calendar and present the day, season and weather to the class.
- Repeat the previous step on a daily basis at the beginning of the lesson.

Useful tips

- Make sure that a different student is responsible for and presents the weather calendar in English or their mother tongue every day.

Adjusting for different levels/ages

Free Classroom Rule Posters



Our Classroom Rules



Use **kind** words and
actions.



Listen **quietly**
when others
are
speaking.



Keep your
classroom **clean**.



Raise your hand
to speak.



Come to class
prepared with
all supplies
and completed
homework.



Complete your
work neatly and
on time.



Play outdoors.



Obey all school rules.



Our Classroom Rules








- Use kind words and actions.
- Listen quietly when others are speaking.
- Keep your classroom clean.
- Raise your hand to speak.
- Come to class prepared with all your supplies and completed homework.
- Complete your work neatly and on time.
- Play outdoors.
- Obey all school rules.



- This activity is suitable for a mixed-level classroom as new or low-level students can easily participate in the calendar creation. More advanced students can assume the role of the teacher assistant and use the language more productively. In the case that a student has just joined the group, they can take the chance to feel part of the group.
- The use of mother tongue should be promoted throughout this activity, especially regarding newcomers / beginners.
- For very young learners (under 8 years old), you can cut the construction paper beforehand. In all cases, monitor students closely while they are using scissors.

Appendix

The calendar that students created in Malakasa Open Refugee Center, 2019

8.3 Title of Activity	Weather forecast
 Links with language curriculum	<p>Vocabulary: Typical expressions used in a weather report (<i>Sunny, Rainy, Showers, Cool breeze, Flood, a high of 20 degrees, Sunny with cloudy periods, Mainly cloudy, East, West, North, South</i>)</p> <p>Modal verbs: <i>May, Might, Should</i></p> <p>Verbs (future structures): <i>Will, Be going to</i></p>
 Age / Level	<p>12-18 yrs / Intermediate - Advanced</p>
 Duration	<p>50-60 min</p>
 Positioning the activity (what precedes it – what follows)	<p>The activity presupposes good knowledge of the present simple verb tense and of basic vocabulary and syntax.</p>
 Rationale	<p>This activity gives students an opportunity to examine weather forecasts and collaborate to produce their own. It promotes the importance of research and at the same time cultivates creativity, problem-solving, decision-making, performative and interpersonal skills (Life Skills). Finally, it presents Science and an interesting new profession to students.</p>
 Aims	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • use language in a meaningful context. • research different countries' weather. • develop their presentation, writing, and designing skills. • understand the value of teamwork and each member's contribution. • boost their confidence and feel proud of their work. • recognize the value of multilingualism.
 Equipment and material needed	<ul style="list-style-type: none"> • Projector • Laptop • Speakers • Smartphone or camera • Blue tack • Construction paper and coloring markers • World map
<p>Suggested learning pathway</p>	

- Screen a weather forecast (see Appendix for suggestions). Ask students What is this? and elicit the answer weather forecast.
- Ask them in which cases weather forecasts are important and if they consult them before making plans.
- Screen the weather forecast again and ask students to jot down useful words and expressions mentioned.



Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Inform students that they are going to produce their own weather forecast in English.
- Discuss the different roles involved in the creation of a weather forecast and divide the students into the following teams: 1. Scientists, 2. Script writers, 3. Setting designers, 4. Presenters, 5. Camera operators.
- Tell students that they have 30 minutes to produce a weather forecast, starting from today's weather (across the world) and followed by tomorrow's prediction for the countries/cities of origin, as well as for the country of residence (Greece).
- Explain that the forecast should be based on real facts, therefore students should use their smartphone or the teacher's laptop in order to research the weather in different countries.
- Explain that it is necessary for all teams to collaborate in order for the forecast to be accurate (e.g., the designers should be aware of the script, the camera operators should coordinate with the presenters and the designers, and so on).
- When time is up, allow students some time to set up (world map, drawings, presenters' positioning) and get ready for the shooting.
- Record the weather forecast.
- Tell students that the weather forecast will be screened in the next lesson in order to keep them excited until next time.

Useful tips

- Walk around the classroom and provide helpful tips to each team, depending on their tasks. For example, coach the presenters' team on their attitude (clear speech and smile) and discourse (Good evening. I'm Zahra from Malakasa Youth Channel...).
- Before the activity, make sure you have screened at least one weather forecast and analyzed the genre and appropriate discourse with the students (see Appendix for suggestions).
- Encourage the use of mother tongue, especially in the preparation stage.

Adjusting for different levels/ages

- This activity is suitable for a mixed-level classroom as different roles can be undertaken by the students. More advanced or more confident students can be part of the writers or presenters' team, while less confident or beginner students can undertake the role of the camera operator or designer.
- The distribution of roles should be adjusted to the students' skills and talents.
- This activity normally requires access to the Internet. If this is not possible, students can use information that is based on their experience and knowledge.








Appendix

Suggested weather forecast sites:

<https://www.youtube.com/watch?v=TYHhCZ9sIDo&t=3s> (Adam Withey, 2020)

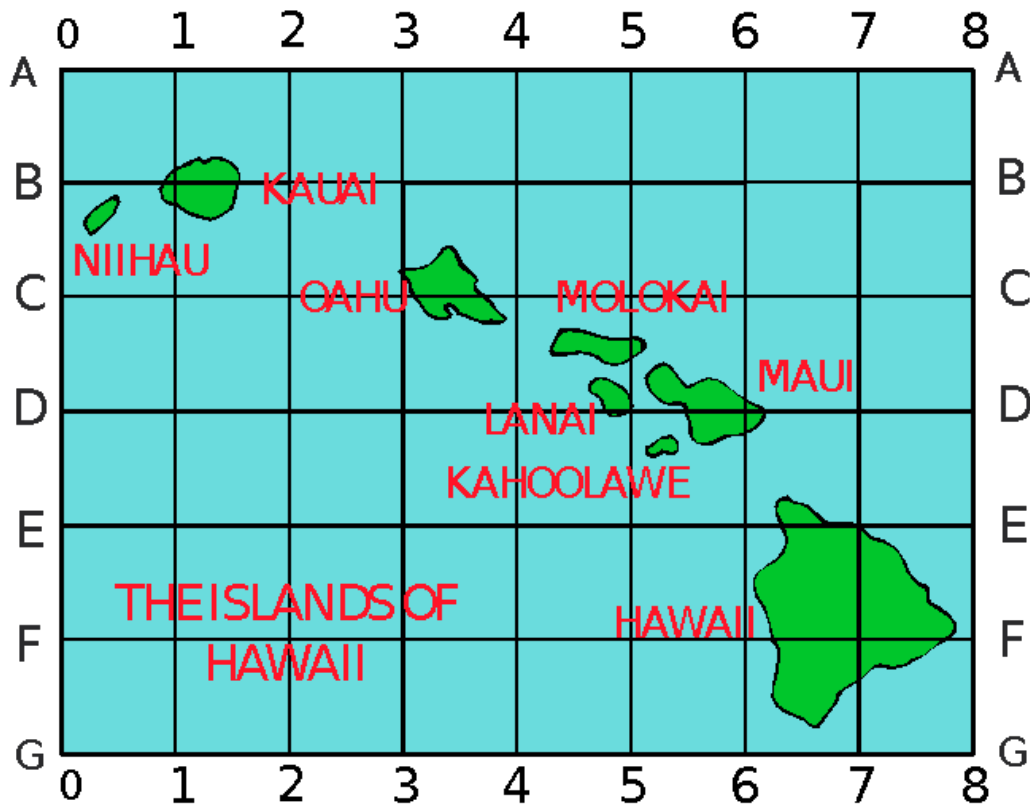
(The weather forecast is presented by a disabled weather reporter and can raise awareness on issues of disability and equal access to the workplace.)

<https://www.youtube.com/watch?v=ELh3M3QAaSA> (Met Office – Weather, 2020)

8.4 Title of Activity	Incy Wincy Spider
 Links with language curriculum	Vocabulary: <i>Spider, Rain, Sun, Down, Out, Again</i> Verbs: <i>To climb</i>
 Age / Level	6-8 yrs / Beginners
 Duration	45 min
 Positioning the activity (what precedes it – what follows)	This activity can be introduced any time. It does not require previous knowledge of vocabulary or grammar.
 Rationale	The activity aims at helping young children identify challenges and work them out (SEL).
 Aims	Through this activity, it is expected that students will: <ul style="list-style-type: none"> • learn new vocabulary. • sing together. • learn about the importance of trying.
 Equipment and material needed	<ul style="list-style-type: none"> • Cut out drawings of spiders. • Laptop, projector or mobile to play the video https://www.dailymotion.com/video/xzcd1q • Blue tack • Picture of or paper made drainpipes (use kitchen paper rolls) • Materials to make out spiders (cotton, buttons, lids etc.) • Play dough
Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)	

How to read a map using a grid and index

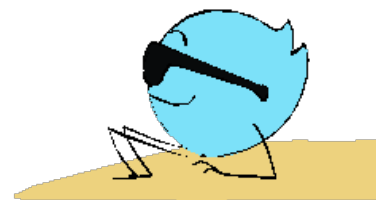
Before smart phones, map grids were how people traveled from one place to another. On your travels, you may not always get cell phone service, so you'll need to learn how to use map grids, too.



Directions:

Start with the letters along the sides of the map. That is the first part of the location. Then, use the numbers along the top and bottom of the map next. That is the second part of the location. Where the two lines meet, that is your destination.

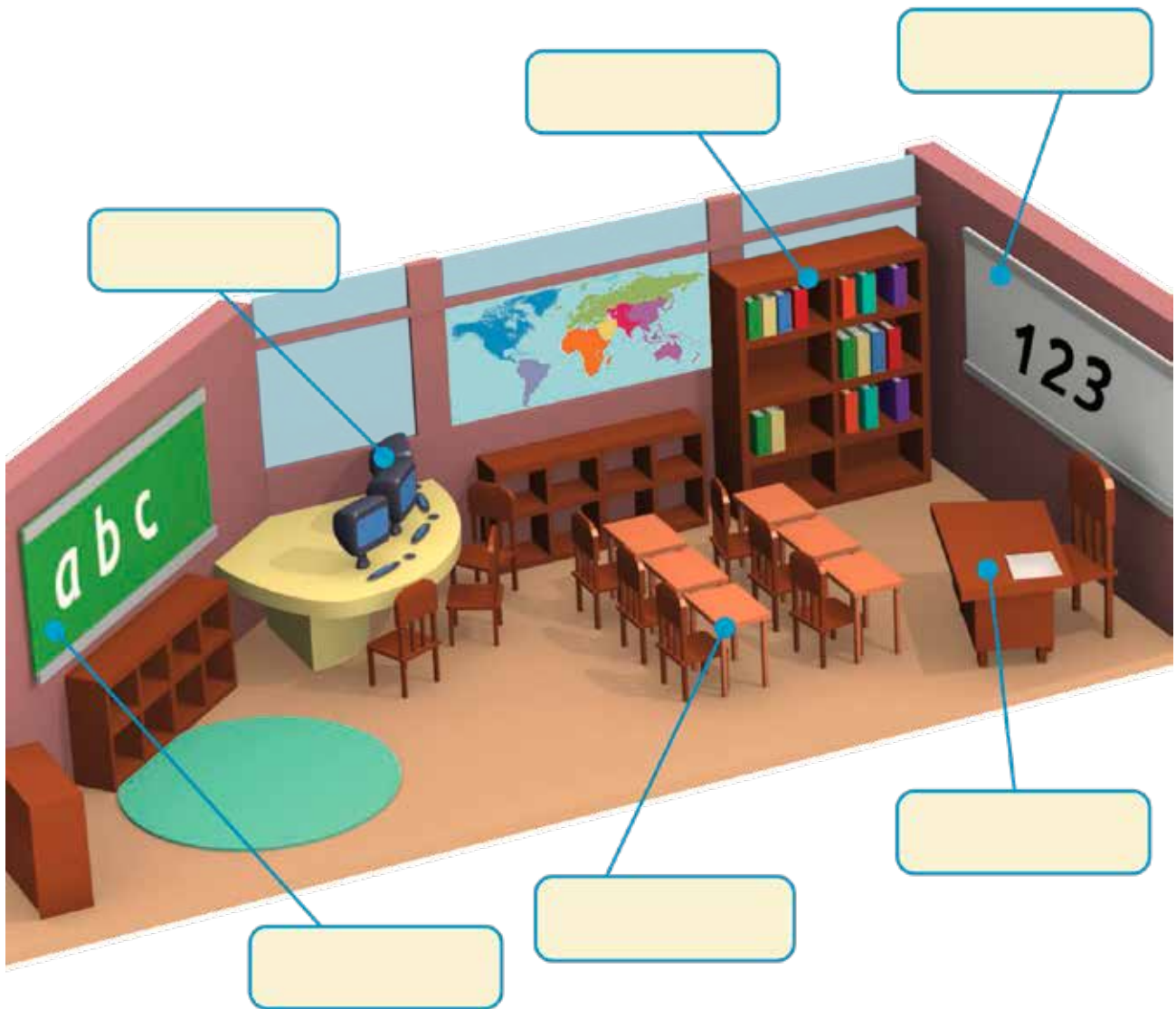
1. B, 1 _____
2. E, 7 _____
3. D, 6 _____
4. D, 5 _____



Parts of a Classroom

What are the parts that make up a classroom? Use the words below to help you remember all the parts in a classroom. Then fill in the labels.

teacher's desk whiteboard student's desk bookcase computers chalkboard



- Help students settle down in a circle.
 - Introduce today's new friends: An insect, Incy Wincy Spider. Show a cut out drawing of a spider or bring a plastic (but friendly looking) one and have children explore its body etc.
 - Let children ask questions and guide them to particularly explore its legs. Spend some time commenting on their function and introduce the verb Climb.
-
- Now explain that you want to tell them the story of Incy Wincy Spider. Tell the story in performative language and then play the short video with the song. Intervene to explain the meaning of words in the intended vocabulary.
 - Invite students to sing along with you and prompt them to shout the simple words with you (eg. Sun, Rain, Out).
 - Now start a discussion on Incy Wincy Spider trying again to meet its goal. Emphasise the elements of effort and meeting the challenge, overcoming fear etc. Choose any way and language level you feel will serve at conveying the message to the children.
 - After this, ask children to sit in round tables, hand them the material and ask them to make their own spiders and constructions to display.
 - Wrap up by decorating students' work and emphasizing the importance of trying.

Useful tips

- Before the lesson, you need to have prepared cut out paper for the spiders and have asked students to bring material from home as described (use recycling and involve parents).
- Make sure that you have enough materials for all students.

Adjusting for different levels /ages

- This activity only addresses young children 6-8 . Can adjust to younger only i.e. 4-6.

Appendix

Play dough examples

Cut out designs for incy wincy spider



Emotions and feelings

10.1	I feel...
10.2	He feels, she feels, it feels
10.3	How do you feel? How does he feel?
10.4	When i feel...
10.5	I feel different

Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)

- Explain to students that today you will be discussing School.
- Write the word School on the board for everyone to see.
- Present children with the photos and/or video from schools from all over the world (you can find some in the Appendix). If you have a projector, show each photo to the whole class and initiate a whole class discussion making sure everyone participates. Repeat the words School and Children as you point to each picture. State the phrase Children go to school clearly and slowly. Write the phrase on the board.
- If you only have small or normal size pictures, divide students in small groups (3 – 5) and give each group a picture. Explain to the class (using performative talk with gestures) that each group will have 3 minutes (point to the clock in class) to look carefully at the picture and discuss it among themselves (in their own or any language that serves communication in the group). Explain that you will be “visiting” each group and help them present their picture later to the rest of the class in English.
- Remind students of classroom rules and group work regulations.
- Start with the first “station”: Ask a student (or the group) to hold the group picture and show it to the rest of the class. Ask for everyone’s attention. As the student holds the picture, provide relevant vocabulary. Repeat the phrase Children go to school by pointing to the picture (e.g. Children; point to children in the photo. Go; walk to show the mobility of the verb. To; use movement to indicate direction. School; show picture of school).
- Move to the second group and follow the same process this time focusing on how children go to school, e.g. By bus. Point to the picture as you phrase the new words and write them on board.
- Move along with the rest of the group always keeping the same basic structure of children going to school but focusing on a different aspect, for example in the next photo you can keep the by (but alter the means of transport) and focus on the personal pronoun They or He or She and the correspondent change of the verb, i.e. goes. Again write new words on board. Use different colours for the third singular.
- When all groups have presented their pictures, give each group the cards with the printed words/pictures that correspond to their picture and ask them to put them in order and make a phrase. For example, give the first group cards with the words Children go to school (don’t worry about capital or small letters at this stage but do use capital in the beginning of the first word as it will serve for subsequent lessons). Repeat the process for all groups. Use flip chart paper and ask them to put the cards in the correct order to make the sentence and/or write it on paper.
- Give children blue tack to exhibit their work on the wall and make sure they agree on how they will do this as a group.
- Children repeat “reading” the sentences as they are displayed.
- Wrap up by using the phrase I go to school and/or a gesture to celebrate children going to school.

Useful tips








- Be inclusive and use photos from different places in the world (use western type as well as traditional Asian, African, Middle Eastern) and different students (boys, girls, children with disabilities). You can find some photos in the Appendix corresponding to this activity. Make sure you reference appropriately.
- Point to the World Map as you “locate” each picture in the world. Children always take a strong interest in this. State the names of the various places but do not write them or insist, unless children ask you to.
- Do not provide grammatical rules and terms, such as “present simple” or “prepositions”. At this stage you are interested in a holistic understanding. Structural terminology would not really make sense at this point.
- Before you start the activity make sure you have agreed on class rules first (you can consult Activities Our Classroom or Working Together of this Unit).
- Make reference to the photo or the film (see Appendix) representing a child with disability going to school and induce understanding that special arrangements need to be made so that all children have access to school.

Adjusting for different levels /ages

- For different levels, give each group also the option to write the phrases on the flip chart. Some can simply copy, while others may be able to remember. Also provide the option for students to draw a picture of their own about children going to school or children going to school by bus etc., as the case may be for each group.
- You can also stimulate more interest and participation by changing the order of the word cards and asking students to put them in the correct order.
- For older children (11 – 14 years old) you can show the trailer of the film “On the Way to School”, to initiate a discussion on the importance of education. <https://www.youtube.com/watch?v=elsQ0B43Q9Y>
- You can extend grammar structures for more advanced students to include Some, Others, All.
- For a group of 16+ the input must be more direct and thought provoking. For example, discuss the difficulties that deprive children from their right to education. Teenagers are more mature and ready to discuss such issues that are quite relevant to them.
- As an extension, for the next lesson, you may bring in class posters or photos on children’s rights for education or any other relevant material preferably in picture format. Discuss with the students, and work collaboratively to display in class.

Appendix



9.2 Title of Activity	Our classroom
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Teacher, Student, Desk, Notebook, Book, Chair Bin Window, Door, Chair, Map</i></p> <p>Possessives: <i>My, Your, Our</i></p> <p>Pronouns: <i>It, This</i></p> <p>Prepositions (Place): <i>In, On, Out</i></p> <p>Verbs: <i>To be (simple present)</i></p>
 <p>Age / Level</p>	<p>8 - 10 yrs / Beginners - Intermediate</p>
 <p>Duration</p>	<p>60 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>Follows after <i>Activity 1</i> of this Unit (<i>Children Go to School</i>).</p>
 <p>Rationale</p>	<p>This activity focuses on the notion of classroom, looking at it both in terms of physical space, as well as of behaviours and attitudes. It encourages responsible thinking, such as how to look after our classroom and emotional learning, such as what it feels like to belong to a class, to be part of a team, to identify ourselves as students (Social, Emotional Skills).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn relevant school vocabulary, expressions and grammatical structures. • develop an understanding of and familiarity with the classroom space, setting and time schedule. • develop familiarity with one another. • feel part of a team. • strengthen their identity as students and their sense of belonging.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • No need for specific equipment or material. • Provisional: • Cards with the names of objects usually found in a classroom: Board, Bin, Timetable, Door, Window etc. • Cards with pronouns I, You, He, she, It (preferably in a different colour than that used for nouns).
<p>Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)</p>	

- Make a brief connection with what you were discussing on the previous day/activity i.e. school. Explain that today you will be discussing Our Classroom (emphasize the possessive). Write Our Classroom on the board. Say the phrase This is our Classroom and show what this means in a performative way (e.g., make a circle in the air with your hands to emphasise inclusivity).
- Invite all students to assemble in a circle. First introduce yourself as a teacher by saying I am ... (your name), I am a teacher and prompt them to do the same as students e.g. I am ... (student's name), I am a student. When all students have had a go, introduce the form you are by playing in pairs. For example you say: "I am ... I am a teacher. You are ... You are a student". Model this for them to follow on. All students will present themselves in the order of a) name, followed by b) role (i.e. student), and then present their pair (the person sitting next to them).
- Show them the classroom and the most distinctive things in it (i.e. desk, blackboard, white board, map, bin etc.). Walk around and touch the objects as you find them close to you. Speak slowly and clearly and try to emphasize words of the intended vocabulary but do not spend too much time at this stage.
- As you walk around make stops at certain points and provide the words for specific objects or areas e.g. desk, window, peace corner, reading corner etc. As you point to these objects use the It is structure. Write yourself or ask more advanced students to write each word on the board.
- Now that all words are written on the blackboard, ask students to read along with you (group reading). Then allow time for them to copy in their textbooks.
- Wrap up by playing a vocabulary game: "I spy with my little Eye" (see Appendix for instructions).
- At the end of the lesson, write the phrase "Our Classroom" on the board and celebrate belonging.

Useful tips

- Avoid abbreviations usually found in English text books like I'm, You're or It's. It confuses students at this early stage and it is always preferable to teach the full form anyway so that students get into the grammar structure later on.
- Make sure the suggested pair activity is well placed in a relaxed and safe context. If you suspect discomfort from the child's side, provide kind support and scaffolding but do not insist. Some students do need to take their time.
- As you prepare to walk around the class, explain using performative gestures as well, for those who are new to the language of instruction, that in a minute you will all slowly pace around the classroom. Set rules first (walk slowly, following one another, don't talk loudly). Ask students more familiar with the space or more experienced in the host language to lead this "tour" (perhaps have a "leader" for every 4 or














- This activity is not appropriate for older students but you can make it more fun for younger ones: For example, you can bring a magnifying glass for the game “I Spy with my Little Eye” (it can even be made out of paper). The student whose turn it is gets to hold the magnifying glass.
- You can make simple hats out of cardboard or paper with the students’ names. It is advisable that you write students’ names and that they copy them themselves on simple paper strips (at least 20 cm wide) that you later staple and place on their heads. This way when they do the pairing activity I am... You are , they can look at the other child’s name.
- Depending on classroom or student level and readiness you can also introduce He is... She is....
- There are possible extensions you may think of, especially with reference to older students (13 – 14 or older). Measuring the perimeter and the area of the room, suggesting constructions and changes based on such measurements can serve as inviting extensions to the activity (see Activity 4 of this Unit).

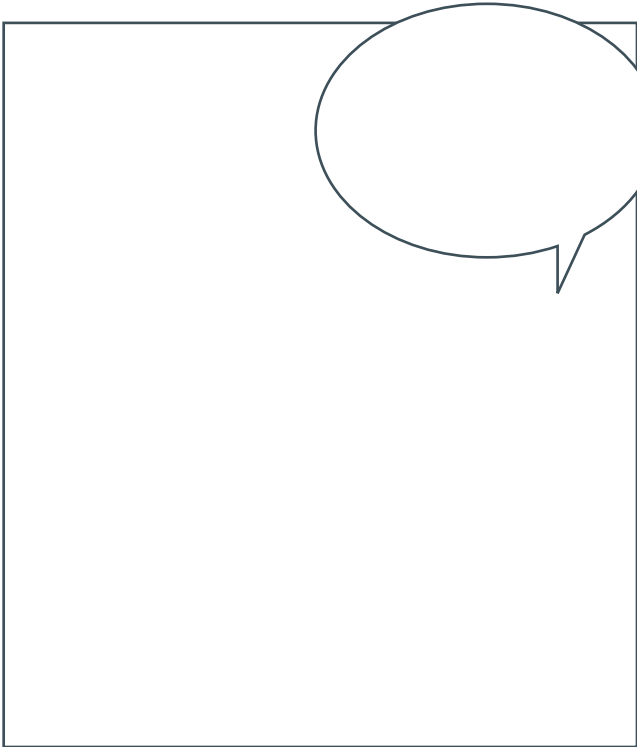
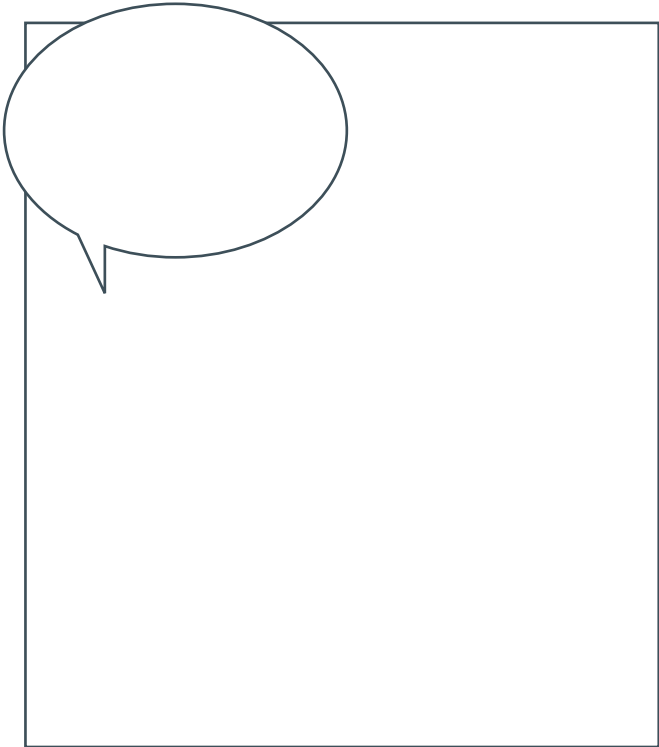
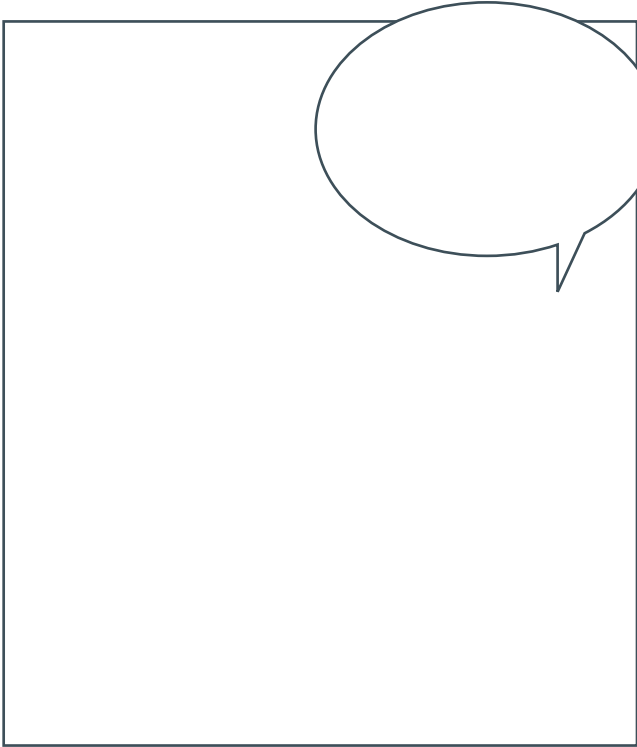
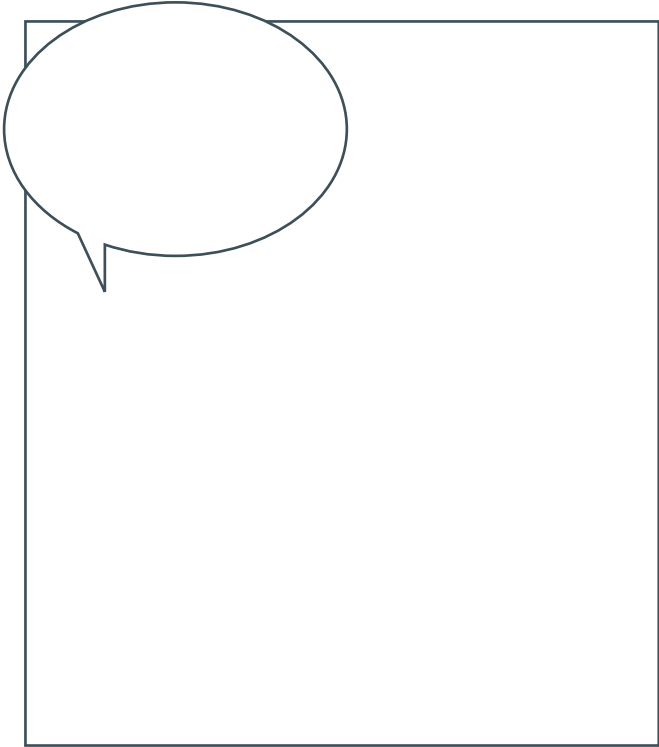
Appendix

The game I spy with my little eye is well known and always well received with excitement by children at this age (up to 11 yrs old). To make it well understood by all students, irrespective of prior knowledge of English, you have to model it at least once at the beginning. You say “ I spy with my little eye...” (say each word clearly, slowly, and use your hands to sign the meaning of each word, e.g. “I spy”, look as if you are looking for something, “little”, put your two fingers together to show the size, “eye”, point to your eye), continue “... something that begins with...” (say the phonic of the letter, not its “name”) and immediately point to an object that starts with this sound, e.g. show the Board for the sound “B”. If you have the letters of the alphabet displayed on big cards over the blackboard (as usually the case is in classrooms in order to provide visual stimuli) you can also point to the letter. Explain the rules: All objects must be inside the classroom (so that others can see them) and students are not allowed to interrupt when it is another student’s turn (one at a time). Ask them to repeat after you and let them ask for help if they wish to name an object that is not known.

9.3 Title of Activity	Life in and out of the Classroom
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Kind, Share, Listen</i> Pronouns: <i>It, We, You, They</i> Prepositions (Place): <i>In, Out</i> Imperatives: <i>Go, Put, Be</i></p>
 <p>Age / Level</p>	<p>8 - 10 yrs / Beginners, Intermediate.</p>
 <p>Duration</p>	<p>60 - 90 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>Follows after Activity 2 of this Unit (Our Classroom).</p>
 <p>Rationale</p>	<p>This activity is placed early in the school year and can be particularly useful for children who are new to the school or learning centre. It is also very helpful for refugee and migrant children who may find it hard to navigate in a new unknown setting (Life Skills). The activity focuses on agreeing on certain ground rules for classroom life, introducing the principles of living together, like respecting one another and the corresponding practises, like taking turns, listening when someone speaks etc. (Social Learning, Democracy). Adjustments for older students extend to the issue of Bullying (SEL).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • revise and extend vocabulary, expressions and grammar structures, relevant to school life. • learn the prepositions of place and familiarize themselves with the school or learning centre setting. • be introduced to the use of imperatives. • learn how rules help us keep order and show respect in a shared environment. • think and reflect on their own views about respecting life with others. • develop interpersonal skills.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Cardboard paper A3 size or larger • Markers (various colours)
<p>Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)</p>	

Name:

Title:



- Make a brief connection with what you were discussing on the previous day / with the previous activity i.e. “Our Classroom”. Explain that today you will be discussing Life in our Classroom.
- Assemble all students in a circle and introduce the prepositions In and Out by opening the door of the class and inviting them to follow you out of the classroom. As you are outside, introduce the phrase We are out of the classroom emphasizing the preposition as well as the we are part (as they are already familiar with the verb to be). Show them the surroundings outside or even better make a group walk around. Get back in as a team and do the same, this time with the preposition in, e.g. We are in the classroom. Repeat for a couple of times as children, especially younger ones, enjoy it and it also gives them the opportunity to move. You can also (carefully) ask a couple of students to go out and come in in the form of a game. Last time you get in (state explicitly that this is the last time), ask students to relax and give everyone a couple of minutes to calm down and practice with you some breath in breath out movements. Then ask students to go back to their desks.
- Write the expressions you used before “We are in the classroom” and “we are out of the classroom” (use a different colour for the prepositions) on the board. Give students some time to copy (they always want to).
- Explain that both in class and out of class you have to set certain rules since we all live together. Make a short dramatized activity to make this point: For example, have two students say something aloud simultaneously to make clear that no one could hear what the other had to say this way. Or represent someone sitting alone during break time. You will end up with a list of DOs and maybe DON'Ts or a list like the one to be found in the Appendix.
- Invite students’ ideas on this and write their suggestions on the board. Draw pictures of each rule (see examples in Appendix) and prompt into things they may not be able to think of, especially in terms of behaviour (e.g. being kind to one another).
- Organize work in pairs. Each pair will have to draw or write on paperboard up to three rules they think are important for life together in class. Use different colour paper for in class and out of class rules.
- You can also have a big poster and ask groups to add their own rules in it.
- Display in class on the wall.
- Wrap up by suggesting students and teachers respect these rules and that you can always discuss any issue that is concerned with your life together in school.
- As always, reflect on students’ understanding and engagement in this activity.

Useful tips

- Be cautious with students when it comes to outdoor activities. Make sure you always monitor and that no child is left alone without supervision.







Adjusting for different levels /ages

- For different levels, give each group also the option to write the phrases on the flip chart. Some can simply copy while others may be able to remember. You can also provide the terms “Inside” and “Outside”.
- Not really suitable for older ages (15+) except for the “Making of Class Rules” part which however needs to be adjusted to the age of students and focus more on behaviours.
- For students 11-14 a useful extension could be made on the issue of bullying. You can find a complete lesson plan together with material uploaded in <https://www.teachingenglish.org.uk/article/anti-bullying> to draw upon and adjust according to your class and level of language.

Appendix

Available on: <https://www.Teacherspayteachers.Com/freedownload/classroom-rules-free-in-chevron-and-polka-dots-1318549> [accessed 16 dec. 2019]

More ideas on:

9.4 Title of Activity	Working Together: Decorating Our Classroom
 <p>Links with language curriculum</p>	<p>Vocabulary: Classroom vocabulary (equipment and tasks) Possessives: <i>Our</i> Verbs (infinitive): <i>Cut, Draw, Paint, Picture</i> Question Structures: <i>Can I have the ... please?</i> Phrases: <i>Let's...</i> Indicating the Place: <i>Here, There</i></p>
 <p>Age / Level</p>	<p>6 -10 yrs and older / Beginners, Intermediate, Advanced</p>
 <p>Duration</p>	<p>90 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This activity takes place in the beginning of the school year but after children have gotten to know each other.</p>
 <p>Rationale</p>	<p>The activity focuses on respecting one another when cooperating and on making rules to regulate group work (Social Skills). It also touches upon the idea of being responsible for making our surroundings more beautiful and of exploring the impact this might have on ourselves and others (SEL extension). Finally, the activity provokes children and young people to think on how to make decisions as a group based on democratic principles (Democracy in Class). Extensions suggested especially for older students aim to combine Language Learning with Mathematics (Interdisciplinary).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn relative vocabulary to facilitate everyday classroom activities. • learn how people in groups make group decisions. • work cooperatively to devise ground rules for group work. • learn how rules help us keep order in a setting. • feel part of a team. • celebrate diversity of languages spoken in class.



Equipment and material needed

- Pictures
- Poster
- Plant
- Carton box
- Cardboard paper A3 or bigger size
- Pencils
- Blue Tack
- Strong Tape
- Paints
- Markers of various colours
- Rulers and/or measuring tapes

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Begin the activity by showing students something you have brought to decorate the class (e.g. A plant, a picture, a poster etc.) and ask their opinion as to where you can display it. Physically move around the class making clear suggestions (e.g., Holding a picture or plant and asking “Here?”, “There?” while pointing). Write these words on the board and explain their meaning.
- Ask students to think about what they would like to share in class. A drawing, a picture, a construction (especially suggested for older students). Show possible options to provide incentives and ideas, by demonstrating. You can, for example, put up a poster on the wall or make a nice display corner for the plants of the class or other group constructions, maybe from science lessons. You can also show pictures from the internet of similar initiatives in other classes of the “Before”, “After” type.
- Facilitate expression for children who do not know the language yet. Let them point to something and/or provide the word for them. Ask how the word is in their own language. Try (in front of all children) to say the word in their own language. If they know spelling in their mother tongue, ask them to write it on the board if they wish.
- After you have collected everyone’s responses, write them on the board and explain that you have, as a group, to decide on the kind of display and the actual spot in the classroom. Explain using performative language end examples that when we have to make a decision as a group we have to follow a certain procedure: listen to everyone’s preferences, try to convince others through arguments, vote and decide by majority, if a consensus cannot be reached (and is required, which is not always the case).
- Explain that they will organize themselves in groups to make suggestions on how they want to decorate the class. You can facilitate this by making suggestions yourself. Suggest a name for each group. You can make this thematic depending on children’s interests, e.g., name of animals, planets, songs etc. (try to avoid names of countries, football teams etc.)

Useful tips

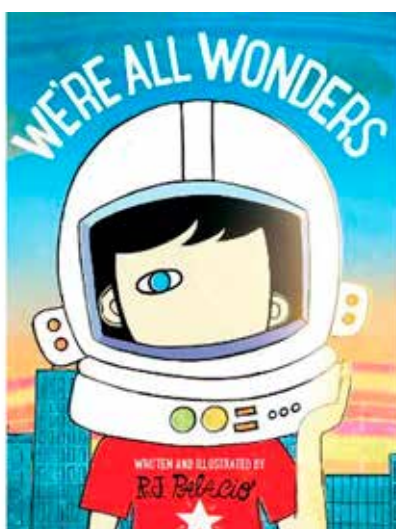
- When forming the groups it is possible that children – especially younger ones- may exhibit feelings of disappointment. Treat these with caution and facilitate cooperation. If you think it is too early and that you may get reactions, you can make the composition of the groups yourself. If you do so, make sure you take into account the level of language understanding (make sure you have a mixed level group).
- Provide ideas and invite all students’ contributions. Shared goals are always the best incentive.
- Do not provide grammatical rules etc. as such e.g. “present simple” or “prepositions”. At this stage you are interested in holistic understanding. Structural guidelines would not really make sense at this point.
- Have the “Can I have the...please?” written on butcher paper displayed in class so that you can direct students whenever they wish to ask for something. It also serves as a visual reminder of the alphabet as well as words and phrases.
- Before you start the activity make sure you have agreed on class rules first (you can consult Activity 3 from this Unit).

Adjusting for different levels /ages

- For older students, 14 -15 years old and especially for 16+ this activity can serve well to induce classroom cohesion. Students at this age are very creative and a lot of them find Mathematics as well as Art particularly attractive. A good idea might be to suggest painting the classroom walls, or submit a plan to the school or learning centre administration regarding the renovation of the class by changing the floor or the windows, the doors etc. All these would require measurements that serve both as a group activity as well as a chance for transdisciplinary learning (Language and Maths). You can draw on ideas from the Appendix. Enrich the activity by suggesting tiles for the floor extending to geometry. Tiles may also be constructed by most artistic students in your class.
- This activity may take up to two lessons to set up and maybe more to implement, in which case it can be presented as a classroom project idea.

Appendix








Activities similar to these led to a Science Corner exhibition in our classes in Refugee Accommodation Centres. You can see some photos here from our work in the Thiva accommodation centre. Students proudly showed their work to others and were very motivated to keep our classroom clean and tidy.





Work

- | | |
|------|--------------------------|
| 11.1 | My dream job (part 1) |
| 11.2 | My dream job (part 2) |
| 11.3 | I want to be... |
| 11.4 | Walking like an egyptian |

9.5 Title of Activity	Let's make a map
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Numbers 1 - 100</i> Possessives: <i>Our</i> Verbs: <i>Make, Count</i> Question Structures: <i>Can I have the ... please?, How long...?, How wide...?, Where is/are...?</i> Phrases: <i>Let's...</i> Indicating the Place: <i>From ..., To ..., Here, There</i></p>
 <p>Age / Level</p>	<p>10 - 14 yrs / Beginners, Intermediate, Advanced</p>
 <p>Duration</p>	<p>90 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This activity can take place any time after the first couple of weeks of the school year and may at best follow the <i>Working together - Decorating Our Classroom</i> activity. It can however stand on its own as long as the relative grammatical structures have been taught and ground rules for group work have been established.</p>
 <p>Rationale</p>	<p>This activity combines Language Learning with Mathematics, Geometry and Art (Inter- disciplinary) and serves well as an opportunity for group cohesion, enhancing group work skills and collaboration (Interpersonal Skills).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn English numbers and letters through measuring and reading maps. • learn how to read maps (keys, axons, grids and index etc.). • navigate themselves effectively in school and other spaces. • get to know the school surroundings better. • work collaboratively following ground rules.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Pictures of maps • Cardboard size A4 with pictures of objects (and/or names) of objects and places in class • Butcher's paper or big size cardboard or flip chart size papers • Pencils • Blue Tack • Measuring tapes • Post - its
<p>Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)</p>	

- Ask students if they have seen a map before (they can point to the walls where maps may be already exhibited).
- Explain the usefulness of maps (e.g., How you can go from one place to another, refer to traveling etc.)
- Make photocopies of a simple map (like the one provided in the Appendix) for all students and draw a similar one on the board. Refer to this as a model and explain the grids (e.g., how you can position yourself or things on it based on the letter axis and number axis). Read the numbers as you explain. For the letters axis just mention the name of the letter but do not spend time on this. Focus on the process of locating the point on the intersection e.g. B,7.
- Then invite a student to locate an object (picture) on the map you have drawn on the board. Ask the other students to write on a simple post-it the letter and the number that indicate the exact point. Ask the student (whoever wishes) to stick the post-it on the board and invite the rest of the class to comment (agree, provide other answers etc.). Move the object to different points and invite students' responses.
- After you have done this for a number of times (also serves as a revision and/or assessment of classroom vocabulary learned in Activity 2), explain that you will work in groups to make a map of the class.
- Devise small groups of students (2-3) and give out paper (flip chart size) and markers to each group. Explain that their task is to draw a map of the class. Draw a model on board to identify issues of starting point, point of view etc.
- Then escort a student to go around the classroom and have him/her draw their route and the points of interest on the board.
- After modelling this, ask all students to work in pairs and draw their own classroom map.
- Monitor students' work, collaboration and engagement and facilitate when needed.
- Collect students' work and display in class.
- At the end of the lesson, invite students' ideas as to other maps they may wish to draw and make your own suggestions as well (e.g., a map of a school, a map of the neighbourhood, mapping their way to school etc.).
- Wrap up by highlighting the usefulness of reading maps even at times of heavy use of technology.
- Revise the numbers mentioned today and provide a table for the tens until 100.
- Revise new vocabulary.








Useful tips

- Provide ideas and invite all students' contributions. Shared goals are always the best incentive.
- Have the "Can I have the...please?" written on butcher paper displayed in class so that you can direct students whenever they wish to ask for something. It also serves as a visual reminder of the alphabet as well as words and phrases.

Adjusting for different levels /ages

- The activity can adapt well to mixed level classrooms as activities in pairs allow for students of different language levels to cooperate. Each student can do whatever is within their reach, they can for example simply draw the map.
- For older students you can extend the activity to making a map of the school, a map of their route to school, or a map of the area/neighbourhood/house.
- For older students use measurements.
- This activity according to the class level, interests and possible extensions, may take up to two lessons to set up and maybe more to implement, in which case it can be presented as a classroom project idea.

Appendix

9.6 Title of Activity	No Bullying in our School
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Cyberbullying, Bullying, Bystander</i> Verbs (infinitive): <i>Tease, Lough at, Hit, Kick, Be mean to ...</i> Question Structures: <i>What do you think?, What is...?</i> Making suggestions: <i>Let's...</i> Giving an opinion: <i>I Think..., I believe..., I don't agree</i> Language skills: Providing a definition Academic/School Skills: Working on a worksheet</p>
 <p>Age / Level</p>	<p>15+ yrs / Intermediate, Advanced</p>
 <p>Duration</p>	<p>90 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This activity can take place anytime but primarily addresses more advanced English language learners. It presupposes basic understanding and use of English, a fact that is quite often the case in some settings. Still, the teacher allows as always for differentiation and provides scaffolding so that all students are engaged. Links with Unit 15 (Language and Beyond).</p>
 <p>Rationale</p>	<p>The rationale of this activity is to provide an understanding of what constitutes bullying as this is often noticed in school settings so that students know how to avoid it, fight against it or turn to an adult for help (SEL, Life Skills). It also serves as a means of teaching aspects of peer functioning at school (Acculturation) and differentiate between bullying and other behaviours (Life Skills). Finally, it teaches students how to respond to worksheets used in formal educational settings (Metacognition).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn vocabulary and grammatical structures that correspond to the theme of bullying. • reflect on their own possible misconceptions of bullying. • learn how to work on a worksheet. • learn and practice expressing personal opinion.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Before the class visit https://www.teachingenglish.org.uk/article/anti-bullying and make amendments based on your own class. In any case, do download the worksheets and make copies for your students.

Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)

- Invite students' own conceptions as to what constitutes bullying.
- Show any of the video or text found in the site <https://www.teachingenglish.org.uk/article/anti-bullying>.
- Check students' understanding and facilitate. Dramatize the scene with the assistance of a student for those who cannot follow. Read aloud.
- Invite students' comments. Facilitate expression of feelings and thoughts.
- Introduce the expressions I think, I don't agree, I agree. Write these phrases on the board and provide statements they can agree or disagree with or express their opinion on.
- Together with the students try to find definitions for Bullying (not everything is bullying) and emphasize the distinctive characteristics of it e.g., intentional and repeated harmful behaviour towards someone. Dramatize scenes to make sure all students understand the difference between this and other behaviours like having fun together.
- Move to the topic What can you do? Show pictures, stories or videos (whatever you have prepared) to show that there is always something you can do when you witness bullying or suffer yourself: e.g., turn to an adult you trust (always reassure them of the school and teachers' support), report the incident etc. Invite students' ideas and suggestions.
- Do the Reading and Worksheet activity to be found in the website address provided for you. Explain the technique on how to answer the questionnaire (which word to notice, what question word is important etc.).

Useful tips

- Some students may wish to read on their own, some may not. Use group reading anyway to facilitate. Beginner students can repeat after you as they point to the words.
- Always adjust according to level and interest.

Adjusting for different levels /ages

- Beginners may find this challenging so you can pair them with more advanced language speakers.
- Always monitor these students' degree of engagement. If you notice that they feel completely lost, take action immediately and provide scaffolding. Ask other students to dramatize certain scenes of the text or do so yourself with the assistance of a volunteer.
- Give beginners / newcomers another task when more advanced students work on the worksheet.

Appendix

Lesson Plan: https://www.teachingenglish.org.uk/sites/teacheng/files/Teachers_notes_bullying.pdf

10. Emotions and feelings

10.1 I feel...

10.2 He feels, she feels, it feels

10.3 How do you feel? How does he feel?

10.4 When i feel...

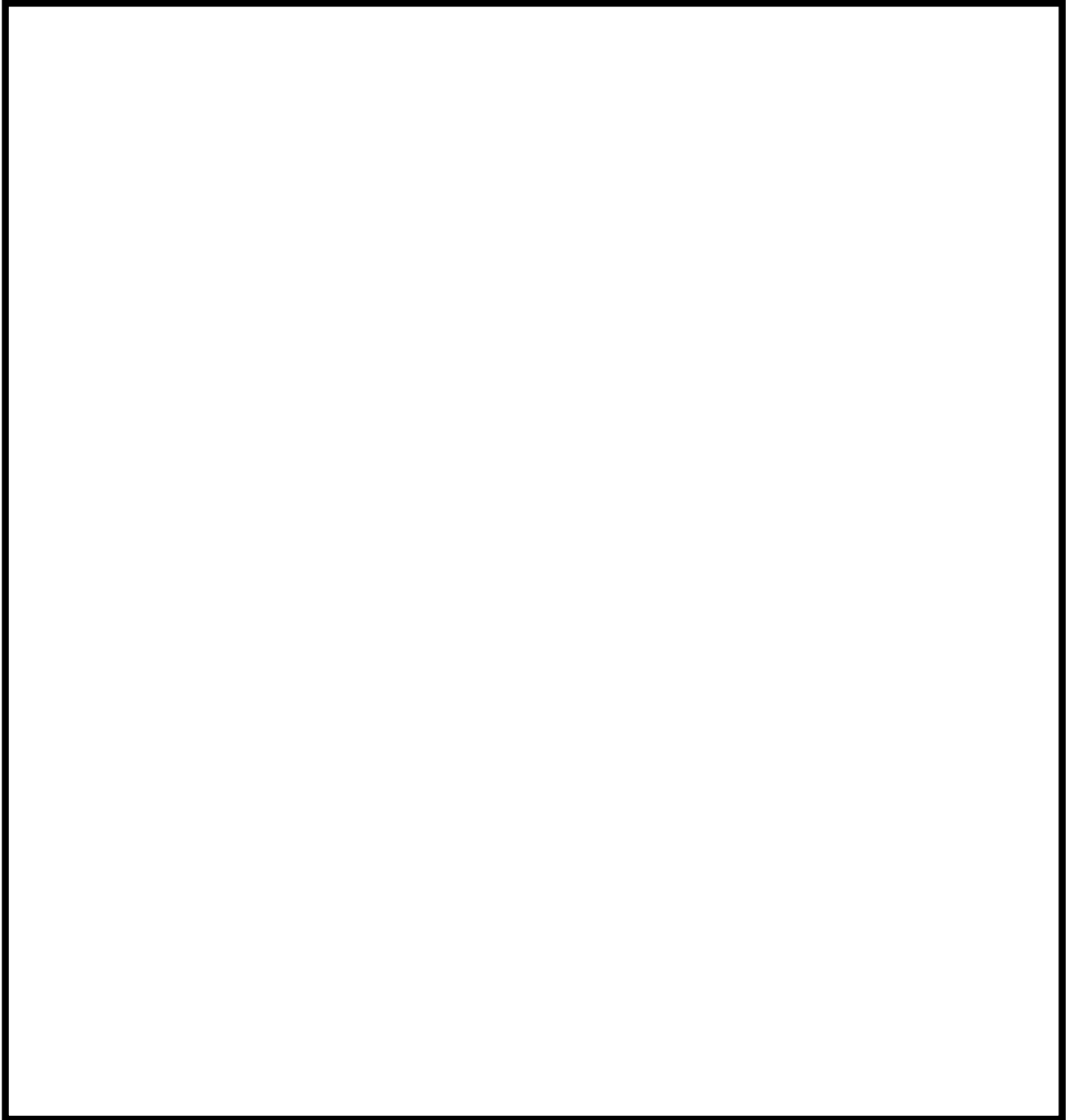
10.5 I feel different

When I grow up I want
to be a...



What Do You Want to Be When You Grow Up?

Draw what you want to be when you grow up in the box below.
Write a few sentences about what you want to be.





architect

ballerina

chemist

doctor

artist



fireman

geologist

hairstylist

investment banker

judge



karate instructor

librarian

musician

nurse

orthodontist

police officer



quarterback

referee

sailor

teacher

undercover agent



veterinarian

waitress

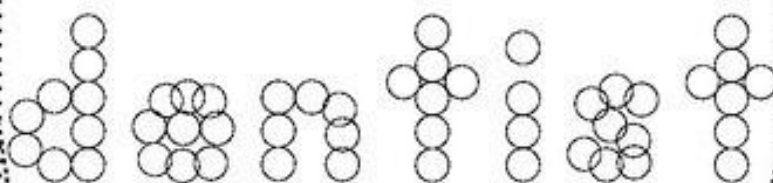
xylophone player

yoga instructor

zoo keeper

jill mcdonald

When I Grow Up Do-A-Dot



Trace What I Want To Be



dentist dentist








dentist dentist

dentist dentist

When I Grow Up



Dentist

10.1 Title of Activity	I feel...
 <p>Links with language curriculum</p>	<p>Adjectives: <i>Sad, Happy, Worried, Excited, Scared, Shy, Alone</i> Personal Pronouns : <i>I, You</i> Verbs (present simple): <i>Feel</i> Question structure (present simple): <i>How do you feel?</i></p>
 <p>Age / Level</p>	<p>6 – 10 yrs / Beginners</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This is the first of a set of activities on language skills concerned with feelings. The first activity starts with the verb <i>Feel</i> and the use of adjectives that express emotions.</p>
 <p>Rationale</p>	<p>This activity aims at identifying and expressing our own feelings and those of others' (Intra and Interpersonal Intelligence). This is the first set of activities concerned with accepting our own feelings, finding healthy and constructive ways of handling them, but also understanding the emotions of others (SEL).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • use adjectives relevant to emotions. • use the verb to <i>Feel</i> in the affirmative and question form. • learn the use of pronouns. • understand that expressing how we feel is important. • understand that identifying how others feel is also important.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Cards size A2 with the adjectives described in the curriculum • Cards size A2 with the pronouns described in the curriculum • Cards size A2 with <i>do</i> and <i>does</i> • Cards with the word <i>How</i>
<p align="center">Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)</p>	

- Explain that today you will be discussing feelings. Make a short introduction by using performative talk on description of our feelings. Emphasize the verb *Feel*.
- Write on the board the adjectives you plan to teach in today's lesson and start with the phrase *I feel...*
- Ask a student to hold the card with the adjective that shows how you feel and make a gesture or face to indicate the feeling. Then write the adjective on the board and make a corresponding drawing.

- After you have done this for all vocabulary you plan to teach, ask students to come to a circle. Leave the cards in the middle and ask a student to pick up one and keep it to him/herself. Ask another student to pose the question how do you feel? (emphasize the pronoun). The task for the student with the card is to make a gesture, a drawing or a face indicating the feeling. The other students have to identify the particular feeling by looking at the gestures, words, or drawings on the board. The student who finds the right word, takes the card and says "I feel... (word)".
- Introduce the third singular He/She feels and focus on the s and the pronouns. Repeat the circle activity this time by asking How does He/She feel?
- Sum up by introducing a group pantomime session involving all new words learned.

Useful tips

- In their effort to find the word for the feeling the rest of the students can talk to one another, make suggestions and guesses. All is accepted.





Adjusting for different levels /ages

- The activity basically addresses beginners. If there are more advanced students in the group, they can help out in making the cards with you or facilitate the game.

Appendix

You can use this or other posters and cards available on the Internet to post in class and use as a visual aid.



10.2 Title of Activity	He feels, She feels, It feels
 <p>Links with language curriculum</p>	<p>Adjectives: <i>Alone, Hungry, Safe</i> Personal pronouns: <i>He, She, It</i> Question words: <i>How?</i> Verbs: <i>Feel</i> (present simple) Question structure (present simple): <i>How does he/she/it feel?</i></p>
 <p>Age / Level</p>	<p>6 – 10 yrs / Beginners</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This activity follows <i>Activity 1</i> in this Unit and proceeds with the third singular and the question form in present simple. The two activities have to be taught together.</p>

-12-



Health and well-being

- | | |
|-------------|-----------------------------|
| 12.1 | Special friends |
| 12.2 | Paint ache away |
| 12.3 | An apple a day |
| 12.4 | This is the way i... |






Useful tips

- Emphasize the How and the Does but do not spend too much time on actually teaching the question form.

Adjusting for different levels /ages

- Allow extra time for newcomers to get acquainted with the meaning of the verb Feel. Focus on the meaning of adjectives and facilitate their participation by assigning them roles they can carry out (holding a card, giving out the cards etc.)

Appendix

10.3 Title of Activity		How do you feel? How does he feel?
 Links with language curriculum	Verbs (present simple): <i>To Feel</i> Question structure (present simple): <i>How do you feel? How does he/she/it feel?</i>	
 Age / Level	6 – 10 yrs / Beginners	
 Duration	45 min	
 Positioning the activity (what precedes it – what follows)	This activity follows <i>Activity 1</i> and <i>Activity 2</i> of this Unit and elaborates on the formation of the question structure.	
 Rationale	The activity aims at showing ways of caring for other people's feelings and highlights how important it is to express our own feelings.	
 Aims	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • Learn the question form of the present simple with the use of the auxiliary verb <i>To Do</i>. • Practice the third singular question format. • Identify and take interest in others' feelings. 	
 Equipment and material needed	<ul style="list-style-type: none"> • Cards size A2 with the adjectives described in the curriculum for Activities 1 and 2 of this Unit • Cards size A2 with the pronouns described in the curriculum for Activities 1 and 2 of this Unit • Cards size A2 with <i>do</i> and <i>does</i> • Card size A2 with word <i>How</i> (different colour) • Card size A2 with the verb <i>to Feel</i> • Card size A2 with "s" • Card size A2 with a question mark sign (same colour with <i>How</i>) • Pictures print out or projected online (look at the Appendix) 	
Suggested learning pathway		

- Make a connection with the two previous lessons (you can show pictures and invite responses or ask students how they feel etc.)
- Monitor learning that has been embedded from the previous lesson and notice possible gaps and/or difficulties for your own record.

Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)

- Make a circle and invite some students (a small group of students) to choose and hold up the right cards for the phrase I feel...etc. (you or a student reads aloud or simply says the sentence). The students must work in collaboration to choose the right cards and put them in the right order. When they finish, they display for the rest of the class to see and probably make or suggest corrections. It is best if you stick these with the use of blue tack on the board or the wall for everyone to see.
- Continue with the rest of the groups.
- Then change the structure of the cards to teach the question format. Make explicit the change of the structure and the auxiliary use of do and does. Play with the students as you move on with different phrases.
- Invite students as in the case with the affirmative sentences to pick up the right cards and put them in the right order.
- Wrap up by explaining how important it is to care about how others feel and express how we feel.

Useful tips








- Remember that it is important to give children the emotional skills to identify and then understand others' feelings.

Adjusting for different levels /ages

- More advanced students can read aloud the sentences you have chosen and assist other students.

Appendix

Use the following worksheet (adopted from education.com) in order to practice writing in question and answer format. Use an example and then let students work in pairs:

10.4 Title of Activity	When I feel...
 <p>Links with language curriculum</p>	<p>Conjunctions: <i>When I...</i> Verbs (present simple, indicative and imperative): <i>Hop, Skip, Smile, Whistle, Sing, Dance, Tell, Breath, Say, Jump, Draw, Run</i></p>
 <p>Age / Level</p>	<p>6 – 10 yrs / Beginners - Intermediate</p>
 <p>Duration</p>	<p>90 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This activity follows Activities 1, 2 and 3 in this Unit and proceeds with introducing new verbs in present simple as well as the form of the imperative.</p>
 <p>Rationale</p>	<p>The activity aims to assist students in talking about their feelings, analysing them and finding ways to cope with the disturbing ones and enjoy the more positive ones. The activity also highlights that all feelings are acceptable and that we all need support in expressing and coping with our emotions.</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • develop their vocabulary with reference to feelings and emotions. • use the imperative form. • construct small sentences. • be introduced to conjunctive structures. • become familiar with ways of expressing their feelings. • get acquainted with ways of coping with their emotions. • ask for, receive and give support and advice.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • A story, book or images which depict feelings (see Appendix) • Cards A2 size with all new vocabulary (verbs) • Cards A2 size with When • Cards with pronouns (from previous lessons)
<p>Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)</p>	

- Explain to the students that you will be reading a short story on feelings. Gather children in a circle and read the story “The Way I Feel” by Janan Kane -you can also find a read aloud version in Youtube (see Appendix)- or “My Feelings”, Bloomsbury Publishing (for younger students) and/or any other book concerned with feelings. Focus on how the heroes feel and on what they do when they feel this way.

- Using this as an incentive, emphasize the conjunctive structure e.g. When I feel sad, I cry. Stress the two verbs and the two pronouns.
- Then explain the verbs holding each card up for all to see.
- Ask a student to make a sentence following your When I.... sentence or ask more advanced students to do this and pair the activity.
- Gradually extend to what they can do when they feel in a particular way and introduce the imperatives by first using the When you feel ..., +imperative structure, e.g., When you feel sad, talk to someone!
- Wrap up by grouping such statements (different kinds of advice given for similar feelings) and refer back to the book or any other incentive you had provided about feelings.
- Emphasize the importance of understanding and handling our feelings and highlight the fact that in doing so, we can always receive support from trusted people.

Useful tips








- Make sure everybody understands the story before you continue. Talk about our choices and acceptance of our own as well as others' feelings.
- Make sure you include a range of feelings and that you do not label any of those in a negative way as all feelings are accepted. It is how we treat our feelings that matters.
- Work particularly on shy or angry. A lot of children feel this way and need to know first that this is ok and also what they can do about it.
- A safe and trusting environment is imperative for this activity. So perhaps you would want to carry on with this activity after the class has been together for some time.

Adjusting for different levels /ages

- With different material as incentive, the activity can extend to higher levels and older students focusing on the use of conjunctions, provided the students have already learned the relative vocabulary. You can draw from material in Unit 15 (Language and Beyond) for ideas.

Appendix

- You can get ideas for flashcards from the following source:
<https://learnenglishkids.britishcouncil.org/flashcards/feelings-flashcards>
- Read aloud version of the story "*The Way I Feel*" by Janan Kane:
The Way I Feel - YouTube

10.5 Title of Activity	I feel different
 <p>Links with language curriculum</p>	<p>Adjectives: <i>Alone, Different, Stranger</i></p> <p>Question word: <i>Why</i></p> <p>Verbs: Revision of question and affirmative form of present simple: <i>How does he/she feel? He feels..., Why does he/she/it feel...?</i></p>
 <p>Age / Level</p>	<p>6 – 10 yrs / Beginners - Intermediate</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This activity follows all previous activities in this Unit. It builds on grammar, vocabulary and structures already taught and serves as a revision and assessment.</p>
 <p>Rationale</p>	<p>Through this activity the students will be introduced to the issue of diversity and acceptance by exploring others' feelings in an empathetic way (SEL).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn new adjectives relevant to feelings/emotions. • exercise listening and thinking skills. • revise and practice question format in present simple. • develop empathy.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Cards size A2 with the adjectives described in the curriculum intended for this Activity (in addition to those used in previous ones) • Card with Why (preferably same colour with How from previous lesson)
<p>Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)</p>	

- Read a story of a child, adult, teenager who feels different and marginalised (see Appendix for suggestions but do find one that suits you best). Make sure everyone follows the basic and important facts of the story.
- Now introduce the word Why. E.g., Why does he/she/it feel different/alone/sad/scared etc.?
- Invite responses from the children. Facilitate their expression in English but accept possible responses in other languages as it is their understanding that matters at this point.
- Wrap up by a short discussion on what it means to be different, why this changes according to context and why being one's self is always the best way to be.
- Invite students to produce a drawing on the story you read and reflect.

Useful tips

- Prepare the activity by maybe drawing upon an event/film/story children already know about.
- Invite expression of attitudes and misunderstandings in order to have the chance to alter these in a constructive way.

Adjusting for different levels /ages








- For older ages you can look at Unit 15 (Language and Beyond) for ideas.

Appendix

We are All Wonders, by R. J. Palacio

The Iron Man, by Ted Hughes (British). Film adaptation (American): *The Iron Giant*

A preview of the film and its analysis can be found at: https://www.youtube.com/watch?v=bH_ByiXX1eo
E.T. The Extra Terrestrial Film (American)

11.1 Title of Activity	My Dream Job (Part 1)
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Dream, Job, Passionate, Interesting, Creative, Manual, Artistic, Social, Individual, Exciting, Salary</i></p> <p>Verbs (present simple): <i>Make, Feel, Have, Communicate, Interest, Create, Want</i></p> <p>Modal verbs: <i>Would like to, Should</i></p> <p>Subordinate clauses: <i>Because...</i></p>
 <p>Age / Level</p>	<p>14-18 yrs / Intermediate</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This activity is introduced to intermediate students (allowing for newcomers, as always) and thus presupposes basic communication skills in English and class group cohesion.</p>
 <p>Rationale</p>	<p>The activity is placed in the middle of this Unit. It offers students the chance to contemplate on their preferences and how they may connect to potential career paths. By employing arts, students use a different mode of expression, while at the same time they get the chance to develop a more profound understanding of their own feelings and the way these are connected to decisions that have long-term implications (SEL). Moreover, the second part of the activity aims at helping students set a plan to achieve their goals and realize that achieving goals requires persistence, work and perseverance (SEL).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • advance their vocabulary and means of expression in English. • get familiar with different aspects/features or various professions. • get acquainted with the concepts of process and pathway, which include steps to be made in order for a goal or aspiration to be met. • reflect on their academic and professional preferences. • realize the necessity of making plans in order to meet goals. • recognize the value of multilingualism.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • A4 paper • Flip-chart • Box or fishbowl • Markers in various colors
<p>Step by Step Development of the Activity - Instructions (preparation – implementation – summing up – reflection)</p>	

- Explain to the students that today you will be discussing your dream jobs.
- Write the phrase My dream job on the board for everyone to see. Tell everyone that first, they will need to think about what their dream job might be and not reveal it to anyone. Make sure you explain the dream aspect in terms of hope and aspiration. Then, ask them to draw it on a piece of paper. Explain that it can be anything, from a smile to people joining hands. Model it by making a drawing of your dream (or actual) job.
- Once they have completed their drawings/constructions, explain that they have to present features of their dream job, in writing on a separate piece of paper. Remind the class that the form I would like is followed by to, whereas should goes with a bare infinitive. You can share an example of your own with the class. Kindly ask them not to write their name on the paper.
- Once the students have finished, you will prompt them to fold the paper and put it into a box or fishbowl.
- Urge them to put their constructions in front of them for everyone to see and allow for some time to examine each other's work. Ask them if they have any comments or questions.
- Now explain that this time the whole class will be working as one group. You will be reading each other's written productions about your dream jobs and the whole class will try to match the text to a student and their drawing/construction in front of them. You have to use a flip chart to keep notes for every text. Once each matching is done, the class will discuss the student's choice.
- You can wrap-up the class by having everyone exhibit their drawings/constructions and dream jobs on the wall.








Useful tips

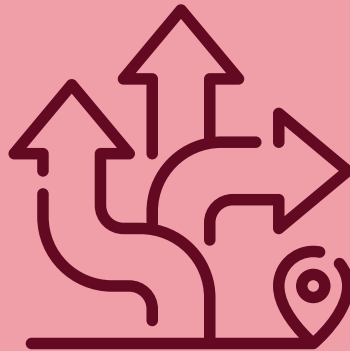
- You can give the students the option to construct or draw an idea that connects to their dream job. You have to make it clear that they should not construct/draw the actual job because that would render the activity meaningless.
- Share your own example to connect with the students and help them open up.
- If a student does not have a dream job, you can explain that it is perfectly understandable and offer them a set of questions that could facilitate deciding what they are gravitating towards.
- You can number the texts and the flip chart notes to keep track of what has been said.

Adjusting for different levels/ages

- For the first session, you can simplify the game with younger students by just asking them to construct / draw something and have the whole class guess.








Appendix

	Activity	My Dream Job (Part 2)
 Links with language curriculum		Verbs (infinitive): <i>Try, Ask (for), Change, Work, Wait</i> Modal verbs: <i>Should, Must</i> First conditional: <i>If....I can...</i>
 Age / Level		14-17 yrs / Intermediate
 Duration		45 min
 Positioning the activity (what precedes it – what follows)		This activity follows <i>Activity 1</i> in this Unit and serves as its continuation, focusing on Social Emotional Learning.
 Rationale		<p>The second part of a two-session activity (see Activity 1 in this Unit) aims to help students set a plan to achieve their goals and realize that achieving goals requires persistence, work and perseverance, as well as support from others (SEL). It also touches on the issue of accepting failure, the need to change and the ability to weight one’s strengths and the environment.</p>
 Aims		<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • advance their vocabulary and means of expression about jobs and choices in English. • get acquainted with the concepts of process and pathway, which include steps to be made in order for a goal or an aspiration to be met. • realize the necessity of planning to meet goals • explore alternative career pathways. • realize that every goal requires a lot of effort to be accomplished. • explore their choices in a realistic framework. • realize the importance of the environment and significant others in one’s life. • recognize the value of multilingualism.
 Equipment and material needed		<ul style="list-style-type: none"> • A4 paper • Flip-chart
Step by step development of the activity - Instructions (preparation – implementation – summing up – reflection)		



Directions

13.1	I get the target!
13.2	Fantasticville
13.3	Treasure hunt
13.4	Hey ho, let's go
13.5	Character bus

11.3 Title of Activity	I Want To Be...
 Links with language curriculum	Vocabulary: <i>Doctor, Nurse, Lawyer, Artist, Farmer, Teacher, Dancer, Professional Author etc. (as the case may be)</i> Verbs: <i>I want (to be)</i>
 Age / Level	6 – 8 yrs / Beginners
 Duration	45 min
 Positioning the activity (what precedes it – what follows)	This activity addresses young children and does not presuppose previous knowledge of the language.
 Rationale	The activity gives young children the opportunity to express their dreams for the future either linguistically or through Art. This way their sense of self-worth is strengthened as is the feeling of expecting a future (SEL).
 Aims	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn some basic vocabulary with reference to future jobs. • be introduced to professions they may not know about. • get the chance to express their dreams in various ways (other than linguistically). • feel part of a team in a safe environment.
 Equipment and material needed	<ul style="list-style-type: none"> • A4 paper • Colored pencils and markers • Worksheets (look at the Appendix) • Glitter and/or other decorative material • Blue tack
Suggested learning pathway	

- Create a safe and calm atmosphere and introduce today's topic that is about their future profession. Start with your own profession.
- Use a poster, photos or drawings (see the Appendix) to initiate discussion. Explain the words describing the various professions and focus on the first letter. Spend at least 15 minutes on this.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Ask students to say what they want to be when they grow up! In getting their responses which are likely to be enthusiastic, celebrate their choices and encourage participation. Write and draw the professions they come up with on the board.
- Then tell them they can draw, write or trace the letters of the profession they choose. Have ready worksheets available and make sure you have a variety of professions represented.
- Put students in small groups round tables and ask them to choose the ones they prefer from the worksheets you have available. If you need to, make more on the spot by free sketching.
- Let each student choose their mode of expression and work as a group round a table to indicate their choice.
- When everybody has finished, assemble the class in a circle and ask whomever wishes to present their choice.
- Wrap up the activity by celebrating dreams and choices!








Useful tips

- Make sure you are gender neutral in profession choices and guide children to professions they may not know about to initiate interest.
- It is important that you have prepared enough worksheets and that each table has a lot of markers and pencils for children to work with.

Adjusting for different levels /ages

- The specific activity only addresses young ages (6 – 8). For older children look at *Activities 1* and *2* of this Unit (*My Dream Job*).

Appendix

11.4 Title of Activity		Walking like an Egyptian
 Links with language curriculum	<p>Vocabulary: Jobs and activities (<i>teacher, doctor, builder, fisherman, farmer, dancer</i>)</p> <p>Verbs: Used to structure, past simple</p> <p>Subject pronouns: <i>He, She</i></p>	
 Age / Level	8-11 yrs / Beginners-Intermediate	
 Duration	45 min	
 Positioning the activity (what precedes it – what follows)	The activity can serve as an artistic workshop towards the end of the Unit. It presupposes basic grammar and vocabulary.	
 Rationale	Younger students get the chance to employ their creativity in order to explore ancient Egypt, while intertwining art with story-telling which enables them to empathize with unfamiliar places and enhance their intercultural understanding. Extensions of the activity also link with the concept of professions and different cultural backgrounds (cultural understanding).	
 Aims	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • practice and consolidate the past simple and used to structure. • develop their oral presentation skills in relation to past events. • practice job-related vocabulary. • explore ancient Egyptian art through story-telling elements. • exercise their creative skills and imagination. • recognize the value of multilingualism. 	
 Equipment and material needed	<ul style="list-style-type: none"> • Egyptian character templates (see Appendix) • Printed images of professions & ancient Egypt (optional) • Blue-tack • Coloring pens, pencils 	
Suggested learning pathway		

- Prepare your own Egyptian figure in advance of this activity (see examples in Appendix). Come up with the figure's appearance, name and profession (choose among what is suggested in Links with Language Curriculum or adjust to your students' interests). Save it for later on.
- Present some photos of ancient Egypt, introducing the past as a concept, but also instilling interest for books, history and the use of the Internet as a source engine. Do this either by distributing relevant books or by asking students to Google 'ancient Egypt'. In both cases, ask them to find interesting images and share their ideas/feelings.
- Then you can present your Egyptian [name & profession] figure to the class. Keep the figure on the board for later.
- As you mention the profession, show the respective flashcard on the board. Present the rest of the professions in the same manner until students have revised sufficiently.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Tell the class they are going to create their own Egyptians and share their story in class.
- Hand out the Egyptian character templates and explain they will need to add arms, clothing, hair etc., while showing your own template as an example.
- Let the students choose freely between the male and female character and stress that they need to come up with a name and a profession. Explain that when they are done, everyone will present their hero from ancient Egypt to the class assembly.
- Allow time for students to create the characters, listen to any details of the story they might have created around them, monitor and help when needed. Encourage the use of mother tongue for students when needed.
- When everyone is done, ask them to present their character. Allow circle-time reflection for students to contemplate on their favorite characters and once everyone is done, cut the templates and hang them on the wall in the form of an Egyptian mural!

Useful tips

- Optionally, encourage students to use glitter, fabrics, pencil shavings or any other material for more flamboyant, original and diverse results

Adjusting for different levels/ages

- While beginners might find it difficult to weave an elaborate story around their character (a simple presentation will suffice at this stage), advanced students could be encouraged to come up with a more detailed narration about their characters. Help by scaffolding questions to develop a narrative (e.g. Family? Place of work? E.g. the Nile if they were fishermen or the Pyramids if they were builders).
- If beginners want to join in, ask them to help by telling the story in a series of pictures. For more ideas and materials, look at Appendix.

Appendix

Templates for drawings taken from: EdHelp, Draw Like an Egyptian [online].
Available on: <https://www.scoilnet.ie/uploads/resources/14747/14386.pdf>

For younger students, you can find material at this address:
<https://www.education.com/download/worksheet/106518/ancient-egyptian-jobs.pdf>

Photos from work in class with students in Refugee Accommodation camps

Note: Students were also inspired by modern figures. For example, Salah the footballer (left) is a reference to Mohamed Salah, Liverpool FC's Egyptian player.








12. Health and well-being

12.1 Special friends

12.2 Paint ache away

12.3 An apple a day

12.4 This is the way i...

12.1 Title of Activity	Special Friends
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Head, Eye, Tooth-Teeth, Ear, Arm, Leg, Knee</i> Subject Pronouns: <i>He, She, It</i> Verbs (present simple): <i>He has, She has, It has</i></p>
 <p>Age / Level</p>	<p>6-12 yrs / Beginners</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>The activity aims to teach parts of the body to be used later in other activities.</p>
 <p>Rationale</p>	<p>Students have the chance to work in an imaginative way and present their thoughts in a safe and enjoyable environment. This gradually builds a sense of safety and self esteem that is needed for learning (SEL).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • learn and practice basic body vocabulary. • develop their presentation skills in a safe environment. • work cooperatively. • use their imagination. • realize the value of diversity. • be encouraged to practice multilingualism.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Body part flashcards • A “special” friend drawn on a piece of paper or carton • Cartons with individual body parts drawn on them • Blue-tack • Plotter paper

Suggested learning pathway

- Present the students with the flashcards you have prepared, featuring body parts. Chorus each word until they get familiar with it and then have them repeat each word individually. Point to body parts as you state their respective names

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Present the class with your own special friend, introduce them and describe them (e.g., This is my special friend, Tom. He has two heads, four ears, one arm, four legs, four knees and a big stomach! He's beautiful!) Make sure your drawings are cartoon-like and friendly looking.
- Hand out the body parts you have drawn on the carton. Make sure that each student has at least one of them. Encourage them to repeat the words in English or in their mother tongues. Explain that they are going to create some friends using these.
- Divide the students in small groups of 3-5 students and give them some plotter paper, on which they will stick their cartons to make their extraordinary friend using blue-tack. Explain that each group must use all the cartons they have and only these. Their friends can have or lack as many body parts as it happens, and this is what makes them unique.
- Explain to the class (using performative talk with gestures) that each group will have 5 minutes (point to the clock in class) to construct their special friends. When they are ready, they will have to introduce their friend to the class by stating: This isHe/She has....
- While students are working in groups, monitor and help them with vocabulary asking them questions such as "How many hands does your friend have?" This will help them with their presentation.
- Start with the first group. In case the students are reluctant to speak during their presentation, ask them questions and/or encourage the other groups to ask their own questions. Move on until all the groups have presented their friends and ask them to take their friends home or display them in class if they like.
- Wrap up the activity by praising the students on their creative work and highlighting the fact that each one of the special friends they created is different, which is why they are also unique and beautiful in their diversity.








Useful tips

- Make sure all students participate in their group work. Encourage more reluctant students to take an active role in their group.
- Since you intend the activity to be more fun, make sure you give a lot of body parts for students to use their imagination.

Adjusting for different levels/ages

- For different levels, you can expand vocabulary by adding more body parts/organs, such as heart, lungs and so on.

Appendix

12.2 Title of Activity	Paint Ache Away
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>I have a... Headache, Toothache, Sore throat, Stomachache, Fever, I feel... Tired, Dizzy, Weak</i></p> <p>Verbs: <i>Have, Feel</i></p> <p>Modal verbs: <i>You Should..., You shouldn't...</i></p>
 <p>Age / Level</p>	<p>8-12 yrs / Beginners</p>
 <p>Duration</p>	<p>45 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>Students have been taught basic body vocabulary, and structures for giving advice have been presented.</p>
 <p>Rationale</p>	<p>This activity aims at familiarizing students with pain and pain management, while at the same time distancing themselves from their own body.</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • revise body vocabulary. • learn how to offer advice. • practice body and symptoms vocabulary. • learn about pain management. • work cooperatively. • be encouraged to practice multilingualism.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Plotter paper • Markers • A mat • Paint brushes • Yellow and white acrylic or water paint
<p>Suggested learning pathway</p>	

- Initiate a brief brainstorming session about pain. Discuss about different kinds of ache we might experience and possible ways to alleviate them. Allow the students to express themselves at their own pace, bearing in mind that talking about unpleasant experiences such as ache can be difficult or even trigger upsetting memories.
- If needed, remind them that although we do experience various kinds of ache and discomfort, luckily, there are things that we should do in order to make it go away, such as taking some medicine, having some rest or even seeing a doctor.
- Provide the students with phrases we use to describe ache, as well as give advice for relief, writing them on the board for everyone to see.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Initiate a brief brainstorming session about pain. Discuss about different kinds of ache we might experience and possible ways to alleviate them. Allow the students to express themselves at their own pace, bearing in mind that talking about unpleasant experiences such as ache can be difficult or even trigger upsetting memories.
- If needed, remind them that although we do experience various kinds of ache and discomfort, luckily, there are things that we should do in order to make it go away, such as taking some medicine, having some rest or even seeing a doctor.
- Provide the students with phrases we use to describe ache, as well as give advice for relief, writing them on the board for everyone to see.
- Give each student markers and/or color pencils and a large piece of plotter paper, on which they can have the outline of their bodies drawn.
- Divide the students in pairs. Explain that each pair has to take turns, one student lying down on the paper and having their partner draw their shape on it.
- When all the students are done with drawing their shapes, ask them to write down their names and then locate basic body parts on the papers, writing the name of each part, maybe using different colors.
- Present the yellow paint to the students introducing it as ache. Explain that for the sake of this activity, ache will be able to go away when covered up with white paint.
- Place the papers on the floor and have the students sit down in pairs, each student facing their own body outline.
- Prompt the students to randomly splash some yellow paint on their “body”. Then, each student has to ask their partner questions such as: Do you have a stomach ache? based on where the paint landed. In this way, students can produce utterances such as Yes, I have a stomach ache working in pairs.
- Move on to invite the students to offer some advice to their partner (e.g., You should have some tea), covering the yellow paint with the white one.
- Allocate 5 minutes and encourage the students to continue asking each other similar questions and offering advice which makes yellow paint (see ache) go away.
- At the end, each pair will present their dialogues to the rest of the class, which, in turn, may offer additional advice.

Useful tips

- In a class of more than 10 students, you could divide the students into doctors and patients, and get doctors to draw the patients’ shapes.
- Make sure there is plenty of plotter paper for all the students.
- Be attentive to the students’ boundaries. It would be better to have them choose their partners, as some students might not feel comfortable with all classmates.
- If anyone seems reluctant to participate in a certain role, do not insist. Find another role for them; for instance, they can be a doctor assistant or companion to a patient.

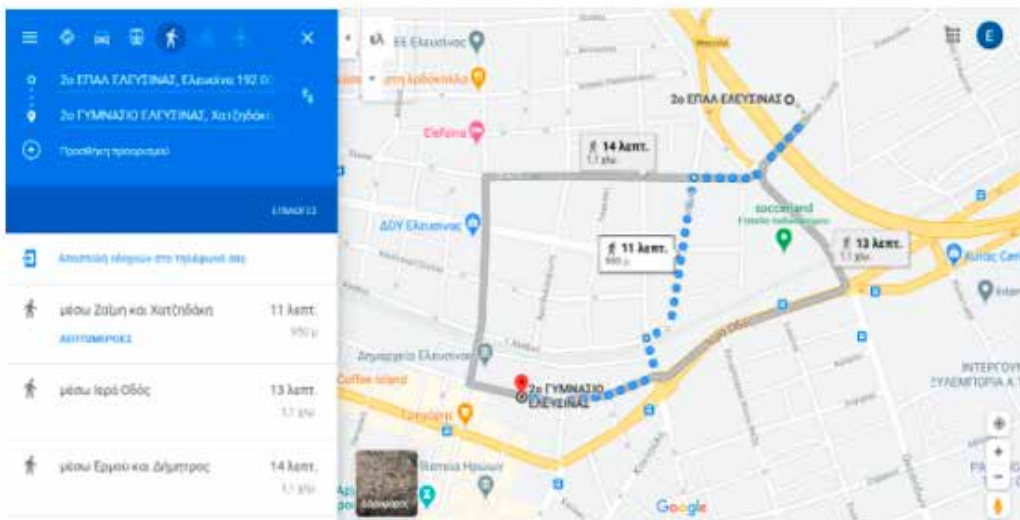
Adjusting for different levels/ages








- For different levels, you can add more vocabulary, especially through providing advice. More advanced students can also form a group and write the advice they can give to people. Less advanced students can act as translators in their mother tongue and help create a leaflet to distribute in the camp, neighborhood etc. Art inclined students can help in this little project as well.
- For older students, you can skip the drawing part altogether and present them with a cartoon-like human body that you have drawn yourself. In this case, this is everybody’s patient and everybody is a doctor. So, they will have to articulate the patient’s symptoms and provide them with appropriate advice.

Appendix



You missed your bus stop and got lost! You are now at your brother's high school and you want to get back to your school! Ask your friends to help you find the way back to your destination.



 <p>Links with language curriculum</p>	<p>Vocabulary: <i>Get exercise, Take a shower, Wash your hands/face, Sleep eight hours a night, Eat fruit/vegetables/sweets, Brush your teeth, Stay up late, Play video games, Drink coke, Smoke, Shave, Trim your beard, Express your emotions</i></p> <p>First conditional: <i>If you..., you will...</i></p>
 <p>Age / Level</p>	<p>16-18 yrs / Intermediate</p>
 <p>Duration</p>	<p>90 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>After students have been taught the vocabulary on body parts and health issues.</p>
 <p>Rationale</p>	<p>The activity offers the students a chance to discuss the importance of self-care and healthy living in a creative way. The last part involves the production of a booklet or leaflet, as a creative way to get students involved in a collective process, which can be quite empowering and be of service to the community (SEL). It also includes a short meditation session, which is expected to help students connect to their bodies and alleviate stress. Moreover, working in groups helps students build trust and form a class identity.</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • practice giving advice. • learn how to use the first conditional. • learn how to take better care of their bodies. • learn about the importance of personal hygiene. • habituate to relaxation techniques. • build up a feeling of trust in the class as a group. • be encouraged to practice multilingualism.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Flashcards (see Notes for recommended flashcards or prepare your own) • Large pieces of carton in green and red • Blue-tack • Smaller pieces of carton • Colored pencils or markers • A4 paper • Stapler • Laptops (if possible)

**Step by step development of the activity - instructions
(preparation – implementation – summing up – reflection)**

- To prepare for the activity, have two large pieces of carton posted on the board or on a wall. The cartons should have If you....and You will...as headings. If you can have a green one and a red one, this would be quite helpful for students to visualize the two categories.
- Initiate the activity by asking the students how they feel today. Continue with a short meditation session. Ask them to lean back on their seats and close their eyes if they feel comfortable to do so. Ask them to take a deep breath and hold it in their stomach for a few seconds before breathing out slowly. Then, guide them to repeat, imagining that their breath travels all around their body and focusing on their head and throat, on their hands and arm muscles, on their back and their legs and feet. Now tell them that they can open their eyes whenever they are ready and ask them again how they feel.
- Explain how important it is to listen to our bodies and take good care of them to keep them healthy. Let them know that what they just did is a helpful way to focus on their body, relax and alleviate stress and even pain.
- Ask the students what other things they do in order to keep healthy. If the class is not really responsive, you can provide them with information about yourself (e.g., I get exercise and eat a lot of fruit). You can use miming and body language in this brief brainstorming session. In this way you can provide students with vocabulary input as designated in Links with Language Curriculum.
- Present the class with the flashcards you have prepared or the Youtube video (See Notes for suggested prompts). If needed, mime the actions described and have the class repeat the phrases, making sure everybody understands each one of them.
- Explain that some of the actions presented are good for our bodies, while some of them are bad. Ask them how they feel about each one of them and elicit their answers.
- Divide the class into small groups and hand out the flashcards.
- Allow the groups 5 minutes to discuss which habits are good and which ones are bad for our health and ask them to divide them into two categories.
- For every habit they have identified as bad or good for their health add one “WHY” flash card and ask them to think of the reasons, focusing on the consequences. Then introduce the first conditional (e.g., If you get exercise, your body will be strong and healthy). Repeat the procedure for each habit they have identified scaffolding the process and extending to include the negative form If you don't....
- When the groups are ready, ask each group to present their utterances to the class. Congratulate them and let them know that during the lesson they have produced a body of valuable information that could be useful to any child or teenager. Suggest that they make their own booklet on personal hygiene and healthy living during the next lesson or in their free time in groups to inform others or to display in class.

Useful tips



Notes

that can be built up into a project. Feel free to incorporate as many tasks as you like into your course.

- Discussion around intimate matters, such as the human body and hygiene routines can be stressful or even intrusive to certain people, for various reasons. As always, guard against this possibility and if you get reactions, be sensitive and respectful of the fact that one may not wish to actively participate in such a discussion.
- The meditation session is expected to help students relax. However, this intense concentration on one's body could possibly bring negative emotions to the surface or even incite anxiety. Be mindful of each student's response and let each one go as far as they wish.
- While students work in groups, monitor them and make sure that all students participate in the tasks.
- Do not hesitate to share your own routines and good practice of self-care. In this way, students can possibly feel safer to share theirs.

Adjusting for different levels/ages

- This activity only addresses teenagers as it includes verbs like smoking, drinking etc.

Appendix

You can create your own flashcards and/or use the following:

Made with <https://flashcard.online>



Traveling around the world

- | | |
|------|-------------------------------|
| 14.1 | Pack your backpack |
| 14.2 | Many countries, one classroom |
| 14.3 | Intercultural e-calendar |
| 14.4 | Music around the world |
| 14.5 | Food around the world |

- Have children stand in a circle and explain the designated vocabulary through pantomime and drawings on the board. Do not spend a lot of time on this as the activity is more playful and vocabulary will be learned by repetition.
- Sing the song (see in the Appendix) making the necessary moves (i.e. wash my hair etc.) and ask them to join in.
- Repeat at least twice and make sure all children are participating. Encourage those that may not.
- Wrap up by giving them advice on washing their hands and brushing their teeth as the song suggests.
- Revisit over next lesson.

Useful tips

- You can adjust the vocabulary of the song to the one you wish to teach.
- Keep the early in the morning aspect.

Adjusting for different levels /ages

- Only addressing this age of students.
- For ages 8-9 maximum see the video including a choreography in the *Appendix*.

Appendix

Song: The Youtube Link: https://www.youtube.com/watch?v=4XLQpRI_wOQ

Song with choreography: The Youtube Link: <https://www.youtube.com/watch?v=UFpPxPI4K0k>

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al

e

BOARDING PASS

3782
FLIGHT

AE3
GATE



NAME:

DATE

TIME

BAGGAGE:



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NOBORDERS AIRLINES
TEL: 00706285426

ENJOY YOUR FLIGHT

Campbell, R., Metclaf R. and Benne R.R. (2014) Pack Your Bags. In: *Student's Book Pack B1 Beyond*, London, Macmillan Publishers Limited, pp. (16-17)

13. Directions







13.1 I get the target!

13.2 Fantasticville

13.3 Treasure hunt

13.4 Hey ho, let's go

13.5 Character bus

13.1 Title of Activity	Get the Target!
 <p>Links with language curriculum</p>	<p>Verbs (imperative): <i>Go on straight, Turn left, Turn right, Go back, Cross the road, Walk along the road, Stop!</i></p>
 <p>Age / Level</p>	<p>8-12 yrs / Beginners</p>
 <p>Duration</p>	<p>30-40 min</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>Ice-breaker game: introductory to this Unit or at the end for consolidation.</p>
 <p>Rationale</p>	<p>Short and succinct, the activity can serve as an ice-breaker and simultaneously help students build trust among themselves. As students are blindfolded and they cannot rely on their sight, they will learn to appreciate the importance of their partner, enhance their communication skills and tune their bodily coordination. Extensions of the activity aim to develop empathy for people with disabilities and/or visual impairments (SEL).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • practice relevant vocabulary pertaining to giving directions. • practice the imperative form. • develop their kinesthetic learning skills. • enhance rhythm understanding and movement skills (motor coordination and dexterity). • practice active listening. • understand that hurdles are part of life and realize the importance of cooperation and mutual trust. • recognize the value of multilingualism.



Equipment and material

- Printed images of direction instructions (Go on straight, stop, turn left, turn right etc.)
- Sleep masks (preferably) or any sort of scarf/blindfold



to the center, acts out the direction and their group yells the imperative (e.g. Turn right).

- Example of student card (adjust according to level):

Step by step development of the activity - instructions

STUDENT'S CARD

NAME:

COUNTRY:

AGE:

FAVOURITE FOOD:

FAVOURITE SCHOOL SUBJECT:

FAVOURITE SPORT:

Useful tips







- Before starting, make sure you ask the group if anyone is uncomfortable wearing a blindfold and adapt the activity if needed. For instance, if a student does not feel comfortable, ask them to be moving obstacles instead.
- If you cannot split the students in 7 groups just form bigger—albeit fewer—groups and assign more than one direction flashcard.
- If possible, use more instruments to build up crescendo (e.g. maracas when a pair is closing in to the target). On a sunny day, an outdoor setting is promoted over the traditional classroom.

Adjusting for different levels/ages

No special adjustment is needed for different levels/ages. However:

- If you have newcomers, make sure you assign them the role of the blindfolded partner first. It will be easier for them to practice active listening and produce the target language later on.

Appendix

13.2 Title of Activity		Fantasticville
 <p>Links with language curriculum</p>	<p>Vocabulary: Places in a city (<i>Supermarket, School, Hospital, Post Office, Park, Gym, Library</i>)</p> <p>Prepositions (Direction): <i>It's next to.../opposite to the...</i></p> <p>Verbs (imperative): <i>Go on straight, Turn left, Turn right, Go back, Cross the Road, Walk along the road</i></p> <p>Question structure: <i>Where is the...?</i></p>	
 <p>Age / Level</p>	9-13 yrs / Beginners - Intermediate	
 <p>Duration</p>	60 min	
 <p>Positioning the activity (what precedes it – what follows)</p>	This activity can be presented as an artistic workshop. The language curriculum can be either introduced or consolidated through this activity while channeling relevant knowledge into creative crafts.	
 <p>Rationale</p>	Students are invited to a project that connects them as members of a team and invites them to use their creativity to construct spatial depictions of related vocabulary in the form of an interactive board game. The activity is designed in a way that urges students to depend on one another's work and cooperate closely. Avatars, game mechanics and game-like aesthetics in general encourage active learning and facilitate student's engagement during and after class (Gamification in Education, see Appendix).	
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • enhance listening and oral presentation skills. • confidently ask and give directions. • develop their sense of orientation and map-reading skills. • identify emotions when navigating familiar/unfamiliar settings. • regulate behavior according to self-awareness and think through situations. • develop empathy for those in need of instructions/help and work on their relationship skills. • work cooperatively towards team building and democratic decision-making. • develop their creativity and crafting skills. • recognize the value of multilingualism. 	



Equipment and material needed

- Flip-chart paper
- A4 papers
- City places printed pictures (e.g. supermarket, school, preferably the size of A6)
- Scissors
- Glue
- Colored pens, pencils, markers
- Pawns

Suggested learning pathway

- Rearrange your classroom in such a way that the desks form two working stations.
- Split the students in two groups.
- Ask students to take seats around the working stations as you stick some city places pictures on the board. Refresh the vocabulary by asking them to identify what they see on the board e.g. school, library, hospital etc. Rearrange their position to review prepositions. For example, ask *Where's the playground?* and elicit the correct answer e.g. *It's next to the park.*
- Draw a few streets around the pictures and try to make your sketch look like a city. Ask students *What's this?* and elicit the answer: a city.
- Praise them and say that this is an imaginary city called *Fantasticville*. Explain that the two groups will re-design the city according to their own taste and will later on play on the terrain they will create.
- Hand out the flip-chart paper and ask students to use enough to cover the entire surface of the working station (that should be two or three desks put together). Explain to the groups they might need to cut or add some paper to cover the entire surface.
- Provide the groups with the city places pictures, colored markers/pencils, glue and scissors. Allow them enough time to create the city and monitor how they work.
- Since this is a fictional city, encourage students to add imaginary places as well. This way, they can more openly express themselves artistically.
- When the students are done, ask them to place their pawns anywhere in the city they wish.
- Ask the students of each group to play in clockwise turns: The first student asks the one sitting next to them *Where is the...?* The second student gives instructions e.g. *Go straight and turn left. The is next to the....* and the first student moves their pawn accordingly. The second student asks the third one and so on.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- When both groups are done with their version of *Fantasticville*, ask them to swap stations! They will need to adjust to a different setting and might find it more challenging to navigate inside a relatively unknown context.
- Challenge advanced students to produce a more complex output with as many structures and prepositions as possible. Encourage newcomers to simply point to the destination or give directions by sketching on the city map if needed.
- Wrap up the activity by asking the students *How did you feel when walking through your city? How did you feel when you found yourself in the other team's city? How easy was it for you to navigate in it? What helped/distracted you?* Encourage students to reflect on their own emotions and also to actively engage with others so as to appreciate different perspectives.
- If possible, allow some time at the end for students to put any final strokes on their map and encourage the groups to hang their work up on the wall.

Useful tips






- The harder and bigger the surface, the funnier it will be for students as it will allow more interactive movement and of course more space to draw.
- Make sure you have plenty of city places cut-out images. Alternatively, if you can devote more time and want to enhance your students' creativity, ask them to draw everything from scratch.
- Praise cooperative work and help with language when needed, although in this phase, collaboration and creativity are more important goals.
- The idea for large groups is to foster democratic decision-making amidst a loud setting. If you wish to run the activity more quietly, separate the class assembly in smaller groups and make the respective changes in supplies (tokens, piles of cards etc.)
- Encourage students to name buildings in their mother tongue and make sure you include culturally familiar city places in advance, such as a mosque or a hammam.

Adjusting for different levels/ages

- For beginners and younger learners, make an easier selection of action verbs, prepositions and city places. Students who are struggling with language/newcomers can easily participate in the creative part. Encourage them to use their mother tongue to identify relevant vocabulary.
- As the level rises, adjust the city places vocabulary and insert more complex action verbs.
- Alternatively, encourage students to use more advanced language for asking directions: Excuse me... Where's the... How can I go... I'm looking for... etc.
- You can ask advanced students to imagine they have to text their friends and give them directions about where to meet. Present them with the appropriate everyday English and encourage more descriptive language.

Appendix

For more on gamification in learning, see Kapp, K. (2012) *The Gamification of Learning and Instruction*. San Francisco: Pfeiffer.

13.3 Title of Activity		Treasure Hunt
 <p>Links with language curriculum</p>	<p>Vocabulary: Directions (<i>Straight, Left, Right, Back</i>)</p> <p>Ordinal numbers and Sequence words: <i>First, Second, After, Later, Then, At last, Finally</i></p> <p>Prepositions (Place): <i>Under, On, Above, In, Close, Next to, Around</i></p> <p>Verbs (imperative): <i>Go on, Turn, Go, Cross the road, Walk along the road, Stop</i></p>	
 <p>Age / Level</p>	8-12 yrs / Beginners - Intermediate	
 <p>Duration</p>	60 min	
 <p>Positioning the activity (what precedes it – what follows)</p>	This activity can be run as a celebratory wrap-up activity after the consolidation of the relevant vocabulary and action verbs.	
 <p>Rationale</p>	Students use art and games to consolidate previous knowledge and at the same time experiment with their imagination. This activity also triggers creativity and exposes students to myths, fables and allegories (e.g., the pirate, the bandit etc.) while also developing life skills. The anticipatory feeling of treasure hunting, following steps and reaching a destination/trophy, can yield very beneficiary results with regards to students' cognitive and psychological development.	
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • follow oral instructions and learn to orientate themselves. • develop their oral skills in giving directions. • develop their creativity and imagination. • work cooperatively and enhance effective communication skills. • learn to anticipate and also be patient. • recognize the value of multilingualism. 	
 <p>Assessment</p>	<p>Students will be assessed on their ability to follow directions and reach the treasure.</p>	



- Introduce the treasure map to the class assembly. Explain that you will be playing Treasure Hunt.
 - Break students up into 4 groups and give them pencils, sheets of paper and a plastic bottle.
 - Tell each group they will be creating a map they will later send to another group in order for the latter to find their hidden treasure. Encourage comparisons to similar games/legends in students' own cultural backgrounds.
-
- Allow the groups some time to hide their treasure/trophy (either indoors or in an outdoor space which you can easily monitor).
 - Give the groups time and materials to create their map, elicit the landmarks of the route and encourage the students to draw them on the map.
 - As each group is working on the map, monitor and make sure you help out with target vocabulary (prepositions, directions, ordinals) if needed. At this stage, encourage beginners to actively participate by drawing/sketching on the map.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Once the groups have finished with the map, ask them to wrap the paper and put it in the plastic bottle. Then ask the students to pass the bottle to another group.
- Group A gives the map to B, B to C and so forth.
- It is now time for teams to follow the directions on the map and find the treasure!
- Members from each group take turns in reading the map and shouting out the directions while the rest of the group listens and follows.
- Students can change roles after each new step/breakthrough the group makes.
- The treasure hunt ends when all the groups discover the hidden trophies.

Useful tips

- If possible, paintbrush the sheets of paper with tea so as to make them look old and mysterious.
- Keep in mind that figures of bandits/pirates might be sensitive imagery in some cultures, so be cautious when presenting the topic and try to mitigate such parameters.

Adjusting for different levels/ages

Students who are struggling with language/newcomers can also participate in giving/following instructions. Encourage them to use their mother tongue and gestures so as to convey directions, and/or draw arrows and routes on the paper while designing the map.

Appendix

13.4 Title of Activity

Hey Ho Let's Go!



Links with language curriculum

Vocabulary: Asking for directions and means of transportation (*By Bus, Trolley, Metro, Boat, Airplane, On foot, Excuse me..., Where's the...? How can I go...?, I'm looking for...*)

Verbs (imperative): *Go on straight, Turn left, Turn right, Go back, Cross the road, Walk along the road, Stop!*



Age / Level

15-18 yrs / Intermediate



Duration

90 min



Positioning the activity (what precedes it – what follows)

This activity presupposes knowledge of basic grammar structures (e.g. use of verbs) and vocabulary. It can be presented after the relevant vocabulary has been acquired (commuting, transportation etc.).



Rationale

Students can simulate everyday life routes in the urban setting, become familiar with the Google Maps interface and feel more confident and independent to commute and safely move around the city (Life Skills). When navigating in (un)known settings, the students will come to identify different emotions while also trying to control impulses and manage stress (if lost). Also, relying on their team-mates to reach a destination can help students actively understand the importance of collaborative work (SEL). The activity specifically touches upon personal safety issues linking with Unit 15 (*Language and Beyond*).



Aims

Through this activity, it is expected that students will:

- be able to confidently ask and give directions.
- talk about means of transport and timetables.
- enhance their technology literacy skills.
- develop their social and life skills (commuting in the city).
- learn how to work cooperatively.
- enhance self-management and relationship skills for a responsible decision making.
- get introduced to personal safety issues.
- recognize the value of multilingualism.



Equipment and material needed

- Laptop and projector
- Scripted cards (see *Appendix*)

Suggested learning pathway

- Play the song “Hey Ho Let’s Go” (by The Ramones). Say Let’s go to the city! and enter Google Maps.
- Write various city places on the board (drawing on your classroom’s specific language curriculum– revision of previously-taught vocabulary is up to you) and explain to the students that they will have to navigate around these locations. If needed, you can provide a map of the city from there once the game starts.
- Split the students in 2-3 groups (depending on the size of the class). Ask How can I go to...? And assign a destination. Allow time and encourage communication if needed (directions and using target vocabulary).
- The group which finishes first wins. Encourage them to use target vocabulary.
- Give students time to share their experiences. Encourage them to use target verbs to movement on the map.



Step by step (preparation)

Instructions – reflection

- Assemble the class and hand out the script to each group. The former back to familiar destinations.
- Hand out the script to each group. For example, you can say: “I am at your brother’s high school. Ask your friends to help you find the way back to your destination.”
- As the group is giving out directions, follow their instructions on Street View to simulate the route.
- Allow time for the group to guide the lost student to their destination and hand out new cards until all students have a go as ‘lost’.





Language and beyond

- | | |
|------|------------------|
| 15.1 | The rainbow fish |
| 15.2 | Wonder |
| 15.3 | You've got mail |
| 15.4 | Look and think |

- Students who are struggling with language and/or newcomers can also participate in giving instructions. Encourage them to use their mother tongue, gestures or body language.
- For more advanced students, try to link the activity with issues of safety that might come up. Give students the time to reflect on the dangers of being lost and explain that you will be discussing personal safety in upcoming activities.








Appendix

- The virtual city tour interface (Street View) might look something like this:

Students can easily follow directions on the big screen and simultaneously enhance their orientation skills by checking their overall progress against the smaller screen on the bottom left.

- An example of how a scripted card can look like:

Patterson, T. C. (2007). Google Earth as (not just) Geography education tool. *Journal of Geography*, 106 (4), 145-152.

13.5 Title of Activity	Character Bus
 <p>Links with language curriculum</p>	<p>Vocabulary: Asking for directions and means of transportation (<i>Excuse me... Where's the... How can I go... I'm looking for... etc. Timetables, Next train at..., Next bus in...</i>)</p> <p>Vocabulary: Places in a city (<i>Supermarket, School, Hospital, City Center etc.</i>)</p> <p>Verbs: present simple (interrogative structures)</p>
 <p>Age / Level</p>	15-17 yrs / Intermediate
 <p>Duration</p>	60 min
 <p>Positioning the activity (what precedes it – what follows)</p>	Presupposes knowledge of relevant terms and grammar structures.
 <p>Rationale</p>	This activity is mostly addressed to teenage students. Using theatrical games, improvisation, imitation techniques and body language can motivate students to learn actively, enhance their social awareness and build up self-confidence (SEL).
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • develop conversational competency in the context of commuting. • be able to identify places in a city. • enhance their reading and oral presentation skills. • work cooperatively towards a shared goal. • develop their creativity. • use theatrical game to work on self-confidence.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • Two plastic bowls/containers • Printed images of emotional states/characters (see Appendix) • Printed commute-related cues (see Appendix)
<p align="center">Step by Step Development of the Activity - Instructions (preparation– implementation – summing up – reflection)</p>	

- Rearrange your classroom in such a way that it resembles the interior of a bus.
- Watch the short clip Character Bus (see Appendix) and explain to the class that today they will be performing their own Character Bus. Be very explicit while explaining and giving instructions. Make sure everybody understands.
- On this bus, every passenger needs to imitate each new passenger that comes along.

- Fold the character images and put them in a bowl. In the same manner, put the written cues in the other bowl.
- Place the two bowls somewhere close to the imaginary door of the “bus”.
- Ask students to form a line and explain they will need to pull a paper from each bowl as they approach the “door” of the bus.
- The character image will be the persona they will need to embody and the written cue is a question frequently asked when one is travelling by bus. Explain they will need to read it out loud to the “bus driver” and then take a seat. The rest of the “passengers” will have to reflect on the persona respectively.
- Monitor and encourage students as they take turns and help those who are struggling with comprehending the written cue or with saying it out loud.

Useful tips

- Be inc
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- Make
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- students
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- say Does
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- (NB. Bear in mind that grammar and syntax are not the priority here. Even an output along the lines of This bus go to hospital? should be accepted, since emphasis is given on language as a means of communication rather than pristine grammar.)

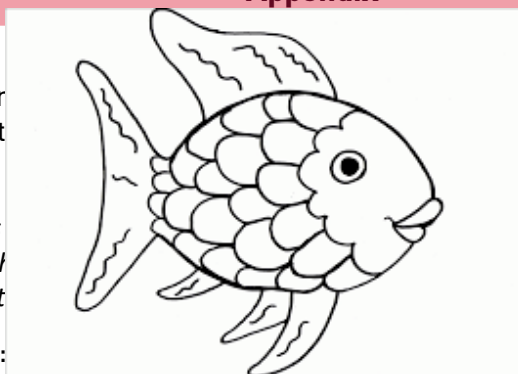
Appendix

- Video to use:
Drama Menu, “Theatre Gar
YouTube, 26 Jun. 2014, htt

- Suggested cues:

- 1) Does the bus go towards
- 2) Does this bus stop near th
- 3) I’m going to the city cent

- Suggested characters:










- drama games & ideas for drama”,
xLA0

- ticket please?
- ops until...?
- es the bus leave? etc...

- Ideas for painting the walls on:
<https://www.google.com/rch?rls=en&sxsrf=ACYBGNQJIPgoVcZES3BRGxU9JG6cZJc0F-g:1578395776644&q=rainbow+colours&tbm=isch&source=univ&safe=active&client=safari&sa=X-&ved=2ahUKEwjestO8rvHmAhWQYVAKHTU3AtQQ7Al6BAgJEBs&biw=1181&bih=939>

- Photos from the activity as it was implemented in Thiva Refugee Accommodation Centre in 2018



15.2 Title of Activity	Wonder
 <p>Links with language curriculum</p>	<p>Vocabulary: <i>ordinary, extraordinary, non-ordinary, normal, bicycle, ice cream, eat, have, see, rude, feel, scared, annoyed, kind, I wish..., choose</i></p> <p>Verbs (tenses): present simple (affirmative, negative forms)</p>
 <p>Age / Level</p>	<p>11-14 yrs / Intermediate - Advanced</p>
 <p>Duration</p>	<p>90 min + 90 min (two sessions)</p>
 <p>Positioning the activity (what precedes it – what follows)</p>	<p>This lesson takes place after students have familiarized themselves with decoding and reading in English. It also presupposes knowing verbs To Be and To Do.</p>
 <p>Rationale</p>	<p>The story develops empathy and understanding and introduces the idea of diversity and inclusion. It focuses on people’s feelings, attitudes and actions and promotes students’ reflection on how these have an impact on themselves and others (SEL).</p>
 <p>Aims</p>	<p>Through this activity, it is expected that students will:</p> <ul style="list-style-type: none"> • exercise their listening skills. • develop comprehension skills. • strengthen their attention. • exercise reading skills. • reflect on their understanding of diversity.
 <p>Equipment and material needed</p>	<ul style="list-style-type: none"> • A copy of the book Wonder, by R.J. Palacio (if possible) • The first chapter of the book, titled Ordinary (necessary) • A picture of the cover of the book or of the movie that shows Augie (the leading character) wearing a helmet
<p>Step by step development of the activity - instructions (preparation– implementation – summing up – reflection)</p>	

- Introduce the idea of difference and then explain the word ordinary. You can then move to explain the meaning of non-ordinary and extraordinary.
- Present the basic story of Augie in a few words and performative talk. Emphasize the difference in appearance and feelings associated with both the person him/herself and the social surroundings. You can present a picture of Augie taken from the cover of the book or the film (see *Appendix*) and invite students’ responses as to why he may be wearing the helmet.
- Once the basic story is well received by all students, read the first paragraph slowly and clearly. Focus on the meaning of ordinary.

- Stop to discuss what is happening in the story (who is speaking etc.) and monitor understanding.
- Continue with reading the next paragraph and focus on the word wish.
- Continue with the next paragraph. Focus on other members of Augie’s family and Augie’s experience with other children “making noises” about him. Then stop.
- Now recap by drawing the story on the board (see example in *Appendix*). Invite students’ responses in order to do this collaboratively.
- You can now introduce the third singular in the present simple. Use He and invite students to form the third singular for all verbs encountered and written on the board.
- Do the same for the negative form of the verbs (you may do this during the next lesson).
- Discuss the incident with the kids laughing at Augie. Elaborate on feelings and comment on Via’s reaction. Move on to discuss Choose Kind (see the *Appendix* for extensions of the activity).
- Assign differentiated homework (look at the *Adjusting to Different Levels* section).

Useful Tips

- You will need a lot of scaffolding for this activity. Dramatization of the text, or visual representations on the board, cards and photos, anything to facilitate understanding. E.g., a picture of a magic lamp may intrigue understanding of wish as it comes from Asian fairy tales.
- Do not expect to teach all new words. Focus on vocabulary described in the curriculum.
- Use a pace that best fits your class. Allow for a second lesson to elaborate further.
- Make sure key words are explained and received well by students before trying out reading.
- Make sure the photocopies you have made for the students are clear and enlarged (font size 18 at least).

Adjusting for different levels /ages

- You can adapt the level of language to the current level of the class and hand out an adjusted photocopy. It would look like a more simplified version of the text but with the same structure, vocabulary and story.
- Use visual images for vocabulary like “magic lamp” to facilitate understanding but do not focus on these during the lesson.
- A children’s version of the story is to be found in the book *We are All Wonders*, by the same author from which you can draw similar but age-related activities.
- For newcomers you can later ask them to identify the “I” in the text as an exercise and a starting point to teach the pronoun.
- For more advanced learners you can elaborate on the “I Wish” structure rather than just the phrase (i.e. wish + past simple).
- Differentiate homework: You may ask students to practise reading at home, if they have already acquired the reading mechanism. You may also ask students to design a family tree for Augie’s family or illustrations or to produce illustrations for different scenes of the story. Another possible homework activity is to give first singular simple present phrases from the text to be turned into third singular.

Appendix

- You can find ideas for activities at: <https://wonderthebook.com/for-teachers>
- Choose Kind cards for possible extensions:

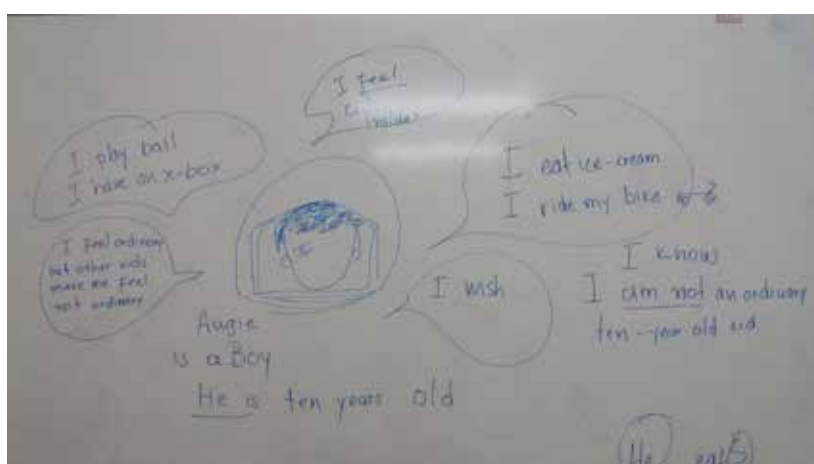
I choosekind.	Smile at a stranger #choosekind
I choosekind.	Smile at a stranger #choosekind
I choosekind.	Smile at a stranger #choosekind
I choosekind.	Smile at a stranger #choosekind
I choosekind.	Smile at a stranger #choosekind







Artwork by Tad Carpenter Artwork by Tad Carpenter Artwork by Tad Carpenter Artwork by Tad Carpenter Artwork by Tad Carpenter © 2012 R. J. Palacio © 2012 R. J. Palacio © 2012 R. J. Palacio © 2012 R. J. Palacio © 2012 R. J. Palacio

- Picture from the movie:



- Practical application in classroom in Thiva Refugee Accommodation Centre:



15.3 Title of Activity		You've got mail
 Links with language curriculum	<p>Vocabulary: Basic vocabulary related to everyday life, school, family and hobbies</p> <p>Letter structures: <i>Dear..., Take care/Love..., What about you?, Write back soon, Tell me more about yourself, It's your turn now!</i></p>	
 Age / Level	9–17 yrs / All levels	
 Duration	Throughout the year (in the form of a project)	
 Positioning the activity (what precedes it – what follows)	This project takes place after students have familiarized themselves with decoding and reading in English. It also presupposes knowing basic verbs (to be, to have got) and key vocabulary related to school, family and hobbies.	
 Rationale	This project-based activity treats language as a means of meaningful communication and intercultural exchange. Mail correspondence can help students develop their expression in English and extend their writing skills through a communicative activity that stems from their need to contact others. Through this project, they also learn about different forms of communication (other than mobile phones and social media) and have the chance to experience feelings of anticipation and patience as they expect a reply (Soft Skills). Writing to people in different settings also helps individuals develop empathy for others (SEL).	
 Aims	<p>Through this project, it is expected that students will:</p> <ul style="list-style-type: none"> • write letters and address envelopes. • develop reading comprehension (skimming and scanning for information) and writing skills. • use English and/or mother tongue to communicate meaningfully with other people. • increase their understanding of other people. • be encouraged to be consistent and reliable. • express themselves. • recognize the value of multilingualism. 	
 Equipment and material needed	<ul style="list-style-type: none"> • A4 papers • Envelopes (if possible) • Coloring pencils (if possible) • Stamps (if possible) • Map • Laptop and Projector (if possible) 	

Suggested learning pathway

- Ask students Why are you learning English? Some of the students will definitely mention communication as an important reason.
- Highlight the importance of communication through an international language like English and explain that through English, we can communicate with people from all over the world.
- Show them an envelope and invite them to predict what is about to happen.
- Tell them that each one of them will write a letter in English or their mother tongue to a child who lives in another place in Greece.
- Teach them the letter form and suggest a structure for their first letter (Greeting, Introducing yourself, Describing your friends / family / school, presenting your hobbies/talents/skills).
- Show them how to address an envelope accurately.

Step by step development of the activity - instructions (preparation – implementation – summing up – reflection)

- Show students the location they will be sending the letters to on the map and provide some information on the children's demographics (language, country of origin etc.)
- Allow students as much time as they need to write their letter and draw/decorate it, if they want.
- Collect the letters and inform students that they will be sent to the other children, who will hopefully answer back.
- When your students receive their answering letters, present them with enthusiasm and distribute them accordingly!
- Tell them to read carefully and reply to their pen-friends.

Useful Tips

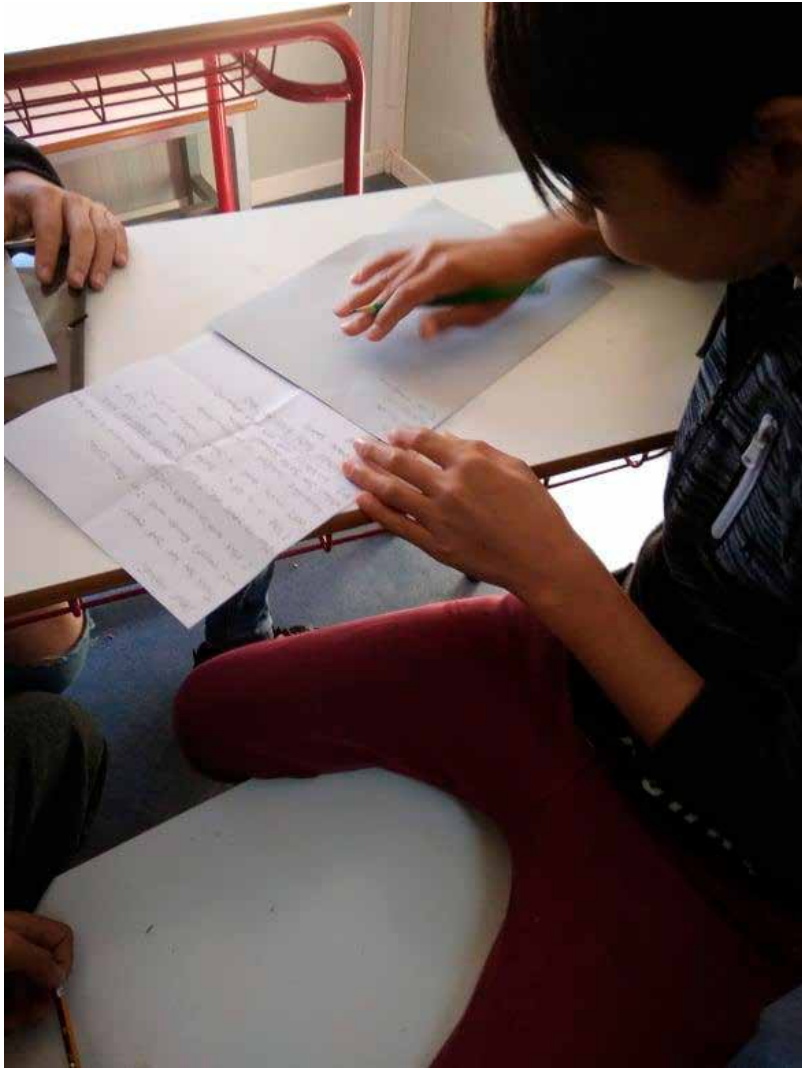
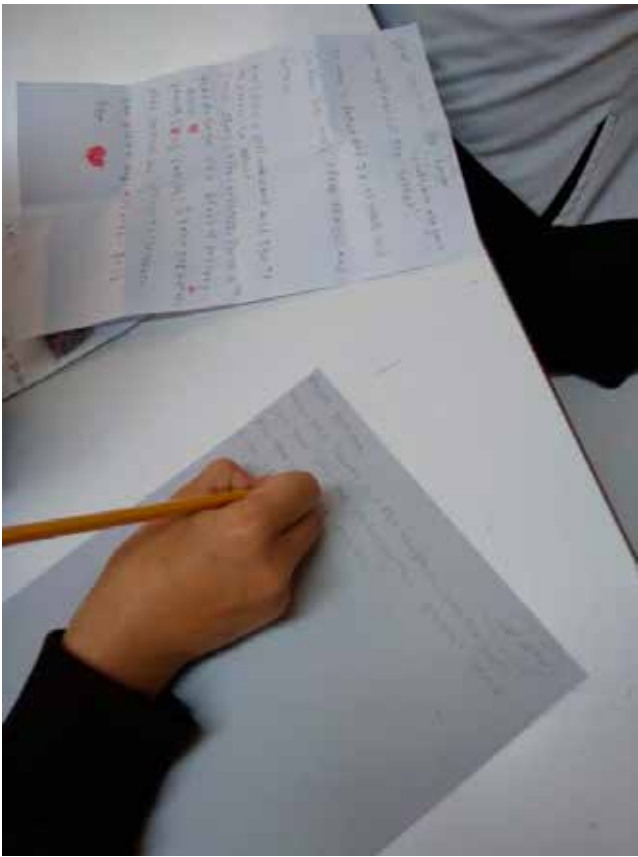
- This project aims to run throughout the year and requires the collaboration of two educators, teaching in different places (e. g camps, refugee learning centers, public schools) that will be in charge of delivering the letters to and from the students.
- Help your students with the use of language, but also allow them the freedom to make mistakes and express themselves freely.
- Writing topics should be flexible, but if your students need more guidance, appropriate topics would be: description of the place where you live/school, customs and traditions from your country, food from your country (recipe), language exchange (key phrases in Farsi/Arabic/Urdu and more).

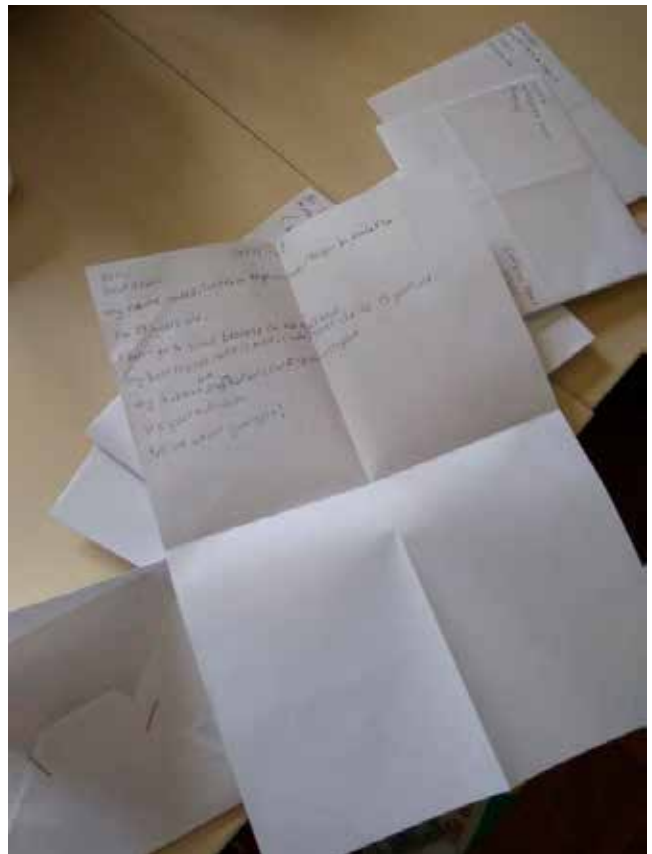
Adjusting for different levels/ages








- This project is suitable for all ages and levels, but each level requires careful matching by the teachers to make sure that students are mail corresponding with students of approximately the same age and level to gain the most out of the project.
- New students or students who cannot express themselves in written English at all can be paired with a student of same language origin and write a letter in their mother tongue, as the purpose is to communicate. The "buddy", however, can assist in helping them structure their ideas and formatting the letter.

Appendix

- Photos from the activity as it was implemented in the Refugee Accommodation Centers of Malakasa and Elefsina in 2019-2020:





15.4 Title of Activity		Look and Think
 Links with language curriculum	Vocabulary: Relevant to chosen topic Expressing Ideas: <i>I think that ..., In my opinion..., It seems that... etc.</i>	
 Age / Level	12-18 yrs /Beginners, Intermediate, Advanced	
 Duration	90 min	
 Positioning the activity (what precedes it – what follows)	All Look and Think activities presuppose basic understanding of English language and extend or adjust according to the different levels and interests of the students. The activities also have to be carried out after students have settled in the learning environment, are aware of classroom rules and feel members of a class.	
 Rationale	The activities intrigue students to think on social and other issues by reflecting on images (SEL). The approach is based on the Visual Thinking strategy and the Socratic method, giving everyone the chance to express ideas, rethink, evaluate, reflect and at the same time expand language and communication skills. The topics can vary depending on interest while links can be made with the Units already taught e.g. Work, Nature etc.	
 Aims	<p>Through Look and Think activities, it is expected that students will:</p> <ul style="list-style-type: none"> • develop relevant vocabulary. • express their ideas and opinions in a constructive way. • be acquainted with inquiry based learning strategies. • exercise their thinking and observation skills. • be introduced to wider social issues. • reflect on social issues. • feel part of a team in a safe environment. 	
 Equipment and material needed	<ul style="list-style-type: none"> • Photos to be used as stimuli for classroom discussion on various topics (look at Appendix) 	

Step by Step Development of the Activity - Instructions (preparation– implementation – summing up – reflection)

- Have photos already prepared for topics you feel might fit your class in terms of interest and age (see Appendix for ideas).
- Use the visual stimulus to initiate discussion. Provide as much scaffolding and “teasers” as possible. Use all communication modes (miming, language, performative talk).
- Invite students’ responses and be open to different ideas. Provide ideas to help them think beyond the obvious or what they already know or believe. This is an intriguing activity.
- Come up with project ideas and tangible outcomes to give students the opportunity to elaborate further both in class and in their own free time.

Useful Tips

- Students’ responses may be expressed in their mother tongue as long as they try to communicate their message to everyone. Language is communication.
- Make sure all responses are respected but guard against improper comments or gestures etc.
- As a teacher and mentor, always provide thoughtful and ethical remarks that respect human rights for students to think about and reflect.
- Try to provoke mistaken social media or culture based stereotypes to help students develop responsible attitudes towards them.

Adjusting for different levels /ages

- Always adjust topics and approaches according to level of language and age.

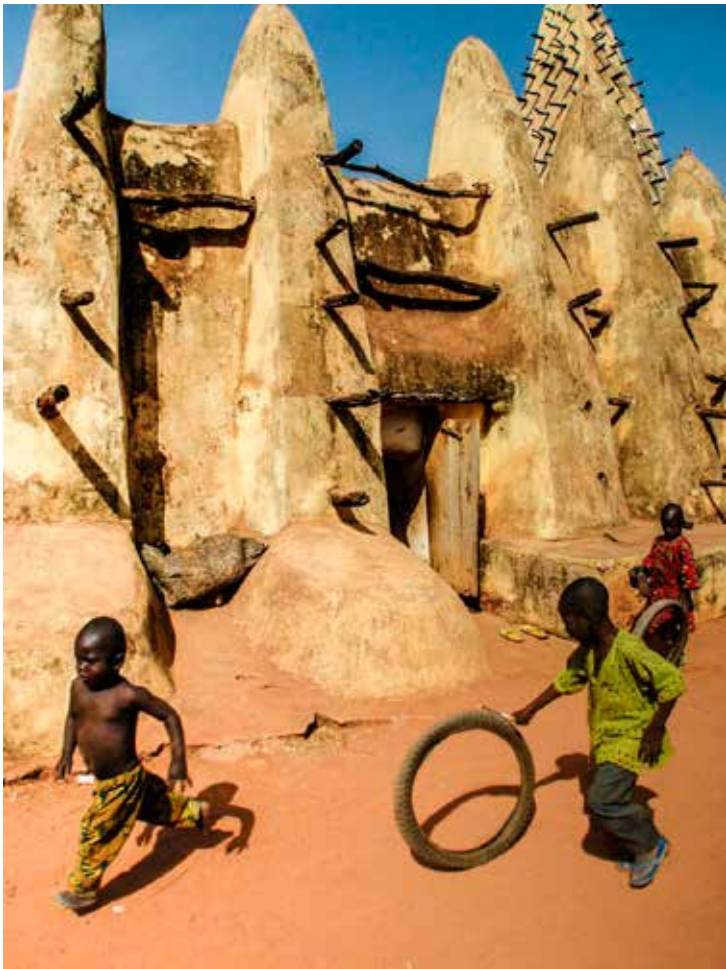
Appendix

- Topic: Women and Work - Link with Unit 11 (Work)



- Topic: Play around the world - Link with Unit 2 (*Time*) and Unit 15 (*Traveling Around the World*)







- Topic: Climate Change - Link with Unit 8 (*Weather and Nature*)



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- Pictures used in *Here We Come* were taken from the following online repositories and websites:**
- Page 56: <https://www.education.com> [Accessed 25th May 2020]
 - Page 80: <https://momspectives.com/> [Accessed 18th November 2022]
 - Page 83a: <https://www.outsideonline.com> [Accessed 25th May 2020]
 - Page 83b: <https://www.pinterest.com> [Accessed 21st November 2022]
 - Page 84a: <https://www.greenprophet.com> [Accessed 25th May 2020]
 - Page 84b: <https://www.aljazeera.com> [Accessed 25th May 2020]
 - Page 85: <https://decorationdelamaison.blogspot.com> [Accessed 22nd May 2020]
 - Page 86a: <https://www.theguardian.com/world> [Accessed 18th November 2022]
 - Page 86b: <https://www.flickr.com> [Accessed 22nd May 2020]
 - Page 87a: <https://www.flickr.com> [Accessed 18th November 2022]
 - Page 87b: <https://www.money.co.uk> [Accessed 25th May 2020]
 - Page 88a: <https://www.rismedia.com/> [Accessed 11th November 2022]
 - Page 88b: <https://www.architecturaldigest.com>

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- Page 89: <https://glasgowglenfarm.ca/> [Accessed 18th November 2022]
- Page 92a: <https://naturedetectives.woodlandtrust.org.uk> [Accessed 22nd May 2020]
- Page 92b: <https://www.english-online.at/biology> [Accessed 22nd May 2020]
- Page 93a: <https://nhpbs.org/natureworks> [Accessed 23rd May 2020]
- Page 93b: <https://www.lesvosbirds.gr/> [Accessed 21st December 2022]
- Page 96: <https://www.landlordology.com> [Accessed 22nd May 2020]
- Page 102: <https://images.app.goo.gl/> [Accessed 25th May 2020]
- Page 103a: <https://worldwildlife.org> [Accessed 25th May 2020]
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- Page 104a: <https://worldwildlife.org> [Accessed 25th May 2020]
- Page 104b: <https://images.app.goo.gl/> [Accessed 25th May 2020]
- Page 105a: <https://worldwildlife.org> [Accessed 25th May 2020]
- Page 105b: <https://images.app.goo.gl/> [Accessed 25th May 2020]
- Page 105c: <https://images.app.goo.gl/> [Accessed 25th May 2020]
- Page 106a: <https://images.app.goo.gl/> [Accessed 25th May 2020]
- Page 106b: <https://images.app.goo.gl/> [Accessed 25th May 2020]
- Page 113: <https://www.sophiesnursery.com> [Accessed 23rd May 2020]
- Page 114: <https://i.pinimg.com> [Accessed 27th October 2022]
- Page 119a: <https://ec.europa.eu> [Accessed 25th May 2020]
- Page 119b: <https://cdn.givind.org> [Accessed 25th May 2020]
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- Page 120b: <https://theguardian.com> [Accessed 21st November 2022]
- Pages 133-134: <https://www.education.com> [Accessed 25th May 2020]
- Page 140: <https://www.pinterest.com> [Accessed 22nd May 2020]
- Page 142: <https://www.insider.com> [Accessed 25th May 2020]
- Page 143a: <http://global.chinadaily.com.cn/> [Accessed 21st November 2022]
- Page 143b: <https://www.insider.com> [Accessed 25th May 2020]
- Page 144: <https://www.innerbonding.com> [Accessed 25th May 2020]
- Page 161: <https://www.education.com> [Accessed 25th May 2020]
- Page 162: <https://gr.pinterest.com> [Accessed 22nd May 2020]
- Page 193a: <https://gr.pinterest.com/> [Accessed 10th November 2022]
- Page 193b: <https://www.womenshealthmag.com/> [Accessed 10th November 2022]
- Page 193c: <https://www.getmaple.ca/blog/> [Accessed 10th November 2022]
- Page 193d: <https://www.google.com/imgres> [Accessed 21st November 2022]
- Page 193e: <https://www.medicalnewstoday.com/> [Accessed 10th November 2022]
- Page 225: <https://www.education.com> [Accessed 21st November 2022]
- Pages 226 - 227: <https://boredpanda.com> [Accessed 22nd May 2020]
- Page 227a: <https://www.thegwpf.com> [Accessed 22nd May 2020]
- Page 227b: <https://o.pinimg.com> [Accessed 25th May 2020]
- Page 228a: <https://boredpanda.com> [Accessed 22nd May 2020]
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At the time this tool was being written, a significant number of refugee and migrant children were stranded in Greece, mainly living in open accommodation sites or urban areas. It was an unprecedented situation posing numerous challenges that called for an enormous effort to lift barriers and respond to children's learning and social emotional needs. A lot has happened since then. We hope this tool will assist teachers in supporting students' learning in a more holistic and interesting way, taking into consideration their emotional and social needs that can lead safely to their growth and development. Above all we hope that all children enjoy happy, healthy lives and pursue their dreams in life.