

Module 1: Mother Tongue

Submodule 1.1

Classroom

Name of the activity

How much do you know about "my" alphabet?

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Classroom

Content

The alphabet: spelling and sounds.

Learning outcomes

Identify phonetic, rhythm, stress and intonation aspects, as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a large number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

"How much do you know about "my" alphabet?" is an activity in which students are divided in groups and they try to guess the correct answer on a set of questions about alphabet and pronunciation. Quizlet helps students learn anything, regardless of what they know beforehand. With Quizlet's free study units, study modes, and classroom games, our students can be quickly motivated. Quizlet helps us get our students to any level with curriculum-based materials, interactive study modes, and games.

Step by step process

- We register on the Quizlet page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

What do we want to achieve with this activity? * What did each team have to do? * How did we feel during the activity? * Did we find the tests or exams difficult? * Have you worked well in a group? * What would you change about the activity?

Tips for the teacher

* Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. * Sometimes we can find the activity we need on Quizlet. * We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://quizlet.com/es>

<https://quizlet.com/156489007/el-alfabeto-flash-cards/>

<https://quizlet.com/421950866/repasamos-el-alfabeto-flash-cards/>

Name of the activity

Where do we come from?

Gamification/E-learning tool (if applicable)

Kahoot/Quizlet

Online/Classroom

Classroom

Content

The countries and nationalities.

Learning outcomes

Value the foreign language as a means of communication and understanding between people of diverse backgrounds and cultures and as a learning tool for different contents.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students of different levels.

Material and resources needed

Computer, tablet, mobile phone.

Description

Quiz: students have to choose the correct colors of the flag shown in the images, the correct nationalities and countries, and typical dishes. They can be divided into groups: the best one wins. Kahoot! is a tool for creating quiz format tests: the question is presented on the screen and each student (or group of students), on their mobile / computer / tablet, has to select the correct option. It is used to review content (such as a review before an exam, for example), to see how much we know about a topic before introducing it in class, to evaluate the knowledge of the students ... It can be used both in face-to-face teaching and in its online mode. This format of questions and answers on an online platform and the competitive nature of the game, which seeks to accumulate points for each correct answer, encourages a very high level of participation in class, a great interest in the content of the questions, diverse emotions, laughter, ...

Registration on the page is completely free and we can create all the kahoots we want. In addition, it offers the option to COPY the games created by other teachers to edit and adapt them to our classes, correct misprints or spelling mistakes, etc. Users of the platform can create questionnaires, discussions or surveys, which are called Kahoots, which, in addition, can have images and videos that complement the academic content. It is a very effective tool for teachers, since it is very useful for diagnosing students' level, as an activity to consolidate

and review what they have learned, to bring them closer to different cultural or historical topics and, in addition, the possibility of incorporating videos or GIFS in the questions makes Kahoot a highly interactive activity. The most important thing we have to know is that we must manage two web pages: one, to design and administer the questionnaire; another, for students to enter the questionnaire code and turn their smartphone into a tool to participate and answer the questions. Quizlet helps students learn anything, regardless of what they know beforehand. With Quizlet's free study units, study modes, and classroom games, our students can be quickly motivated. Quizlet helps us get our students to any level with curriculum-based materials, interactive study modes, and games.

Step by step process

- We register on the Quizlet and Kahoot page.
- We choose the type of activity that we are going to use with our students.
- We choose or create the activities that we are going to use with the students according to what has been studied about the countries.

Debriefing Questions

What do we want to achieve with this activity? * How did we feel during the activity? * What would you change about the activity? * What have you learned from this activity? * What did you like the most about this activity?

Tips for the teacher

* We will always start from the previous knowledge about the Unit of our students before creating or choosing a certain file.

Attributions/references (if any)

<https://kahoot.it/>

<https://quizlet.com/es>

<https://quizizz.com/admin/quiz/5bbab2b38f97a9001b038191/nacionalidades>

<https://quizizz.com/admin/quiz/5dcae5416cdc86001b6579b7/banderas-y-sus-paises>

<https://quizizz.com/admin/quiz/5c88f41a97369d001be6da59/banderas-de-todos-los-paises-del-mundo>

<https://quizizz.com/admin/quiz/60880a8cb1250d001bcc09b8/platos-del-mundo>

<https://create.kahoot.it/details/09c5050a-6b50-4d18-8ca1-06fe615e28cc>

<https://create.kahoot.it/details/d396c15e-ddf4-4cea-b088-e9ea1eb1165c>

<https://create.kahoot.it/details/c33a4769-cb72-4ec9-afcf-1f9a4d4453df>

Name of the activity

Order me a...

Gamification/E-learning tool (if applicable)

Padlet

Online/Classroom

Classroom

Content

The countries and nationalities.

Learning outcomes

Value the foreign language as a means of communication and understanding between people of diverse backgrounds and cultures and as a learning tool for different contents.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

* Computer, tablet, mobile phone.

Description

Order me a... We will create a padlet with pictures of different traditional dishes, participants should try to guess the name of the dish and country of origin and to write it down in a given spot. Also it can be organized not to consist of a picture, but a recipe, but the outcome should be the same. This way we're not only learning native language but also improving our knowledge on cultures through cuisine! Padlet is a digital platform that offers the possibility of creating collaborative murals. We can use it as a virtual collaborative whiteboard in which teacher and students can work at the same time. Padlet is an application to save and share different multimedia content. Just by creating an account, we can start setting up a wall of activities and provide students with the link so that they can access and start publishing their contributions in the format of their choice: text, audio, video or image.

Step by step process

- We register on the Padlet page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

* What do we want to achieve with this activity? * How did we feel during this activity? * Have you ever played with any kind of cards? With which? What games? * What would you change about this activity? * What have you learned from this activity? * Did you like the activity? * What did you like most about this activity? * How could we adapt this activity to work ...?

Tips for the teacher

* We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity. * Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. * Sometimes we can find the activity we need on Kahoot.

Attributions/references (if any)

<https://es.padlet.com/> <https://padlet.com/feranduva/platos>

Name of the activity

Let's go shopping

Gamification/E-learning tool (if applicable)

Baamboozle

Online/Classroom

Classroom

Content

Shopping.

Learning outcomes

Identify phonetic, rhythm, stress and intonation aspects, as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group. This activity is more suitable for a small number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "Let's go shopping" we will use the Baamboozle study mode to introduce the vocabulary related to shopping. Specifically we will use vocabulary related to shopping in a supermarket or food store. With Baamboozle you can play from a single device on a projector, smart board or in an online lesson. No student accounts are needed. Students have to reproduce the answers, not just recognize them. Learning takes place in context, in a very attractive and competitive environment.

Step by step process

- We register on the Bamboozle page.
- We choose the type of game that we are going to use.

Debriefing Questions

What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well in a group? * Did we get any rewards? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

We will always start from the previous knowledge about the Theme of our students.

Attributions/references (if any)

<https://www.baamboozle.com/> <https://www.baamboozle.com/game/840846>

Name of the activity

What would you like?

Gamification/E-learning tool (if applicable)

Kahoot

Online/Classroom

Classroom

Content

Shopping.

Learning outcomes

Listen and understand messages, using the information transmitted to carry out tasks related to their daily life.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

"What would you like?" We will create a quiz that depicts a situation from a farmers market, second hand store, etc... with four given answers and participants have to choose wisely one that is correct, that depicts/answers a given picture with an explanation and question below it. Kahoot! is a tool for creating quiz format tests: the question is presented on the screen and each student (or group of students), on their mobile / computer / tablet, has to select the correct option. It is used to review content (such as a review before an exam, for example), to see how much we know about a topic before introducing it in class, to evaluate the knowledge of the students ... It can be used both in face-to-face teaching and in its online mode. This format of questions and answers on an online platform and the competitive nature of the game, which seeks to accumulate points for each correct answer, encourages a very high level of participation in class, a great interest in the content of the questions, diverse emotions, laughter, ... Registration on the page is free and we can create all the kahoots we want. In addition, it offers the option to COPY the games created by other teachers to edit and adapt them to our classes, correct misprints or spelling mistakes, etc. Users of the platform can create questionnaires, discussions or surveys, which are called Kahoots, which, in addition, can have images and videos that complement the academic content. It is a very effective tool for teachers, since it is very useful for diagnosing students' level, as an activity to consolidate and review what they have learned, to bring them closer to different cultural or historical topics and, in addition, the possibility of incorporating videos o GIFS in the questions makes Kahoot a highly interactive activity. The most important thing we have to know is that we must manage two web pages: one, to design and administer the questionnaire; another, for students to enter the questionnaire code and turn their smartphone into a tool to participate and answer the questions.

Step by step process

- We register on the Kahoot page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

* What do we want to achieve with this activity? * How did we feel during its implementation? * What have you learned from this activity? * Did you like the activity? Why? * What would you change about her? * Has it been very difficult for you to use the platform?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. * Sometimes we can find the activity we need on Kahoot. * We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://kahoot.it/> <https://create.kahoot.it/details/a16e7930-9daa-4bbe-84af-b5dca538d78a>
<https://create.kahoot.it/details/bb5e5020-2aa0-442d-9564-c355ea5b52c5>
<https://create.kahoot.it/details/999534a2-2be1-4dd7-9217-cdb3d7e083f1>
<https://create.kahoot.it/details/21ee23f0-b231-4b85-93e4-856cdd712975>

Name of the activity

What time is it?

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Classroom

Content

Free Time

Learning outcomes

Use the knowledge and previous experiences with their own language for a faster, more efficient and autonomous acquisition of the foreign language.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students of different levels.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "What time is it?" we will create/use a quiz where the question is a picture of a watch and participants have to choose from answers the correct time given in letters. Quizlet helps students learn anything, regardless of what they know beforehand. With Quizlet's free study units, study modes, and classroom games, our students can be quickly motivated. Quizlet helps us get our students to any level with curriculum-based materials, interactive study modes, and games.

Step by step process

- We register on the Quizlet page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

What do we want to achieve with this activity? * How did we feel during the activity? * What would you change about the activity? * What have you learned from this activity? * What did you like most about this activity?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on Quizlet. We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://quizlet.com/es>

<https://quizlet.com/640543217/que-hora-es-flash-cards/>

<https://quizlet.com/es/564361783/las-horas-flash-cards/>

Name of the activity

Appointment bingo

Gamification/E-learning tool (if applicable)

Bamboozle

Online/Classroom

Classroom

Content

Introductions, greetings and farewells /Free Time

Learning outcomes

1. Express oneself orally in simple and habitual situations, using verbal and non-verbal procedures and adopting a respectful and cooperative attitude 2. Understand and actively participate in conversation about day-to-day issues such as greetings, farewells...

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for students from the same group.

Material and resources needed

/

Description

In "Appointment bingo" , students will read a text with A/B style conversation in which A and B are fixing an appointment. After reading, divide the class group in teams and answer the questions on baamboozle related to the text they have just read. With Baamboozle you can play from a single device on a projector, smart board or in an online lesson. No student accounts are needed. Students have to reproduce the answers, not just recognize them. Learning takes place in context, in a very attractive and competitive environment.

Step by step process

- We register on the Bamboozle page.
- We choose the type of game that we are going to use.

Debriefing Questions

What do we want to achieve with this activity? * How did we feel during the activity? * What would you change about the activity? * What have you learned from this activity? * What did you like most about this activity?

Tips for the teacher

We will always start from the previous knowledge about the Theme of our students. Make sure learners know how to use Bamboozle

Attributions/references (if any)

<https://www.baamboozle.com/> <https://www.baamboozle.com/game/929752>

Name of the activity

Means of transport

Gamification/E-learning tool (if applicable)

Bamboozle

Online/Classroom

Classroom

Content

Free Time

Learning outcomes

Identify phonetic, rhythm, stress and intonation aspects, as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "Means of transport" we use the study mode of Baamboozle to introduce the means of transport vocabulary and then the play mode (classic version) to revise the vocabulary in a gamified way. With Baamboozle you can play from a single device on a projector, smart board or in an online lesson. No student accounts are needed. Students have to reproduce the answers, not just recognize them. Learning takes place in context, in a very attractive and competitive environment.

Step by step process

- We register on the Bamboozle page.
- We choose the type of game that we are going to use.

Debriefing Questions

* What do we want to achieve with this activity? * How did we feel during this activity? * Have you ever used this platform? Did you like it? Did you find it simple? * What would you change about this activity? * What have you learned from this activity?

Tips for the teacher

We will always start from the previous knowledge about the Theme of our students. Make sure learners know how to use Bamboozle

Attributions/references (if any)

<https://www.baamboozle.com/> <https://www.baamboozle.com/game/929799>

Name of the activity

Auction of phrases

Gamification/E-learning tool (if applicable)

Non applicable (Picture cards)/ Canva

Online/Classroom

Classroom

Content

All different contents of the module

Learning outcomes

1. Write simple texts with various purposes such as saying hello, saying goodbye, thanking something, apologizing ... with the help of models working in the classroom 2. Manifest a receptive, interested and confident attitude in one's own ability to learn and use the foreign language,

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students of different levels.

Material and resources needed

Picture cards.

Description

"Auction of phrases" consists of auctioning correct and incorrect phrases related to the Topic or Unit that we have been working on or as a revision activity of the module. Each participant has a limited budget that they have to use to bid on the sentences that the teacher presents and that can be correct or incorrect. The winner will be the students that "buys" the biggest amount of correct sentences having spent the less amount of money.

Step by step process

- We choose the phrases that we want to auction with the vocabulary that we know.
- We prepare the cards with the phrases that we want to auction.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing the game we will have to choose the content that we are going to work on. * Before starting to play, it is necessary to be sure that the participants know the rules of the game.

Attributions/references (if any)

1) <https://hablamossle.com/paraprofesdeele/la-subasta-de-frases-en-la-clase-de-ele/>
https://www.canva.com/design/DAE1auJS2to/STI0CGeZWHcl4E7s8UsPwQ/view?utm_content=DAE1auJS2to&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink https://educajcyl-my.sharepoint.com/:f/g/personal/09008275_educajcyl_es/E1C3iMtt5btBi4ZOO0PTkegBh_cQfAg1TJqFe4Wz1koDqw?e=pDYsjT

Submodule 1.2 (Classroom)

Name of the activity

Guess who

Gamification/E-learning tool (if applicable)

Powtoon

Online/Classroom

Classroom

Content

The job market: curriculum.

Learning outcomes

Be able to use correctly and with some ease the expressions most use in the job market.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students of different levels.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "Guess who" the teacher shows a Powtoon presentation about three different characters. Every character will have a different story and CV. Students, divided into teams, have the task to match different pieces of the cv to the right person. Powtoon is a visual platform that allows you to create professional and fully personalized videos using a wide variety of images and resources. Compelling stories can be told through hundreds of animated characters, templates, video, soundtracks and more. With Powtoon, making your own videos requires no design skills or technology.

Step by step process

- We register on the Powtoon page.
- We choose the type of video that we are going to use.

Debriefing Questions

What do we want to achieve with this activity? * How did we feel during the activity? * What would you change about the activity? * What have you learned from this activity? * What did you like most about this activity?

Tips for the teacher

We will always start from the previous knowledge about the Unit of our students before creating a video.

Attributions/references (if any)

<https://www.powtoon.com/?locale=es> https://www.powtoon.com/online-presentation/fKuJlDQeNP4/?utm_medium=social-share&utm_campaign=studio+share&utm_source=copy+link&utm_content=fKuJlDQeNP4&mode=movie
https://www.powtoon.com/online-presentation/bSQ2t2l2kRbd/?utm_medium=social-share&utm_campaign=studio+share&utm_source=copy+link&utm_content=bSQ2t2l2kRbd&mode=movie
https://www.powtoon.com/online-presentation/cDKjdR65KGq/?utm_medium=social-share&utm_campaign=studio+share&utm_source=copy+link&utm_content=cDKjdR65KGq&mode=movie

Name of the activity

Who uses this tool?

Gamification/E-learning tool (if applicable)

Picture cards

Online/Classroom

Classroom

Content

The job market: types of jobs

Learning outcomes

Be able to understand job advertisements and offers

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Picture cards.

Description

"Who uses this tool?" After working on the different professions and the tools used in each one, we use picture cards to play and review what we have learned. Use different flash cards to work on and reinforce different concepts or use platform such as <https://es.liveworksheets.com/> to create your own interactive worksheets.

Step by step process

- We choose the vocabulary we want to review.
- We prepare de cards including the vocabulary we want to work with.

Debriefing Questions

*What do we want to achieve with this activity? *Do we think that the activity has been difficult? How did we feel during its implementation? What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

We will always start from the previous knowledge about the Unit of our students before creating or choosing a certain file.

Attributions/references (if any)

[https://es.liveworksheets.com/worksheets/es/Audici%C3%B3n_y_Lenguaje_\(AL\)/Vocabulario/Oficios_y_herramientas_fc685612kf](https://es.liveworksheets.com/worksheets/es/Audici%C3%B3n_y_Lenguaje_(AL)/Vocabulario/Oficios_y_herramientas_fc685612kf)

https://es.liveworksheets.com/worksheets/es/Ciencias_Sociales/Profesiones/Asociaci%C3%B3n_profesiones_ku477704kx

Name of the activity

Where do I work?

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Classroom

Content

The job market: curriculum, places where we work, job search.

Learning outcomes

Be able to understand job advertisements and offers

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

"Where do I work?" The students, divided into teams, have the task to match different pieces of the cv to the right person. They also have to learn the characteristics of a job interview. With Quizlet you have everything you need to master _____ and _____ commit. Present concepts, check your understanding, get instant insights, and more. You can choose the perfect questionnaire or _____ create _____ your _____ own Choose from millions of free quizzes created by teachers or make your own quickly.

Step by step process

- We register on the Quizlet page.
- We choose the type of activity that we are going to use.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on Quizlet. We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://quizizz.com/> <https://quizizz.com/admin/presentation/61b9aa96f13e2a001d350c54/el-trabajo>
<https://quizizz.com/admin/quiz/5ef5a24efc7e51001b30cab2/la-entrevista-de-trabajo>

Name of the activity

Make your own CV

Gamification/E-learning tool (if applicable)

Kahoot

Online/Classroom

Classroom

Content

The job market:curriculum

Learning outcomes

Be able to use correctly and with some ease the expressions most use in the job market.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for students from different groups.

Material and resources needed

Computer, tablet, mobile phone.

Description

"Make your own cv". Make a simple test with multiple answers to see if the attendees know what is the relevant information that should be included on a cv and what other information is completely irrelevant. It can be used both in face-to-face teaching and in its online mode. This format of questions and answers on an online platform and the competitive nature of the game, which seeks to accumulate points for each correct answer, encourages a very high level of participation in class, a great interest in the content of the questions, diverse emotions, laughter, ... Registration on the page is completely free and we can create all the kahoots we want. In addition, it offers the option to COPY the games created by other teachers to edit and adapt them to our classes, correct misprints or spelling mistakes, etc. Users of the platform can create questionnaires, discussions or surveys, which are called Kahoots, which, in addition, can have images and videos that complement the academic content. It is a very effective tool for teachers, since it is very useful for diagnosing students' level, as an activity to consolidate and review what they have learned, to bring them closer to different cultural or historical topics and, in addition, the possibility of incorporating videos o GIFS in the questions makes Kahoot a highly interactive activity. The most important thing we have to know is that we must manage two web pages: one, to design and administer the questionnaire; another, for students to enter the questionnaire code and turn their smartphone into a tool to participate and answer the questions.

Step by step process

- We register on the Kahhot page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on Kahoot. We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

Name of the activity

Legal terms

Gamification/E-learning tool (if applicable)

Bamboozle

Online/Classroom

Classroom

Content

The job market: legal terms

Learning outcomes

Recognize the basic legal terms and documents related to the job market.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

"Legal terms" We have to create a set of cards where every card should have a legal term or some part of a contract document and attendees have to explain what is the meaning of the term that they got while choosing a card. The group with the most correct answers wins the game. With Bamboozle you can play from a single device on a projector, smart board or in an online lesson. No student accounts are needed. Students have to reproduce the answers, not just recognize them. Learning takes place in context, in a very attractive and competitive environment.

Step by step process

- We register on the Bamboozle page.
- We choose the type of game that we are going to use.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

* Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. * Sometimes we can find the activity we need on Kahoot. * We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://www.baamboozle.com/game/930015>

Name of the activity

Curriculum

Gamification/E-learning tool (if applicable)

Canva

Online/Classroom

Classroom

Content

The job market: job search

Learning outcomes

Ask for information about the job search

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for students from different groups.

Material and resources needed

Computer, tablet, mobile phone.

Description

We will use Canva to prepare CVs, infographics, documents, and presentations that will be useful in real life for an actual job search. With Canva we have an intuitive editor with drag-and-drop tools that makes teamwork a breeze. With Canva for Education, students and teachers can work together and edit their designs in real time. In addition, they can leave comments, add new elements and completely change the text. Canva's platform is also optimized to be used on multiple platforms. We can create classes in Canva for Education. Within your class, you can assign design templates, create groups within it, and folders with designs. But it also has an integration with Google Classroom, which allows us to invite our students. You can also invite students through email or invite other teachers to participate in your class. Another novelty that we find in Canva are its templates for Education. In addition, they have incorporated into the templates the "Classroom Kits", which are templates with the same theme to give a homogeneous appearance to your classes. Another novelty that Canva incorporates is the creation of videos or presentations. Now it is possible to create a presentation in Canva and then record ourselves appearing small below as we explain. Canva has thousands of free, high-quality educational templates for educators to teach online and achieve great results. We can choose from worksheets, educational presentations, resumes, calendars, and much more! Teachers can share engaging visual assignments for our students to complete remotely, either alone or in a group, from anywhere, anytime.

Step by step process

- We decide what we are going to use the platform for (creation of resumes, infographics, presentations ...).
- We enter the platform and register.
- We begin to create our infographics, posters, presentations, curriculum, ...)

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on Canva. We will always start from the previous knowledge about the Theme of our students.

Attributions/references (if any)

1) https://www.canva.com/es_es/ Canva will be created with the actual data provided by students.

Submodule 1.1

Online

Name of the activity

Learning letters

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Online

Content

The alphabet

Learning outcomes

Identify phonetic, rhythm, stress and intonation aspects, as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "Learning letters", students can practice letters with a set of cards with the alphabet on one side of the card and its pronunciation on the other. Quizlet helps students learn anything, regardless of what they know beforehand. With Quizlet's free study units, study modes, and classroom games, our students can be quickly motivated. Quizlet helps us get our students to any level with curriculum-based materials, interactive study modes, and games.

Step by step process

- We register on the Quizlet page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on Quizlet. We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://quizlet.com/es> <https://quizlet.com/146543710/alfabeto-flash-cards/>

Name of the activity

Our countries and flags

Gamification/E-learning tool (if applicable)

Padlet

Online/Classroom

Online

Content

Countries and nationalities

Learning outcomes

1. Value the foreign language as a means of communication and understanding between people of diverse backgrounds and cultures and as a learning tool for different contents. 2. Progressively use the foreign language to affirm and expand contents of the non-linguistic areas already learned and to learn new ones.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students of different levels.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "Our countries and flags", students use the padlet created by the teacher to revise the flags, colours, countries of origin of the students, typical food of the countries of their countries/regions... (it has to be personalized). Padlet is a digital platform that offers the possibility of creating collaborative murals. We can use it as a virtual collaborative whiteboard in which teacher and students can work at the same time. Padlet is an application to save and share different multimedia content. Just by creating an account, we can start setting up a wall of activities and provide students with the link so that they can access and start publishing their contributions in the format of their choice: text, audio, video or image.

Step by step process

- We register on the Padlet page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on Padlet.. We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://es.padlet.com/> <https://padlet.com/mirandadebro/ccwbuds5wwfmr24t> <https://padlet.com/feranduva/mapa>
https://exporter.padletcdn.com/v1/UpvvPYP8VEQcNw5l/fee3dc9757005cf5fa205f74d86a9e27d5b124d4/png?cd=filename%3Dpadlet-ccwbuds5wwfmr24t.png&delay=2500&full_page=true&height=2128&url=https%3A%2F%2Fpadlet.com%2Fmirandadebro%2Fccwbuds5wwfmr24t%3Flast_updated%3D1642760103%26locale%3Des%26read_only%3D1%26screenshot%3D1%26timezone%3DEtc%252FUTC&width_from=%23wish-list

Name of the activity

Memory numbers

Gamification/E-learning tool (if applicable)

LearningApps

Online/Classroom

Online

Content

Countries and nationalities

Learning outcomes

Use the languages you know as information and learning tools interchangeably, taking into account the competence you have in each one.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students of different levels.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "Memory numbers", in order to revise numbers, students can play memory games, reveal the content of two cards and try to match the image of the number with the correct pronunciation. Different online applications can be used to work on and reinforce different concepts. In this particular case numbers, we are proposing the use of <https://learningapps.org/>. LearningApps.org is a non-commercial tool designed so that you can create different types of activities for your classes, in a very simple and intuitive way. It also provides a repository of modules or small activities developed by other colleagues so that you can reuse these materials and make them available to everyone. You will be able to embed the code in your pages or access the materials through a link or a QR code.

Step by step process

- We register on the app page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on. We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://learningapps.org/view3875251>

Name of the activity

Introducing myself

Gamification/E-learning tool (if applicable)

Jaamboard

Online/Classroom

Online

Content

Introductions, greetings and farewells

Learning outcomes

1. Value the foreign language as a means of communication and understanding between people of diverse backgrounds and cultures and as a learning tool for different contents. 2. Use the knowledge and previous experiences with their own language for a faster, more efficient and autonomous acquisition of the foreign language.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "Introducing myself" we create a Jam to introduce yourself including pictures and text. Following their teacher's guideline, students will introduce themselves adding all the information and images that they consider relevant.. Jamboard is a smart display. It lets you quickly import images from a Google search, save work to the cloud automatically, use the easy-to-read handwriting and shape recognition tool, and draw with a stylus and erase with your finger just like you would in a whiteboard. You can spark your students' interest in actively learning, collaborating and interacting with the Jamboard mobile app that uses cloud technology. students can access a comprehensive set of editing tools to collaborate with other students or with teachers.

Step by step process

- We register on the Jamboard page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

We will always start from the previous knowledge of our students. Make sure learners know how to use Jamboard

Attributions/references (if any)

https://edu.google.com/intl/ALL_es/products/jamboard/

<https://jamboard.google.com/d/1CXAFdzepfe3BYqmvAHxzIV6ZzJYwgU9AWFEm5s1Daqs/edit?usp=sharing>

Name of the activity

Shopping

Gamification/E-learning tool (if applicable)

Baamboozle

Online/Classroom

Online

Content

Shopping

Learning outcomes

Identify phonetic, rhythm, stress and intonation aspects, as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "Shopping" we use the baamboozle play mode (classic version) to revise the vocabulary and shopping interactions in a gamified way. Use the study mode to introduce the vocabulary related to shopping. Specifically we will use vocabulary related to shopping in a supermarket or a food store. With Baamboozle you can play from a single device on a projector, smart board or in an online lesson. No student accounts are needed. Students have to reproduce the answers, not just recognize them. Learning takes place in context, in a very attractive and competitive environment.

Step by step process

- We register on the Baamboozle page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing the game we will have to choose the content that we are going to work on. Before starting to play, it is necessary to be sure that the participants know the rules of the game.

Attributions/references (if any)

<https://www.baamboozle.com/> <https://www.baamboozle.com/game/840846>

Name of the activity

Revision

Gamification/E-learning tool (if applicable)

Escape room/ Genially

Online/Classroom

Online

Content

Any contents submodule 1.1

Learning outcomes

Autonomously use all the means at their disposal, including new technologies, to obtain information and to communicate in the foreign language.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Classroom.

Description

"Revision" is a Escape Room made with genially which is based on the development of mental abilities to solve puzzles and problems so that students bring creativity and critical thinking into play. It is about creating an escape room in which a group of people must stay for a certain time until they solve an enigma or problem through a set of clues. In this way, a series of cognitive mechanisms are activated that enhance the abilities of the players. The game has a story or narrative, which has to do with how the escape room is contextualized. The objective is to leave the room and for this the players must use all their intellectual, creative and deductive reasoning abilities.

Step by step process

- We have to prepare some enigmas related to the contents that we want to work.

Debriefing Questions

* What do we want to achieve with this activity? * How did we feel during this activity? * Have you ever used this platform? Did you like it? Did you find it simple? * What would you change about this activity? * What have you learned from this activity? * How could we adapt this activity to work ...?

Tips for the teacher

Before preparing the game we will have to choose the content that we are going to work on. Before starting to play, it is necessary to be sure that the participants know the rules of the game.

Attributions/references (if any)

<https://view.genial.ly/6249e4f613bf2100103753b6/interactive-content-escape-room-cfie>

Submodule 1.2 Online

Name of the activity

What's your job? And your contract?

Gamification/E-learning tool (if applicable)

Learning apps

Online/Classroom

Online

Content

Job market: jobs and contracts

Learning outcomes

Recognize the basic legal terms and documents related to the job market.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

"What's your job? And your contract?" is a matching exercise to learn job and types of contract related vocabulary. This activity should be adapted to the different types of contracts in every country. Different online applications can be used to work on and reinforce different concepts. In this particular case numbers, we are proposing the use of <https://learningapps.org/>. LearningApps.org is a non-commercial tool designed so that you can create different types of activities for your classes, in a very simple and intuitive way. It also provides a repository of modules or small activities developed by other colleagues so that you can reuse these materials and make them available to everyone. You will be able to embed the code in your pages or access the materials through a link or a QR code

Step by step process

- We register on the apps pages.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on the apps. We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://learningapps.org/watch?v=pu2ro69vt21>

Name of the activity

Working Tools

Gamification/E-learning tool (if applicable)

Kahoot

Online/Classroom

Online

Content

Job market: types of jobs

Learning outcomes

Be able to use correctly and with some ease the expressions most use in the job market.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "Working Tools", we use a Kahoot to go over the vocabulary related to different professions based on the description of the duties of the different jobs. revise the different places and organizations that can help you with your job

placement. Kahoot! is a tool for creating quiz format tests: the question is presented on the screen and each student (or group of students), on their mobile / computer / tablet, has to select the correct option. It is used to review content (such as a review before an exam, for example), to see how much we know about a topic before introducing it in class, to evaluate the knowledge of the students ... It can be used both in face-to-face teaching and in its online mode. This format of questions and answers on an online platform and the competitive nature of the game, which seeks to accumulate points for each correct answer, encourages a very high level of participation in class, a great interest in the content of the questions, diverse emotions, laughter, ...

Step by step process

- We register on the Kahoot page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on Kahoot. We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://kahoot.it/> <https://create.kahoot.it/details/7bb1c6d3-29fd-4636-8f05-aa013462111e>
<https://create.kahoot.it/details/595fc01f-3146-41e4-9119-05158c9c120f>

Name of the activity

Where do I search for a job?

Gamification/E-learning tool (if applicable)

Kahoot

Online/Classroom

Online

Content

Job search

Learning outcomes

Get to know some organizations, public entities, NGOs, unions...in your place of residence that can help you with your job placement.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "Where do I search for a job?" we use a Kahoot to revise the different places and organizations that can help you with your job placement. This activity should be adapted to the different places and organizations that take care of this in every country. Kahoot! is a tool for creating quiz format tests: the question is presented on the screen and each student (or group of students), on their mobile / computer / tablet, has to select the correct option. It is used to review content (such as a review before an exam, for example), to see how much we know about a topic before introducing it in class, to evaluate the knowledge of the students ... It can be used both in face-to-face teaching and in its online mode. This format of questions and answers on an online platform and the competitive nature of the game, which seeks to accumulate points for each correct answer, encourages a very high level of participation in class, a great interest in the content of the questions, diverse emotions, laughter, ...

Step by step process

- We register on the Kahoot page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

*What do we want to achieve with this activity? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on Kahoot. We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://kahoot.it/> <https://create.kahoot.it/details/b593124f-036c-416e-8368-60e6f29c5d26> PIN: 9674693

Name of the activity

What do you do at your job?

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Online

Content

Job market: types of work

Learning outcomes

Be able to understand job advertisements and offers

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "What do you do at your job?", we use Quizlet to know what each person does in their job. We will create cards with the name of the job in one side and the description of the job on the other side. Quizlet helps students learn anything, regardless of what they know beforehand. With Quizlet's free study units, study modes, and classroom games, our students can be quickly motivated. Quizlet helps us get our students to any level with curriculum-based materials, interactive study modes, and games.

Step by step process

- We register on the Quizlet page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on Quizlet. We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://quizlet.com/es> <https://quizlet.com/576523559/profesiones-flash-cards/>

Name of the activity

My CV

Gamification/E-learning tool (if applicable)

Canva

Online/Classroom

Online

Content

Job market: Job search / curriculum

Learning outcomes

Be able to use correctly and with some ease the expressions most use in the job market.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for students from different groups.

Material and resources needed

Computer, tablet or mobile. Canva platform.

Description

In "My CV2, we will use Canva to prepare CVs, infographics, documents, and presentations that will be of use in real life for an actual job search. With Canva we have an intuitive editor with drag-and-drop tools that makes teamwork a breeze, whether in the classroom or outside of it. With Canva for Education, students and teachers can work together and edit their designs in real time. In addition, they can leave comments, add new elements and completely change the text. Canva's platform is also optimized to be used on multiple platforms. We can create classes in Canva for Education. Within your class, you can assign design templates, create groups within it, and folders with designs. But it also has an integration with Google Classroom, which allows us to invite our students. You can also invite students through email or invite other teachers to participate in your class. Another novelty that we find in Canva are its templates for Education. In addition, they have incorporated into the templates the "Classroom Kits", which are templates with the same theme to give a homogeneous appearance to your classes. Another novelty that Canva incorporates is the creation of videos or presentations. Now it is possible to create a presentation in Canva and then record ourselves appearing small below as we explain. Canva has thousands of free, high-quality educational templates for educators to teach online and achieve great results. We can choose from worksheets, educational presentations, resumes, calendars, and much more! Teachers can share engaging visual assignments for our students to complete remotely, either alone or in a group, from anywhere, anytime. Teachers can also record themselves explaining the lesson or activity and share the video directly as a link or as a file with their students. Students can also create their own videos or record themselves talking about their homework and projects, helping them learn from the feedback and express themselves with greater confidence. It also has the possibility of working as a team. Students can now be assigned a template and multiple people work on the same document at the same time. The latest novelty is the connection with other Canva applications such as the integration with Bitmoji, being able to quickly put our avatars in our creations in a simple way.

Step by step process

- We decide what we are going to use the platform for (creation of resumes, infographics, presentations ...).
- We enter the platform and register.
- We begin to create our infographics, posters, presentations, curriculum, ...)

Debriefing Questions

* What do we want to achieve with this activity? * How did we feel during this activity? * Have you ever used this platform? Did you like it? Did you find it simple? * What would you change about this activity? * What have you learned from this activity? * How could we adapt this activity to work ...?

Tips for the teacher

Before using this platform we have to decide what we are going to use it for: preparing curricula, infographics, posters, cards ... Our students have to be clear about what information they want to appear in the productions they are going to create.

Attributions/references (if any)

1) https://www.canva.com/es_es/ Canva will be created with the actual data provided by students.

Name of the activity

Know your currency

Gamification/E-learning tool (if applicable)

Padlet

Online/Classroom

Online

Content

Job market: currency.

Learning outcomes

1. Ask for information about the job search (salary, taxes...) 2. Be able to understand job advertisements or offers.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for a small number of students from the same group.

Material and resources needed

Computer, tablet, mobile phone.

Description

In "Know your currency", every attendee has to participate in creating a collaborative padlet with his own currency, upload one picture of it and information on how much euros it is worth... Padlet is a digital platform that offers the possibility of creating collaborative murals. We can use it as a virtual collaborative whiteboard in which teacher and students can work at the same time. Padlet is an application to save and share different multimedia content. Just by creating an account, we can start setting up a wall of activities and provide students with the link so that they can access and start publishing their contributions in the format of their choice: text, audio, video or image.

Step by step process

- We register on the Padlet page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on Padlet.. We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://es.padlet.com/> Padlet will be created with the actual data provided by students.

Name of the activity

What time is it now?

Gamification/E-learning tool (if applicable)

Kahoot

Online/Classroom

Online

Content

Job market: timetable

Learning outcomes

1. Ask for information about the job search (salary, taxes...) 2. Be able to understand job advertisements or offers.

Usage suggestions (target group, number of participants, settings, etc.)

This activity is more suitable for students from different groups.

Material and resources needed

Computer, tablet, mobile phone.

Description

"What time is it now?" is an activity in which by using cards, attendees should choose a correct answer on the right time or a day in the week. This activity can be done either with Kahoot or a big clock (so that everyone can see it) or flashcards. Kahoot! is a tool for creating quiz format tests: the question is presented on the screen and each student (or group of students), on their mobile / computer / tablet, has to select the correct option. It is used to review content (such as a review before an exam, for example), to see how much we know about a topic before introducing it in class, to evaluate the knowledge of the students ... It can be used both in face-to-face teaching and in its online mode. This format of questions and answers on an online platform and the competitive nature of the game, which seeks to accumulate points for each correct answer, encourages a very high level of participation in class, a great interest in the content of the questions, diverse emotions, laughter, ...

Step by step process

- We register on the Kahoot page.
- We choose the type of activity that we are going to use.
- We choose or create the activities that we are going to use with the students.

Debriefing Questions

*What do we want to achieve with this activity? * How did we feel during its implementation? * Have you worked well using that applications? * What did you like about the activity? What didn't you like? What would you change?

Tips for the teacher

Before preparing or choosing the activity that we are going to use, we have to decide if we are going to use them to expand, reinforce or evaluate the contents. Sometimes we can find the activity we need on Kahoot. We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

Attributions/references (if any)

<https://kahoot.it/> <https://create.kahoot.it/details/8c71fe1c-047a-4489-943d-ce81c0d33157>
<https://create.kahoot.it/details/46917008-5584-4769-8f7f-317b8d528b94>
<https://create.kahoot.it/details/0d31cbe5-1ae0-4bef-8fc4-e444c4d5bdf>
<https://create.kahoot.it/details/e4dda0db-5688-4154-b103-e4943df87e99>
<https://create.kahoot.it/details/a4fe7cd3-b4b4-47df-876d-e6c1d4e2ad2a>

Module 2: English

CLASSROOM

Name of the activity

Introductions

Gamification/E-learning tool (if applicable)

Jamboard

Online/Classroom

Classroom

Content

Greetings and introduction formulas

Learning outcomes

The learner is able to greet others and introduce themselves

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Computer, Internet connection

"Two truths and one fib" handout

Description

Participants are given a jamboard link/worksheet and they are asked to write 2 true sentences about themselves and one false sentence. The others should guess what are the true ones and what is false one. Participants are asked to share their impressions on the exercise, by answering to the debriefing questions. They can discuss what are the most interesting "lies" and how can one can create a mystery about what is true and what is false.

Step by step process

- 1.Participants receive the jamboard link/worksheet.
- 2.They are asked to write 2 true sentences and one false sentence about themselves.
- 3.The other participants are asked to guess what are the true sentences and what is the false one.

Debriefing Questions

How did you feel?
What have you learnt about your classmates?
Was it difficult to spot the lie?
And what have you learnt about yourself?

Tips for the teacher

The teacher can introduce the game by presenting two true sentence about herself/himself and one false one and by asking the students which one is false and which is true.

Attributions/references (if any)

https://jamboard.google.com/d/1AGrpl5eMrZnth1Po3GV2WREHxPTKetBAR5PC_mR3Bt0/viewer?f=0

Name of the activity

Numbers&Letters (2)

Gamification/E-learning tool (if applicable)

Website ESL game plus

Online/Classroom

Classroom

Content

Numbers

Learning outcomes

The learner is able to write down personal details correctly

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Computer, Internet connection

Description

After opening the link, teacher and participants agree on the numbers to be practiced. Participants are told that they have a common mission and are encouraged to cooperate in this game. The game is starting, and one by one, participants are asked to listen, and then identify number they heard. They have to pronounce the numbers correctly at their turn. For understanding better, their task is to write the number in letters. At the end, they discuss about the difficulties and strategies for learning better the numbers.

Step by step process

1. In class, open the link and choose one exercise option.
2. Start the game and invite students, one at a time, to identifying numbers from listening and pronounce numbers correctly.
3. Challenge students to write the numbers they heard in letters.
3. Replay the games.

Debriefing Questions

How did you feel? How did you manage? What difficulties have you encountered? How difficult it was to write a number in letters? What strategies have you used to do that?

Tips for the teacher

Teacher should notice where are the difficulties of participants in recognizing the numbers and in writing them in letters.

Attributions/references (if any)

<https://www.eslgamesplus.com/numbers-cardinal-ordinal/>

Name of the activity

Telephoning (3)

Gamification/E-learning tool (if applicable)

Whatsapp

Online/Classroom

Classroom

Content

Telephone conversation vocabulary and expressions

Learning outcomes

The learner is able to make basic telephone contact; leave and understand messages

To practice telephone conversation

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Telephone, Internet connection

Description

This exercise is focused on one of the most important skills related to learning a foreign language, namely talking on the telephone. After installing Whatsapp and verifying the internet connection, participants are invited to work in pairs, changing their telephone numbers. They have to practice a telephone conversation, on a topic at their choice. Participants are encouraged to play the role as natural as possible, as if initiating a telephone conversation with someone unknown.

Step by step process

1. Participants exchange telephone numbers among each others.
- 2.They check if they have installed Whatsapp App on their mobile phone.
- 3.They are split in pairs.
4. They begin short telephone conversations.

Debriefing Questions

How did you feel? How did you manage? What difficulties have you encountered?

Tips for the teacher

The teacher should listen the conversations, takes notes and makes corrections and suggestions at the end.

Attributions/references (if any)

<https://play.google.com/store/apps/details?id=com.whatsapp&hl=ro&gl=US#:~:text=Lans%C4%83ri%20noi-,WhatsApp%20Messenger,-WhatsApp%20LLC>

Name of the activity

Food and drink (4)

Gamification/E-learning tool (if applicable)

Website ESL game plus

Online/Classroom

Classroom

Content

Food and drinks

Learning outcomes

The learner is able to buy or order food and drinks in a supermarket or pub; correctly identify money

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link for the game among participants. Participants are told that they have a common mission and are encouraged to cooperate in this game to gain the pirates' treasure. The game is starting, and one by one, participants are asked to listen, and then identify the name of vegetable or food they heard. They have to pronounce this name correctly at their turn. A second task can be to practice how to ask for a kg of that vegetable or food at the market.

Step by step process

1. In class, open the link for the game.
2. Start the game and invite participants, one at a time, to identify the name of vegetable or food they heard, and pronounce it correctly.
3. Challenge participants to practice how to ask for a kg of that vegetable or food at the market.
4. Replay the games.

Debriefing Questions

How did you feel? How did you manage? What difficulties have you encountered?

Tips for the teacher

Teacher has to encourage students to master the vocabulary related to food, but also the questions needed to do the shopping.

Attributions/references (if any)

Vegetables

Board

Game

<https://www.eslgamesplus.com/vegetables-vocabulary-esl-interactive-board-game/>

Name of the activity

Places in town and directions (5)

Gamification/E-learning tool (if applicable)

Website learn English

Online/Classroom

Classroom

Content

Finding places in town, getting and giving directions

Learning outcomes

The learner is able to ask for and understand directions in a town

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link among participants. Each participant has to match individually the pictures, the sounds and the words. Working in pairs, participants has to practice their vocabulary related to different places by asking questions as if they want to find some place in town. After that, the other person will exercise giving the directions in order to find the place. After few minutes they can change the roles, to develop both vocabulary related to asking questions and giving directions.

Step by step process

1. Participants open the link for the game.
2. Participants listen and match individually the pictures, the sounds and the written words.
3. They work in pairs to develop their vocabulary by asking questions related to finding a place and giving directions to someone.

Debriefing Questions

How did you feel? How did you manage? What difficulties have you encountered? How well do you manage to get directions in other countries?

Tips for the teacher

The teacher has to encourage all to participate in the discussion in pairs.

Attributions/references (if any)

<https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/places-in-a-town-1>

Name of the activity

Life story (6)

Gamification/E-learning tool (if applicable)

Bamboozle

Online/Classroom

Classroom

Content

Telling the age, the birth place, family, professional background, experience.

Learning outcomes

The learner is able to ask and talk about themselves

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Computer, Internet connection

Description

Participants receive a bamboozle link and are asked to think about the answers on the questions related to different aspects from their life. Then, they are encouraged to share about their life, by answering to these questions in groups of four-five participants. In the larger group, teacher reads the questions and asks participants to answer every question, one by one, by selecting the most interesting answers from their group. Final discussions are based on debriefing questions.

Step by step process

1. Students are shared bamboozle link. 2 They are encouraged to answer as many questions about themselves as possible in 1 1,5 minutes. 3. The game continues until all participants have spoken.

Debriefing Questions

How funny was it? How did you manage? What difficulties have you encountered?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

<https://www.baamboozle.com/game/100828>

Name of the activity

Shopping (7)

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Shopping items

Learning outcomes

The learner is able to interact in shops

To practice shopping vocabulary

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Pictures/digital images

Description

Teacher presents students a digital mystery box with pictures representing shopping items. For each participant, teacher select a picture and ask him/ her ``What do I have?`. Participants have to answer, on turn, giving as much details on the pictures, in order to practice shopping vocabulary. Other participants are encouraged to help, by developing the ideas and the presentations, as well as asking relevant questions to stimulate conversation.

Step by step process

1. Students are asked ``What do I have?``. 2. On turn, they answer according to the images shown. 3 Other participants are invited to help.

Debriefing Questions

How did you feel? How did you manage? What difficulties have you encountered?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

<https://pixabay.com/images/search/shopping/>

Name of the activity

Travelling (8)

Gamification/E-learning tool (if applicable)

Bamboozle

Online/Classroom

Classroom

Content

Means of transport

Learning outcomes

The learner is able to ask for and understand information about travelling by different means of transportation

To practice means of transport

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Computer, Internet connection

Description

Participants are introduced the means of transport by showing them relevant images, using a bamboozle link. Participants learn means of transport and words to describe their features. Teacher also suggests places where they can arrive with different means of transport. Then, teacher share among participant a link with a classic bamboozle game to revise vocabulary, inviting student to create short sentences using these new words.

Step by step process

1. Students are shared the bamboozle link.2 They are encouraged to identify the means of transport presented in the picture. 3. Each participant is invited to introduce the new words in a short sentence.

Debriefing Questions

How efficient was it? What new words have you learnt?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

<https://www.baamboozle.com/game/43158>

Name of the activity

Telling the time (9)

Gamification/E-learning tool (if applicable)

Bamboozle

Online/Classroom

Classroom

Content

The clock, asking the time, telling the time

Learning outcomes

The learner is able to ask for the time, understand and say what time it is

To introduce the time and practice asking the time.

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Computer, Internet connection
A clock/digital clock/flash cards

Description

Teacher creates paper flash cards with clocks showing different times, according to the pictures from the bamboozle link. Teacher shares the flash cards among participants and then, shows them some example on how they can ask and say correctly the time. Then, teacher invites each participant on a turn to ask and say correctly the time they have on their flash card. Each participant receive at least three flash cards.

Step by step process

1. Participants are invited to tell the time according to the clock/ clock pictures or flash cards from the bamboozle link.
2. Each participant will take a turn.

Debriefing Questions

How did you feel? How did you manage? What difficulties have you encountered?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

Name of the activity

Daily routine (10)

Gamification/E-learning tool (if applicable)

Learningapps

Online/Classroom

Classroom

Content

Jobs and daily routines

Learning outcomes

The learner is able to ask about, understand and talk about jobs and daily routines

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link among participants. Each participant has to match individually the sounds, the written words and the pictures to learn job vocabulary. Teacher splits then the group in pairs. The participants have to practice asking questions and giving answers related to their jobs and those of other persons from the family. Each participant, on turn, asks and answers questions. Participants are encouraged to use phrases with new words learnt to answer the questions.

Step by step process

1. After sharing the link among participants, each of them has to match individually the sounds, the written words and the pictures to learn job vocabulary
2. In pairs, the participants have to practice asking questions and giving answers related to their jobs and those of other persons from the family. Each participant, on turn, asks and answers questions.
3. Participants are encouraged to use phrases with new words learnt to answer the questions.

Debriefing Questions

How did you feel? How did you manage? What difficulties have you encountered?

Tips for the teacher

The teacher should encourage all students to use new words learnt to answer the questions.

Attributions/references (if any)

Name of the activity

Days and dates (11)

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Days and dates

Learning outcomes

The learner is able to understand and say days and dates, to talk about important dates in their lives

To practice days and dates

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Pictures/digital images

Description

Teacher creates flash cards with days and dates as in the pictures from the quizlet link. Teacher shares them among participants and ask them to think about questions and sentences to use that words. Each participant, on turn, shows and tells the day or date on the received flash card. Then, the participant uses these new words in short sentences, one time as question and one time as answer. Each participant receives at least three flash cards.

Step by step process

1. Participants are shared flash cards as in the quizlet link. 2 They are shown days and dates vocabulary which they will introduce into short sentences, on turn.

Debriefing Questions

How did you feel? How did you manage? What difficulties have you encountered?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

<https://quizlet.com/mx/497619740/days-and-dates-flash-cards/>

Name of the activity

Personal information (12)

Gamification/E-learning tool (if applicable)

Website Learnenglish

Online/Classroom

Classroom

Content

Personal information and vocabulary

Learning outcomes

The learner is able to ask for and understand information about family, pets, houses, etc.

To exchange personal information

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link among participants. Each participant has to match individually the pictures, the sounds and the words related to personal information as family, houses, pets, jobs etc. Then, teacher invites participants to share information about these aspects in short sentences using new vocabulary. Other participants are asked to support their colleagues who share information by asking appropriate questions in order to receive more details.

Step by step process

1. After sharing the link among participants, they have to match individually the pictures, the sounds related to personal information as family, houses, pets, jobs etc. 2. Teacher invites participants to share information about these aspects in short sentences using new vocabulary.

Debriefing Questions

How hard it was? What was the biggest difficulty? What have you learnt new?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

<https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/jobs-1>
<https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/jobs-2>

Name of the activity

Minor physical complaint (13)

Gamification/E-learning tool (if applicable)

Website tools for educators

Online/Classroom

Classroom

Content

Health states

Learning outcomes

The learner is able to say what's wrong and ask for things at the chemist

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Computer, Internet connection

Description

Teacher creates activity using the link and then shares it among participants. The activity is focused on states related to health and how good or bad someone is physically feeling. Participants are invited either to read a short sentence or paragraph and connect the words or to read a word, trace it, and connect it with other. Voluntary participants are encouraged to introduce new vocabulary in short sentences to describe a situation when something was wrong with them. Other students can ask relevant questions.

Step by step process

1. The teacher creates activity using the link and then shares it among participants. 2. Participants are invited either to read a short sentence or paragraph and connect the words or to read a word, trace it, and connect it with other, being focused on states related to health and how good or bad someone is physically feeling. 3. Voluntary participants are encouraged to introduce new vocabulary in short sentences to describe a situation when something was wrong with them

Debriefing Questions

How hard it was? What was the biggest difficulty? What have you learnt new?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

Spaghetti

String

Worksheet

<https://www.toolsforeducators.com/spaghetistring/spaghetti-string-worksheet.php?cat=health>

<https://www.toolsforeducators.com/spaghetistring/spaghetti-string-trace.php?cat=health>

Name of the activity

Minor physical complaint (13)

Gamification/E-learning tool (if applicable)

Website Vocab1

Online/Classroom

Online

Content

Health states

Learning outcomes

The learner is able to say what's wrong and ask for things at the chemist

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Students are asked to individually think on words related to health and how good or bad someone is physically feeling or words used at the chemist, and to make a vocabulary list. Participants have to search the word in dictionary and write down the definitions. Then each participant, on turn, will read at least four-five words and their definitions from the vocabulary list. A common group vocabulary list will result. Participants are asked to propose questions they will ask at the chemist related to this final vocabulary list.

Step by step process

1. Students are asked to individually think on words related to health and how good or bad someone is physically feeling or words used at the chemist, and to make a vocabulary list. 2. After searching the words in dictionary and write down the definitions, each participant, on turn, will read at least four-five words and their definitions from the vocabulary list. 3. Participants are asked to propose questions they will ask at the chemist related to this final vocabulary list.

Debriefing Questions

How hard it was? What was the biggest difficulty? What did you like and dislike? Why?

Tips for the teacher

The teacher should encourage all students to participate in finding questions to be asked at the chemist.

Attributions/references (if any)

<https://www.vocab1.com/>

Name of the activity

Likes and dislikes. Colours (14)

Gamification/E-learning tool (if applicable)

Website Learnenglish

Online/Classroom

Classroom

Content

Free time, liking and disliking

Learning outcomes

The learner is able to say what they like and dislike doing in free time; to ask about others` likes and dislikes

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link among participants. Each participant has to match individually the pictures, the sounds and the word in order to practice their vocabulary related to different colours and nuances. Then, teacher invites participants to share information about what are their favourite colours and what colour dislike them, by formulating short phrases, on turn. Participants have to motivate their choices. They can ask questions to receive more details from each other.

Step by step process

1. After sharing the link among participants, each of them has to match individually the pictures, the sounds and the word in order to practice their vocabulary related to different colours and nuances. 2. Participants share information about what are their favourite colours and what colour dislike them, by formulating short phrases and motivating their choices, on turn. 3. They can ask questions to receive more details from each other.

Debriefing Questions

How hard it was this exercise? What was the biggest difficulty? What do they like or dislike in this activity?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

<https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/colours>

Name of the activity

Activities in the past (15)

Gamification/E-learning tool (if applicable)

Website MES game

Online/Classroom

Classroom

Content

Talking about past events or activities

Learning outcomes

The learner is able to talk about what they did last week

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in face to face activities.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link among participants. Each participant has to play the game individually. In the game they have either to match the audio with the picture, or with the written words, or they have to match the written word with the pictures in order to learn talking about past events or activities. Teacher encourages voluntary students to share about what they did last week using past tense of the verbs and new words learnt in short phrases.

Step by step process

1. After sharing the link with the game among participants, each of them has to either to match the audio with the picture, or with the written words, or they have to match the written word with the pictures in order to learn talking about past events or activities. 2. Teacher encourages voluntary students to share about what they did last week using past tense of the verbs and new words learnt in short phrases.

Debriefing Questions

How funny was it? How did you feel? How did you managed? What difficulties have you encountered? What do you liked or disliked?

Tips for the teacher

The teacher should encourage all students to participate in discussion, by using past tense of the verbs and words defining past activities or events.

Attributions/references (if any)

<https://www.mes-games.com/past1.php>

ONLINE

Name of the activity

Introductions

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Online

Content

Greetings and introduction formulas

Learning outcomes

The learner is able to greet others and introduce themselves

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Participants receive the quizlet link, to exercise and understand the match of images with the written words, focused on greetings and introduction formulas. Participants are encouraged to practice the meet and greet basic vocabulary, by revising the flashcards, and then playing the live. After that, they can discuss, using words and phrases to greet someone and to introduce themselves with confidence.

Step by step process

1. Make sure learners know how to use Quizlet
2. Participants are shared the quizlet link.
3. They revise meeting and greeting formulas on flash cards.
4. In class, they are invited to repeat the meet and greet formulas.

Debriefing Questions

How did you feel?
How did you manage?
What difficulties have you encountered?
What met and greet formulas can you remember better?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

<https://quizlet.com/36849994/english-greetings-flash-cards/>

<https://www.gamestolearnenglish.com/fast-phrases/#countries>

Name of the activity

Numbers&Letters (2)

Gamification/E-learning tool (if applicable)

Learningapps

(Numbers)

Website Games to learn english (Letters)

Online/Classroom

Online

Content

Numbers and letters

Learning outcomes

The learner is able to write down personal details correctly

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Participants use the link shared by teacher to play the game related to numbers in English. Participants play some rounds of the game. They have to match the number with the number written in letters. Also, they have to pay attention on the way the numbers are pronounced. Participants are encouraged to extend the exercise, by repeating in pairs, complex numbers like years, days and money. Each participant will be challenged to practice at least 10 more complex numbers.

Step by step process

1. Make sure learners know how to use Learning Apps and Website Games to learn english
2. Participants are shared the links.
3. They revise identification of numbers.
4. In class, they are invited to repeat the complex numbers, like years, days and money.

Debriefing Questions

How did you feel? How did you manage? What difficulties have you encountered? How hard it is to transfer numbers in their written version in letters?

Tips for the teacher

Teacher can encourage participants to repeat complex numbers and identify their difficulties.

Attributions/references (if any)

<https://learningapps.org/9416478>

<https://www.gamestolearnenglish.com/vocab-game/>

Name of the activity

Telephoning (3)

Gamification/E-learning tool (if applicable)

Whatsapp

Online/Classroom

Online

Content

Telephone conversation vocabulary and expressions

Learning outcomes

The learner is able to make basic telephone contact; leave and understand messages

To practice telephone conversation

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Telephone, Internet connection

Description

This exercise is focused on one of the most important skills related to learning a foreign language, namely talking on the telephone. After installing Whatsapp and verifying the internet connection, participants are invited to work in

pairs, changing their telephone numbers. They have to practice a telephone conversation, on a topic at their choice. Participants are encouraged to play the role as natural as possible, as if initiating a telephone conversation with someone unknown.

Step by step process

1. Participants exchange telephone numbers among each others.
2. They check if they have installed Whatsapp App on their mobile phone.
3. They are split in pairs.
4. They begin short telephone conversations.

Debriefing Questions

How did you feel? How did you manage? What difficulties have you encountered?

Tips for the teacher

The teacher should listen the conversations, takes notes and makes corrections and suggestions at the end.

Attributions/references (if any)

<https://play.google.com/store/apps/details?id=com.whatsapp&hl=ro&gl=US#:~:text=Lans%C4%83ri%20noi-WhatsApp%20Messenger,-WhatsApp%20LLC>

Name of the activity

Food and drink (4)

Gamification/E-learning tool (if applicable)

Website ESL game plus

Online/Classroom

Online

Content

Quantity for food and drinks; Money

Learning outcomes

The learner is able to buy or order food and drinks in a supermarket or pub; correctly identify money

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link for the game among participants. Each student, one by one, has to choose correctly the terms of quantity for different foods and drinks. Thus, they will practice food and drinks vocabulary. After that, to give more

dynamism, they can guess the price of that quantity of food or drink at the supermarket. In addition, each participant has to compose a shopping list with at least 5 different foods or drinks

Step by step process

1. Participants open the link for the game.
2. Start the game and invite participants, one at a time, to correctly the terms of quantity for different foods and drinks.
3. Participants are asked to guess the price of that quantity of food or drink at the supermarket.
4. Each participant write a shopping list with at least 5 different foods or drinks.

Debriefing Questions

How did you feel? How did you manage? What difficulties have you encountered? Is it hard to match quantities with food and drinks? Are they different in English than in your mother tongue?

Tips for the teacher

The teacher has to encourage participants to understand the connections between money, quantities and different foods and drinks.

Attributions/references (if any)

Space

game

<https://www.eslgamesplus.com/food-drinks/>

Name of the activity

Places in town and directions (5)

Gamification/E-learning tool (if applicable)

Website games to learn english

Online/Classroom

Online

Content

Places in town and activities

Learning outcomes

The learner is able to ask for and understand directions in a town

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

The link to the game is shared among participants. Each of them individually has to match images and written words to make phrases related to different places from the house or from the town and the activities one can do here. After playing the game, participants can discuss in group and they are encouraged to share what they have done yesterday and where, using as examples the situations given in the game. Participants are encouraged to ask questions to find out more information from the person who is sharing.

Step by step process

1. Participants open the link for the game.
2. Participants match images and written words to make phrases.
3. Then, they discuss in group and they are encouraged to share what they have done yesterday and where, using as examples the situations given in the game.
4. Other participants are encouraged to ask questions to find out more information from the person who is sharing.

Debriefing Questions

How hard it was to share information? What was the biggest difficulty? Was it easier to ask questions? Why?

Tips for the teacher

The teachers has to encourage sharing information and asking questions.

Attributions/references (if any)

<https://www.gamestolearnenglish.com/fast-phrases/#places>

Name of the activity

Life story (6)

Gamification/E-learning tool (if applicable)

Tools for educators

Online/Classroom

Online

Content

Telling and asking about life events

Learning outcomes

The learner is able to ask about and talk about important life events

To practice questions and answers about own personal story

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Teacher creates Bingo boards using the link and then sends one for each participant. They should individually think on keywords and how would they present the images from the Bingo board. In the larger group with all participants, two participants volunteer to do a role play. They choose one Bingo board. One participant will ask questions based on key words about the images presented in the Bingo board. The second participant will answer the questions. Teacher encourages participants to take more examples and do the role plays and conversations.

Step by step process

1. After teacher is sharing Bingo boards, participants think individually on keywords and how would they present the images.
2. Then, they do role play and discuss based on the images.

Debriefing Questions

How hard or easy it was to be involved in role play? How did you manage? What difficulties have you encountered?

Tips for the teacher

The teacher should encourage students to participate in role plays and discussions.

Attributions/references (if any)

<https://www.toolsforeducators.com/bingo/bingo-maker-4x4.php?cat=family>

Name of the activity

Shopping (7)

Gamification/E-learning tool (if applicable)

Website Learnenglish

Online/Classroom

Online

Content

Money and ways of paying

Learning outcomes

The learner is able to interact in shops

To practice shopping vocabulary

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link among participants. Each participant has to match individually the pictures, the sounds and the words on the money and ways of paying during shopping. Then, teacher gives example on different objects to be bought and ask them in what way they can pay for them. Participants have to answer, creating short phrases based on the words they practice during the exercise. Teacher encourages all participants to participate and to find as many ways as possible for paying and to develop phrases related to this subject.

Step by step process

1. After sharing the link among participants, they have to match individually the pictures, the sounds and the words on the money and ways of paying during shopping.
2. Teacher gives example on different objects to be bought and ask them in what way they can pay for them.
3. Participants have to answer, creating short phrases based on the words they practice during the exercise.

Debriefing Questions

How hard it was? What was the biggest difficulty? What did you like and dislike? Why?

Tips for the teacher

Teacher should encourage all participants to take more examples and do the role plays and conversations.

Attributions/references (if any)

Money

<https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/money>

Name of the activity

Travelling (8)

Gamification/E-learning tool (if applicable)

Website Learnenglish

Online/Classroom

Online

Content

Places in town

Learning outcomes

The learner is able to ask for and understand information about travelling by different means of transportation

To practice means of transport

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link among participants. Each participant has to match individually the pictures, the sounds and the words on places in town. Then, teacher invites participants to imagine that they are travelling and to give examples of questions in order to receive information about these places, as well as about appropriate means of transport to arrive there. Participants are asked to create short sentences to tell about this experience, using new words they learnt.

Step by step process

1. After sharing the link among participants, they have to match individually the pictures, the sounds and the words on places in town. 2. Teacher invites participants to imagine that they are travelling and to give examples of questions in order to receive information about these places, as well as about appropriate means of transport to arrive there.

Debriefing Questions

How hard it was? What was the biggest difficulty? What have you learnt new?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

Places in town
<https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/places-in-a-town-1>

Name of the activity

Telling the time (9)

Gamification/E-learning tool (if applicable)

Website Games to learn english

Online/Classroom

Online

Content

Asking and understand what time is

Learning outcomes

The learner is able to ask for the time, understand and say what time it is

To introduce the time and practice asking the time.

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link among participants. Each participant has to match the images and the words to make phrases related on telling correctly the time. Thus, they have to answer the question: "What time is it?" Each participant, on turn, answers this question in the larger group. Then, teacher tell participants different times and they have to draw the correct clocks or digital clocks showing that times.

Step by step process

1. After sharing the link among participants, they have to match the images and the words to make phrases related on telling correctly the time. 2 Each participant on turn have to answer the question: "What time is it?"3. Teacher tell participants different times and they have to draw the correct clocks or digital clocks showing that times.

Debriefing Questions

How did you feel? How did you manage? What difficulties have you encountered?

Tips for the teacher

The teacher should encourage all students to exercise telling the correct time.

Attributions/references (if any)

<https://www.gamestolearnenglish.com/fast-phrases/#time>

Name of the activity

Daily routine (10)

Gamification/E-learning tool (if applicable)

Website MES game

Online/Classroom

online

Content

Jobs and daily routines

Learning outcomes

The learner is able to ask about, understand and talk about jobs and daily routines

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link among participants. Each participant has to play the game individually. In the game they have either to match the sound with the picture, or the written words, or they have to match the written word with the pictures in order to learn new words and sentences related to daily routines. Teacher encourages voluntary students to share about their daily routines by using the words they just have learnt.

Step by step process

1. After sharing the link among participants, each of them has to play the game individually, either to match the sound with the picture, or the written words, or they have to match the written word with the pictures related to daily routines. 2. Teacher encourages voluntary students to share about their daily routines by using the words they just have learnt.

Debriefing Questions

How funny was it? How did you manage? What difficulties have you encountered?

Tips for the teacher

The teacher should encourage students to share their daily routines using the new vocabulary.

Attributions/references (if any)

<https://www.mes-games.com/dailyroutines.php>

Name of the activity

Days and dates (11)

Gamification/E-learning tool (if applicable)

Crossword maker

Online/Classroom

Online

Content

Days and dates

Learning outcomes

The learner is able to understand and say days and dates, to talk about important dates in their lives

To practice days and dates

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Teacher creates crosswords relate to days and dates, using the link and shares it among participants. The participants have to solve individually the crosswords using images. Teacher asks students, on a voluntary basis, to practice this vocabulary and to introduce new words learnt in short sentences to talk about important days and dates in their lives. The other students are encouraged ask questions for clarification and for a deeper practicing of dates and days vocabulary.

Step by step process

1. Teacher creates crosswords relate to days and dates, using the link and shares it among participants. 2. They have to solve individually the crosswords using images. 3. Voluntary participants are encouraged to introduce new words learnt in short sentences to talk about important dates in their lives.

Debriefing Questions

How hard it was? What was the biggest difficulty? What have you learnt new?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

<https://www.mes-english.com/toolsforeducators/crossword/crosswordq.php?p=time>

Name of the activity

Personal information (12)

Gamification/E-learning tool (if applicable)

More than one story

Online/Classroom

Online

Content

Personal information and vocabulary

Learning outcomes

The learner is able to ask for and understand information about family, pets, houses, etc.

To exchange personal information

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Participants are asked to share personal experiences using the question on the screen. Begin with a short presentation of each player. The oldest participant starts by pressing "new question" and reads the question out loud. The player then tells a story. The others listen actively and may encourage the story teller by asking questions. When the storyteller is done, the game continues clockwise. You can play online just like you would in person, using any video communication platform. Assign someone who keeps track of whose turn it is and who shares their screen to show the questions..

Step by step process

1.A participant starts by pressing "new question" and reads the question out loud. 2 Another participant then tells a story. The others listen actively and may encourage the story teller by asking questions.3. When the storyteller is done, the game continues clockwise. Assign someone who keeps track of whose turn it is and who shares their screen to show the questions.

Debriefing Questions

How did you feel? What was the most interesting story? Why?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

<https://www.morethanonestory.org/en>

Name of the activity

Minor physical complaint (13)

Gamification/E-learning tool (if applicable)

Website Vocab1

Online/Classroom

Online

Content

Health states

Learning outcomes

The learner is able to say what`s wrong and ask for things at the chemist

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Students are asked to individually think on words related to health and how good or bad someone is physically feeling or words used at the chemist, and to make a vocabulary list. Participants have to search the word in dictionary and write down the definitions. Then each participant, on turn, will read at least four-five words and their definitions from the vocabulary list. A common group vocabulary list will result. Participants are asked to propose questions they will ask at the chemist related to this final vocabulary list.

Step by step process

1. Students are asked to individually think on words related to health and how good or bad someone is physically feeling or words used at the chemist, and to make a vocabulary list. 2. After searching the words in dictionary and write down the definitions, each participant, on turn, will read at least four-five words and their definitions from the vocabulary list. 3. Participants are asked to propose questions they will ask at the chemist related to this final vocabulary list.

Debriefing Questions

How hard it was? What was the biggest difficulty? What did you like and dislike? Why?

Tips for the teacher

The teacher should encourage all students to participate in finding questions to be asked at the chemist.

Attributions/references (if any)

<https://www.vocab1.com/>

Name of the activity

Likes and dislikes. Colours (14)

Gamification/E-learning tool (if applicable)

Learningapps

Online/Classroom

Online

Content

Free time, liking and disliking

Learning outcomes

The learner is able to say what they like and dislike doing in free time; to ask about others` likes and dislikes

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link among participants. Each participant has to match individually the audio with the images with corresponding colour in order to practice their vocabulary related to different object and colours. Then, teacher invites participants to share information about what they like and dislike doing in free time, introducing or not some of the words learnt. Each participant on turn shares this information and ask questions about the next colleague related to what him// her likes or dislikes to do in free time.

Step by step process

1. After sharing the link among participants, each of them has to match individually the audio with the images with corresponding colour in order to practice their vocabulary related to different object and colours.
2. Participants are invited to share information about what they like and dislike doing in free time, introducing or not some of the words learnt. Each participant on turn shares this information and ask questions about the next colleague related to what him// her likes or dislikes to do in free time.

Debriefing Questions

How hard it was this exercise? What was the biggest difficulty? What do they like or dislike in this activity?

Tips for the teacher

The teacher should encourage all students to participate in discussion.

Attributions/references (if any)

<https://learningapps.org/view11303723>

Name of the activity

Activities in the past (15)

Gamification/E-learning tool (if applicable)

Website ESL game plus

Online/Classroom

Online

Content

Talking about past events or activities

Learning outcomes

The learner is able to talk about what they did last week

Usage suggestions (target group, number of participants, settings, etc.)

To be used individually in online class.

Material and resources needed

Computer, Internet connection

Description

Teacher shares the link with the game among participants. Participants have to play the game individually. They have to read the sentences and choose the correct missing words, practicing irregular verbs and the simple past tense, when talking about past events or past activities. Students have to use the words defining past events or activities, as well as irregular verbs and the simple past tense, in order to describe what they did last week. Teacher encourages a dialogue between students, thus, to ask questions using also the past marks.

Step by step process

1. After sharing the link with the game among participants, each of them has to read the sentences and choose the correct missing words, practicing irregular verbs and the simple past tense, when talking about past events or past activities. 2. Teacher encourages to use the words defining past events or activities, as well as irregular verbs and the simple past tense, in order to describe what they did last week. 3. Other students should ask questions using also the past marks.

Debriefing Questions

How funny was it? How did you feel? How did you managed? What difficulties have you encountered? What do you liked or disliked?

Tips for the teacher

The teacher should encourage all students to participate in discussion, by using past tense of the verbs and words defining past activities or events.

Attributions/references (if any)

<https://www.eslgamesplus.com/irregular-past-tense-esl-grammar-jeopardy-quiz-game/>

Module 3: Digital Skills

CLASSROOM

Submodule 1

Name of the activity

Password Game

Gamification/E-learning tool (if applicable)

Google Search, Microsoft Word

Online/Classroom

Classroom

Content

Local or wireless networks and logging procedure.

Learning outcomes

The learner is able to connect computer or smartphone on wireless router or access point.

Usage suggestions (target group, number of participants, settings, etc.)

To do this game the teacher needs to divide participants in different groups, paying attention to the different characteristics of each member, in order to create balanced groups and promote mutual collaboration. The setting needed is flexible and it is necessary to be able to move table and chairs to create different work stations.

Material and resources needed

Computer, whiteboard

Description

The teacher shows learners a riddle to guess the password, which the students, divided in different groups, try to find out. The teacher shows the process and asks all participants to log in using the password they found out. Each student tests the selected password to see if it is correct. The teacher reveals which the correct password is and asks everyone to connect.

Step by step process

1. The teacher prepares the riddle based on the wifi password.
2. The teacher shows the riddle and asks the students, divided in groups, to guess the password. The riddle can include guessing the password letter by letter.
3. The students try to guess the password.
4. The teacher reveals the correct password.
5. The teacher shows the log in procedure.
6. Students try to log in following the explained procedure

Debriefing Questions

How was the exercise?
Was it difficult to guess inside a diverse group?
Was it easy to follow the procedure?
Is there something still not clear?

Tips for the teacher

If the wifi password is too difficult, change it for the game, or use the hotspot of your phone choosing a simple password, easy to guess through a riddle.

Attributions/references (if any)

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Name of the activity

Discovering Searching Engine Tools

Gamification/E-learning tool (if applicable)

Bamboozle

Online/Classroom

Classroom

Content

Web browsers (Google Chrome, Mozilla Firefox etc.) and its user interfaces: menus, toolbars, search, favorites, history list, downloads, settings.

Learning outcomes

The learner is able to explain the terms Internet, Google Chrome, Internet Explorer, Microsoft Edge and to use their main features.

Usage suggestions (target group, number of participants, settings, etc.)

This game is more suitable for large groups of learners. Use flexible and open sitting arrangements.

Material and resources needed

Computer, whiteboard

Description

"Discovering Searching Engine Tools" is a competition game with Bamboozle. During the game, different teams take turns in answering the questions displayed on a virtual board made of different buttons. Each button contains a question. Some special features (e.g. splitting points among the groups, winning extra points, etc.) are included in the buttons to enhance the gamified experience. Teams win some points depending on the correctness of the answer. At the end one winning team is elected.

Step by step process

1. The teacher explains with an interactive presentation how to use Search engine tools.
2. The teacher goes to <https://www.baamboozle.com/games>, selects "games" and enters the game PIN 765281.
3. The teacher selects "play", selects "bamboozle free to play" and chooses how many teams he/she wants the group to be split, selecting the grid size.
4. The teacher selects the play mode "Classic".
5. The teacher lets the students play: he/she selects one number at a time inside the grid and leaves the word to one team at a time for guessing.
6. Once all the number have been selected, the teacher holds the debriefing session.

Debriefing Questions

How was the exercise?
Was it difficult to guess inside a diverse group?
What was the most difficult element to guess? Why?

Is there some content still not clear?
Which was the most difficult question? And the easiest?

Tips for the teacher

Make sure learners know how to use Bamboozle. Do this game after completing the explanation and the practice on the theory. This game is useful to assess and engage your students.

Attributions/references (if any)

<https://www.baamboozle.com/game/765281>

Name of the activity

Completing boxes

Gamification/E-learning tool (if applicable)

Ms Word + Google Chrome

Online/Classroom

Classroom

Content

Web browsers (Google Chrome, Mozilla Firefox etc.) and its user interfaces: menus, toolbars, search, favorites, history list, downloads, settings;
The main procedures and strategies to analyze results and save data from the Internet.

Learning outcomes

The learner is able to explain the terms Internet, Google Chrome, Internet Explorer, Microsoft Edge and to use their main features;
The learner is able to demonstrate Internet search and analyze the results.

Usage suggestions (target group, number of participants, settings, etc.)

To do this game the teacher needs to divide the participants in different couples. The setting can be the traditional one.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet, "Completing boxes" handout

Description

The teacher explains how to search in the internet, how to save some content and how to use the copy/paste function. To play the game "Completing boxes", learners need to search in the internet some information, and copy/paste the content in a MS word Table. Learners can be divided in couples or work individually and the teacher gives each group some time to finalize the task. At the end, learners send the file to the teacher. Students who completed the boxes in time and in the correct way win.

Step by step process

1. The teacher explains the "copy paste function" and recap how to search information and material using search engine tools.
2. The teacher divides students in couples.
3. The teacher explains the game: each couple will have some time to complete boxes of information by searching on the internet.
4. The students will play the game.
5. The teacher will announce the winners (the ones who have completed all the boxes correctly in time). There is no a minimum number of winners.
6. The teacher holds a debriefing session.

Debriefing Questions

How was the exercise?
Is there some tasks that were too difficult or too easy?
Is there some content that is still not clear?

Tips for the teacher

Depending on the level of the students, the teacher decides to do this exercise individually or in couples. Assign a time to finalize the exercise depending on the level of the participants.

Attributions/references (if any)

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Name of the activity

Writing an email with Gmail

Gamification/E-learning tool (if applicable)

Mentimeter

Online/Classroom

Classroom

Content

The main features of Gmail/Outlook (sending/receiving email, calendar, diary, address book, scheduler, sketches, attachments, groups, filtering, archiving, printing).

Learning outcomes

The learner is able to configure user accounts and emails and to use the basic features of the Outlook and Gmail.

Usage suggestions (target group, number of participants, settings, etc.)

This activity requires the traditional classroom setting, and each student interacts individually with the inputs of the presentation. The teacher will try to promote interaction between the participants using the features of the mentimeter app.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The teacher shows an interactive presentation with Mentimeter to introduce the concept of Gmail/Outlook and to describe features like sending/receiving email, calendar, diary, address book, scheduler, sketches, attachments, groups, filtering, archiving, printing. The presentation has some content slides, quiz competition slides for revision and surveys to get opinions from the audience. The slide type mix allows to get students' immediate feedback and increase their engagement in the lesson.

Step by step process

1. The teacher opens the link <https://www.mentimeter.com/s/b2cec4ef4f0bfef3effad97e07445e7f/09d1caec03e2> and logs in to access the presentation.
2. The teacher starts the presentation instructing students to login in [menti.com](https://www.menti.com) and enter the code displayed on the first slide.
3. After making sure everybody is connected, the teacher starts presenting the set of slides. Before presenting the competition slides, wait for students to enter their names.
4. At the end of the presentation, download the results.
5. The teacher holds a debriefing session.

Debriefing Questions

How was the presentation?
Is there some content that is still not clear?
Was there any content that you previously had known?
What did you discover?
Will you be able to apply the knowledge learned? How?

Tips for the teacher

Before starting the presentation, make sure everybody is logged in and is visualizing the first introduction slide in their smartphones.

Pay attention to the type of slide you are presenting: with competition slides, make sure every student has added their name before presenting; in popular question types make sure the number of students logged displayed on the bottom right of the screen corresponds to your actual audience size.

Attributions/references (if any)

<https://www.mentimeter.com/s/b2cec4ef4f0bfef3effad97e07445e7f/09d1caec03e2>

Name of the activity

Jig-saw Puzzle: discovering how to write a formal email

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

The main features of Gmail/Outlook (sending/receiving email, calendar, diary, address book, scheduler, sketches, attachments, groups, filtering, archiving, printing).

Learning outcomes

The learner is able to configure user accounts and emails and to use the basic features of the Outlook and Gmail.

Usage suggestions (target group, number of participants, settings, etc.)

The number of each group's members has to correspond to the number of sections in which the email is divided.

Material and resources needed

"Writing a formal email" printed handout (as many as the number of the teams), scissors

Description

The teacher divides participants into groups, divides the assignment into sections that equals the number of people in each group and gives a section to each member. Students read their section and then reflect with another person on the same section from another group. Students share what they have learned and fill any gap missing thanks to the confrontation with the other learners – they become experts of their part. They go back to the original group and share their expertise.

Step by step process

1. The teacher prints 2 (or more) formal letter handouts and divides each handout into the same pieces, numbering them.
2. The teacher divides the students in 2 (or more) groups, the so-called "home groups".
3. The teacher assigns all the pieces of the formal letter handout to the members of a group, so as that in the same group nobody has the same numbered piece of paper.
4. Each member of the groups will have the task to explain the piece they have been assigned to their home group.
5. To do that, everyone has to find in the other group(s) the person who has been assigned the same numbered piece of paper, to form the so-called "expert group". Learners inside each expert group have the task to read and understand together the content.
6. After that, everybody goes back to their home groups and explain the content of their part of the email.
7. The teacher holds a debriefing session.

Debriefing Questions

Did you like this exercise?
How was to confront with peers?
What was the most difficult piece of text to understand?
Is there some content that is still not clear?
Was there any content that you previously knew?

What did you discover?
Will you be able to apply the knowledge learned? How?

Tips for the teacher

Form groups paying attention to the level of the participants, trying to mix efficiently different levels of skill and knowledge to promote mutual collaboration and empowerment inside the group.

Attributions/references (if any)

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Name of the activity

Weak or Strong?

Gamification/E-learning tool (if applicable)

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Online/Classroom

Classroom

Content

Strong password characteristics.

Learning outcomes

The learner is able to use security measures on the Internet.

Usage suggestions (target group, number of participants, settings, etc.)

To do this game the teacher needs to divide participants in different groups, paying attention to the different characteristics of each member, in order to create balanced groups and promote mutual collaboration. The setting needed is flexible and it is necessary to be able to move tables and chairs to create different work stations.

Material and resources needed

Printed "Weak or Strong?" handout

Description

The teacher divides participants into groups and gives each group a set of cards. The group will have the task to match cards containing the same password formulated in a weak way, in a medium way and in a strong way. The teacher will give 5 - 10 minutes. The group that has matched the higher number of cards will win. The teacher, after revealing the right connections, ask the groups of students to define the best 3 criteria to build a strong password. At the end, the teacher holds a debriefing session.

Step by step process

1. The teacher divides the students in different groups.
2. The teacher gives to each group a set of cards containing the password examples.

3. The teacher instruct learners they have 5 minutes to match cards containing the same password formulated in a weak way, in a medium strong way and in a high strong way.
4. After 5/10 minutes, the teachers asks the students to show the connections they have found.
5. The teacher counts points and reveals the winner.
6. The teacher asks the students, still divided in groups, to find out 3 criteria to build strong passwords.

Debriefing Questions

What can you learn from this activity?
What kind of password do you think are strong?
Did you know that having a strong password is important to be safe in the internet?

Tips for the teacher

If you notice that the students struggle with the task, add some minutes more. During the second part of the activities, the teacher can try to facilitate the collaboration inside the groups, promoting mutual participation.

Attributions/references (if any)

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Submodule 3.2

Name of the activity

Word fundamental interactive lesson on Mentimeter

Gamification/E-learning tool (if applicable)

Mentimeter

Online/Classroom

Classroom

Content

MS Word main features: edit text functionalities (font, columns, styles), edit layout (margins, orientation, paper dimension), save and name a document.

Learning outcomes

The learner is able to use MS menus and commands, to describe word processing and to use text editing tools.

Usage suggestions (target group, number of participants, settings, etc.)

This activity requires the traditional classroom setting, and each student interacts individually with the inputs of the presentation. The teacher will try to promote interaction between the participants using the features of the mentimeter app.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The teacher shows an interactive presentation with Mentimeter to introduce the concept of MS Word and to describe functions and tools. The presentation has some content slides, quiz competition slides for revision and surveys to get

opinions from the audience. The slide type mix allows to get students' immediate feedback and increase their engagement in the lesson.

Step by step process

1. The teacher opens the link <https://www.menti.com/6uekgo36x6> and logs in to access the presentation.
2. The teacher starts the presentation instructing students to login in menti.com and enter the code displayed on the first slide.
3. After making sure everybody is connected, the teacher starts presenting the set of slides. Before presenting competition slides, wait for students to enter their names.
4. At the end of the presentation, download the results.
5. The teacher holds a debriefing session.

Debriefing Questions

How was the presentation?
Is there some content that is still not clear?
Was there any content that you previously knew?
What did you discover?
Will you be able to apply the knowledge learned? How?

Tips for the teacher

Before starting the presentation, make sure everybody is logged in and is visualizing the first introduction slide in their smartphones.

Pay attention to the type of slide you are presenting: with competition slides, make sure every student has added their name before presenting, in popular question types make sure the number of students logged displayed on the bottom right of the screen corresponds to your actual audience size.

Attributions/references (if any)

<https://www.mentimeter.com/app/presentation/6da4e28a73285d3ec7a9e2d7b added5141/ee981c0082e8>

Name of the activity

Let's Create - 10 Quest!

Gamification/E-learning tool (if applicable)

Google Search, Microsoft Word

Online/Classroom

Classroom

Content

MS Word main features: edit text functionalities (font, columns, styles), edit layout (margins, orientation, paper dimension), save and name a document.

Learning outcomes

The learner is able to use MS menus and commands, to describe word processing and to use text editing tools.

Usage suggestions (target group, number of participants, settings, etc.)

To do this game the teacher needs to divide participants in different groups, paying attention to the different characteristics of each member, in order to create balanced groups and promote mutual collaboration. The setting needed is flexible and it is necessary to be able to move table and chairs to create different work stations.

Material and resources needed

To do this game the teacher needs to divide participants in different groups, paying attention to the different characteristics of each member, in order to create balanced groups and promote mutual collaboration. The setting needed is flexible and it is necessary to be able to move table and chairs to create different work stations.

Description

The teacher divides the students in different groups and gives to each group a file word with a task list to complete. Each task is related to the use of MS Word functions and tools (copy and paste a text, change font size, change font color, make the text bold, italics, or underline, etc). Completing each task the groups get some points. The text the groups need to edit is a list of instructions on "how to edit a Microsoft Word text". The groups that get the higher number of points will win.

Step by step process

1. Divide the students in different groups.
2. Assign each group the "Let's create - 10 Quest" handout.
3. Instruct students they will have a limited amount of time to complete all the tasks. Make sure all the tasks in the list are clear before starting.
4. Sit down and watch the students completing the assignments. Try as much as possible not to intervene but instead to encourage peer collaboration.
5. After the time has expired, review each groups' work, assigning points for each task well done and announcing the winner.
6. Let the students read and comment the text.
7. Hold a debriefing session.

Debriefing Questions

Did you like this game?
Which were the easiest and the most difficult tasks according to you? Why?
Is there some content that is still not clear and you want to revise?

Tips for the teacher

If you notice that students struggle with the tasks, add some extra time. During the activity, the teacher should try to facilitate the collaboration inside the groups, promoting mutual participation.

Attributions/references (if any)

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Name of the activity

The Tables Game

Gamification/E-learning tool (if applicable)

Google Search, Microsoft Word

Online/Classroom

Classroom

Content

Creation, filling and editing of tables.

Learning outcomes

The learner is able to use basic organization of data in tables and graphs.

Usage suggestions (target group, number of participants, settings, etc.)

To do this game the teacher needs to divide participants in different groups, paying attention to the different characteristics of each member, in order to create balanced groups and promote mutual collaboration. The setting needed is flexible and it is necessary to be able to move tables and chairs to create different work stations.

Material and resources needed

"The Tables Game" handout, Computer, internet

Description

The teacher divides the students in different groups and gives to each group a MS word file with a task list to complete. Each task is related to the use of tables' editing tools. Completing each task, the groups earn some points. The group that gets some points wins.

Step by step process

1. Divide the students in different groups.
2. Assign each group the "Tables Game" handout.
3. Instruct students they will have a limited amount of time to complete all the tasks. Make sure all the tasks in the list are clear before starting.
4. Sit down and watch the students completing the assignments. Try as much as possible not to intervene but instead to encourage peer collaboration.
5. After the time has expired, review each groups' work, assigning points for each task well done and announcing the winner.
6. Hold a debriefing session.

Debriefing Questions

Did you like this game?
Which were the easiest and the most difficult tasks according to you? Why?
Is there some content that is still not clear and you want to revise?

Tips for the teacher

If you notice that students struggle with the tasks, add some extra time. During the activity, the teacher should try to facilitate the collaboration inside the groups, promoting mutual participation.

Attributions/references (if any)

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Name of the activity

Find your group

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

WordArt, SmartArt, Graphs and Shapes.

Learning outcomes

The learner is able to recognize the difference between WordArt, SmartArt, Graphs and Shapes and to use the basic commands to create them.

Usage suggestions (target group, number of participants, settings, etc.)

Each group should be composed by 3 members.

Material and resources needed

"Find your group" printed handout (3 cards for each category: SmartArt, word art, graphs and shapes)

Description

The teacher mixes the cards and assigns a card to each member. Each card is part of a set 3 cards representative of one of the following categories: SmartArt, word art, graphs and shapes. The participants go around the room trying to find another person with a card that belongs to same category. When every group is formed, all groups have the task to understand (practicing on MS Word) how to use on Microsoft word the related tool and to explain to the other groups what they learned.

Step by step process

1. Divide the students in different groups.
2. Mix the cards.
3. Assign to each person a different card.
4. Explain to students the game: they have to quickly find the other 2 people in the class to form the correct group: SmartArt group, word art group, graph group and shape group.
4. Check if the groups are correct and, if needed, reveal the combinations of cards.
5. Give each group 15 minutes to understand how to use the tool of their category on MS word with the help of the

- teacher and searching on internet.
6. Let the students explain to the other groups the instructions.
 7. If needed, add some theory and more specific instructions.
 8. Let the students practice.
 9. Hold a debriefing session.

Debriefing Questions

- Did you like this exercise?
- Is there some content that is still not clear?
- Was there any content that you previously knew?
- What did you discover?
- Will you be able to apply the knowledge learned? How?

Tips for the teacher

Form groups paying attention to the level of participants, trying to mix efficiently different levels of skill and knowledge to promote mutual collaboration and empowerment inside the group.

Attributions/references (if any)

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Name of the activity

The printing process - Jigsaw method

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Printing procedure, commands and tools

Learning outcomes

The learner is able to describe the printing documents procedure, to use tools to view the document and customize the printout, to print the document and to prepare a document for electronic exchange.

Usage suggestions (target group, number of participants, settings, etc.)

The groups should be composed by a number of members that equals the number of section in which the explaining file is divided.

Material and resources needed

"The Printing Process" printed handout (as many as the number of the teams), scissors

Description

The teacher divides participants into groups, divides the assignment into sections that equals the number of people in the group and gives each piece to each member. Students read their section and then reflect with another person on the same section from another group. Students share what they have learned and fill any gap missing thanks to the confrontation with the other people – they become experts of their part. They go back to the original group and share their expertise.

Step by step process

1. The teacher prints 2 (or more) formal letter handouts and divides each handout into the same pieces, numbering them.
2. The teacher divides the students in 2 (or more) groups, the so-called "home groups".
3. The teacher assigns all the pieces of the formal letter handout to the members of a group, so as that in the same group nobody has the same numbered piece of paper.
4. Each member of the groups will have the task to explain the piece they have been assigned to their home group.
5. To do that, everyone has to find in the other group(s) the person who has been assigned the same numbered piece of paper, to form the so-called "expert group". Learners inside each expert group have the task to read and understand together the content.
6. After that, everybody goes back to their home groups and explain the content of their part of the email.
7. The teacher holds a debriefing session.

Debriefing Questions

Did you like this exercise?
Is there some content that is still not clear?
Was there any content that you previously knew?
What did you discover?
Will you be able to apply the knowledge learned? How?

Tips for the teacher

Form groups paying attention to the level of the participants, trying to mix efficiently different levels of skill and knowledge to promote mutual collaboration and empowerment inside the group.

Attributions/references (if any)

Submodule 3.3

Name of the activity

Let's search job offers

Gamification/E-learning tool (if applicable)

Google Search, Microsoft Word

Online/Classroom

Classroom

Content

Websites for unemployed people, Job offers Database and Company sites of job interest (work with us section).

Learning outcomes

The learner is able to search the internet for job offers.

Usage suggestions (target group, number of participants, settings, etc.)

This activity can be done individually or in pairs. The setting can be the traditional one.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The teacher shows different platforms and websites useful to search job offers. He/she explains how to search for jobs using keywords, set filters, and how to save job posts. After that, the teacher explains the game: the students will be divided in 3 groups and will compete finding the best job offers in reference to different criteria explained by the teacher. Once a job profile has been defined (for example a call center employee), the search criteria can be: minimum salary, age limits, educational qualification required. The teacher gives the students 30 minutes to search. In the end, each group will vote the job offers found by the other two groups by giving a score from 1 (bad) to 3 (good). The group with the highest score wins.

Step by step process

1. The teacher shows different platforms and websites useful to search job offers.
2. The teacher divides the students in 3 groups.
3. The teacher explains the game: the students will compete finding the best job offers in reference to different criteria explained by the teacher.
4. The teacher gives the students 30 minutes to search.
5. Each group votes the job offers found by the other two groups by giving a score from 1 (bad) to 3 (good).
6. The teacher counts the points and declares the winner.
7. The teacher holds a debriefing session.

Debriefing Questions

Did you like this game?
Is there some content that is still not clear and you want to revise?
Will you be able to apply the knowledge learned? How?

Tips for the teacher

During the exercise the teacher supports the students in carrying out the activities. If some students are struggling, form pairs trying to balance the level of preparation of the students.

Attributions/references (if any)

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ONLINE

Submodule 3.1

Name of the activity

Gamification/E-learning tool (if applicable)

Edpuzzle

Online/Classroom

Online

Content

Web browsers (Google Chrome, Mozilla Firefox etc.) and its user interfaces: menus, toolbars, search, favorites, history list, downloads, settings.

Learning outcomes

The learner is able to explain the terms Internet, Google Chrome, Internet Explorer, Microsoft Edge.

Usage suggestions (target group, number of participants, settings, etc.)

Make sure each student has at home a device to do this exercise.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The teacher sends the students an interactive video lesson with Edpuzzle. He/she asks them to watch it so that to learn how to use web browsers Google Chrome, Mozilla Firefox. The video also embeds multiple questions to assess students' learning in real time and additional resources to dig deeper. Students are asked to answer the questions, then teacher checks if their answers are correct.

Step by step process

1. The teacher explains the students how to use edpuzzle.
2. The teacher sends to the students the link of the edpuzzle video via email.
3. The students will watch the video, interact with the teacher's notes and questions. After they have watched the video, they will deepen the content with some research on the internet, in order to bring their contribute in class.
4. The teacher holds a debriefing session the day after.

Debriefing Questions

Did you like this video?
Is there some content that is still not clear?
Was there any content that you previously knew?
What did you discover?
Will you be able to apply the knowledge learned? How?

Tips for the teacher

Be sure that the students know how to use Edpuzzle at home before assigning this activity.

Attributions/references (if any)

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Name of the activity

Online Quizlet Flashcards test on search engine tools

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Online

Content

Web browsers (Google Chrome, Mozilla Firefox etc.) and its user interfaces: menus, toolbars, search, favorites, history list, downloads, settings

Learning outcomes

The learner is able to explain the terms Internet, Google Chrome, Internet Explorer, Microsoft Edge

Usage suggestions (target group, number of participants, settings, etc.)

Make sure each students has at home a device to do this exercise.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The teacher sends the students a test on Quizlet about the search engine tools. The teacher creates the test ad hoc using the function "flashcards", or use a test already created by other teachers and uploaded on Quizlet. The student try to learn some concepts using the "study" mode. The day after, the teacher can let the students compete with the "live" mode.

Step by step process

1. The teacher explains the students how to use Quizlet flashcards.
2. The teacher sends to learners the link of the flash card via email.
3. Learners practice the Study Set trying different study modes.
4. In class, practice the "In-class" mode playing the live game, before holding a debriefing session.

Debriefing Questions

Did you like this app?
Is there some content that is still not clear?
Was there any content that you previously knew?
What did you discover?
Will you be able to apply the knowledge learned? How?

Tips for the teacher

Be sure that the students know how to use Quizlet flashcards at home before assigning this activity.

Attributions/references (if any)

<https://quizlet.com/163873371/internet-flash-cards/>

Name of the activity

Online Quizlet Flashcards test on the use of Gmail

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Online

Content

Sending and receiving emails in Outlook and/or Gmail; The main features of Gmail/Outlook (sending/receiving email, calendar, diary, address book, scheduler, sketches, attachments, groups, filtering, archiving, printing).

Learning outcomes

The learner is able to configure user accounts and emails and to use the basic features of the Outlook and Gmail.

Usage suggestions (target group, number of participants, settings, etc.)

Make sure each students has at home a device to do this exercise.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The teacher sends the students a test on Quizlet about the use of Gmail. The teacher creates the test ad hoc using the function "flashcards", or use a test already created by other teachers and uploaded on Quizlet. The student tries to learn some concepts using the "study" mode. The day after, the teacher can let the students compete with the "live" mode.

Step by step process

1. The teacher explains the students how to use Quizlet flashcards.
2. The teacher sends to learners the link of the flash card via email.
3. Learners practice the Study Set trying different study modes.
4. In class, practice the "In-class" mode playing the live game, before holding a debriefing session.

Debriefing Questions

Did you like this app?
Is there some content that is still not clear?
Was there any content that you previously had known?
What did you discover?
Will you be able to apply the knowledge learned? How?

Tips for the teacher

Be sure that the students know how to use Quizlet flashcards at home before assigning this activity.

Attributions/references (if any)

<https://quizlet.com/134808394/gmail-flash-cards/>

Name of the activity

How to create a strong password lesson on EdPuzzle

Gamification/E-learning tool (if applicable)

Edpuzzle

Online/Classroom

Online

Content

Strong password characteristics.

Learning outcomes

The learner is able to use security measures on the Internet.

Usage suggestions (target group, number of participants, settings, etc.)

Make sure each students has at home a device to do this exercise.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The teacher sends the students an interactive video lesson with Edpuzzle. He/She asks them to watch and learn how to set a strong password. The video embeds multiple questions. Students are asked to answer the questions in real time. The video also provides additional resources to dig deeper.

Step by step process

1. The teacher explains the students how to use edpuzzle.
2. The teacher sends to the students the link of the edpuzzle video via email.
3. The students will watch the video, interact with the teacher's notes and questions. After they have watched the video, they will deepen the content with some research on the internet, in order to bring their contribute in class.
4. The teacher holds a debriefing session the day after.

Debriefing Questions

Did you like this video?
 Is there some content that is still not clear?
 Was there any content that you previously knew?
 What did you discover?
 Will you be able to apply the knowledge learned? How?

Tips for the teacher

Be sure that the students how to use edpuzzle at home before assigning this activity.

Attributions/references (if any)

<https://edpuzzle.com/media/61950c4b3c8fd24198899d84>

Submodule 3.2

Name of the activity

How to save a document lesson on EdPuzzle

Gamification/E-learning tool (if applicable)

Edpuzzle

Online/Classroom

Online

Content

MS Word main features: edit text functionalities (font, columns, styles), edit layout (margins, orientation, paper dimension), save and name a document.

Learning outcomes

The learner is able to use MS menus and commands, to describe word processing and to use text editing tools.

Usage suggestions (target group, number of participants, settings, etc.)

Make sure each students has at home a device to do this exercise.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The teacher sends the students an interactive video lesson with Edpuzzle. They are invited to learn how to save a document in MS Word. The video embeds multiple questions to which students are invited to answer in order to assess learning in real time. Additional resources are available in the video for the ones who want to learn more.

Step by step process

1. The teacher explains the students how to use edpuzzle.
2. The teacher sends to the students the link of the edpuzzle video via email.
3. The students will watch the video, interact with the teacher's notes and questions. After they have watched the video, they will deepen the content with some research on the internet, in order to bring their contribute in class.
4. The teacher holds a debriefing session the day after.

Debriefing Questions

Did you like this video?
Is there some content that is still not clear?
Was there any content that you previously knew?
What did you discover?
Will you be able to apply the knowledge learned? How?

Tips for the teacher

Be sure that the students know how to use Edpuzzle at home before assigning this activity.

Attributions/references (if any)

<https://edpuzzle.com/media/60218e9087280e4256717c7e>

Name of the activity

MS Word Tables and graphs lesson on EdPuzzle

Gamification/E-learning tool (if applicable)

Edpuzzle

Online/Classroom

Online

Content

Creation, filling and editing of tables.

Learning outcomes

The learner is able to use basic organization of data in columns and tables.

Usage suggestions (target group, number of participants, settings, etc.)

Make sure each students has at home a device to do this exercise.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The teacher sends the students an interactive video lesson with Edpuzzle. He/She invites them to learn how to create tables on a word document. The video lesson embeds multiple questions to which students are invited to answer in order to assess their learning in real time. Some additional resources are available for those interested to learn more.

Step by step process

1. The teacher explains the students how to use edpuzzle.
2. The teacher sends to the students the link of the edpuzzle video via email.
3. The students will watch the video, interact with the teacher's notes and questions. After they have watched the video, they will deepen the content with some research on the internet, in order to bring their contribute in class.
4. The teacher holds a debriefing session the day after.

Debriefing Questions

Did you like this video?
Is there some content that is still not clear?
Was there any content that you previously knew?
What did you discover?
Will you be able to apply the knowledge learned? How?

Tips for the teacher

Be sure that the students know how to use Edpuzzle at home before assigning this activity.

Attributions/references (if any)

<https://edpuzzle.com/media/618bd14f5a95124182cf6684>

Name of the activity

Online Quizlet Flashcards test on Microsoft Word

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Online

Content

MS Word main features: edit text functionalities (font, columns, styles), edit layout (margins, orientation, paper dimension), save and name a document.

Learning outcomes

The learner is able to use MS menus and commands, to describe word processing and to use text editing tools.

Usage suggestions (target group, number of participants, settings, etc.)

Make sure each students has at home a device to do this exercise.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The teacher sends the students a test on Quizlet about Microsoft Word. The teacher will create the test ad hoc using the function "flashcards", or use a test already created by other teachers and uploaded on Quizlet. The student will try to learn some concepts using the flashcards.

Step by step process

1. The teacher explains the students how to use Quizlet flashcards.
2. The teacher sends to learners the link of the flash card via email.
3. Learners practice the Study Set trying different study modes.
4. In class, practice the "In-class" mode playing the live game, before holding a debriefing session.

Debriefing Questions

Did you like this app?
Is there some content that is still not clear?
Was there any content that you previously knew?
What did you discover?
Will you be able to apply the knowledge learned? How?

Tips for the teacher

Make sure that the students know how to use Quizlet flashcards at home before assigning this activity.

Attributions/references (if any)

MS Word: <https://quizlet.com/174608589/ms-word-flash-cards/>

Name of the activity

Online Quizlet Flashcards test on SmartArt and Graphs

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Online

Content

WordArt, Smartart, Graphs and Shapes

Learning outcomes

The learner is recognize the difference between WordArt, Smartart, Graphs and Shapes and to use the basic commands to create them

Usage suggestions (target group, number of participants, settings, etc.)

Make sure each students has at home a device to do this exercise.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The teacher sends the students a test on Quizlet about how to add WordArt, Smartart, Graphs and Shapes on Microsoft Word.

The teacher will create the test ad hoc using the function "flashcards", or use a test already created by other teachers and uploaded on Quizlet. The student will try to learn some concepts using the flashcards.

Step by step process

1. The teacher explains the students how to use Quizlet flashcards.
2. The teacher sends to learners the link of the flash card via email.
3. Learners practice the Study Set trying different study modes.
4. In class, practice the "In-class" mode playing the live game, before holding a debriefing session.

Debriefing Questions

Did you like this app?
Is there some content that is still not clear?
Was there any content that you previously knew?
What did you discover?

Will you be able to apply the knowledge learned? How?

Tips for the teacher

Make sure that the students know how to use Quizlet flashcards at home before assigning this activity.

Attributions/references (if any)

Working with smartarts: <https://quizlet.com/548052622/working-with-smartart-flash-cards/>

Graphs: <https://quizlet.com/559317767/graphs-flash-cards/>

Name of the activity

Printing process lesson on EdPuzzle

Gamification/E-learning tool (if applicable)

Edpuzzle

Online/Classroom

Online

Content

Printing procedure, commands and tools

Learning outcomes

The learner is able to describe the printing documents procedure, to use tools to view the document and customize the printout, to print the document and to prepare a document for electronic exchange.

Usage suggestions (target group, number of participants, settings, etc.)

Make sure each students has at home a device to do this exercise.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The teacher sends the students an interactive video lesson with Edpuzzle. He/She asks students to watch it and learn how to print a document from it. The video also embeds multiple questions which students are asked to answer in order to assess learning in real time. The video also contains additional resources to dig deeper.

Step by step process

1. The teacher explains the students how to use edpuzzle.
2. The teacher sends to the students the link of the edpuzzle video via email.
3. The students will watch the video, interact with the teacher's notes and questions. After they have watched the video, they will deepen the content with some research on the internet, in order to bring their contribute in class.
4. The teacher holds a debriefing session the day after.

Debriefing Questions

Did you like this video?
Is there some content that is still not clear?
Was there any content that you previously knew?
What did you discover?
Will you be able to apply the knowledge learned? How?

Tips for the teacher

Be sure that the students how to use Edpuzzle at home before assigning this activity.

Attributions/references (if any)

<https://edpuzzle.com/media/61e53883ee70cf42efc3809b>

Submodule 3.3 online/classroom

Name of the activity

Creating a Resume on Live career

Gamification/E-learning tool (if applicable)

Livcareer

Online/Classroom

Classroom/Online

Content

Web Platforms and Applications (Europass, Canva, LiveCareer, etc.) to edit and customize your CV and Resume (features, functions and tools).

Learning outcomes

The learner is able to create and build a Resume/CV using online tools and apps (Europass, Canva, LiveCareer).

Usage suggestions (target group, number of participants, settings, etc.)

This activity can be done individually or in pairs. The setting can be the traditional one.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

The app Livcareer gives you the opportunity to create in very easy steps a Resume. The first thing to do is to go on live career and go in the section Resume. After that the students will click on "Resume examples" and on "view all". The students can choose a category (for example "culinary") and use the examples to build their own resume, customizing the resume chosen. The teacher will show the students how to use the app and, after that, will let the students practice. The task will be to choose three different templates and to create 3 different cv for three different job positions, choosing between the different options (culinary, banking, administrative, etc.). This activity will be started in classroom and continued at home. The day after, each student will vote one of the CV created by its classmates (each student can't vote his own creation). The CV with the most votes will win.

Step by step process

1. The teacher gives the students the link to use the app: <https://www.livcareer.com/>
2. The teacher shows the process: click on "Resume examples" and on "view all"; choose a category; start to customize the resume.
3. The teacher allows time for practice.
4. At the end, the teacher explains the task to do at home: choose three different templates and create 3 different CVs for three different job positions, choosing between the different options (culinary, banking, administrative, etc.).
5. The day after, the teacher holds a voting session to choose the best resume for each different positions.
6. The teacher holds a debriefing session.

Debriefing Questions

Did you like this app?
Is it clear how to use it?
Will you be able to use it by your own to create a cover letter?
Do you know similar tools that can be helpful to create a Resumé?

Tips for the teacher

During the exercise the teacher supports the students in carrying out the activities. If some students are struggling, form pairs trying to balance the level of preparation of the students.

Attributions/references (if any)

<https://www.livecareer.com/>

Name of the activity

Creating a CV on Canva

Gamification/E-learning tool (if applicable)

Canva

Online/Classroom

Classroom/Online

Content

Web Platforms and Applications (Europass, Canva, LiveCareer, etc.) to edit and customize your CV and Resume (features, functions and tools).

Learning outcomes

The learner is able to create and build a Resume/CV using online tools and apps (Europass, Canva, LiveCareer).

Usage suggestions (target group, number of participants, settings, etc.)

This activity can be done individually or in pairs. The setting can be the traditional one.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

Canva is a graphic design platform that helps users to create social media graphics, presentations, posters, documents and other visual content. It is very useful to create graphic Resume and cover letters, starting from a large range of ready to use templates. The students will discover how to use this platform and will practice on creating a graphic Resume using Canvas features and tools. The students can choose one of the three CV created with Live Career and try to customize it in a creating way on Canva. This activity will be started in classroom and continued at home. The day after, each student will vote one of the CV created by their peers. The CV with the most votes will win.

Step by step process

1. The teacher gives the students the link to use the app: <https://www.canva.com/create/resumes/>
2. The teacher shows the process: click on create your own resume, choose a template and start creating changing or adding text, elements, images, etc.
4. The teacher let the students practice: the students can choose one of the three CV created with Live Career and customize it in a creating way on Canva.

5. The students will continue to work on Canva at home.
6. The day after, each student will vote one of the CV created by his classmates (each student can't vote his own creation). The CV with most votes will win.
7. The teacher holds a debriefing session.

Debriefing Questions

Did you like this app?
Is it clear how to use it?
Will you be able to customize your CV using Canva?
Do you know similar tools?

Tips for the teacher

During the exercise the teacher supports the students in carrying out the activities. If some students are struggling, form pairs trying to balance the level of preparation of the students. This activity can be done as a follow up after the activity "Creating a Resume on Livecareer"

Attributions/references (if any)

<https://www.canva.com/create/resumes/>

Name of the activity

Creating a Cover Letter on Live career

Gamification/E-learning tool (if applicable)

Livecareer

Online/Classroom

Classroom/Online

Content

Web Platforms and Applications (Europass, Canva, LiveCareer, etc.) to edit and customize your Cover Letter (features, functions and tools).

Learning outcomes

The learner is able to design a cover letter using online tools and apps.

Usage suggestions (target group, number of participants, settings, etc.)

This activity can be done individually or in pairs. The setting can be the traditional one.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

This app give you the opportunity to create in very easy steps a cover letter. The first thing to do is to go on live career and go in the section cover letter. After that the students will click on "create new cover letter" and start the creation. The student will be asked to write his name and surname and to select a template. After that, the toll will guide the student completing the following sections: What job are you applying for?, Choose your top 3 strengths, choose your top 3 skills for the position, How many years of experience do you have?, What's your current or last job title?, Do you have a gap in your work history that you want to explain in your letter?, What's your working style?. The teacher will show the students how to use the app and, after that, will let the students practice. The task will be to choose three different templates and to create 3 different cover letters using the application.

Step by step process

1. The teacher gives the students the link to use the app: <https://www.livecareer.com/>
2. The teacher shows the process: go on the "cover letter" section, click on "create new cover letter" and start the creation; write name and surname; select a template; complete the sections: What job are you applying for?, Choose your top 3 strengths, choose your top 3 skills for the position, How many years of experience do you have?, What's your current or last job title?, Do you have a gap in your work history that you want to explain in your letter?, What's your working style?; generate the cover letter and, if needed complete with other information; download the cover letter.
3. The teacher let the students practice.
4. At the end, the teacher explain the task to do at home to choose three different templates and to create 3 different cover letters using the application. Students will do this task at home
5. The teacher holds a debriefing session the day after .

Debriefing Questions

Did you like this app?
Is it clear how to use it?
Will you be able to use it by your own to create a cover letter?
Do you know similar tools that can be helpful to create a cover letter?

Tips for the teacher

During the exercise the teacher supports the students in carrying out the activities. If some students are struggling, form pairs trying to balance the level of preparation of the students.

Attributions/references (if any)

<https://www.livecareer.com/>

Name of the activity

Creating a Cover Letter on Canva

Gamification/E-learning tool (if applicable)

Canva

Online/Classroom

Classroom/Online

Content

Web Platforms and Applications (Europass, Canva, LiveCareer, etc.) to edit and customize your Cover Letter (features, functions and tools).

Learning outcomes

The learner is able to design a cover letter using online tools and apps.

Usage suggestions (target group, number of participants, settings, etc.)

This activity can be done individually or in pairs. The setting can be the traditional one.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

Canva is a graphic design platform that helps users to create social media graphics, presentations, posters, documents and other visual content. It is very useful to create graphic Resume and Cover Letters, starting from a large range of ready to use templates. The students will discover how to use this platform and will practice on creating a graphic Resume using Canva features and tools. The students can choose one of the three Cover Letters created with Live Career and try to customize it in a creative way on Canva. The day after, each student will vote one of the Cover Letters created by his classmates (each student can't vote his own creation). The CL with the most votes will win.

Step by step process

1. The teacher gives the students the link to use the app: <https://www.canva.com/letters/templates/cover-letters/>
2. The teacher shows the process: choose a template, click on "customize this template" and start creating changing or adding text, elements, images, etc.
4. The teacher let the students practice: the students can choose one of the three Cover letter created with Live Career and customize it in a creative way on Canva.
5. The students will continue to work on Canva at home.
6. The day after, each student will vote one of the Cover letter created by his classmates (each student can't vote his own creation). The CL with most votes will win.
7. The teacher holds a debriefing session.

Debriefing Questions

Did you like this app?
Is it clear how to use it?
Will you be able to customize your Cover Letter using Canva?
Do you know similar tools?

Tips for the teacher

During the exercise the teacher supports the students in carrying out the activities. If some students are struggling, form pairs trying to balance the level of preparation of the students. This activity can be done as a follow up after the activity "Creating a Cover Letter on Livecareer"

Attributions/references (if any)

<https://www.canva.com/letters/templates/cover-letters/>

Name of the activity

Linkedin Challenge: True or False?

Gamification/E-learning tool (if applicable)

InLearning (online) + Bamboozle (classroom)

Online/Classroom

Online/Classroom

Content

Pros and cons of digital portfolio (e.g., LinkedIn), elements of portfolio (photo, self description, availability, education, work experiences, competences, languages, interests), how to search and add a person to your network, how to send a message and connecting with other people in you network, how to manage notifications (e.g., who visited your profile).

Learning outcomes

The learner is aware of the purpose and benefits of building a comprehensive digital portfolio;The learner is able to build its LinkedIn profile; The learner is able to use networking strategies to expand its online network.

Usage suggestions (target group, number of participants, settings, etc.)

This game is more suitable for large groups of learners. Use flexible and open sitting arrangements.

Material and resources needed

Computer, Mobile Phone, Tablet, Internet

Description

InLearning is a web learning platform created by LinkedIn to share content and free courses. Students will watch online the video course "Learning LinkedIn" (the course has a duration of 1 hour and a half). The day after, when each student has completed the course, the teacher will discuss and deepen the content starting from a Bamboozle competition in which the students, divided in two teams, will play against each other to win. During the game, different teams take turns in answering the questions displayed on a virtual board made of different buttons. Each button contains a question. With the classical play mode, some special features (e.g. splitting points among the groups, winning extra points, etc.) are included in the buttons to enhance the gamified experience. After answering each question, the team wins some points depending on the correctness of the answer. At the end one winning team is elected.

Step by step process

1. The teacher sends the students the link for the online course: https://www.linkedin.com/learning/learning-linkedin-2021?trk=course_title&upsellOrderOrigin=default_guest_learning
2. The students follow the course at home
3. The day after the teacher introduces the competition game on Bamboozle
4. Go to www.baamboozle.com and select "games". Enter the game PIN 802412
5. Select "play" and choose how many teams you want the group to be splitted, select the grid size
6. Select the play mode "Classic"

7. Let students play: select one number at a time inside the grid and leave the word to one team at a time for guessing
8. Once all the number have been selected, hold the debriefing session

Debriefing Questions

How was the course?
Is there some content that is still not clear and you want to revise?
Will you be able to apply the knowledge learned? How?
Was it difficult to guess inside a diverse group?
What was the most difficult element to guess? and why?

Tips for the teacher

Do this game to assess and engage your students, only after have completed the theory on this outcome.

Attributions/references (if any)

Course on InLearning: https://www.linkedin.com/learning/learning-linked-in-2021?trk=course_title&upsellOrderOrigin=default_guest_learning

Bamboozle Competition: <https://www.baamboozle.com/game/802412>

Name of the activity

My CV - true or false?

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Verbal and non-verbal communication, public speech

Learning outcomes

The learners are able to recognise verbal and non-verbal communication patterns.

Usage suggestions (target group, number of participants, settings, etc.)

This game can be played from 2 to up to a group of students.

Material and resources needed

None

Description

One of the interview challenges is looking for proof of either truthfulness or deception. Stated differently, you are trying to determine the credibility of your interviewee so you can value accordingly the evidence they give you. Body

language may be a useful indicator of truthfulness because it is often less thought out and calculated. Most body language is involuntary and based on our autonomic nervous system. Behavioral clues become more prominent when questions become more direct and the interviewee's anxiety increases.

Step by step process

1. Ask 1 student to step in the front of the class and act as an interviewee. Other 2 students can act as interviewers, whereas the rest of the class are observers (but are also able to ask questions).
2. The interviewee has to talk about his CV and answer to questions of the interviewers. Some parts of his CV have to be realistic and true, others fictional.
3. The class has to determine if statements are true or false based on the verbal and non-verbal communication of the interviewee.

Debriefing Questions

How did you feel during this game?

How did they recognise true and false statements?

How was the interviewee feeling?

How can body language show if somebody is lying?

Tips for the teacher

The teacher support the class. The class cannot ask personal/intimate questions, but only those ones which can appear at an interview.

Attributions/references (if any)

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Module 4: Soft Skills

CLASSROOM

Submodule 1

Name of the activity

Talk to the boss

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Horizontal vs. vertical working relationships, adapting language & posture
Employing different styles for a particular context
Projecting one's image effectively

Learning outcomes

The learner can shape contextually the information in order to fit better the requirements and the needs of the employer

The learner understands the difference between the different communication styles

The learner can recognize the different communication styles and use a more assertive communication

The learner understands the basic principles of structuring a speech and of social narratives

Usage suggestions (target group, number of participants, settings, etc.)

Any

Material and resources needed

Handout "Talk to the boss"

Description

The workshop tries to create a confrontational situation between employee and employer. This situation needs to be resolved through negotiation and compromising strategies. Confrontation strategies can be solved through different mechanisms and strategies. The participants should reflect on what kind of strategic communication to apply and when in order to realize their agenda and take care of their own interests.

Step by step process

- The participants will be divided in "Bosses" and "employees"
- Bosses and employees are given cue cards on a professional scenarios
- The information relate to each other but they are not the same for bosses and employees
- Pair up the participants in order to discuss the scenarios

Debriefing Questions

- 1) How was the dynamic of the communication
- 2) What kind of language did you have to use
- 3) How was the final outcome of the discussion

Tips for the teacher

if the situation requires it make sure to interrupt the game if feelings are too high

Attributions/references (if any)

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Name of the activity (Submodule 1, 2)

All the stories in the world..

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Horizontal vs. vertical working relationships, adapting language & posture

What are social narratives and how they are constructed

Learning outcomes

The learner knows how to interact with HR officials and selection committees
 The learner is able to present himself/herself or his/her self image in a structured and clear way

Usage suggestions (target group, number of participants, settings, etc.)

Any target group

Material and resources needed

Handout "7 basic plots"

Projector, flip chart a set of selected narratives

Description

The workshop intends to stimulate a reflection on the nature of narrative and information. This is done reflecting on the nature of narrative building and studying useful models that can be employed to propose creating and effective personal messages. This activity is supposed to help the participants reflect on the fact that to convey information effectively there are structures that need to be learned and practiced.

Step by step process

1: present the set of selected narratives, 2: make the participants notice that they have affinities and similarities 3: Present the different narrative groups and theories 4: let the participants group the narratives according to the presented categories

Debriefing Questions

Would you be able to point any additional narratives that fall under the analyzed categories? Why? What is their use in society? What kind of situation these narratives describes?

Tips for the teacher

Select narratives that allow a structured understanding of narrative theory and prepare in advance a presentation on different narrative categories (EG 7 basic plots or the hero's journey).

Attributions/references (if any)

The Seven Basic Plots
Book by Christopher Booker

Name of the activity (Submodule 1, 2)

What's your story?

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Horizontal vs. vertical working relationships, adapting language & posture

What are social narratives and how they are constructed

Learning outcomes

The learner knows how to interact with HR officials and selection committees

The learner is able to present himself/herself or his/her self image in a structured and clear way

Usage suggestions (target group, number of participants, settings, etc.)

Any target group

Material and resources needed

Handout "Elements of a story", "Heroes" and "To plot or not".

Projector, flip chart a set of selected narratives

Description

The exercise is intended for the participants to learn how to create narratives using fixed structure. this will improve communication cohesiveness and consistency. The best possibility for an effective communication is to create narratives after learning narrative structures in the first place. Practicing narrative construction at the end information will flow automatically.

Step by step process

Distribute flip charts and markers ask the participants to tell a story about their own life using the narratives categories analyzed

After that, the participants can try to guess which kind of narrative they have chosen.

Debriefing Questions

- How difficult was it to think about your story?
- Was it easy to represent it?
- What was it like trying to interpret the other students' story
- Did you easily recognize the plots?

Tips for the teacher

Avoid personal traumas and topics that might be too controversial

Attributions/references (if any)

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Name of the activity (Submodule 1, 2, 3)

Room 101

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Persuasion and argumentative skills

Learning outcomes

Learn that people bound over shared information
The learner know how to communicate in a hierarchical situation relation to superiors and supervisors
The learner can recognize the different communication styles and use a more assertive communication
The learner knows how to manage unforeseen situations and react under pressure

Usage suggestions (target group, number of participants, settings, etc.)

5 groups of 3 participants

Material and resources needed

Flip Chart , Flip Chart Marker, pens, paper

Description

The purpose of this exercise is to practice your influential and persuasive skills in a competitive fun debate focusing on communication skills like choosing positive language, being passionate and enthusiastic about one's case, showing 'benefits' to others ...etc.

Step by step process

The title of the activity relates to Room 101 as featured in the George Orwell novel '1984'. Room 101 is to where 'Big Brother' banishes anything that is deemed to be destructive or contradictory to the idea of the society created in the novel.

In this context we will use the Room 101 concept to argue against ridding the world of any annoying, pointless or unpleasant – things we would like to place into Room 101.

1. Split the group in 5 groups of 3 participants.
2. Their first task in their trios is to come up with three things upon which firstly, they can all agree should be placed into Room 101.
3. Instruct them that it's important that they can convince themselves unanimously in their trio in order to persuade the wider group of their rationale. This is a competitive activity and only if the majority of the wider group agree will they have their wish of getting their item into Room 101.
4. Once the group have come up with their list, tell them to formulate their rationale / arguments to the wider group.
5. In turn ask each trio to present their opening argument for their first item to be put into Room 101.
6. Invite the wider group to debate / argue against these points.
7. Allow the proposing group to defend / persuade the others in response to the arguments.
8. Next, ask them to make a closing statement summarizing their case to have the item placed in Room 101.
9. Hold a vote amongst the wider group (except those in the proposing trio) as to whether the item should be placed in Room 101. If the majority agrees the item goes into Room 101.
10. Trainer marks up a tick /cross on flipchart for the proposing group.
11. This repeats until all groups have taken turns to argue one point in turn until all three items, for each trio have been debated.
12. The group(s) with the most items placed in Room 101 wins.

Debriefing Questions

- How did you feel during the exercise?
- How hard it was to persuade your team members and then, the wider group?
- What makes a good argument?
- Did you use any kind of technique for persuasion?
- What do you think is the most important when you want to persuade others?
- Do you think assertive communication had any role in here?

Tips for the teacher

If needed the trainer can supply some varied examples of things that people may have argued for in the past (these include things as varied as mosquitoes to Simon Cowell, marmite to world hunger). Keep the arguments light hearted – groups will quickly ascertain that it is a competitive game and that it is in their interests to argue against the other proposing groups. Despite this, it is normally possible to persuade enough people to your point of view though if you have chosen good items and put forward a good argument. If needed, add some details about assertive communication.

Also be mindful of time. Ideally this activity should be completed within 60 mins for a typical sized training group, so you may need to prompt groups to make their closing statements and move the game along if the debates get too lively!

Attributions/references (if any)

<https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities/room-101>

Submodule 2

Name of the activity

Words and Codes

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Communication
Employing different styles for a particular context
Key elements of the non-verbal communication

Learning outcomes

The learner can recognize the different communication styles and use a more assertive communication

The learner understands the difference between verbal and non verbal communication

The learner understands the difference between verbal and non verbal communication

Usage suggestions (target group, number of participants, settings, etc.)

Any target group

Material and resources needed

Paper sheets and markers

Description

The workshop intends to stimulate a reflection on how knowledge and communication patterns and structure can determine success within a professional environment. The main idea is that without certain communication knowledge it is harder to create successful interaction and collaboration. In this sense the workshop intends to stimulate the participants to pursue this kind of knowledge in order to achieve a better success within the labour market.

Step by step process

The workshops can be divided in 2 states

- 1) Divide the participants in 2 groups, one group ask the second group to perform tasks the instructions contains secret word or encoded words that not all the participants of the second group know
- 2) Divide the participants into 2 groups, one group will be the employers, the second will be the unemployed people. The employers offer specific jobs that can be more or less appealing. the unemployed people will have to try to get the jobs that are more appealing. Only the ones that know a secret pass code will be able to go, the other will have to settle for the less appealing ones.

Debriefing Questions

It is important to speak about the concept of gate keeping, professional communication and professional encoded communication

Tips for the teacher

Try to control stress levels and tensions deriving from possible win-lose situations

Attributions/references (if any)

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Name of the activity

Non-violent communication

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Key elements of the non-verbal communication.
Constructing one's own narrative about one's professional identity.

Learning outcomes

The learner understands the difference between verbal and non verbal communication

The learner is aware of the importance of non-verbal communication and knows the most important mistakes to avoid

Usage suggestions (target group, number of participants, settings, etc.)

Any

Material and resources needed

Handout "non violent communication"

Description

The participants will be given fictional scenarios in order to set up a professional conversation on controversial and conflictual topics. The participants will have to carry on the scenarios trying to solve the situations through non-violent

communication. In this sense there is the opportunity to stress that a better communication strategy is not only respectful towards the other speakers but it constitutes also a better resolution strategy for dealing with professional problems.

Step by step process

- The participants are distributed fictional scenarios about a professional problems in their office
- The participants are peered up in order to discuss the situation
- The participants are guided and facilitated in non violent communication

Debriefing Questions

- 1) How was the problem taken care of?
- 2) How problem solving contribute to defuse the situation?

Tips for the teacher

Make sure to clarify that non-violent communication does not mean not to be assertive when it is necessary

Attributions/references (if any)

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Name of the activity

Finding your story

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Online/Classroom

Content

Constructing one's own narrative about one's professional identity

Learning outcomes

The learner is aware of the importance of non-verbal communication and knows the most important mistakes to avoid

Usage suggestions (target group, number of participants, settings, etc.)

Any group

Material and resources needed

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Description

The workshops intends to stimulate story telling capacities trying to reflect on the nature of narrative production . The participants are requested to create coherent narratives in order to practice their capacity to convey effective messages and focused information. In this regard a great deal of reflection and practice is needed and this tool intends to stimulate both by offering a space for the participants to construct their narrative

Step by step process

After speaking about the narrative structures ask the participants to represent themselves in a professional setting and analyze their contribution and try to enhance their stories referring to narrative structures

Debriefing Questions

- What is the core of your narrative?
- What is the message of your narrative?
- What are the characters of your narrative
- What is the relation between the character and the environment?
- Is your language apt to the narrative?

Tips for the teacher

Make sure that the participants understand how to apply the overall story telling rules to their practical life experiences.

Submodule 3

Name of the activity

Jigsaw Puzzle Time Management and Organisation

Gamification/E-learning tool (if applicable)

Website Symonds research

Online/Classroom

Classroom

Content

Resource management and strategic decision making

Learning outcomes

The learner will build up communication within their group in order to boost cooperation and adopt goal-oriented approach

Usage suggestions (target group, number of participants, settings, etc.)

15 participants; 3 groups of 5 people

Material and resources needed

/

Description

The jigsaw puzzle is one of those time management training activities that help participants understand the importance of knowing what they want, before they decide how to spend their time. The activity is supposed to simulate time and general management skills.

Step by step process

1. Split the participants in 3 groups.
2. Give each group a puzzle, without the image with the big picture, so that they cannot see what the image looks like when the puzzle is finished.
3. After about three minutes, stop the process and ask the first questions in order to understand that because they cannot see the big picture it is a hard working to solve the puzzle.
4. Offer them the big pictures and let them see the differences.
5. Ask the final questions and define conclusions.

Debriefing Questions

How difficult is to solve the puzzle?
What is missing?
Do you use a certain strategy?
Do you think it will be helpful if you would have the big picture of the puzzle? Why?
Ending questions: why seeing the big picture is so important?
Why setting goals is so important?

Tips for the teacher

Make sure that the participants avoid frustration
make sure that the situation can improve if the participants get stuck

Attributions/references (if any)

<https://symondsresearch.com/time-management-activities/>

Name of the activity

Fit all in the bucket

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Resource management and strategic decision making

Learning outcomes

The learners will be able to build think critically about schematizing resources and take up strategic communication about management decisions

Usage suggestions (target group, number of participants, settings, etc.)

5 groups of 4-5 people

Material and resources needed

5 buckets, 5 bottle of water, sand, pebbles, big rocks in an appropriate quantity to fit in the bucket

Description

Organization and resource management are very important characteristics of an efficient team work. To decide how to organize this might be very resource and time consuming. Practicing these skills makes interaction more efficient and effective. The activity is devised in order to give the possibility to produce and convey individual ideas to the group discussing them all together on problem solving strategies.

Step by step process

1. Split the participants in groups of 4-5 persons each.
2. Give them real objects: a bucket, pebbles, sand, big rocks, bottle of water (the water).
3. Ask them to find a solution to put all the objects in the bucket in the correct order so they can all fit inside the bucket.
4. After they decided in groups, each group presents the solution in the wider group.
5. The correct order is big rocks, pebbles, sand, bottle of water (the water). The group that is closest to the correct solution wins.

Debriefing Questions

1. After revealing the correct order, tell them that the big rocks represent the important things in your life, God, family and friends. If you don't fit them into your life first, there won't be room for them later.
2. What would be the pebbles, sand and water in your life?
3. What are your values and why is important to know them?
4. Emphasize the role of prioritization of the important things in life, as well as in time management. The point is: unless you put the big rocks in first, you won't get them in at all. In other words: Plan time-slots for your big issues before anything else, or the inevitable sand and water issues will fill up your days and you won't fit the big issues in (a big issue doesn't necessarily have to be a work task - it could be your child's sports-day, or a holiday).

Tips for the teacher

Try to get the participants to focus on method rather than results

Attributions/references (if any)

Material attached in the drive

Name of the activity

Chief negotiator

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Cooperative vs. competitive attitudes

Learning outcomes

The learner will develop professional and strategic negotiation skills

Usage suggestions (target group, number of participants, settings, etc.)

6 groups of any size

Material and resources needed

Paper, pens, table of combinations.

Description

This is a competitive negotiation skill practice activity that has several other learning outcomes like how teams in an organization are responsible for creating the climate and culture and how the actions of one team can affect other teams. It's a fun competition against the teams where each team simply tries to win as much money as they can.

Step by step process

1. With 6 groups of any sizes, each game should take 10 rounds. On each round, each group chooses either A or B (without knowing the choice of the other groups and writes their answer on a piece of paper. All pieces of paper from all groups are handed to the trainer.

2. After each round, the trainer adds up the scores and determines what each group won depending on the groups combinations of choices in each round. For the 6 groups the seven possible combinations are as follows:

-	All	choose	A:	Everyone	loses	\$2
-	Five	choose	A;	one	chooses	B: A's win \$2; B loses \$10
-	Four	choose	A;	two	choose	B: A's win \$4; B's lose \$8
-	Three	choose	A;	Three	choose	B: A's win \$6; B's lose \$6
-	Two	choose	A;	four	choose	B: A's win \$8; B's lose \$4
-	One	chooses	A;	five	choose	B: A wins \$10; B's lose \$2
-	All choose B: All win \$2.					

3. Announce the participants that on the 5th, 8th and 9th rounds, there will be negotiation sessions between the groups. Thus, each group nominates a chief negotiator to lead the negotiation with other groups.

4. To make the game more competitive, announce that you will be doubling or tripling the scores of specific rounds.

Debriefing Questions

1. This is a highly competitive game where some real emotions can rise especially when some teams do not cooperate (It rarely happens that all groups coordinate to all choose B) or when some teams protest because they were deceived by other teams. It's important to record these reactions that will really enrich your debrief.

2. Highlight behaviours that could have occurred or resulted from team negotiation sessions that would have inspired trust and co-operation.

3. With the teams that suffer heavy losses point out if they always played the victim role during the negotiation sessions instead of taking charge and realizing that it was up to them to turn their fortune around.

4. Point out how effective negotiations can be when each team acknowledges its own needs as well as the needs of other teams and be straightforward and explicitly say what they need and how different it may be from the needs of other teams in a non-blaming manner.

Tips for the teacher

make sure that the participants understand strategies and objective in order to act strategically

Attributions/references (if any)

<https://www.trainingcoursematerial.com/free-games-activities/conflict-resolution-influencing-and-negotiation-activities/chief-negotiator>

Name of the activity

Back to back communication

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Communicating within a team, conveying one's ideas to the team (Back-to-back communication)

Learning outcomes

The learner understands the basic ideas underlying group dynamics in a professional environment

Usage suggestions (target group, number of participants, settings, etc.)

The activity takes place in pairs of 2 people each

Material and resources needed

Paper, pens, two paper with different diagrams

Description

The workshop intends to stimulate communication within teams trying to create a useful and productive environment for feedback and communication learning. Effective communication bring a peaceful and productive environment. Team work and productivity depends on effective and aware communication.

Step by step process

1. Split the whole group into teams of two persons.
2. Each pair has to adjust the chairs and sit back to back.
3. Give a copy of the first diagram to one of each pair of participants.
4. The person holding the diagram is tasked to explain and describe the shape to his/her partner and the listener must not see the diagram and should draw it based on his partner's description and directions.

5. Give them the instruction that the listener is not allowed to ask any questions for clarification.
6. After 10 minutes call the activity to a stop and ask each pair to compare the outcome and how close is the listener's drawing to the original diagram.
7. In the second part of the activity use the second diagram, ask the participants to switch their roles, and give them the instruction that they can talk and ask any question they want for clarification.
8. After 10 minutes they can stop and compare again the diagrams.

Debriefing Questions

- How difficult it was for the listener when he/ she was not allowed to ask questions?
- How difficult it was for the participant who have the diagram to explain in a clear way the other what to draw in the first part of the activity?
- How different it was when they were allowed to have a dialogue and ask questions?
- What they learned about communication from this simple activity?
- How can this be helpful during their everyday communications on the job?

Tips for the teacher

Make sure there is not uncomfortable feeling with body contact

Attributions/references (if any)

<https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities/back-to-back-communication>

Name of the activity

The prisoner game

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Cooperative vs. competitive attitudes

Learning outcomes

The learner will develop professional and strategic negotiation skills

Usage suggestions (target group, number of participants, settings, etc.)

Min 3 participants

Material and resources needed

Houndout "prisoner dilemma game"

Description

The workshop establishes a prisoner-dilemma-like situation. The player will go through different rounds in which they will have to choose the best strategy to play and the best integrations with the other participants for maximizing the points at the end of the game. The exercise is supposed to demonstrate that cooperation is strategic and it needs to be set up and maintained through interactions.

Step by step process

- 1) The participants will be divided in 3 groups which cannot communicate with each other
- 2) Each group will be handed the game hand out
- 3) The participants will be asked to choose their strategies
- 4) After a few rounds the participants will be allowed to negotiate with each other
- 5) At the end of the series the participants will count points

Debriefing Questions

What are the dynamics that played out in the competition and what brought you to cooperate?

Tips for the teacher

Prepare an hand out with a 3 player competitive game

Attributions/references (if any)

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Name of the activity

Build the highest possible structure

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Communicating within a team, conveying one's ideas to the team

Learning outcomes

Learn that people bond over shared goals connecting productively with other team members

Usage suggestions (target group, number of participants, settings, etc.)

any group

Material and resources needed

Building blocks construction

Description

Giving construction material (like lego) to the participants they will have to collaborate to think a common strategy for building the highest construction. The exercise is intended to create a common activity in order to stimulate and foster communication. Common activities entail a dimension of group work communication and negotiation that will emerge from the mechanisms of the exercise.

Step by step process

- 1) Divide the participants into equal groups (4-6 people);
- 2) Give each group of materials to build a tower (eg 10 sheets of paper);
- 3) Allocate time (eg 10 min) to allow the group to define a tower construction strategy, reminding them that they will not be able to talk afterwards;
- 4) Once the strategy is decided, the group will have 10 minutes to build the tower. Make sure group members don't talk to each other.
- 5) The group that builds the tallest tower wins.

Debriefing Questions

What are the dynamics that played out in the competition and what brought you to cooperate?
Was it easy to define a unique strategy to build the tower?
After deciding the strategy, were you able to follow it throughout the game?

Tips for the teacher

/

Attributions/references (if any)

/

Name of the activity

Cross the river

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Communicating within a team, conveying one's ideas to the team

Learning outcomes

he learner can connect productively with other team members

Usage suggestions (target group, number of participants, settings, etc.)

10-15 people

Material and resources needed

sheets of paper or cardboard that can be used as a raft

Description

The workshop pretends that there a river to be crossed. The participants are distributed some paper sheets that will be considered as "rafts". They will have to think a strategy to collaborate all together to cross the "river". This will make emerge leadership roles and will make the participants face a condition of teamwork under pressure and hostile conditions

Step by step process

- Divide the participants in groups
- Distribute paper sheets to the participants
- Each participants can stand only on one sheet
- Tell the participants that have to cross from one point on an "imaginary river" only standing on the papers sheets
- The first group of participants that make it to the other side wins

Debriefing Questions

What are the dynamics that played out in the competition and what brought you to cooperate?

Tips for the teacher

Make sure the distance to cross is large enough

Attributions/references (if any)

/

Name of the activity

Stranded on an island

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

on line

Content

Workload sharing, task division, free-riding.

Learning outcomes

The learner understands and can describe what a group is

Usage suggestions (target group, number of participants, settings, etc.)

Any (4-5 people in each group)

Material and resources needed

Handout "Island game"

Description

The workshop pretends that the participants are stranded on an island and they are required by the trainer to collaborate in order to survive for a certain amount of time. The trainer will establish the presence of certain conditions and certain items that will be conducive of collaboration and will establish the set up of the role game situations. The game will outline negotiations necessities and power relations. Knowledge and communication will play a particular role and it will be understood as the center of the exercise.

Step by step process

describe a scenario in which the participants are stranded on an island depending on how many participants are there tell them that they have only a number of items that they might use to service examples of these items might be

- 1) fresh water
- 2) kindels
- 3) knife

The participants to divide the use of the items and to come up with rules and roles in order to maximize the survivor chances of the group

Debriefing Questions

What were the dynamics of the game? what kind of solution did you reach ultimately? what kind of dynamics conducted to the final solution? what were the roles covered by the different players?

Tips for the teacher

Moderate the debate and interrupt the role game if necessary in order to grant the effectiveness of the exercise

Attributions/references (if any)

<https://docs.google.com/document/d/1yVCsqwBbJSJx6GxouNndEUaCZDq2pyxbNu3wH9QCRw/edit>

Name of the activity

Conflict and communication

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Managing conflicts in a team

Learning outcomes

The learner knows how to communicate in a hierarchical situation relation to colleagues and supervisors

Usage suggestions (target group, number of participants, settings, etc.)

Any target group

Material and resources needed

Flipcharts and notes

Description

The workshop intends to set up a list of conflict resolution strategies that the participants can learn and use. The understanding of these strategies will be studied and learned through a discussion about personal conflict situation stories coming from the participants. Conflict resolution mechanisms should not be applied indiscriminately; instead, the most important skill should be to recognize which conflict strategy should be applied to deal with the situation at hand in the best way.

Step by step process

Prepare the conflict strategy graph that is in the resources.
Explain the conflict strategies to the participants.
Have the participants select 3 conflict stories each to write on post.
Show a graph that contains the following conflict strategies: confront, avoid, collaborate, negotiate.
Classify the stories according to the strategies and create a chart of conflict strategies.
Discuss the stories according to the strategies of the graph.

Debriefing Questions

What are the strategies you used for your own conflict situations? Could you have chosen a better strategy?

Tips for the teacher

Make sure that the participants understand that conflict strategies are just models and reality is of course more complicated and nuanced than that.

Attributions/references (if any)

Emotional intelligence and conflict management styles
Cheng Xu Phillip

ONLINE

Submodule 1

Name of the activity

Build up your professional vocabulary

Gamification/E-learning tool (if applicable)

Google Doc/Google Jamboard/Google Sheet

Online/Classroom

Online

Content

basic tenets of a professional attitude

Learning outcomes

The learner knows how to manage unforeseen situations and react under pressure

Usage suggestions (target group, number of participants, settings, etc.)

The more the better

Material and resources needed

Internet connection and chosen platform account

Description

The activity intends to create a well categorized database of communication patterns that will create a general communication and social behavioural patterns that can be used to manage different standard situations during job interviews. The quantity of good professional information is key here and the more discussion and info accumulation there is there better it will be.

Step by step process

- Discuss with the participants in advance situational categories and foreseeable scenarios that can take place in an interview
- List and categorize all this situations in the shared form
- Ask the participants to come up, research and report useful linguistic expressions that can be used in such situation in order to manage the interview situation successfully
- Discuss afterwards on the use of different categories

Debriefing Questions

What strategies and terms do you find useful?
Did this exercise help you learn communicative terms and expressions useful in an interview?

Tips for the teacher

Make sure learners know how to use Google Jamboard

Monitor the collection of expression and make sure that all are relevant

Attributions/references (if any)

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Name of the activity

Practice makes perfect

Gamification/E-learning tool (if applicable)

Skype zoom or similar tools

Online/Classroom

Online

Content

Interview practice & review
Horizontal vs. vertical working relationships, adapting language & posture

Learning outcomes

The learner is able to face an professional interview proposing coherent personal narrative
The learner can shape contextually the information in order to fit better the requirements and the needs of the employer

The learner knows how to interact with HR officials and selection committees

Usage suggestions (target group, number of participants, settings, etc.)

Any group

Material and resources needed

Computer and internet connection

Description

There is no substitute for practice. Practicing with other people interviewing will allow the participants to gain confidence in interviewing. Practicing simulated and repeated communication patterns will allow the participants to have some communication tools to fall back in case they encounter difficulties in real life. To be ready for a real interview come from building solid expectations about it and collective relevant knowledge on what the process looks like.

Step by step process

- 1) Send the link to the participants
- 2) Pair up participants in order to make them practice interviewing with each other
- 3) The interviews should be informed by the information that people got in the videos

Debriefing Questions

What do you think is challenging for you in sitting interviews?
Did you manage to develop strategies to give a more compelling presentation about you?
Did you have some silent moments that made communication flow badly?

Tips for the teacher

Make sure learners know how to use Skype.

Attributions/references (if any)

<https://www.themuse.com/advice/interview-questions-and-answers>

Name of the activity

What would you say?

Gamification/E-learning tool (if applicable)

Padlet/Miroboard

Online/Classroom

Online

Content

Horizontal vs. vertical working relationships, adapting language & posture

sensitivity (cultural, racial, gender, religious) as professional competence

Learning outcomes

The learner can shape contextually the information in order to fit better the requirements and the needs of the employer

The learner knows how to interact with HR officials and selection committees

Usage suggestions (target group, number of participants, settings, etc.)

Any group

Material and resources needed

Computer

Description

The idea is that the participants are put in front of situation scenarios and situational questions. Simulation will provide for a safe environment for very sensitive topics. Some of the questions entail also the possibility and the hint for managing scenarios that can cause professional abuse and work rights issues. The important thing is that the participants realize that communication can lead to good results but also some times being assertive is important in order to defend important principles.

Step by step process

- Create a Padlet or a Miroboard tool in order to create questions and situational scenario to use to learn about interviews.
- Add some posts that create a path in which the learners can move along. (the choice can depend really from the single trainer. Possibly the educator can choose to set the path up like an interview can go or maybe grouping questions together by topics).
- Share the Padlet with different groups of learners and let them add posts with pictures, texts, videos and other information like a cloud around the posts. Everybody will give a contribution on how to solve situational questions and other professional problems and everybody will be able to see the contributions of the other participants for inspiration and confrontation
- Monitor the process and remember to organize a debriefing at the end of the activity or during class sessions

Debriefing Questions

How was your answer in comparison to the other ones ?
Why do you think that the strategy that you have chosen would work better or worse than the others?

Tips for the teacher

Make sure learners know how to use Padlet.

Monitor the contributions and make sure that the participants understood the questions and the situational scenarios and give relevant answers

Attributions/references (if any)

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Name of the activity

Practice makes perfect

Gamification/E-learning tool (if applicable)

Skype zoom or similar tools

Online/Classroom

Online

Content

Interview practice & review
Horizontal vs. vertical working relationships, adapting language & posture

Learning outcomes

The learner is able to face an professional interview proposing coherent personal narrative

The learner can shape contextually the information in order to fit better the requirements and the needs of the employer

The learner knows how to interact with HR officials and selection committees

Usage suggestions (target group, number of participants, settings, etc.)

Any group

Material and resources needed

Computer and internet connection

Description

There is no substitute for practice. Practicing with other people interviewing will allow the participants to gain confidence in interviewing. Practicing simulated and repeated communication patterns will allow the participants to have some communication tools to fall back in case they encounter difficulties in real life. To be ready for a real interview come from building solid expectations about it and collective relevant knowledge on what the process looks like.

Step by step process

- 1) Send the link to the participants
- 2) Pair up participants in order to make them practice interviewing with each other
- 3) The interviews should be informed by the information that people got in the videos

Debriefing Questions

What do you think is challenging for you in sitting interviews?
Did you manage to develop strategies to give a more compelling presentation about you?
Did you have some silent moments that made communication flow badly?

Tips for the teacher

Make sure learners know how to use Skype.

Attributions/references (if any)

<https://www.themuse.com/advice/interview-questions-and-answers>

Name of the activity (submodule 1, 2)

What are communication styles?

Gamification/E-learning tool (if applicable)

Youtube/miro

Online/Classroom

Online

Content

Communication styles

Learning outcomes

The learner understands the difference between the different communication styles

Usage suggestions (target group, number of participants, settings, etc.)

Any group

Material and resources needed

Computer and internet connection

Description

The participants can use external platforms to gather information about what soft skills and communication styles are. The capacity to access interactive content in multiple platforms is an important skill in lifelong learning. The more the participants practice this action the more they will be able to recognize professional communication patterns and they will be able to recreate them within their professional interactions.

Step by step process

- Prepare links on the indicated topics(the links are only suggestions you can pick the ones you want)
- Make sure that all the participants see the youtube videos
- Prepare a miro board post in order to submit some questions on the videos
- Give the participants the possibility to contribute with some comments
- Remember to have a briefing and discuss at the results

Debriefing Questions

- 1) What are the main topics of the video?
- 2) How these ideas can be applied to your work life?

Tips for the teacher

Make sure learners know how to use Miro.

Attributions/references (if any)

https://www.youtube.com/watch?v=Al3L6cnCmMU&t=182s&ab_channel=NextLevelLife

https://www.youtube.com/watch?v=Tiy2LONr050&ab_channel=JohnWhitehead

Name of the activity

HR simulation game

Gamification/E-learning tool (if applicable)

Zoom, Skype or other similar platforms

Online/Classroom

Online

Content

Interview practice & review

Learning outcomes

The learner is able to face an professional interview proposing coherent personal narrative

Usage suggestions (target group, number of participants, settings, etc.)

Any group

Material and resources needed

Computer and internet connection

Description

Simulation games are a safe lab for experimenting with the real world. The activity is intended to challenge the participants in dealing with a demanding scenario that can create reflection on what it means to push for one's own interests and to create a safe environment for expressing one's own needs

Step by step process

- 1) Pair up the participants to interact with each other
- 2) Give them a simulation situation in which they have to interact with a HR department
- 3) Carry on a dialogue according to the scenario
- 4) Make sure during the subsequent meetings to debrief the participants on what is going on and the experiences.

Debriefing Questions

- 1) Did you manage to reconcile the mutual interests?
- 2) If not why not?
- 3) How the discussion go?
- 4) What were the words and the tone used?

Tips for the teacher

Make sure learners know how to use Skype.

Attributions/references (if any)

https://www.youtube.com/watch?v=L1PSI5DuQY8&ab_channel=TomHaak

https://www.youtube.com/watch?v=ev0begDFc20&ab_channel=StanfordGraduateSchoolofBusiness

Name of the activity

[Gather information about your application](#)

Gamification/E-learning tool (if applicable)

[Baambozle](#)

Online/Classroom

[Online](#)

Content

[Researching as part of preparation for job interview](#)

Learning outcomes [The learner can gather information about their employer in order to use it to have better changes to succeed in their job interview](#)

Usage suggestions (target group, number of participants, settings, etc.)

[Any](#)

Material and resources needed

[Access to online job platforms](#)

Description

The workshop trying to show and teach resources for job hunting. The more the participants do that, the more they will be able to familiarize themselves with a certain lingo and certain communication patterns that will result to be useful within the job market. Being familiar with how to gather information will not only allow the target group to be more prepared during the job hunting process but also long run it will allow them to be more successful in their career

Step by step process

- 1) Demonstrate how to read and acquire information about interested vacancies
- 2) Encourage the participants to replicate the exercise

The teacher creates a padlet/google jamboard with three company names. For each company, students must search the internet for all possible material (company description, website, youtube videos, newspaper articles, social profiles, etc. and upload them to padlets)

The students have the task of studying and documenting themselves on the three companies thanks to the information collected

The teacher will prepare a quiz on bamboozle* by making the class divided into two groups compete on their knowledge of companies. At the end of the challenge the winning group will be elected!

*The teacher goes to <https://www.baamboozle.com/games>, selects "games" and creates the challenge by entering the various questions based on the information collected on the padlet. The teacher selects "play", selects "bamboozle free to play" and chooses how many teams he wants to divide the group into.

The teacher selects the "Classic" game mode. The teacher lets the students play: select one number at a time within the grid and let one team at a time to guess. Once all the numbers have been selected, the teacher holds the debriefing session.

Debriefing Questions

What tools did you use to search for information about companies?
Was it easy or difficult?

Tips for the teacher

Make sure learners know how to use Baamboozle.

Attributions/references (if any)

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Submodule 2

Name of the activity

Verbal or not verbal?

Gamification/E-learning tool (if applicable)

Google Jamboard

Online/Classroom

Online

Content

Key elements of the non-verbal communication

Learning outcomes

The learner understands the difference between verbal and non verbal communication

Usage suggestions (target group, number of participants, settings, etc.)

Any group

Material and resources needed

Computer and internet connection

Description

Verbal and non-verbal communication are 2 sides of the same coin. It is important for the participants to understand and recognize how these elements interact and also which one is which within the complexity of communication. Non verbal communication is a codified form of communication and we need to be trained to master it. It is a very important social skill to succeed professionally.

Step by step process

1. Create a Jamboard
2. Ask each student to add some post its: they will use the yellow color for elements that refers to verbal communication and the blue color for elements that refers to non verbal communication
3. The day after, the teacher divides the classroom in different groups and asks each group to come up with different work situations where they use these elements (verbal and not verbal), and to define when they are useful and when not.

Debriefing Questions

Was this exercise useful to understand the difference between verbal and not verbal communication? Now, do you know what are the common error that we can do with our non verbal communication? In your opinion, is more important the verbal or the non verbal communication? Why?

Tips for the teacher

Make sure learners know how to use Google Jamboard

Before this activity, clarify the key elements that define the difference between verbal and not verbal communication

Attributions/references (if any)

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Submodule 3

Name of the activity

Make your own nation

Gamification/E-learning tool (if applicable)

Miro boards

Online/Classroom

Online

Content

Group dynamics

Learning outcomes

The learner understands and can describe what a group is
The learner understands the basic ideas underlying group dynamics in a professional environment

Usage suggestions (target group, number of participants, settings, etc.)

At least 6/8 people

Material and resources needed

Miroboard or similar tools

Description

The activity is intended to simulate the construction of an identity formation process. The activity intends to create a all-encompassing action in order to experience firsthand the dynamics that governs the formations of identity building and what elements create differences and divisions group identities. The activities is thought is order to create a reflective process that can analyze one by one the situation without creating overlapping actions that can create complexity problems. The subsequent discussion can be thought in order to relate the process to the complexity of reality

Step by step process

- 1) Divide the participants in different groups with at least 2 participants per group
- 2) Give the participants an access to the miroboard working session
- 3) The miroboard should be divided among different areas (possible marked with colour markers or divided in different tables)
- 4) Each group will work in each part that has been assigned to them. The participants will be asked to construct their own little nations.
- 5) Give the participants some initial advices on what to develop (EG A Flag, National anthem, historical background, food etc.)
- 6) the participants will review and present their development to the other participants presenting their nationals and the things that they have developed
- 7) Ask the participants to add to the miro board live pictures of real world activities. For instance ask the participants to develop their own national dance and ask they to add pictures or a short video of it on they miro working session.
- 8) The activity should be a work in progress that can be done in several sessions. take time to review and present in class the work. and program the next session
- 9) After the first session ask the participants to develop real actions and communalities among the nations coming up with stories about trade, intercultural exchange, migrations etc.

Debriefing Questions

- 1) What are the things that distinguish you the most?
- 2) What are the elements that created commonalities?
- 3) What are the elements that created tensions?

Tips for the teacher

Make sure to review and discuss in class the results and program each session with specific objective on what to create

Attributions/references (if any)

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Module 5: Cultural Competences

CLASSROOM

Submodule 1

Name of the activity

Manifest or Latent?

Gamification/E-learning tool (if applicable)

Baamboozle

Online/Classroom

Classroom

Content

Culture (The iceberg model)

Learning outcomes

The learner is able to identify the elements and component of culture

Usage suggestions (target group, number of participants, settings, etc.)

This game is more suitable for large groups of learners.
Use flexible and open sitting arrangements.

Material and resources needed

Computer,

whiteboard

<https://www.baamboozle.com/game/931278>

Description

"Manifest or Latent?" is a competition game with the use of Baamboozle. During the game, different teams take turns in answering the questions displayed on a virtual board made of different buttons. Each button contains a picture that represents either a manifest or latent element of culture. With the classic play mode, some special features (e.g. splitting points among the groups, winning extra points, etc.) are included in the buttons to enhance the competitive

nature of the gamified experience. After answering each question, the team wins a certain number of points depending on the correctness of the answer. At the end one winning team is determined.

Step by step process

1. Introduce the iceberg model to the group, explaining the differences between manifest and latent elements of culture
2. Go to www.baamboozle.com and select "games". Enter the game PIN 931278
3. Select "play", select "bamboozle free to play" and choose how many teams you want the group to be split, selecting the grid size.
4. Select the play mode "Classic"
5. Let your students play: select one number at a time inside the grid and leave the word to one team at a time for guessing
6. Once all the numbers have been selected, hold the debriefing session

Debriefing Questions

How was the exercise?

Was it difficult to guess inside a diverse group?

What was the most difficult element to guess? and why?

Which of the items are the most important for your culture and identity?

Tips for the teacher

Pay attention to group students in a way that mixes cultures and languages as much as possible

Attributions/references (if any)

The Iceberg Model, Spencer & Spencer 1993

Name of the activity

Back to back

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Perception process

Learning outcomes

The learner is able to recognize the presence and importance of different perspectives

Usage suggestions (target group, number of participants, settings, etc.)

Use flexible and open sitting arrangements.

Material and resources needed

Blank sheets of paper, pens/markers, "Back to back" drawing handout

Description

"Back to back" is a visual challenge to reflect upon different perceptions, to be performed in couples. It uses a simple pen-and-paper format. Through this game, couples take part in a competition to deliver the "best" reproduction of a drawing they are given in the form of a handout. In every pair, the explainer (see step-by-step process for the explanation of the role) will have 5 minutes to describe the drawing to the drawer, who should draw the image. The partners are sat back to back, the explainer cannot see the outcome and the drawer cannot see the drawing beforehand, nor can he ask questions. At the end, the best drawing is selected.

Step by step process

1. Divide the group in pairs. Appoint the roles: one person will be the explainer and the other the drawer (leave freedom inside the couples to decide the roles). Instruct each couples to sit back to back.
2. Give all the explainers the same drawing handout and explain the activity: the drawers have to deliver the "best" drawing only based on the explainer instructions.
3. Allow 5 minutes to finish the drawing. Attention: the drawer cannot see the picture beforehand and the explainer cannot see what the drawer is drawing for the whole duration of the activity. The drawer cannot ask questions.
4. After all drawings are done, collect them all without showing them to the explainers. Stick all the drawings on the wall and let the explainer vote the best drawing.
5. Allow the drawers compare with the original and with other couples' outcomes before moving to the debriefing questions.

Debriefing Questions

Was it difficult to describe the picture? What made it so difficult?
What strategies did you use to make yourself understood?
Were all the instructions clear to the drawers?
Was there any misunderstanding?

Tips for the teacher

Assign carefully the roles of drawer and explainer: make sure the pairs formed are able to understand each other in order not to create frustration. You can also allow drawers to ask questions to show how even if communicate we still perceive things differently and can have misunderstandings.

Attributions/references (if any)

Coloured glasses. Manual for Intercultural and Global Citizenship Education" EEE-YFU, 2016

Name of the activity

Reality in 3 angles

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Perception process

Learning outcomes

The learner is aware of how own cultural background is influencing own perception

Usage suggestions (target group, number of participants, settings, etc.)

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Material and resources needed

Flipchart paper and markers or blackboard and chalk (3 columns: description, interpretation, evaluation); large pictures of "other-culture" scenes.

Description

"Reality in 3 angles" is a visual discovery game whereby an ambiguous picture is shown and learners are asked to write down anything that comes to their minds by looking at that picture. Afterwards, a group reflects on their impressions in order to analyze the different processes that took place in terms of description, interpretation or evaluation. This categorization raises participants' awareness of how the perception process contributes to the reinforcement of stereotypes and prejudices.

Step by step process

1. Select pictures of cultural scenes from cultures other than the culture of the participants. The best pictures are the most ambiguous ones, photographs which depict a form of interaction or a scene that is not familiar to participants. Captions to the pictures shall be retained, since the participants will be eager to know the "real" description after the exercise.
2. Instruct participants to write down individually everything that comes to their mind looking at the pictures (language is very important at this point of the activity: do not instruct participant to write down what they think about the picture, rather you can tell them it is a personal brainstorming)
3. Tell participants to gather in groups and place each item they wrote in one of the three categories. Briefly explain description, interpretation, evaluation (What I see - What I think about what I see – What I feel about what I see). It is important to instruct participants that at this point they cannot add any item, they just have to sort what they wrote in the initial brainstorming.
4. Reassemble the small groups to share their results and have the final discussion and debriefing. Each group will present their photo and their list of items divided in the three categories. The other groups are invited to make comments only about the location of each items and not why they mentioned a specific issue. Disclose only at the end the original caption.

Debriefing Questions

What was the most difficult part of this exercise?
What made it so difficult? How can these aspects be connected to our life and experiences?
How do we react to first time situations/persons?

Tips for the teacher

Hold a final discussion with the participants about the importance of understanding these 3 issues and also make connections between stereotyping and prejudices (as most of the times we rush interpreting certain facts without actually being sure what the facts are about). There are no right or wrong answer and a similar tendency shall be avoided in the group – the aim of the activity is not to judge people for making evaluations so fast but rather to understand the mechanisms of our brain and to understand ourselves better.

Attributions/references (if any)

Toolkit on Intercultural Dialogue, Service Civil International, 2018

Name of the activity

Odd in pictures

Gamification/E-learning tool (if applicable)

Baamboozle

Online/Classroom

Classroom

Content

Culture (Cultural traits of the host country)

Learning outcomes

The learner is able to recognize the main cultural traits of the host country

Usage suggestions (target group, number of participants, settings, etc.)

This game is more suitable for large groups of learners.
Use flexible and open sitting arrangements.

Material and resources needed

Computer, whiteboard

<https://www.baamboozle.com/game/931327>

Description

"Odd in pictures" is a competition game with the use of Baamboozle. During the game, different teams take turns in answering the questions displayed on a virtual board made of different buttons. Each button contains a picture that displays something that is "common" in the host country but might appear as "odd" to strangers (e.g. kitchen utensils, shops, signs etc). Each team has the chance to guess what the picture represents and gain points accordingly. At the end, one winning team is determined. This game can be repeated with actual pictures taken around the neighbourhood by the learners themselves.

Step by step process

1. Review the iceberg model and select a couple of elements to discuss about some cultural trait of the host country culture
2. Go to www.baamboozle.com and select "games". Enter the game PIN 931327
3. Select "play", select "bamboozle free to play" and choose how many teams you want the group to be split, selecting the grid size.
4. Select the play mode "Classic"
5. Let your students play: select one number at a time inside the grid and leave the word to one team at a time for guessing
6. Once all the number have been selected, hold the debriefing session

Debriefing Questions

How was the exercise?
What was the oddest picture and why?
Did you use any cultural references to help you in guessing?
Which of the commonalities shown is the one that you like the most and why?

Tips for the teacher

A very relevant way to play this game is with real pictures taken by learners. Instruct them to take pictures every day of what they see around and looks "odd". Every couple of weeks, collect their pictures and select some to replay Baamboozle with their pictures.

Attributions/references (if any)

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Submodule 2

Name of the activity

Find your group

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Stereotypes, prejudices, discrimination; Self-fulfilling prophecy

Learning outcomes

The learner is able to understand the difference between stereotypes, prejudices and discrimination

Usage suggestions (target group, number of participants, settings, etc.)

This game is more suitable for large groups of learners, in a number that is a multiple of 3. Use flexible and open sitting arrangements.

Material and resources needed

Find your group handout; scissors

Description

"Find your group" is a offline game whereby learners explore the difference between stereotypes, prejudices and discrimination. Every learner gets a card with an example of stereotype, prejudice or discrimination. The task is to quickly find the correct groups, where in every group there is an example of a stereotype, prejudice and an act of discrimination, all linked to the same situation. Learners can then discuss how the escalation of prejudice tends to generate a self-fulfilling prophecy in the minds of those who harbour it.

- | Step | by | step | process |
|--|-----------|-------------|----------------|
| 1. Introduce the difference between stereotype, prejudice and discrimination. A stereotype is an oversimplified and generalized cognitive belief about a group of people. A prejudice identifies a usually negative attitude and preconceive opinion toward members of a particular group. Discrimination is the behavioral manifestation of the prejudiced attitudes. | | | |
| 2. Introduce the game that will help learners distinguish among stereotypes, prejudices and discrimination through concrete | | | examples. |
| 3. Cut the find your group handout and distribute each sentence card to the group of learner (one sentence per one learner). In each card there is written either a stereotype, a prejudice or a discrimination. | | | |
| 4. Explain the game: learners have to quickly find the other 2 people in the class to form the correct group. In each group there is a stereotype, a prejudice, a form of discrimination, all linked to the same situation. | | | |
| 5. Once all the groups are formed, instruct learners to identify in group which is the stereotype, the prejudice and the discrimination. | | | |
| 6. Depending on the level of the class, encourage learners to reflect together on the possible self-fulfilling prophecy arising out of the situation explained in their set of cards. | | | |

Debriefing Questions

Was it difficult to find your group?
Did you recognize the difference between stereotypes, prejudices and discrimination easily?
Would you be able to explain the difference with your own words?
According to you, are the example proposed common in today society?

Tips for the teacher

Pay attention to customize the situations based on the target group, avoid to use stereotypes that might be felt offensive

Attributions/references (if any)

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Name of the activity

Labels

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Stereotypes, prejudices, discrimination; Self-fulfilling prophecy

Learning outcomes

The learner is able to recognize stereotyped information

Usage suggestions (target group, number of participants, settings, etc.)

This game is more suitable for groups of learners which are more at ease with spoken language. Use flexible and open sitting arrangements.

Material and resources needed

Label cards

Description

"Labels" is an offline game whereby learners engage in a role play to understand the effect of prejudices and stereotypes on their own behaviour and experience active and passive discrimination first-hand. Everyone in the group is assigned a label that they are not aware of. During the role play, learners have to discuss and relate to others according to the labels and expectations generated from there. However, players should not directly mention the different labels during the role play, so that at the end everyone has the chance to guess what the label stuck on them was.

Step by step process

1. Introduce the game: a role play in which learners will increase their awareness on the role of prejudices and stereotypes on one's own behaviour and what it means to experience discrimination.
2. Give the instructions for the role play: learners will be the members of the student council and have been asked to plan the next student event. They can decide what it should be, who is responsible for what, etc.
3. Everyone is assigned a label, i.e. a characteristic that is stuck on them, so they cannot see it but others can. They are asked to read the others' labels and treat them accordingly. However, they should not directly name that characteristic. It can be one of the following: beautiful – rich – shy – pessimistic – creative – positive – storyteller – joker – anxious – headmaster's son – artist – gamer. For example, if it says "beautiful", they can repeatedly bring up how handsome the person looks today during the discussion, suggest that the person will do the fundraising, because it will be easy to convince people, etc.
4. Allow 15 minutes for the role play without interfering.
5. At the end, learners are asked to guess what they think their label was. If they have troubles, the rest of the group can help by giving some clues.

Debriefing Questions

Can you guess your label? What are the elements that helped you in guessing?
How did you feel? Was it difficult to treat each other according to the labels?
Did somebody start to act the way they were treated?
What impact does giving labels have on our thinking?

Tips for the teacher

Do not intervene during the role play, unless learners exaggerate on someone's label and it gets out of control. A way to avoid an uncomfortable outcome is to not assign labels that can become frustrating for learners that will be object of the stereotype.

Attributions/references (if any)

“Coloured glasses. Manual for Intercultural and Global Citizenship Education” EEE-YFU, 2016

Name of the activity

Greetings at the Conference

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Intercultural conflicts

Learning outcomes

The learner is able to recognize the emergence of an intercultural conflict and recognize the sources

Usage suggestions (target group, number of participants, settings, etc.)

This game is more suitable for groups of learners which are more at ease with spoken language. Use flexible and open sitting arrangements.

Material and resources needed

Rule sheets

Description

“Greetings at the conference” is a simulation of an international conference during which groups coming from different cultures meet and greet. Learners are divided into cultural groups and get a rule sheet explaining the cultural traits of their community and, thus, the behaviour expected on their part at the conference. After the encounter, during a joint debrief session, each group is invited to reflect on what happened during the simulation and what the behavioural traits of other cultures were.

Step by step process

1. Introduce the simulation game: instruct learners they are going to simulate a situation in which they meet at an International Conference with groups coming from other cultures.
2. Divide learners in groups. Distribute one rule sheet to every group member. Allow some time to the different groups to understand the rules together and practice to get prepared for the encounter.
3. Allow 10 minutes for the actual simulation. The groups have to greet and talk with as many people as possible.
4. Move towards the conclusion. Allow some time to the original groups to figure it out together what the characteristics of the other groups were.
5. Have all the groups share their thoughts about others' behaviours and hold a debriefing session.

Debriefing Questions

What happened? How did you feel, when you met people from the other group?
Were there any problems/ misunderstandings? Which and why?
Did you change your behavior during the simulation? Why/why not?

Tips for the teacher

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Attributions/references (if any)

Adapted from "Coloured glasses. Manual for Intercultural and Global Citizenship Education" EEE-YFU, 2016

Name of the activity

Hotel Glocal

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

The behavioral components of culture

Learning outcomes

The learner is able to identify culturally-driven behavioural patterns

Usage suggestions (target group, number of participants, settings, etc.)

This game is suitable for group of learners where several mother languages are spoken.

Material and resources needed

Problem cards

Description

A simulation game whereby learners, divided into couples, have to simulate a situation in which the guest of a hotel has a problem the receptionist needs to fix. They only have a couple of minutes to solve the problem and are only allowed to use their respective mother tongues and body language, so that no shared spoken language is used throughout the activity. The purpose is to elicit reflection on how communication looks in the absence of a language that all parties have a knowledge of. The activity also points to the role of body language and the need to seek language similarities that may help with communication.

Step by step process

1. Introduce the game: learners are going to engage in a role play to reflect on intercultural conflicts and culturally-based behavioural patterns. During the simulation, one person is the receptionist of the Hotel, the other one is the guest of the Hotel.
2. Give every guest a problem card where a problem they have is written. Instruct them their task is to explain their problem to the receptionist during 2 minutes. Allow all the guests to ask clarifications on their problem, if needed.
3. Explain clearly that the receptionist and the guest only can use their mother tongue and body language. They cannot use any common spoken languages. They cannot speak with each other before their meeting.
4. Hold a debriefing session.

Debriefing Questions

How difficult was it to understand each other?
When we do not know the language, how important is body language?
What similarities and differences between cultures are there?
Did you noticed any unknown or unfamiliar behaviour? Which ones?

Tips for the teacher

If there is not a wide variety of languages in your group of learners, challenge them to use different kind of languages (body language, drawings, etc)

Attributions/references (if any)

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Name of the activity

10 quests

Gamification/E-learning tool (if applicable)

Not applicable

Online/Classroom

Classroom

Content

Empathy and Respect

Learning outcomes

The learner has an increased willingness to solve problems including diverse contributions

Usage suggestions (target group, number of participants, settings, etc.)

Use flexible and open sitting arrangements.

Material and resources needed

"10 quests" printed handout

Description

"10 quests" is a challenge game in which different teams compete on the completion of 10 tasks. Groups receive a list of 10 tasks they have to complete in a limited amount of time. During the whole duration of the game, some members of the group are "assigned" special needs that affect them throughout (e.g. are blind, deaf, physically impaired). At the end of the game a winner is declared depending on how many points each group earned. The competitive element makes it an exercise in teamwork, while simulating the presence of special needs participants is meant to evoke reflection on how to support people with various needs and difficulties, how they can function in a group setting and what are other people's attitudes towards them.

Step by step process

1. Introduce the game: learners will be divided in groups and assigned a list of 10 tasks to be completed working together.
2. Assign special needs to every (or some) member of the groups. Evaluate which special needs can be more suitable for your group of learners, some examples may include: someone who is blind, someone who cannot use arms, someone who can't walk on their legs, someone who cannot speak, etc.
3. Allow 20 minutes for completing all the challenges. At the end go through the results of each group: review the tasks that need to be checked against, assign points, declare the winner.
4. Hold a debriefing session.

Debriefing Questions

What was it like to be disabled?
Did you function as a group?
Did the group support the ones who had certain disabilities ?
Did being disabled mean that these people also did not take initiative?

Tips for the teacher

You can personalize the tasks depending on the target group and the themes addressed. The choice of the disabilities should not be random. Assign the disabilities carefully by paying attention to each persons' skills in a way to create equally disadvantaged teams; avoid creating frustration between group members. You can increase the complexity of the disabilities, according to the specific objective you have.

Attributions/references (if any)

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ONLINE

Submodule 1

Name of the activity

Elements of culture

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Online

Content

Culture (The iceberg model)

Learning outcomes

The learner is able to identify the elements and component of culture

Usage suggestions (target group, number of participants, settings, etc.)

This game is more suitable for large groups of learners.
Use flexible and open sitting arrangements.

Material and resources needed

Computer

<https://quizlet.com/it/680637478/elements-of-culture-flash-cards/>

Description

"Elements of culture" is a set of Quizlet cards to review the difference between manifest and latent elements of culture. Learners are asked to distinguish between the two types based on specific examples. Learners have to match pictures, words and explanations using different "study" modes for individual practice and discovery about elements of culture. The activity serves as a preparation for a final group discussion that is held later by the class.

Step by step process

1. Make sure learners know how to use Quizlet flashcard to review concepts.
2. The teacher sends to learners the link of the Quizlet set "Elements of culture".
3. Learners practice the Study Set trying different study modes.
4. In class, practice the "In-class" mode playing the live game, before holding a debriefing session.

Debriefing Questions

Did you like the activity?
What was the most difficult element to guess? and why?
Which of the items are the most important for your culture and identity?

Tips for the teacher

Encourage each learners to use the study mode which is more appropriate for their level.

Attributions/references (if any)

The Iceberg Model, Spencer & Spencer 1993

Name of the activity

Identity Jam

Gamification/E-learning tool (if applicable)

Jamboard

Online/Classroom

Online

Content

Identity (Identity flower)

Learning outcomes

The learner is able to recognize and communicate own cultural identity

Usage suggestions (target group, number of participants, settings, etc.)

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Material and resources needed

Computer

Description

"Identity Jam" is an online visual and creative task with the use of Jamboard. It allows the learners to become more familiar with the concept of identity and realise it is a complex construct that may be composed of multiple elements. Learners describe their own identity using the "flower" model. Even though the core part of the activity is based on self-reflection, the use of a shared workspace (in this case, a Jam) means learners can examine and be inspired by other participants' creations. This means the activity can also foster peer-to-peer learning, especially if supported with a well-designed debrief session.

Step by step process

1. Review the flower of identity model. This model is used to represent one person's identity as if it were made of different petals, like a flower. The petals represent the elements a person is made up with, which can include: sex, ethnic group, class, language, religion, age group, education, ability/disability, sexual orientation, etc.
2. Create a blank Google Jamboard and share it with your group of learners.
3. Instruct everybody to personalize one frame of the Jamboard. Clarify that the goal is to gain inspiration from the Flower of Identity model to recreate their own personal flower of identity. Do not put any limit to their imagination, they can use pictures, texts, sticky notes, gifs, etc.
4. Allow everybody to access the Identity Jams created by the others, with the intent to share appreciative

and positive comments to each other.
5. Hold a debriefing session in class.

Debriefing Questions

Was the Flower of identity model useful to reflect upon your identity?
Did you find visual supports useful to talk about your identity? How?
How was to access others' Identity Jams?

Tips for the teacher

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Attributions/references (if any)

To learn more about the flower of Identity <https://educationaltoolsportal.eu/en/tools/flower-identity>

Name of the activity

The culture pot

Gamification/E-learning tool (if applicable)

Padlet

Online/Classroom

Online

Content

Culture (Cultural traits of the host country)

Learning outcomes

The learner is able to recognize the main cultural traits of the host country

Usage suggestions (target group, number of participants, settings, etc.)

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Material and resources needed

Computer

Description

"The culture pot" is an online task to allow an intercultural class to integrate information they already have with new information about the culture of the host country. The meaning of the "culture pot" is to be used with different groups of learners, since the information that one participant discovers in his/her path can be precious for those who will undertake the same journey in the future. Information is shared and stored in a Padlet divided into relevant categories that can be expanded as learners add their respective contributions.

Description

"Intercultural history line" is an online game to allow a mixed group of learners to share important events that shaped the history of their country or the development of their culture of origin. A shared file is used to collect important historical events from each learners' culture. Then, everybody is asked to create an intercultural history line by guessing who entered each event. Participants do additional research on some events that are new to them. Learners can then share their findings and points of view on the importance of certain events to the different cultures represented.

Step by step process

1. Create a new Google file (it can be a Google Doc, Sheet or Jamboard) and share it with your group of learners.
2. Instruct everybody to add 3 historical events inside the same file, so that everybody is able to read all the events added by their colleagues. Make sure everybody keeps anonymity.
3. Instruct everybody to create and share with the teacher only another file where they have to order all the events in chronological order and guess who entered each event (or at least the country/culture of reference).
4. Encourage learners to make up an online search on at list 2 events they didn't know before and that caught their attention.
5. Hold a debriefing session in the classroom: show a couple of results and have learners sharing their findings and ask for clarification to the people who added the events.

Debriefing Questions

Did you like the intercultural history line?
Does it changed perspective on the history development in the world?
Which events caught your attention and curiosity the most? Why?

Tips for the teacher

Depending on the teachers' objectives and the level of the group of learners, historical events can be supplemented with important dates to create a "mystery intercultural calendar".

Attributions/references (if any)

<https://www.google.com/docs/about>,
<https://www.google.com/sheets/about/>

<https://edu.google.com/products/jamboard/>

Submodule 2

Name of the activity

S-P-D sorting

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Online

Content

Stereotypes, prejudices, discrimination

Learning outcomes

The learner is able to understand the difference between stereotypes, prejudices and discrimination

Usage suggestions (target group, number of participants, settings, etc.)

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Material and resources needed

Computer

<https://quizlet.com/it/680646173/s-p-d-sorting-flash-cards/?new>

Description

"S-P-D sorting" is a set of Quizlet cards to review the difference between stereotypes, prejudices and acts of discriminations, based on specific examples. Learners have to match each example with a correct category: stereotype, prejudice or act of discrimination (e.g. "Tom thinks all women are incompetent" matches "stereotype"). The activity may serve to highlight certain details or point learners to possibly misleading or ambiguous cases, which are then dissected during the debrief.

Step by step process

1. Make sure learners know how to use Quizlet flashcard to review concepts.
2. The teacher sends to learners the link of the Quizlet set "S-P-D Sorting".
3. Learners practice the Study Set trying different study modes.
4. In class, practice the "In-class" mode playing the live game, before holding a debriefing session.

Debriefing Questions

Was the exercise difficult?
Which examples were more difficult to guess? Why?
Would you be able to explain the difference between stereotypes, prejudices and discrimination with your own words?
Can you think about a new example of each concept?

Tips for the teacher

S-P-D sorting can be used as a follow-up exercise after playing "Find your group", ideally by changing the examples.

Attributions/references (if any)

<https://quizlet.com/it/680646173/s-p-d-sorting-flash-cards/?new>

Name of the activity

Stereot-investigators

Gamification/E-learning tool (if applicable)

Padlet

Online/Classroom

Online

Content

Stereotypes, prejudices, discrimination

Learning outcomes

The learner is able to recognize stereotyped information

Usage suggestions (target group, number of participants, settings, etc.)

Ideally to be done over a week or 2-week period

Material and resources needed

Computer

Description

Stereot-investigators is an activity whereby learners search and collect news, newspaper headlines or pictures on the Internet showing people from specific groups in a stereotyped manner. Headlines are then collected in a Padlet and sorted into different categories, depending on the target group of the stereotype. Examples of categories are ethnicity, gender, young people, LGBTQ+ community, religious affiliation, people with disabilities. They can be extended depending on how detailed the investigation turns out to be. Other learners are invited to make guesses on the stereotypes represented by using the comment feature of Padlet.

Step by step process

1. Recall what stereotypes are and how they could easily trap people into a single representation of who they are
2. Challenge learners to become stereot-investigators over several days (at least one week): during that week, they have the task to adopt a critical, "investigative" eye when reading, hearing or looking at any information/material they are exposed (it can be the news, social media posts, pictures they see on internet, on billboards, something they hear on the radio broadcast and so on...there are no limits to the "source" of the material itself). What they need to search for throughout this **investigation phase** is... "stereotyped information": encourage them to take note every time they hear, read or see something they think is a stereotyped representation of some group of people.
3. Create a Padlet to prepare the **sharing phase**. The Padlet can be designed by the teacher and contain already a headline for different categories of posts. You might want to include ethnicity, gender, young people, LGBTQ+ community, religious affiliation, people with disabilities.
4. Once the investigation phase has ended, have them share all the material in the Padlet. Instruct them to create as many post as the number of stereotyped information they found. In case they do not find an appropriate category to post the information in, they are invited to create new categories.
5. After all the material collected in the investigation phase has been shared, prepare the **guess phase**. Encourage learners to leave comment underneath each post containing stereotyped information to guess what the stereotype hidden behind could be. This could be extremely useful for the visual material.
6. The teacher holds a debriefing session in the classroom together with a hole class revision of the Padlet outcome.

Debriefing Questions

Which part of the game was your favourite one: the investigation, sharing or comment phase? Why? Was it difficult to find the stereotyped information in everyday life? Was it difficult to give an explanation and guess what were the stereotyped represented in the material collected? How common and easy is it to give and receive information in a stereotyped way?

Tips for the teacher

The purpose of the game is to encourage learners' critical thinking towards the way information is presented and showed. It is good to sort the news/pictures they collect into categories at the beginning and guide them in this sorting. For more advanced use or for a potential second implementation, it could be done without sorting the material at all.

Attributions/references (if any)

<https://intime.uni.edu/activities-promote-understanding-stereotypes-media>

<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes>

Name of the activity

The behaviour game

Gamification/E-learning tool (if applicable)

Quizlet

Online/Classroom

Online

Content

The behavioral components of culture

Learning outcomes

The learner is able to identify culturally-driven behavioural patterns

Usage suggestions (target group, number of participants, settings, etc.)

This game is best implemented with mixed group of participants

Material and resources needed

Computer

<https://quizlet.com/it/659263189/behavioural-patterns-flash-cards/>

Description

"The behaviour game" is an online activity whereby students become familiar with common behavioural patterns of the host country (including greeting habits, common customs during meals at home or outside, typical interactions with shopkeepers, etc.). On this basis, each learner creates their own set of Quizlet flashcards about common

behaviours in their native culture, matching pictures, words and explanations in a personalized manner. The study sets thus created are shared among learners for individual practice and discovery about other cultures' norms of behaviours. In the final stages, they are also discussed by the whole class.

Step by step process

1. Make sure learners know how to use Quizlet flashcard to review concepts and to create a new Set of cards.
2. The teacher sends to learners the link of the Quizlet set "Italian behavioural patterns". Learners review the set.
3. Instruct learners to create a new set of cards on their own. Each set need to display something about common behavioural rules and pattern in the culture of each learner. Leave freedom in terms of the study set format (it can be matching word-explanation, picture-words, picture-definition, etc.). Give some hints in terms of the study set content (e.g. greetings habits, common behavioural rules during meals at home or outside, usual relationship with shopkeepers, etc.).
4. Instruct learners to share the study set with their colleagues, so as everybody can access different set and discovery about other cultures' norms of behaviour. The discovery can take place via different "Study" modes: start from the easiest (flashcard) and challenge them to try the more complex ones (match, gravity) when they become more familiar with the study set.
5. In class, practice some of the study sets with the "In-class" mode playing the live game, before holding a debriefing session.

Debriefing Questions

Was the activity interesting?
Did you learn something new about Italian behavioural patterns and other cultures'?
Are there any common behaviours among cultures? Which ones?
Did you recognize any common social norms between your culture and the host country's?
Do you feel better equipped to relate to locals?

Tips for the teacher

Encourage each learners to use the study mode which is more appropriate for their level.

Attributions/references (if any)

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Name of the activity

Finding commonalities

Gamification/E-learning tool (if applicable)

Jamboard

Online/Classroom

Online

Content

Empathy and Respect

Learning outcomes

The learner is able to identify shared values and perspectives and use them as an anchor to relate to locals

Usage suggestions (target group, number of participants, settings, etc.)

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Material and resources needed

Computer

Description

"Finding commonalities" is an online activity whereby learners reflect together on values with the use of a shared digital space. Each student is invited to think individually about what values they consider to be most important to them personally and to their native cultures. With the help of some visual aids, their individual reflection is expected to lead to the identification of 5 highest-priority values. Learners are also asked to give the reasons behind their choices. Afterwards, they are encouraged to identify the most relevant commonalities between their original values and the culture of the host country. The reflection process then provides prompts for a group discussion in the next class.

Step by step process

1. Make sure all learners are familiar enough with values/virtue vocabulary. Send them some visual value cards, where the most common values are represented through an explanatory illustration.
2. Create a blank Google Jamboard and share it with your group of learners.
3. Instruct everybody to personalize one frame of the Jamboard writing down 5 values that they believe are the most important in their lives. Ask them to reflect on their own on the reason of their choices, taking few notes on their blocknotes.
4. Ask everybody to highlight (using a different color, a circular frame, etc) the value among the original 5 that they believe is the closest to the host country culture.
5. Hold a debriefing session in the classroom.

Debriefing Questions

How did you choose your values?
Was it difficult to identify the common value? Do the others agree with your choice?
Is there a value that is repeated from the original choices? and from the common values?
How could you use such information to relate in the host country?

Tips for the teacher

Values and virtue vocabulary might represent an obstacle for this exercise. Make sure learners are familiar with the vocabulary and use value cards with explanatory pictures to make them more familiar with the concepts. Encourage a free space where they can interpret the same word/value according to their own world view. Use such tips to facilitate classroom debriefing.

Attributions/references (if any)

You can download value card for free registering here: <https://www.viktorcessan.com/value-cards-decks/>

