



INTRODUCTION

Dear Colleague,

The module covers the following main topics: storytelling, care and inclusion, the European Union, e-twinning and using digital resources.

Some units provide an opportunity of experiencing the benefits of storytelling through picture books and digital story-making, including developing (digital) literacy skills, creativity, and critical thinking. Students will learn to enjoy multi-layered picture books and use some digital tools and software to create digital stories (scenes, characters, plots).

Particular lessons focus on the importance of care and inclusive education. Students will learn about different types of diversity, such as cultural, linguistic, and socio-economic diversity. Video materials are also included to show students the significance of providing equal opportunities for all and how to create and maintain a supportive and inclusive classroom environment.

A section introduces the European Union, its member countries, and some other useful information through age-relevant activities at the students' level. Children may learn about the EU's role in promoting peace, democracy, and human rights and the unique and invaluable opportunity to cooperate with other groups of learners from different cultural and linguistic backgrounds through e-twinning.

The module is designed to be flexible, allowing teachers to adapt the materials and activities to suit their students' age, needs and interests. The teacher's notes provide detailed guidance on implementing the module and using the materials effectively in the classroom. The lesson plans also include clear learning objectives, a list of teaching aids, relevant sources and supplementary materials. The module comprises various multimodal activities and resources, ranging from picture books to hands-on digital storytelling projects, from rhymes to non-fiction, movement games to visual group projects to help engage all students and make learning more interactive.

The module includes opportunities for differentiating instructions to support students with diverse learning styles and learning needs. The activities and materials are adaptable for students at different language levels and offer chances for high achievers.

The module highlights ways to connect the topics of storytelling, inclusion, and the European Union to various subjects, like language, visual arts, or social studies. Technology is also integrated into the lesson plans.

Overall, this teacher development module is a valuable resource providing teachers with teaching ideas and materials on effectively integrating digital storytelling, inclusion, and the European Union into their curriculum and providing a well-rounded education for their students. It aids teachers' ongoing professional development and opportunities for collaboration.

- Unit 1** Caring and Sharing in Education: Introducing Children to WIN (Lesson 1, Lesson 2)
- Unit 2** The European Union: Introducing Children to the EU
- Unit 3** etwinning: Cooperation/Collaboration (Lesson 1, Lesson 2, Lesson 3)
- Unit 4** Creating a story
- Unit 5** Creating a setting
- Unit 6** Creating characters
- Unit 7** Creating dialogues
- Unit 8** Creating a plot
- Unit 9** Diversity and creativity (Lesson 1, Lesson 2, Lesson 3)

Language: English (Children can use either L1 or L2 if necessary)

Activities are planned for both online and offline spaces

Digital tools: Padlet, Mentimeter, Kahoot, Stormboard, Quizziz, Pic-lits, Storyboardthat, Learningapps, Wordwall, Sutori, Interacty.me, Edpuzzle, Flipgrid, Bambuuzle, ClassDojo, Code.org, CommonLit, DreambosLearning Math, EdPuzzle, Epic – Unlimited Books for Kids, Flipgrid, Flocabulary





UNIT ONE

Caring and Sharing in Education: Introducing children to WIN

Aims: Introducing and explaining the aims of WIN.
Raising awareness of being different.
Accepting and appreciating being different.
Getting to know and accepting oneself.

Materials: Story books.
Children's non-fiction books.
Informational video clips.
Inspirational video clips.

Warmer: Everywhere we go-o
(children repeat each line after the teacher, everyone beats the rhythm)

Everywhere we go-o, people always ask us,
who we are, where we come from.

And we tell them: we come from

(The name of their own country or the name of their institution).

Mighty-mighty

(They make a movement to show their respect and admiration).

If they don't hear us, we'll sing a little louder.

(They start from the beginning, singing more loudly each time).

(After repeating the chant two or three times loudly, the teacher finishes it differently:)

If they don't hear us,

THEY ARE DEAF.

UNIT ONE

LESSON 1



Elmer, The Patchwork Elephant (David McKee)

Aims: Raising awareness of being different and accepting oneself and others

Materials: lots of markers of different colours
A4 sheets of paper
drawing paper (1 for each pupil)
elephant template
scissors

Reading/viewing: Ask your pupils the following questions and set them these tasks:

- What is your favourite colour / animal / cartoon character?
- Describe and draw a picture of an elephant.
- Make a collection of markers of different colours.
- How many colours can you name?
- Draw and colour a patchwork of differently coloured squares.
- Cut out the elephant: his name is Elmer.
- Guess the following: How old is he? What are his hobbies? Is he happy?

While reading/viewing: Read or watch the story of **Elmer, the patchwork elephant**.

Stop reading/viewing when he is walking through the jungle and guess:

- how could he change his colour?
- Stop reading /viewing after he goes back to the elephants:
- Are they going to recognise him?
 - Is he going to be happier now?
 - How do you think the story is going to end?

After reading/viewing: What was the reason why the elephants liked Elmer so much?
Collect your ideas on the board.
Walk like elephants!

Follow-up:

Here are a few more popular stories that teach about accepting oneself and others, who are different.

Several of them have been translated into many languages, so they may be available in your language, too:

- Strictly No Elephants (Liza Mantchev, Taeon Yoo)
 - Dear Zoo (Rod Campbell)
 - The Gruffalo (Julia Donaldson, Axel Scheffler)
 - I Like Me (Nancy Carlson)
 - A Wall in the Middle of the Book (Jon Agee)
 - Butterfly ears (Luisa Aguilar, André Neves)
 - Por cuatro esquinitas de nada (Jérôme Ruillier, Elodie Bourgeois Bertin)
- (You can find a YouTube link to the video versions of the book in the course.)

UNIT ONE

LESSON 1



Here We Go Round the Mulberry Bush

Sing-along song

Sing-along song:

Here We Go Round the Mulberry Bush
(illustrated by Sophie Fatus)

Pre-listening:

What do you do in the morning?
Mime each activity you do in the morning.
Show children a set of pictures of the characters in the book as they are doing one of the morning activities (e.g. having breakfast).
Guess which countries the four children are from.
Teach the song with the help of the recording.
Sing and mime.

While listening:

Children should form four groups, observe the illustrations and each group focuses on the home and life of one character.

After listening:

Describe the home of your character and listen to the others' descriptions.
How do these homes differ from yours?
Which character would you like to visit?
Make a model of your home in a box. /
Draw a picture of your room / home.
Label the rooms/furniture.

UNIT ONE

LESSON 2



Being different: Living with Dyslexia

Video

Aims: Raising awareness of being different.
Learning about what dyslexia is, what it affects and what advantages it gives.
Learning about exceptional people with dyslexia.

Materials: Big sheets of brown wrapping paper with thick markers
or: mentimeter.com
set of blank cards

Warmer: Potatoes. Which one is yours?
Playing with chestnuts / potatoes / walnuts: everybody is unique

Teacher has a bag of potatoes or chestnuts.
Everyone will be invited to select one and get to know it, make friends with it. Participants describe their selected friend, introduce it to the others and tell a story about it. After putting all of them back into the bag, players try to identify and find their friend.

Some phrases that might be used:
They are all pretty much alike...
However, they are all unique, they have their own personalities and personal stories...
Scars, wrinkles, bumps... face, tone of colour, surface, shape, size, age...

Select one potato /chestnut that you can relate to... identify/share/remember its special features
Examine your potato/chestnut, get to know its bumps, scars, and defects and make friends with it.
Get to know your potato/chestnut well enough to be able to introduce it to the others. Introduce it to the others. Give it a name, a personality, a story...
Then put all of them back into the bag.
Now try to find your friend! Are they all the same?

Follow up: talking about stereotypes, how others might see some groups.
(e.g. Boys and Girls: Boys like playing football, they like video games, they are better at Maths, etc. Girls are chatty, talkative, they like making trinkets/jewellery, baking cakes)

Message: Everyone is unique!

Video viewing: See Dyslexia Differently (British Dyslexia Association)
<https://www.youtube.com/watch?v=11r7CFIK2sc>

Pre-viewing: Making class surveys and wall charts: survey your pupils' eye colour, hair colour, hobbies and favourite school subjects.
(use wrapping paper for wall charts or mentimeter.com for an online survey).
Think and share what you know about dyslexia.
Here are the difficulties that dyslexic people may face and are mentioned in the video. Pick a few or all of them, write each on a card and distribute them to your pupils.

Ask them to raise the cards when these problems are explained in the video.

- Matching letters to sounds.
- Remember how to spell words.
- See letters moving round while reading.
- Having trouble telling left from right.
- Remembering lots of instructions.
- Needing more thinking time to remember the right word.
- Memorising sequences.
- Holding the pencil when writing.
- Organising themselves.

While viewing: Pupils watch the video and raise the cards with the **problems** dyslexic children MAY face (0: 40 – 1:40)

Go on **watching** and with the help of the visual clues try to guess what dyslexic people are **exceptionally good at**. (1:50 – 2:38)

After viewing: Do some research and find famous people who had some exceptional achievements / are / were dyslexic.

UNIT ONE

LESSON 2



The power of together

Video

Warmer: What is the common feature?
Group work: asking questions! in L1 (possibly in L2)

Participants work in small groups to identify their common features. They try to collect as many as they can.
E.g. They all...

- like romantic comedies,
- speak more than two languages,
- have been to the U.K.,
- have siblings,
- drink coffee/coke without sugar,
- are wearing some jewels,
- are older/younger than 20,
- have friends living abroad,
- are good at Maths,
- know people with special needs,
- enjoyed online teaching and learning during the covid pandemic,
- can play a musical instrument,
- prefer dogs... etc.

Viewing: The power of together: KLM Christmas Bonding Buffet
<https://www.youtube.com/watch?v=g5IAy-QnsZM&t=1s>

Pre-viewing: Ask your pupils the following questions:

- What is your favourite holiday?
- Which is the most important holiday in the life of a family?
- Why?
- Would you like to travel on Christmas day?
- Why? Why not?
- Is it possible to celebrate with strangers?

While viewing: Watch the clip from 0:4 to 0:20 (the very beginning would show how the table can be brought down) and ask the pupils to guess how they would bring the table down.

After viewing: Find out what people in other countries eat at Christmas.
Plan an international Christmas dinner menu.

UNIT ONE

Additional teacher's resources in the topic of inclusion



Methodology ideas, suggestions and activity types appear in italics in the list.
 "Games are shown in double quotation marks."

Icebreakers: *Icebreakers are simple activities that help students get to know each other, create a relaxed atmosphere and build a sense of community.*

"Two Truths and a Lie": Students share three statements about themselves, two of which are true and one of which is a lie. The others try to guess which one is the lie.

"This is Me": Students throw a ball to each other and say something about themselves or their culture when catching it.

"Who am I?": Students wear name tags with the name of a famous or historical figure. They can ask each other only yes or no questions to find out who they are.

Group work: *Group work can help students learn to work together and appreciate each other's strengths and weaknesses. Organise diverse groups, so students can learn from one another and get to know people who are different from themselves.*

"Group Drawing": Students work in small groups to create a drawing. Each student has a role, such as "the artist," "the colour picker," or "the idea generator."

"Team Challenge": The students are given a challenging task, such as building a tower with cards or paper cups, and they must work together to achieve the goal.

Role-playing: *Role-playing can help students learn to understand and appreciate different perspectives.*

"Different characters": Students are given scenarios or roles and asked to put themselves in the shoes of different characters.

"Guess my emotions": Students act out different emotions that the others have to guess.

Class discussions: *Class discussions can help students learn to listen and respect different perspectives.*

Respectful listening: *Practising respectful listening means listening to each other without interrupting, judging or being dismissive.*

Cultural fairs: *Cultural fairs help students experience and celebrate diversity while learning about different cultures.*

"Cultural Show and Tell": Students bring in something that represents their culture to share with their peers, e.g. a traditional piece of clothing, a musical instrument or a dish.

"Scavenger Hunt": Students working in groups are given a list of things to find, e.g. a flag, a cultural symbol or a traditional dress. The group that finishes first wins the game.

Empathy-building: *Empathy can be developed in students by sharing stories, reading books, watching films, playing games and acting out scenes that promote empathy.*

"Empathy Walk": This game activity helps students understand and empathise with others having different abilities or backgrounds. Students are given a scenario, e.g. being visually impaired or speaking a different language, and asked to walk around the classroom.

Playful and active learning: *Integrating various games and activities into the curriculum makes education more inclusive and engaging for all students.*

Cooperative learning: *Cooperative learning techniques promote collaboration.*

UNIT ONE

Additional teacher's resources in the topic of inclusion



Methodology ideas, suggestions and activity types appear in italics in the list.
"Games are shown in double quotation marks."

- Reading buddies:** *Students working with reading partners at different levels can support and learn from each other.*
- Multi-modal teaching:** *Various teaching methods, techniques and tools can reach students with different learning styles (e.g. visual, auditory and kinaesthetic).*
- "Human knot":** Students stand in a circle and hold hands with someone not standing beside them, and they must untangle themselves without letting go of each other's hands.
- Celebrating all successes:** *Recognising the successes of all students and celebrating non-academic achievements too, e.g. helpfulness, good sportsmanship or kindness.*
- "Community Circle":** Students sit in a circle and take turns sharing something about themselves, such as a hobby or an accomplishment.

USEFUL SOURCES

- Derman-Sparks, L., & the Anti-Bias Team. (2019). *Teaching for Inclusion and Diversity*. Teachers College Press.
- Mastropieri, M. A., & Scruggs, T. E. (2018). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction*. Pearson.
- Poulson, L. (2019). *Differentiation and Inclusion in the Primary Classroom*. SAGE Publications Ltd.
- Priestley, M. (2018). *Inclusion: A Critical Guide for Teachers*. Routledge.
- Smith, J., & O'Neill, J. (Eds.). (2019). *Inclusive Education: A Practical Guide to Supporting Diversity in the Classroom*. Routledge.
- Topping, K. J. (Ed.). (2018). *Inclusive Education: International Voices on Disability and Justice*. Routledge.
- Villa, R. A., Thousand, J. S., & Nevin, A. (2019). *Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers*. Paul H. Brookes Publishing Co.

UNIT TWO



The European Union

Aims: Introducing the European Union to pupils.
Learning about the countries in the EU: maps, languages, cultures and flags.
Learning facts about the EU and what makes each country special.

The aim of this session is to teach children about the European Union. You can use the activities selectively or spread them out to a longer period in the school-year. Most of them are for younger pupils and involve some arts and crafts (1-3). The last section (4) is for older and more advanced pupils.

Materials: printed blind map
paper
colour pencils /markers
long piece of string
glue
souvenirs from holidays in EU countries
kahoot.com
the applications mentioned in the activity descriptions

Warmer: Hi Five! Game: I know someone who ..., I've been to ... :

Culture, languages, personalities, appearance, special needs are explored with the game and then progress with the game to WIN.

This is an active, fun way to explore and celebrate the rich diversity of experiences that different people bring to any group. Works best with larger groups.

The instructor explains that he/she will call out different things that may or may not apply to each person. If the item does apply to you, then run into the middle, jump in the air, and do a high 5 with anyone else who runs in.

Possible questions (for adults and/or children):

- Can you speak 2 or more languages?
- Have you visited more than 3 different countries?
- Do you have both a brother and a sister?
- Do you have a pet at home?
- Have you ever climbed to the highest point in your city or town?
- Have you ever sung karaoke?
- Have you ever ridden a horse?
- Have you ever eaten frogs' legs?
- Do you have a relative or a friend who is a vegetarian?
- Have you swum in a river?
- Have you ever had a close relative who lived to over 80?
- Have you ever been on a boat trip?

UNIT TWO



The European Union

1) EU Countries on the map

- Ask your pupils to list your neighbouring countries
- Ask the pupils to name and colour them on this blind map of Europe. (If you live on another continent, name and colour five European countries). (see ma (sea downloadable map in the next slide)
- Do your pupils recognise European countries by their shape? Play this online puzzle game with them: they have to recognise, drag and match the countries in the map. https://europa.eu/learning-corner/eu-puzzle_en (This is the 'Easy' version of the EU Puzzle.)

2) Languages and cultures

- Greetings:
 - Hello! Hola! Ciao! Szia! Do you know how to greet each other in other languages?
 - Ask you your pupils in how many languages they can greet someone. Write them on the board.
 - In the following game pupils need to match the greetings in different languages with the country where they are used. All of the countries are in the European Union. https://europa.eu/learning-corner/eu-puzzle_en (This is the 'Difficult' version of the EU Puzzle.)

2. Show-and-tell: souvenirs

- If you have any typical souvenirs from European countries (e.g. a keychain with a small Eiffel Tower from Paris, a fan from Spain etc.) bring one into class and encourage your pupils to guess where it is from.
- Ask your pupils to bring in souvenirs from home and let them present these objects in 'show-and-tell' sessions.
- Let them play the 'Guess the gifts with Grandma' game. Here they can guess the souvenirs the children brought from holiday with the help of 'join-the-dots' games. https://europa.eu/learning-corner/guess-the-gifts-with-grandma_en Read the short explanation about each gift.

3. Landmarks:

- Share pictures of a number of typical European landmarks. Play a game of Kahoot! with these photos to help your pupils to find out where they can be found.
- Let your pupils play the 'Match the Landmark' online memory game. https://europa.eu/learning-corner/match-the-landmarks_en

4. Flags:

- Ask your children to look at the colourful map at the beginning of this Moodle session (can be downloaded at: <https://op.europa.eu/en/publication-detail/-/publication/034b43d5-40e3-11eb-b27b-01aa75ed71a1/language-en>)
- Tell them they can choose their favourite flag. They can draw and colour this flag. You can help them by distributing these free colouring pages: <https://op.europa.eu/en/publication-detail/-/publication/5a6818ae-850a-11ea-bf12-01aa75ed71a1/language-en>
- Create a bunting from the paper flags by attaching them on a string. Use it for decorating the classroom.
- Now play the online matching game with the 27 flags. https://europa.eu/learning-corner/match-the-flags_en

3) The EU: What's it about? (for older pupils, aged 11-14 and whose English is at level A2-B1)

- The following reader contains information about each member country of the EU: https://europa.eu/kids-corner/games-brexiteu-whats-it-about/pdf/EU-Whats-it-about_en.pdf
- Choose one country you are going to read about together with your pupils. Your pupils can vote about which one to pick.
- Pre-reading: When you have picked a country make a pre-reading quiz about the country presentation in the online reader.
- Let your pupils first guess the answers, then find them in the text.
- Read the text together as a class.
- Ask pairs of pupils to work on a country of their choice: they read the country introduction and make a short trivia quiz for the rest of the class.
- Play the 'Find the hidden facts' game online: https://europa.eu/learning-corner/the-eu-whats-it-all-about_en

UNIT TWO



The European Union

Map for colouring activity:

Source: <https://freeworldmaps.net/printable/europe/>



UNIT TWO

Additional teacher's resources in the topic of the European Union



EU Animals:	Students learn about typical animals of the different EU member countries.
EU Board Game:	Students create and play a board game that teaches about the EU member countries, their cultures, and the EU institutions.
EU Cooking:	Students learn about traditional dishes from different EU member countries and prepare them in the classroom.
EU Crafts:	Students create crafts representing the EU member countries, e.g. a model of the Leaning tower of Pisa.
EU Famous People:	Students learn about famous people in the EU member countries.
EU Flag Hunt:	Students go on a scavenger hunt to find flags of the different EU member countries.
EU Games:	Students play some typical games from different EU member countries.
EU National Anthems:	Students listen to and try to identify the hymns of other EU member countries.
EU Matching Game:	Students match the name of the EU member countries with their flag or location on a map.
EU Music:	Students listen to some traditional music and try to identify the country.
EU Nature:	Students learn about typical plants and famous national parks in EU member countries.
EU Puzzle:	Students work on a puzzle to create a map of the EU member countries.
EU Quiz:	Students take a quiz on EU member countries, their capitals, and their flags.
EU Role-play:	Students act out scenarios of different EU institutions, e.g. the European Parliament.
EU Songs and Rhymes:	Students learn or create simple rhymes and songs about the EU member countries and their cultures.
EU Storytelling:	Students listen to stories about the EU member countries, their cultures, and the EU institutions.
EU Symbols:	Students explore the symbols of some EU member countries.

QUIZ A

- How many countries are currently members of the European Union?
a) 27 b) 28 c) 29 d) 30
- What is the name of the EU's official flag?
a) The European Star b) The European Union Flag c) The Euro Flag d) The EU Flag
- Which of the following is not an EU institution?
a) The European Council b) The European Commission c) The United Nations
d) The European Parliament
- What is the capital of France?
a) Rome b) London c) Paris d) Madrid
- What is the currency used in the EU?
a) Dollar b) Pound c) Euro d) Yen
- What is the name of the EU's anthem?
a) Ode to Joy b) God Save the Queen c) La Marseillaise d) The Star-Spangled Banner
- Which EU member country is known for its cheese and chocolate? a) Italy b) Spain c) Germany
d) Switzerland
- Which EU member country is known for its tulips and windmills?
a) Belgium b) Netherlands c) Denmark d) Sweden
- Which EU member country is known for its Big Ben and London Eye?
a) England b) Scotland c) Wales d) Ireland
- What is the name of the EU's official website?
a) eu.com b) europa.eu c) europe.com d) eu.org

Answers:

- b) 28
- b) The European Union Flag
- c) The United Nations
- c) Paris
- c) Euro
- a) Ode to Joy
- d) Switzerland
- b) Netherlands
- a) England
- b) europa.eu

UNIT TWO

Additional teacher's resources in the topic of the European Union



QUIZ B

1. What is the purpose of the European Union?
 - a) To create a common market for goods and services
 - b) To promote peace and cooperation among its member states
 - c) To protect the environment
 - d) All of the above
2. Which of the following is not one of the EU's official languages?
 - a) English
 - b) French
 - c) German
 - d) Mandarin
3. What is the name of the EU's capital city?
 - a) Paris
 - b) Rome
 - c) Brussels
 - d) Berlin
4. What is the name of the EU's main decision-making body?
 - a) The European Commission
 - b) The European Council
 - c) The European Parliament
 - d) The European Court of Justice
5. How does a country become a member of the EU?
 - a) By winning a war
 - b) By being invited by the EU
 - c) By meeting certain economic and political criteria, and by going through a negotiation process
 - d) By having a large population
6. What is the name of the EU's official symbol, representing unity and solidarity among its member states?
 - a) The European Star
 - b) The European Union Flag
 - c) The Euro Sign
 - d) The EU Circle
7. What is the name of the EU's most important agreement on the free movement of goods, services, capital, and people?
 - a) The Schengen Agreement
 - b) The Maastricht Treaty
 - c) The Single European Act
 - d) The Treaty of Rome
8. Which EU member country is known for its canals and bicycles?
 - a) Belgium
 - b) Netherlands
 - c) Denmark
 - d) Sweden
9. Which EU member country is known for its castles and beer?
 - a) England
 - b) Scotland
 - c) Wales
 - d) Czech Republic
10. What is the name of the EU's program that promotes student exchange between its member states?
 - a) Erasmus
 - b) Europa
 - c) Euro
 - d) EUni

Answers:

1. d) All of the above
2. d) Mandarin
3. c) Brussels
4. b) The European Council
5. c) By meeting certain economic and political criteria, and by going through a negotiation process
6. d) The EU Circle
7. c) The Single European Act
8. b) Netherlands
9. d) Czech Republic
10. a) Erasmus

REFERENCES AND USEFUL SOURCES

About UN Membership | United Nations. <https://www.un.org/en/about-us/about-un-membership>

Colls, C. S., & Sturdy, D. (2013). *The European Union explained: A guide for children*. Oxford University Press.

EUnic website (<https://www.eunic-online.eu/>) a network of EU National Institutes for Culture: resources for educators and students, lesson plans and activities.

Europa website (<https://europa.eu/>) information and resources on the EU, including a section for educators and students.

Europe for Citizens website (https://ec.europa.eu/programmes/europe-for-citizens/index_en)

European Commission. (2013). *The European Union in the classroom: A resource book for teachers*. Publications Office of the European Union.

European Union (EU). *What It Is, Countries, History, Purpose* - Investopedia. <https://www.investopedia.com/terms/e/europeanunion.asp>

Official website of the EU. Learning Corner: Games and activities for children: https://learning-corenr.learning.europa.eu/play-games_en

Guild, E., & Binder, J.-H. (2010). *Teaching and learning about the European Union*. Multilingual Matters.

Tames, R. (2010). *Europa and the bull*. Frances Lincoln Children's Books.

Wilson, P., & Mackenzie, I. (2010). *The European Union for children*. Wayland.

UNIT THREE

LESSON 1

eTwinning

Introducing yourself to others



Aims: Raising awareness of who you are and what is important for you.
Learning about each other (facts, favourite things).
Identifying categories and topics that may characterise a person.
Creating an informative poster or a PPT and sharing it with others.

Materials: “All about me” worksheets and templates. <https://www.adobe.com/express/create/worksheet/all-about-me>.
Big sheets of wrapping paper with thick markers.
Online platforms and applications (e.g. Teams, Stormboard, Adobe)

Warmer: ‘Two truths and a lie’ game.
Participants say three sentences about themselves and others guess which one is not true.
Asynchronous online version: using post-it notes and leaving comments on a collaboration platform
(e.g. Teams whiteboard, Stormboard, etc.) to identify the true facts and the lies.

UNIT THREE LESSON 1

eTwinning

Introducing yourself to others



Main Task: Creating 'All about me' posters
(see below, at the bottom of the page)

Lead-in: Brainstorming topics and interests that may characterise a person using the word: FAVOURITE

- ·favourite food
- ·favourite number
- ·favourite school subject
- ·favourite song
- ·favourite movie
- ·favourite country
- ·favourite sport
- ·favourite language
- ·favourite author
- ·favourite ice cream flavour
- ·favourite story character
- ·favourite book

Task (a): Filling in the 'All about me' worksheet or template (online or offline).
Individual work: See templates attached.

Pupils select designs they like and fill it in with age-relevant information about themselves.

- ·name
- ·nickname
- ·favourite holiday
- ·dream job
- ·where I'm from
- ·in my free time I like to
- ·any pets? its name?
- ·favourite music
- ·secret talent, special talent
- ·favourite season
- ·biggest achievements
- ·(plus others, see in the lead-in)

'ALL ABOUT ME' posters:

Task (b): Survey and discussion. Asking and answering about favourite things and other facts.

Pupils walk around and talk to each other showing their posters. They may look for peers with the same template, with similar interests and shared "favourite things" or search for differences. They are also asked to find out exciting new facts about each other.

Follow-up: Creating a poster which shows facts about the whole class or group.
Pupils create a poster using wrapping paper that introduces their class or group, then share it with a selected partner group from the school.

Online version: creating a PPT introducing their class or group and sending it via email. a little bit of body text

UNIT THREE

LESSON 2



eTwinning projects: small and big

- Lesson 2.:** eTwinning projects: small and big
- Aims:** Introducing and explaining eTwinning.
Learning about big international and small-scale projects.
Raising awareness of the value of collaboration.
- Materials:** Informational video clips.
Inspirational video clips.
Song ('Let it go' sung in multiple languages)
A map with country names.
Logo (eTwinning)
Online platforms and applications (e.g. Mentimeter)
- Warmer:** Brainstorming names of nationalities and/or languages. Finding countries on a map.
- Inspiration:** The multilingual "Frozen" song sung in multiple languages.
- Topic:** diversity and unity, working together to achieve something great, being different and making a beautiful whole.
- Song:** Let it go – this version is good for all age groups.
(The real singers can be seen, the languages are written on the screen, and scenes from the original movie are also included in the YouTube video clip)

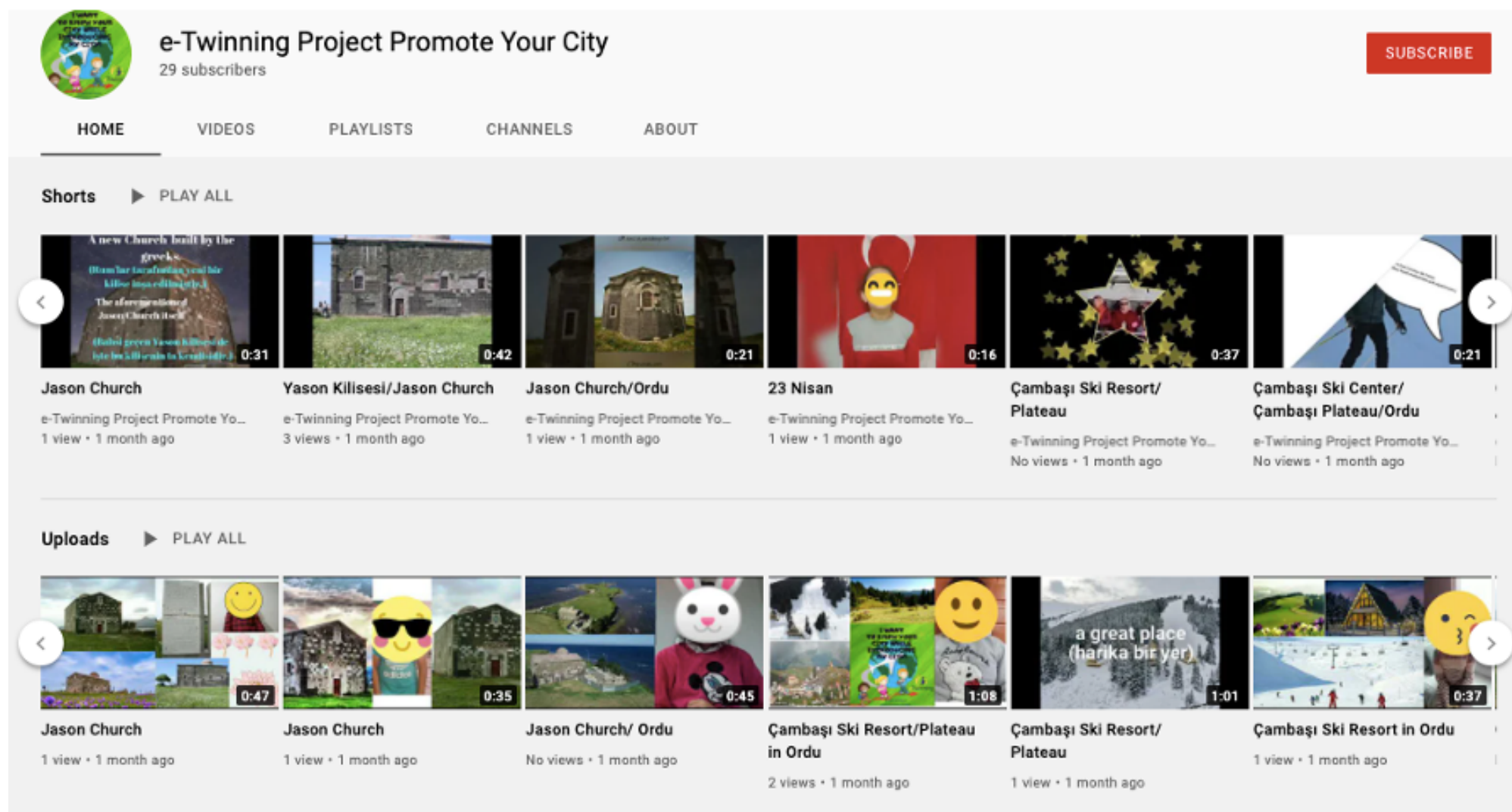
<https://www.youtube.com/watch?v=BSOT8Cd4UhA>

- Pre-viewing:** Guess the number of languages appearing in this video. Predict the languages you will hear.
- While-viewing:** Check your predictions. Count the different languages used.
- Post-viewing:** Memory game. Recall as many languages as you can.
What is common in the singers?
- Lead-in:** The eTwinning logo and animation videos: Association game and learning about eTwinning

- Animation videos:** *Short ones (for children)*
<https://www.youtube.com/watch?v=b9MqoVPH048>
<https://www.youtube.com/watch?v=Fj58uA4cjrQ>
Longer ones (for adults):
<https://www.youtube.com/watch?v=1TqVkhlfS00>
(The concept and the benefits of eTwinning Schools)
https://www.youtube.com/watch?v=3_wxh9SPp9k (Friends of eTwinning)
<https://www.youtube.com/watch?v=4VQMNOYe2VA> (a new project announcement: 2021 Spring)

Main Task (1): Learning about e-twinning projects: small

- Small:** 'Promoting your city' (a current small-scale eTwinning project with 29 subscribers)
Visiting the website.
<https://www.youtube.com/channel/UCs6XoZA2pbiW3O2ILvRvCdQ?app=desktop>
Checking some short videos (not all of them are in English!)



UNIT THREE

LESSON 3



eTwinning projects: small and big

Main Task (2): Learning about e-twinning projects: big

source: original video (1.5 hrs)
https://www.youtube.com/watch?v=_K9HkxgTrxE&t=2929s
Classroom in action: Addressing climate change with eTwinning
Data: Climate Action Project: 1 project, 130 countries, 10 million students, since 2017

Viewing: shortened version (10 mins)
<https://drive.google.com/file/d/1S3qMgWu5HW3acvkwfXlubNvEnXhEF9IL/view?usp=sharing> (online-video-cutter.com)

Pre-viewing: Mentimeter.com – a word cloud – the topic is ‘Climate Change’ – asking for associations
Use one of these photos (taken from the video):



While-viewing: Counting the number of countries mentioned and remembering their names.
Watching again and checking the answers.
<https://drive.google.com/file/d/1S3qMgWu5HW3acvkwfXlubNvEnXhEF9IL/view?usp=sharing>

Post-viewing: Recalling participating students’ achievements
(2 examples shown in the pictures below: big and small)



Follow up: Checking the Mentimeter vote and adding some extra answers (what they have learnt)
Discussion: GW: What would your class do to prevent climate change?
Collect ideas: small or big.

Link to WIN and Session 4: A middle-sized eTwinning project
eTwinning 2019 winning project: Storytelling leads to robotics (young learners)
<https://www.youtube.com/watch?v=1ugoltrnUoI>



UNIT THREE

Additional teacher's resources in the topic of eTwinning



Activities and project ideas for primary students: What can you share with your partner school?

- Pen Friends:** Students are paired with a student from the partner school and exchange emails, postcards, pictures or short videos, introducing themselves, their families, and their cultures.
- Virtual Visit:** Using photos and videos, students create a virtual tour of their school, local community or country.
- Virtual Field Trips:** Students take virtual field trips to historical and cultural sites, national parks or museums and share their experiences with their partner school.
- Guess My Place:** Students use a video conference call to connect with their partner school and play a guessing game, e.g. they ask yes-or-no questions to figure out where the other school is located.
- Art Exchange:** Students create and exchange artworks inspired by their partner school's culture.
- Virtual Exhibition:** Students create a virtual museum showcasing artefacts, art, and information about their culture and organise a guided tour for their partner school.
- Story Writing Together:** Students collaborate to write a story, taking turns adding to it using an online platform, e.g. Google Docs or Padlet.
- Virtual Book Club:** Students read the same book, then discuss it through an online platform, e.g. Teams, Zoom or Google Meet.
- Music Exchange:** Students learn and share traditional songs, dances, and music from their culture with their partner school.
- Learn My Language:** Students work on learning each other's language through online songs, games, activities and online tools or applications such as Duolingo.
- Projects:** Students work together on a project, e.g. creating a song, a game, a story or a video on a specific topic, carrying out an experiment, making a play, or designing a garden. Then they share the process and the final product with their partner school.
- Cultural Chefs:** Students learn about traditional foods in both schools' cultures and share recipes
- Culture News:** Students create and present a news report on a current event.
- Weather Report:** Students collect and share weather data, which they compare.
- Science Experiment:** Students conduct a science experiment and share their results and observations.

REFERENCES AND USEFUL SOURCES

- Constantinides, M. (2013). E-Twinning: A guide for primary school teachers. London, UK: Continuum.
- E-Twinning website (<https://www.e-twinning.net/>) information on e-Twinning, including project ideas, guidance on how to participate, and registered projects.
- eTwinning Live website (<https://live.etwinning.net/>) training and professional development opportunities for e-Twinning teachers, webinars and online courses.
- eTwinning Plus website (<https://www.etwinningplus.net/>) resources for e-Twinning teachers e.g. project ideas, guidance on how to participate, and a directory of registered projects.
- European Schoolnet. (n.d.). E-Twinning: A guide for teachers. Retrieved from <https://www.e-twinning.net/resources/guides/etwinning-guide-for-teachers>
- Lee, M. J., & Earl, L. M. (2015). E-Twinning for Primary Schools: A guide for teachers. London, UK: Routledge.
- Tricot, P. (2015). E-Twinning for primary school teachers. Paris, France: Belin Education.
- TwinSpace (<https://twinspace.etwinning.net/>) a platform where e-Twinning teachers can create and join projects, share resources, and communicate with partners.

UNIT FOUR

Creating a story



- Aims:**
- Introducing the topic of story making.
 - Sharing favourite stories
 - Sharing personal experiences and presenting them in the form of stories.
 - Creating a story in a cooperative and playful way.
 - Creating a story in a more conscious way, using a formula.
 - Using pictures as inspiration for story creation.

- Materials:**
- An A4 sheet of paper per each group of pupils.
 - www.mentimeter.com
 - Photos or www.asp.piclits.com

- Warmer:** Story consequences

- a) Put your pupils into groups of eight.
- b) Everyone should have an A4 sheet of paper.
- c) Fold the paper in half, then in half again, and half yet again. Make all the folds parallel.
- d) Refold the paper into zigzag, like the parts of the concertina/accordion.
- e) The first player writes on the first, topmost panel. The player should do it in secret.
- f) The player folds the panel down and passes it to the second player.
- g) The rest of the players follow until each of the eight contributions has been added.
- h) The last player opens the concertina and reads out the full story.
- i) Here is the formula for writing:

- Fold 1: Time
- Fold 2: Place
- Fold 3: X (male character) met ...
- Fold 4: Y (female character)
- Fold 5: He said: ...
- Fold 6: She said ...
- Fold 7: The consequence was ...
- Fold 8: and ...

(based on Story Consequences in Language Learning Games by A. Wright, D. Betteridge and M. Buckby)

- Lead-in:** As a circle-time activity, ask your pupils to share what happened to them in the summer/autumn /Christmas/ spring holiday / at the weekend / the previous afternoon (depending on the time of the school-year). Let them share a few stories.

Or:

As a circle-time activity, ask your pupils to recall a favourite fairy tale or any other story. If necessary, ask the other pupils to help to recall the story.

Or:

Arrange a quiz on the most popular fairy tales /story books on Mentimeter. You need to show the cover of four popular fairy tales /story books and read a quote from one of them. Your pupils need to make their guesses on mentimeter.com.

You need to register and log in at: www.mentimeter.com and your pupils at: www.menti.com

Multiple Choice

Mentimeter



UNIT FOUR

Creating a story



Story creation: a) Using a picture and a framework from 'The Usborne Write Your Own Story Book', you are going to create a class story.

Here is the framework:

Once upon a time there was a ...(describe your main character)

who lived in /went to. (describe your setting)

One day ... (something happens to get the story started)

And so ... (What does your character do next and what does he or she hope might happen as a result?)

However, ... (something goes wrong)

Then ... (How does your character solve the problem?)

Eventually ... (Does your character succeed?)

In the end ... (Bring your story to a close.)

(from: Stowell, L. (2011). The Usborne Write Your Own Story Book. London: Usborne)

b) You can bring in some pictures but you can also use the application Piclits:

https://asp.piclits.com/compose_freestyle.aspx?PoemTemplateId=287

This application will give you both pictures for story inspiration and words to use in the story telling process.

Words can be dragged from the list or typed in, using your own words or the ones from the list.

Here is an inspirational photo from www.asp.piclits.com



You can create the story together, as a class, in groups, pairs or on an individual basis.

c) Share the stories in class.

d) How could you improve the stories? What kind of details can you add?

In the next classes we are going to focus on developing stories, focusing on scenes, the plot, characters, dialogues, conflicts and details.

UNIT FOUR



Additional teacher's resources in the topic of story creation in the primary classroom

Storytelling with puppets: Ask students to create simple puppets, such as paper bag puppets, and use them to act out a story they have heard or created.

Storytelling with movement: Ask students to use simple movements, such as gestures or dance, to tell a story.

Story cubes: Give students a set of story cubes or make your own cubes using cardboard. Students can roll the cubes and use the pictures as inspiration to create a story.

Memory game storytelling: Ask students to play a memory game with pictures or words related to a story and retell the story..

Storytelling with flashcards: Ask students use flashcards with pictures or words to create a story.

Word bank story creation: Create a word bank of words and phrases and ask students to choose a certain number of words to include in their story.

Storytelling with art: Ask students to create a painting or drawing representing a story they have heard, read or written.

Role-playing stories: Ask students to choose a story and act it out in groups.

Storytelling with songs: Ask students to recall songs they know or create new songs to tell a story, sing along and do some simple actions.

Storytelling with crafts: Ask students to create simple crafts to tell a story, such as a model, a diorama, a pop-up book or a zig-zag picture book.

Story retelling: Ask students to choose a well-known story, such as a fairy tale, and retell it in their own words.

Storytelling with mime: Ask students to mime or act out a story using gestures, facial expressions and body language without using any words.

Storytelling with props: Ask students to use simple props, e.g. puppets, stuffed animals or dolls, to act out a story they have created.

Storytelling with nature: Ask students go on a nature walk and use the items they find to tell a story.

Story maps: Give students a story map template and ask them to create a story map including elements such as characters, a setting, a problem, and a solution.

Story starters: Give students a set of story starter sentences to create a story.

Story chain: Ask students to create a story by taking turns to add something based on the previous student's sentence.

Storytelling with music: Ask students to create a song or a melody representing a story they have read or written.

Storytelling with drawings: Ask students to create simple drawings to tell a story, and present it to the class.

Storyboarding: Ask students to create a storyboard for a story they have read or will write. It is a visual representation of a story, a sequence of illustrations showing the main events.

Storytelling with humour: Ask students to tell a story by using simple jokes, puns, or riddles.

Storytelling with storytelling: Ask students to listen to stories being read out loud, and then ask the students retell to the stories in their own words.

Storytelling with technology: Ask students to use a computer or tablet to create a digital story.

UNIT FOUR



Additional teacher's resources in the topic of story creation in the primary classroom

REFERENCES AND USEFUL SOURCES

Cushing, S. (2018). *The storytelling teacher: How to use storytelling to transform your teaching and your students*. Corwin Press.

Ellsworth, J. (2017). *The storytelling teacher's activity book: 180 ready-to-use storytelling activities for the classroom*. Scholastic Teaching Resources.

Friedlander, J. (2018). *The power of storytelling in the classroom: A guide for teachers*. Routledge.

Ray, D. (2018). *Storytelling in the classroom: How to create and use storytelling in the classroom*. Scholastic Teaching Resources.

Wright, A. (1995). *Storytelling with children*. Oxford University Press.

Wright, A. (2018). *Creating Stories: A practical guide for primary school teachers*. Oxford University Press.

UNIT FIVE

Creating a setting



Aims: Familiarising pupils with the concept of the setting of a story: place, time and environment.
Practising describing places in detail.
Using a variety of adjectives.

Materials: Several photos that can be used as prompts for thinking about story settings.
<https://www.storyboardthat.com/comic-maker>(or any other digital comic strip maker)

Warmer: A visualisation exercise.
a) Ask your pupils to sit back, relax and close their eyes.
b) Tell them to imagine they are at a ... (seaside, river, lake, meadow, in a forest etc.).
c) Describe the place in great detail: tell them about the lights, colours, sounds and smells.
d) Tell them about what they are doing in this setting: moving, sitting, running ... how they feel, if they meet someone. Let them enjoy the scene and then ask them to open their eyes.

Lead-in: Revealing a picture
a) Bring into class an interesting photo. Hide it behind a sheet of paper.
b) Pull it up slowly, revealing it only bit by bit. After each bit ask your pupils to describe in great detail what they can see and what they guess is going to be revealed next.

Activities: 1) Explain what the setting of a story is: PLACE, TIME and ENVIRONMENT
2) A story setting through questions
a) Bring in a picture with interesting details. Here is an example from The Usborne Write

Your Own Story

Book:



b) Encourage your pupils to ask as many questions about the picture as they can.
c) The winner is the pupil /group of pupils who can come up with the most questions.
d) Finally, put the picture away and ask your pupils to remember and describe as many details as possible.

UNIT FIVE

Creating a setting



3) Creating a setting

Your pupils should do the following:

a) Choose one of the photos as a setting of a story they would like to write:



(pixabay photos)

b) Describe the scene in the photo (place).

c) Where is this place situated (environment)?

d) When does the story take place (time)?

(Are your pupils familiar with some time concepts: Stone Age, Ancient Egypt/Greece/Rome, the Middle Ages, 21st century etc.?)

e) Optional follow-up: Pupils working in pairs describe their setting to their partner, who makes a drawing. They compare the original photo with the drawing.

4) Creating a setting digitally

a) Tell your pupils to go to: <https://www.storyboardthat.com/comic-maker>

b) Ask them to choose a setting and edit it.

c) Let them add some characters and carry on with making a comic strip.

UNIT SIX

Creating characters



Aims: Focusing on story characters.
Reflecting on and analysing characters the pupils are familiar with.
Language for describing people's appearance and character.
Practicing describing people.
Creating a character.

Materials: blank cards
www.storyboard.that.com
sets of 'Guess Who' board game or: photos of people
paper for drawing
colour pencils/markers

Warmer: Join the groups:
Dog – Cat, Barca – Real, Left-handed – Right-Handed, Basketball – Football,
Milk – Cocoa
(a drama activity)

Ask your pupils to listen to you as you say the names of the groups (dogs or cats) and point to the left or right side of the classroom. For instance, when you say 'dog – cat', they need to choose which one they like and go to the side you are pointing at when saying the word.

Lead-in: Describing characters
Collect story characters who are well known among your pupils.

Do you know the following characters?
e.g. *Snow White, Cinderella, Rumpelstiltskin, Puss-in-Boots, the Sleeping Beauty, Snow Queen, Snow White's Stepmother, Prince Charming, Harry Potter, Hermione Granger, Albus Dumbledore, Voldemort, Aladdin, Elza (Frozen), Simba, Mufasa, Nala (The Lion King), Sid, Diego (Ice Age), Nemo (Finding Nemo)*

Which ones are:
Positive – Negative
Young – Old
Happy – Unhappy
Pretty – Ugly
Clever – Not so clever
Kind – Unkind
Happy-go-lucky - Grumpy

UNIT SIX



Creating characters

Activities:

- 1) Practice describing people
 - a) Put your students in pairs and ask them to describe each other.
 - b) Play the game 'Guess who' in class to practice giving descriptions of people. Optionally, the students can use a selection of photos instead of the game: Pupil A describes one of several people and pupil B has to identify the person described.

Recommended supplementary material:

We're Different, We're the Same. And We're All Wonderful.
(published by Sesame Street)

- 2) Video: Being Different is Beautiful: <https://www.youtube.com/watch?v=KJ1ygFknjYo>
 - a) Watch the video with your pupils.
 - b) Before watching again, give each pupil a different task:

- How many different hair colours can you count?
- How many different skin colours can you count?
- How many children had long/short hair?
- How many different hairstyles can you count?
- How many children wore glasses?
- Try to remember what children may wear on their head?
- How many dishes did you count?
- How many different ball games were mentioned?
- What do these children have in common?

- 3) Character building with the help of www.storyboard.that.com

Ask your students to do the following:

- a) Go to the setting you created in the previous session.
- b) Put people in the scene. There are several different options for eye, hair and skin colour, age and style: make sure that your characters look all different.

- 4) Character analysis:

- a) Ask your pupils to pick a favourite character from the previous game.
- b) Copy each of the following questions on cards (you can add more!) and ask your pupils from above and try to answer the questions about him/her:

- How old is he/she?
- What does he/she look like? Describe him/her.
- Where did he/she go to school?
- What was his/her favourite school subject?
- Does he/she do any sports? What?
- What is his/her favourite meal /fruit / vegetable /ice cream flavour?
- What is he/she good at? (e.g. singing, playing basketball, cooking, playing cards, Maths etc.)
- What would he/she like to learn to do? (e.g. to dance, how to do the cleaning, play music, magic etc.)
- Does he/she like to get up early in the morning?

- 5) Creating a character:

- a) Ask your pupils to pick one of the people from their storyboards.
- b) Let them think of the kind of personality this figure has.
- c) In their exercise book they should write down information about him/her:

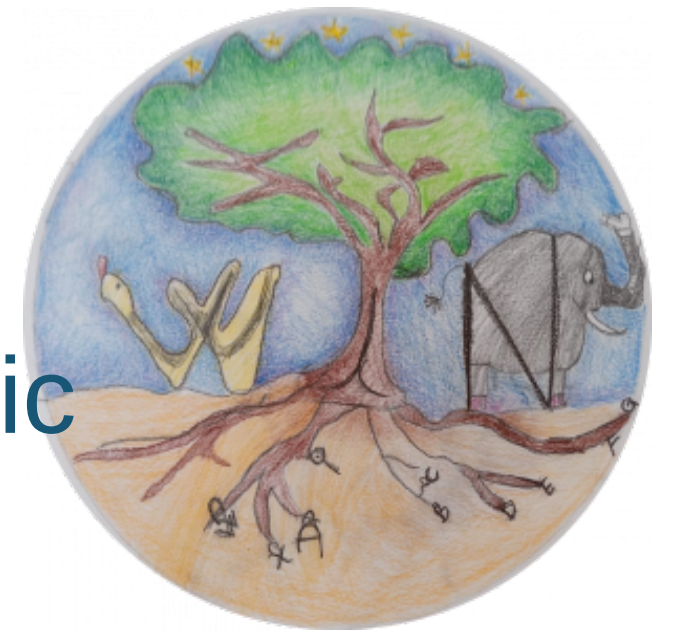
- Name:
- Age:
- Family:
- Where he/she lives:
- The time period he/she lives in:
- His/her job:
- Strengths:
- Weaknesses:
- Skills:
- Favourite pastime:
- Friends:
- etc.

d) If you have enough time, ask your pupils to draw a picture of their character and write the information in bubbles around him/her / create a mobile with the information or arrange the information in any other creative way.

- e) Display the character representations in the classroom.

UNIT SIX

Additional teacher's resources in the topic of creating scenes and characters



- Photo scavenger hunt:** Create a list of items or scenes that students need to find and photograph (e.g. a playground, a pine tree, or a child on a bike).
- Picture and drawing:** Ask students to choose a picture and draw a scene or character from it. Talk about the inspiration.
- Picture and research:** Ask students to choose a picture and research its topic.
- Picture and role-play:** Ask students to choose a picture and create a role-play based on the scene in the picture.
- Picture and sentence:** Ask students to choose a picture and write a sentence about it. Students guess the sentence or identify the picture based on the other clue.
- Picture and story-making:** Ask students to choose a picture and use it as inspiration to create a chain story / a story with a plot twist / with a moral / with a dialogue.
- Picture and writing:** Ask students to choose a picture and write a poem, a monologue or a letter from the point of view of a character shown in the picture.
- Picture diary:** Ask students to take a picture of something that they find interesting every day. Then they create a journal of their photos.
- Picture matching:** Print out a set of pictures and mix them up. Students can work in pairs or small groups to match the pictures to their corresponding captions or labels.
- Picture prompts:** Give students a set of picture prompts and ask them to create a story.
- Picture puzzles:** Cut a picture into small pieces. Students should put the puzzle together and discuss the image once completed.
- Picture story:** Ask students to choose an original image and use it as inspiration to create a simple picture story.
- Picture story-telling:** Ask students to choose a picture and create a story.
- Story sequencing:** Ask students to cut out pictures from magazines or brochures and use them to create a story sequence.

REFERENCES AND USEFUL SOURCES

- Cushing, S. (2018). *The storytelling teacher: How to use storytelling to transform your teaching and your students*. Corwin Press.
- Ellsworth, J. (2017). *The storytelling teacher's activity book: 180 ready-to-use storytelling activities for the classroom*. Scholastic Teaching Resources.
- Friedlander, J. (2018). *The power of storytelling in the classroom: A guide for teachers*. Routledge.
- Ray, D. (2018). *Storytelling in the classroom: How to create and use storytelling in the classroom*. Scholastic Teaching Resources.
- Wright, A. (1995). *Storytelling with children*. Oxford University Press.
- Wright, A. (2018). *Creating Stories: A practical guide for primary school teachers*. Oxford University Press.

UNIT SEVEN

Creating dialogues



Aims: Practising short dialogues in simple, typical situations.
Creating short exchanges.
Learning how to use speech bubbles.

Materials: pre-cut speech bubbles
Markers
Collection of jokes
www.storyboard.com
kahoot.com, quizlet.com, wordwall.com

Warmer: Number dialogue
Ask your pupils to think of simple exchanges, such as:
- What's the time?
- It's five o'clock.
Or:
- How are you?
- Fine, thanks.
Or:
- Where are you from?
- I'm from ... (Hungary).

Now ask them to pick one of them and instead of the original words, they should use numbers, as if counting, but keeping the original intonation. Example:

- One two three? (What's the time?)
- Four five six seven. (It's five o'clock)

The rest of the pupils need to guess the meaning.

UNIT SEVEN

Creating dialogues

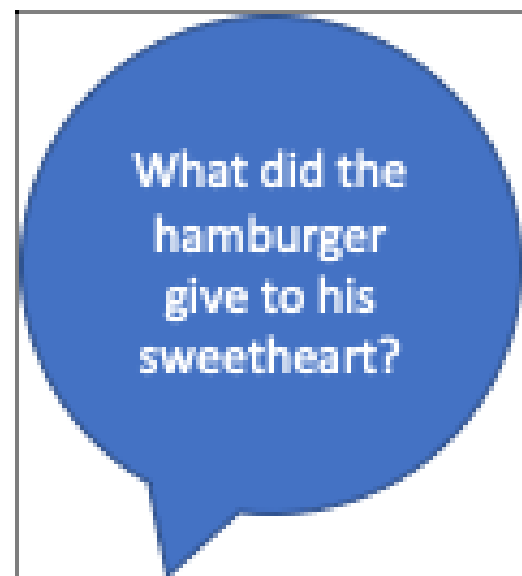


Activities:

1) Jokes: Matching activity
Choose a number of short jokes, such as:

'What did the hamburger give to his sweetheart?'
'An onion ring!'

Your pupils need to match the two parts of the jokes.
You can use big speech bubbles cut out from paper to turn them into a classroom game:



or a quizlet live activity.

Here is a link to a ready-made version of the game:

<https://quizlet.com/603349819/playing-with-dialogues-childrens-jokes-questions-and-answers-flash-cards/?x=1qqt>

Here are a few jokes you can use:

- | | |
|--|--------------------------------|
| 1) What fruit always travels in groups of two? | - Pears. |
| 2) What do you call a 100-year-old ant? | - An antique. |
| 3) What do you give a sick lemon? | - Lemon aid! |
| 4) What lets you walk through wall? | - Doors! |
| 5) What type of music are balloons scared of? | - Pop music. |
| 6) What did the bee say to the flower? | - Hello, honey! |
| 7) What kinds of streets do zombies like? | - Dead ends! |
| 8) What does a shark eat with peanut butter? | - Jellyfish! |
| 9) Why can't a leopard hide? | - Because he's always spotted. |
| 10) Why did the baby strawberry cry? | - His parents were in a jam. |
| 11) What did the ocean say to the other ocean? | - Nothing, they just waved. |

You can use popular jokes in your L1, too.

2) Dialogues: Before your class create mini dialogues that can be heard at the doctor's, school cafeteria, supermarket, cinema ticket office, bus stop etc.

You can present them:

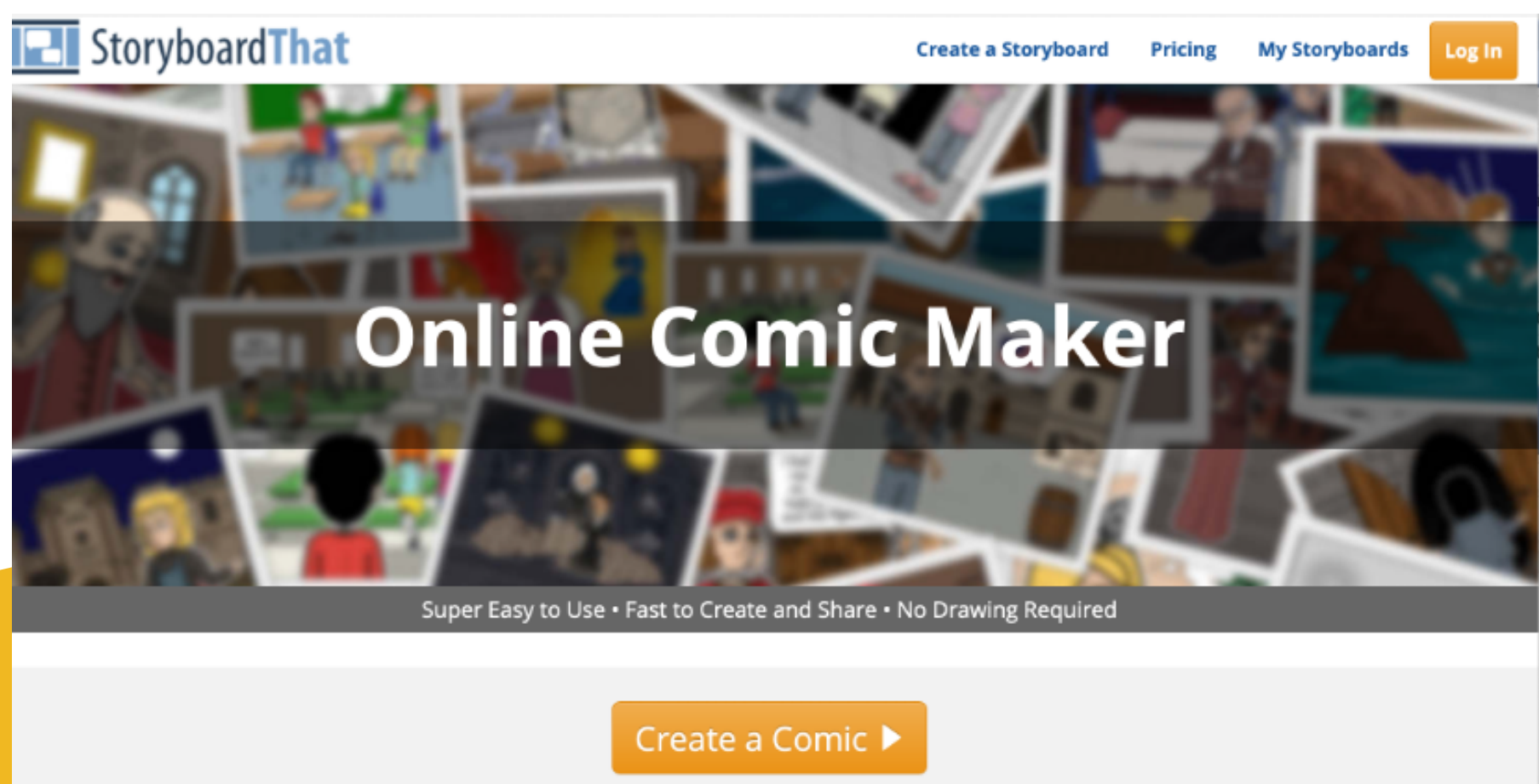
- in writing, as a worksheet.
- in writing, in big, cut out speech bubbles.
- as an online matching exercise (e.g. kahoot, word wall, quizlet, quizlet live).
- in an audio recorded version (as a listening exercise in L2).
- in a video recorded version (your pupils record them one by one, in pairs).

3) Using digital applications: Ask your pupils to pick two characters and a setting on [storyboardthat.com](https://www.storyboardthat.com), the comic-maker.

Then they should write a short exchange between the characters.

<https://www.storyboardthat.com/comic-maker>

Let them share the dialogues between each other.



UNIT EIGHT

Creating a plot



- Aims:** Creating a story plot
Choosing between narrative structures
Applying previously used skills, such as creating characters, settings etc.
Practising online story generators
- Materials:** sets of Story Cubes (commercially available or made together with your pupils)
<https://www.storyboardthat.com/comic-maker>(or any other digital comic strip maker)
<https://www.plot-generator.org.uk/>
<https://www.plot-generator.org.uk/story/>
<https://www.plot-generator.org.uk/fairytale/>
- Warmer:** Pupils form groups of 3-4 and play with Story Cubes. They create stories with the help of the images on the cubes. (If you cannot get hold of this game, you can create the story cubes together with your pupils: make cubes and draw random images of the children's choice on their sides. Use sets of four cubes.)
Let the pupils share their stories with other groups.
- Lead-in:** Discussion with pupils:
 - Did you like your stories?
 - Could you make them more interesting and engaging?Revise how to create:
a) settings
b) characters
c) dialogues
Let them modify their stories.
Introduce the idea of plot.

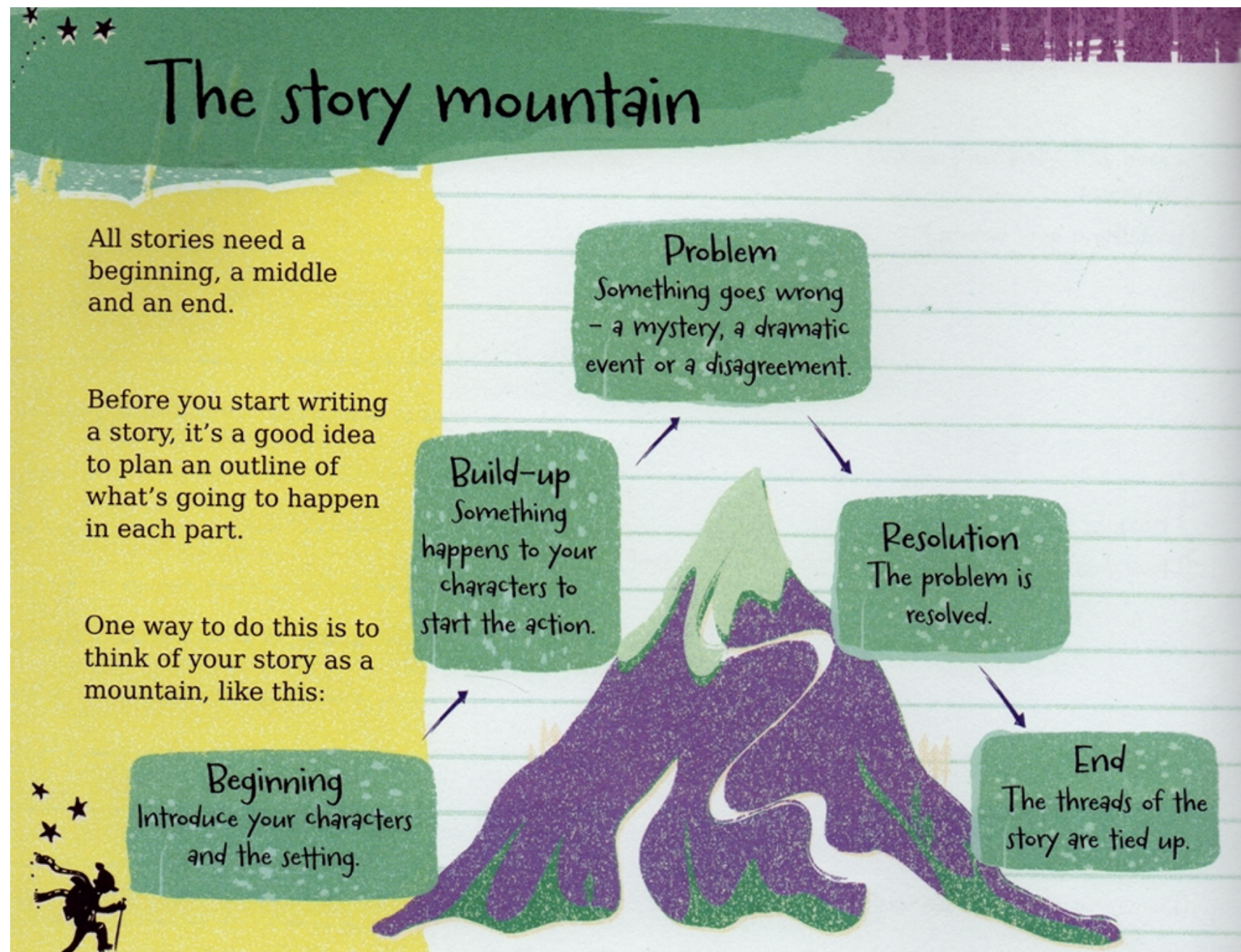
UNIT EIGHT

Creating a plot



Activities:

- 1) The Story Mountain:
 - a) Relying on The Usborne Write Your Own Story Book, draw a mountain and a little stick figure on the board. The stick figure represents your main character in the story.
 - b) Explain how the figure has to climb the mountain.



(from: Stowell, L. (2011). The Usborne Write Your Own Story Book. London: Usborne)

- c) The stages of the mountain climb are the following:
 - Beginning: characters and setting.
 - Build-up: Something happens to your character, which starts the action: a mystery, a dramatic event or a disagreement.
 - Resolution: the problem is solved.
 - End: the threads of the story are tied up.
 - d) Ask your pupils to look at some fairy tales and identify the problem and solution in them: Cinderella, Goldilocks, Rapunzel etc.
- 2) Four-sentence story: Plan a simple four-sentence story with your pupils.

Once upon a time there was ...
One day he/she ...
So, he/she ...
In the end, ...

Optional: create a group of characters, settings, adjectives, parts of dialogues etc. in advance and let your pupils use those words for the story creation.

UNIT EIGHT

Creating a plot



3) Using story generators: Explain to your students how a story-generator works, i.e. if they feed in the data required for a story the generator is going to compile a story for them.

Let the pupils explore a generator.

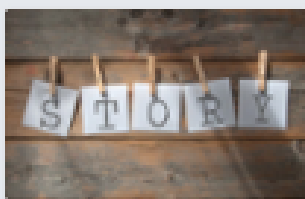
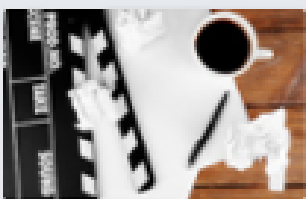

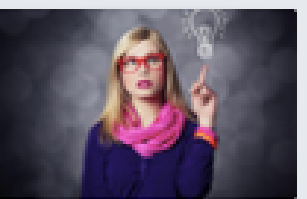
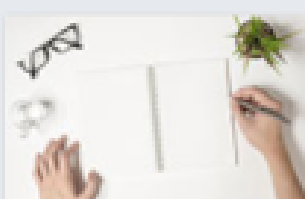

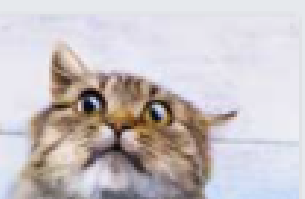
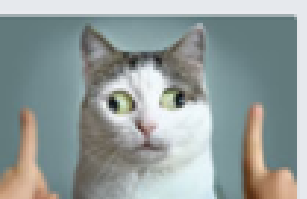
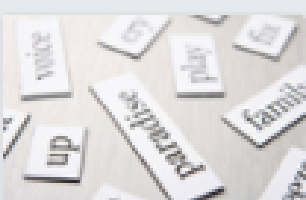

<https://www.plot-generator.org.uk/>

Inspiration for your next novel, film or short story

[Tweet](#) [Share](#) [Share](#) [Tumblr](#) [Google](#) [Reddit](#)

Looking for story ideas? We'll help you quickly draft a plot. Or, if you'd prefer, sit back and let us write a short movie script or story for you.

Generate

 Short Story	 Movie Script	 Fairytale	 Story Ideas
 Opening Line	 Twist	 Writer's Block Cure	 Meme
	 Drabble	 Headlines	

And here is one for plots and one for fairy tales:

<https://www.plot-generator.org.uk/story/>

<https://www.plot-generator.org.uk/fairytale/>

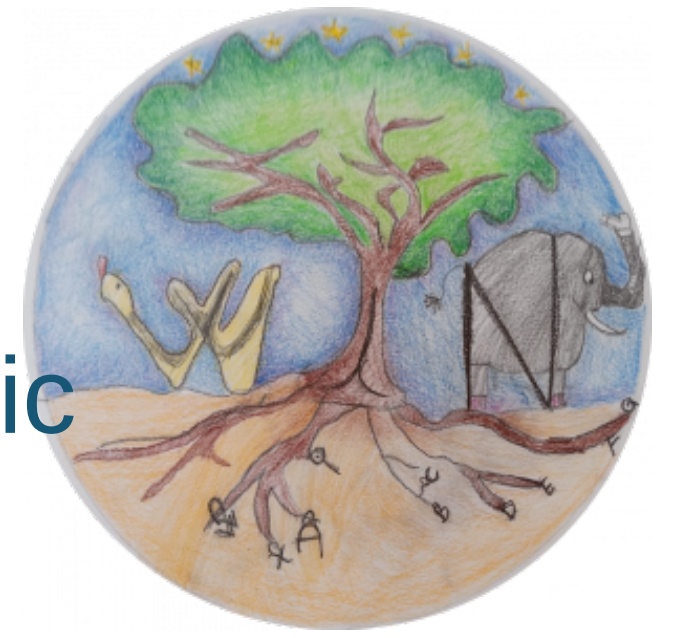
4) Conclusion: Choose the best story (or stories) and ask your pupils to draw some pictures as illustration.

USING the WIN digital story-telling tool:

Prepare your students for using the WIN digital story-telling tool by familiarising them with the scenes, characters, objects available in it.

UNIT EIGHT

Additional teacher's resources in the topic of creating digital stories



CREATING DIGITAL STORIES (EXTRA_WITH ICT TOOLS AND APPS)

- Audio story:** Use tools like Garage Band, Audacity or Soundtrap. Students can create an audio story using sound effects, voiceover and background music.
- Digital comics:** Explore tools like Bitstrips, Pixton or Strip Designer. Students can use the comic book format to tell a story with pictures and captions.
- Game story:** Use tools like Scratch, Stencyl or Construct 3. Students can use the game format to tell a story in an interactive and engaging way
- Interactive story:** Explore tools like Inklewriter, Twine or Harlowe. Students can create an interactive story in a non-linear format, where the choices made by the reader determine the story path.
- Stop-motion animation:** Use tools like iStop Motion, Stop Motion or Clayframe. Students can create a stop-motion animation using figures, drawings or clay.
- Video story:** Experiment with tools like iMovie, WeVideo or Kizoa. Students can create a story with pictures, videos, text and voiceover.

UNIT EIGHT

Additional teacher's resources in the topic of creating digital stories



REFERENCES AND USEFUL SOURCES

Bell, C. (2017). *The digital storyteller: Using technology to tell your story*. Routledge.

Berson, M. J., & Berson, M. (2018). *Digital storytelling in the classroom: New literacies for new times*. Corwin.

Galda, L., & Seitz, A. (Eds.). (2018). *Handbook of language and literacy development: Vol. 3. Literacy development in the digital age*. Guilford Press.

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Kress, G., & Van Leeuwen, T. (2001). *Multimodal discourse: The modes and media of contemporary communication*. Arnold.

Kupperman, J., & Kupperman, M. (2017). *Digital storytelling: Capturing lives, creating community*. Routledge.

Lambert, J. (2013). *The digital storytelling cookbook: A guide for educators*. Center for Digital Storytelling.

Marsh, J. (2015). *Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity*. Corwin.

O'Brien, D. (2019). *Storytelling for user experience: Crafting stories for better design*. Rosenfeld Media.

UNIT NINE

Diversity and creativity



Aims: Raising awareness of differences.
Accepting and respecting diversity.
Fighting against stereotypes.
Learning about and supporting diversity.
Developing creativity.

Materials: Worksheets: Metaphor grid, Human Diversity Bingo.
Wrapping paper and markers or smart devices.
Inspirational video clips and images.
Applications: Mentimeter, Kahoot, Bingo creator, Power Point, YouTube.

UNIT NINE

Diversity and creativity Lesson 1



Lesson 1: Creating metaphors

Aims: Raising awareness of diversity.
Learning about being special and unique.
Creating metaphors and posters.

Materials: Application: [mentimeter.com](https://www.mentimeter.com).
Sheets of paper and markers.
Worksheet: Metaphor grid.

Warmer: Drawing task: What would you be if you were a plant / an animal / a natural phenomenon?
Collecting all the pictures and play a guessing game.
Discussion.

or:

Game: Find someone who...

Class survey. Make a chart.

Write 'Find someone who ...' on top of the chart.

Each box should contain a different ending for the sentence and pupils should write in the name of another pupils whom the statement describes.

Some examples:

Find someone...

- *who speaks more than 3 languages*
- *who is left-handed*
- *who knows sign language*
- *who has freckles*
- *who is wearing an interesting piece of jewellery*
- *who has a friend of another culture/race*
- *who is a vegetarian*
- *who can define multiculturalism*
- *whose name was anglicized*
- *who speaks English as a second language*
- *who likes sushi*
- *who is wearing something unusual*
- *who is a night owl*
- *who plays with Minecraft/FIFA/Fortnite*
- *who knows what Rocket League is*
- *who speaks the most languages*
- *who lives the longest distance away*
- *who knows the capital city of ...*
- *who was born in another country*
- *who has swum in a sea*
- *who has visited more than 10 countries*
- *who has the birthday in the same month as you*
- *who knows what inclusion means*

Aims:

Focusing on story characters.

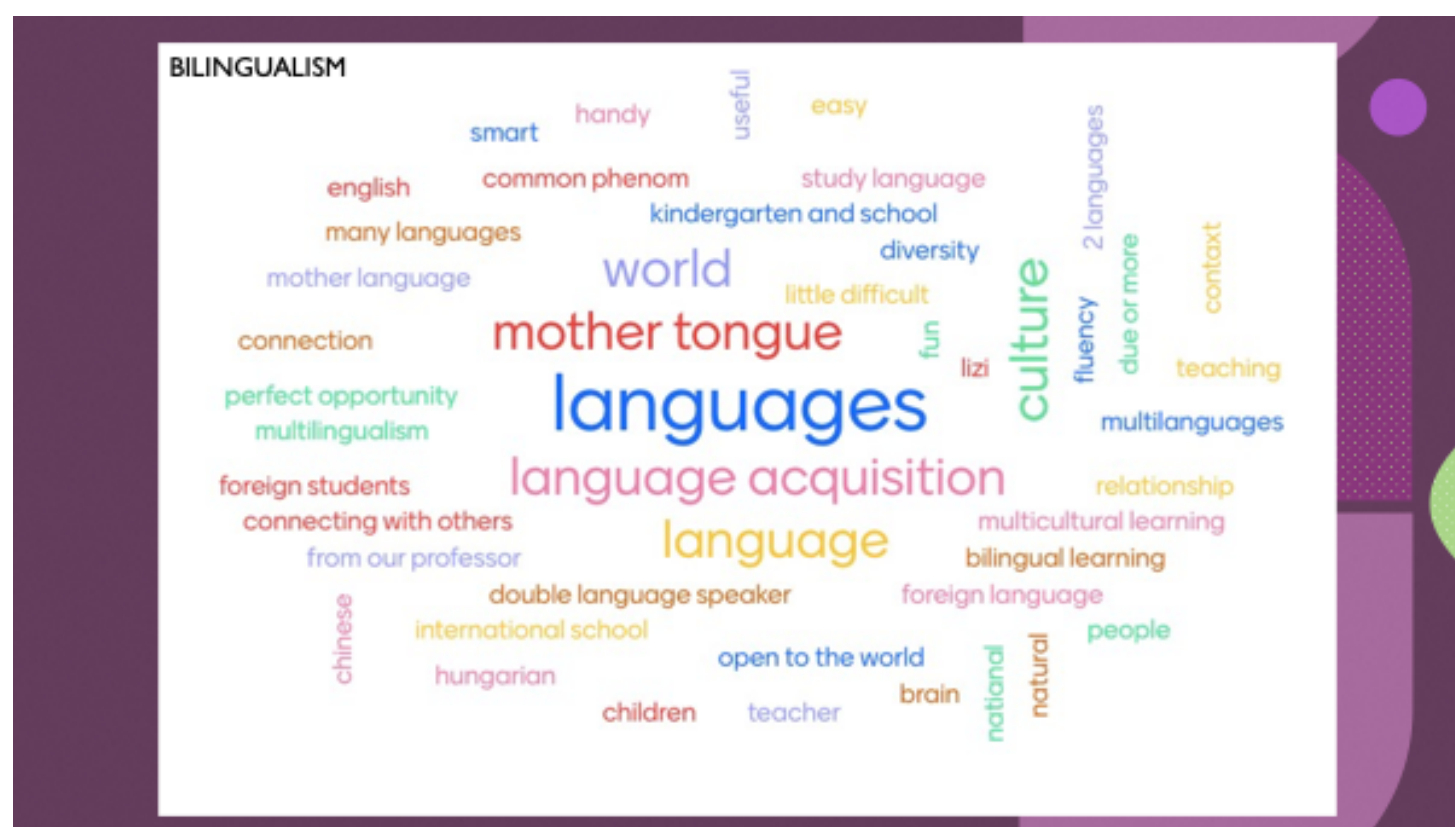
UNIT NINE

Diversity and creativity Lesson 1



Lead-in: Creating a wordcloud with Mentimeter on a specific topic connected to diversity. E.g. bilingualism, multilingualism. What comes to your mind...? Collecting associations.
Example:

Go to www.menti.com and use the code 9887 6514



Task: Metaphors and Diversity
Creating metaphors. Use sensitive issues connected to diversity (see the list below for ideas).
Finish the sentences. Share your ideas and discuss similarities and differences.

- Being bilingual in a monolingual classroom is like a ... because ...
- Inclusion is like a because
- Being bullied is like
- Being fat among skinny kids...
- Wearing a
- Believing in
- Being the only one who ...
- Dyslexia is like ...
- Poverty is like ...
- A child with special needs might feel like ... among the others ...
- ...

Selecting ONE topic and creating metaphors.
Work in pairs.
Use the metaphor grid.
What or who would it be if...?
Share your ideas with the others.

Metaphor grid
(Trentinné 2007)

Category	Metaphor	Explanation
Plant		because ...
Animal		because ...
Natural phenomenon		because ...
Food		because ...
Drink		because ...
Vehicle		because ...
Story character		because ...
Everyday object		because ...
Building, Construction		because ...
Famous person		because ...

UNIT NINE

Diversity and creativity

Lesson 2



Lesson 2: Playing and creating a diversity Bingo

Aims: Raising awareness of diversity.
Fighting against stereotypes.
Learning about different topics connected to diversity.

Materials: Worksheet: Diversity bingo cards.
Application: Buzz-buzz bingo creator.

Warmer: Play Diversity Human Bingo.
Two examples of Bingo cards.

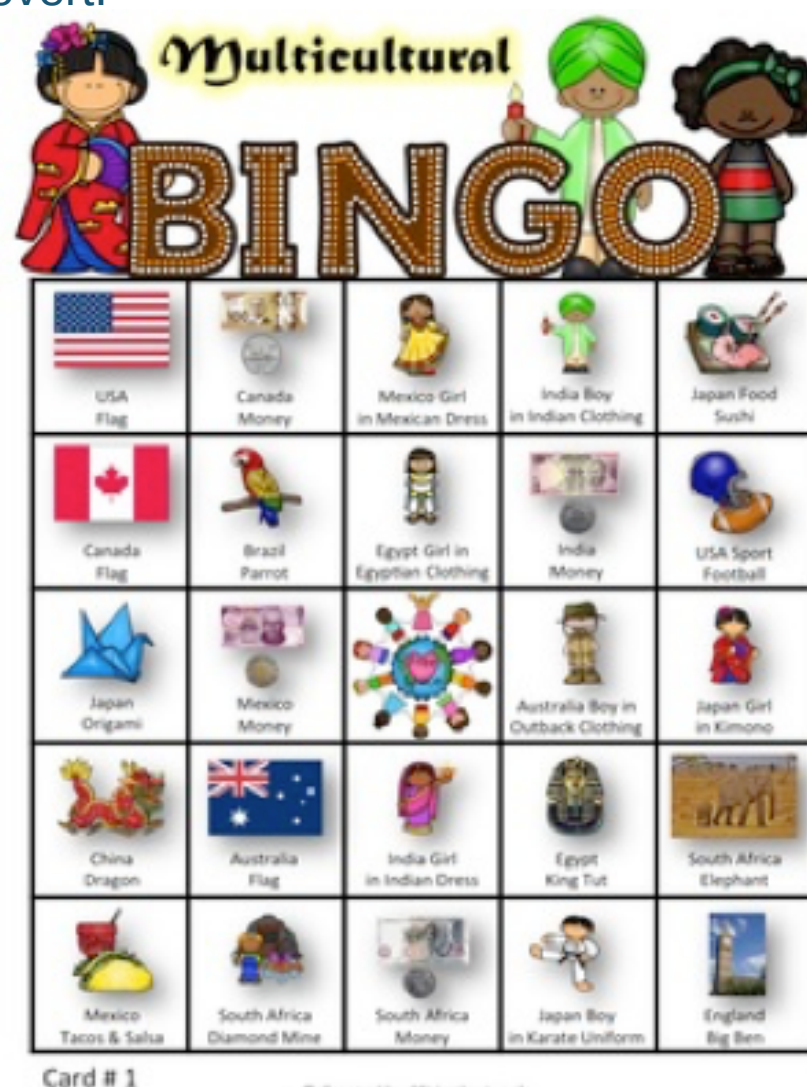
B	I	N	G	O
Has visited another country.	Knows a dance from another country.	Someone who knows sign language.	Has a parent or grandparent who is from another country.	Someone who is a vegetarian.
Listens to music from another country.	A person who is a naturalized citizen.	Does volunteer work.	Knows someone who is African.	Was born outside of the United States.
Has more than one sibling.	Has attended a multicultural event.	Diversity!	Attends a place of Worship regularly.	Has tried food from a different country.
Has had their name mispronounced (first, or last)	Has lived in another country.	Went out of the country over break.	Is a human services major.	Likes math.
Has a family member in another country.	Speaks two or more languages	Has worked or is working with Latino youth.	Has green eyes.	First in Family to graduate from college.

B	I	N	G	O
Have discussed racial issues with a friend of a different race	Have lived outside the USA for more than a month	Have an interracial family member	Would categorize self as a perfectionist	Have worked with someone that has a major disability
Would categorize self as an extrovert	Know about wedding customs in a country other than your own	Have worked with someone born outside of the USA	Have eaten food with your hands as the culture dictates	Have a friend whose personality is almost opposite your own
Have traveled to South America	Have eaten Chinese food	FREE	Have traveled to Asia	Have a friend of a different racial background
Have attended a religious ceremony in a church/temple/mosque other than your own	Have eaten at a Thai restaurant	Know a non-verbal gesture that translates differently in other cultures	Have traveled to Africa	Born outside the USA
Have eaten Korean food	Have watched more than 2 movies with sub-titles	Have a friend with a major disability	Speak more than one language	Have traveled to Europe

Task: Create your own bingo cards randomly using the application (24 items):
<https://www.buzzbuzzbingo.com/customize/74576>

Possible items: Born outside the USA, Have a friend of a different racial background, Have a friend whose personality is almost opposite your own, Have a friend with a major disability, Have an interracial family member, Have attended a religious ceremony in a church/temple/mosque other than your own, Have discussed racial issues with a friend of a different race, Have eaten Chinese food, Have eaten Korean food, Have eaten at a Thai restaurant, Have eaten food with your hands as the culture dictates, Have lived outside the USA for more than a month, Have traveled to Africa, Have traveled to Asia, Have traveled to Europe, Have traveled to South America, Have watched more than 2 movies with sub-titles, Have worked with someone born outside of the USA, Have worked with someone that has a major disability, Know a non-verbal gesture that translates differently in other cultures, Know about wedding customs in a country other than your own, Speak more than one language, Would categorize self as a perfectionist, Would categorize self as an extrovert.

Task: Create a diversity bingo card for your own context i.e. for young learners of your own class. Share it with other colleagues and reflect on each other's bingo cards.



UNIT NINE

Diversity and creativity

Lesson 3



Lesson 3: Knowledge, creativity and promoting diversity

Aims: Raising awareness of diversity.
Fighting against stereotypes.
Learning about bilingualism.
Promoting diversity.
Developing creativity.

Materials: Wrapping paper and markers.
(a camera, a smart phone, a tablet, a laptop)
Application(s): Kahoot (game makers, YouTube and video making apps).

Warmer: Fact or Misbelief? True or False?
A Kahoot! quiz on common misbeliefs connected to bilingualism. Players can join this challenge up until the deadline using the link or the game PIN below.
https://kahoot.it/challenge/08731103?challenge-id=12956392-d710-4151-946d-030b1ba47eb0_1623768434274
Game PIN: 08731103

QUESTIONS (20)

- 1 - TRUE OR FALSE
BILINGUALISM IS NOT A RARE PHENOMENON.
20SEC
- 2 - TRUE OR FALSE
BILINGUALISM CAUSES CONFUSION.
20SEC
- 3 - TRUE OR FALSE
MONOLINGUAL PARENTS CAN RAISE BILINGUAL KIDS.
20SEC
- 4 - TRUE OR FALSE
BILINGUALS ARE EQUALLY PROFICIENT IN BOTH LANGUAGES.
20SEC
- 5 - TRUE OR FALSE
BILINGUALS ARE NOT NECESSARILY BICULTURAL.
20SEC
- 6 - TRUE OR FALSE
BEFORE THE 1960'S BILINGUALISM WAS CONSIDERED AS A HANDICAP.
20SEC
- 7 - TRUE OR FALSE
CHILDREN HAVE TO BE SMART TO BE BILINGUAL.
20SEC
- 8 - TRUE OR FALSE
CHILDREN HAVE TO WAIT TO KNOW ONE LANGUAGE BEFORE LEARNING ANOTHER.
20SEC
- 9 - TRUE OR FALSE
BILINGUAL KIDS CAN LEARN MULTIPLE LANGUAGES FROM BIRTH.
20SEC
- 10 - TRUE OR FALSE
BILINGUALS HAVE DOUBLE OR SPLIT PERSONALITIES.
20SEC
- 11 - TRUE OR FALSE
THE BRAIN CAN LEARN ONLY ONE LANGUAGE AT A TIME.
20SEC
- 12 - TRUE OR FALSE
CHILDREN RAISED BILINGUAL WILL ALWAYS MIX THEIR LANGUAGES.
20SEC
- 13 - TRUE OR FALSE
LEARNING TWO LANGUAGES WILL PREVENT EITHER ONE FROM BEING LEARNT PROPERLY.
20SEC
- 14 - TRUE OR FALSE
BILINGUAL KIDS MIX THEIR LANGUAGES, BUT IT IS NORMAL.
20SEC
- 15 - TRUE OR FALSE
MIXING LANGUAGES IS A SIGN OF CONFUSION OR LAZINESS.
20SEC
- 16 - TRUE OR FALSE
CHILDREN WITH SPECIAL NEEDS CAN BECOME BILINGUAL.
20SEC
- 17 - TRUE OR FALSE
BILINGUALISM DOES NOT MEAN SPEAKING WITH THE PERFECT ACCENT.
20SEC
- 18 - TRUE OR FALSE
BILINGUAL KIDS WILL FALL BEHIND IN SCHOOL.
20SEC
- 19 - TRUE OR FALSE
TV WILL MAKE YOUR CHILD FLUENT IN A LANGUAGE.
20SEC
- 20 - QUIZ: THIS IS A GREAT QUIZ

UNIT NINE

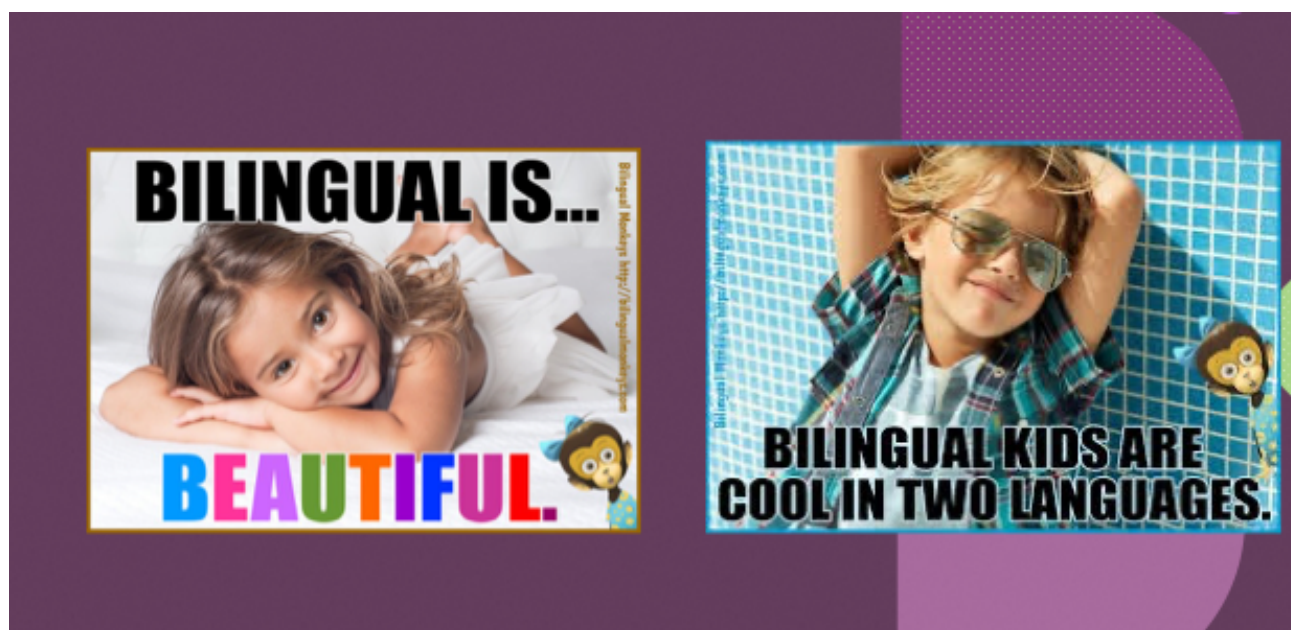
Diversity and creativity

Lesson 3



Task: Project work:

Making a poster (or: video, mindmap etc.) to promote diversity in a creative way.
Choose a certain diversity topic (any issue).
Search for facts and creative materials (pictures, videos) on the chosen topic.
Create a poster in pairs or groups (or a PPT, an object, a game, a video etc).
Organise an exhibition and introduce the posters to each other. (It can also be a film club).
The examples: Being Bilingual – digital and hand-made creative works.
The first two posters are created by bilingualmonkeys.com.
The second one is a boardgame made by a Hungarian student teacher.



Rhyme: Acting out and reciting the following saying goodbye TPR rhyme (Total Physical Response). Pupils show the meaning of the various adjectives with movements, how big or small etc. they can be. At the end, everyone stands in a circle holding hands.

*I'm big.
I'm small.
I'm tall.
I'm short.
I'm happy.
I'm sad.
I'm good.
I'm bad.
But we are FRIENDS,
and that's THE END.*

Extra task: Optional: Creative writing.
It can be a homework task.
The rhyme can be rewritten to include more items referring to diversity.