

MEANINGFUL INTERDISCIPLINARY LESSONS

LESSON SCENARIOS



CREATED BY
THE PARTICIPANTS
OF „HTTPS – HANDY TOOLS TEACHING PEER SUPPORT“
ETWINNING PROJECT

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1. ON CONNECTEDNESS.

Although maybe at first sight it does not seem like that, the science has proven so many times that everything in the natural world is interconnected.

This lesson is based on:

- Tom Chi's TEDxTalk (TEDx Taiwan)

Introduction:

Introductory presentation was created on the basis of Tom Chi's speech. It explains the so-called „stories of connectedness” in an understandable way.

The presentation is divided into four parts:

- story of the heart
- story of the mind
- story of the breath
- palette of being

Link to the presentation: <https://view.genial.ly/5f748a3b08c6cc0d08ce930e/dossier-learning-process1>

Discussion:

Think about how connectedness can be understood and visible in our everyday life.

Practice:

These tasks can help students to understand the importance of connectedness in our life:

<https://learningapps.org/watch?v=pjoaf4ps220>

<https://www.liveworksheets.com/1-ah1337460bm>

<https://learningapps.org/watch?v=p2zb0f2oa20>

<https://learningapps.org/display?v=pkzdthg0v21>

All tasks are interdisciplinary – they combine language with nature, chemistry, history and logical thinking.

Summary:

Discuss if and how connectedness is present in the school of XXI century. Encourage students to give their own opinion.

2. ON CONNECTEDNESS 2 – INTERNATIONAL DOT DAY / CREATIVITY DAY.

Connecting dots in our life is very important to understand how meaningful it is.

This lesson is based on:

- Steve Jobs motivational speech, called also one of the greatest speeches ever - <https://youtu.be/Tuw8hxrFBH8>
- the story of Vashti and International Dot Day

Introduction:

Ask students whether they know the story of International Dot Day. Use this dot to help them answer your question:



Discussion:

Think about the role of motivation in our life. Are we able to „connect the dots” without it?

Presentation:

Watch Steve Jobs motivational speech. Ask students about their feelings about it.

Practice and production:

Students write a short essay on their own opinion and experiences about connecting dots in our everyday life. The more creative the better!

Summary:

At the end of the lesson willing students present their essays.

3. ON LIFELONG LEARNING.

The process of learning doesn't end with graduation – it continues throughout our whole life. The way of using knowledge and experiences we have gained so far depends only on us. Skills that we can learn anytime we want are, for example, speaking foreign languages or using ICT tools.

Introduction:

Encourage students to check the translation and meaning of the following words in at least two chosen languages: LEARNING, MOTIVATION, COOPERATION, PROJECT, PARTNERSHIP, FRIENDSHIP, SUCCESS, INTERNATIONAL.

Presentation:

Listen to these audio dictionaries. Do you recognise the languages?

<https://twinspace.etwinning.net/files/collabspac/7/07/207/124207/files/b5b34e452.mp3>

<https://view.genial.ly/61700baa20faa00dbf1f443f/presentation-action-verbs-austeja-a>

<https://view.genial.ly/621e5b9fa686390016d5b1e2/presentation-english-slovak-dictionary-on-nature>

Production:

Choose one foreign language and create your own audio dictionaries. You can choose subjects from the given below:

- school and education
- nature
- hobby, sport and free time
- action verbs
- at work, jobs
- in town – the place of living
- appearance and character features
- holidays and celebrations
- health

Use Vocaroo <https://vocaroo.com/> to record the dictionaries.

Summary:

Encourage students to present their dictionaries and / or discuss what was the easiest and / or the hardest part of this task.

4. ON LIFELONG LEARNING 2 – HOW TO LEARN EFFECTIVELY?

We often claim that we spend a lot of time on learning. But does it mean we HAVE LEARNT a lot? Why doesn't learning equal knowledge and abilities we have possessed? The answer is EFFICIENCY.

Introduction:

Ask students what they do if they want to get prepared for a test or an exam. You can organise a class voting. Use these options or choose your own ones:

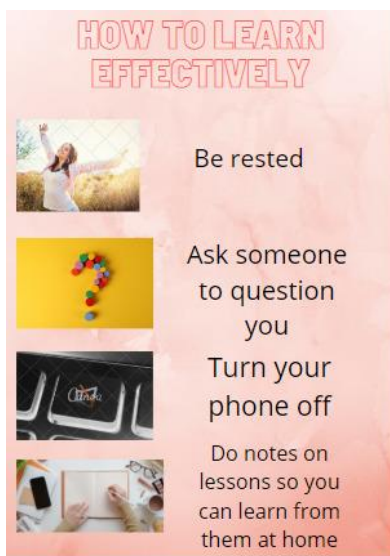
- I study regularly, so I don't need to plan any extra preparations.
- I spend a few hours on revising a day or two before the test or exam.
- I just have a quick look at my notes right before the test or exam.
- I remember everything from the lessons and I don't have to revise anything at home.

Discussion:

Discuss the result of the voting. Do you see similarities and differences?

Production:

Divide students into groups of 2-3 people. The task of each group is to create a poster with a few tips on how to learn effectively. Here are some examples:



Summary:

Students present their posters and explain the tips in details.

5. ON THE UNIVERSE AROUND US – THE BIG BANG.

People have always wanted to know more about the history of space. The set of three lessons concerning the universe helps students understand our origin.

This lesson is based on:

- „The history of our world in 18 minutes” from TEDx - <https://youtu.be/yqc9zX04DXs>

Introduction:

Begin with discussing the following questions:

- How did it all start? Was there anything before the universe?
- Is our universe changing? If yes, how?
- How old and how big is our universe?
- How can we study it?

Presentation:

Watch the film „The history of world in 18 minutes”. Check students’ understanding of the following vocabulary:

thresholds, origin stories, vast, tremendous, exploded, expanded, collapsed, specks, clouds, lumps – wisps, chunks, blocks, pieces, were drawn together by, collisions, average features of species, cells, multicellular organisms, plants, fungi, fish, amphibians, reptiles, ancestors, mammals, primates, Homo sapiens, pass on knowledge, build on accomplishments, foragers, gatherers, scavengers, interfere with the natural cycles, settle down in..., create political structures, domesticate, interact, interconnected, flourished, increasing complexity

Practice:

To understand and remember issues raised in the film “The history of world in 18 minutes” complete all or only a few chosen quizzes from given below:

<https://learningapps.org/display?v=p896wt4ot20>

<https://learningapps.org/15677744>

<https://learningapps.org/15906858>

<https://learningapps.org/watch?v=py5cizmac20>

<https://learningapps.org/display?v=pxru4mqqt20>

<https://learningapps.org/display?v=p7u8q6xot20>

<https://learningapps.org/display?v=p9joqx4gj20>

6. ON THE UNIVERSE AROUND US – THE COSMIC CALENDAR.

This lesson is based on:

- The episode about cosmic calendar from the series „Cosmos – a Spacetime Odyssey” - <https://youtu.be/ZtIUN6ZfnNU>
- The idea of a cosmic calendar - https://en.wikipedia.org/wiki/Cosmic_Calendar

Presentation:

Watch the episode of „Cosmos – a Spacetime Odyssey”. Encourage your students to summarise it with their own words to check understanding.

Practice:

Ask students to read what cosmic calendar is (use Wikipedia). After that distribute the handouts with the summary of the cosmic calendar’s idea.

Text to be put on the handout:

A cosmic calendar is a method how to visualize the chronology of our universe. 13.8 thousand million years are compressed into one calendar year. Every day in it represents 40 million years in the history of our universe.

Everything started on the 1st of January with the Big Bang. At first it was followed by 200 million years of darkness meanwhile the gravity was pulling together dumps of gas. During January first stars and first small galaxies were created.

All was cooked in the hearts of stars. The nuclei of hydrogen atoms fused to make the oxygen we breathe, the carbon in our muscles, the calcium in our bones, the iron in our blood. This star stuff is recycled and enriched over and over again.

Our galaxy was formed on March the 15th. But only on September 1st our Sun was born 4.5 billion years ago. Our Earth and other planets were made from gas and dust orbiting the new-born Sun.

First life forms appeared on September the 21st but multicellular life appears only in December. Dinosaurs, birds and insects evolved during the last week and humans evolved only within the last hour of the last day of the cosmic calendar.

On the 31st of December at 23:59:46, 14 s before midnight, about 6,000 years ago, we invented writing – it means we could save our thoughts and send them to future people. Moses, Buddha, Jesus, Muhammed were born in last seconds. Only at 23:59:59, in the last second, we began to use science.

Production:

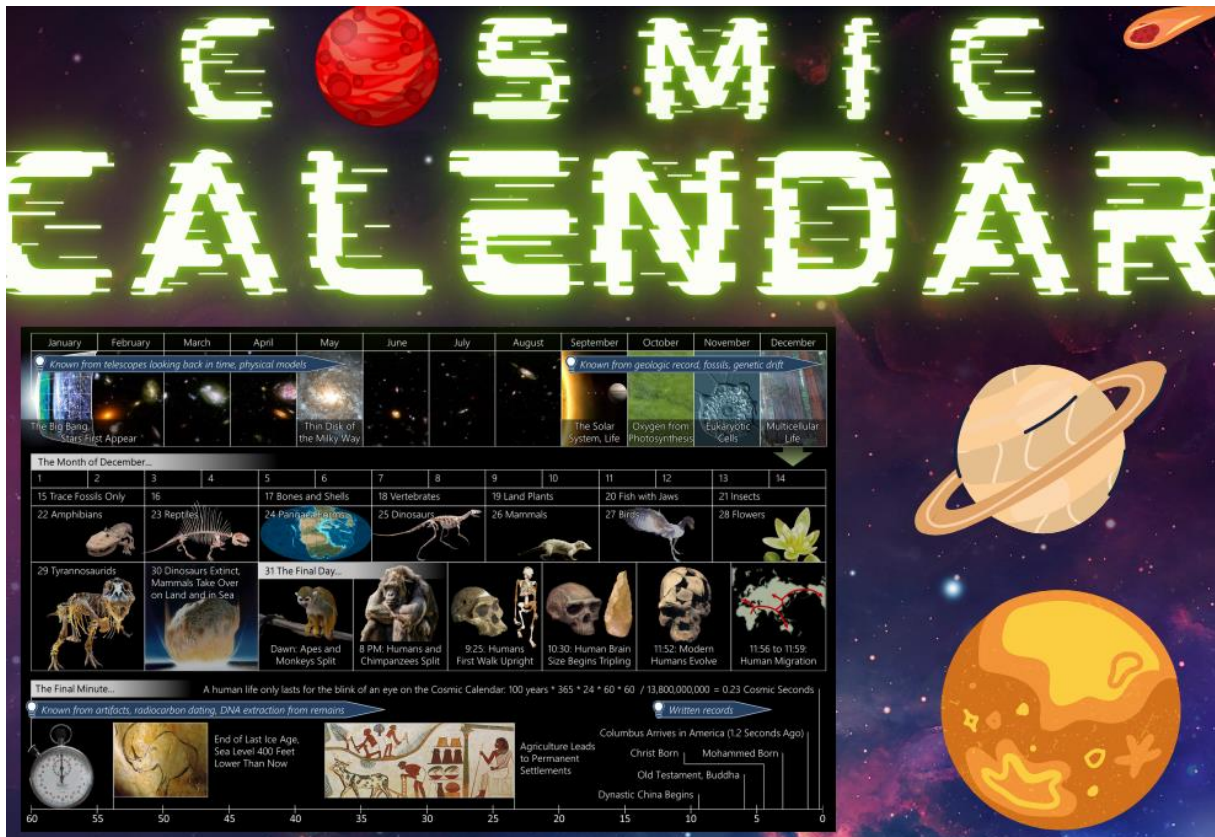
Divide students into groups of 2-4. Each group has to create a cosmic calendar. You can see some examples on the next page.

Our cosmic calendar

Cosmic calendar is method to visualize the chronology of universe. 13.8 thousand million years are merged into 1 calendar year.
1 day in this calendar represent 40 million years in reality.



If we think in this perspective, we can realise how small we are and how short is the history of our civilisation.



7. ON THE UNIVERSE AROUND US – OUR COSMIC ADDRESS.

Galaxies, stars, planets and other objects in space are very beautiful. We can learn more about them and thanks to that we can understand our place among them.

This lesson is based on:

- The official website of Hubble Space Telescope - <https://hubblesite.org/>

Introduction:

Visit <https://hubblesite.org/> and admire photos and posters published there. Ask students about their feelings while experiencing the beauty of space.

Presentation:

Read the text about our cosmic address.

The first line of our cosmic address is *the Earth* – our only home that we have ever known. Our nearest neighbour is the Moon – it has no sky, no oceans, no life, only scars of cosmic impacts.

Our star - the Sun powers all the life in our blue planet and holds all the other worlds in the solar system in its gravitational embrace. It starts with Mercury and Venus. Then there is Mars and a belt of rocky asteroids. After four inner planets there are four outer giant planets: Jupiter (which has more mass than all the other planets combined), Saturn (which is ringed by falling snowballs) and Uranus and Neptune (which were discovered only after the invention of the telescope). Beyond the outermost planets there are thousands of frozen worlds like Pluto and trillion of frozen comets in the Oort cloud. This is the second line in our address – *the Solar system*.

The third line in our cosmic address is *the Milky Way* – a spiral galaxy which measures about 100 000 light years across. Together with the galaxy in Andromeda and some smaller galaxies they form *the Local Group* of galaxies –the fourth line of the address. *The Virgo Supercluster* is one of about 10 million superclusters in the observable universe it is the fifth line of our address.

Groups of galaxies form superclusters and superclusters make all *the observable universe* – it means a network of 100 billion galaxies. And this is the last line of our cosmic address. For now.

Discussion:

Try to answer and discuss the following questions:

- How many kilometres are there in one light year?
- Is 1 billion in English the same as 1 billion in other languages?

Production:

Students work in pairs. Each pair has to find some meaningful information about one of the elements of our cosmic address: the Earth, the Solar System, the Milky Way and the Local Group, the observable universe. Use all the information gathered to create a poster (or posters, if your work with a bigger group of students).

You can see an example of such a work below.


Our cosmic address

In terms of astronomy, it is important to know our cosmic address. And even if we are not scientists, we can take a look at it to really understand our place in this universe. The whole cosmic address consists of:

- Earth, the Solar System, Oort Cloud, Local Fluff, Local bubble, Orion Arm, Milky Way Galaxy, Local Group, Virgo Supercluster, Laniakea Supercluster, Universe.

However, the most important ones are the five lines of it:

- Earth, Solar system, Milky way, Local group, Observable universe




THE EARTH

The first line of our cosmic address and the only home that we have ever known. A small blue and green dot, the planet that can host life in a lot of its forms. We should cherish and preserve the Earth and take care of it the same way it takes care of all of us.


THE SOLAR SYSTEM

The centre of it is our biggest star, the Sun. It holds all of the other worlds in the solar system in its gravitational embrace and powers the life on our planet. There are four inner planets, Mercury, cloud covered Venus, the blue planet Earth, the red planet Mars. They are separated from the four outer planets by a belt of rocky asteroids. Massive Jupiter with all of its moons, Saturn and its rings, Uranus and Neptune that were only discovered after the invention of the telescope. All of these, along with smaller stars, frozen worlds and comets form the Solar system, the second line of our cosmic address.




THE MILKY WAY & THE LOCAL GROUP

The third line, a spiral galaxy that measures more than 100 000 light years, the Milky Way contains between 100 and 400 billion stars and at least that many planets. It is the second biggest galaxy in our Local group, which is the fourth line of our cosmic address. The biggest galaxy in the local group is Andromeda. These two galaxies are part of the local group as well as some smaller galaxies. It has a total diameter of roughly 3 megaparsecs. The term "The Local Group" was first introduced by Edwin Hubble.



THE OBSERVABLE UNIVERSE

The last line of our cosmic address. The observable universe is a spherical region of the universe containing all matter that can be observed from Earth or its space-based telescopes and exploratory probes at the present time. There are at least 2 trillion galaxies in the observable universe.



Nina Benschvinkel

8. ON INDEPENDENCE AND FREEDOM.

Our view on independence differs depending on the place we live in, the way we have been raised or simply on our current needs. Nevertheless, independence understood as freedom of an individual is important to all of us.

Introductory discussion:

Ask students about their opinion on independence: WHAT DOES INDEPENDENCE MEAN TO YOU? Let them discuss this topic for a few minutes to gain a full view on their opinion. If you can use ICT, try <https://www.mentimeter.com/app> or <https://nearpod.com>

Presentation:

Read the text about celebrating independence and answer the question: DOES INDEPENDENCE ALWAYS EQUAL FREEDOM? Encourage students to think about the answer taking into consideration current events in the world.

DO ALL THE COUNTRIES CELEBRATE INDEPENDENCE DAY?

There are some countries, like Germany, Great Britain, Spain or France, that don't celebrate Independence Day, because they've always been independent and have never fight for being free

Our neighbours (except for Germany) celebrate their independence in different ways:

- ***Den obnovy samostatného českého státu in the Czech Republic*** (28th October)

The Czechs celebrate getting free (as Czechoslovakia) from annexation of Austro-Hungary in 1918.

- ***Výročie deklarácie o zvrchovanosti SR in Slovakia*** (17th July)

This day commemorates the announcement of Declaration of Independence in 1992. Slovakia became independent in 1 January 1993, after being separated from the Czech Republic.

- ***День незалежності України in Ukraine*** (24th August)

Ukraine became independent from USSR in 1991.

- ***Дзень Незалежнасці Рэспублікі Беларусь in Belarus*** (3rd July)

It commemorates the day when Minsk became independent from German occupation in 1944.

- **Lietuvos Valstybės atkūrimo diena** (16th February) and **Lietuvos Nepriklausomybės atkūrimo diena** (11th March) **in Lithuania**

Lithuanian people celebrate the day of regaining independence in 1918 and the day of becoming independent from USSR.

The most famous Independence Day is celebrated, of course, in the USA. On 4th July 1776 13 colonies became independent from the British Empire. Nowadays, American Independence Day is famous of colorful parades, fireworks and... barbecue.

Discussion:

Ask students to think whether they perceive themselves as free people or not. What does being free mean to them? You can hear answers that differ a lot, here are some examples:

I FEEL FREE, BECAUSE:

- I can do what I want and nobody can stop me
- I have my own opinion
- nobody limits me
- I can travel abroad
- I have access to education

I DON'T FEEL FREE, BECAUSE:

- my mum tells me what to do
- of the law
- I'm not an adult and others think they can tell me what to do
- we have to pay taxes
- I'm a woman and our government doesn't care about women (and about homosexuals)

Practice:

Draw a table on the board, divide it into two columns. The first one is for FREEDOM AS A CHANCE and the second one is for FREEDOM AS A DANGER. Ask students to complete the table with their own examples.

Summary:

Ask students about their thoughts and feelings connected with independence and freedom in XXI century.

If you want to, you can learn more about Slovak struggle for freedom

<https://padlet.com/ivanafazikova/eb1y0g8q6iv3vgb> and Lithuanian history of fighting for independence <https://padlet.com/jurkcia/s8t345ekghuln7n9>

9. ON EUROPEAN HERITAGE – ANCIENT GREEKS.

Great ideas of ancient Greeks are still alive! While studying thoughts of Socrates, Plato, Aristotle or Archimedes you can be surprised by the strength of these great minds who lived hundreds years ago.

Introduction:

Before the lesson, prepare cards with quotes of famous ancient Greeks, but don't put the names of the authors on them. Here are some examples:

- To find yourself, think for yourself (Socrates)
- Happiness is activity (Aristotle)
- Educating the mind without educating the heart is no education at all (Aristotle)
- Beauty is a short-lived tyranny (Socrates)
- There is only one good, knowledge, and one evil, ignorance (Socrates)
- It is not living that matters, but living rightly (Socrates)
- To avoid criticism, say nothing, do nothing, be nothing (Aristotle)
- The unexamined life is not worth living (Socrates)
- Knowing yourself is the beginning of all wisdom (Aristotle)
- Our bodies are as important as our souls (Aristotle)
- The only true wisdom is in knowing you know nothing (Socrates)
- Strong minds discuss ideas, average minds discuss events, weak minds discuss people (Socrates)
- I cannot teach anybody anything (Socrates)
- Wicked men obey from fear, good men obey from love (Aristotle)
- Mathematics reveal its secrets only to those who approach it with pure love for its own beauty (Archimedes)
- If women are expected to do the same work as men, we must teach them the same things (Plato)
- Good actions give strength to ourselves and inspire good actions in others (Plato)

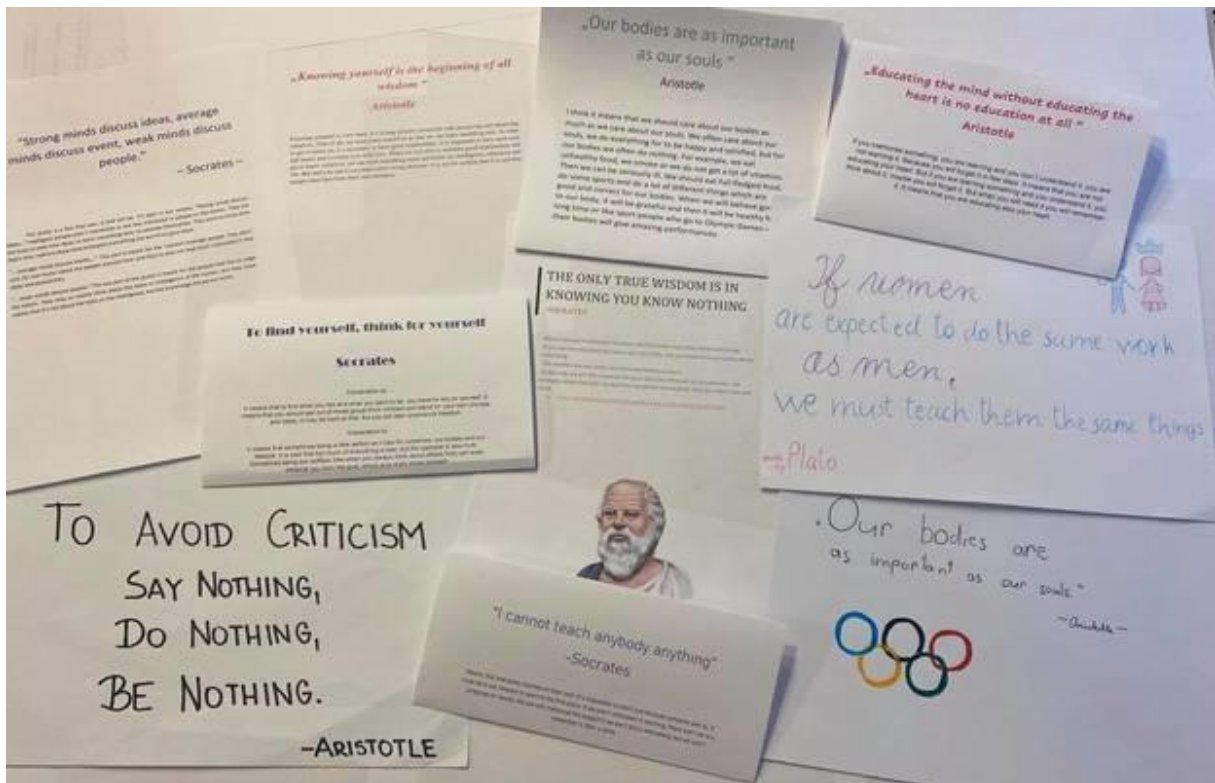
Ask each student to choose one card with the quote this person strongly agrees with. Then ask them if they know who was the author of these words. Encourage them to learn about the author on the Internet.

Practice:

Ask students to make their own „my Greek motto” cards. They write the chosen quote on a paper and decorate it the way they like.

Summary:

An exhibition of students' „Greek motto” cards.



(examples of motto cards)

European heritage - Ancient Greeks

Dodaj element

<p>To find yourself, think for yourself Socrates</p>	<p>HAPPINESS IS ACTIVITY Aristotle</p>	<p>„Educating the mind without educating the heart is no education at all.” Aristotle</p>
<p>„Beauty is a short-lived tyranny” Socrates</p>	<p>“There is only one good, knowledge, and one evil, ignorance.” Socrates</p>	<p>It is not living that matters, but living rightly Socrates</p>
<p>‘To avoid criticism, say nothing, do nothing, be nothing.’</p>	<p>“The unexamined life is not worth living”</p>	

(students gathered inspirational quotes on project’s TwinSpace)

10. ON WORLD WATER DAY.

For a person living in Europe it's almost unbelievable that 2.2 billion people in the world live without access to clean, drinkable water. 22 March brings a good opportunity to learn more about these issues.

This lesson is based on two videos on water:

- <https://youtu.be/otrpxtAmDAk>
- <https://youtu.be/C65iqOSCZOY>

Introduction:

Students watch two films about water. You can help them with more difficult vocabulary.

Discussion:

What does water mean to you? How do you use it most often?

Practice:

Divide the board into three columns: one for HOUSEHOLD, the second one for CULTURAL, RELIGIOUS AND SPIRITUAL PLACES and the third one for NATURAL SPACES. Ask students to write in every column what is the role and the meaning of water in these places.

For example:

In households, schools and workplaces, water can mean health, hygiene, dignity and productivity.

In cultural, religious and spiritual places, water can mean a connection with creation, community and oneself.

In natural spaces, water can mean peace, harmony and preservation.

Practice:

Here are some quizzes to practice the knowledge about water and its role around the world:

<https://wordwall.net/play/12959/523/541>

<https://view.genial.ly/6054d00c696ad40d92913b54/interactive-content-cruise-quiz>

Extra task:

Encourage students to create posters about water and ways to save it OR presentations of why is water important to them.

You can find some examples of such works on the next page.

Conserve water, conserve life.

The benefits of drinking water & staying Hydrated.



1. **Weight loss**
Water is one of the best foods for weight loss. Why? Because it's calorie-free. It can help you feel full and satisfied with a snack that has no fat. It also helps you burn more calories. In fact, one study found that people who drank more water lost more weight. So, if you are wanting to lose weight, increase your water.
2. **Energy**
Being hydrated can help your body function better. It can help you feel more energized and give you more energy. In fact, one study found that people who drank more water had more energy. So, if you are wanting to have more energy, increase your water.
3. **Headache cure**
Headaches are a common problem. One reason we have headaches is if we don't drink enough water. There are many other causes of headaches of course, but dehydration is a common one.
4. **Healthy skin**
Drinking water can help your skin stay healthy and help you look younger. It can help you lose weight and keep your skin hydrated. So, if you are wanting to have healthy skin, increase your water.
5. **Digestive problems**
Our digestive systems need a good amount of water to digest food properly. If we don't drink enough water, we can have digestive problems. So, if you are wanting to have a healthy digestive system, increase your water.
6. **Cleansing & kidney health**
Water is used by the body to help flush out toxins and waste products from the body. The more water you drink, the better your kidney's will function.
7. **Better exercise**
If you are wanting to drink water when exercising, but don't know how long you should drink, here are some tips. Drinking one ounce of water every 15-20 minutes is a good rule of thumb. So, if you are wanting to have better exercise, increase your water.



LIFE



Save Water Save Earth



Every drop of water wasted is a danger to our world.



Four million people die each year due to water-borne disease.

You are 60% water. Save 60% of YOURSELF.

Water drops

Look out for leaks!

1 slow dripping water tap
per 1 day = 60 liters = 1/3 bath
per 1 year = 21 900 liters = 7 300 baths

Fix dripping faucets!

Do not forget to close the taps properly!

**SAVE WATER
SAVE LIFE
SAVE NATURE**

You will save
21,900 liters of
full water per year!

ŚWIĄTOWY

WORLD

WODA TO ŻYCIE

WATER FOR LIFE

DZIEN

WATER

WODY

DAY

Wielki Józefowski K.S.

11. ON QUALITY EDUCATION.

Quality education is a fundamental right, not an option. People who understand how important education is often fight for it.

This lesson is based on:

- Films explaining the role of quality education, like <https://youtu.be/3OdP7bYe5wk> or <https://youtu.be/qrcI7OtHowo>
- Malala Yousafzai's speech: <https://youtu.be/qu3aQMxkrc4>
- Films on the skills all education systems should be focused on, like https://youtu.be/z_1Zv_ECy0g or <https://youtu.be/39I75-fujpM>
- Michelle Obama's motivational speech on education: https://youtu.be/VxW5D5VPg_0

Introduction:

Ask students if they think that education in your country is on a good level – is it QUALITY EDUCATION? Why / why not?

Presentation:

Watch one (or both) film about quality education and Malala's speech. Ask students about their feelings on it.

Discussion:

Think about quality education and try to give as many features of it as possible.

Practice:

Watch one (or both) film about skills all education systems should be focused on. Divide students in pairs and give each pair a sheet of paper. Their task is to create mind maps with features of a country with excellent quality education.

Summary:

Students present their mind maps.

At the end of the lesson, you can watch Michelle Obama's motivational speech about education.

12. ON AFFORDABLE AND CLEAN ENERGY.

Do you know that, according to NASA Climate Science division, at least 97% of the world's top climate science experts agree human use of fossil fuels is increasing global warming? That definitely makes the need to start perceiving renewable sources of energy as inevitable to the future of our planet.

This lesson is based on:

- Materials from <https://www.woojr.com/>

Introduction:

Begin with writing on the board the following phrases:

- global warming
- fossil fuels
- greenhouse gases
- solar energy
- wind energy
- geothermal energy
- biomass energy
- hydroelectric energy
- ethanol

Ask students whether they know and understand these phrases. Let them discuss freely.

Presentation:

Students broaden their knowledge using the website <https://www.woojr.com/>. They read about different types of renewable sources of energy.

Discussion:

What kind of renewable sources of energy is the best? Why? Encourage students to give arguments supporting their opinion.

Practice:

Students use information from the <https://www.woojr.com/> website to answer the following questions:

What types of gases are staying in our atmosphere for long time periods, causing global warming?

What type of renewable energy uses photovoltaic cells to capture the sun's energy?

What type of renewable energy uses the force of water to produce electricity?

What is the term for increasing temperatures worldwide over a long time period?

What type of renewable energy source using turbines with propellers?

What are non-renewable energy sources extracted from the earth, such as coal, natural gas, and oil called?

What type of renewable energy derives heat from the earth's core?

What type of renewable energy is made from plant and animal products, including waste?

Production:

Students are asked to design a new vehicle or a building that uses renewable energy. They can work on it individually, in pairs or in small groups.

Summary:

Students present their designs and answer the questions asked by the teacher and/or the rest of the group.

13. ON RESPONSIBLE CONSUMPTION AND PRODUCTION.

Different celebrations throughout the year are always a great occasion to give and get presents. But... do we really need all the things we buy, get and give?

This lesson is based on:

- materials from <https://en.unesco.org/themes/education/sdgs/material/12#primary>
- Ecological Footprint Calculator:
<http://cdn.worldslargestlesson.globalgoals.org/2016/06/Understanding-Sustainable-Living.pdf>

Introduction:

Ask students the questions given below:

- How often do you go shopping? What do you usually buy?
- How often do you buy presents? Are you sure they will be used for a longer time?
- How often do you get presents? Do you use all of them?
- What do you do with things you don't use anymore?

Practice:

Use the materials from <https://en.unesco.org/themes/education/sdgs/material/12#primary> to play the PAPERBAG GAME. Remember to be careful about its real meaning!

Practice:

Use <http://cdn.worldslargestlesson.globalgoals.org/2016/06/Understanding-Sustainable-Living.pdf> to check your ecological footprint connected with consumption and production. What results have you obtained?

Production:

Students use their results of consumption & production ecological footprint to create a common report. They can use the ICT tool of their choice.

Summary:

Encourage students to monitor the situation on the streets in their place of living. Are the inhabitants responsible consumers? Maybe they are eager to conduct a survey among the inhabitants of a chosen area or participate in „cleaning the world” / „picking the litter” events?

14. ON PEACEFUL SOCIETIES AND INCLUSIVE INSTITUTIONS.

Nowadays, our societies are polarised in very bad ways. We are facing enormous waves of brainwashing and disinformation. Being aware of the lessons the world's history gives may help us to work out a responsible attitude based on knowledge and experiences.

This lesson is based on:

- „Animal farm” by George Orwell – link to a brief summary: <https://twinspace.etwinning.net/files/collabsp/7/07/207/124207/files/c6af8f0a6.docx>
- „On tyranny” by Timothy Snyder - <https://youtu.be/A7RBWea3Ie8> (for the willing ones)

Introduction:

Ask students about their feelings connected with the current situation in the world. Encourage them to write adequate words and phrases on the board.

Presentation:

Read the brief summary of „Animal farm” by George Orwell. Then ask students the following questions to check the understanding:

1. What is the story about?
2. How can you describe Napoleon, Snowball, Squealer, Boxer? (name the features)
3. Do you think the story is more satiric or real? Why?
4. Do you think the animals' life will change now? Why / Why not?

Practice:

Discuss the state systems and their impact on citizens. You can use the worksheet available on <https://twinspace.etwinning.net/files/collabsp/7/07/207/124207/files/c6a61e046.docx>

Discussion:

Encourage students to discuss the following issues:

- What effect does power have on people?
- Which state systems are citizen-friendly and which of them are not?
- Why is it so important to participate actively in public life?

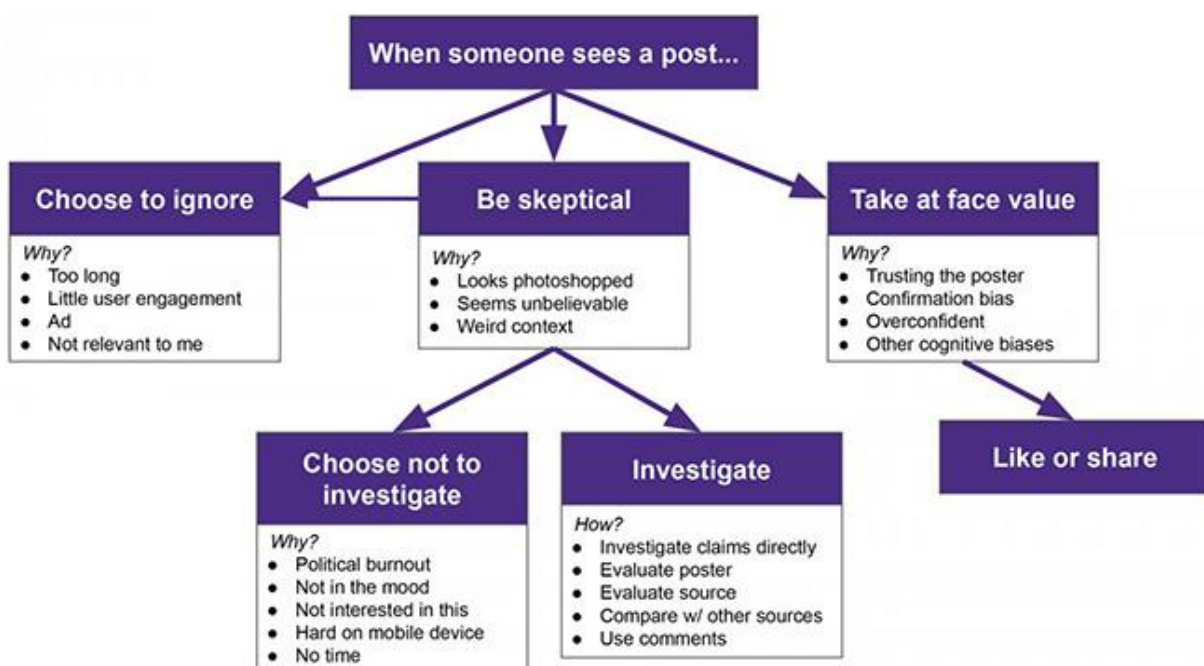
Willing students can watch <https://youtu.be/A7RBWea3Ie8> and present its main assumptions.

15. ON DEALING WITH FAKE NEWS AND DISINFORMATION.

Tackling with the issues of fake news and disinformation is no longer the thing concerning only IT workers. In the era of pervasive brainwashing we should all be aware of danger of being scammed.

This lesson is based on:

- some basic information about fake news and disinformation - <https://youtu.be/RDOFt1tFYx8> and <https://youtu.be/icCdAl6TvNM>
- a figure on how to deal with disinformation from <https://www.helpnetsecurity.com/2020/03/20/deal-with-fake-news/>



Introduction:

Students watch two videos on the subject of fake news and disinformation: <https://youtu.be/RDOFt1tFYx8> and <https://youtu.be/icCdAl6TvNM>

Discussion:

Using the knowledge from the videos and their own experiences, students answer the following questions:

- **what is a fake news?**
- **how can we recognise fake news?**
- **how do people spread information that are not true?**

Then ask students about the feelings of a victim of fake news and disinformation. Write their answers on the board.

Presentation:

Use the figure on how to deal with fake news and disinformation to present different opportunities and possibilities.

Practice:

Students share their own methods on dealing with fake news and disinformation.

Production:

Encourage students to participate in a challenge: every participant creates three pieces of information (two of them are true and one is a fake). Other group members are to indicate the fake one.

Summary:

Answer the question: Why is it so hard to distinguish true information from the fake one?

The image shows a digital interface for a challenge titled "Find all the fake news!". The challenge instructions are: "2 real and 1 fake information from every participant. Can you recognise the fake ones?". The interface displays several news snippets from different participants, each with a list of items and a "Dodaj komentarz" (Add comment) button.

SID Assignment
Think of your own answers:
What is fake news?
How can we recognise fake news?
How do people spread information that is not true?
How can we deal with fake news and disinformation?
Why do people create fake news? (think of more reasons than one)
Which groups of people are most vulnerable in terms of fake news?
How can we deal with fake news and disinformation?
How do you usually deal with fake news and disinformation?
How does a victim of fake news and disinformation feel?
What are real consequences of fake news? (think of more reasons than one)
Do you remember any examples of widely spread fake news/disinformation and their history? (How did it start? How did it end?)

J.P.
Treatment of COVID-19
1.

- get lots of rest and drink plenty of fluids (water is best) to avoid dehydration – drink enough so your pee is light yellow and clear
- take paracetamol or ibuprofen if you feel uncomfortable
- also try to lie on your side or sit upright instead and have a teaspoon of honey. But do not give honey to babies under 12 months
- try turning the heating down or opening a window. Do not use a fan as it may spread the virus.

2.

- try an herbal drink touted by Andry Rajoelina, Madagascar's President. The infusion is derived from Artemisia, a plant with proven anti-malarial properties, and other indigenous herbs. Rajoelina claims it cures COVID-19 patients within 10 days
- President Andry Rajoelina, views this step as a source of pride, is proud of the professed coronavirus cure, "We have

A.K.
1. The American space agency has successfully landed its Perseverance rover in a deep crater on Mars.
2. COVID-19 was imported into China by US military.
3. Huawei turns to pig farming as smartphone sales fall
<https://www.bbc.com/news/science-environment-56119931>
<https://english.alarabiya.net/coronavirus/2021/01/03/Coronavirus-Coronavirus-The-top-conspiracy-theories-surrounding-COVID-19>
<https://www.bbc.com/news/business-56121470>

D.V.
1. During the Second World War, Germany had no idea that nuclear weapons can be created.
2. More than 2 USA presidents were assassinated.
3. The initial discovery of penicillin was incidental.
https://en.wikipedia.org/wiki/German_nuclear_weapons_program
https://en.wikipedia.org/wiki/List_of_United_States_presidential_assassination_attempts_and_plots
https://en.wikipedia.org/wiki/History_of_penicillin#Initial_discovery

S.N.
1. Iran nuclear deal: Tehran plays down hopes of nuclear talks with US
Iran says that despite an EU offer to broker talks with the US aimed at reviving a nuclear deal, America "must act" first and lift sanctions.
Iran vowed to limit its nuclear programme in return for the lifting of economic sanctions under the 2015 deal.
2. Twitter testing how misinformation labels can be more obvious in run up to us election
Twitter is rethinking how the labels it applies to misinformation look and work, its head of site integrity told Reuters in an interview, as the social media company tries to make these interventions more obvious and cut its reaction times.
3. Facebook faces a global backlash over its bid to bully Australia
Facebook's decision to block people from sharing news in Australia has been rebuked by lawmakers around the world, raising the specter of a much wider showdown between the world's biggest social media platform and the governments and news organizations fighting to check its power.
<https://www.bbc.com/news/world-56119931>

F.M.
1. There are more than 24 time zones around the world.

- many time zones only differ by 30 or 45 minutes so they don't fit into a neat and tidy 24 hour span

2. A record-breaking 94 countries competed in the 2018 Winter Olympics.

- In 2018, 2,952 athletes were expected to show up from a total of 94 countries in PyeongChang Winter olympic games.

3. All giant pandas in zoos around the world are on loan from China

- unless you live in China, the pandas that you're seeing in your zoo are just visiting. That's because every one of the gentle giants in zoos around the world are on loan from China

<https://bestlifeonline.com/world-facts/>

M.J.
1. In Slovakia, there are more than 6000 deaths, caused by Coronavirus. And more than 500 000 infected (17 February 2021)
2. If you are not cuddling your pet fish, it can have depressions and drown
3. Even though many people have their notebook webcam taped, it is useless, because the same

V.H.
It takes seven years for your body to digest gum.
You no longer have to fret over that piece of gum you accidentally swallowed a couple years back. Scientists proved that it takes just a couple of years to your body to digest gum.
You can hear a blue whale's

Alicja B

Gintarė.
1. Donald Trump is still the president
2. 2021 National Eurovision final

(„Find all the fake news” – common work during the time of remote education)

A LIST OF WEBSITES USEFUL TO DISCUSS THE SUBJECT OF FAKE NEWS AND DISINFORMATION

- **Spot the Troll** - can you recognise fake social media accounts, created to spread misleading information? You can test yourself here: <https://spotthetroll.org/start>
- **25 years of Photoshop** - can you distinguish between real photos and photoshopped ones? Here is an opportunity to check your observation abilities: <https://landing.adobe.com/en/na/products/creative-cloud/69308-real-or-photoshop/index.html>
- **Fake or Foto?** - similar to the previous one - you have to decide whether the photo is real or computer generated. Available here: <https://area.autodesk.com/fakeorfoto/>
- **News Literacy** - here you can learn how to sort facts from fiction and how to spot misinformation <https://newsliteracy.ca/activities/fakeout/>
- **How to spot fake news?** - video available here <https://www.commonsense.org/education/asset/video/video-how-to-spot-fake-news>
- **BBC iReporter** - imagine you're a BBC reporter. Your task is to decide what should and what shouldn't be published on BBC's social media. Click here: <https://www.bbc.co.uk/news/resources/idt-8760dd58-84f9-4c98-ade2-590562670096>
- **Get Bad News** - in this game you become a fake news creator. Check it out: https://www.getbadnews.com/drogame_book/junior/#intro
- **Reality Check** - thanks to this game you can learn how to check if something you found on the Internet is fake or real (available in English and in French): <https://mediasmarts.ca/sites/mediasmarts/files/games/reality-check/index.html#/sites/mediasmarts/files/games/reality-check/>
- **Fakey** - a game aiming to teach media literacy and presenting how people interact with misinformation: <https://fakey.osome.iu.edu/>
- **NewsFeed Defenders** - this game will teach you how to evaluate sources online: <https://www.factcheck.org/newsfeed-defenders/>
- **Interland: Reality River** - a game developed by Google's Be Internet Awesome Initiative teaches how to deal with phishing https://beinternetawesome.withgoogle.com/en_us/interland/landing/reality-river
- **Factitious** - your task is to read short news and swipe right if you think the article is real or left if you think it's fake <http://factitious.augamestudio.com/#/>

16. ON INTERNET AND GOING ONLINE.

In XXI century we cannot imagine our life without the Internet. Would it be possible to forget about its existence? How do we feel without the access to it?

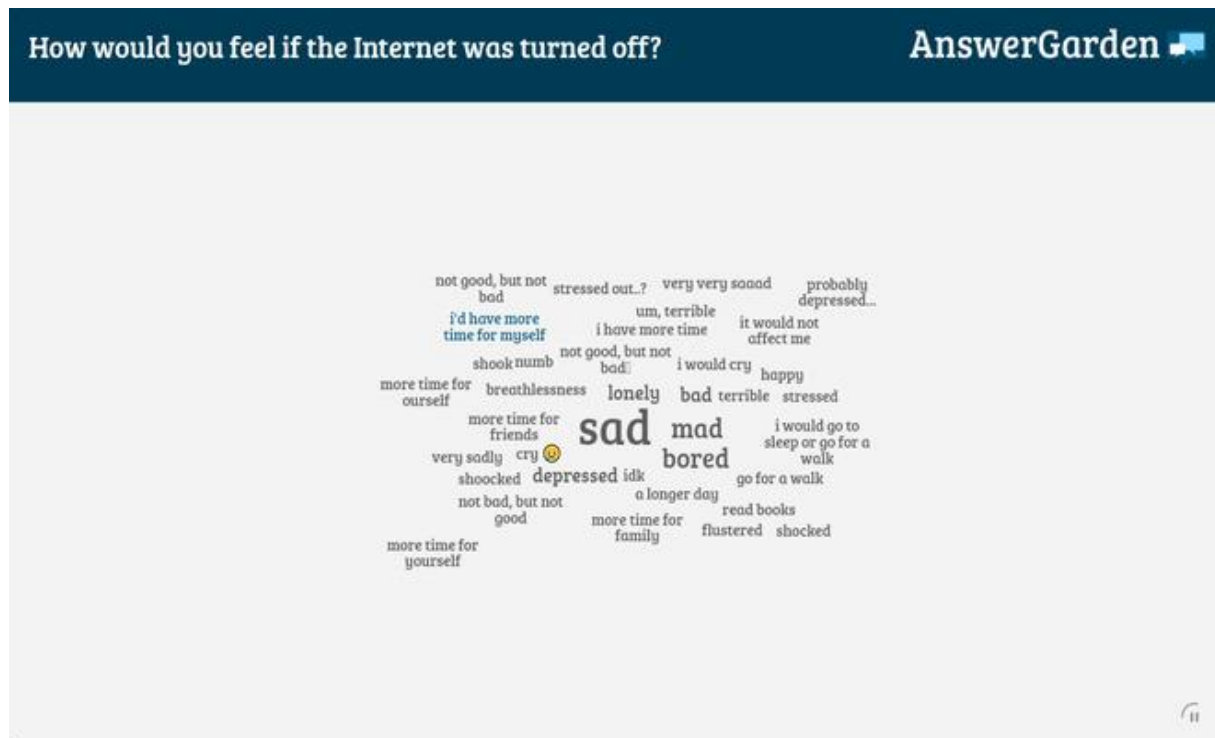
Introduction:

Discuss the following questions:

- What do you enjoy most about going online?
- What are the benefits of connecting online with others?
- Are there any disadvantages of using the Internet?

Presentation:

A group of students – participants of „HTTPS...” project – were asked about their feelings connected with the lack of the Internet. Here are their answers:



What do you think about it? Do you agree with their opinion?

Practice:

Ask your students about their attitude towards playing games. Do they like it or not? How often do they play? Is playing games important for them and useful in keeping in touch with friends?

Production:

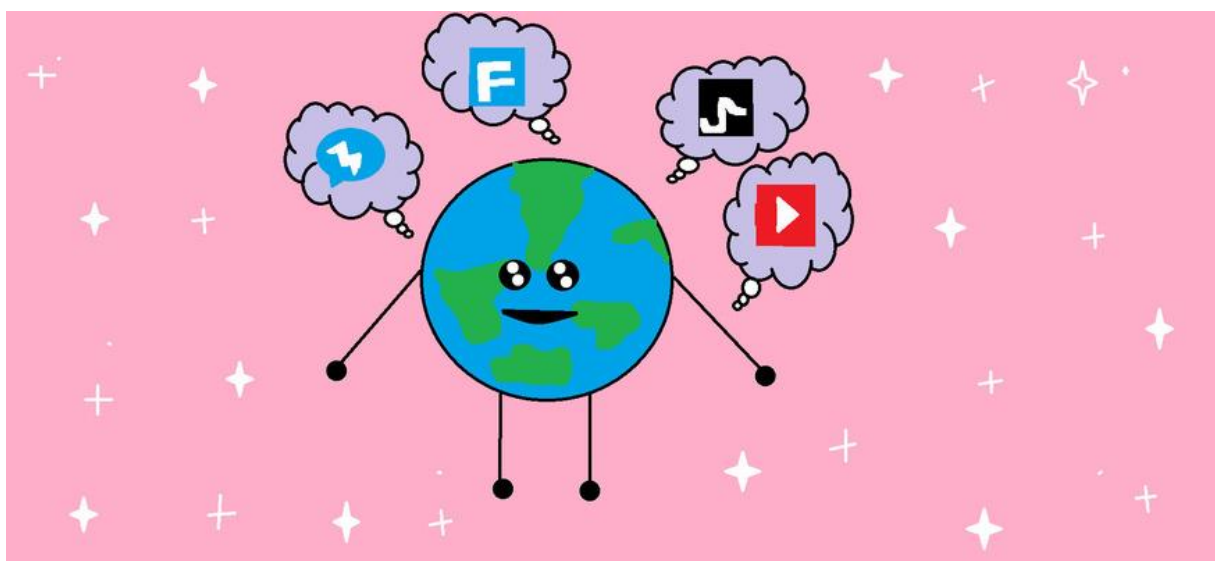
Students work in pairs or small groups. They use the Internet to find the information about Safer Internet Day.

After finishing the task, try to gather all the most important information in a form of a short summary on the board.

Practice:

Students complete the following tasks:

- Safer Internet Day Kahoot! - <https://kahoot.it/challenge/?quiz-id=2ad8522e-73a2-4948-a5e3-6681c11198c9&single-player=true>
- Safer Internet Day Breakout Room - <https://view.genial.ly/61fc0953d37fcd001918d053/interactive-content-game>



(examples of SID posters created by Lithuanian students)

17. ON WORLD BOOK DAY.

World Book Day is celebrated every year in spring – March or April. The participants of this celebration want to encourage other people to read more. They also often want to share some information about their favourite books and their authors.

Introduction:

Encourage your students to participate in a brainstorming activity and answer the question:
WHY IS READING IMPORTANT?

Production:

Ask students to write a few words about their favourite books. They should remember about giving the following information:

- title of the book
- name of the author
- type of book (adventure, horror, sci-fi...)
- brief description of the plot
- why do they recommend this book – their opinion on it

Presentation:

Students present their favourite books to their classmates.

Production:

Willing students can participate in one (or both) of the following actions:

- **WE ARE READERS** – students take photos of themselves reading different books in their favourite places; the final result is a collage of photos;
- **A WEEK OF INTENSIVE READING** – students choose one book and focus on it during one week: they read it, discuss its plot, invent numerous possibilities of how it should end or give examples of possible continuation. They can also make some film summaries of the book's plot or present the characters on funny photos.



(the summary of Intensive Reading Week in Slovakia – students focused on „The road to unfreedom” by Timothy Snyder



(photos made by Polish students and their families during „We are readers” event)

18. ON EUROPEAN MOBILITY WEEK.

European Mobility Week is the European Commission's initiative of sustainable urban mobility. It promotes behavioural change in favour of active mobility, public transport and other clean, intelligent transport solutions.

Lesson in based on:

- Tasks from
<https://twinspace.etwinning.net/files/collabspac/7/07/207/124207/files/b662f8e62.doc>
[X](#)

Introduction:

Divide the students into 5 groups. Every group needs at least one mobile phone with QR codes reader. Tell the students they are going to work on five different stations. To finish the lesson, they need to complete all five tasks they will find on the stations. The groups will change stations every 10 minutes.

Practice:

Groups start working on the stations. The teacher's task is to monitor the time and give students a signal to change the station every 10 minutes.

Summary:

After completing all the tasks students discussed what they've learnt during this lesson.

You can also use the following tasks to summarise students' knowledge:

- <https://wordwall.net/pl/resource/22681450>
- <https://wordwall.net/pl/resource/22727366>


Question 1:
How much does transportation contribute to carbon emissions globally?



Which of the means of transport are „greener“?



Question 3:
How many cars equal the CO₂ emissions of one plane?



How many people fly in Europe?



Question 5:
Which four European cities are leaders in eco-friendly transport?



What are the most eco-friendly countries in the world 2020?



Country	Rank
DENMARK	1
SWITZERLAND	2
SWITZERLAND	3
FRANCE	4
AUSTRIA	5
FINLAND	6
SWEDEN	7
NORWAY	8
GERMANY	10
CANADA	11
ITALY	12
USA	14
PORTUGAL	17
POLAND	18
MEXICO	21
RUSSIA	24

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