

Learning Scenarios



OUR SCHOOL, OUR PLAYGROUND

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Erasmus+



Learning Scenarios

Preface

We created these learning scenarios so that all the experience gathered throughout our project to be transferred to other teachers who are interested in practicing games in classroom.

The scenarios have been designed, written and of course implemented by the teachers of the participant schools. Some of them had no experience on writing a learning scenario, some of them might not even understand what a learning scenario is. However, it was a good chance for them to reflect on their teaching and try to write down the teaching process in a way that they understand it and it can be useful to others.

For them to make things easier we provided a learning scenario empty form that was agreed by all the teacher coordinators, containing fields that one usually finds in that kind of forms according to the international learning design practices.

The scenarios try to depict not only the teaching trail, but also the classroom atmosphere, the reactions of the children, the feedback of the teacher that implemented the scenario.

This deliverable is a multi-purpose outcome of our project: it can be used for dissemination, for training other teachers and of course for documenting our project in a detailed and meaningful way.

We hope that our efforts as teachers to include games in the teaching process and try to serve real educational goals, to find many followers because what we learnt from this project is that games as a learning tool in classroom are not only fun and enjoyable but really engaging and effective.

“Play Is the Work of the Child”

Maria Montessori

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Bulgaria

Safer Internet

Teacher's name (s): Stefanova, Tsvetomira School: Hristo Botev Secondary school Date: Age group/ Grade: 11 – V grade Number of Students: 21 Number of groups of students: Duration / number of hours: 40"
Learning subject (s) /curriculum area(s): Information Technology/ Computer Science Internet. Using the Internet in every day life
Learning objectives: New vocabulary: browser, IP address, hyperlink
Learning skills: Gaining skills for working with a browser and safe internet
Game info
Name: Safer Internet Type: board games Links: History: Original Game created for this project Material needed (attach files if needed): https://drive.google.com/file/d/1yqefb0eWAIrANVNriF9igsxm-Ai2B-BU/view?usp=sharing
Game description / rules of the game: 2-6 players Every player rolls the dice and moves on the game board

<p>If they land on a square with sign? they have to draw a card Each card contains rules for Internet safety They follow the instructions Whoever reaches the finish line first is the winner The aim of the game is to memorise the Internet Safety rules</p>	
Teaching Process	
<p>Teacher Activities: The teacher asks the question related to the topic: How did people in the past spread information? Vocabulary usage: Internet, world wide web, computer web</p>	<p>Student Activities Morse code and smoker signals.</p>
<p>Task: Draw a mind map on the white board</p>	<p>Student answer: „Data storage“</p>
<p>Question: Give an example of what you or your parents use the internet for.</p>	<p>Some of the answers: for games, looking up information, watching videos and films.</p>
<p>New vocabulary Network interface controller, router, browser, web link etc.</p>	
<p>Task: Visit safenet.bg</p>	<p>The students do the task</p>
<p>New vocabulary: hyperlink</p>	<p>The students learn what a hyperlink is.</p>
<p>Task: It is important that online safety is discussed with students who might not always be aware of dangers, especially in a world in which more and more young people are spending more and more time online. This lesson</p>	<p>The students play „Safer Internet“</p>

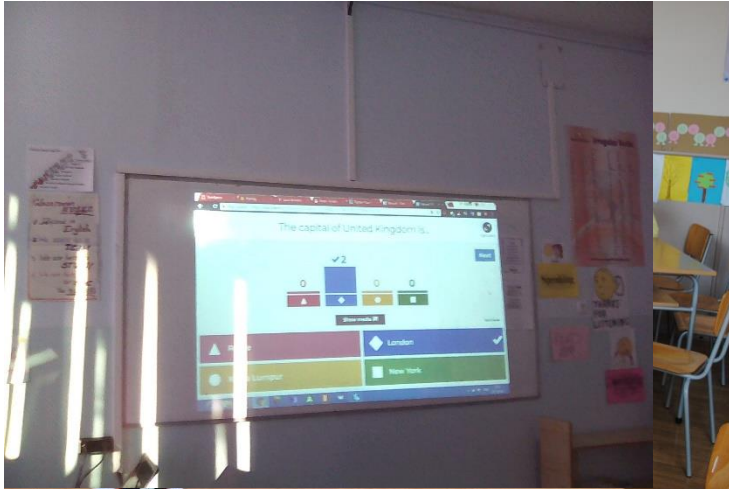
<p>addresses the topic of online safety in a motivating way, allowing students to discuss issues, share their opinions and ideas and then play board game to finish the lesson.</p> <p>New vocabulary Rules For Safe Internet Usage</p>	
<p>Outcomes /products (attach files if necessary):</p> <p>https://drive.google.com/file/d/1yqefb0eWAIrANVNriF9igsxm-Ai2B-BU/view?usp=sharing</p>	
<p>Comments /Evaluation of the teaching process</p> <p>While the students played the game they learned many new words and rules for safe usage of the Internet. It was a very fun and enjoyable experience for them.</p>	
<p>Links, references:</p>	



Who? What? Where?

Teacher's name (s):Nina Tsoneva School: Hristo Botev Secondary School Date: Age group/ Grade: 13/6th Number of Students:25 Number of groups of students: 3 Duration / number of hours: 1
Learning subject (s) /curriculum area(s): English Language/Jobs/Occupations/Workplace
Learning objectives: -To learn about specific jobs and workplaces -Appreciate the people in their life that work to help them grow and learn
Learning skills: -Revise and build up jobs vocabulary -Revise and build up verbs -Revise and build up workplace vocabulary -Form sentences
Game info
Name: Who?What?Where? Type: Vocabulary game Links: History: Material needed (attach files if needed): colored paper cards (3 different colors)
Game description / rules of the game: The class is divided into three groups, every group is given a set of blank cards of one color, the first

<p>group have to think about jobs that people do to help them grow and learn and write them on the cards, (one on each), then everyone picks a card and presents it to the class, the second group have to think about verbs that people doing the jobs presented do every day at work and write a verb on each card, the third group have to think about the workplace of the jobs presented. Then the cards are piled together in three different piles 1-jobs,2-verbs,3-workplaces. Each group sends a reader who is asked to pick a card from each pile and form a sentence. E.g. Teachers teach at school. If the sentence is correct then the group get a point, and if the sentence doesn't make any sense e.g. Teachers sing at the post office then there the group get no point. The three groups take turns until everyone in the group reads and the winner is the group with the highest score.</p>	
<p>Teaching Process</p>	
<p>Teacher Activities:</p> <ul style="list-style-type: none"> -assists students -checks the spelling -makes sure everyone is included -helps students find out the correct sentences 	<p>Student Activities:</p> <ul style="list-style-type: none"> -do group work -spell words -correct their classmates -form sentences -have fun 😊 while learning
<p>Outcomes /products (attach files if necessary):</p>	
<p>Comments /Evaluation of the teaching process</p> <p>The game helps students to revise and learn vocabulary, practice their spelling and speaking skills, revise Present Simple and learn to speak and listen to their classmates. It is also a good way to teach them team work and the importance of people doing various jobs. It is often a great fun especially when the sentence components don't match.</p>	
<p>Links, references:</p>	



No time

Teacher's name (s): Marina Yordanova, Ivanka Aleksieva School: Hristo Botev School Date: Age group: 11 - 12 Number of Students: 20 Number of groups of students: 3 Duration / number of hours: 40
Learning subject (s) /curriculum area(s): extracurricular activity – Geography and History
Learning objectives: To develop students' speaking skills To develop critical thinking skills To improve the students' knowledge of Bulgarian history and geography.
Learning skills: Developing teamwork skills.
Game info
Name: No Time Type: extracurricular activity Links: https://play.kahoot.it/#/?quizId=ddd1fe34-52ee-4b12-b6f4-acf1ba406900 https://play.kahoot.it/#/lobby?quizId=9b2ec437-249c-4c76-8af9-f8b00a8179a5 Material needed (attach files if needed): paper A1 , pencils, tablets or smart phones
Game description / rules of the game: The teacher forms the three teams and presents the topics such as: History and education in Kubrat, Bulgarian Geography, Thracian gold treasures. The pupils write a short text with the help of their teacher.

The teams show their work in front of a jury and their classmates . They develop competitive skills.

Teaching Process

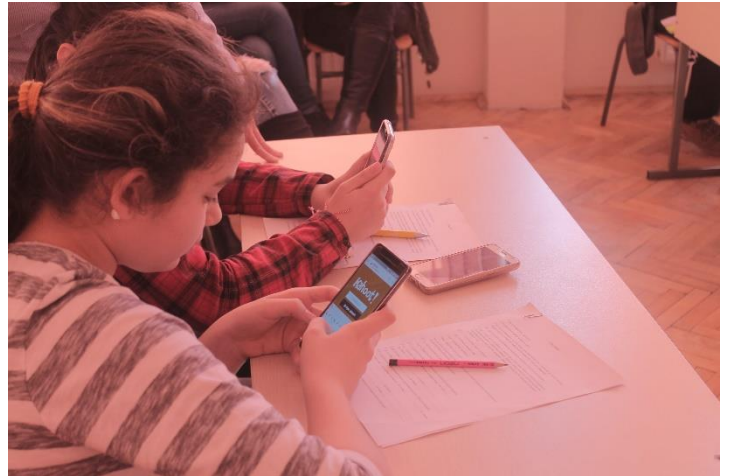
<p>Teacher Activities: The first step of the activity is to split the students into three teams and a jury. The teacher assigns the topics. The teacher helps the students with their tasks. A day for the competition is decided and so is the place. They make a Kahoot test for the audience. The teacher grades the work of the students.</p>	<p>Student Activities The students pick a team name and sort out their tasks. They are introduced to the topics and start working on them. Each team shows their work to the teachers, students and the jury. The audience takes the test.</p>
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Outcomes /products (attach files if necessary): the students develop competitive skills, learn new vocabulary, learn to work in teams and have fun.

Comments /Evaluation of the teaching process

- 1.Good team work
2. Critical thinking,
3. Self-assessment skills.

Links, references:



Guess the Instrument

<p>Teacher's name (s): Mayya Radeva School: Hristo Botev Comprehensive School – Kubrat, Bulgaria Date: Age group/ Grade: 12/5th Number of Students: 4 -20 Number of groups of students: 2 Duration / number of hours: 15 minutes</p>	
<p>Learning subject (s) /curriculum area(s): Music Groups of musical instruments</p>	
<p>Learning objectives: To memorize the names of musical instruments and the basic groups of musical instruments To improving learning competences by group activities</p>	
<p>Learning skills: Practice the proper use of new terms Improving the knowledge about musical instrument characteristics Improving student's self-confident and communication in the group.</p>	
<p>Game info</p>	
<p>Name: "Guess the instrument" Type: Paper-and-pencil games Links: History: Material needed (attach files if needed): pictures of musical instruments/ or cards with names</p>	
<p>Game description / rules of the game: The class of students is divided into two groups. Each group have written 5- 10 names of instruments/ 5 - 10 pictures of instruments. A student from the first team is the player who have to guess the instrument name which is stuck on his back. By asking questions he have to guess what is the instrument name and the rest of the class have to give answers "YES" or "NO" There are jury members: They have to count the number of questions asked before the correct answer. The winner is the team who is found the correct answers by asking less number of questions.</p>	
<p>Teaching Process</p>	
<p>Teacher Activities:</p>	<p>Student Activities</p>

<p>The lesson starts with review of the main groups of the instruments students have learnt about.</p> <p>The teacher presents by audiotapes the sounds of instruments and asks question: “What is the group of this musical instrument?”</p> <p>After this review the game will help to confirm the students’ knowledge about features of musical instruments and implement new musical terms.</p>	<p>Students have to list the musical instruments of each group and to present the most typical features of each group.</p> <p>Students have to guess the correct group which the instrument belong to.</p> <p>Students follow the game rules and learn how to ask less number of questions. This helps to practice the learnt features of the instruments.</p>
<p>Outcomes /products (attach files if necessary): Cards with pictures of musical instruments</p>	
<p>Comments /Evaluation of the teaching process After the games students who asked the excellent questions and guess the proper instrument in shorter time are assessed with the best mark.</p>	
<p>Links, references: https://ourschoolourplayground.blogspot.bg/2018/02/game-guess-instrument-on-lesson-of.html</p>	



Romania

Chemical formulae

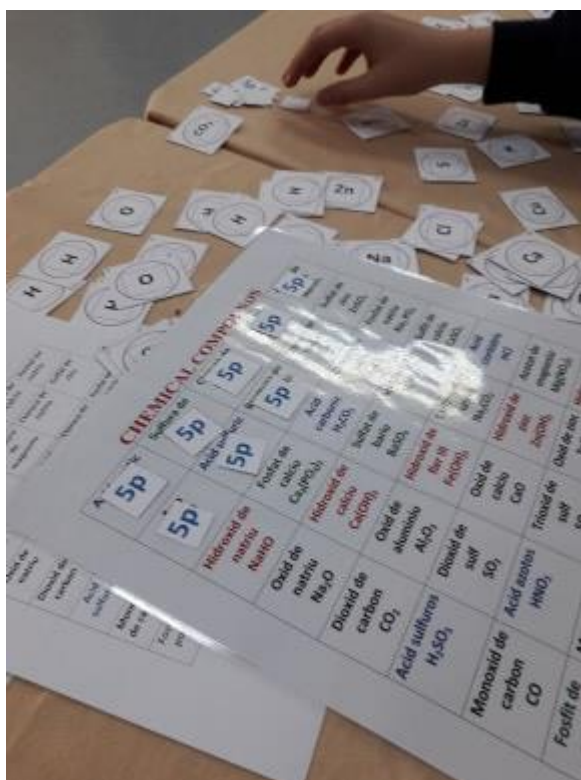
Teacher's name (s): Munteanu Dulgheru Mariana School: Școala Gimnaziala „Vasile Parvan” Barlad Date: 2.04. 2019 Age group/ Grade: 13-14 years old Number of groups of students: 4 groups Duration / number of hours: 30 minutes
Learning subject (s) /curriculum area(s): Chemical Formulas / Mathematics and Sciences
Learning objectives: General Objective: <u>Thoroughness</u> the chemical formulas of common inorganic compounds Specific objectives: - to model chemical formulae using chemical and valency symbols -to identify the chemical formulae based on the name of a chemical compound - to work in a team - to pay attention to given time
Learning skills: - the ability to model chemical formulae based on chemical symbols and valences; - the ability to identify the chemical formula based on the name of the chemical compound; - the ability to work in a team.
Game info
Name: Chemical formulae Type: game with tokens and board game History: Modeling in various forms is often used in the study of chemistry to establish acquired knowledge or to acquire new knowledge. The didactic model is an

<p>artificial system, built in analogy with the real one, from which it retains only the essential, significant features. The model is therefore a simplification, a schematic of the real. Investigating the model, working with it, students acquire information about the original system.</p> <p>Material needed (attach files if needed): tokens with chemical symbols, game board, substance's name list on the board game</p>	
<p>Game description / rules of the game:</p> <p>Students, grouped by two, receive chemical symbol tokens, a list of chemical formulae and a board game. Each group of students reads the name of the chemical formula and tries to model it. If they have correctly modeled it, they place a token on the board game which means 5 points. The group that has as many tokens as they can at the end of the game time is declared the winner. Other variants may also be used, depending on the time available and the structure of the group.</p>	
<p>Teaching Process</p>	
<p>Teacher Activities:</p> <ul style="list-style-type: none"> - Makes tokens, board game, list of chemical formulae; - Explains the rules of the game; - Sets working time; - Divides the team in groups of 2 students, - Pays attention to students during the game; gives explanations when necessary. - Names the winning team who correctly modeled most chemical formulae at the end of working time 	<p>Student Activities</p> <ul style="list-style-type: none"> - Pays attention to the rules of the game; - Models chemical formulae using tokens and chemical formulas list; - Places on the board game tokens with the score gained for the correctly modeled chemical formulae - Pays attention to the working time
<p>Outcomes /products (attach files if necessary):</p>	

Tokens ,board game, chemical formulae list

Comments /Evaluation of the teaching process:

The proposed game helps students acquire and thoroughness the chemical formulae of common chemical compounds. It can be used successfully in teaching chemical formulae, but also in revision and evaluation. Tokens can also be used in the teaching and evaluation of the chemical reaction equations.



Fill the blank spaces

Teacher's name (s): Ivan Victoria School: Scoala gimnaziala "Vasile Parvan" Barlad Date: 15.05.2019 Age group/ Grade: 13 years old/ 7th grade Number of Students: 13 Duration / number of hours: 50 minutes
Learning subject (s) /curriculum area(s): «Anatomy of the Respiratory System» - Biology / Maths and Science
Learning objectives: - to identify organs of the respiratory system; -to specify the airways; -to name certain organs; -to use the online platform to solve the exercises
Learning skills: - Ability to solve game requirements - Ability to use the online gaming platform - Ability to communicate using biology-specific terms
Game info
Name: Game 1 Fill blank spaces Type: Didactic Game: Discover the information learned at the "Anatomy of the Respiratory System" lesson, online game Links: https://learningapps.org/display?v=poc7254r519 History: Attractive game for students Material needed (attach files if needed): phones connected to Internet
Game description / rules of the game: Game 1 Students connect from the username and password given by teacher to the Learningapps.org site. and begin to solve the empty space completing

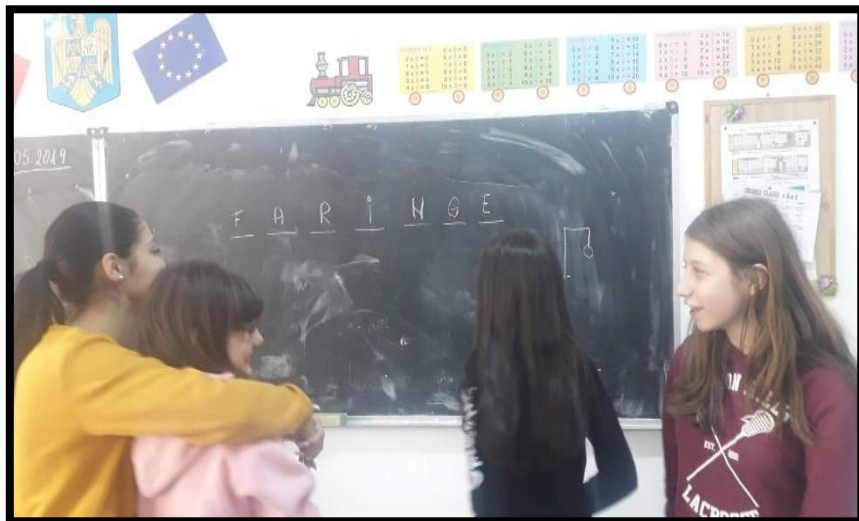
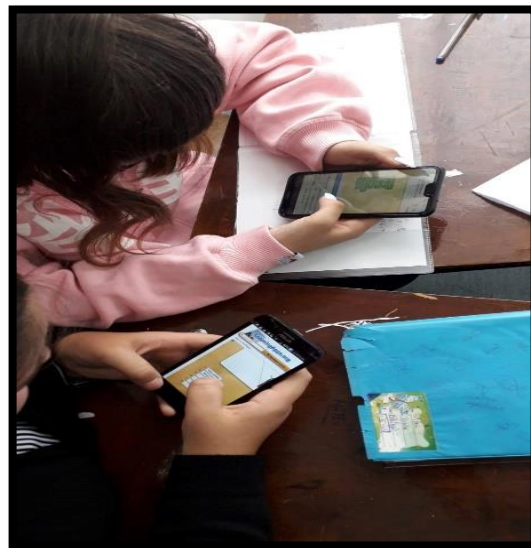
<p>exercise with information learned at the "Anatomy of the Respiratory System" lesson.</p> <p>Name: Game 2</p> <p>The hanging</p> <p>Type: Didactic Game: Discover the information learned at the "Anatomy of the Respiratory System" lesson</p> <p>History: Attractive game for students</p> <p>Material needed (attach files if needed): blackboard, chalk, paper, pen</p> <p>Game description / rules of the game:</p> <p>Game 2</p> <p>This game is one that many remember with pleasure because they played both at school and with friends outside. It is usually played in pairs, a student thinks of a certain word and draws as many lines as letters are. The student who tries to guess the word starts to say one letter and if it occurs several times in the first word the other person has to write it down as many times it occurs. If the person who guesses the word doesn't correctly indicate the letters "the hangman" is prepared for him or her.</p>	
Teaching Process	
<p>Teacher Activities:</p> <ul style="list-style-type: none"> - thinks didactic games - introduces students on the platform - describes the game and the rules - guides students if they have questions 	<p>Student Activities</p> <ul style="list-style-type: none"> - to connect to the work platform based on the user and password received from the teacher on mobile phones - to solve game requirements
<p>Outcomes /products (attach files if necessary):</p> <p>activity report, post-it for feedback, photos of the activity</p>	
<p>Comments /Evaluation of the teaching process</p> <p>Strengths:</p>	

- comparing to the traditional methods of evaluation,the didactic game method is more appreciated by the students
- using of mobile phones in solving didactic game makes students agree it very much

Weaknesses:

- poor internet connection for some phones

Links, references:<https://learningapps.org/display?v=poc7254r519>





The Spinning Wheel - The Tricky Balloons – Italian Pizza

<p>Teacher's name (s): Muntenașu Mariana School: Școala gimnazială „Vasile Pârvan ”, Bârlad Date: 15.05.2019 Age group/ Grade: 11-12 years old,5th grade Number of Students: 24 Duration / number of hours: 50 minutes</p>
<p>Learning subject (s) /curriculum area(s): “The menu. Drafting rules, menu types”</p>
<p>Learning objectives:</p> <ul style="list-style-type: none"> • Knowledge of food processing methods and conservation methods. • Identifying menu types and their characteristics
<p>Learning skills: To use electronic devices and didactic games for the revision of knowledge from the previous lesson “Processing and preserving food”.</p>
<p>Game info Didacting games are downloaded from teknologic.wordpress.com and adapted to the lesson information that the teacher wants to evaluate.</p> <p>Didactic games: Game 1 – The Spinning Wheel Game 2 - The Tricky Balloons</p>

Game 3 – Italian Pizza

Name: “The menu”

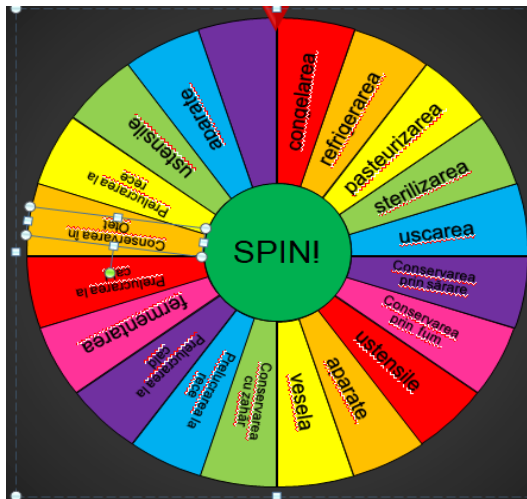
Type: Mixed lesson

Links:<https://tekhnologic.wordpress.com/2017/10/22/seasonal-powerpoint-games/>

Material needed (attach files if needed): software - educational game, laptop, video projector

Games descriptions / rules of the games:

The teacher presents to the children Game 1 “The Spinning Wheel” at the video projector in order to evaluate information from the previous lesson. A student goes to the laptop and presents the ppt with the wheel. Clicking on the wheel this rotates. At a new click, it stops. The student answers 5 questions. For each correct answer he or she receives 2 points. For the wrong answer the student doesn't receive any point.



Game 2 - The Tricky Balloons for teaching new lesson

In a ppt presentation there are five yellow boxes and five green boxes under which the questions in the lesson are placed. Questions in yellow boxes are less difficult than green box questions. During the course students are divided into 2 small teams of five students. Each team creates a team name for themselves and a sound signal. The leader from a team chooses a number from the 10 boxes. Click on the name of the question in a box and this is

revealed. If students respond correctly, no balloon is lost. If the answer is incorrect click on a balloon and it will float. For an incorrect yellow question, a balloon floats and for an incorrect green one, two balloons float. The first team that responds correctly can choose the next question. Students can win a reward if there are balloons left at the end of the game.



Game 3 – Italian Pizza - Ice Breaking Game

The participants have to sit in a circle, all face in one direction, standing behind each other. The group has the task of cooking an Italian pizza, and the tray in which the composition is prepared is behind each of the participants. Thus, they have to follow the following steps:

- the dough was kneading;
- spread the dough;
- then pour the ingredients: cheese, eggs, sausage
- put pizza in the oven and wait for it to be baked.

Leaders demonstrate to participants how to follow the pizza preparation steps and show the gestures that accompany each step. Eg: kneading the dough = massaging the back muscles ...



After a cut has been removed from the oven, one more is prepared, but this time the group has to turn in the opposite direction, so those who have massaged those in front of them will now be massaged by them.

Teaching Process

Teacher Activities:

Student Activities

<p>Evaluates information of the students from the previous lesson using a set of questions through “Game 1 – The Spinning Wheel.”</p> <p>Evaluates information of the students in the new lesson through a set of questions grouped in “Game 2 - The Tricky Balloons.</p>	<p>Answers the questions.</p> <p>Uses individual or team teaching.</p> <p>Provides feedback to the teacher sharing opinions through post-it.</p>
<p>Outcomes /products (attach files if necessary):activity report, post-it for feedback, photos of the activity</p>	
<p>Comments /Evaluation of the teaching process</p> <p>The didactic games are used as an alternative method of evaluation of the subject at the Technological Education discipline in order to increase the attractiveness of the evaluation act;</p> <p>Strengths:</p> <ul style="list-style-type: none"> - Evaluation using the didactic games is very much appreciated by the children; - Tekhnologic.wordpress.com- Teaching Games - The Spinning Wheel and the Tricky Balloons allow to approach the lesson from simple to complex by applying increasingly difficult questions; -The energizing game as Italian Pizza has the role of relaxing the atmosphere in the class at a time when the students are too tired by the abundance of lesson information; -The presentation of information in the form of computer game makes the students to approach with serenity, without emotion, the evaluation act; - Presenting the correct or wrong answer after each question allows to quickly identify the gaps in student’s preparation; - Games can be applied to the class using a single laptop; -The animation made by tekhnologic.wordpress.comgames captures the attention of the entire group of students; - By learning through games students find questions easier 	

-The students are no longer stressed by the evaluation act and want to be evaluated through the method of game;

Weaknesses:

- For questions with a high degree of difficulty, the number of students who know the answers is reduced
- Requires more time to prepare the didactic material for evaluation
- It takes more time for student evaluation

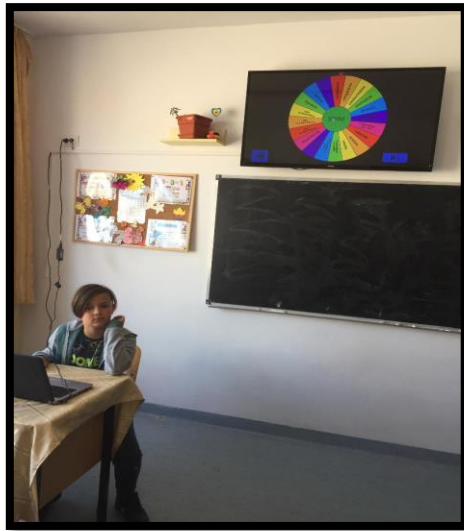
I believe that the proposed didactic games on tekhnologic.wordpress.com, alternating with energizing games, can successfully be applied to the classroom in the process of teaching-evaluation and contribute of creating a pleasant and relaxing work atmosphere.

Various games, which can be selected from tekhnologic.wordpress.com, have a positive impact on students, making them interested and wishing to answer to the lesson's questions.

It motivates students to prepare themselves better to answer a greater number of questions or to participate actively in future lessons.

Links, references: <https://tekhnologic.wordpress.com/2017/10/22/seasonal-powerpoint-games/>





Treasure Scouts Hunt

Teacher's name (s): Munteanu Dulgheru Mariana

School: Școala Gimnaziala „Vasile Parvan” Barlad

Date: 2.04.2019

Age group/ Grade: 12-14 years old/6th- 8th grades

Number of groups of students: 4 groups of 4 students

Duration / number of hours: 60 minutes

Learning subject (s) /curriculum area(s):

Treasure hunt / mathematics and science, first aid, sports, flower seeds, map without writing, orientation, English

Learning objectives:

- To solve general culture items in order to discover the hidden treasure;
- To work in a team in order that every student can use his / her knowledge and skills to reach the end point of the route
- To execute correctly the practical activities within the application path.
- To be on time in solving the items

Learning skills:

- the ability to adapt to the requirements of the game
- the ability to work in a team,
- individual engagement and interaction between teammates, communication, responsibility, leadership
- to execute in time and correctly the requirements of the practical applicative route;
- developing logical thinking and perspicacity
- integration and creativity in solving mysteries

Game info

Students organized in 4 groups, each group consisting of 4 children from different age groups, grades VI-VIII, have to find a treasure that is somewhere in the school area. They have to solve different theoretical and practical items within the practical applicative path. The activity is based on an itinerary and some clues discovered by the participants

<p>Name: Treasure Scouts Hunt</p> <p>Type: practical application route</p> <p>Links: https://create.kahoot.it/details/a1362afc-5ab7-42a8-b4cf-46e5356c243d</p> <p>History:</p> <p>Treasure Hunt is a team game where players get more clues that lead them to find a hidden prize. It is an old game but at the same time new by the nature of the items proposed. It can be played at any age and on various occasions: during classes, extra-school activities, trips, camps and family meetings. The route can be indoor (classroom, laboratory, school), outdoor (yard, forest, park etc.) if time and weather permit or we can combine the one indoor with the other outdoor.</p> <p>Material needed (attach files if needed):</p> <p>clues written on paper, laptops or phones connected to internet, first aid kit, flowers or seed balls, etc.</p>	
<p>Game description / rules of the game:</p> <p>We divide the team into groups, each one having a route. In the middle of the ways, groups can meet and compete in the game. Each team will have a leader, a trainer and helping aids in finding places and clues (various objects). Throughout the routes, we can put together various skillful, perspicuous workshops that will lead to the clue-off (besides the logical ones, they can be physical, for example: first aid to a wounded child, planting flowers or seed, sports activities). The final area is a common one, groups having the same destination.</p>	
<p>Teaching Process</p>	
<p>Teacher Activities:</p> <ul style="list-style-type: none"> - sets the theme and the process, the rules -indicates the route, -writes the clues, links them together and hides them in strategically chosen points 	<p>Student Activities</p> <ul style="list-style-type: none"> -executes correctly and in time the requirements proposed in the practical applicative route; - actively participates in the team, communicates with teammates;

<ul style="list-style-type: none"> - makes certain that all rules are clear and all players understand what they have to do -brings the material resources -divides the group of students into teams and establishes a team leader -trains teams at the beginning of the game -looks at the teams during the game - gives additional explanations and answers to the players questions if these occur, -permeates the winning team, - gives time for discussion, impressions, feelings, proposals for improvement of game by the group 	<p>-helps team workers in solving the demands without creating conflicting states.</p> <p>ROUTES:</p> <p>TEAM 1</p> <p>Decrypts anagram to find the first route clue</p> <p>Solves a kahoot game with math and science questions;</p> <p>Searches the clue that is hidden in a panel area of the school yard;</p> <p>Gives first aid to an injured child who is at a point that the group discovers by solving a mathematical equation in English;</p> <p>Leads the injured child, after first aid, to the specialized first aid point;</p> <p>Executes sports exercises. To discover the place where he/she will perform the exercises he/she must decipher a riddle;</p> <p>Plants a flower. To discover the task and the clue he/she must decipher the message of a poem;</p> <p>Gets a map without writing to find out where the treasure is hidden.</p> <p>Finds the treasure which is a winner's cup</p> <p>TEAM 2</p> <p>Searches the clue that is hidden in a panel area of the school yard;</p> <p>Gives first aid to an injured child who is at a point that the group discovers by</p>
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	<p>solving a mathematical equation in English;</p> <p>Leads the injured child, after receiving the first aid, to the specialized first aid point;</p> <p>Executes sports exercises. To discover the place where he/she will perform the exercises he/she must decipher a riddle;</p> <p>Plants a flower. To discover the task and the clue he/she must decipher the message of a poem;</p> <p>Decrypts the anagram to discover the next route clue.</p> <p>Solves a kahoot game with math and science questions;</p> <p>Gets a map without writing to find out where the treasure is hidden.</p> <p>Finds the treasure which is a winner's cup</p> <p>TEAM 3</p> <p>Plants a flower. To discover the task and the clue he/she must decipher the message of a poem;</p> <p>Decrypts the anagram to discover the next route clue</p> <p>Solves a kahoot game with math and science questions;</p> <p>Searches the clue that is hidden in a panel area of the school yard;</p> <p>Gives first aid to an injured child who is at a point that the group discovers by</p>
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	<p>solving a mathematical equation in English;</p> <p>Leads the injured child, after receiving the first aid, to the specialized first aid point;</p> <p>Executes sports exercises. To discover the place where he/she will perform the exercises he/she must decipher a riddle</p> <p>Gets a map without writing to find out where the treasure is hidden</p> <p>Finds the treasure which is a winner's cup</p> <p>TEAM 4:</p> <p>Executes sports exercises. To discover the place where he/she will perform the exercises he/she must decipher a riddle</p> <p>Plants a flower. To discover the task and the clue he/she must decipher the message of a poem;</p> <p>Decrypts the anagram to discover the next route clue</p> <p>Solves a kahoot game with math and science questions</p> <p>Searches the clue that is hidden in a panel area of the school yard;</p> <p>Gives first aid to an injured child who is at a point that the group discovers by solving a mathematical equation in English;</p>
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	<p>Leads the injured child, after receiving the first aid, to the specialized first aid point</p> <p>Gets a map without writing to find out where the treasure is hidden</p> <p>Finds the treasure which is a winner's cup</p>
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Outcomes /products (attach files if necessary):
the game, the rules of the game, the route's practical applied attached.

Comments /Evaluation of the teaching process
The students were very involved, they collaborated in teams without creating conflicts, executed the tasks with great engagement from each participant. It was a very exciting game for students. It was a game that required the presence of a large number of teachers, each point on the route requiring the presence of a teacher.

Links, references:<https://create.kahoot.it/details/a1362afc-5ab7-42a8-b4cf-46e5356c243d>





Spain

Caliche

Teacher's name (s): Juan José Ramos Martínez

School: Ntra. Sra. De los Dolores

Date: First term

Age group/ Grade: fourth, fifth and sixth grade.

Number of Students: 21

Number of groups of students: 2

Duration / number of hours: 30 minutes /

Learning subject (s) /curriculum area(s): English ,Science, Spanish, Art, Social Studies, Maths

Learning objectives:

To develop and encourage the culture of the people, their history, even the magic, art, language, literature or customs.

To link people and civilizations.

To Set ability for young people, flexibility, strength for children, learning, evaluation of what has been learned, or of simple entertainment, they have served so that adults and children have fun together and separately.

to encourage children to speak in English.

Learning skills: speaking

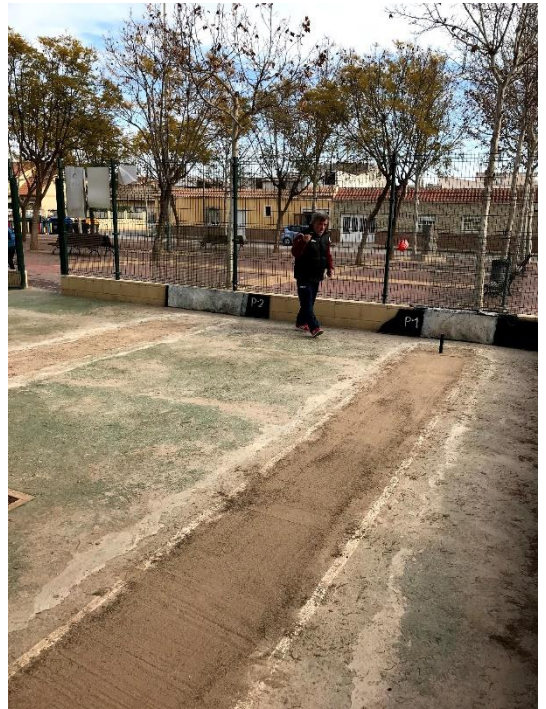
Listening

Reading

Writing

Game info
<p>Name: Caliche</p> <p>Type: traditional games.</p> <p>Links:</p> <p>History:</p> <p>Material needed : It is played on a rammed earth field 35 meters long by 6 meters wide.</p> <p>Game elements: The Caliche is a cylindrical piece of wood. It is approximately 20 cm high by 3 of diameter.</p> <p>Moneos are pieces of metal, usually square with rounded edges (although they can also be round)</p>
<p>Game description / rules of the game:</p> <p>The Caliche stands up. The coins that players consider appropriate are located on it.</p> <p>With these moneos the caliche should be thrown to the ground.</p> <p>The players: usually played in pairs, with a maximum of 3.</p> <p>Start of the game: Each member of the couple throws a moneo from a certain point in the field to the starting line. Whoever gets closer leaves.</p> <p>Development: The players launch by turns to eliminate the caliche. If it is knocked down, but it remains</p> <p>Closer to the coins than the moneo, it is considered a 'bargain'. The game has not ended. In that case, it</p> <p>must throw to leave your moneo closer (if you are not a couple who has knocked down the caliche), or throw the</p> <p>Moneo to move the caliche away from the coins, thus leaving the first moneo closer to the</p> <p>coins (if you are a couple who knocked down the caliche).</p> <p>Conclusion of the game: the game can be finalized each hand played, or a number can be put</p>

Teaching Process	
<p>Teacher Activities:</p> <p>The teacher has to divide the class in heterogeneous groups with pairs of a maximum of three pairs in each group. He/she should help the students all the time, giving them to speak and use the language orally.</p>	<p>Student Activities</p> <p>Working in small groups, the students have to throw the moneo and try get closer to the Caliche. The rest must wait their turn</p>
Outcomes /products (attach files if necessary):	
<p>Comments /Evaluation of the teaching process</p> <p>Children use the oral language in a funny and comfortable way and the game help them learn in a natural way.</p>	
<p>Links, references: https://nativespain.com/murcia-region/the-game-of-caliche/</p>	





The ant and the cicada

Teacher's name (s): Antonio Morales Sánchez

School: Ntra. Sra. De los Dolores

Date: First term

Age group/ Grade: first grade

Number of Students: 21

Number of groups of students: 2

Duration / number of hours: 180 minutes / 3 hours

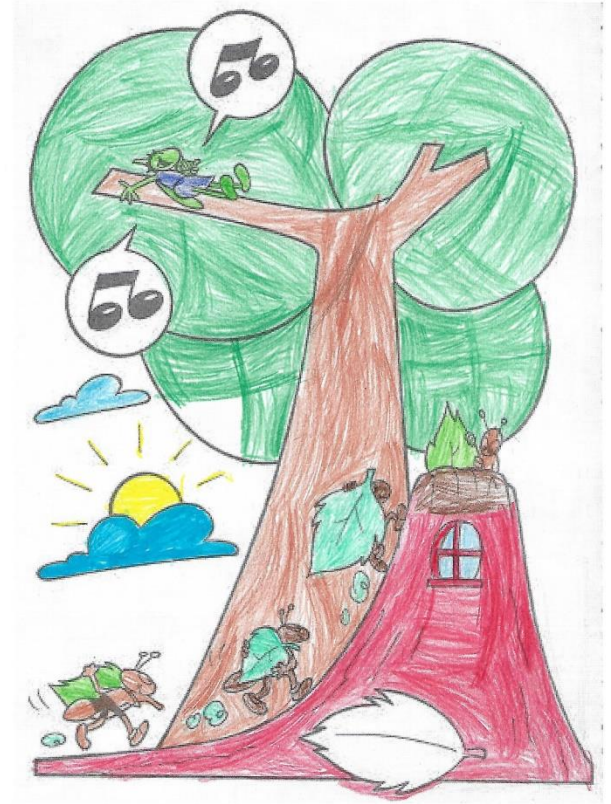
Learning subject (s) /curriculum area(s): Art, music.

Learning objectives: To use the contents of music to add music to a story.

Learning skills: Audition, playing instruments, singing and dancing.

Game info

<p>Name: The ant and the cicada</p> <p>Type: Music games</p> <p>Links:</p> <p>History: there was once a very perky cicada and a very hardworking ant that helped each other to spend the winter together.</p> <p>Material needed flowers, leaves and instruments ...</p>	
<p>Game description / rules of the game:</p> <p>Dancing with flowers and leaves.</p> <p>Singing the rain song and to do the rain with body instruments.</p> <p>Dancing the dance of seven jumps.</p> <p>Earing natural sounds.</p>	
<p>Teaching Process</p>	
<p>Teacher Activities:</p> <p>To paint the pictures of the story and read the story to make a “film”.</p>	<p>Student Activities</p> <p>Scan the pictures and record the voices, dancing and songs.</p>
<p>Outcomes /products (attach files if necessary):</p>	
<p>Comments /Evaluation of the teaching process</p> <p>Children use the music in a funny and comfortable way and the game help them learn in a natural way.</p>	
<p>Links, references:</p>	



Silly Sentences

Teacher's name (s): Estefanía Barqueros Sevilla School: Ntra. Sra. De los Dolores Date: 14-05-19 Age group/ Grade: 4 th grade // 9-10 years Number of Students: 21 Number of groups of students: Duration / number of hours: 30 minutes // 1 hour	
Learning subject (s) /curriculum area(s): English	
Learning objectives: to build sentences grammatically correct To identify grammatical category in words (verbs, adjectives, adverbs...)	
Learning skills: heading writing	
Game info	
Name: silly sentences Type: manipulate activities Links: History: Material needed (attach files if needed): small cards divided into different categories: nouns, articles, verbs...)	
Game description / rules of the game: The children choose one card of each grammatical group and make their silly sentence, ejem: " The big turtle runs very fast. " they read it and draw a picture.	
Teaching Process	
Teacher Activities:	Student Activities

<p>The teacher must organize the class in heterogeneous groups and prepare the cards for the exercise. She/ he also must supervise the activity all the time.</p>	<p>Students have to build the sentences, taking care of the grammar, following this structure: article – adjective – noun – verb – adverb – adjective. Then , they have to read it and draw a picture.</p>
<p>Outcomes /products (attach files if necessary):</p>	
<p>Comments /Evaluation of the teaching process Children learn to build sentences in a funny way and this game helps them grammar.</p>	
<p>Links, references:</p>	



Game info	
<p>Name: stories dice</p> <p>Type: manipulate activities</p> <p>Links:</p> <p>History: Original Game made for the project</p> <p>Material needed (attach files if needed): Four or five dice with different pictures in their faces</p>	
Game description / rules of the game: working in small groups, children have to throw the dice and, looking at the different pictures, they must create a story.	
Teaching Process	
<p>Teacher Activities:</p> <p>The teacher has to divide the class in heterogeneous groups. He/she should help the students all the time, giving them to speak and use the language orally.</p>	<p>Student Activities</p> <p>Working in small groups, the students have to throw the dice and create a story according to the pictures that appear in the dice. The rest must listen to the story and provide new ideas.</p>
Outcomes /products (attach files if necessary):	
<p>Comments /Evaluation of the teaching process</p> <p>Children use the oral language in a funny and comfortable way and the game help them learn in a natural way.</p>	
Links, references:	



Trivial Pursuit

Teacher's name (s): Juan Jose Ramos Martínez

School: Ntra. Sra. De los Dolores

Date: First term

Age group/ Grade: first grade

Number of Students: 21

Number of groups of students: 2

Duration / number of hours: 30 minutes /

Learning subject (s) /curriculum area(s): English ,Science, Spanish, Art, Social Studies, Maths

Learning objectives: to encourage children to speak in English

<p>To develop imagination creating stories Revise contents</p>	
<p>Learning skills: speaking Listening Reading Writing</p>	
<p>Game info</p>	
<p>Name: Trivial Pursuit Type: Board game Links: History: Material needed Trivial board, cards, counters, ...</p>	
<p>Game description / rules of the game: Throw de dice and count the spaces Answer the question from a card depending on the colour (each colour is for a subject). If your answer is right, you get a coloured wedge that you have to put into the wedge space The first team completing the six spaces , is the winner</p>	
<p>Teaching Process</p>	
<p>Teacher Activities:</p> <p>The teacher has to divide the class in heterogeneous groups of four He/she should help the students all the time, giving them to speak and use the language orally.</p>	<p>Student Activities</p> <p>Working in small groups, the students have to throw the dice and answer the questions The rest must wait their turn</p>
<p>Outcomes /products (attach files if necessary):</p>	

Comments /Evaluation of the teaching process

Children use the oral language in a funny and comfortable way and the game help them learn in a natural way.

Links, references:



Turkey

Runkeeper

Teacher's name (s): Sedat ALTINTAŞ School: Şehit Sait Ertürk Secondary School Date: 18.04.2019 Age group/ Grade: 12-13 years old, 7 th graders Number of Students: 20 Number of groups of students: 2 Duration / number of hours: 40 min
Learning subject (s) /curriculum area(s): Physical Education Athletism : running and coordination
Learning objectives: To improve the students' strength by virtue of running and coordination
Learning skills: to be able to use the app and do sports and activities
Game info
Name: Runkeeper Type: Outdoor game with app Links: https://runkeeper.com History: warm up activities (watching some videos related to athleticism and giving information about the application) Demo by teachers Material needed (attach files if needed): The app and tablets or mobile phones
Game description / rules of the game: The teacher show the video to the students and the students watch it in their gym at school. Also the teacher give explanation and show some crucial physical-fitness exercises. The teacher introduce a programe and want them to download it to their smart phones and register. Aims are to record how long you run, how much calories you lose. Moreover the teacher has an opporitinuty to follow his/her students performances and guide them

effectively. Then the students download the app “Runkeeper” and try to perform the activities show before, save their data.	
Teaching Process	
Teacher Activities: Introduce the app to the students. Explain the use and objectives of the app and the lesson.	Student Activities Use the app, do the activities shown by the teacher, and save their data on the app
Outcomes /products (attach files if necessary): The students learn the app and do activities for a healthy life.	
Comments /Evaluation of the teaching process It was enjoyable lesson for the students because performing independently attracted most of the students. So they had full motivation for the lesson	
Links, references: https://runkeeper.com	

Huntzz

<p>Teacher’s name (s): Nermin Değirmenci School: Şehit Sait Ertürk Secondary School Date: 05.03.2019 Age group/ Grade: 7th graders, 12-13 years old Number of Students: 10 Number of groups of students: 2 Duration / number of hours: 2-3 hours</p>
<p>Learning subject (s) /curriculum area(s): History English Social Studies Geography Technology</p>
<p>Learning objectives: Students will * learn about historical places in Istanbul * develop their abilities to create photograph albums using a range of media sources.</p>

<p>* Students recognize the Ottoman architecture and Mimar Sinan. * Students recognize the mosaics of Byzantine heritage to Istanbul and The Blue Mosque Square.</p>	
<p>Learning skills:</p>	
<p>Game info</p>	
<p>Name: Huntzz Type: Outdoor game Links: Download the game on Google Play Store</p> <p>History:</p>	
<p>Material needed (attach files if needed): tablets and the app Huntzz</p>	
<p>Game description / rules of the game:</p> <p>Teacher explains to students that they are going to take a trip to Hippodrome in Sultan Ahmet Square by using Huntzz app. Owing to this app, students will be able to pick up local knowledge of the historic places around them and take an online trip. In this application, there are ten multiple choice questions. The first screen of Hunt shows the location of the first treasure chest. Students go to the chest's location and click 'read clue' or the 'chest' tab to read the clue. When students start a hunt, students are asked to choose cryptic and simple clues. Then, they will find the Hunt. If they are struggling on a cryptic clue, they can request a hint. But this will lose some of the coins in the chest. Students can reveal the answer by clicking on the axe but by smashing open the chest with the axe students destroy all the coins inside.</p>	
<p>Teaching Process</p>	
<p>Teacher Activities:</p> <p>Create a route and prepare hints for the game. Introduce the app to the students.</p>	<p>Student Activities</p> <p>Use the app according to the directions of the teacher. Find the hints and complete the route.</p>

<p>Outcomes /products (attach files if necessary): Students will be able to use the app and learn the historical places and their history.</p>
<p>Comments /Evaluation of the teaching process It is an interesting lesson for students and teachers. Combining history and ICT is a good way to make the lesson enjoyable for students.</p>
<p>Links, references:</p>

The fastest student

<p>Teacher's name (s): Nejdet Gümüştan School: Şehit Sait Ertürk Secondary School Date: 12/13.02.2019 Age group/ Grade: 6th graders, 11-12 years old Number of Students: 40 Number of groups of students: 1 Duration / number of hours: 40 minutes</p>
<p>Learning subject (s) /curriculum area(s): Maths</p>
<p>Learning objectives: Students learn about percentage and percentage problems</p>
<p>Learning skills: Learning the proportions</p>
<p>Game info</p>
<p>Name: The fastest student Type: Video Task Links: http://learningapps.org/display?v=p5sxqdetv17 History:</p>
<p>Material needed (attach files if needed): Computer/tablet/ smart phone</p>
<p>Game description / rules of the game: The teacher send the video to the students and the students watch it at home. When they come to the</p>

<p>classroom, the students attend the activity on learning apps. They solve the percentage problems. The fastest student win the game.</p>	
<p>Teaching Process</p>	
<p>Teacher Activities:</p> <p>Teacher prepare the video and questions and send the link to students.</p>	<p>Student Activities</p> <p>Students watch the video and solve the problems as quick as possible.</p>
<p>Outcomes /products (attach files if necessary): Students will be able to learn about percentages.</p>	
<p>Comments /Evaluation of the teaching process: Students like watching the video at home. So, they have full motivation for the lesson.</p>	
<p>Links, references:</p>	

Cyprus

SNAP

Teacher's name: Monica Karayianni School: Perifereiako Eniaio Oloimero Apesia - Cyprus Date: 12.3.19 Age group: 6-8 years old Grade: 1-2 Number of Students: 11 Number of groups of students: in pairs and then in groups of 3 Duration / number of hours: 3 hours
Curriculum area: Science
Learning objectives: To develop scientific vocabulary regarding light: sources of light, natural and man-made sources of light and
Learning skills: Speaking; Following game rules; Sharing and cooperating with others in the group
Game info
Name: SNAP Type: Educational game with cards Links: --- History: SNAP is a game played throughout the world. It is a simple card game with few rules. It is a fun and competitive game for small groups of people to play, as it is fast-moving. Each child has the same cards face-down and both children turn the card at the same time. If the card is the same, the first child to say SNAP wins the cards in the pile. Material needed: cards with sources of light for SNAP game For lapbooks: A3 card, glue, coloring pencils
Game description / rules of the game: First, we played the game of SNAP in the traditional way. Then the children had play the game, but instead of saying SNAP when they both had the same card, they said SNAP if both the pictures showed natural or man-made sources of light.

Teaching Process	
<p>Teacher Activities:</p> <p>The teacher starts the lesson by introducing the words the natural and man-made resources.</p> <p>The teacher explains how to play SNAP.</p> <p>The teacher explains that but instead of saying SNAP when they both had the same card, they said SNAP if both the pictures show natural or man-made sources of light.</p>	<p>Student Activities</p> <p>Children look at the cards and divide them in two groups.</p> <p>Children play first round of SNAP.</p> <p>Children play a few rounds of SNAP using the vocabulary.</p>
<p>Outcomes /products (attach files if necessary): Children create a lapbook in groups of three, using the vocabulary they learnt.</p>	
<p>Comments /Evaluation of the teaching process The children have learnt new scientific vocabulary through play and by creating a lap.</p>	
<p>Links, references:</p>	

Explore Memory Pathways

<p>Teacher's name (s): Despina Efstathiou School: Apeshia's Primary School Date: Age group/ Grade: 5th graders Number of Students: 10 Number of groups of students: 2 Duration / number of hours: 30 minutes</p>
<p>Learning subject (s) /curriculum area(s):</p>

<p>Learning objectives: Improve children’s memory, focus and concentration</p>	
<p>Learning skills: Develop their mental powers and social skills as this is a mentally-stimulating game</p>	
<p>Game info</p>	
<p>Name: Explore Memory Pathways Type: Memory Game Links:</p> <p>History: This outdoor game is mainly designed for 4th or 5th graders; it demands fast reaction and helps them develop not only their thinking skills but also their social skills. Material needed (attach files if needed): a chalk and plenty of space</p>	
<p>Game description / rules of the game: Students are divided into two teams. A grid of circles is drawn on the ground with chalk. The object of the game is to figure out the ‘secret’ path that winds through the grid of circles drawn on the ground. None of the players knows the correct path but the teacher or the one who draws the circles. The players must find the correct path through trial and error, taking care to remember each of their previous attempts. In order to figure out the correct order, they have to work as a team and confer quickly. The winning team is the one that figures it out first.</p>	
<p>Teaching Process</p>	
<p>Teacher Activities: Educational activity of the teacher focus on shaping personalities when it comes to real life situations.</p>	<p>Student Activities Through play, they have learnt to stay calm, react fast and remain focus on their target. Important skills in life and in a workplace.</p>
<p>Outcomes /products (attach files if necessary):</p>	
<p>Comments /Evaluation of the teaching process They have managed to build a stronger team spirit. They worked as a team and the task was completed more quickly. Such activities can</p>	

release stress and teach children what teamwork is all about since they are encouraged to work together and develop a sense of respect and responsibility for one another. They are now more aware of team spirit and have already showed a greater interest in activities that boost their memory, confidence and concentration.

Links, references:

Greece

Be a planet's friend

Teacher's name (s): Maria Skiadelli School: 11 th Primary School of Chalandri Date: May 2018 Age group/ Grade: 3 rd Grade Number of Students: 16 Number of groups of students: 3 Duration / number of hours: 1
Learning subject (s) /curriculum area(s): Environmental Studies, ecology, save energy rules
Learning objectives: The purpose of this board game is to teach kids how by changing simple habits of their everyday life may have an important impact for the environment. These ordinary habits can be easily integrated into the kids' ordinary routine.
Learning skills: be able to say if their everyday habit are compatible to save energy rules or not
Game info
Name: Be a planet's friend Type: Board Game Links: History: It is an original game designed especially for this project Material needed (attach files if needed): Board and cards, pawns https://drive.google.com/drive/folders/1A_xYBmKSk5V3NtmVFm1Ee-r8UT4uvenT?usp=sharing
Game description / rules of the game: The class is divided in 2 – 6 groups depending on the number of the children. Each group stands for a player. First, they decide the order of playing i.e. which group is going to play first, second, etc. Then they choose a pawn. Each group assigns roles to its members: one is going to lift the card, one is going to move the pawn.

<p>All cards are placed in a pile, face down on a table. When its turn, each group lifts the first card from the pile and moves its pawn accordingly on the board. Then the card is placed under all other cards.</p> <p>The player that reaches first the final square of the board where all the five characters of the game are found, is the winner of the game.</p>	
<p>Teaching Process</p>	
<p>Teacher Activities: Divide the students into groups, up to 6 groups are allowed according to the number of students. Decides the order of the groups. Who is going to play first, second, etc. Puts the board on the whiteboard of the classroom, or projects the electronic image of the board on the board of the classroom Teaches the save energy rules to the student by explaining the different types of cards of the games Lets the playing begin, and takes care that the groups maintain the right playing order throughout the game Takes care that the group take the right action according to the card taken by the pile Announces the winner</p>	<p>Student Activities: They decide who us going to get the next card from the pile and who is going to move the pawn on the board Get the correct action according to the card from the pile Move forward the pawns on the board according to the rules of the game</p>
<p>Outcomes /products (attach files if necessary):</p>	
<p>Comments /Evaluation of the teaching process: This is a very easy game to play by children of all ages. There are no labels or writing on the cards, nothing to read or write or calculate. Only drawings that must be recognized. Therefore, it fits all ages and can be easily transferred to all languages and school setups.</p>	

Also, it teaches young children rules and how to follow instructions and held them keep some discipline while playing while keeping their order and waiting for the others to play.

Links, references:



Bingo

Teacher's name (s): Maria Armada

School: 11th Primary School of Chalandri

Date: February 2018

Age group/ Grade: 2nd Grade

Number of Students: 20

Number of groups of students: 10

Duration / number of hours: 2

Learning subject (s) /curriculum area(s): Maths

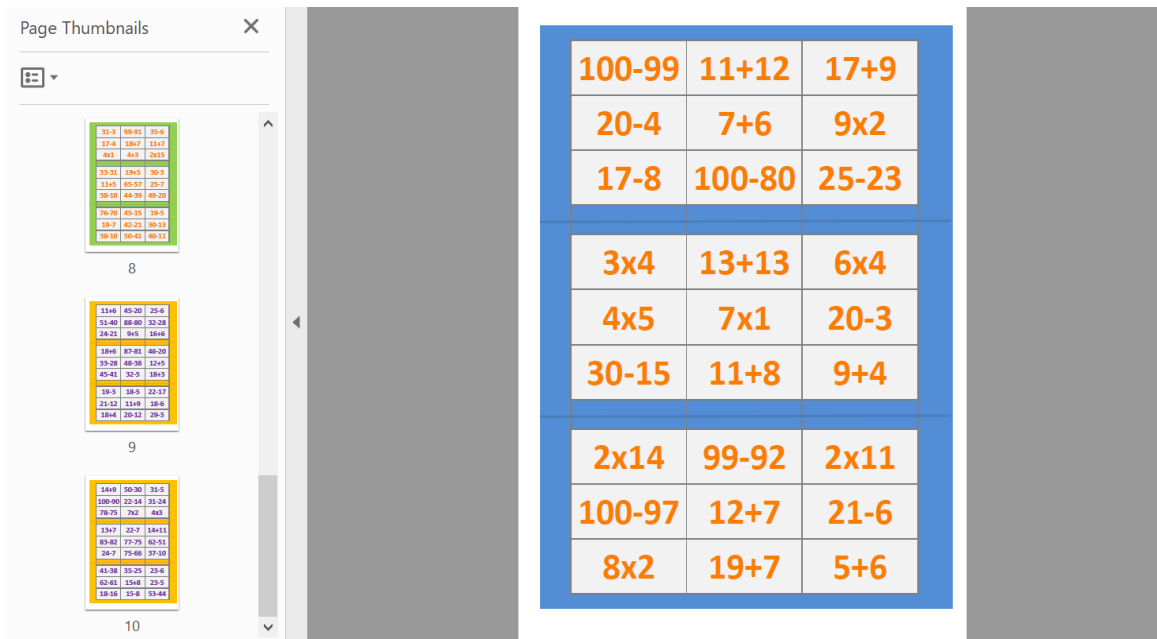
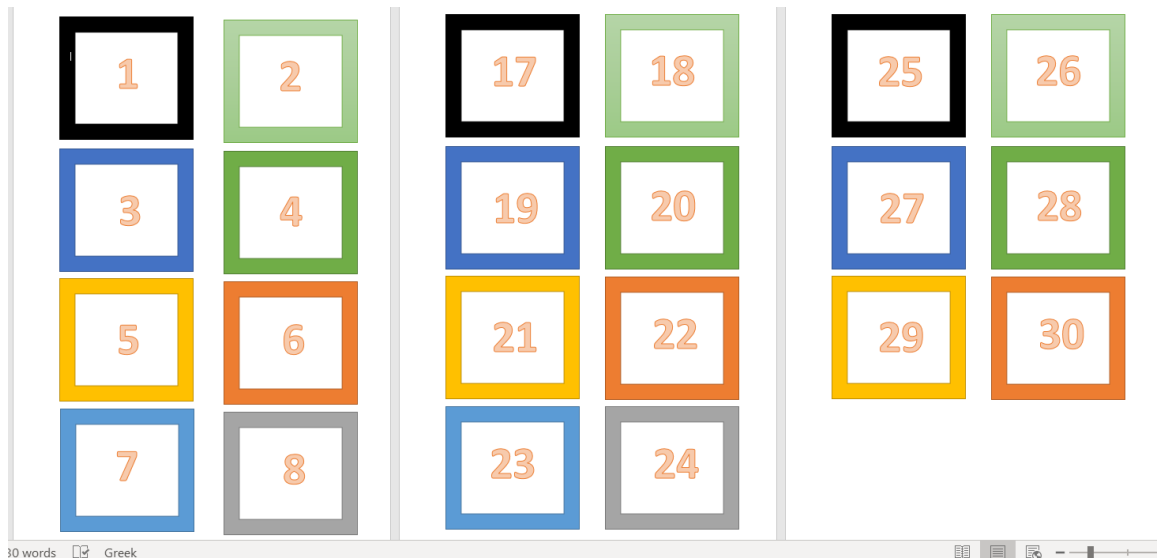
Learning objectives: Mutliplication Table

Learning skills: exercise on basic multiplication tables

<p>Game info</p>	
<p>Name: Bingo Type: Board Games Links: https://en.wikipedia.org/wiki/Bingo_(U.S.)</p> <p>History: A very old and classical game to be used for math teaching</p> <p>Material needed (attach files if needed): Board of the classroom, small bingo boards for each student or group of students https://drive.google.com/open?id=1sqbhbhvFzXXm6DKrb7bRiDYLDj7vC8kU</p>	
<p>Game description / rules of the game:</p> <p>Print out the different BINGO cards. Get some small post-it notes or print enough markers to cover all the squares of the cards. Put the BIBGO board on the whiteboard of the classroom or project it on the wall using the classroom projector. Children may play alone or be divided in groups of two. Hand out one Bingo card to each child or two cards to each group. One child or the teacher will be the caller. The caller should pull out one number from the bucket and speak it out loudly. Then he or she places the number on the Bingo board. Whoever finds the number on his or her card(s), puts a post-it note or a marker on it. Whenever a whole row, column or diagonal is completely covered by markers on one card, the child or children ought to shout BINGO. The player that first finishes his or her card(s) is the winner.</p>	
<p>Teaching Process</p>	
<p>Teacher Activities:</p> <ul style="list-style-type: none"> Divides students into small groups Draws a bingo board on the whiteboard with numbers from 1 to 50 Shares the bingo cards to the students Checks if the students cover up the correct square on their bingo board Announces the winner group 	<p>Student Activities:</p> <ul style="list-style-type: none"> Check out their boards to see if there is any calculation matching the number announced Cover up the match /es they found on their bingo board When they finish covering their bingo boards, say “Bingo” loudly
<p>Outcomes /products (attach files if necessary):</p>	
<p>Comments /Evaluation of the teaching process:</p>	

An extra engaging and fun activity. It could be more convenient though, if calculations were written on the classroom board and bingo boards had only the results of those calculations.

Links, references:



Domino

Teacher's name (s): Stella Marinatou – Elina Zoulinaki School: 11 th Primary school of Chalandri Date: January 2018 Age group/ Grade: 6 th Grade Number of Students: 20 Number of groups of students: 4 Duration / number of hours: 2
Learning subject (s) /curriculum area(s): Language/ Grammar/ Part of Speech. Be able to tell which part of speech each word corresponds to.
Learning objectives: to learn to distinguish between parts of speech
Learning skills: This version of domino is especially made to help students consolidate the parts of speech of a certain language.
Game info
Name: Domino Type: Board Game Links: https://en.wikipedia.org/wiki/Dominoes History: Material needed (attach files if needed): Domino Magnetic cards, especially designed by the teachers for this game https://drive.google.com/open?id=1eE-CbWkXBzatPrxU3Dn0_SaKyWST938F
Game description / rules of the game: Starting the game Place all cards face-down on the table and mix them up. Each player selects 7 cards. Keep your cards in front of you but hidden from your opponents. The players decide who's going to play first, second, third, etc. by throwing a lot. The first player-group chooses one of their 7 cards and puts it on the white board or on a desk. After the first round, the player who won the previous round starts first. Playing the Game

The next player-
place a matching
next to the first

verb

her

group must then
domino card
domino card.

For example, if the first player started the game using the following card:
Then the next player must play a domino card that has either the word
pronoun or a verb on it. Two cards that can match this first card are the
following (but of course not the only ones):

on the left

noun feel

or

pronoun table

on the right

The players only place cards on the two edge points of the series of
cards that has been formed on the board.

If the next player however doesn't have a matching Domino card, they
must pick one from the cards on the table with face down. If the new
card does not much, as well, the player must pass their turn onto the
next player.

The game ends when the first player finishes all the cards that they
possess.

Teaching Process

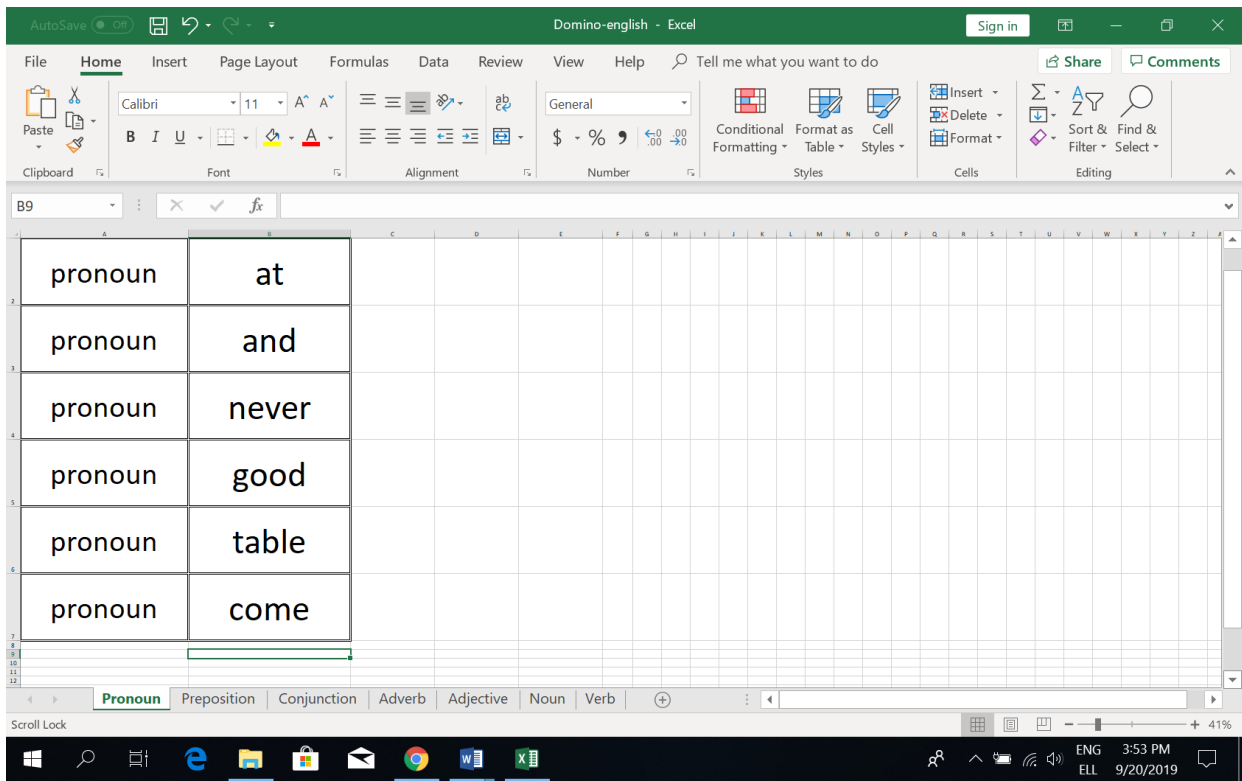
Teacher Activities:

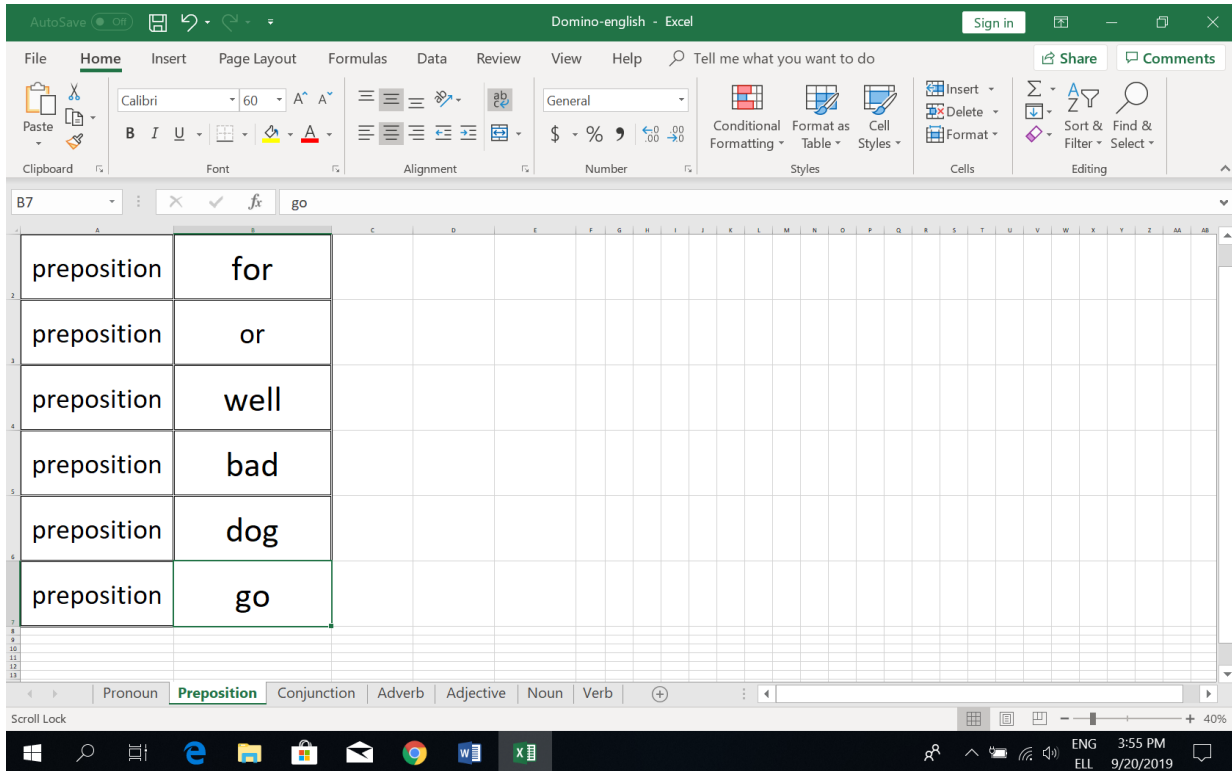
The teacher divides the students
into groups, usually up to five
depending on the number of
students in the classroom.
Decides the order of the groups,
who's going to play first, second,
etc.
Shares the cards to the student
groups
Lets the play begin and checks if
the students matching of word-
part of speech pair is correct.
While checking the matching, is a

Student Activities:

Get their cards and put them on
their desk upside down.
Decide who is going the put the
card on the table each time their
turn comes to play
Decide how they are going to
decide if a match is correct or not
Get extra cards from the pile of
unshared cards from their
teacher's desk

<p>good opportunity for him / her to teach some about the parts of speech Announces the winner</p>	
<p>Outcomes /products (attach files if necessary):</p>	
<p>Comments /Evaluation of the teaching process: An extra engaging and fun activity for teaching a rather tedious subject of the grammar. Many cognitive misunderstandings of the students came out, that did not appear while the teacher was teaching this subject before playing the game.</p>	
<p>Links, references:</p>	





The physics Quiz

<p>Teacher's name (s): Maria Skiadelli School: 11th Primary School of Chalandri Date: November 2018 Age group/ Grade: 6th Grade Number of Students: 20 Number of groups of students: 3 Duration / number of hours: 2</p>
<p>Learning subject (s) /curriculum area(s): Physics/ Energy</p>
<p>Learning objectives: To practice on Energy related issues</p>
<p>Learning skills:</p>
<p>Game info</p>
<p>Name: Physics Energy quiz Type: Hybrid Game: electronic and board question game Links: https://scratch.mit.edu/projects/261644138</p>

<p>History: Original game created especially for this project using Scratch. It is based on the GoGoals Unseco board game for the sustainable development. The language of the game is Greek.</p> <p>Material needed (attach files if needed): the electronic version of the games created with the Scratch programming environment https://drive.google.com/open?id=1GVs44oXX04D4k35Cm_nT_cjDVg-IOLbr</p>	
<p>Game description / rules of the game: The students are divided into groups. The teacher visits and the link of the game and starts the game. The groups of students keep on answering the questions that appear on the screen. These are multiple choice questions regarding energy issues. If the group answers correctly the questions (checked automatically by the computer), they have the right to roll the electronic dice and move their pawn on the game board according to the number that appears on the dice. If their answer is not correct, they simply pass their turn to the next group. The winner is the one that gets first at the end of the route on the board of the game.</p>	
<p>Teaching Process</p>	
<p>Teacher Activities: Divides the students into groups. 2 to 4 groups are enough according to the number of students in the classroom Decides about the order of the groups who is going to play first, second, etc. Checks the actions of the groups so that they follow the correct order. Passes the turn to the next group Checks the movement of the pawns on the game board</p>	<p>Student Activities: Decide about how to reach consensus, each time they must answer a question. There may be conflicts They decide who is going to roll the dice or move the pawn each time they answer correctly They check their opponents movements and answers</p>

Teaches some physics, especially on the wrong given answers Announces the winner of the game	
Outcomes /products (attach files if necessary):	
Comments /Evaluation of the teaching process: A very enjoyable game that can be used by the physics teacher either before teaching the relative subject, to introduce some basic issues or after teaching for evaluation and consolidation purposes.	
Links, references:	



The Math's Game

Teacher's name (s): Persefoni Steka School: 11 th primary school of Chalandri Date: April 2018 Age group/ Grade: 2 nd Grade Number of Students: 15 Number of groups of students: 2 Duration / number of hours: 2
Learning subject (s) /curriculum area(s): Maths, multiplication
Learning objectives: to exercise to multiplication up to 5
Learning skills:
Game info
Name: The electronic Math's game Type: Hybrid, electronic and board Links: History: Original game created and played during the project Material needed (attach files if needed): the electronic version of the games and some specially designed cards
Game description / rules of the game: The students are divided into 2 groups. Each group gets one game card that has 10 blank squares and the name or the symbol of the team. Each time that a product appears on the screen of the computer they must find the result of the product and announce it loudly before the computer shows the correct answer on the screen. If the number announced by the groups of students is correct, then they put an X on the square of their card. If not they leave the square blank. After that the next group plays and has to guess the right number for the product that appears on the screen. This goes on for 10 rounds. At the end of the 10 rounds each group counts how many correct answers have they got by counting the X on their card. The group that has the more X's is the winner.

Teaching Process	
<p>Teacher Activities: Divides the students in groups. 2 to 4 groups are enough for this game. Decides about the order of the groups. Which group is going to play first, second, etc. Checks if the answers give by the groups are correct Announces the winner</p>	<p>Student Activities: They get their card and decide how they will reach the correct answer in case of conflict. Decide who is going to keep the score of their team Check the answers of their opponents Count the number of X's they have at the end of the game</p>
<p>Outcomes /products (attach files if necessary):</p>	
<p>Comments /Evaluation of the teaching process It is a very good game that helps people work in teams, promotes teamwork and collaboration, practice some discipline rules. Students learn to keep their turn, write down their scores and be quick in their response. It's a fun and engaging game and a good practice for their multiplication skills, for all ages.</p>	
<p>Links, references:</p>	

ΟΔΗΓΙΕΣ

1. Διάλεξε βαθμό δυσκολίας (1=δύσκολο, 10=εύκολο)
2. Πάτα το πλήκτρο «Παίξε...» για να παίξεις.
3. Πρέπει να προλάβεις να απαντήσεις πριν εμφανιστεί η απάντηση.

Βαθμός δυσκολίας
10

3 · 4 = 12

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Poland

Travel through Europe

Teacher's name (s): Małgorzata Kolasa

School: Primary School SPSK in Mysłów

Date: 23rd February, 2018

Age group/ Grade: 14

Number of Students: 5

Number of groups of students: 1

Duration / number of hours: 45 min

Learning subject (s) / curriculum area(s): History

Learning objectives:

Deepening knowledge of European history. Creating educational situations conducive to triggering a positive motivation to acquire knowledge about Poland and Europe.

Learning skills:

The student uses his knowledge about Poland and Europe

The student develops the skill of strategic thinking.

The student develops the ability to cooperate in a group.

The student can integrate with the group.

Game info

Name: **Travel through Europe**

Type: Educational Game

Links:

History: It is a team game for 4-5 players. You need a set of questions about the history of Poland, Europe, as well as questions about sport.

The game has an educational form and is associated with the countries taking part in the project.

Material needed (attach files if needed): a board

Game description / rules of the game:

1. The game starts a person who throws 5

2. Marking of the squares:

-arrows indicate the direction of the game

-green squares mean a question about a country

-yellow square means an empty square

-pink square means an obstacle

1. Questions to the **pink** squares:

3. You are sinking on the Titanic. If you give the cause of its sinking, you move to the next square. But if you don't answer, you go back to the start.

9. You are at a show of Bullfighters- you lose 1 turn

12. You are making a delicious pizza. If you give 3 main ingredients of pizza, you move to square

15. If you do not answer correctly, you do 5 sit-ups to save yourself

40. Imagine that you are on the island of Frederic Chopin. You must say the scale. If you don't say it, you lose two turns.

43. You are enjoying the beautiful sunset at the Baltic Sea, to move farther you have to do 5 push-ups

45. Do you know what is the capital city of Norway? If so, you stay in this field. If you give an incorrect answer, you have to go back to square 37.

47. You're almost at the finish line. Give the names of all countries that participate in the Project Erasmus+. If you do not answer, you go to square

42 and wait for one queue.

The dashed arrow here means that if you answer the questions 14 well, you can move to square 37.

The game contains additional cards with questions to answer if the player becomes a pawn in the field marked in green.

Teaching Process

Teacher Activities:

Student Activities

1. The teacher welcomes the students and explains that the classes will take place in competition form.
2. The leader translates the rules of the game.
3. The teacher selects 5 students who will participate in the competition.

1. Students throw a dice, the person who first throws out five points begins the game.
2. Students start the game.

Outcomes /products (attach files if necessary):

Comments /Evaluation of the teaching process

Links, references:

<p>1. Which of the Poles won the Four Hills Tournament? a Piotr Żyła b Kamil Stoch</p>	<p>6. Please give the name of the Pole who has received the International Peace Prize? a Lech Walesa b Wisława Szymborska</p>	<p>11. What is the name of the football club in which Ronaldo plays? a FC Barcelona b Real Madrid</p>
<p>2. What are the names of the brothers who were fed by a she-wolf? a Remulus and Remus b Romulus and Marcus</p>	<p>7. What is the capital of Spain? a Madrid b Sevilla</p>	<p>12. Which sea is Cyprus located on? a the Black Sea b The Mediterranean Sea</p>

3. Which of the Greek gods was the most important? a Zeus b Ares	8. Is Cyprus an island? a Yes b No.	13. According to legend, on what island did Minotaur live? a Crete b Cyprus
4. Where is the Pope's seat? a in the Vatican b in Rome	9. What tribes inhabited the territory of present-day Romania? a Dakota Dacy b Turks	14. Which part of Europe is Bulgaria located in? a nort- west b south-east
5. Which disciplines were the most popular in ancient Greece? a long jump b box	10. Give the title of series that tells the story of Suleyman the Great and his wife? a Great Century b Sultan magnificent	15. What is the name of a famous hotel in Romania? a Lambert b Transylvania
		16. Please give the names of the countries which Bulgaria borders with? a Slovenia, Hungary, Czech Republic b Serbia, Macedonia, Greece, Turkey, Romania

Safety Road

Teacher's name (s): Joanna Gorzkowska
School: Primary School SPSK in Mysłów
Date:
Age group/ Grade: 15
Number of Students:8
Number of groups of students: 1
Duration / number of hours: 1h

<p>Learning subject (s) /curriculum area(s): Technology</p>
<p>Learning objectives: implementing children and young people to be especially careful and safe on the road, applying traffic rules in practice.</p>
<p>Learning skills: The student knows the basic rules of traffic, knows how to move while being a participant in traffic, knows the appearance and importance of road signs, knows the appropriate attitudes for safe and cultural participation in road traffic.</p>
<p>Game info</p>
<p>Name: Safe road Type: Educational Board Game Links:</p> <p>History: The board game "Safe Road" is designed for children and teenagers. The game takes place on a large board with a deck of cards, eg a card with a question, a riddle or road signs. Whoever manages to correctly answer all the questions and go to the end he/she wins the whole game. The game help children learn basic road signs and rules that are worth following to use safely the road not only as a pedestrian but as a driver too. The board game is a great fun that allows you to spend time in a group.</p> <p>Material needed (attach files if needed): a sheet of a cardboard, a set of colored sheets, compass, pencil, ruler, scissors, glue, a card with question, riddle, road sign, cube, 4 pieces</p>
<p>Game description / rules of the game: We start the game from the square 'start'. The players throw a dice and move about the number of discarded places. Moving around the board, players encounter a riddle card, a question or a character. A player must</p>

give a correct answer - he throws the dice in the next turn, if the answer is wrong - there is one queue to wait. At the moment when the player stands on the sign with the sign 'turn right', he uses the pedestrian crossing - he takes shortcuts, but if it is a traffic sign that means :

- a) stop or give way - he/she loses one queue
- b) route with priority - he/she performs an additional roll of dice
- c) road without passing - he/she returns to the start field.

The player who correctly answered all the questions wins and is the first to enter the finish point.

Teaching Process

Teacher Activities:

Didactic and educational activities of the teacher focus on shaping attitudes and habits that ensure the safety and comfort of all road users.

Student Activities

Through play, students consolidate the material they learn by organizing, for example, a class competition of knowledge as well as during the self-preservation of the message.

Outcomes /products (attach files if necessary):

Comments /Evaluation of the teaching process: Developing a sense of responsibility for health and self-safety and other road users. Developing interest in cycling as a means of promoting an active form of recreation.

Links, references:



The Ships

Teacher's name (s): Anna Kołat

School: Primary School SPSK in Mysłów, Poland

Date:

Age group/ Grade: 12

Number of Students: 10

Number of groups of students: 5

Duration/ number of hours: 30 min

Learning subject (s)/curriculum area (s):

English Language - INTELLIGENCE

Learning objectives:

Creating educational situations conducive to triggering a positive motivation to acquire vocabulary.

Learning skills

the student revises the knowledge of vocabulary

The student improves visual-motor coordination.

The student develops the skill of strategic thinking.

The student is perfect for perceptiveness.

Game info	
<p>Name: The Ships</p> <p>Type: A strategic and board game</p> <p>Links:</p> <p>History: The game of ships is a strategic and board game for two people. Invented by Clifford Von Vickler in the early twentieth century and patented by the Milton Bradley Company in 1943. The game is known in many countries as: Game of Ships or Salvo. In Polish literature you can also meet with the name: Wojna Morska or Bitwa Morska.</p> <p>Material need (attach files if needed): Pieces of paper according to the tables that follow</p>	
<p>Game description / rules of game:</p> <p>Each player receives a board on which he has to arrange his ships in such a way that there is one square of free space between each ship (also on the corners).</p> <p>Each player must use: four one-masts, three two muzzles, two mastheads and one four-mast.</p> <p>Players give each shot a change. The shots are fired alternately by specifying the coordinates of the field (eg B5).</p> <p>In the case of a shot, the player continues shooting (ie his move) until he misses.</p> <p>Sinking a ship occurs when the player guesses the location of the entire ship. Missing the player tells the opponent the word "box", hit "hit" or "hit sunk".</p> <p>In the case when the player fails, he must exchange the answer to the given category of the missed field. For example, a player missed by giving the coordinates of field B5, so his "criminal" task is to give the name of the animal to the letter B.</p> <p>Categories: Food, Colour, Clothes, Animals</p>	
Teaching Process	
<p>Teacher activities:</p> <p>The teacher greets students</p>	<p>Student Activities:</p>

The teacher hands to each person previously prepared boards to play ships (Annex 2). Presents the game.

Pupils are divided into pairs by drawing each participant a card with the appropriate symbol (Annex 1). Students divided into pairs start the game.

TWOJE STATKI

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

STATKI PRZECIWNIKA

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										



Italy

“THE FIRST WELL” - A foreign (English) language game

Teachers' names: Clemente Brigida, Iazzetti Luigi, Pappalepore Pasqua Aida.

School: I.C. “Santa Chiara- Pascoli-Altamura” Foggia- Italy.

Date: April- May 2019

Age group/ Grade: 9 – 10-year-old/ Fifth Grade

Number of Students: fifth grade- about 60 students involved

Number of groups of students: 5 groups

Duration / number of hours: 20 hours

Learning subject (s) /curriculum area(s): FOREIGN LANGUAGES. ENGLISH LEVEL A1

Transversal areas: ICT and GLOBAL CITIZENSHIP.

Learning objectives:

To be reached at the end of the fifth grade of the primary school:

Listening (oral comprehension).

- Understand brief dialogues, instructions, expressions and phrases of everyday life and identify the general theme of a speech about known topics.

- Understand short multimedia texts identifying key words and the general sense.

Spoken language: (oral production and interaction).

- Describe people, places and familiar objects using words and phrases already met during listening and / or reading.

- Report simple information.

- Interact in a comprehensible way with a partner.

Reading (written comprehension)

- Read and understand short, simple texts, accompanied by visual aids, capturing their global meaning and identifying familiar words and phrases.

Writing (written production)

- Write simple and short messages to introduce themselves, to thank or invite someone, to ask or give information., etc.

Reflection on language and learning

- Observe pairs of similar words as sound and distinguish their meaning.

- - Observe words and expressions in contexts of use and grasp their meaningful relationships.

- Observe the structure of the sentences and use them correctly.

Learning skills:

The students have to learn how to talk about daily routine, day-day situation and to describe people and things.

They learn how to give personal information.

Use everyday expressions and understand when they are used by other people.

- Learning to learn;

-Social and civic competences;

-Sense of initiative and entrepreneurship;

-Cultural awareness and expression.

Game info

Learnings skills and competences will be acquired through a game based methodology, including online games selected from an array of educational sites (ISL COLLECTIVE, VIZIA, BRITISH COUNCIL LEARNING KIDS, WORDWALL) or created by teachers and/or students according to netiquette, responsibility and respect for others.

We focus on “VIZIA” educational site and the possibility to select video from You Tube or Vimeo and create many different activities to help children improve their linguistic and communicative competences.

Name: VIZIA.

“THE FIRST WELL” A traditional tale from INDIA.

Type: OLINE GAME created by Teacher Marinunzia AUGELLO.

Links:

GAME

<http://vizia.co/videos/5e4d910ec576ae4f7a09ac/share>

BY THE ORIGINAL VIDEO SELECTED FROM YOU TUBE:
<https://www.youtube.com/watch?v=a4uLfei-0kU>
 History.
 The title of the story is : “THE FIRST WELL”, an Indian ancient legend.

Material needed (attach files if needed: THE ORIGINAL VIDEO IS ON YOU TUBE AND THE GAME IS ON VIZIA APP.

Game description / rules of the game:
 Select the video on You Tube or Vimeo.
 Upload on VIZIA.
 Create the set of questions about the story.
 Prepare two or three multiple answers and the correct one for each item.
 Stop the video and insert the questions and the different answers.
 Register the scores and reward the students with an encouraging message at the end of the video- quiz.
 The game can be played in the classroom with the whole group of students, or individually in the ICT Laboratory.
 Discuss about the content and the meaning of the story.

Teaching Process

<p>Teacher Activities: The Italian team teachers will cooperate in the ICT lab or with LIM in the classroom and will choose and select the best educational sites to present to the students. They will discuss with the students about the advantages of using videos from you tube to create games to play and learn English</p>	<p>Student Activities The pupils will search and find videos and cartoons on the internet and will choose their favorite ones. Then they will play on VIZIA educational site selecting YOU TUBE VIDEOS according to their teachers’ suggestion about their learning needs in L2.</p>
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<p>words, structures, pronunciation and intonation.</p> <p>After playing or creating the game with VIZIA, the students will evaluate their activities and results.</p> <p>Teachers will assess the outcomes and learning results through direct observation, quiz, tests and questionnaires.</p>	<p>Finally, they will evaluate the results and quality of their skills related to the acquisition of language.</p> <p>They will also discuss together about the meanings and of the legend about a different culture (INDIA) and the message conveyed by the story.</p> <p>They will upload materials in the platforms autonomously or with a little help from their teachers and parents.</p>
<p>Outcomes /products (attach files if necessary):</p>	
<p>Comments /Evaluation of the teaching process</p> <p>We have assessed the process through discussions, tests, worksheets and questionnaires.</p> <p>At the end of the activities, the students have improved their linguistic and communicative skills, their self-esteem and interest about learning a foreign language.</p> <p>They are more curious, tolerant and interested in the different cultures, traditions and ways of organizing the human life according to the resources of the social and natural environments.</p>	
<p>Links, references</p>	

The First Well: Learn English (US) with subtitles - "BookBox.com"



Powered by **Vizia**



Go Goals

Teachers' names:

Luigi Iazzetti, Paola Antonaccio, Angela Tedesco, Ariano Annamaria, Inss.

Plesso Altamura impegnati nell'insegnamento delle discipline di carattere scientifico, storico, sociale e geografico.

Operatori SCN del plesso "ALTAMURA", Via Petrucci: Silvia Nembrotte, Maria Grazia Ciavarella in collaborazione con inss. Pasqua Aida Pappalepore e Luigi Iazzetti. Coordinatrice Servizio Civile Nazionale: Ins. Franchini Giovanna.

Coordinatore Progetto Erasmus* : ins. Clemente Brigida.

School: I.C. "Santa Chiara Pascoli Altamura" - Foggia - Italy

Date: January-February- March, April 2018

Age group/ Grade: V Grade "Plesso S. Chiara" (Primary School) ; I - II, III Grade "ALTAMURA" (Lower Secondary School)

Number of Students: 40

Number of groups of students: 4

Duration / number of hours: 20

Learning subject (s) /curriculum area(s):

Transversal Areas.

Social, Environmental and Scientific Education: Economics, History, Geography and Science.

Active Citizenship, Civic and Social Skills, Spirit of initiative. (ref. Citizenship and Constitution. Historical-Geographical, Scientific and Anthropological Areas).

- Topics related to legality and social cohesion, to national, European and world membership;
- Protection and promotion of human rights, equal opportunities, pluralism, respect for diversity, intercultural dialogue, ethics of individual and social responsibility, bioethics, protection of artistic and cultural heritage.
- Promotion of environmental sensitivity and the concept of sustainable development, personal and social well-being, solidarity and active citizenship.

Learning objectives:

17 OBJECTIVES FOR SUSTAINABLE DEVELOPMENT: to acquire basic knowledge relating to virtuous and responsible behavior oriented towards sustainable development in the social, economic and environmental sphere. (Ref. Ministerial Note n.1830 of 2017 concerning Guidelines for the PTOF indicates to the schools to take into account, in the design phase, the Italian

"Plan for Education for Sustainability" which has implemented the Goals of Agenda 2030, in the prospect of increasing citizenship skills.

The 2030 Agenda presents 17 goals for sustainable development and the task for schools is to implement these goals "to build more and more a school that is a tool for social, economic and environmental sustainability", providing concrete initiatives for sustainable development and contributing to the growth of active citizenship).

In brief:

To develop the child's awareness and appreciation of the natural, human, social, cultural and historical dimensions of life;

To develop children's sense of personal belong into the local and global community.

To develop children's responsibility for their own behavior and actions

To promote a lifelong attitude towards a deeper understanding of the physical world, the relationship of humans with their environment, and some historical processes through which those relationships have grown.

Geography will encompass the study of the Earth, its inhabitants, and the interrelationships between them because it is particularly concerned with the themes of place, space, and environment. Scientific data will add to a better understanding of a sustainable economic and human development. In developing this understanding, the curriculum will help children acquire open, critical and responsible attitudes and to live as informed and caring members of the locals and wider communities.

Game info

Name: GOGOALS 17 in English

Type: BOARD GAME-

You can find all the cards for the game on the UNESCO EDUCATIONAL site:

Links:<http://go-goals.org/>

The game reminds us of the traditional "SNAKES AND LADDERS". It was created by UNESCO EDUCATIONAL in 2017 for THE ONU 17 goals AGENDA 2030. The images are under copyrights, but we can share them in our schools.

Before the presentation of the game you can introduce the related topics.

Material needed (attach files if needed):

<https://www.youtube.com/watch?v=cL71hsqfejlgoals17> goals agenda 2030 (VIDEO IN ITALIANO)
<https://www.youtube.com/watch?v=s8cWM-TFZwM> (MR BEAN and the GLOBAL GOALS)
<https://www.youtube.com/watch?v=hhKIIQIyI6s> (BRINGING 17 GOALS A REALITY)
https://www.youtube.com/watch?v=Mdm49_rUMgo (NUMBERS IN ACTION)
<https://www.youtube.com/watch?v=gTamnlXbgqc> (whatissustainability?)
<https://www.youtube.com/watch?v=9-xdy1Jr2eg>
<https://www.youtube.com/watch?v=ag-AC0kvdUo>
<https://www.youtube.com/watch?v=D8wytkxGlXQ> (WE CAN CHANGE THE WORLD)
<https://www.youtube.com/watch?v=oROsbaxWH0M> (CHANGING THE WORLD IN 5 MINUTES)
https://www.youtube.com/watch?v=OasbYWF4_S8 (REDUCE, REUSE, RECYCLE)
<https://www.youtube.com/watch?v=cBxN9E5f7pc>
<https://www.youtube.com/watch?v=RpqVmvMCmp0#action=share>
<https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>
<https://www.youtube.com/watch?v=73sGgmZoMBQ> (PLASTIC EVERYWHERE)
<https://www.youtube.com/watch?v=PqxMzKLYrZ4> (GLOBAL WARMING FOR KIDS)
<https://www.youtube.com/watch?v=v8unGCTWUWI> (CLIMATE CHANGE FOR KIDS)
 FOR TEACHERS ONLY
<https://www.youtube.com/watch?v=RCN6itOLZvY> (the meaning of "SUSTAINABILITY")

Game description / rules of the game: for 4 to 6 players.

PREAMBLE:

"CHANGE begins with us. We need to make sure we are well-informed on the causes and possible solutions to the world's issues.

So we can make small positive actions in our everyday lives: from talking constructively with our families, friends and communities, to organizing ourselves and urging the governments to listen to the voices of their citizens".

-There are 63 spaces on the boardgame.

-Players advances the number of spaces determined by rolling a single dice.

- Each player starts the game by placing their token on the start field.
- The players take turns to roll the dice and move their tokens forward the number of spaces as shown on the dice.
- If the player lands at the bottom of the ladder, they can immediately climb on the top.
- If the player lands at the top of the waterslide they immediately move to the bottom of the slide.
- If a player lands on a sustainable goal field (1-17), they can draw a card corresponding to the goal number. Another player should read the card question.

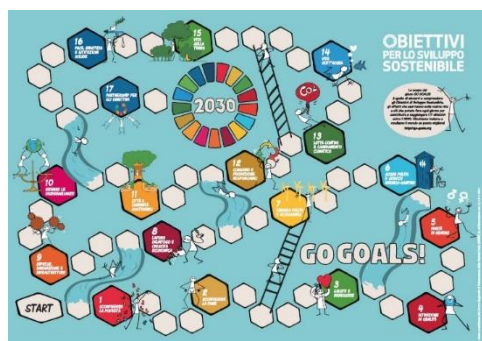
A correct answer from the card drawer, will allow the player to roll the dice once again.

- The first player to arrive on the field “2030” is the winner.
- If a player throws the required number, they must step forward into field “2030”, then move backwards the surplus number of spaces.

Teaching Process

<p>Teacher Activities: Presentation of the O.N.U. /UNESCO EDUCATIONAL PROJECT GOGOALS 17. -Presentation of the basic vocabulary to afford the task in English. -Select other easier games and activities to introduce the 17 objectives for the sustainable development. Planning the organization and the distribution of the tasks. Composition of the groups or couples of students.</p> <p>A re-elaboration of traditional games will be created and/ or proposed to interpret, reinforce, consolidate and refresh contents and concepts about</p>	<p>Student Activities</p> <ul style="list-style-type: none"> -The students will be organized in groups or in couples according to their personal interest, emotional and cognitive potential. - They will play a game named “memory” to learn and memorize new words. -They will create or recreate a board game to approach the themes. -They will prepare a brief presentation of one of the 17 objectives in English. One for each group. <p>They will understand the rules (like “Snakes and Ladders”). They will play the boardgame. They recreate similar games in Italian.</p>
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<p>natural, social and cultural environments.</p> <p>The games will stimulate the students to assume a correct attitude towards the environment and to develop awareness, respect and care of our natural, social and cultural global heritage.</p> <p>The pathway will be planned in English as a not compulsory additional language and it will take place in parallel with the acquisition of Geographical, Historical and Scientific knowledge and concepts also in Italian as the lingua Franca.</p>	<p>The students will write opinions and comments, before answering a questionnaire for the final evaluation.</p>
<p>Outcomes /products (attach files if necessary):</p> <p>Printed cards from the UNESCO Site</p> <p>Snakes and Ladders re-elaboration for environmental goals. Game create by the students Grade V s. F “ALTAMURA”.</p>	
<p>Comments /Evaluation of the teaching process:</p> <p>Reflect on how much and how the knowledge learned is transformed into the personal skills of each student;</p> <p>Determine if and how all useful connections and discussions with families, local authorities and cultural agencies operating in the area have been consolidated.</p> <p>The final evaluation will test the capability to work and play and communicate a growing sense of citizenship.</p> <p>The teachers will evaluate the real sense of responsibility shown by the students through their behavior and attitude towards the following topics:</p> <ul style="list-style-type: none"> - Environmental awareness and care. -Being aware of the social, economic and cultural dimensions of societies and of the interrelation with the natural environment. -Being able to understand and communicate simple contents in English, using words and simple linguistic structures clearly pronounced. <p>The use of the English Language will be not strictly compulsory, and it will be possible to switch from English to Italian and vice versa, if necessary.</p>	
<p>Links, references:</p>	



United Nations DPI

2

Sports and Outdoor Games

Teacher's name (s): Prof. Roberto Montagna

School: I.C. "Santa Chiara-Pascoli-Altamura" Foggia- Italy

Date: A. S. 2017-18

Age group/ Grade: 10- 12-year-old students

Number of Students: about ninety students in the Primary and Secondary school

Number of groups of students: 10 groups

Duration / number of hours: 40 hours

Learning subject (s) /curriculum area(s): Physical Education and Sports.

Learning objectives:

- 1) Enable a safer lifestyle and fitness.
- 2) Improve one's physical abilities.
- 3) Share and respect the sport rules and fair play.
- 4) Promote inclusion of disabled students and minority groups.
- 5) Contribute to reduce early school leaving and episodes of deviant behavior.
- 6) Plan an educational pathway based on sport culture and practice

Learning skills: orienteering, body coordination, balance and rhythm, speed, strength, physical endurance, agility, flexibility.

Game info	
<p>Name: Archery, Fencing, Swimming, Athletics, Cross- country, Male and Female Football, Sports and Disability, Sport games and Gym, TRADITIONAL GAMES.</p> <p>Type: Groups and team games, individual sport activities.</p> <p>Links:</p> <p>History: THE SCHOOL SPORT CENTRE has been founded with a proper Statute and Regulation on 27th November 2017 in our Comprehensive Institute. It follows the general suggestions and aims of the MINISTRY projects: "SPORT DI CLASSE" e "CAMPIONATI SPORTIVI STUDENTESCHI" (Class Sport Activities and Students Sport Championships).</p> <p>THE SCHOOL SPORT CENTRE, as a part of our three-year Institute Plan, refers to the students in the Primary and Secondary School as a preparatory phase for the sport activities during extra-curricular hours. The C.S.S. aim is to organize initiatives and activities coherent with the National Sport Projects.</p> <p>By means of C.S.S., our school allows the participation of its own representative teams to the competitions organized by the National Olympic Committee (CONI) of the Students' Games and by our District Sport Association.</p> <p>Material needed (attach files if needed): gym equipment, footballs, bows and arrows, foils used in the proper spaces: gym, swimming pool, athletic track, football ground, school playground.</p>	
<p>Game description / rules of the game: Fundamental rules regarding the different sports practiced by the students.</p>	
Teaching Process	
<p>Teacher Activities:</p> <p>The teachers have collaborated with each other and with territorial sport agencies and federations to reach the learning objectives. The mentioned activities have been monitored and evaluated through continuous observation and testing.</p>	<p>Student Activities</p> <p>The students have constantly participated in the activities with enthusiasm reaching satisfactory results in the different specialty sports.</p>

Outcomes /products (attach files if necessary):

The students have reached a satisfactory level in the following competences:

Having a safer lifestyle and fitness.

Improving one's physical abilities.

Sharing and respect the sport rules and fairplay.

Respecting disabled students and minority groups.

Reducing early school leaving and episodes of deviant behaviour.

Adopting an educational pathway based on sport culture and practice

Comments /Evaluation of the teaching process

The students have improved their attitude towards sport practice and exercise, fair play, respect of the rules, solidarity and tolerance of disabled students and minority groups.

Links, references:

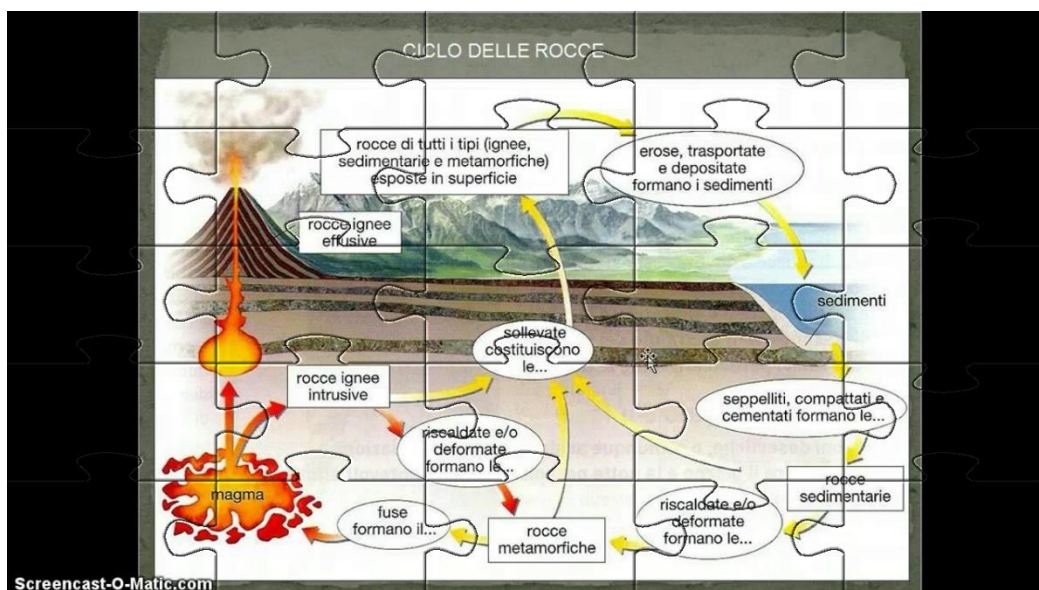


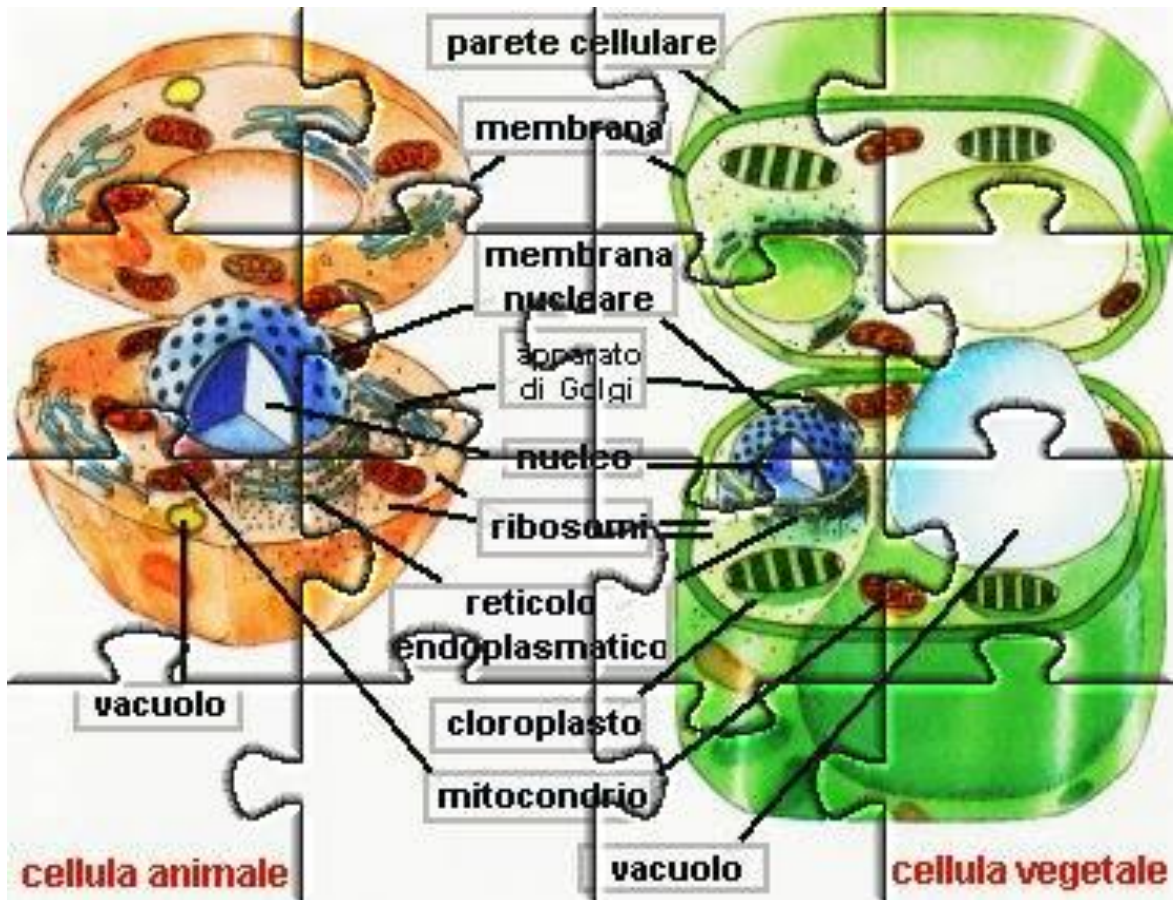
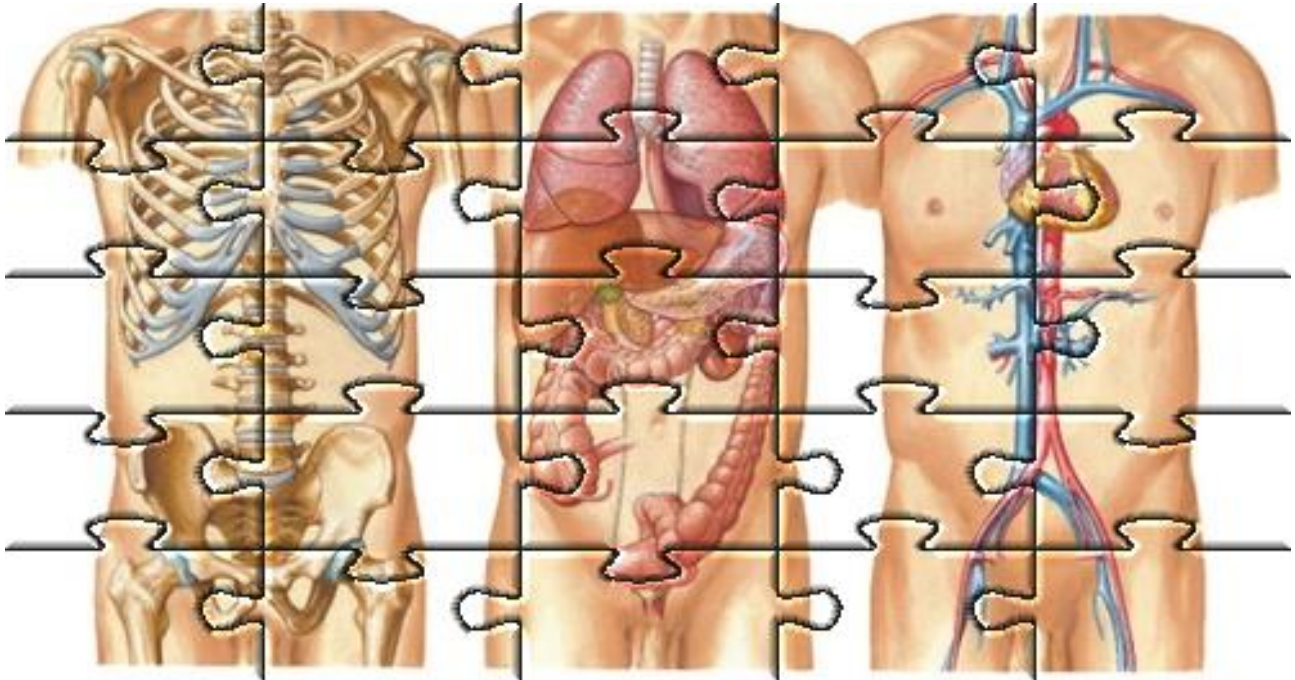
Science Puzzles

<p>Teacher's name (s): Prof. Spadavecchio Stefania, Tomaiuolo Amalia, Leone Lucia, Scopece Daniela, Iazzetti Luigi. School: I.C. "Santa Chiara-Pascoli-Altamura" Foggia- Italy Date: A. S. 2018-19 Age group/ Grade: 10- 13-year-old students Number of Students: about seventy students in the Primary and Secondary school Number of groups of students: 5 groups Duration / number of hours: 50 hours</p>
<p>Learning subject (s) /curriculum area(s): Science: Biology. Physics, Astronomic Geography. Cross-curricular activities (History of our heritage and culture)</p>
<p>Learning objectives:</p> <ol style="list-style-type: none">1)Animal cell and vegetal cell: characteristics and differences. DNA and reproduction of the cells. Photosynthesis.2) Parts of the human body. Apparatuses and organs: their vital functions.3) The movements of our planet: rotation, revolution and translation.4) Volcanoes and earthquakes.5) Tides as phenomena caused by the moon phases. Tsunamis, their effect on the sea.6) The sun and its influence on the Earth: equinoxes and solstices, aphelion as the farthest point from the sun and perihelion as the closest point to the sun where the earth is found at a certain moment of its revolution.7) Our galaxy (the Milky Way):stars, planets and black holes.
<p>Learning skills: Linguistic competence, Problem solving about scientific issues, Team work and cooperation.</p>
<p>Game info</p>
<p>Name: SCIENCE – PUZZLE Name of all the games based on scientific topics: 1. "SCIENCE - PUZZLE" RULES 2. TREASURE HUNT SCIENCES / ART & HISTORY 3. CREATIVITY SCIENCE</p>

<p>4. THE WHEEL OF FORTUNE 5. SCARABEO 6. Pictionary 7. SCIENCE BELL 8. PHYSICS LESSONS BY SPORTS Material needed (attach files if needed): Science Games ebook; imagines for the puzzles.</p>	
<p>Game description / rules of the game: Fundamental rules regarding the different activities practiced by the students. Science puzzle RULES Two teams of 4-5 people each. The two foremen are holding a bag with the puzzle pieces inside. Each foreman throws a dice: whoever has obtained the highest score has the right to extract the first piece of the puzzle and to ask the first of the questions attached to this regulation to the opposing team, in a time of one minute. If the opposing team gives the correct answer, extract a puzzle piece from its bag and in turn ask a question to the opposing team. If a team does not respond or does not exactly answer the question, it allows the opposing team to extract another piece of the puzzle and ask a new question. The first team to complete the puzzle wins. To declare a final victory the team that has completed the puzzle will have 5 minutes to complete a science card related to the theme of the puzzle. The forms are attached to this regulation.</p>	
<p>Teaching Process</p>	
<p>Teacher Activities:</p> <p>The teachers have collaborated with each other in the creation and fulfillment and execution of the games in order to reach the learning objectives. The mentioned activities have been monitored and evaluated</p>	<p>Student Activities</p> <p>The students have participated in the activities with enthusiasm reaching positive results. They have contributed in the creation, production of materials and execution of indoor and outdoor games.</p>

through continuous observation and testing.	
<p>Outcomes /products (attach files if necessary):</p> <p>The students have reached a satisfactory level in the different scientific topics and have participated in the learning pathway through the creation of an e-book and the organization of the materials, images and texts to present the games.</p>	
<p>Comments /Evaluation of the teaching process</p> <p>Students interact effectively in different communicative situations and collaborate with classmates and teachers; show interest and participation in school activities made more attractive through educational games.</p> <p>They know the specific lexis and use the proper terminology related to the different scientific areas involved.</p> <p>They present topics of study and scientific research in the field of Biology, also using specific supports (schemes, schedules, maps, computer presentations, etc.).</p> <p>They recognize structures and functioning of apparatuses and organs at macroscopic and microscopic levels in the human organism.</p> <p>They recognize the diversity and the basic needs of animals and plants, and the ways to satisfy them in specific environmental contexts.</p> <p>They know the development of the most common phenomena related to Astronomical Geography.</p>	
Links, references:	





About

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Our School, Our Playground

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