SIGE CURRICULUM

method inventory

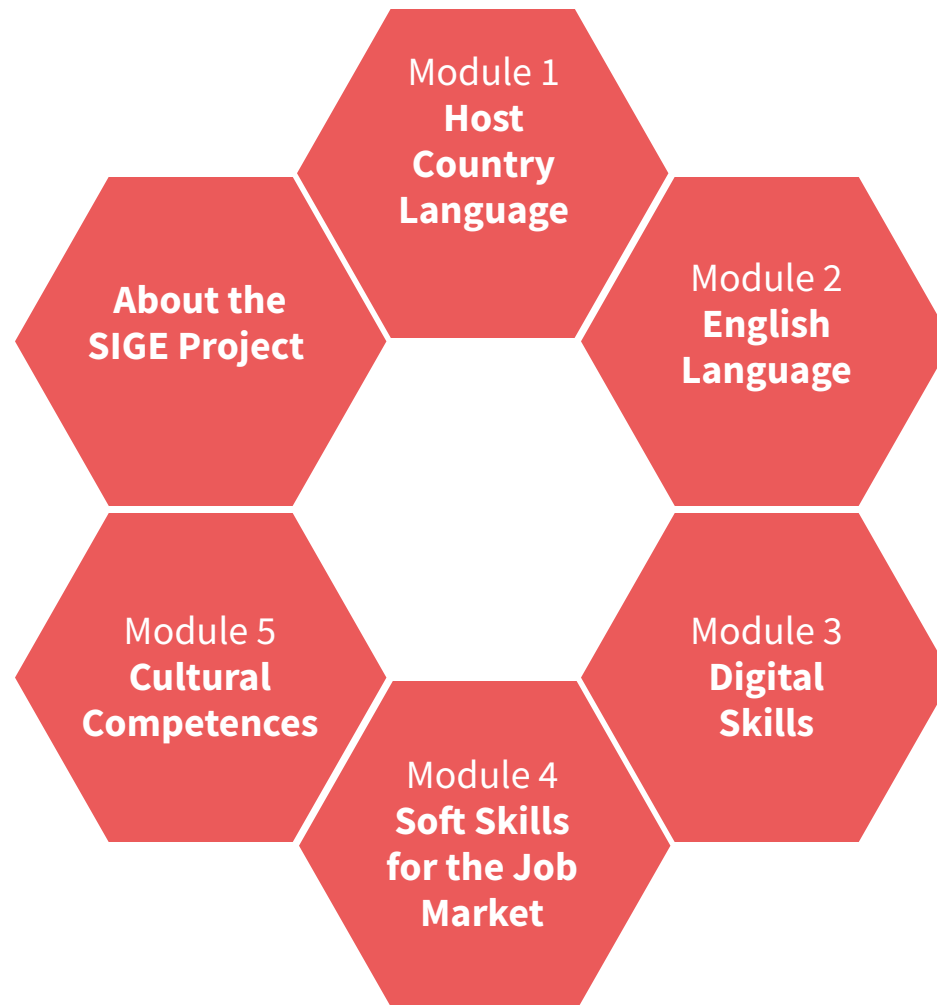CONTINUE ▶

modules

Module 1
Host Country Language

About the SIGE Project

Module 2
English Language

Module 5
Cultural Competences

Module 3
Digital Skills

Module 4
Soft Skills for the Job Market

SIGE
SOCIAL INCLUSION THROUGH GAMIFICATION IN EDUCATION

Module 1
Host Language Skills

HOW MUCH DO YOU KNOW ABOUT MY ALPHABET?

LET'S GO SHOPPING

WHAT TIME IS IT?

WHERE DO WE COME FROM?

WHAT WOULD YOU LIKE?

APPOINTMENT BINGO

MAKE YOUR OWN CV

WHERE DO I WORK?

GUESS WHO

KNOW YOUR CURRENCY

WHO USES THIS TOOL?

AUCTION OF PHRASES

LEGAL TERMS

LEARNING LETTERS

MEMORY NUMBERS

SHOPPING

CURRICULUM

OUR COUNTRIES AND FLAGS

INTRODUCING MYSELF

WHAT TIME IS IT?

WHERE DO I SEARCH FOR A JOB?

WHAT'S YOUR JOB AND YOUR CONTRACT?

WHAT DO YOU DO AT YOUR JOB?

WORKING TOOLS

REVISION

HOW MUCH DO YOU KNOW ABOUT MY ALPHABET?

DESCRIPTION

"How much do you know about "my" alphabet?" is an activity in which students are divided in groups and they try to guess the correct answer on a set of questions about alphabet and pronunciation Quizlet helps students learn anything, regardless of what they know beforehand.

With Quizlet's free study units, study modes, and classroom games, our students can be quickly motivated. Quizlet helps us get our students to any level with curriculum-based materials, interactive study modes, and games.

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Quizlet page.
2º.- We choose the type of activity that we are going to use.
3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

https://quizlet.com/es https://quizlet.com/156489007/el-alfabeto-flash-cards/
https://quizlet.com/421950866/repasamos-el-alfabeto-flash-cards/

RESOURCES

Computer, tablet, mobile phone.

TOOLS

Quizlet

TIPS

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

GROUP

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

WHERE DO WE COME FROM?

DESCRIPTION

"Quiz: students have to choose the correct colors of the flag shown in the images, the correct nationalities and countries, and typical dishes. They can be divided into groups: the best one wins.Kahoot! is atool for creating quiz format tests: the question is presented on the screen and each student (or group of students), on their mobile / computer / tablet, has to select the correct option. It is used to review content (such as a review before an exam, for example), to see how much we know about a topic before introducing it in class, to evaluate the knowledge of the students ... It can be used both in face-to-face teaching and in its online mode.

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Quizlet page.
2º.- We choose the type of activity that we are going to use.
3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

https://quizlet.com/es https://quizlet.com/156489007/el-alfabeto-flash-cards/
https://quizlet.com/421950866/repasamos-el-alfabeto-flash-cards/

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Quizlet

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

LET´S GO SHOPPING

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Bamboozle page. 2º.- We choose the type of game that we are going to use.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Baamboozle

TIPS

* We will always start from the previous knowledge about the Theme of our students.Sometimes we can find the activity we need on Quizlet.
 We will always start from the previous knowledge about the Theme of our students before creating or choosing a certain activity.

GROUP

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

WHAT WOULD YOU LIKE?

DESCRIPTION

""""What would you like?"" We will create a quiz that depicts a situation from a farmers market, second hand store, etc... with four given answers and participants have to choose wisely one that is correct, that depicts/answers a given picture with an explanation and question below it. Kahoot! is a tool for creating quiz format tests: the question is presented on the screen and each student (or group of students), on their mobile / computer / tablet, has to select the correct option. It is used to review content (such as a review before an exam, for example), to see how much we know about a topic before introducing it in class, to evaluate the knowledge of the students ... It can be used both in face-to-face teaching and in its online mode.

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Kahhot page.
2º.- We choose the type of activity that we are going to use.
3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

https://kahoot.it/ https://create.kahoot.it/details/a16e7930-9daa-4bbe-84af-b5dca538d78a
https://create.kahoot.it/details/bb5e5020-2aa0-442d-9564-c355ea5b52c5

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Kahoot

TIPS

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

GROUP

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

WHAT TIME IS IT?

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Quizlet page.
2º.- We choose the type of activity that we are going to use.
3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

https://quizlet.com/es https://quizlet.com/640543217/que-hora-es-flash-cards/
https://quizlet.com/es/564361783/las-horas-flash-cards/

RESOURCES

Computer, tablet, mobile phone.

TOOLS

Quizlet

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

APPOINTMENT BINGO

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Bamboozle page.
2º.- We choose the type of game that we are going to use.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, tablet, mobile phone.

TOOLS

Bamboozle

TIPS

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

GROUP

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

AUCTION OF PHRASES

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We choose the phrases that we want to auction with the vocabulary that we know.
2º.- We prepare the cards with the phrases that we want to auction.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

*Picture cards.

TOOLS

Non applicable (Picture cards)/
Canva

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

GUESS WHO

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Powtoon page. 2º.- We choose the type of video that we are going to use.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Powtoon

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

WHO USES THIS TOOL?

DESCRIPTION

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

LEARNING OUTCOMES

Be able to understand job advertisements and offers

STEP-BY-STEP

1º.- We choose the vocabulary we want to review.
2º.- We prepare de cards including the vocabulary we want to work with.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Picture cards

TIPS

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

GROUP

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

WHERE DO I WORK?

DESCRIPTION

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

LEARNING OUTCOMES

Be able to understand job advertisements and offers

STEP-BY-STEP

1º.- We register on the Quizlet page. 2º.- We choose the type of activity that we are going to use.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Quizziz

TIPS

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

GROUP

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

KNOW YOUR CURRENCY

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Padlet page. 2º.- We choose the type of activity that we are going to use. 3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Padlet

TIPS

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

GROUP

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

MAKE YOUR OWN CV

DESCRIPTION

"Make your own cv". Make a simple test with multiple answers to see if the attendees know what is the relevant information that should be included on a cv and what other information is completely irrelevant. It can be used both in face-to-face teaching and in its online mode. This format of questions and answers on an online platform and the competitive nature of the game, which seeks to accumulate points for each correct answer, encourages a very high level of participation in class, a great interest in the content of the questions, diverse emotions, laughter, ...
Registration on the page is completely free and we can create all the kahoots we want. In addition, it offers the option to COPY the games created by other teachers to edit and adapt them to our classes, correct misprints or spelling mistakes, etc. Users of the platform can create questionnaires, discussions or surveys, which are called Kahoots, which, in addition, can have images and videos that complement the academic content.

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Kahhot page. 2º.- We choose the type of activity that we are going to use. 3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Kahoot

TIPS

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

GROUP

This activity is more suitable for students from different groups.

LEGAL TERMS

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Bamboozle page. 2º.- We choose the type of game that we are going to use.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Bamboozle

TIPS

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

GROUP

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

CURRICULUM

DESCRIPTION

We will use Canva to prepare CVs, infographics, documents, and presentations that will be useful in real life for an actual job search. With Canva we have an intuitive editor with drag-and-drop tools that makes teamwork a breeze. With Canva for Education, students and teachers can work together and edit their designs in real time. In addition, they can leave comments, add new elements and completely change the text. Canva's platform is also optimized to be used on multiple platforms. We can create classes in Canva for Education. Within your class, you can assign design templates, create groups within it, and folders with designs. But it also has an integration with Google Classroom, which allows us to invite our students. You can also invite students through email or invite other teachers to participate in your class. Another novelty that we find in Canva are its templates for Education. In addition, they have incorporated into the templates the "Classroom Kits", which are templates with the same theme to give a homogeneous appearance to your classes.

LEARNING OUTCOMES

Ask for information about the job search

STEP-BY-STEP

1º.- We decide what we are going to use the platform for (creation of resumes, infographics, presentations ...). 2º.- We enter the platform and register. 3º.- We begin to create our infographics, posters, presentations, curriculum, ...)

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Canva

TIPS

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

GROUP

This activity is more suitable for students from different groups.

LEARNING LETTERS

DESCRIPTION

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

STEP-BY-STEP

1º.- We register on the Quizlet page. 2º.- We choose the type of activity that we are going to use. 3º.- We choose or create the activities that we are going to use with the students.

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Quizlet

DEBRIEFING

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

TIPS

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

LEARNING OUTCOMES

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

LINK/ REFERENCES

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

GROUP

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

OUR COUNTRIES AND FLAGS

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Padlet page. 2º.- We choose the type of activity that we are going to use. 3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

https://es.padlet.com/ https://padlet.com/mirandadebro/ccwbuds5wwfmr24t https://padlet.com/feranduva/mapa

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Padlet

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

MEMORY NUMBERS

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the app page. 2º.- We choose the type of activity that we are going to use. 3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

https://learningapps.org/view3875251

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

LearningApps

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

INTRODUCING MYSELF

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Jaamboard page. 2º.- We choose the type of activity that we are going to use. 3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

https://edu.google.com/intl/ALL_es/products/jamboard/
https://jamboard.google.com/d/1CXAfdzepfe3BYqmvAHxzIV6ZzJYwgU9AWFEm5s1Daqs/edit?usp=sharing

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Jaamboard

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

SHOPPING

DESCRIPTION

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

STEP-BY-STEP

1º.- We register on the Baamboozle page. 2º.- We choose the type of activity that we are going to use. 3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Baamboozle

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

LEARNING OUTCOMES

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

REVISION

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We have to prepare some enigmas related to the contents that we want to work.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

 * Computer, tablet, mobile phone.

TOOLS

*Classroom.

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

WHAT'S YOUR JOB? AND YOUR CONTRACT?

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the apps pages. 2º.- We choose the type of activity that we are going to use. 3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Learningapps

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

WOORKING TOOLS

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Kahhot page. 2º.- We choose the type of activity that we are going to use. 3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Kahoot

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

WHERE DO I SEARCH FOR A JOB?

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Kahhot page. 2º.- We choose the type of activity that we are going to use. 3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Kahoot

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

WHAT DO YOU DO AT YOUR JOB?

DESCRIPTION

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

LEARNING OUTCOMES

Be able to understand job advertisements and offers

STEP-BY-STEP

1º.- We register on the Quizlet page. 2º.- We choose the type of activity that we are going to use. 3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Quizlet

TIPS

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

GROUP

This activitiy is more suitable for a small number of tudents of different levels.

WHAT TIME IS IT NOW?

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

1º.- We register on the Kahhot page. 2º.- We choose the type of activity that we are going to use. 3º.- We choose or create the activities that we are going to use with the students.

DEBRIEFING

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

LINK/ REFERENCES

https://kahoot.it/ https://create.kahoot.it/details/8c71fe1c-047a-4489-943d-ce81c0d33157
https://create.kahoot.it/details/46917008-5584-4769-8f7f-317b8d528b94
https://create.kahoot.it/details/0d31cbe5-1ae0-4bef-8fc4-e444c4d5bdff
https://create.kahoot.it/details/e4dda0db-5688-4154-b103-e4943df87e99
https://create.kahoot.it/details/a4fe7cd3-b4b4-47df-876d-e6c1d4e2ad2a

RESOURCES

* Computer, tablet, mobile phone.

TOOLS

Kahoot

TIPS

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

GROUP

This activity is more suitable for students from different groups.

Module 2
English Skills

INTRODUCTIONS (1)

INTRODUCTIONS (2)

NUMBERS&LETTERS (1)

NUMBERS&LETTERS (2)

USING THE PHONE

FOOD AND DRINKS

FOOD AND DRINKS (2)

PLACES AND DIRECTIONS

TIME

TIME (2)

TRAVELLING

TRAVELLING (2)

SHOPPING

SHOPPING (2)

LIFE STORY

DAILY ROUTINES (1)

DAILY ROUTINES (2)

DAYS AND DATES

PERSONAL INFORMATION

PERSONAL INFORMATION (2)

MINOR PHYSICAL COMPLAINTS

MINOR PHYSICAL COMPLAINTS (2)

LIKES AND COLORS

ACTIVITIES IN THE PAST (2)

ACTIVITIES IN THE PAST

LIKES AND COLORS (3)

LIKES AND COLORS (2)
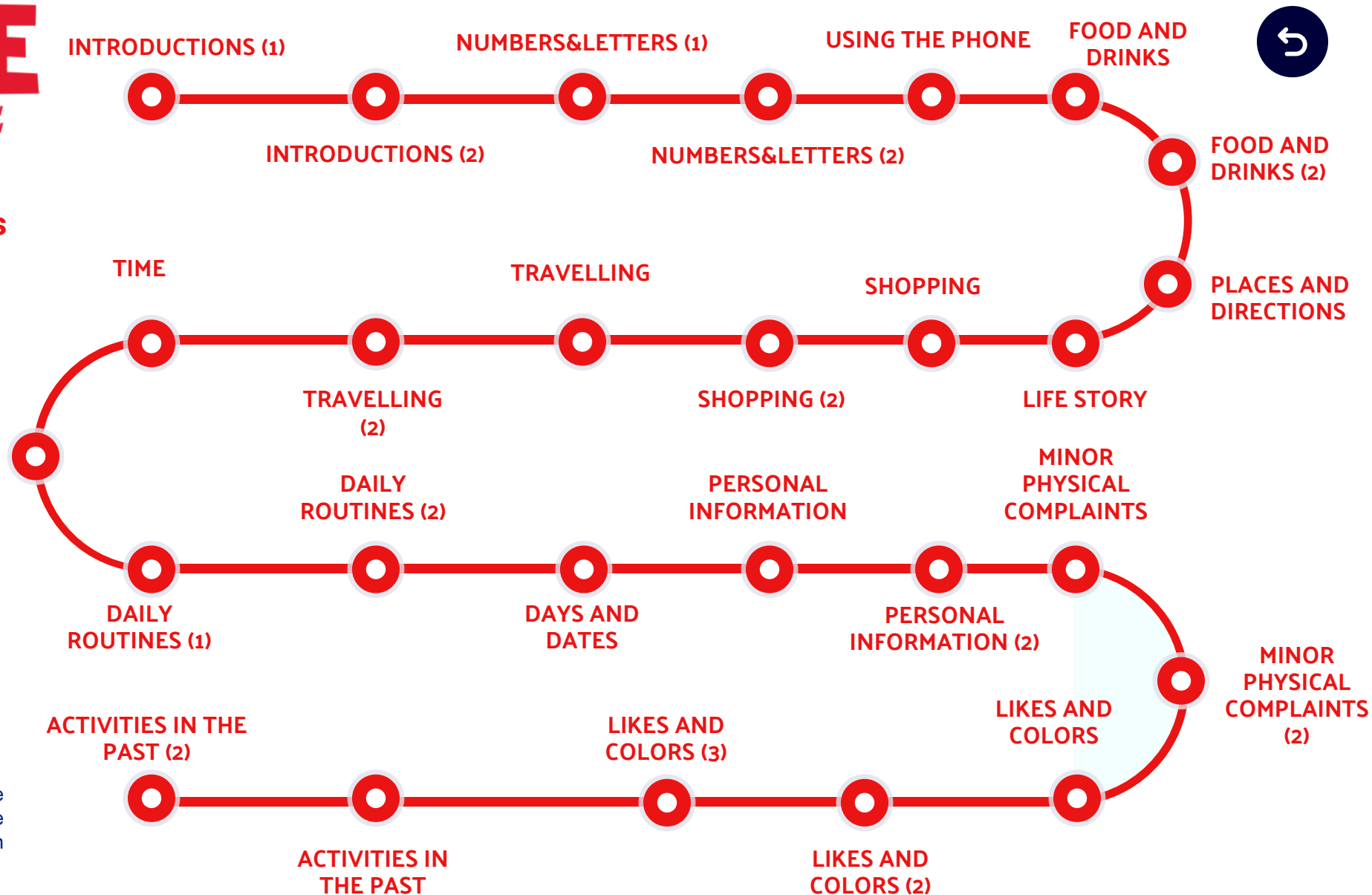
INTRODUCTIONS (1)

DESCRIPTION

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

LEARNING OUTCOMES

The learner is able to greet others and introduce themselves

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

https://jamboard.google.com/d/1AGrpI5eMrZnth1Po3GV2WREHxPTK etBAr5PC_mR3Bt0/viewer?f=0

RESOURCES

Computer, Internet connection
"Two truths and one fib" handout

TOOLS

Jamboard

TIPS

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

GROUP

To be used individually in face to face activities.

INTRODUCTIONS (2)

DESCRIPTION

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

LEARNING OUTCOMES

The learner is able to greet others and introduce themselves

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

https://quizlet.com/36849994/english-greetings-flash-cards/
https://www.gamestolearnenglish.com/fast-phrases/#countries

RESOURCES

Computer, Internet connection

TOOLS

Quizlet

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in online class.

NUMBERS&LETTERS (1)

DESCRIPTION

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

LEARNING OUTCOMES

The learner is able to write down personal details correctly

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Internet connection

TOOLS

Website ESL game plus

TIPS

Teacher should notice where are the difficulties of participants in recognising the numbers and in wiritng them in letters.

GROUP

To be used individually in face to face activities.

NUMBERS&LETTERS (2)

DESCRIPTION

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

LEARNING OUTCOMES

The learner is able to write down personal details correctly

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

https://learningapps.org/9416478

RESOURCES

Learningapps (Numbers)
Website Games to learn english (Letters)

TOOLS

Computer, Internet connection

TIPS

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

GROUP

To be used individually in online class.

TELEPHONING (1)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Telephone, Internet connection

TOOLS

Whatsapp

TIPS

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

GROUP

To be used individually in face to face activities.

FOOD AND DRINK

DESCRIPTION

Teacher shares the link for the game among participants. Each student, one by one, has to choose correctly the terms of quantity for different foods and drinks. Thus, they will practice food and drinks vocabulary. After that, to give more dynamism, they can guess the price of that quantity of food or drink at the supermarket. In addition, each participant has to compose a shopping list with at least 5 different foods or drinks

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

Space game
https://www.eslgamesplus.com/food-drinks/

RESOURCES

Computer, tablet, mobile phone.

TOOLS

Computer, Internet connection

TIPS

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

GROUP

To be used individually in online class.

FOOD AND DRINK (2)

DESCRIPTION

Teacher shares the link for the game among participants. Each student, one by one, has to choose correctly the terms of quantity for different foods and drinks. Thus, they will practice food and drinks vocabulary. After that, to give more dynamism, they can guess the price of that quantity of food or drink at the supermarket. In addition, each participant has to compose a shopping list with at least 5 different foods or drinks

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

Vegetables Board Game
https://www.eslgamesplus.com/vegetables-vocabulary-esl-interactive-board-game/

RESOURCES

Computer, tablet, mobile phone.

TOOLS

Computer, Internet connection

TIPS

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

GROUP

To be used individually in online class.

PLACES IN TOWN AND DIRECTIONS (5)

DESCRIPTION

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

LEARNING OUTCOMES

Website learn English

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Website learn English

TOOLS

Computer, Internet connection

TIPS

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

GROUP

To be used individually in face to face activities.

LIFE STORY (1)

DESCRIPTION

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

LEARNING OUTCOMES

The learner is able to ask and talk about themselves

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Website learn English

TOOLS

Bamboozle

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in face to face activities.

LIFE STORY (1)

DESCRIPTION

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

LEARNING OUTCOMES

The learner is ablet to ask about and talk about important life events
To practice questions and answers about own personal story

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Website learn English

TOOLS

Tools for educators

TIPS

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

GROUP

To be used individually in face to face activities.

SHOPPING (1)

DESCRIPTION

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

LEARNING OUTCOMES

The learner is able to interact in shops
To practice shopping vocabulary

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

NA

TOOLS

Pictures/digital images

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in face to face activities.

SHOPPING (2)

DESCRIPTION

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

LEARNING OUTCOMES

The learner is able to interact in shops
To practice shopping vocabulary

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Internet connection

TOOLS

Website Learnenglish

TIPS

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

GROUP

To be used individually in face to face activities.

TRAVELLING (1)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Internet connection

TOOLS

Bamboozle

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in face to face activities.

TRAVELLING (2)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Internet connection

TOOLS

Website Learnenglish

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in online class.

TELLING THE TIME (1)

DESCRIPTION

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

LEARNING OUTCOMES

The learner is able to ask for the time, understand and say what time it is
To introduce the time and practice asking the time.

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

https://www.baamboozle.com/game/50301

RESOURCES

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

TOOLS

Bamboozle

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in face to face activities.

TELLING THE TIME (2)

DESCRIPTION

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

STEP-BY-STEP

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

DEBRIEFING

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

LEARNING OUTCOMES

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

LINK/ REFERENCES

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

RESOURCES

Computer, Internet connection

TOOLS

Website Games to learn english

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in online class.

DAILY ROUTINE (1)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

What's your job?
Learningapps
https://learningapps.org/18403749

RESOURCES

Computer, Internet connection

TOOLS

Learningapps

TIPS

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

GROUP

To be used individually in face to face activities.

DAILY ROUTINE (2)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Internet connection

TOOLS

Website MES game

TIPS

The teacher shoulf encourage students to share their dayily routines using the new vocabulary.

GROUP

To be used individually in online class.

DAYS AND DATES (2)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Internet connection

TOOLS

Crossword maker

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in online class.

PERSONAL INFORMATION (1)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Internet connection

TOOLS

Website Learnenglish

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in face to face activities.

PERSONAL INFORMATION (2)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

https://www.morethanonestory.org/en

RESOURCES

Computer, Internet connection

TOOLS

More than one story

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in online class.

MINOR PHYSICAL COMPLAINT (1)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

Spaghetti String Worksheet
https://www.toolsforeducators.com/spaghettistring/spaghetti-string-worksheet.php?cat=health
https://www.toolsforeducators.com/spaghettistring/spaghetti-string-trace.php?cat=health

RESOURCES

Computer, Internet connection

TOOLS

Website tools for educators

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in face to face activities.

MINOR PHYSICAL COMPLAINT (2)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

https://www.vocab1.com/

RESOURCES

Computer, Internet connection

TOOLS

Website Vocab1

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in online class.

LIKES AND DISLIKES. COLOURS (1)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Internet connection

TOOLS

Website Learnenglish

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in face to face activities.

LIKES AND DISLIKES. COLOURS (2)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

https://learningapps.org/view11303723

RESOURCES

Computer, Internet connection

TOOLS

Learningapps

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in online class.

LIKES AND DISLIKES. COLOURS (3)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

Spaghetti String Worksheet
https://www.toolsforeducators.com/spaghettistring/spaghetti-string-worksheet.php?cat=health

RESOURCES

Computer, Internet connection

TOOLS

Learningapps

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in online class.

ACTIVITIES IN THE PAST (1)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Internet connection

TOOLS

Website MES game

TIPS

The teacher should encourage all students to participate in discussion.

GROUP

To be used individually in face to face activities.

ACTIVITIES IN THE PAST (2)

DESCRIPTION

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

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Internet connection

TOOLS

Website ESL game plus

TIPS

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

GROUP

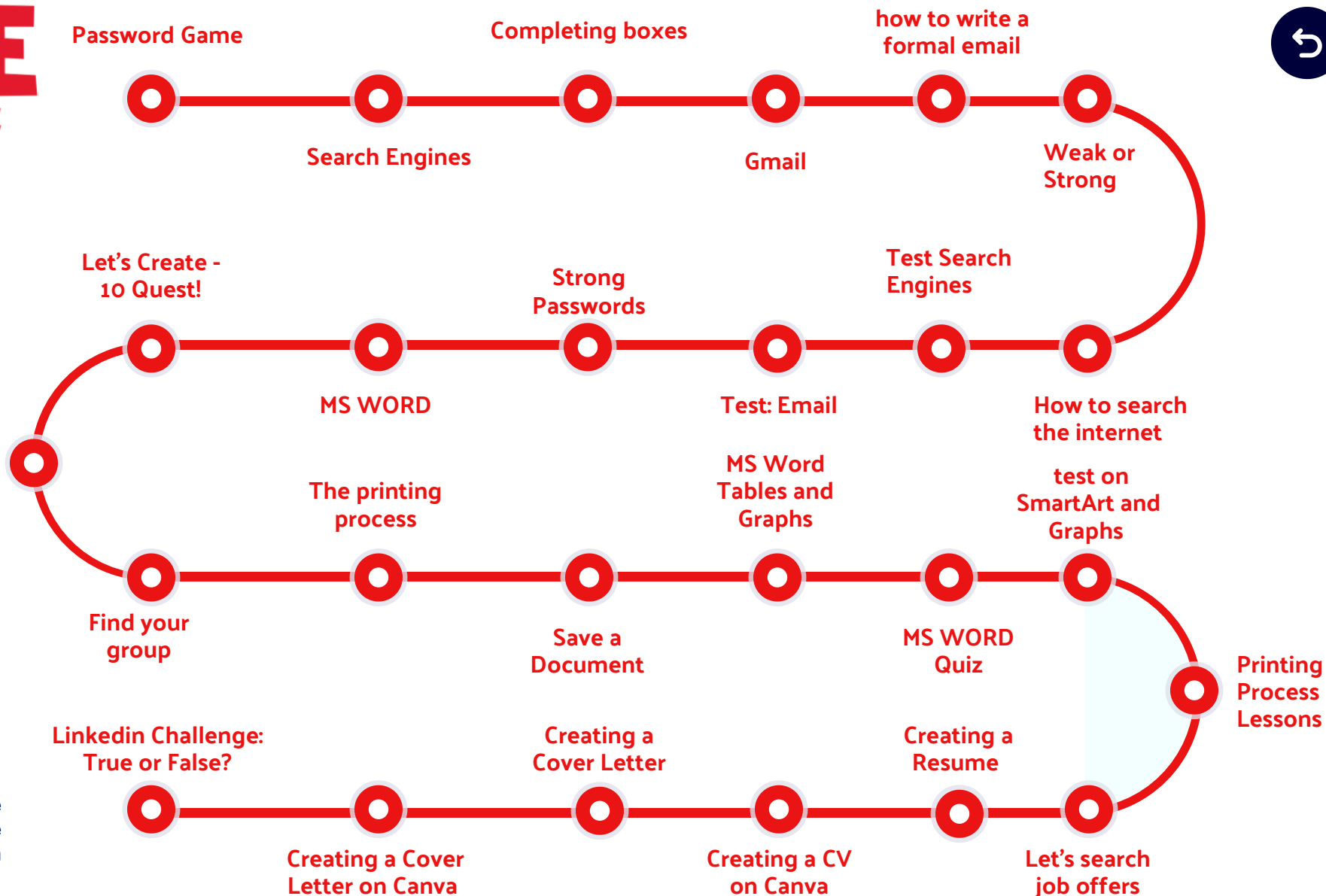To be used individually in online class.

SIGE
SOCIAL INCLUSION THROUGH GAMIFICATION IN EDUCATION

Module 3
Digital Skills

Password Game

Search Engines

Completing boxes

Gmail

how to write a formal email

Weak or Strong

Let's Create - 10 Quest!

Strong Passwords

Test Search Engines

MS WORD

Test: Email

How to search the internet

The tables game

The printing process

MS Word Tables and Graphs

test on SmartArt and Graphs

Find your group

Save a Document

MS WORD Quiz

Printing Process Lessons

Linkedin Challenge: True or False?

Creating a Cover Letter

Creating a Resume

Creating a Cover Letter on Canva

Creating a CV on Canva

Let's search job offers

PASSWORD GAME

DESCRIPTION

A riddle that learners need to guess to get the password and be able to connect to the wifi. During the game, the teacher explains the logging procedure and lets the students practice

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

RESOURCES

Computer, whiteboard

TIPS

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

GROUP

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

DISCOVERING SEARCHING ENGINE TOOLS

DESCRIPTION

A competition game with Bamboozle in which different teams take turns guessing the right answer to questions related to functions and characteristics of the most popular search engine tools.

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

How was the exercise?
Was it difficult to guess inside a diverse group?
What was the most difficult element to guess? Why?
Is there some content still not clear?
Which was the most difficult question? And the easiest?

LINK/ REFERENCES

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

RESOURCES

Computer, whiteboard

TOOLS

Bamboozle

TIPS

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

GROUP

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

COMPLETING BOXES

DESCRIPTION

An interactive task whereby students complete different boxes of a MS word table by searching, selecting, copying and pasting information from the Internet.

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

LEARNING OUTCOMES

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

RESOURCES

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

TOOLS

Ms Word + Google Chrome

TIPS

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

GROUP

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

WRITING AN EMAIL WITH GMAIL

DESCRIPTION

"An interactive presentation with Mentimeter to learn how to get started with Gmail, including creating an account, and writing a good subject for the email. The presentation has some content slides, quiz competition slides for revision and surveys to get opinions from the audience.

LEARNING OUTCOMES

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

STEP-BY-STEP

1. The teacher opens the link https://www.mentimeter.com/s/b2cec4ef4f0bfeb3effad97e07445e7f/09d1caec03e2.
and logs in to access the presentation.
2. The teacher starts the presentation instructing students to login in menti.com and enter the code displayed on the first slide.
3. After making sure everybody is connected, the teacher starts presenting the set of slides. Before presenting the competition slides, wait for students to enter their names.
4. At the end of the presentation, download the results.
5. The teacher holds a debriefing session.

DEBRIEFING

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

LINK/ REFERENCES

https://www.mentimeter.com/s/b2cec4ef4f0bfeb3effad97e07445e7f/09d1caec03e2

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Mentimeter

TIPS

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

GROUP

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

HOW TO WRITE A FORMAL EMAIL

DESCRIPTION

A collaborative exercise where students learn how to write a formal email by dividing an explaining text in parts and using the jig-saw method.

STEP-BY-STEP

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

RESOURCES

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

TIPS

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

LEARNING OUTCOMES

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

DEBRIEFING

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

GROUP

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

WEAK OR STRONG?

DESCRIPTION

A matching exercise to recognize the difference among weak, medium strong and very strong passwords, empowering learners to define the 3 most important criteria to build a strong password.

STEP-BY-STEP

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

RESOURCES

Printed "Weak or Strong?" handout

TIPS

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

LEARNING OUTCOMES

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

DEBRIEFING

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

GROUP

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

HOW TO USE GOOGLE SEARCH LESSON ON EDPUZZLE

DESCRIPTION

An online video exercise on Edpuzzle where students learn more about Google search with the help of questions embedded in the video

STEP-BY-STEP

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

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Edpuzzle

TIPS

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

DEBRIEFING

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

LEARNING OUTCOMES

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

LINK/ REFERENCES

https://edpuzzle.com/media/61e522fb315b6b429a315491

GROUP

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

FLASHCARDS TEST ON SEARCH ENGINE TOOLS

DESCRIPTION

A set of Quizlet cards to review concepts about search engines tools through flashcards and enhance discussion about searching what they need.

STEP-BY-STEP

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

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Quizlet

TIPS

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

DEBRIEFING

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

LEARNING OUTCOMES

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

LINK/ REFERENCES

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

GROUP

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

ONLINE QUIZLET FLASHCARDS TEST ON THE USE OF GMAIL

DESCRIPTION

A set of Quizlet cards to review concepts about search engines tools through flashcards and enhance discussion about searching what they need.

STEP-BY-STEP

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

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Quizlet

DEBRIEFING

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

TIPS

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

LEARNING OUTCOMES

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

LINK/ REFERENCES

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

GROUP

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

HOW TO CREATE A STRONG PASSWORD

DESCRIPTION

An online video exercise on Edpuzzle where students learn more about how to create a strong password with the help of questions embedded in the video.

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Edpuzzle

TIPS

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

GROUP

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

WORD FUNDAMENTAL INTERACTIVE LESSON

DESCRIPTION

An interactive presentation with Mentimeter to learn how to use the main features of Microsoft Word. The presentation has some content slides, quiz competition slides for revision and surveys to get opinions from the audience.

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

https://www.mentimeter.com/app/presentation/6da4e28a73285d3ec7a9e2d7bbdd5141/ee981c0082e8

RESOURCES

Computer, Mobile Phone,
Tablet, Internet

TOOLS

Mentimeter

TIPS

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

GROUP

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

LET'S CREATE - 10 QUEST!

DESCRIPTION

A group game in which the participants learn how to edit a text, following a task list. The groups earn points after completing the tasks.

STEP-BY-STEP

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

RESOURCES

Let's create - 10 Quest! handout, Computer, Mobile Phone, Tablet, Internet

TOOLS

Google Search, Microsoft Word

TIPS

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

LEARNING OUTCOMES

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

DEBRIEFING

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

GROUP

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

THE TABLES GAME

DESCRIPTION

A game in which the participants learn how to create tables, following a task list. The groups get some points by completing the tasks.

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

RESOURCES

"The Tables Game" handout, Computer, internet

TOOLS

Google Search, Microsoft Word

TIPS

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

GROUP

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

LEARNING OUTCOMES

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

FIND YOUR GROUP

DESCRIPTION

"How much do you know about "my" alphabet?" is an activity in which students are divided in groups and they try to guess the correct answer on a set of questions about alphabet and pronunciation Quizlet helps students learn anything, regardless of what they know beforehand.

With Quizlet's free study units, study modes, and classroom games, our students can be quickly motivated. Quizlet helps us get our students to any level with curriculum-based materials, interactive study modes, and games.

LEARNING OUTCOMES

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

STEP-BY-STEP

1. Divide the students in different groups.
2. Mix the cards.
3. Assign to each person a different card.
4. Explain to students the game: they have to quickly find the other 2 people in the class to form the correct group: smartart group, word art group, graph group and shape group.
4. Check if the groups are correct and, if needed, reveal the combinations of cards.
5. Give each group 15 minutes to understand how to use the tool of their category on MS word with the help of the teacher and searching on internet.
6. Let the students explain to the other groups the instructions.
7. If needed, add some theory and more specific instructions.
8. Let the students practice.
9. Hold a debriefing session.

DEBRIEFING

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

RESOURCES

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

TIPS

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

GROUP

Each group should be composed by 3 members.

THE PRINTING PROCESS - JIGSAW METHOD

DESCRIPTION

A collaborative exercise where students explore the printing process and the printing options by dividing an explaining text in parts using the jig-saw method.

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

RESOURCES

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

TIPS

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

GROUP

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

HOW TO SAVE A DOCUMENT LESSON ON EDPUZZLE

DESCRIPTION

An interactive video lesson with Edpuzzle to learn how to save a file word on desktop. The explainer video embeds multiple questions to assess learning in real time and additional resources to dig deeper.

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Edpuzzle

TIPS

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

GROUP

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

MS WORD TABLES AND GRAPHS LESSON

DESCRIPTION

An interactive video lesson with Edpuzzle to learn how to use tables and graphs in Word. The explainer video embeds multiple questions to assess learning in real time and additional resources to dig deeper.

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Edpuzzle

TIPS

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

GROUP

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

ONLINE QUIZLET FLASHCARDS TEST ON WORD

DESCRIPTION

A set of Quizlet cards to review the main concepts about the use of MS word, such as : editing text functionalities (font, columns, styles), editing layout (margins, orientation, paper dimension), saving and naming a document.

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Quizlet

TIPS

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

GROUP

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

FLASHCARDS TEST ON SMARTART AND GRAPHS

DESCRIPTION

A set of Quizlet cards to review concepts about SmartArt and Graphs of MS word and to make the difference between them and also enhance basic commands of WordArt and Shapes.

STEP-BY-STEP

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

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Quizlet

DEBRIEFING

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

TIPS

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

LEARNING OUTCOMES

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

LINK/ REFERENCES

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

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

GROUP

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

PRINTING PROCESS LESSON ON EDPUZZLE

DESCRIPTION

An interactive video lesson with Edpuzzle to learn the steps of the printing process. The explainer video embeds multiple questions to assess learning in real time and additional resources to dig deeper.

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Edpuzzle

TIPS

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

GROUP

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

LET'S SEARCH JOB OFFERS

DESCRIPTION

A competition game with the aim of finding job offers. Students compete in groups to find the best job offers according to and in reference to different criteria set by the teacher.

STEP-BY-STEP

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

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Google Search, Microsoft Word

TIPS

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

LEARNING OUTCOMES

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

DEBRIEFING

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

GROUP

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

CREATING A RESUME ON LIVE CAREER

DESCRIPTION

An activity to practice the creation of a resume document using Livecareer. The features, models and template of this app are used to create a resume with few easy steps.

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

https://www.livecareer.com/

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Livecareer

TIPS

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

GROUP

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

CREATING A CV ON CANVA

DESCRIPTION

An activity to discover how to use Canva for creating a graphic Resume. The students will practice creating a Resume document using the features of this app and exploring different templates and graphic elements.

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Canva

TIPS

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

GROUP

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

CREATING A COVER LETTER ON LIVE CAREER

DESCRIPTION

An activity to practice the creation of a cover letter. The features, models and template of this app are used to create a resume with few easy steps.

LEARNING OUTCOMES

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

https://www.livecareer.com/

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Livecareer

TIPS

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

GROUP

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

CREATING A COVER LETTER ON CANVA

DESCRIPTION

An activity to discover how to use Canva for creating a graphic Cover Letter. The students will practice creating a Cover Letter document using the features of this app and exploring different templates and graphic elements.

STEP-BY-STEP

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

DEBRIEFING

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

LEARNING OUTCOMES

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

LINK/ REFERENCES

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

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

Canva

TIPS

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

This activity can be done as a follow up after the activity "Creating a Cover Letter on Livecareer".

GROUP

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

LINKEDIN CHALLENGE: TRUE OR FALSE?

DESCRIPTION

An interactive video course "Learning Linkedin" on InLearning, a web learning platform inside LinkedIn. After completing the course, the teacher will discuss and deepen the content starting from a Bamboozle competition in which the students, divided in two teams, will compete against each other to win.

LEARNING OUTCOMES

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

STEP-BY-STEP

1. The teacher sends the students the link for the online course: https://www.linkedin.com/learning/learning-linkedin-2021?trk=course_title&upsellOrderOrigin=default_guest_learning
2. The students follow the course at home
3. The day after the teacher introduces the competition game on Bamboozle
4. Go to www.baamboozle.com and select "games". Enter the game PIN 802412
5. Select "play" and choose how many teams you want the group to be splitted, select the grid size
6. Select the play mode "Classic"
7. Let students play: select one number at a time inside the grid and leave the word to one team at a time for guessing
8. Once all the number have been selected, hold the debriefing session

DEBRIEFING

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

LINK/ REFERENCES

Course on InLearning: https://www.linkedin.com/learning/learning-linkedin-2021?trk=course_title&upsellOrderOrigin=default_guest_learning
Bamboozle Competition: https://www.baamboozle.com/game/802412

RESOURCES

Computer, Mobile Phone, Tablet, Internet

TOOLS

InLearning (online) + Bamboozle (classroom)

TIPS

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

GROUP

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

SIGE

SOCIAL INCLUSION THROUGH GAMIFICATION IN EDUCATION

**Module 4
Soft Skills
for the
Job Market**

- Jigsaw Puzzle Time Management and Organisation
- Chief negotiator
- Fit all in the bucket
- Talk to the boss
- Back to back communication
- Room 101
- Book a story teller
- Non-violent communication
- Conflict and communication
- Words and codes
- What's your story ?
- All the stories in the world
- Stranded on an island
- The prisoner game
- Build the highest possible structure
- Cross the river
- Build up your professional vocabulary
- What would you say ?
- What are communication styles ?
- HR simulation game
- Gather information about your application
- Make your own nation
- Finding your story
- Practices makes perfect
- Verbal or not verbal ?

JIGSAW PUZZLE TIME MANAGEMENT AND ORGANISATION

DESCRIPTION

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

LEARNING OUTCOMES

4.3. 6

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

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

RESOURCES

Puzzles

TIPS

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

GROUP

15 participants; 3 groups of 5 people

CHIEF NEGOTIATOR

DESCRIPTION

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

DEBRIEFING

1. This is a highly competitive game where some real emotions can rise especially when some teams do not cooperate (It rarely happens that all groups coordinate to all choose B) or when some teams protest because they were deceived by other teams. It's important to record these reactions that will really enrich your debrief.
2. Highlight behaviours that could have occurred or resulted from team negotiation sessions that would have inspired trust and co-operation.
3. With the teams that suffer heavy losses point out if they always played the victim role during the negotiation sessions instead of taking charge and realizing that it was up to them to turn their fortune around.
4. Point out how effective negotiations can be when each team acknowledges its own needs as well as the needs of other teams and be straightforward and explicitly say what they need and how different it may be from the needs of other teams in a non-blaming manner.

STEP-BY-STEP

1. With 6 groups of any sizes, each game should take 10 rounds. On each round, each group chooses either A or B (without knowing the choice of the other groups and writes their answer on a piece of paper. All pieces of paper from all groups are handed to the trainer.
2. After each round, the trainer adds up the scores and determines what each group won depending on the groups combinations of choices in each round. For the 6 groups the seven possible combinations are as follows:
- All choose A: Everyone loses $2
- Five choose A; one chooses B: A's win $2; B loses $10
- Four choose A; two choose B: A's win $4; B's lose $8
- Three choose A; Three choose B: A's win $6; B's lose $6
- Two choose A; four choose B: A's win $8; B's lose $4
- One chooses A; five choose B: A wins $10; B's lose $2
- All choose B: All win $2.
3. Announce the participants that on the 5th, 8th and 9th rounds, there will be negotiation sessions between the groups. Thus, each group nominates a chief negotiator to lead the negotiation with other groups.
4. To make the game more competitive, announce that you will be doubling or tripling the scores of specific rounds.

LINK/ REFERENCES

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

RESOURCES

paper, pens, table of combinations

TIPS

Make sure that the participants understand strategies and objectives in order to act strategically

LEARNING OUTCOMES

4.3. 8

GROUP

6 groups of any sizes

FIT ALL IN THE BUCKET

DESCRIPTION

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

LEARNING OUTCOMES

4.3. 5

STEP-BY-STEP

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

DEBRIEFING

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

RESOURCES

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

TIPS

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

LINK/REFERENCES

Material attached in the Drive

GROUP

5 groups of 4-5 persons

BACK TO BACK COMMUNICATION

DESCRIPTION

The workshop intends to stimulate communication within teams trying to create a useful and produtive andvironment for feedback and communicaiton learning. Effective communication bring a peaceful and prudictive environemnt.. Team work and productivity depends on effective and aware communication.

LEARNING OUTCOMES

4.3. 2

STEP-BY-STEP

1. Split the whole group into teams of two persons.
2. Each pair has to adjust the chairs and sit back to back.
3. Give a copy of the first diagram to one of each pair of participants.
4. The person holding the diagram is tasked to explain and describe the shape to his/her partner and the listener must not see the diagram and should draw it based on his partner's description and directions.
5. Give them the instruction that the listener is not allowed to ask any questions for clarification.
6. After 10 minutes call the activity to a stop and ask each pair to compare the outcome and how close is the listener's drawing to the original diagram.
7. In the second part of the activity use the second diagram, ask the participants to switch thier roles, and give them the instruction that ther can talk and ask any question they want for clarification.
8. After 10 minutes they can stop and compare again the diagrams.

LINK/ REFERENCES

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

RESOURCES

Paper, pens, two paper with different diagrams

TIPS

Make sure there is not unconfortable feeling with body contact

DEBRIEFING

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

GROUP

The activity takes place in pairs of 2 people each

TALK TO THE BOSS

DESCRIPTION

The worshop tries to create a confrontational situation between emplyee and employer. this situation needs to be resolved through negotiation and compromising strategies. COnfrontation strategies can be sonved through different mechanisms and strategies.

The participants should reflect on what kind of strategic communication to apply and when in order to realize their agenda and take care of their own interests.

LEARNING OUTCOMES

4.1.4
4.2 1
4.2 2
4.2 5

STEP-BY-STEP

-The participants will be devided in
"Bosses" and "employees"
- Bosses and employees are given cue cards on a professionalscenarios
- The information realte to each other but they are not thesame for bosses and employess
- peer up the participants in order to discuss the scenarios

DEBRIEFING

1) how was the dynamic of the communicaiton
2) what kind of language did you have to use
3) how was the final outcome of the discussion

LINK/ REFERENCES

RESOURCES

TOOLS

Handout "Talk to the boss"

TIPS

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

GROUP

This activity is suitable for any group.

ROOM 101

DESCRIPTION

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

DEBRIEFING

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

LEARNING OUTCOMES

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

STEP-BY-STEP

The title of the activity relates to Room 101 as featured in the George Orwell novel '1984'. Room 101 is to where 'Big Brother' banishes anything that is deemed to be destructive or contradictory to the idea of the society created in the novel.
In this context we will use the Room 101 concept to argue against ridding the world of any annoying, pointless or unpleasant – things we would like to place into Room 101.
1. Split the group in 5 groups of 3 participants.
2. Their first task in their trios is to come up with three things upon which firstly, they can all agree should be placed into Room 101.
3. Instruct them that it's important that they can convince themselves unanimously in their trio in order to persuade the wider group of their rationale. This is a competitive activity and only if the majority of the wider group agree will they have their wish of getting their item into Room 101.
4. Once the group have come up with their list, tell them to formulate their rationale / arguments to the wider group.
5. In turn ask each trio to present their opening argument for their first item to be put into Room 101.
6. Invite the wider group to debate / argue against these points.
7. Allow the proposing group to defend / persuade the others in response to the arguments.
8. Next, ask them to make a closing statement summarising their case to have the item placed in Room 101.
9. Hold a vote amongst the wider group (except those in the proposing trio) as to whether the item should be placed in Room 101. If the majority agrees the item goes into Room 101.
10. Trainer marks up a tick /cross on flipchart for the proposing group.
11. This repeats until all groups have taken turns to argue one point in turn until all three items, for each trio have been debated.
12. The group(s) with the most items placed in Room 101 wins.

RESOURCES

Flip Chart , Flip Chart Marker, pens, paper

LINK/ REFERENCES

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

TIPS

If needed the trainer can supply some varied examples of things that people may have argued for in the past (these include things as varied as mosquitoes to Simon Cowell, marmite to world hunger).
Keep the arguments light hearted – groups will quickly ascertain that it is a competitive game and that it is in their interests to argue against the other proposing groups. Despite this, it is normally possible to persuade enough people to your point of view though if you have chosen good items and put forward a good argument.
If needed, add some details about assertive communication.
Also be mindful of time. Ideally this activity should be completed within 60 mins for a typical sized training group, so you may need to prompt groups to make their closing statements and move the game along if the debates get too lively!

GROUP

This activity is more suitable for 5 groups of 3 participants

ALL THE STORIES IN THE WORLD..

DESCRIPTION

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

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

The Seven Basic Plots Book by Christopher

LEARNING OUTCOMES

4.1 5

4.2 6

RESOURCES

projector, flip chart a set of selected narratives

TOOLS

Handout "7 basic plots"

TIPS

select narratives that allow a strucured undertanding of narrative theory and prepare in advance a presentation on different narrative categories (EG 7 basic plots or the heore's journey)

GROUP

This activity is suitable for any group.

WHAT'S YOUR STORY?

DESCRIPTION

The exercise is intended for the participants to learn how to create narratives using fixed strcture. this will improuve communication cohesiveness and consistency. The best possibility for an effective communication is to create narratives after learning narrative structures in the first place. Practicing narrative cosntruction at the end infromation will flow authomatically.

LEARNING OUTCOMES

4.1 5

4.2 6

STEP-BY-STEP

Distribute flip charts and markers ask the aprticiapnts to tell a storyabout their own life using the narratives categories analyzed
After that, the participants can try to guess which kind of narrative they have choosed.

DEBRIEFING

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

LINK/ REFERENCES

RESOURCES

Projector, flip chart a set of selected narratives

TOOLS

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

TIPS

avoid personal traumas and topics that might be too controversial

GROUP

This activity is suitable for any group.

WORDS AND CODES

DESCRIPTION

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

LEARNING OUTCOMES

4.2 2
4.2 3

STEP-BY-STEP

the workshops can be divided in 2 states
1) devide the particiapnts in 2 groups one group ask the second group to perform tarks the instructions contains secret word or encoded words that not all the participants of the second group know
2) devide the particiapnts into 2 groups one groups will be the employers the second will be the unemployed people. the employers offer spefici jobs that can be more or less appealing. the unempled people will have to try to get the jobs that are more applealing. only the ones that know a secret pass code will be able to to the other will have to sttle for the less appealing ones.

DEBRIEFING

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

LINK/ REFERENCES

RESOURCES

Paper sheets and markers

TOOLS

TIPS

Try to control stress levels and tentions deriving from possible win-loose situations

GROUP

This activity is suitable for any group.

CONFLICT AND COMMUNICATION

DESCRIPTION

The workshops intends to set up a list of conflict resolution strategies that the participants can leadr and use. The undertanding of this strategies will be studies and learned throough a discussion about parsonal conlict situation stories coming from the participants. Conflict resolution mechanisms should not be applied indiscriminately instead the most importatn skill should be to recognize which conflict strategy should be applied to deal with the situation at hand in the best way

STEP-BY-STEP

1. Prepare the conflict strategy graph that is in the resources.
2. Explain the conflict strategies to the participants.
3. Have the participants select 3 conflict stories each to write on post.
4. Show a graph that contain the following conflict strategies: confront, avoid collaborate negotiation
5. classify the stories according to the strategies and create a chart of conflict strategies
6. discuss the stories according to the strategies of the graph

RESOURCES

flipcharts and notes

TOOLS

Quizlet

TIPS

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

DEBRIEFING

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

LEARNING OUTCOMES

4.3.7...

LINK/ REFERENCES

Emotional intelligence and conflict management styles
Cheng Xu Phillip

GROUP

This activity is suitable for any group.

NON-VIOLENT COMMUNICATION

DESCRIPTION

The participants will be given fictional scenarios in order to st up a professional conversation controvertial and conflictual topics. The participants will have to carry on the scenarios trying to solve the situations through non-violent communicaiton. In this sense there is the opportunity to stress that a better communicaiton strategy is not only respectfull ftowards the other speakers but it consitutes also a better resolution strategy for dealing with professional problems.

LEARNING OUTCOMES

4.2 3
4.2 4

STEP-BY-STEP

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

DEBRIEFING

1) how was the problem taken care of?
2) how ptoblem solving continrute to defuse the situation?

LINK/ REFERENCES

RESOURCES

Computer, tablet, mobile phone.

TOOLS

Handout "not violent communication"

TIPS

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

GROUP

This activity is suitable for any group.

BOOK A STORY TELLER

DESCRIPTION

The workshop entends to create a story telllgins circle trying to stimulate storytelling and information sharing among the participants. The cue cards are intended to stablish a set up for stimulating discussing and infmation sharing through story telling among the participants.

LEARNING OUTCOMES

Learn that people bound over shared information

STEP-BY-STEP

- Distribute cue cards in order to introduce a topic in your story telling activities
- Divide the aprticipants small groups
one of the aprticipants speak about a story related to the topic given by the facilitators
- The other participants practice active listening

DEBRIEFING

1) What was the the general plot of the story
2) how did the plot unfold
3) how would you cosntruct a personal story about you?
4) how would you improve on the told stories to make them more clear and compelling?

LINK/ REFERENCES

RESOURCES

cue cards

TOOLS

TIPS

Make sure that the stories chosen does not produce particular personal trauma

GROUP

This activity is suitable for any group.

STRANDED ON A ISLAND

DESCRIPTION

The workshops pretends that the particpants are strand on an island and they are required by the trainer to collaborate in order to survive for a certain ammount of time. the trainer will establish the presense of certain conditions and certain items that will be conducive of collaboration and will establish the set up of the role game situatuations. The game will outline negotiations necessities and power relations. Knowledge and communication will play a particular role and it will be undertood as the center of the excercize.

LEARNING OUTCOMES

4.3.1

STEP-BY-STEP

describe a scenario in which the participants are stranded on an island
depending on how many particiapnts are there tell them that they have only a number of item that they might use to survice
examples of these items might be
1) fresh water
2) kindels
3) knife
The participants need to divide the use of the items and to come up with rules and roles in order to maximize the survivor chances of the group

DEBRIEFING

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

LINK/ REFERENCES

https://docs.google.com/document/d/1yVCsqwBbJSJx6GxouNndEUa
CZDq2pyxsbNu3wH9QCRw/edit

RESOURCES

Computer, tablet, mobile phone.

TOOLS

Handout "Island game"

TIPS

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

GROUP

Groups of 4 to 5 people

THE PRISONER GAME

DESCRIPTION

The workshops establishes a prisoner-dilemma-like situation. The player will go through different rounds in which they will have to choose the best strategy to play and the best integrations with the other participants for maximizing the points at the end of the game. The excercise is suppos to demostrate that coperation is strategic and it needs to be set up and mantained through interactions.

LEARNING OUTCOMES

4.3.8

STEP-BY-STEP

1)The partipants will be divided in 3 groups which can not communicate with each other
2) each group wll be handed the game hadn out
3) theparticipants will be asked to chose their strategies
4) after a few rounds the participants will be allowed to negotiate with each other
5) at the end of the series the participants will count points

DEBRIEFING

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

LINK/ REFERENCES

RESOURCES

Computer, tablet, mobile phone.

TOOLS

Handout "prisoner dilemma game"

TIPS

Prepare an hand out with a
3 players competitive game

GROUP

This activity is suitable for minimum 3 participants

BUILD THE HIGHEST POSSIBLE STRUCTURE

DESCRIPTION

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

LEARNING OUTCOMES

4.3.4...

STEP-BY-STEP

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

DEBRIEFING

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

LINK/ REFERENCES

RESOURCES

Building blocks cosntruction

TOOLS

TIPS

GROUP

This activity is suitable for any group.

CROSS THE RIVER

DESCRIPTION

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

STEP-BY-STEP

Divide the participants in groups
1) distribute papersheets to the participants
2) each participants can stand only on one sheet
3) tell the aprticipants that have to cross from one point on an "immaginary river"
only standing on the papersheets
4) the first group of participants that make it to the other side wins

RESOURCES

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

TOOLS

DEBRIEFING

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

TIPS

Make sure the distance to cross is large enough

LEARNING OUTCOMES

4.3.3....

LINK/ REFERENCES

GROUP

This activity is more suitable for a group of 10 to 15 people.

BUILD UP YOUR PROFESSIONAL VOCABULARY

DESCRIPTION

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

LEARNING OUTCOMES

4.1 2

STEP-BY-STEP

1) discuss with the participants in advance situational cathegories and forseeable scnarios that can tak place in an interview
2) list and categorize all this situations in the shared dform
3) ask the participants to come up, research and report useful linguistic expressions that can be used in such situation in order to manage the interview situation successfully
4) discuss afterwards on the use of different categories

DEBRIEFING

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

LINK/ REFERENCES

RESOURCES

Internet connection and chosen platform account

TOOLS

Google Doc/Google Jamboard/Google Sheet

TIPS

Make sure learners know how to use Google Jamboard
Monitor the collection of expression and make sure that all are relevant

GROUP

This activity is more suitable for a large number of students.

WHAT WOULD YOU SAY?

DESCRIPTION

The idea is that the participants are put in front of situation scenarios and situational questions. SImulation will provide for a save inviroment for very sensitive topics. Some of the questions entail also the possibility and the hint for managing scenarios that can cause professional abuse and work rights issues. The important thing is that the participants realize that communication can lead to good results but also some times being assertive is important in order to defend important principles.

STEP-BY-STEP

1. Creat a Padlet or a MIroboard tool in order to create questions and situational scenario to use to learn about interviews.
2. Add some posts that create a path in which the learns can move along. (the choice can depend really from the single trainer. Possibly the edicator can chooce to set the path up like an interview can go or maybe groupping questions together by topics).
3. Share the Padlet with different groups of learners and let them add posts with pictures, texts, videos and other infromation like a cloud around the posts. Everybody wll give a contribution on how to solve situational questions and other professional problems and everybody will be able to see the contributions of the other participants for inspiration and confrontation
4. Monitor the process and remember to organize a debreefing at the end of the activity or during class sessions

RESOURCES

Computer

TOOLS

Padlet/miroboard

TIPS

Make sure learners know how to use Padlet. Monitor the contributions and make sure that te paticipants undertood the questions and the situational scenarios and give relevant answers

LEARNING OUTCOMES

4.1 4
4.1 5

DEBRIEFING

How was your answer in comparision to the other ones ?
Why do you think that the strategy that you have choosen would work better or worse than the others?

GROUP

This activity is suitable for any group of students.

WHAT ARE COMMUNICATION STYLES?

DESCRIPTION

The participants can use expternal platforms to gather information about what soft sklls and commnication styles are. The capacity to access interactive contact in multiple platforms is an importan skill in life long learning. The more the participants practice this action the more they will be able to recognize professional communication patterns and they will be able to recreate them within their professional interactions.

LEARNING OUTCOMES

4.2 1

STEP-BY-STEP

1) prepare links on the indicated topics (the links are only suggestions you can pick the one you want)
2) make sure that all the participants see the youtube videos
3) prepare a miro board post in order to submit some questions on the videos
4) give the participants the possibility to contribute with some comments
5) remember to have a briefing and discuss at the the results

DEBRIEFING

1) what are the main topics of the video?
2) how these ideas can be applied to your worklife?

LINK/ REFERENCES

https://www.youtube.com/watch?v=Al3L6cnCmMU&t=182s&ab_channel=NextLevelLife12

https://www.youtube.com/watch?v=Tiy2LONr050&ab_channel=JohnWhitehead

RESOURCES

Computer and internet connection

TOOLS

YouTube/Miroboard

TIPS

Make sure learniers know how to use Miro.

GROUP

This activity is suitable for any group of students.

HR SIMULATION GAME

DESCRIPTION

Simulation games are a safe lab for experimenting with the real world. The activity is intended to challenge the participants in dealing with a demanting scenario that can create relfection on what it means to push for one's own interests and to create a safe environment for expressing one's own needs

LEARNING OUTCOMES

4.1 1

STEP-BY-STEP

1) Pair up the participants to interact with each other
2) give them a simulation situation in which they have to interact with a HR department
3) carry on a dialogue according to the scenario
4) make sure during the subsequent meetings to debreaf the participants on what is going on and the experiences.

DEBRIEFING

1) did you manage to reconcile the mutual interests?
2) if not why not?
3) How the discussion go?
4) what were the wolds and the tone used?

LINK/ REFERENCES

https://www.youtube.com/watch?v=L1PSl5DuQY8&ab_channel=TomHaak

https://www.youtube.com/watch?v=ev0begDFc20&ab_channel=StanfordGraduateSchoolofBusiness

RESOURCES

Computer and internet connection

TOOLS

Zoom skype or other similar platforms

TIPS

Make sure learners know ho to use Skype.

GROUP

This activity is suitable for any group.

VERBAL OR NOT VERBAL?

DESCRIPTION

Verbal and non-verbal communication are 2 sides of the same coin. It is importatn for the participants to undertand and recognize how these elemetns interact and also which one is which within the complexity fo communication. Non verbal communication is a codified form of communication and we need to be trained to to master it. It is a very important social skill to succeed professionally.

LEARNING OUTCOMES

4.2 3

STEP-BY-STEP

1. Create a Jamboard
2. Ask each student to add some post its: they will use the yellow color for elements that refers to verbal communication and the blu color for elements that refers to non verbal communication
3. The day after, the teacher divides tthe classroom in different groups and asks each group to come up with different work situations where they use these elements (verbal and not verbal), and to define when they are useful and when not.

DEBRIEFING

Was this exercise useful to understand the difference between verbal and not verbal communication?
Now, do you know what are the common error that we can do with our non verbal communication?
In your opinion, is more important the verbal or the non verbal communication? Why?

RESOURCES

Computer and internet connection

TOOLS

Google Jamboard

TIPS

Make sure learners know how to use Google Jamboard

Before this activity, clarify the key elements that define the difference between verbale and not verbal communication

GROUP

This activity is suitable for any group.

PRACTICE MAKES PERFECT

DESCRIPTION

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

LEARNING OUTCOMES

4.1 1
4.1 4
4.1 5

STEP-BY-STEP

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

DEBRIEFING

What do you think is challenging for you in sitting interivews?
Did you manage to develop strategies to give a more compelling presentation abou you?
Did you have some silent moments that made comunication flow dadly?

LINK/ REFERENCES

https://www.themuse.com/advice/interview-questions-and-answers

RESOURCES

Computer and internet connection

TOOLS

Skype zoom or similar tools

TIPS

Make sure learners know ho to use Skype.

GROUP

This activity is suitable for any group.

FINDING YOUR STORY

DESCRIPTION

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

LEARNING OUTCOMES

4.2 4

STEP-BY-STEP

1) after speaking about the narrative structures ask the aprticiapnts to present themselves in a professional setting
2) analyze their contribution and try to enhance their stories referring to narrative structures

DEBRIEFING

What is the core for your narrative?
what is the nassage of your narrative?
what are the characters of your narrative
what is the relation between the character and the envoronment?
is your language apt to the narrative?

RESOURCES

Computer and internet connection

TOOLS

Google Jamboard

TIPS

Make sure that the participants undertand how to apply the overall story telling rules to their practical life experiencies

GROUP

This activity is suitable for any group.

MAKE YOUR OWN NATION

DESCRIPTION

The activity is indended to simulate the construction of an identity formation process.
The activity intends to create a all-encompassing action in order to experience first hand the dynamics that governs the formations of identity building and what elements create differences and divisions group identities.
The activities is thought is order to create a reflective process that can analyze one by one the situation without creating overlapping actions thta can create complexity problems.
the sbsequent discussion can be thought in order to relate the process to the complexity of reality

LEARNING OUTCOMES

4.3.1
4.3.2

STEP-BY-STEP

1) divide the participants in different groups with at least 2 participants per group
2) give the participants an access to the miroboard working session
3) the miroboard should be devided among different areas (possible marked with colo markers or divided in different tables)
4) each group will work in each part that has been assigned to them. The articipants will be asked to construct their own little nations.
5) give the participants some inital advices on what to develop (EG A Flag, National anthem, historical background, food etc.)
6) the participants will review and present their development to the other participants presenting their nationals and the things that they have developed
7) ask the participants to add to the miro board live pisctures of real world activities. For instance ask the particiapts to develop their own national dance and and ask they to add pictures or a short video of it on they miro working session.
8) the activity should be a work in progress that can be done in several sessions. take time to review and present in class the work. and programm the next session
9) after the first session ask the participants to develop realtions and communilities among the nations coming up with stories about trade, intercultural exchange, migrations etc.

RESOURCES

Miroboard or similar tools

TOOLS

Miro boards

TIPS

Make sure to review and and discuss in class the results and programm each session with specific objective on what to create

DEBRIEFING

1) what are the things that distinguish you the most?
2) what are the elements that ccreated commonalities?
3) what are the elements that created tentions?

GROUP

This activity is suitable for at least 6 to 8 people.

GATHER INFORMATION ABOUT YOUR APPLICATION

DESCRIPTION

The workshop trying to show and teach resources for job hunting. The more the participants do that, the more they will be able ti familiarize themselves with a certain lingo and certain communicaiton patterns that will result to be useful within the job market. Being familiar with how to gather information will not onyl allow the target group to be more prepared during the job hunting process but also long run it will allow them to be more successful in their career

LEARNING OUTCOMES

4.1 3

STEP-BY-STEP

1) demonstrate how to read and acquire infromations about interested vacancies
2) encourage the participants to replicate the exercise

The teacher creates a padlet/google jamboard with three company names
For each company, students must search the internet for all possible material (company description, website, youtube videos, newspaper articles, social profiles, etc. and upload them to padlets)
The students have the task of studying and documenting themselves on the three companies thanks to the information collected
The teacher will prepare a quiz on bamboozle* by making the class divided into two groups compete on their knowledge of companies. At the end of the challenge the winning group will be elected!

*The teacher goes to https://www.baamboozle.com/games, selects "games" and creates the challenge by entering the various questions based on the information collected on the padlet.
The teacher selects "play", selects "bamboozle free to play" and chooses how many teams he wants to divide the group into.
The teacher selects the "Classic" game mode.
The teacher lets the students play: select one number at a time within the grid and let one team at a time to guess.
Once all the numbers have been selected, the teacher holds the debriefing session.

RESOURCES

Access to online job platforms

TOOLS

Baambozle

TIPS

Make sure learners know how to use Baambozle.

DEBRIEFING

What tools did you use to search for information about companies?
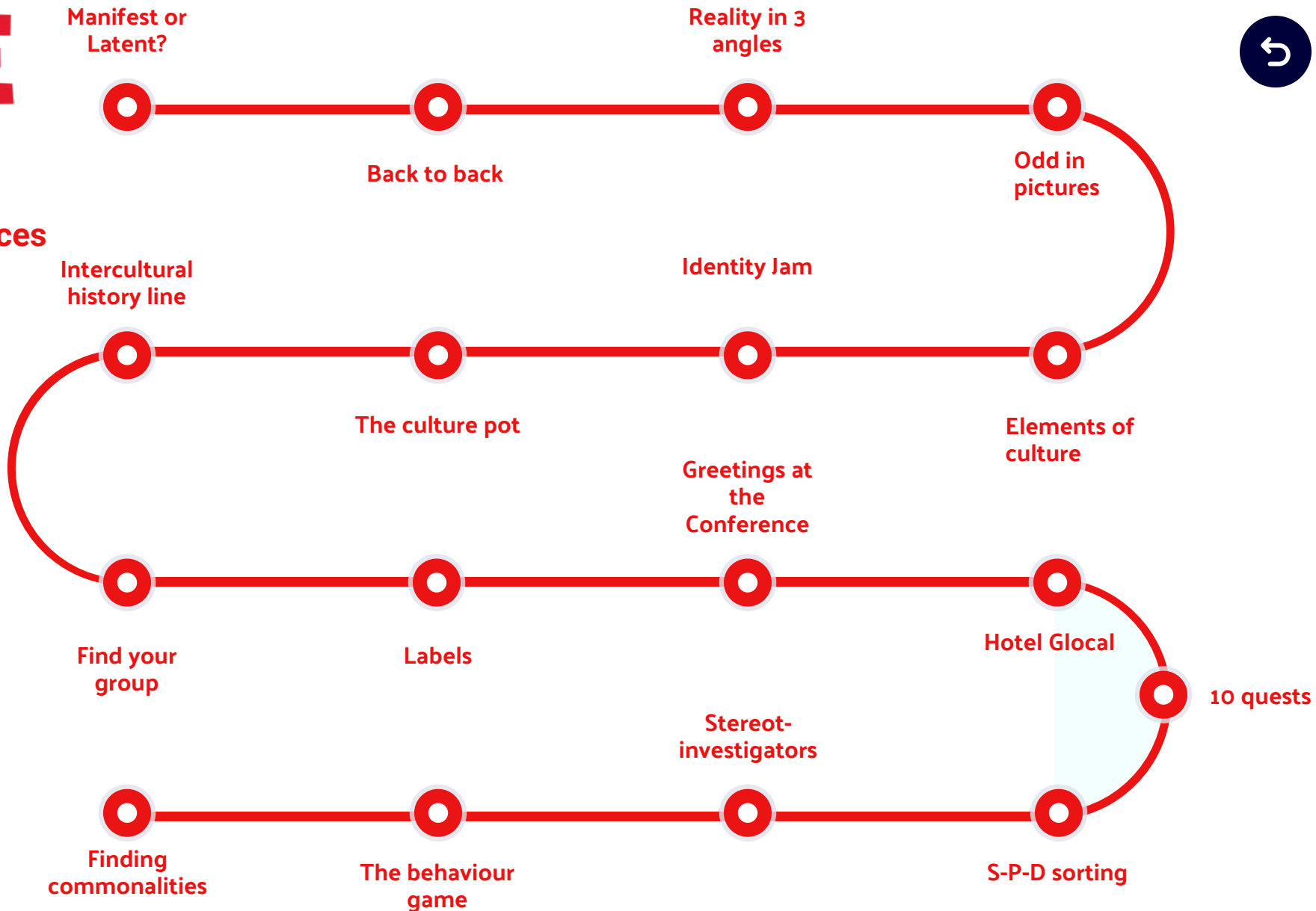Was it easy or difficult?

GROUP

This activity is suitable for any group.

SIGE
SOCIAL INCLUSION THROUGH GAMIFICATION IN EDUCATION

Module 5
Cultural Competences

Manifest or Latent?

Reality in 3 angles

Back to back

Odd in pictures

Intercultural history line

Identity Jam

The culture pot

Elements of culture

Greetings at the Conference

Find your group

Labels

Hotel Glocal

10 quests

Stereot-investigators

Finding commonalities

The behaviour game

S-P-D sorting

MANIFEST OR LATENT?

DESCRIPTION

"Manifest or Latent?" is a competition game with the use of Baamboozle. During the game, different teams take turns in answering the questions displayed on a virtual board made of different buttons. Each button contains a picture that represents either a manifest or latent element of culture. With the classic play mode, some special features (e.g. splitting points among the groups, winning extra points, etc.) are included in the buttons to enhance the competitive nature of the gamified experience. After answering each question, the team wins a certain number of points depending on the correctness of the answer. At the end one winning team is determined.

LEARNING OUTCOMES

The learner is able to identify the elements and component of culture

STEP-BY-STEP

1. Introduce the iceberg model to the group, explaining the differences between manifest and latent elements of culture
2. Go to www.baamboozle.com and select "games". Enter the game PIN 931278
3. Select "play", select "bamboozle free to play" and choose how many teams you want the group to be splitted, selecting the grid size.
4. Select the play mode "Classic"
5. Let your studnets play: select one number at a time inside the grid and leave the word to one team at a time for gussing
6. Once all the number have been sleected, hold the debriefig session

DEBRIEFING

How was the exercise?
Was it difficult to guess inside a diverse group?
What was the most difficult element to guess? and why?
Which of the items are the most important for your culture and identity?

LINK/ REFERENCES

The Iceberg Model, Spencer & Spencer 1993
https://www.baamboozle.com/game/931278

RESOURCES

Computer, whiteboard

TOOLS

Baamboozle

TIPS

Pay attention to group students in a way that mixes cultures and languages as much as possible

GROUP

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

BACK TO BACK

DESCRIPTION

"Back to back" is a visual challenge to reflect upon different perceptions, to be performed in couples. It uses a simple pen-and-paper format. Through this game, couples take part in a competition to deliver the "best" reproduction of a drawing they are given in the form of a handout. In every pair, the explainer (see step-by-step process for the explanation of the role) will have 5 minutes to desc12
ribe the drawing to the drawer, who should draw the image. The partners are sat back to back, the explainer cannot see the outcome and the drawer cannot see the drawing beforehand, nor can he ask questions. At the end, the best drawing is selected.

LEARNING OUTCOMES

The learner is able to recognize the presence and importance of different perspectives

STEP-BY-STEP

1. Divide the group in pairs. Appoint the roles: one person will be the explainer and the other the drawer (leave freedom inside the couples to decide the roles). Insruct each couples to sit back to back.
2. Give all the explainers the same drawing handout and explain the activity: the drawers have to deliver the "best" drawing only based on the explainer instructions.
3. Allow 5 minutes to finish the drawing. Attention: the drawer cannot see the picture beforehand and the explainer cannot see what the drawer is drawing for the whole duration of the activity.The drawer cannot ask questions.
4. After all drawings are done, collect them all without showing them to the explainers. Stick all the drawings on the wall and let the explainer vote the best drawing.
5. Allow the drawers compare with the original and with other couples' outcomes before moving to the debriefing questions.

DEBRIEFING

Was it difficult to describe the picture? What made it so difficult?
What strategies did you use to make yourself understood?
Were all the instructions clear to the drawers?
Was there any misunderstanding?

LINK/ REFERENCES

Coloured glasses. Manual for Intercultural and Global Citizenship Education" EEE-YFU, 2016

RESOURCES

Blank sheets of paper, pens/markers, "Back to back" drawing handout

TOOLS

TIPS

Assign carefully the roles of drawer and explainer: make sure the pairs formed are able to understand eachother in order not to create frustration.
You can also allow drawers to ask questions to show how even if communicate we still perceive things differently and can have misunderstadnings.

GROUP

Use flexible and open sitting arrangements.

REALITY IN 3 ANGLES

DESCRIPTION

"Reality in 3 angles" is a visual discovery game whereby an ambiguous picture is shown and learners are asked to write down anything that comes to their minds by looking at that picture. Afterwards, a group reflects on their impressions in order to analyze the different processes that took place in terms of description, interpretation or evaluation. This categorization raises participants' awareness of how the perception process contributes to the reinforcement of stereotypes and prejudices.

LEARNING OUTCOMES

The learner is aware of how own cultural background is influencing own perception

DEBRIEFING

What was the most difficult part of this exercise?
What made it so difficult? How can these aspects be connected to our life and experiences?
How do we react to first time situations/persons?

STEP-BY-STEP

1. Select pictures of cultural scenes form cultures other than the culture of the participants. The best pictures are the most ambiguous ones, photographs which depict a form of interaction or a scene that is not familiar to participants. Captions to the pictures shall be retained, since the participants will be eager to know the "real" description after the exercise.
2. Instruct participants to write down individually everything that comes to their mind looking at the pictures (language is very important at this point of the activity: do not instruct participant to write down what they think about the picture, rather you can tell them it is a personal brainstorming)
3. Tell participants to gather in groups and place each item they wrote in one of the three categories. Briefly explain description, interpretation, evaluation (What I see - What I think about what I see – What I feel about what I see). It is important to instruct participants that at this point they cannot add any item, they just have to sort what they wrote in the initial brainstorming.
4. Reassemble the small groups to share their results and have the final discussion and debriefing. Each group will present their photo and their list of items divided in the three categories. The other groups are invited to make comments only about the location of each items and not why they mentioned a specific issue. Disclose only at the end the original caption.

LINK/ REFERENCES

Toolkit on Intercultural Dialogue, Service Civil International, 2018

RESOURCES

Flipchart paper and markers or blackboard and chalk (3 columns: description, interpretation, evaluation); large pictures of "other-culture" scenes.

TIPS

Hold a final discussion with the participants about the importance of understanding these 3 issues and also make connections between stereotyping and prejudices (as most of the times we rush interpreting certain facts without actually being sure what the facts are about).
There are no right or wrong answer and a similar tendency shall be avoided in the group – the aim of the activity is not to judge people for making evaluations so fast but rather to understand the mechanisms of our brain and to understand ourselves better.

GROUP

This activity is more suitable for any group.

ODD IN PICTURES

DESCRIPTION

"Odd in pictures" is a competition game with the use of Baamboozle. During the game, different teams take turns in answering the questions displayed on a virtual board made of different buttons. Each button contains a picture that displays something that is "common" in the host country but might appear as "odd" to strangers (e.g. kitchen utensils, shops, signs etc). Each team has the chance to guess what the picture represents and gain points accordingly. At the end, one winning team is determined. This game can be repeated with actual pictures taken around the neighbourhood by the learners themselves.

LEARNING OUTCOMES

The learner is able to recognize the main cultural traits of the host country

STEP-BY-STEP

1. Review the iceberg model and sleect a couple of elements to discuss about some cultural trait of the host country culture
2. Go to www.baamboozle.com and select "games". Enter the game PIN 931327
3. Select "play", select "bamboozle free to play" and choose how many teams you want the group to be splitted, selecting the grid size.
4. Select the play mode "Classic"
5. Let your students play: select one number at a time inside the grid and leave the word to one team at a time for gussing
6. Once all the number have been sleected, hold the debriefig session

DEBRIEFING

How was the exercise?
What was the oddest picture and why?
Did you use any cultural references to help you in guessing?
Which of the commonalities shown is the one that you like the most and why?

LINK/ REFERENCES

https://www.baamboozle.com/game/931327

RESOURCES

Computer, whiteboard

TOOLS

Baamboozle

TIPS

A very relevant way to play this game is with real pictures taken by lerners. Instruct them to take pictures every day of what they see around and looks "odd". Every couple of weeks, collect their pictures and select some to replay Baamboozle with their pictures.

GROUP

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

ELEMENTS OF CULTURE

DESCRIPTION

"Elements of culture" is a set of Quizlet cards to review the difference between manifest and latent elements of culture. Learners are asked to distinguish between the two types based on specific examples. Learners have to match pictures, words and explanations using different "study" modes for individual practice and discovery about elements of culture. The activity serves as a preparation for a final group discussion that is held later by the class.

LEARNING OUTCOMES

The learner is able to identify the elements and component of culture

STEP-BY-STEP

1. Make sure learners know how to use Quizlet flashcard to review concepts.
2. The teacher sends to learners the link of the Quizlet set "Elements of culture".
3. Learners practice the Study Set trying different study modes.
4. In class, practice the "In-class" mode playing the live game, before holding a debriefing session.

DEBRIEFING

Did you like the activity?
What was the most difficult element to guess? and why?
Which of the items are the most important for your culture and identity?

LINK/ REFERENCES

https://quizlet.com/it/680637478/elements-of-culture-flash-cards/
The Iceberg Model, Spencer & Spencer 1993

RESOURCES

Computer

TOOLS

Quizlet

TIPS

Encourage each learners to use the study mode which is more appropriate for their level.

GROUP

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

IDENTITY JAM

DESCRIPTION

"Identity Jam" is an online visual and creative task with the use of Jamboard. It allows the learners to become more familiar with the concept of identity and realise it is a complex construct that may be composed of multiple elements. Learners describe their own identity using the "flower" model. Even though the core part of the activity is based on self-reflection, the use of a shared workspace (in this case, a Jam) means learners can examine and be inspired by other participants' creations. This means the activity can also foster peer-to-peer learning, especially if supported with a well-designed debrief session.

LEARNING OUTCOMES

The learner is able to recognize and communicate own cultural identity

STEP-BY-STEP

1. Review the flower of identity model. This model is used to represent one person's identity as if it were made of different petals, like a flower. The petals represent the elements a person is made up with, which can include: sex, ethnic group, class, language, religion, age group, education, ability/disability, sexual orientation, etc.
2. Create a blank Google Jamboard and share it with your grop of learners.
3. Instruct everybody to personalize one frame of the Jamboard. Clarify that the goal is to gain inspiration form the Flower of Identity model to recreate their own personal flower of identity. Do not put any limit to their imagination, they can use pictures, texts, sticky notes, gifs, etc.
4. Allow everybody to access the Identity Jams created by the others, with the intent to share appreciaive and positive comments to eachother.
5. Hold a debriefing session in class.

LINK/ REFERENCES

To learn more about the flower of Identity
https://educationaltoolsportal.eu/en/tools/flower-identity

RESOURCES

Computer

TOOLS

Jamboard

DEBRIEFING

Was the Flower of identity model useful to reflect upon your identity?
Did you find visual supports useful to talk about your identity? How?
How was to acces others' Identity Jams?

GROUP

This activity is suitable for any group.

THE CULTURE POT

DESCRIPTION

"The culture pot" is an online task to allow an intercultural class to integrate information they already have with new information about the culture of the host country. The meaning of the "culture pot" is to be used with different groups of learners, since the information that one participant discovers in his/her path can be precious for those who will undertake the same journey in the future. Information is shared and stored in a Padlet divided into relevant categories that can be expanded as learners add their respective contributions.

LEARNING OUTCOMES

The learner is able to recognize the main cultural traits of the host country

STEP-BY-STEP

1. Create a Padlet with instructions on the goal of the "Culture pot". It can be an introductory message like this: "This online tool will give you the chance to integrate your information about the host country culture and share them with other learners. The things you discover in your path are precious for who is undertaking this journey with you and for those who will in the future! Put everything you already know and like about Italian culture and what you discover in your host country."
2. Add some posts in the Padlet, each corresponding to a category of discovery (e.g. food, literature, music, etc).
3. Share the Padlet with different groups of learners and let them add posts with pictures, texts, videos, etc.
4. Monitor the Padlet once in a while commenting the discoveries with specific groups of learners.

DEBRIEFING

Did you enjoy enriching the Padlet?
Which category were you more interested in or did you find easier to discover?
Did you learn something new form your colleagues' posts?

LINK/ REFERENCES

https://padlet.com

RESOURCES

Computer

TOOLS

Padlet

TIPS

Before proposing this activity, encourage a safe environment of sharing. Make clear that the goal of the activity is "discovery": there is no right nor wrong discovery, learners must feel free to anchor their contribution to a sharing community.

GROUP

This activity is suitable for any group.

INTERCULTURAL HISTORY LINE

DESCRIPTION

"Intercultural history line" is an online game to allow a mixed group of learners to share important events that shaped the history of their country or the development of their culture of origin. A shared file is used to collect important historical events from each learners' culture. Then, everybody is asked to create an intercultural history line by guessing who entered each event. Participants do additional research on some events that are new to them. Learners can then share their findings and points of view on the importance of certain events to the different cultures represented.

LEARNING OUTCOMES

The learner can show an increased level of interest in different cultural backgrounds

DEBRIEFING

Did you like the intercultural history line?
Does it changed perspective on the history development in the world?
Which events caught your attention and curiosity the most? Why?

STEP-BY-STEP

1. Create a new Google file (it can be a Google Doc, Sheet or Jamboard) and share it with your group of learners.
2. Instruct everybody to add 3 historical events inside the same file, so that evrybody is able to read all the events added by their colleagues. Make sure everybody keeps anonimity.
3. Instruct everybody to create and share with the teacher only another file where they have to order all the events in chronological order and guess who entered each event (or at least the country/culture of reference).
4. Encourage learners to make up an online search on at list 2 events they didn't know before and that catched their attention.
5. Hold a debriefing session in the classroom: show a couple of results and have learners sharing their findings and ask for clarification to the people who added the events.

LINK/ REFERENCES

https://www.google.com/docs/about,
https://edu.google.com/products/jamboard/
https://www.google.com/sheets/about/

RESOURCES

Computer

TOOLS

Google Doc/Google Jamboard/Google Sheet

TIPS

Depending on the teachers' objectives and the level of the group of learners, historical events can be supplemented with important dates to create a "mistery intercultural calendar".

GROUP

This game is best implemented with mixed group of participants

FIND YOUR GROUP

DESCRIPTION

"Find your group" is a offline game whereby learners explore the difference between stereotypes, prejudices and discrimination. Every learner gets a card with an example of stereotype, prejudice or discrimination. The task is to quickly find the correct groups, where in every group there is an example of a stereotype, prejudice and an act of discrimination, all linked to the same situation. Learners can then discuss how the escalation of prejudice tends to generate a self-fulfilling prophecy in the minds of those who harbour it.

LEARNING OUTCOMES

The learner is able to understand the difference between stereotypes, prejudices and discrimination

STEP-BY-STEP

1. Introduce the difference between stereotype, prejudice and discrimination. A stereotype is an oversimplified and generalized cognitive belief about a group of people. A prejudice identifies a usually negative attitude and preconceive opinion toward members of a particular group. Discrimnation is the behavioral manifestation of the prejudiced attitudes.
2. Introduce the game that will help learners distinguish among stereotypes, prejudices and discrimination through concrete examples.
3. Cut the find your group handout and distribute each sentence card to the group of learner (one sentence per one learner). In each card there is written either a stereotype, a prejudice or a discrimination.
4. Explain the game: learners have to quickly find the other 2 people in the class to form the correct group. In each group there is a stereotype, a prejudice, a form of discrimination, all linked to the same situation.
5. Once all the groups are formed, instruct learners to identify in group which is the stereotype, the prejudice and the discrimination.
6. Depending on the level of the class, encourage learners to reflect together on the possible self-fulfilling prophecy arising out of the situation expalined in their set of cards.

DEBRIEFING

Was it difficult to find your group?
Did you recognize the difference between stereotypes, prejudces and discrimination easily?
Would you be able to explain the difference with your own words?
According to you, are the example proposed common in today society?

RESOURCES

Find your group handout;
scissors

TOOLS

TIPS

Pay attention to customize the situations based on the target group, avoid to use steretypes that might be felt offensive

GROUP

This game is more suitable for large groups of learners, in a number that is a multiple of 3. Use flexible and open sitting arrangements.

LABELS

DESCRIPTION

"Labels" is an offline game whereby learners engage in a role play to understand the effect of prejudices and stereotypes on their own behaviour and experience active and passive discrimination first-hand. Everyone in the group is assigned a label that they are not aware of. During the role play, learners have to discuss and relate to others according to the labels and expectations generated therefrom. However, players should not directly mention the different labels during the role play, so that at the end everyone has the chance to guess what the label stuck on them was.

LEARNING OUTCOMES

The learner is able to recognize stereotyped information

LINK/ REFERENCES

"Coloured glasses. Manual for Intercultural and Global Citizenship Education" EEE-YFU, 2016

STEP-BY-STEP

1. Introduce the game: a role play in which learners will increase their awareness on the role of prejudices and stereotypes on one's own behaviour and what it means to experience discrimination.
2. Give the instructions for the role play: learners will be the members of the student council and have been asked to plan the next student event. They can decide what it should be, who is responsible for what, etc.
3. Everyone is assigned a label, i.e. a characteristic that is stuck on them, so they cannot see it but others can. They are asked to read the others' labels and treat them accordingly. However, they should not directly name that characteristic. It can be one of the following: beautiful – rich – shy – pessimistic – creative – positive – storyteller – joker – anxious – headmaster's son – artist – gamer. For example, if it says "beautiful", they can repetedly bring up how handsome the person loks today during the discussion, suggest that the person will do the fundraising, becasue it will be easy to convince people, etc.
4. Allow 15 minutes fo the role play without interfering.
5. At the end, learners are asked to guess what they think their label was. If they have troubles, the rest of the group can help by giving some clues.

RESOURCES

Label cards

TIPS

Do not intervene during the role play, unless learners exaggerate on someone's label and it gets out of control. A way to avoid an uncomfortable outcome is to not assign labels that can become frustrating for learners that will be object of the stereotype.

GROUP

This game is more suitable for groups of learners whiche are more at ease with spoken langugae. Use flexible and open sitting arrangements.

DEBRIEFING

Can you guess your label? What are the elements that helped you in guessing?
How did you feel? Was it difficult to treat eachother according to the labels?
Did somebody start to act the way they were treated?
What impact do giving labels have on our thinking?

GREETINGS AT THE CONFERENCE

DESCRIPTION

"Greetings at the conference" is a simulation of an international conference during which groups coming from different cultures meet and greet. Learners are divided into cultural groups and get a rule sheet explaining the cultural traits of their community and, thus, the behaviour expected on their part at the conference. After the encounter, during a joint debrief session, each group is invited to reflect on what happened during the simulation and what the behavioural traits of other cultures were.

LEARNING OUTCOMES

The learner is able to recognize the emergence of an intercultural conflict and recognize the sources

STEP-BY-STEP

1. Introduce the simulation game: instruct learners they are going to simulate a situation in which they meet at an International Conference with groups coming from other cultures.
2. Divide learners in groups. Distribute one rule sheet to every group member. Allow some time to the different groups to understand the rules together and practice to get prepared for the encounter.
3. Allow 10 minutes for the actual simulation. The groups have to greet and talk with as many people as possible.
4. Move towards the conclusion. Allow some time to the original groups to figure it out together what the charcateristics of the other groups were.
5. Have all the groups share their thoughts about others' behaviours and hold a debriefing session.

DEBRIEFING

What happened? How did you feel, when you met people from the other group?
Were there any problems/ misunderstandings? Which and why?
Did you change your behavior during the simulation? Why/why not?

LINK/ REFERENCES

Adapted from "Coloured glasses. Manual for Intercultural and Global Citizenship Education" EEE-YFU, 2016

RESOURCES

Rule sheets

GROUP

This game is more suitable for groups of learners which are more at ease with spoken langugae. Use flexible and open sitting arrangements.

HOTEL GLOCAL

DESCRIPTION

A simulation game whereby learners, divided into couples, have to simulate a situation in which the guest of a hotel has a problem the receptionist needs to fix. They only have a couple of minutes to solve the problem and are only allowed to use their respective mother tongues and body language, so that no shared spoken language is used throughout the activity. The purpose is to elicit reflection on how communication looks in the absence of a language that all parties have a knowledge of. The activity also points to the role of body language and the need to seek language similarities that may help with communication.

LEARNING OUTCOMES

The learner is able to identify culturally-driven behavioural patterns

STEP-BY-STEP

1. Introduce the game: learners are going to engage in a role play to reflect on intercultural colicts and culturally-based behavioural patterns. During the simulation, one person is the receptionist of the Hotel, the other one is the guest of the Hotel.
2. Give every guest a problem card where a problem they have is written. Instruct them their task is to explain their problem to the receptionist during 2 minutes. Allow all the guests to ask clarifications on their problem, if needed.
3. Explain clearly that the receptionist and the guest only can use their mother tongue and body language. They cannot use any common spoken languages. They cannot speak with each other before their meeting.
4. Hold a debriefing session.

DEBRIEFING

How difficult was it to undestand each other?
When we do not know the language, how important is body language?
What similarities and differneces between cultures are there?
Did you noticed any unknown or unfamiliar behaviour? Which ones?

RESOURCES

Problem cards

TIPS

If there is not a wide variety of languages in your group of learners, challenge them to use different kind of languages (body language, drawings, etc)

GROUP

This game is suitable for group of learners where several mother languages are spoken.

10 QUESTS

DESCRIPTION

"10 quests" is a challenge game in which different teams compete on the completion of 10 tasks. Groups receive a list of 10 tasks they have to complete in a limited amount of time. During the whole duration of the game, some members of the group are "assigned" special needs that affect them throughout (e.g. are blind, deaf, physically impaired). At the end of the game a winner is declared depending on how many points each group earned. The competitive element makes it an exercise in teamwork, while simulating the presence of special needs participants is meant to evoke reflection on how to support people with various needs and difficulties, how they can function in a group setting and what are other people's attitudes towards them.

STEP-BY-STEP

1. Introduce the game: learners will be divided in groups and assigned a list of 10 tasks to be completed working together.
2. Assign special needs to every (or some) memeber of the groups. Evaluate which special needs can be more suitable for your group of learners, some examples may include: somone who is blind, someone who cannot use arms, someone who can't walk on their legs, someone who cannot speak, etc.
3. Allow 20 minutes for completing all the challenges. At the end go through the results of each group: reveiew the tasks that need to be checked against, assign points, declare the winner.
4. Hold a debrieifng session.

RESOURCES

"10 quests" printed handout

TIPS

You can personalize the tasks depending on the target group and the themes addressed.
The choice of the disabilities should not be random. Assign the disabilities carefully by paying attention to each persons' skills in a way to create equally disadvantaged teams; avoid creating frustration between group members.
You can increase the complexity of the disabilities, according to the specific objective you have.

LEARNING OUTCOMES

The learner has an increased willingness to solve problems including diverse contributions

DEBRIEFING

What was it like to be disabled?
Did you function as a group?
Did the group support the ones who had certain disabilities ?
Did being disabled mean that these people also did not take initiative?

GROUP

Use flexible and open sitting arrangements.

S-P-D SORTING

DESCRIPTION

"S-P-D sorting" is a set of Quizlet cards to review the difference between stereotypes, prejudices and acts of discriminations, based on specific examples. Learners have to match each example with a correct category: stereotype, prejudice or act of discrimination (e.g. "Tom thinks all women are incompetent" matches "stereotype"). The activity may serve to highlight certain details or point learners to possibly misleading or ambiguous cases, which are then dissected during the debrief.

LEARNING OUTCOMES

The learner is able to understand the difference between stereotypes, prejudices and discrimination

STEP-BY-STEP

1. Make sure learners know how to use Quizlet flashcard to review concepts.
2. The teacher sends to learners the link of the Quizlet set "S-P-D Sorting".
3. Learners practice the Study Set trying different study modes.
4. In class, practice the "In-class" mode playing the live game, before holding a debriefing session.

DEBRIEFING

Was the exercise difficult?
Which examples were more difficult to guess? Why?
Would you be able to explain the difference between stereotypes, prejudces and discrimination with your own words?
Can you think about a new example of each concept?

LINK/ REFERENCES

https://quizlet.com/it/680646173/s-p-d-sorting-flash-cards/?new

RESOURCES

Computer

TOOLS

Quizlet

TIPS

S-P-D sorting can be used as a follow-up exercise after playing "Find your group", ideally by changing the examples.

GROUP

This activity is suitable for any group.

STEREOT-INVESTIGATORS

DESCRIPTION

Stereot-investigators is an activity whereby learners search and collect news, newspaper headlines or pictures on the Internet showing people from specific groups in a stereotyped manner. Headlines are then collected in a Padlet and sorted into different categories, depending on the target group of the stereotype. Examples of categories are ethnicity, gender, young people, LGBTQ+ community, religious affiliation, people with disabilities. They can be extended depending on how detailed the investigation turns out to be. Other learners are invited to make guesses on the stereotypes represented by using the comment feature of Padlet.

LEARNING OUTCOMES

The learner is able to recognize stereotyped information

LINK/ REFERENCES

https://intime.uni.edu/activities-promote-understanding-stereotypes-media
https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes

STEP-BY-STEP

1. Recall what stereotypes are and how they could easily trap people into a single representation of who they are
2. Challenge learners to become stereot-investigators over several days (at least one week): during that week, they have the task to adopt a critical, "investigative" eye when reading, hearing or looking at any information/material they are exposed (it can be the news, social media posts, pictures they see on internet, on billboards, something they hear on the radio broadcast and so on...there are no limits to the "source" of the material itself). What they need to search for throughout this investigation phase is... "stereotyped information": encourage them to take note every time they hear, read or see somthing thay think is a stereotyped representation of some group of people.
3. Create a Padlet to prepare the sharing phase. The Padlet can be designed by the teacher and contain already a headline for different cathegories of posts. You might want to include ethnicity, gender, young people, LGBTQ+ community, religious affiliation, people with disabilities.
4. Once the invastigation phase has ended, have them share all the material in the Padlet. Instruct them to create as many post as the number of sterotyped information they found. In case they do not find an appropriate category to post the information in, they are invited to create new categories.
5. After all the material collected in the investigation phase has been shared, prepare the guess phase. Encourage learners to leave comment underneath each post containing sterotyped information to guess what the stereotype hidden behind coul be. This could be extremely useful for the visual material.
6. The teachr holds a debrifing session in the classroom together with a hole class revision of the Padlet outcome.

DEBRIEFING

Which part of the game was your favourite one: th einvestigation, sharing or comment phase? Why?
Was it difficult to find the stereotyped information in everyday life?
Was it difficult to give an explanation and guess what were the sterotyped represented in the material colleced?
How common and easy is it to give and recevie information in a sterotyped way?

RESOURCES

Computer

TOOLS

Padlet

TIPS

The purpose of the game is to encourage learners' critical thinking towards the way information is presented and showed. It is good to sort the news/pictures they collect into cathegories at the beginning and guide them in this sorting. For more advanced use or for a potential second implementation, it could be done without sorting the material at all.

GROUP

Ideally to be done over a week or 2-week period

THE BEHAVIOUR GAME

DESCRIPTION

"The behaviour game" is an online activity whereby students become familiar with common behavioural patterns of the host country (including greeting habits, common customs during meals at home or outside, typical interactions with shopkeepers, etc.). On this basis, each learner creates their own set of Quizlet flashcards about common behaviours in their native culture, matching pictures, words and explanations in a personalized manner. The study sets thus created are shared among learners for individual practice and discovery about other cultures' norms of behaviours. In the final stages, they are also discussed by the whole class.

DEBRIEFING

Was the ativity interesting?
Did you learn something new about Italian behavioural patterns and other cultures'?
Are there any common behaviours among cultures? Which ones?
Did you recognize any common social norms between your culture and the host country's?
Do you feel better equipped to relate to locals?

STEP-BY-STEP

1. Make sure learners know how to use Quizlet flashcard to review concepts and to create a new Set of cards.
2. The teacher sends to learners the link of the Quizlet set "Italian behavioural patterns". Learners review the set.
3. Instruct learners to create a new set of cards on their own. Each set need to display something about common behavioural rules and pattern in the culture of each learner. Leave freedom in terms of the study set format (it can be matching word-explanation, picture-words, picture-defintion, etc.). Give some hints in terms of the study set content (e.g. greetings habits, common behavioural rules during meals at home or outside, usual relationship with shoopkeepers, etc.).
4. Instruct learners to share the study set with their colleagues, so as everybody can access different set and discovery about other cultures' norms of behaviour. The discovery can take place via different "Study" modes: start from the easiest (flashcard) and challenge them to try the more complex ones (match, gravity) when they become more familiar with the study set.
5. In class, practice some of the study sets with the "In-class" mode playing the live game, before holding a debriefing session.

LINK/ REFERENCES

https://quizlet.com/it/659263189/behavioural-patterns-flash-cards/

RESOURCES

Computer

TOOLS

Quizlet

TIPS

Encourage each learners to use the study mode which is more appropriate for their level.

LEARNING OUTCOMES

The learner is able to identify culturally-driven behavioural patterns

GROUP

This game is best implemented with mixed group of participants

FINDING COMMONALITIES

DESCRIPTION

"Finding commonalities" is an online activity whereby learners reflect together on values with the use of a shared digital space. Each student is invited to think individually about what values they consider to be most important to them personally and to their native cultures. With the help of some visual aids, their individual reflection is expected to lead to the identification of 5 highest-priority values. Learners are also asked to give the reasons behind their choices. Afterwards, they are encouraged to identify the most relevant commonalities between their original values and the culture of the host country. The reflection process then provides prompts for a group discussion in the next class.

LEARNING OUTCOMES

The learner is able to identify shared values and perspectives and use them as an anchor to relate to locals

STEP-BY-STEP

1. Make sure all learners are familiar enough with values/virtue vocabulary. Send them some visual value cards, where the most common values are represented through an explanatory illustration.
2. Create a blank Google Jamboard and share it with your grop of learners.
3. Instruct everybody to personalize one frame of the Jamboard writing down 5 values that they believe are the most important in their lives. Ask them to reflect on their own on the reason of their choices, taking few notes on their blocknotes.
4. Ask everybody to higlight (using a different color, a circluar frame, etc) the value among the orignal 5 that they believe is the closest to the host country culture.
5. Hold a debriefing session in the classroom.

DEBRIEFING

How did you choose your values?
Was it difficult to identify the common value? Do the others agree with your choice?
Is there a value that is repeated from the orignal choices? and from the common values?
How could you use such information to relate in the host country?

LINK/ REFERENCES

You can download value card for free registering here:
https://www.viktorcessan.com/value-cards-decks/

RESOURCES

Computer

TOOLS

Jamboard

TIPS

Values and virtue vocabulary might represent an obstacle for this exercise. Make sure learners are familiar with the vocabulary and use value cards with explanatory pictures to make them more familiar with the concepts. Encourage a free space where they can interpret the same word/value accordig to their own world view. Use such tips to facilitate classroom debriefing.

GROUP

This activity is suitable for any number of students from the same group.