A.C.C.E.S.S. TOOLKIT
Supportive teaching and assessment strategies

Contents

1. Introduction

A.C.C.E.S.S. project aims to face, in a preventive way, the problem of early school leaving (ESL) linked to school-related factors, by reinforcing pedagogical quality and innovation through the improvement of teachers' skills and the creation of a positive learning environment.

European documents keep stressing the need for a whole school approach to tackling Early School Leaving. They underline the importance to adopt strategies aimed to: 1) building positive learning environments, 2) improving teachers' competences, 3) implementing professional communities among schools and between schools and external players. They also highlight that school-related factors with an high impact on early school leaving are: negative school environment, including conflicts with teachers and peers; low school results; lack of motivation; students' perception of non-stimulating methods and low expectations.

Specific objectives of the project are:

1) increased understanding of the dynamics of early school leaving;

2) implemented a periodic monitoring process for identification and preventive support of students at ESL risk;

3) increased skills in teachers, specifically in 3 areas: MONITORING AND SUPPORT; COMMUNICATION AND REPORT; MANAGEMENT AND TEACHING

4) strengthened the inter-sectorial cooperation between schools and external players according to local contexts;

5) built multi-professional and transnational learning communities.

These objectives are pursued through the implementation of innovative solutions working on these strategic assets:

1) teachers' best understanding of the dynamics of the ESL, possible risk factors and of protective elements;

2) actions for the periodic monitoring of risk factors;

3) strengthening teachers' skills to provide learning support for all students ;

4) building effective partnerships and inter-sectorial cooperation activities among schools of different types and levels, and between schools and external palyers both in terms of local contexts and in a multi-professional and transnational perspective;

5) creating conditions for potential future teachers to get in contact with situation of early school leaving and for teacher educators to implement actions focused on ESL.

1.1 A.C.C.E.S.S Toolkit: goals and framework

The Toolkit aims to implement teaching strategies that facilitate the creation of supportive and positive learning environments for preventing Early School Leaving (ESL) process.

The proposed strategies integrate different teaching methods, strongly interconnected on a conceptual level but not yet in ordinary school practices. These strategies concern:

- educational methods focused on the relational and communicative skills teachers in support of students' socio-emotional and relational well-being;
- educational methods oriented towards critical pedagogy, to increase value and attractiveness of the school curriculum;
- non-formal education methods.

The toolkit is designed primarily for teachers of the first two years of upper secondary school. Indeed it's known that the highest ESL rates are concentrated in the first two years since the transition to upper secondary school is a critical tipping point having a strong impact on pathways and student success. As Bronfenbrenner says, students making the school transition face an "ecological transition" (Bronfenbrenner, 1979) since they are experiencing both role's and setting's changes, which can be both opportunities and constraints.

Research has indicated that in transition process it is important to avoid placing emphasis on discipline alone. Pedagogical and assessment changes such as task orientation, teachers' use of more social comparison and competitive classification, as well as the difficulty of establishing positive teacher-student and peer relationships, lead to a reduction of protective factors against ESL. Protective factors to work on are: motivation, locus of responsibility for learning and locus of control over own learning, investment in cognitive, emotional and social engagement.

In light of this conceptual background, the supportive teaching and assessment of the A.C.C.E.S.S Toolkit are relevant protective factors which can both balance the push ESL risk factors and, likewise, further strengthen already satisfactory school careers.

Teachers' skills, as to create positive and inclusive learning environment as protective factor, are crucial in preventing early school leaving and, therefore, need to be increased and enhanced.

European Council Raccomandations, ET2020 Working groups on schools and on ESL on one side, point out that professional skills, attitudes and behaviours of teachers, and the quality of teacher-student relation, have significant impacts on school achievements and commitment.

On the other side, they detect that ITE and CPD not always provide teachers with the necessary knowledge and competences to face with diversity and the emerging needs of Generation Z related to school dropouts issues. School dropouts are declined in plural form exactly in order to distinguish into them the different and complex levels and dimensions:

- material dropout (failures, delay school careers, retentions/repetitions);
- learning process dropout;
- relationships breakdown and disaffection in social interactions;
- misalignment between educational qualifications and acquired skills.

Furthermore, with reference to some dimensions closely interconnected with the ESL and linked to changes in the roles of learning and teaching in response to the emerging needs of Generation Z, the reflection developed during the ET2020 Peer Learning Activity (PLA) "Teaching generations Y & Z: pedagogical challenges in T&L environments in HE" (2017), although refers to higher education, assumes an even greater centrality in secondary school regarding the following aspects highlighted:

- ✓ the needs of the new students of generation Z give greater centrality to the socio-pedagogical skills of the teachers;
- ✓ the teacher's skills as a "pedagogical engineer", able to combine pedagogy (teacher-centered / student-centered) and roles (mentor / teacher), must be further promoted

However it is stressed that actually "less than a third of all countries/regions mention that the subject of early leaving is part of recent or on-going policies on initial teacher education or continuing professional development" (EURYDICE, 2014 p.10) and that, despite the reforms, the implementation of innovative programs in schools to contrast ESL still remains largely unfinished in many countries (European Commission / EACEA / Eurydice, 2015).

Moving from this theoretical framework, the toolkit aims to:

- make a contribution to the building of an effective systemic action at school level against ESL, able to combine interventions with students at risk of ESL (selective prevention pratices) and the whole class (universal prevention practices);
- strengthen the use of inclusive strategies in teaching practices for encouraging school engagement, school success, feeling of connectedness and the sense of belonging to the school;
- facilitate teachers in implementing strategies that can be mixed and tailored according to the specific contexts and students needs.

1.2 Approach against ESL adopted in the Toolkit

Toolkit intervention logic is based on preventive actions against ESL at the microsystem level (Bronfenbrenner,1979). It means to work on the environment and system of relations where student is directly involved and which represents primary influence level (teachers, peers, school staff etc). This intervention logic refers to some key principles for inclusive systems within and around schools (Downes, P. et al. 2017), specially: "holistic approach", "differentiation in prevention approaches", "building on strengths".

Therefore, the Toolkit:

1)   adopts an **holistic approach, by integrating several teaching strategies which prioritize social and emotional education** (Cooper and Cefai, 2009) in order to promote students' wellbeing and development. A socio-educational school curriculum so designed **focuses on social, emotional and cognitive learning needs as dimensions helping in giving to student the feeling of closer proximity to her/his life-world and more relevance and usefull of school pathways.** Teaching strategies contained in the Toolkit promote positive behaviours and successful relationships and help both for reducing or avoiding the onset of ESL risk factors and to increase motivation for learning, empathy and care for others, critical thinking, self-awareness, ownership and responsibility for own learning process;

2)   uses a **universal prevention strategy addressed not only to students at risk but to all students.** The intervention perspective at the basis of the Toolkit's strategies is that an effective preventive action can be carried out only if it is also addressed to students with satisfactory school performances, by acting on strengths as protective factors for the future; **in this way the prevention is implemented within the class and, at the same time, through the class where students can empower each others**;

3)   takes into account, in its prevention approach, **tailored teaching methods and techniques i**n order to address specific needs of students, to different learning styles, to individual conditions;

4)   works on **building strengths for promoting growth and positive changes. That means promoting the school success, not only reducing school dropout.**

1.3 The A.C.C.E.S.S Toolkit and other project intellectual outputs

The Toolkit is the third project intellectual out. It is part of research and development pathways which led to the elaboration of other two intellectual outputs:

1)   "Theoretical and typological model regarding the target groups at risk of ESL based on the situational and personal variables school-related"(IO1);

2)   "A.C.C.E.S.S. System of monitoring and preventive support against Early School Leaving" (IO2)

Following the "whole approach" against ESL, ACCESS project moved along a continuum which goes from a better knowledge and understanding of ESL (IO1), to the development of an early warning system and intervention programme, addressed only to students at risk, up to this Toolkit which wants to implement a preventive approach addressed to all students.

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2. Strategies for formal education

2.1. Strategies supporting socio-emotional wellbeing

2.1.1. Wait time strategy
for supportive learning climate

adapted from Meredith K., Steele J., Temple, C. (1999).
Methods for promoting critical thinking. Guidebook II, OSI

Short annotation

Wait time strategy aims at creating favourable and supportive learning environment for all learners, especially those who lack self-confidence, trust and need more time to think and express independent opinions. To stimulate students and to encourage their thinking and involvement into the lesson teachers need: a) to provide time and opportunity to get learning experience; b) to allow to speculate, to guess; c) to accept diverse opinions; d) to encourage to express doubtful ideas, and let them check later; e) to assure that nobody will be ignored, insulted or mocked.

If students have enough time to think and to express their ideas, in a longer run they will: a) develop self-confidence and understanding of their own value; b) engage actively in learning process; c) value opinions of others; d) cultivate respect for others; e) learn to formulate personal judgments accurately.

Wait time. Before answering to teacher's questions, expressing one's ideas, one has to have time to discover what one already thinks, understands in one or another topic. Uncovering one's own thoughts involve some exploration of previous experiences (Pearson, Hansen, & Gordon, 1979). Time also is needed to express thoughts in one's own words, to share ideas and get response. Without sharing there is no opportunity for hearing feedback from others which allows refining of thought and further reflection. Wait time for individual students' responses.

The lesson is structured in three parts. First part starts from the evocation activity. The second part is called comprehension, and it aimed at them analysis and understanding of a new topic. The last one, reflection part is for summing up and reflecting upon learning process, students' experience.

The expected outcome. Students will learn how to express individual opinion without time pressure; students will understand value of sharing diverse opinions; students will get more courage to ask, to doubt and challenge; student will be able to reflect upon their own learning. It is also expected to increase number of correct responses, decrease of simple" yes", "no", "I don't know" answers, and even better academic achievements.

Evaluation. It is recommended for teacher to make notes on wait time for each student's responses in serious of the lessons in order to compare changes in duration of a wait time. It is expected to have shorter periods after some time of practicing wait time strategy. It might happen that at the beginning wait time lasts 15–20 seconds, and after some time it decreases till 5–7 seconds. Simple questions need less time, more complex – more time. Responses, ideas have to be valued according their content, not speed of an answer.

Possible adaptations. Wait time strategy can be used in any subject teaching (and even in non-formal education activities) for different age groups.

Lesson example

Lesson/subject:	Integrated lesson of Nature Science and History	Remarks
Age group/class:	12–14	It might vary from country to country and depends on different curriculum/subject programs.
Duration:	45 minutes	It might take longer time, depending on various needs.
Topic:	**Natural anomalies in a certain period of history**	
Description of the process:		
The beginning of the lesson (evocation stage): 3–5 minutes	Teacher begins the lesson asking to remember any strange things in nature that students have noticed in their life time. It might be any phenomenon, any object, any situation or event. Students are given from 5 to 15 seconds to respond to a question for which they know the answer. This segment of time is given in order to feel comfortable all students. Different learners need different tie to think and to respond. Quality of the answers has to be measured by content, not a speed.	Method used: brainstorm.
The main part of the lesson (comprehension stage): 30 minutes	Teacher shows the picture of the strange forest and asks the question: what is strange and what might be reason of a strangeness? Students are invited to think, to remember previous lessons of nature, history, to employ their creative thinking, imagination. Students are given from 20 seconds to 2 minutes to make sense of questions that require analysis to synthesize concepts into a different construct or frame. Students can use this time for additional information searching, for reflection, for pair discussions. Such time length means that teacher looks for thoughtful answers. Immediate responses may mean that question is understood superficially.	Methods used: open questions, I.N.S.E.R.T. method (interactive noting system for effective reading and thinking). Vaughn, J., & Estes, T. (1986).

Lesson/subject:	Integrated lesson of Nature Science and History	Remarks
	When time passes, any student from the class can be invited to give a response. After students share their responses, teacher gives to read the text "Crooked forest" (see Annex 1). They are asked to use marking system while reading: + I knew it; - it is a new information for me; ! it is very interesting; ? I do not understand, I have a question. All answers have to be grouped and placed in the table (see Annex 2).	
The end of the lesson (reflection stage): 10 minutes	Students are asked to compare their previous knowledge, their speculations with new information – what they have learned? What was unexpected, strange, etc. They are also asked to reflect upon learning process – on *allocate time for tasks, on methods used.	Method used: oral reflections/feedback.

Annex 1. **Crooked Forest**

In a small corner of western Poland, near the town of Gryfino, a strange and eerie woodland exists. This bizarre collection of curved trees, named the "Crooked Forest," is shrouded in mystery and despite the numerous different theories that have been proposed over the years, no one truly knows what caused the trees to adopt this conformation. The Crooked Forest consists of around 400 pine trees that grow with a 90-degree bend at their base, the vast majority of which are bent northward. Curiously, the Crooked Forest is enveloped by a larger forest of straight growing pine trees. It is estimated that the trees were planted in the 1930s and that they were around 7-10 years old when they experienced whatever force/damage that resulted in trunk curvature. So what could have caused these trees to grow in this bizarre "J" shape? The weather? War? Aliens? (Aliens……) Here are some of the ideas proposed so far.

Some believe that fluctuations in gravitational forces or a unique gravitational pull in the area could be responsible, but there is basically zero evidence to support this bizarre theory. The force of gravity pulls objects down, not sideways.

A slightly more plausible, but still fairly unlikely, theory is that heavy snow could have flattened the trees for an extended period of time whilst they were still saplings. This, combined with a long spring melt, would be capable of permanently shaping the trees if there was still a thick layer of snow on top of the trunk whilst the trees experienced a growth spurt during spring. However, the reason this seems unlikely is that, as mentioned, the Crooked Forest is surrounded by pine trees that are not oddly shaped. It would therefore be very unusual for a snowstorm to only affect one specific area of a forest and not the rest.

Another popular idea is that during the invasion of Poland in World War II, enemy tanks plowed through the young forest, once again flattening the trees to such an extent that they grew back crooked. Another problem is that once again, why is only this one small patch affected? While the dates may

match up for this given that the crooked forest is estimated to be around 80 years old give or take, it seems unlikely that the trauma of being run over by ridiculously heavy tanks would result in this odd yet uniform curvature, if the young trees survived at all.

The final idea that has been thrown around that seems to have gained most acceptance is perhaps the most boring one (Occam's razor and all that), which proposes that the curves are man-made. This would make sense given the fact that the trees are very consistent. The suggestion is that during the 1930s, local farmers planted and manipulated the trees for ultimate use as a construction material, for example for pieces of furniture or, more likely, ship building. An extract from a piece entitled Wooden Vessel Ship Construction even supports this idea:

"Oaks from the areas of Northern Europe were fine for the development of long straight planking, but the gnarled English "Hedgerow" Oak was the best for the natural curved timbers used to strengthen the ship internally. Trees were even deliberately bent in certain ways so as to 'grow' a needed set of curved timbers. These curved timbers were known as 'compass' timbers."

The invasion of Poland during World War II would have likely interrupted this activity, preventing the farmers from being able to finish the job and thus leaving this peculiar forest that we still see today. The local town was also devastated during the war and was not re-established until the 1970s when a new power plant was built in the area. This would explain why none of the locals have the foggiest idea why the trees look like this. Ultimately, no one can be certain of what caused the curvature of these trees since there are no witnesses that can testify one way or another, but the last explanation certainly seems the most plausible.

https://www.iflscience.com/environment/what-could-have-caused-polands-crooked-forest/

Annex 2. **I.N.S.E.R.T table**

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We all want to have a better life, to live in a better world, to be part of a healthy society. We want to look within ourselves and beyond and to find out that the driving force of what is happening to us or happening around us is *the love for our fellow human beings*, associated with a wide range of values, attitudes and emotional experiences, of which we mention: *empathy, solidarity, caring/care for others, altruism, tolerance, equity,* etc. All this are objectified in what we call *prosocial behavior.*

The development of prosocial behavior must be one of the main objectives of a high quality education, an education designed to improve our lives, to change the physiognomy of a world in an advanced state of degradation, an education that brings us all closer to each other.

A teaching strategy, successfully harnessed in achieving this objective, is the *problem solving-based strategy.* One of the targets of the educational process is to equip students with the ability to cope with the problematic situations that they face, and thus to solve problems.

Unlike other components of the cognitive system (e.g. visual information processing, attention, memory, etc.), which form specific functional systems, problem-solving mechanisms have a globalist character, encompassing all other systems. Problem solving is therefore a result of the interactive functioning of all cognitive mechanisms.

The problem faced by the student "is most commonly associated with the barrier, the obstacle, the question mark, the theoretical or practical difficulty, the cognitive gap – all occurring on the path of thought – which are required to be removed, overcome, resolved" (Zlate, 2006, p.316).

In order to become able to solve problems, students must identify and define a problem, know specific methods of investigating the resolution process (algorithmic and heuristic strategies) and also to be able to achieve reasoning.

The main resolution processes with which students should be familiar are, in M. Zlate's conception (2006), the following:
- interpretation of the situation or representation of the problem;
- elaboration of goals and planning;
- memorizing critical events;
- evaluation of the results of the action.

Out of the means and techniques that can be used in the context of this educational strategy we mention: brainstorming, the 6/3/5 technique (brainwriting), The Cube, the Frisco method etc.

Because the didactic approach described, particularly, involves the use of the *Frisco method*, we mention a couple of the specific elements of it: this method has as foundation the participants' interpretation of a specific role that covers a certain dimension of the personality, approaching an issue from multiple perspectives. Therefore, each member of the group will have to play, taking turns, *the role of the pessimist, the optimist, the conservator and the exuberant* (Oprea, 2007, 215).

The purpose of this method is to identify complex and difficult problems and solve them effectively.

The stages of the Frisco method:
1. Identification of the problem: students and the trainer identify a problem and propose it for analysis;
2. Organization of the collective:

- at this stage the roles are settled – *the conservative, the exuberant, the pessimist* and *the optimist* – and who will perform these roles;
- the roles can be addressed individually or, in the case of large groups, the same role can be played by several participants at the same time, these forming a team.

3. Collective debate:
- each person plays the chosen role and supports his or her point of view in accordance with the role, as follows:
  - *the conservator* is intended to assess the merits of the old solutions, wanting their maintenance, without excluding, however, the possibility of possible improvements;
  - *the exuberant* looks to the future and emits ideas seemingly impossible to apply in practice, providing an imaginative-creative, innovative framework and stimulating other participants to look at things in this way;
  - *the pessimist* does not have a good opinion of what is being discussed, stopping the ideas and initial solutions proposed. It reveals the harmful aspects of any improvements;
  - *the optimist* combats the ideas stated by the pessimist, encouraging participants to see things from a real, concrete and possible perspective. He finds realistic foundations and possibilities to achieve the solutions proposed by the exuberant and stimulates participants to think positively.

4. The phase of systematization of the ideas issued and the conclusion on the solutions found:
- systematization of the main ideas;
- drawing conclusions on how to solve the initial problem (Oprea, 2007, 216).

The lesson is structured in three parts. First part resides in an introductory discussion with the role of raising awareness of the concept *of caring for others,* of guiding them in establishing the correlations between this concept and a series of values, attitudes, emotional traits, feelings, such as: *love for others, empathy, solidarity, altruism,* etc. At the end of this first part, students will be aware of the concern for *others,* as a constituent element of *prosocial behavior,* and the importance of development/manifestation, both for their own well-being and for the well-being of the group to which they belong and, subsequently, of the community or society in general. The second part is dedicated to analyzing and solving a problematic situation, relevant to the concept of care for *others,* using in particular, the *Frisco method.* The last one is dedicated to the systematization of the ideas stated, the formulation of conclusions and feedback.

The expected outcome. Students will get deep knowledge of the topic; students will understand the meaning *of the concept of care for others* and the importance of this attitude for well-being, theirs and others; they will develop problem-solving skills (analysis, interpretation, investigation, negotiation, etc.); they will develop emotional adjustment skills (they will be more empathetic, they will show more care and attention to the problems of others, they will be solidary, etc.).

Evaluation. The teacher will constantly provide feedback (verbal and nonverbal) to the students and will ask them to practice inter-assessment and self-assessment throughout the activity.

Possible adaptations. The lesson can be shorter or longer depending on the students age, the interest shows in the proposed theme, their previous experiences, other contextual peculiarities. The elaborate didactic strategy, based on problem solving, can be adapted, including, depending on the age of the students, the resources available and the teacher's competences, other teaching methods/techniques and, respectively, other means of education.

Lesson example

Lesson/subject:	**Counseling and Guidance/***Prosocial behavior* **– Care for others**	**Remarks**
Age group/class:	14–16	It might vary from country to country and depends on different curriculum/subject programs.
Duration:	50 minutes	It might take longer time, depending on various needs.
Topic:	**One for all, all for one!**	
Description of the process:		
The beginning of the lesson: 10 minutes	The specific of the activity, proposed objectives etc. are presented. A brainstorming is initiated, with the concept of, *care for others* as starting point. The students will be asked to complete a statement starting with „Care for others means", specifying that they can mention a value, an attitude, a state, a behavior etc. The teacher will sort the provided answers by category (values/attitudes/states/behaviors). A discussion is initiated with the recorded data as reference. The teacher facilitates the discussion and provides the necessary support so that students can establish appropriate correlations between the identified notions.	Methods, techniques and educational resources: brainstorming, facilitated discussion, explication.
The main part of the lesson: 30 minutes	The main concepts associated with the notion of care for others are clarified, according to the Theoretical summary presented in Annex 1. If the teacher considers it useful, he/she can distribute this annex to the students. Along with the teacher, through a guided discussion, the students will identify the main problem caused by the measure imposed in the last few week (social distancing/self-isolation), which is the elderly/disabled people 's need for help or support. The problem can be completed with the following details: Many positive cases of COVID-19 have been identified in your community. The authorities are looking for solutions to ensure the distribution of hygiene materials and	Methods, techniques and educational resources: Explication, guided discussion, FRISCO method, debate, facilitated discussion, self or group reflection Annex 1 – Theoretical summary, Flip Chart boards, markers.

Lesson/subject:	Counseling and Guidance/*Prosocial behavior* – Care for others	Remarks
	food packages to those in need – the elderly, people with disabilities etc. The working method (specific aspects of the FRISCO method) that will be adopted in the following sequence of activity is presented, the students form groups according to the assumed roles and are asked to address the afore mentioned problem, from the perspective of their respective role: conservator, exuberant, optimist and pessimist. A collective debate is initiated, in which every student will present his own point of view and solutions, according to the assumed role, taking into account that the attitude he/she must adopt is that of " care for other people". In the systematization of ideas stage, the teacher records, on the flipchart, the main solutions identified by each of the 4 groups. Also, the teacher moderates a discussion, asking the students to reflect and answer the following questions: *Was it difficult/easy to play the certain role? How did you feel, playing that role?* *How difficult/easy was it to think of a solution for the proposed problem, from the perspective of your assumed role?* *Can we manifest an attitude of caring towards others, regardless of context or certain personality traits?*	
The end of the lesson: 10 minutes	The conclusions are formulated in order to highlight the importance of a caring attitude towards others, as well as to help the students realize that, among us, there are always people in need of being listened, helped, supported and encouraged. Such an attitude, coupled with appropriate behaviours, can give everyone a state of well-being: both the one that manifests it and the one to whom it is being, destined.	Methods, techniques and educational resources: Facilitated discussion, explication, verbal feedback, self-evaluation, personal reflection. Sticky notes.

Lesson/subject:	Counseling and Guidance/*Prosocial behavior* – Care for others	Remarks
	The teacher provides feedback on the involvement of students in the activity. They are then invited to participate in an exercise of self-evaluation. At the end of the lessons, the exercise, *"What I take with me"* can be done. Each student is given two sticky notes, on which they will write what they want to "take home with them" (what they learned) and what they want to leave behind. Some students will present their own choices.	

Annex 1. **Theoretical summary**

Solidarity – relationship of connecting (bridgin) with individuals from groups other than those of primary membership or bonding between people who hold different social statuses (Abela, 2004, p. 73; de Beer și Koster 2009, p. 15); feeling of simpathy and commitment to other people (Janmaat & Brown, 2009); emphatic response to a condition that affects the well-being of others, regardless of their personal or social characteristics (Arnsperger și Varoufakis, 2003).

Empathy – the ability to foresee other people's behavior based on knowledge of psychological dispositions (perceptions, thoughts, feelings, attitudes) (Guilford, P); the ability to imagine oneself in other's place and understand the other's feelings, desires, ideas and actions (Encyclopaedia Britannica,1999).

Participatory altruism – unreserved commitment of each member for the survival of the social assembly (Moscovici, S., 1998, p. 65); to help someone.

Prosocial behaviour – the intention of helping other people, freedom of choice, helping outside of professional obligations (Bierhoff, H. apud Chelcea, 2008).

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2.1.3. Cooperative learning strategy
for adequate self-image and self-esteem

Short annotation
People learn and develop by capitalizing their own life experiences, their different problems they face and by the interactions with their peers. The *self-image* reflects the way in which a person perceives his/her own particular characteristics (physical, cognitive, emotional, social, spiritual etc.), and the *self-esteem* represents the evaluative dimension of the self-image, being the result of how we appreciate ourselves, in relation to the self-image, but also with the image that others have concerning us. For many students, the process of *self-knowledge* is difficult, often incomplete and/or inadequate, leading to an erroneous self-image and/or low self-esteem. As such, the education institutions and the teachers must be increasingly concerned with developing at students' level, through systematic intrusive-educational actions, an adequate self-image and a positive self-esteem.

In this respect, we appreciate that the use of the *strategy based on cooperative learning*, creates facilitative contexts for achieving such objectives. "The cooperative learning is a pedagogical strategy that encourages students to work together in micro-groups, in order to achieve a common goal." (Oprea, 2007, p. 138). The cooperation means the organization of learners into groups (preferably, with 4–6 students in each group) and the involving of all group members into the process of carrying out of learning tasks. It is recommended that in the group must be distributed – by teacher, but assumed by students – certain roles/attributions, so that each student has to be responsible for a certain component of the work-task, related to its own competences or abilities. Thus, the learning is achieved through interaction, through a constructive exchange of ideas, through the rapid capitalization of the feed-back received from other members of the group (or from the teacher). "The quality of the results obtained from the implementation of the cooperative learning strategy depends on a series of actions carried out by the teacher: distributing students in groups, arranging the class, planning the teaching material, explaining the cooperative nature of the work-tasks." (Gorghiu, & Drăghicescu, 2014, p. 119).

The application of *cooperative learning strategy* means the accomplishment of a training approach, dimensioned in five stages, as follows (Oprea, 2007, p. 147):
I. Building of the working group/working groups, based on different criteria;
II. Confronting the group/groups with the situation to be solved, analyzing the problem, establishing priorities and responsibilities;

III. Documentation, research and reflection;
IV. Debating the problem within the group and confronting the ideas;
V. Obtaining the conclusions, product and/or solving the problem.

The lesson is structured in three parts:
1. In the first part of the didactic scenario – the *evocation stage* – the teacher initiates an introductory discussion, in order to clarify the key-terms to be used (self-knowledge, self-esteem, self-image). More, in this stage, the students will fill-in a worksheet entitled: "*the star of the self-respect*", in order to identify several elements of self-knowledge – important in the process of structuring the self-image and cultivating the self-esteem.

2. The second part of the didactic scenario – the *comprehension stage* – represents the most extensive part – in terms of time – and imposes the designing of a short presentation by the teacher, which includes information regarding: students with positive/high self-esteem, students with negative/low self-esteem, life experiences that develop a positive or negative self-image etc. Starting from this information and from their life experiences, the students – organized in 3–6 groups – will collaborate and elaborate posters with predetermined themes, and will introduce them to the class, arguing on their ideas.

3. The last part of the didactic scenario – the *reflection stage* – includes two important sequences: (a) filling-in the instrument dedicated to the self-esteem measurement scale (M. Rosenberg), with the view to evaluate, by each student, the own level of self-esteem; (b) the moment dedicated to the feed-back, in which each student must write down, on a post-it, a word/idea/emotional experience etc., remained in mind after the activity, followed by its positioning on the flip-chart sheet.

The expected outcome. The students will be able to: (a) identify a number of personal characteristics; (b) recognize the meaning of concepts such: self-knowledge, self-image, self-esteem, self-respect, self-appreciation; (c) recognize the defining elements for a positive/high or negative/low self-esteem; (d) collaborate with colleagues to make the poster; (e) identify the own level of self-esteem; (f) find the proper ways to develop the own self-esteem.

Evaluation. It is recommended for the teacher to make assessments regarding the individual and group activities.

Possible adaptations. The *PPT* presentation can be replaced with other types of visual materials (written-boards or posters, work-sheets for group-work, *Prezi* type presentation etc.). The lesson can be shorter or longer depending on the students' age, their interest, the problems faced by students or class etc. The teaching strategy may also involve the use of other teaching methods and didactic means, different from those included in the example shown below.

Lesson example

Lesson/subject:	The self-knowledge and the self-esteem (Counselling and guidance)	Remarks
Age group/class:	14–16	It might vary from country to country and depends on different curriculum/subject programs.
Duration:	50 minutes	It might take longer time, depending on various needs.

Lesson/subject:	The self-knowledge and the self-esteem (Counselling and guidance)	Remarks
Topic:	**Developing the capacity for self-knowledge and self-esteem (Counselling and guidance)**	
Description of the process:		
The beginning of the lesson (*evocation stage*): 10 minutes	The teacher presents the topic of the activity and the proposed objectives. An introductory discussion is organized in order to clarify the terms: self-knowledge, self-esteem, self-image. Based on the teacher's instructions, the students perform an exercise for self-knowledge and inter-knowledge, using the instrument called: "*The Star of Self-Respect*". The students will complete, individually, the distributed sheets – "*The Star of Self-Respect*" –, and then, voluntarily, some students will present, in plenary, the identified personal characteristics, by asking colleagues for feed-back, in order to see to what extent the self-images coincides with the image that others have of themselves.	Teaching methods and didactic means: collective discussion, explanation, exercise. Annex 1 – Theoretical brief. Annex 2 – The Star of Self-Respect.
The main part of the lesson (*comprehension stage*): 30 minutes (5 minutes *PPT*, 25 minutes group-work activities: poster development and presentation).	The teacher presents an informative material (*PP*, *Prezi*, written-board, poster etc.) that includes information on: students with high self-esteem, students with low self-esteem, life experiences that develop a positive or negative self-image. The students will be divided into three groups and will have the task of collaborating to make a duplex poster (drawing, collage, poster), as follows: - Group 1 – *The portrait of a student with high self-esteem versus the portrait of a student with low self-esteem.* - Group 2 – *Consequences of a positive self-image versus consequences of a negative self-image.* - Group 3 – *Life experiences that determine a low self-esteem versus*	For large groups of students, 6 groups can be defined, and posters can be made for each situation. Teaching methods and didactic means: exposition, explanation, instruction, group-work, gallery tour, group discussion, flipchart sheets, colour pencils, crayons, sheets of colour paper, scissors, collage material etc. Annex 1 – Theoretical brief.

Lesson/subject:	The self-knowledge and the self-esteem (Counselling and guidance)	Remarks
	Life experiences that develop a high self-esteem. Each group will nominate a representative (guide/speaker) who will present to colleagues the material developed by the own group. The posters will be displayed and viewed using the *Gallery Tour* method. Discussions will be held, having a clarifying role, regarding the illustrated elements.	
The end of the lesson (*reflection stage*): 10 minutes	It is proposed to the participants to fill-in the instrument dedicated to the self-esteem measurement scale (M. Rosenberg). An individual analysis of the obtained results is performed. The students are asked to reflect on the situations due to which they did not obtain a satisfactory score. Voluntarily, several students will present in plenary the results obtained, and having the support of colleagues and activity coordinator, optimized solutions will be identified. The teacher distributes a post-it to each student and presents the flip-chart sheet entitled: "*The Tree of Ideas – Self-Esteem*". Each student must write on post-it a word/idea/emotional experience etc., remained after the activity, being asked also to position it on the flip-chart sheet.	Teaching methods and didactic means: instruction, individual and collective reflection, collective discussion. Annex 3 – The self-esteem measurement scale (M. Rosenberg). Flip-chart sheet – "*The Tree of Ideas – Self-Esteem*", post-its.

Annex 1. Theoretical brief

The *self-knowledge* is "the process of exploring and structuring the own characteristics (abilities, emotions, motivations, attitudes, beliefs, defense and adaptation mechanisms), which results is the person *self-image*" (Lemeni, & Miclea, 2004, p. 27).

The *self-image* represents a mental informational model, about the own person, which includes a series of representations, ideas and beliefs related to the own physical, cognitive, emotional, social, spiritual characteristics" (Santi, 2018, p. 237–238).

The *self-esteem* represents "the expression of the value that each individual assign to the own person" (Rosenberg et al., 1995). As an evaluative dimension of personality, the self-esteem is "dependent on

successes or failures, on satisfaction or dissatisfaction – results of satisfactory or unsatisfactory experiences" (Santi, 2018, p. 241).

Students with high self-esteem...	Students with low self-esteem...
… are happy with the way they are… ("*I like the way I am…*; *I don't have to be perfect…*")	… are unhappy with the way they are… ("*I am not good at anything…*; *I have no quality…*")
… behave independently… ("*I can handle myself…*")	… feel dependent on others… ("*I have to be helped…*; *I cannot succeed alone…*")
… are proud of them, but also of their achievements… ("*I am proud of myself because…*")	… blame the others for their failures… ("*The teacher was unfair to me…*; *My parents/colleagues do not support me…*")
… assume responsibilities and perform new tasks without problems… ("*I am convinced that I can do this…*; *I try…*")	… avoid to take responsibilities or be involved in new tasks…, being too "good" … ("*I can't do that…*; *I won't be able to take the exam…*")
… express their positive and/or negative emotions… ("*I'm happy because…*; *I'm sad because…*; *I'm upset when you talk to me like that…*")	… sometimes pretend to be emotionally indifferent… ("*I don't care that I receive a low mark…*") … frequently manifest attitudes of frustration, anger, depression… ("*I do not know how to solve the problem…*; *I cannot learn – others are better than me…*")
… let themselves to be help and offer help to other colleagues… ("*I need your help…*; *I can and I want to help you…*")	… are easily influenced… ("*My friends think it is good to smoke...*") … tend to isolate themselves ("*I don't need anyone…*")

In the category of *life experiences* that develop a positive self-image, the specialists include: situations in which the child is encouraged, praised, listened to, hugged, spoken with respect, given attention, has good performance in school and/or in extra-curricular activities (sports, drawing, painting, theater), make durable friends etc. On the other hand, in the category of life experiences that form a negative self-image, there are included situations in which the child: is frequently criticized, scolded, blamed, negatively labeled, ignored, ridiculed, has failures in school and/or in extra-curricular activities, the expectations of others (parents, teachers etc.) are very high, exaggerated, difficult to be achieved… (adaptation after Lemeni, & Miclea, 2004, p. 34–35).

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Annex 2. **The star of self-respect**

3 positive things that characterize you:
....
....
....

2 things that people appreciate at you:
....
....

2 achievements you are proud of:
....
....

2 future goals:
....
....

2 things you want to change about yourself:
....
....
....

2 things you bring into a friendship:
....
....

Annex 3. **Rosenberg's self-esteem scale**

Instructions:
Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel that I am a person of worth, at least on an equal plane with others.				

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
2. I feel that I have a number of good qualities.				
3. All in all, I am inclined to feel that I am a failure.				
4. I am able to do things as well as most other people.				
5. I feel I do not have much to be proud of.				
6. I take a positive attitude toward myself.				
7. On the whole, I am satisfied with myself.				
8. I wish I could have more respect for myself.				
9. I certainly feel useless at times.				
10. At times I think I am no good at all.				

Scoring: Scores are calculated as follows:
– for items 1, 2, 4, 6 and 7: Strongly agree = 3; Agree = 2; Disagree = 1; Strongly disagree = 0
– for items 3, 5, 8, 9 and 10 (which are reversed in valence): Strongly agree = 0; Agree = 1; Disagree = 2; Strongly disagree = 3

The scale ranges from 0–30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem.

Test is available at: https://wwnorton.com/college/psych/psychsci/media/rosenberg.htm

2.1.4. The letter to a class mate
for nurturing empathy and self-esteem

Short annotation
The letter to a class mate strategy is a writing strategy used in ethics lesson. This strategy serves several purposes – for deep thinking and learning, for individualized learning and for better social interaction. The current example demonstrates its use for cultivating exchange of ideas, mutual understanding, empathy.

The essence of this strategy – sharing thoughts and ideas among students, trying to transfer one's thoughts in a best way and get response to them. Students letters have to be brief, personal, but aimed for others to read. Letters encourage dialogue and replies between two readers, stimulate empathy. Students might write letters to introduce a book, a film, an event, etc. to others and share their impressions.
These letters have to be spontaneous, not too much formalized in structure. They might have some spelling and grammar errors, and because they constitute writing for sharing personal thoughts without intention to be published, language mistakes have not to be analysed and assessed.

The lesson is structured in three parts. First part starts from the evocation activity. The second part is called comprehension, and it aimed at them analysis and understanding of new content. The last one, reflection part is for summing up and reflecting upon learning process, students' experience.

The expected outcome. Students will dear to share personal thoughts with class mates. They will learn to express their thoughts in writing. They also will learn to give response to writings of others. It is expected to nurture culture of mutual understanding and empathy in a classroom.

Evaluation. It is recommended for teacher to coordinate process of letters writing and to monitor exchange of ideas. Teacher has to assure smooth process when all students have opportunity to write, to share and give feedback.

Possible adaptations. A letter to a class mate strategy can be used in different subjects (more often in humanities and social sciences, but also in other sciences). This strategy can be called "Literary letter" in language and literature lessons, in math – "Science letter", in history – "History letter" or "Letter from a hero", etc. This strategy can be also used by class teacher during so called "class hours", in non-formal education activities.

Lesson example

Lesson/subject:	Ethics	Remarks
Age group/class:	12–16	It might vary from country to country and depends on different curriculum/subject programs.
Duration:	45 minutes	It might take longer time, depending on various needs .
Topic:	**My hero**	
Description of the process:		
The beginning of the lesson (evocation stage): 5–7 minutes	The teacher reads piece of news from social media/newspaper, which demonstrates an example of good/brave/altruistic behaviour of someone. For example, someone donated blood, money, or saved someone. The teacher asks to reflect upon the news: what is heroic in it? do we have many heroic examples in everyday life situations?	Method used: open questions, discussion.
The main part of the lesson (comprehension stage): up to 30 minutes	Students are asked to think for 3–5 minutes and to remember any hero (from real life, literature, movies, etc.) that they would like to follow. Teacher gives task to write a paragraph or two about a certain hero in a form of a letter (see Guidelines in Annex 1). Students have about 10–15 minutes to write. Then letters are exchanged among class mates.	Methods used: writing, reading.

Lesson/subject:	Ethics	Remarks
	Students have to read a letter and to give feedback in 2–3 sentences (see Guidelines in Annex 2). This activity takes about 7–10 minutes. Letters with feedback came back to hosts.	
The end of the lesson (reflection stage): 10 minutes	Students read got feedback and reflect upon it, as well as the whole process of letter writing and sharing.	Method used: oral reflections/feedback.

Annex 1. **Guidelines for letter writing**

Guidelines	Example
Name your hero – who is it?	My hero is my father……He is……. He looks…….
How did you find about him/her?	I used to live with him for 12 years, but he works now in another country…I have seen him for one year already …
What did you like about him/her?	He is able to find solution from all situations, even most complicated. He used to find time for us, children, even being very busy….
Why did you want to follow him/her?	I want to be able to solve all problems as my dad does….

Annex 2. **Guidelines for feedback writing**

Guidelines	Example
I liked very much….	I liked very much how you described ……
I would like to find more…	I would like to find more about his ………
I want to ask ….	What is "another country"?
I recommend ….	I recommend you to share this letter with your father….

2.1.5. Case study strategy
for nurturing empathy

Short annotation

Case study is a method used for long time in education, through which students develop critical thinking, communication, problem solving skills, but at the same time, they develop emotional competences. A case study was defined as a ,,story with a hidden message or a narrative that describes an actual or realistic situation in which an individual or a group has to make a decision or solve a problem" (Killen, 2006), it is ,, a method of direct confrontation of participants with a real and authentic situation, taken as a typical example, representative for a set of problematic situations and events" (Oprea, 2007, p. 219). This situation can be real or imaginary, complex, and involves a conflict or dilemma/problem that students are asked to solve under the teacher's guidance. The

teacher's role is to present the case, to organize and lead the whole process of its multilateral analysis and to direct the debates that take place" (Cerghit, 1997, p. 210), properly managing the situations that may arise during the course. The case study can be combined very well with the simulation game, the role interpretation and the group debate (Cerghit, 1997, p. 206).

Among the advantages of using this method in the context of a strategy for developing emotional competences are: developing motivation and interest in the topic, developing competences for recognizing and understanding emotions, managing and regulating them effectively, correlating theory with practice, the good interaction between teacher and students, developing communication competences; Wines et al. (1994) identifies benefits of case study at the cognitive level (understanding, reasoning, analysis) and emotional level (development of interpersonal competences).

The steps recommended by Davis (2009) in using this method are:
1. Preparing the case by giving students advice and providing them with structure, and preparing a series of questions that will structure the case and highlight its key points.
2. Conducting the case by situating the case in context of the course, introducing the case, starting a discussion, adopting a facilitator role and having a group of students guide the discussion.
3. Concluding the case by summarizing key points, revealing real-life ideas, having students write short essays, and asking students to evaluate discussions".

In accordance with the lesson's objectives, the teacher can guide the students in analyzing the case as follows:
- specify the general context of the case action;
- identify the problems presented in the given situation;
- establish potential solutions for solving;
- evaluate the proposed solutions;
- identify the optimal way to solve the case.

The lesson is structured in three parts. The first part contains the introductory moment of the lesson and an exercise that facilitates the understanding of the concept of *empathy* by the students and also the definition of the concept according to the specialized literature. The second part is dedicated to the analysis of a case study with relevance for the problem of empathy, with the completion of the specific   stages.
The last part is dedicated to summarizing the most important aspect for the topic, to the conclusions and to the feedback.

The expected outcome. Students will get deep knowledge on the topic; students will understand the value of empathy for their and other's life/well-being; they will develop knowledge and emotional adjustment competences (they will no longer react impulsively, they will be more empathetic and understanding with others).

Evaluation. The teacher will provide feedback (verbal and nonverbal indices) to the students and will encourage the inter-evaluation and self-evaluation throughout the activity.

Possible adaptations. The lesson can be shorter or longer depending on the students' age, on the previous experience of the students in analyzing case studies and other contextual particularities. The case study can be adapted to other topics and presented with visual support, in the form of a short film. The case-study method can be used in other study disciplines: psychology, history, civic education, physics, mathematics and others.

Lesson example

Lesson/subject:	Counselling and Guidance/Emotional ABC – Empathy	Remarks
Age group/class:	14–16	It might vary from country to country and depends on different curriculum/subject programs.
Duration:	50 minutes	It might take shorter or longer time, depending on various needs.
Topic:	**Let's recognize and understand our and others emotions!**	
Description of the process:		
The beginning of the lesson: 10 minutes	The teacher gives the students some images that illustrates people who are in different life situation (for example: a student who takes a low/bad mark, a boy who fell out with his best friend, a girl argued by her mother, a little child who lost his favourite toy, a teenager who is the target of bad jokes of a colleague, a young woman who lost her job, an old man who can't buy food, because he does not have enough money). Students are asked, one by one: • to transposed into the situation of the person in the image (the student, the boy, the girl, the child, the teenager, the young woman or the old man) and to describe what emotions that person has; • to imagine what they could do to make the person feel better. Next it will be a discussion about empathy. There are presented some definitions of empathy from the specialty literature (Annex 1) and the benefits which this capacity can confer on the owner (for example: when we are empathetic, we better understand the others, we can help them to overcome more easily the situations they face, we can communicate more easily, we can avoid conflicts).	Method used: explanation, exercise, facilitated discussion.

Lesson/subject:	Counselling and Guidance/Emotional ABC – Empathy	Remarks
The main part of the lesson: 35 minutes.	Groups of four students are formed. The teacher distributes a sheet containing a case study (Annex 2). 1. Students are asked to read the case description and to reflect on the situation, starting from the following support questions: - What is the context? - What is the student's problem? - What are the mistakes made by those around him (colleagues, teachers, parents)? - How can this situation be solved? 2. The students discuss about the case within the groups and the teacher (from the position of facilitator and guide) ensures that the students understand the respective case, the causes that led to the situation presented and elaborate optimal alternatives for solving it. 3. At the end, the key ideas are summarized, which the students must keep. Students are asked to transform the case, replacing the behaviours of the students, teachers, parents with some new ones, based on empathy and noting the new situation. Finally, students in groups are asked to assume roles in the presented case (student 1 – the boy, student 2 – an empathic colleague, student 3 – empathic teacher, student 4 – empathic parent). After the role play, students are asked to present/describe the emotions experienced.	Methods used: case study, facilitated discussion, role play, reflection.
The end of the lesson: 5 minutes.	There are summarized the most important ideas about empathy and the „"lessons" learned. The teacher provides student feedback and asks them to reflect on what happened in	Method used: oral reflections/feedback, conversation.

Lesson/subject:	Counselling and Guidance/Emotional ABC – Empathy	Remarks
	that activity and to mention an important aspect they have learned.	

Annex 1. **Defining the empathy concept**

Empathy is the ability to imagine oneself in other's place and understand the other's feelings, desires, ideas and actions (Encyclopaedia Britannica, 1999).

Empathy is the capacity of people to think to someone, other than themselves, it is ,,the ability to express sensitivity and concern for the other's problems, to transpose you into other's situation" (Roco, 2004, p. 141).

The ability to be empathetic is important because it is a trait that humanizes and contributes to creating strong bonds between people. Empathic people are less aggressive and manifest prosocial attitudes, they better know themselves and others.

Annex 2. **Case study**

The case description
A. N. is a student in the eighth grade at X School. His parents recently moved to the city and transferred their boy to a new school (X School), without discussing with him and against his wish. During breaks, the boy does not leave the bench and does not communicate with other colleagues. During the lessons, he is not involved in discussions (except when he is directly nominated by the teachers), but he performs his work tasks correctly. He is always sad and he never smiles to his classmates or his teachers. Colleagues perceive him as an intruder in their class and laugh at him, assigning him all sorts of pejorative names. The teachers did not notice the integration problems of A. N. into the new group and therefore does not offer any support. Over time, student A. N. doesn't want no longer to come to school, in order to avoid his colleagues. Moreover, he begins missing the school; he spends his time in the park until the end of the normal school program and only then returns home.

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2.1.6. Save the last word for me
for encouraging self-esteem

Short annotation
Save the Last Word for Me (Buehl, 2001) is a comprehension strategy aimed at developing speaking, listening skills by structured students' discussions. It also contributes to improvement of socio-emotional skills, better self-esteem, confidence in ones learning capacities. Usually group discussions are based on specific text (or piece of it). Students have to highlight most important paragraph, ideas and then discuss within small groups. Working in groups of three -five, students feel more confident to share their own ideas than in front of all classroom. Even reserved students have possibility to speak and be listened to, and frequent speakers have to give floor for others and learn to be quiet for some time. In such circumstance's discussions go calmly, without stress, in a relaxed atmosphere.

The strategy has to be implemented in following steps: 1) selection of a text; 2) reading of a text; 3) selection of personally important episode, paragraph, ideas; 4) writing selected piece on a sheet of paper/small card; 5) writing on the back of sheet of paper/small card explanation, why this specific quote/paragraph/idea has been selected; 6) exchange sheet of papers/small cards between group members; 7) reading and writing feedback on quote/paragraph/idea and explanation; 8) each member of a group reads his/her writing and received feedback on it.; 8) group discuses all ideas, and after listening to all group thoughts and feedbacks, the "owner" of the card "saves last word for him/her" – says what she/he thinks and closes discussions.

The expected outcome. Students will feel confident to share personal thoughts with class mates. They will learn to express their thoughts orally and in writing. They also will learn to give response to others. Students also will be able to connect text with personal feelings, ideas, experience. In this way they will internalize their learning in the classroom.

Evaluation. Teachers coordinate and monitor process of small groups work. They have to assure smooth process – see that everybody has possibility to speak, to share and be listened to. Teacher might ask students to evaluate their work in groups using different group evaluation techniques

Possible adaptations. Instead of a text, teachers can use films, quotes, pictures, paintings images, posters, photographs. They can be not given by a teacher, but selected by students themselves. On the back of a card, students explain their choices and say why it is important. This strategy can be used in different subjects – languages, history, nature science, geography, arts, ethics, civic education, etc. It is also applicable for different age groups. Complexity of task depends on selected text (its nature, length).

Lesson example

Lesson/subject:	Ethics	Remarks
Age group/class:	12–16	It might vary from country to country and depends on different curriculum/subject programs.
Duration:	45 minutes	It might take longer time, depending on various needs.
Topic:	**We are all different, but still alike**	
Description of the process:		
The beginning of the lesson (evocation stage): 5–7 minutes	Place photos of different people on the table/floor/class wall. Photos have to represent different gender, age, ethnicity, social groups, etc. (see examples in Annex 1). Ask students to look for the minute at them and select one. Then divide students into groups of three/four or five, give small cards and find place for small groups work in the classroom.	Method used: photos display.
The main part of the lesson (comprehension stage): up to 30 minutes	Students are asked to write their small text on the one side of the card – what is it presented in the photo? Who are those people/phenomena? Where does action take place? What is evident and what is not? On the other side of the card students write their comments – why have they chosen this photo? What is special about it? Then students exchange their cards – read and write feedback on one's feedback and return card to its owner. Afterwards the student 1reads his/her writing. Then all together discuss – what do they think it means? Why do they think it is important? etc. After several minutes, the student 1 reads the back of his/her card – his/her reflection and got feedback. He/she shortly comments what is written and says "the last word." The discussion of the first photo is closed. This process continues with the rest of the students in a row.	Methods used: writing, reading, written and oral feedback.
The end of the lesson (reflection stage):	Students reflect upon the activity and process of learning – what have	Method used: oral reflections/feedback.

Lesson/subject:	Ethics	Remarks
10 minutes	they learned? How have they learned? How is it different from other forms of learning? Teacher moderates short discussion on the topic "we all different, but still alike"– what differences/similarities have been noticed in the photos? How big they are? What effect do have they on our relationships?	

Annex 1

Association

Sejnost R.L. (2009). Tools for teaching in the block. Corwin Press.

www.mediateka.lt

https://www.pexels.com/photo/old-woman-sitting-on-chair-near-girl-while-reading-a-book-3087878/

https://pixabay.com/users/free-photos-242387/?tab=popular&pagi=4

2.2. Strategies for inclusive education

2.2.1. Support strategy
for newcomers to school/class

Short annotation

Support strategy for newcomers to school/class aims at assisting newcomers to quickly and successfully overcome an adaptation period in a new school/class by helping students to solve problems, meet their needs and eliminate the causes that have a significant impact on students' academic and social functioning.

The strategy consists of three parts.

The first part: contribution from the class teacher.

The first difficulty that newcomers face is that in the new school/class social roles have already been established and distributed, groups of friends and leaders are already formed. The newcomers need help to integrate into the new school/class, adapt, and take on some social role.

The class teacher is the first person who can help a newly arrived student integrate into school/class life. To do this, the teacher should get to know the student. The task „My internal state" (Annex 1) can help to make the first contact. This task will help the class teacher to see the student's feelings, emotions, and experiences related to coming to a new institution and to know how to further organize the activities of their class.

Note. The student should focus on the feelings associated with coming to a new group/educational institution when completing the task.

The second part: contribution from class students/friends.

The institution's social educator or class teacher can offer students in the class the new student has come to play a long term game using the Teacup method (Annex 2).

Possible adaptations. This method can be used during native language lessons. The teacher could create questions more related to the biography. At the same time, the students would acquire/improve the biography writing skills and get to know the newly arrived students (Lesson example).

A possible challenge. There is an assumption that not all students can agree to play this game. It depends on the relationship with each other and the overall class microclimate. It is possible to choose one student (this could be the class leader) who is going to take part in a tea-drinking session with each group.

The third part: contribution from student self-government.

Student self-government is a group of students made up of school leaders who know everything about their institution and the entire school community. They could be one of the first helpers for newcomers.

During their meetings, members of the self-government could devote time to newly-arrived students. Newcomers from all classes should be invited to the meeting. It is important to invite at least two students who came to this institution a year ago and have already gone through an adaptation period.

The Impression maps method can be used during the meeting (Appendix 3). During the meeting, the members of the self-government briefly describe their activities as self-government. Then, the students who changed the educational institution to the current one a year ago tell how they managed the adaptation period, what challenges they faced, which made it easier to adapt to the school/class. Before starting the Impression maps activity, talk to new students about how the new school differs from the old one, and how similar it is.

The expected outcome. Academic and social achievements of newcomers, positive changes in well-being after school change.

Evaluation. The adaptation period takes about half a year.
Meet for the first assessment after three months. Offer the student to do the task „My internal state "(Appendix 1) again and compare the answers. It will also allow the class teacher to see the gaps, challenges that were already overcome, and where the student is feeling safe.

Another evaluation of the strategy could be done after six months. Offer newcomers to create an information brochure that will be distributed to newcomers next school year. That approach will allow the students to feel part of the community that values their experiences.

Lesson example

Lesson/subject	Native Language	*Remarks*
Age group/class	GII (15–16)	
Duration	45 minutes	
Topic	**How to write a biography**	
Description of the process:		
Warm-up activity The beginning of the lesson (evocating stage): 5 minutes	The teacher announces and explains the goal of the lesson: • Form a questionnaire that helps to learn the biography of classmates. • Write a biography of one student.	

Lesson/subject	Native Language	Remarks
The main part of the lesson (comprehension stage) 30 minutes	The teacher asks the students to define the word "biography". The teacher says that a biography of a person includes various facts and asks the students to name them. The collected data is reformulated into questions. The teacher asks the newcomer to tell about themselves based on the questions prepared in the questionnaire. The students can ask additional questions. The teacher asks the students to write the biography of the newcomer.	
The end of the lesson (reflection stage) 10 minutes	The teacher asks the students to name some common facts based on their own and the newcomer's biographies.	

Annex 1. **My internal state**

I feel

I would like		I dream

ME

I think		I need

I hope

Annex 2. **Teacup method**

Instructions
The class is divided into groups (3 people in each).

Task cards are prepared with various questions to ask the newcomer (eg. When is your birthday? What actor do you like? What 3 subjects do you like best?). The number of the task cards depends on the number of the groups, eg. if there are 5 groups, there should be 5 task cards.

On one of the task cards, we stick the name of the newcomer. The groups pull out one task card and the group which has taken the card with the name invites their new classmate to a school canteen for a cup of tea. While drinking tea, students talk and get the answers to the questions from their task cards.

The same is done with the other groups until finally all classmates get to know the newcomer.

By communicating, students share experiences, develop as personalities. Students can present the received answers during the class hour, or write down the general characteristics of the student. This method will integrate the newcomer into the class, and a closer connection will be established during the informal meetings.

Note: Form questions based on age, relevant teenage topics, hobbies. This will help the newcomer to discover like-minded people more quickly.

Annex 3. **Impression maps method**

Instructions
Students are divided into four groups. There should be at least one new student in each group. Each group gets a topic to create a map. Students in their group share their impressions and knowledge of the topic, and then create maps. Work techniques can be various (posters, computer-generated maps).

Topics:
- Map of the rules of conduct of the school (the map must reflect the main and most important rules of conduct of the school);
- Map of school culture and traditions (the map must show school traditions, events, informal activities);
- Map of the school facilities (the map must indicate school facilities: classrooms, computers, canteen, reading room, library, laboratories, gym);
- School microclimate map (the map must reflect the interrelationships, teachers, administration, where the necessary help can be found, teachers providing individual consultations).

Each student has to make a personal contribution to the task in groups. Newcomers already have some minimal knowledge in each topic area and can comment on their impressions. This will strengthen their self-esteem and involvement.

After the task, the groups present their maps to the other groups, two members have to present them, one of them is a newly arrived student, which will allow getting to know the new space faster.

2.2.2.Jigsaw strategy
for cooperative learning

Short annotation

The "Jigsaw" inclusive strategy (a specific technique of "cooperative learning" developed by Elliot Aroson in 1971 in America and subsequently developed by Robert Slavin) will be used. The term "Jigsaw" means "puzzle" and just like in a "puzzle", each piece is essential for the completion of the final product, in the same way, each student is essential for everyone's learning. Furthermore, each pupil can choose the method of study that best suits his/her learning style.

The lesson structure. The lesson consists of three parts. The first part, called *organizational*, involves the division into groups of four or five students and the identification of micro-topics to be assigned. The second part is called *operational* because it sees the groups working on the identified and assigned tasks. The final part, called *sharing and reflection*, provides the presentation of the work done by the groups.

The expected outcome. Acquisition of listening skills; development of social and empathic skills; acquisition, especially by pupils with special educational needs, of the ability to start a metacognitive reflection on their learning process and to create the basis for the acquisition of a structured study method and the development of personal and collective responsibility for learning.

Evaluation. The teacher assesses each student on the basis of the product realized, for the ability to plan the work, for the ability to listen and for the respect of roles and times. A critical self-assessment will be proposed too.

Possible adaptations. It is possible to adapt the tools to the different needs of each student in order to ensure the inclusion of everyone. The proposed text is suitable to simplifications and interdisciplinary links. In the individual study phase, the dyslexic student, for example, will be able to use an audio format of the book. In the presence of pupils with other special educational needs, the final product of the "expert group" can be represented by a video or a poster.

Lesson example

Lesson:	Food Science	Remarks
Age group/class:	14–16	It might vary from country to country and depends on different curriculum/subject programs.
Duration:	120 minutes	It might take longer time, depending on various needs.
Topic:	**Abruzzo: land of best olive oil**	Interdisciplinary speech
Description of the process:	Metacognitive process in cooperative learning	
The beginning of the lesson (organizational stage): 10 minutes	The teacher presents the chosen text to the pupils (in this case Text 1 and Text 2 – see Appendix). The class is divided into groups of 4 or 5 students ("home groups"). The text is divided into micro-topics	Methods used: cooperative learning: operating instructions and assignment of the 4 micro-topics listed in the Annex.

Lesson:	Food Science	Remarks
	and each member of the "home group" is assigned one of them.	
The main part of the lesson (operating stage): 60 minutes	Each student, individually, analyses his/her own micro-topic and looks for information about it also through the use of PC, tablet, laptop, books or maps (time 15 minutes). At the end, each member of the "home groups" meets his/her classmates belonging to the other "home groups" who have addressed his own micro-topic. Therefore, groups are formed working on the same side (expert groups). Each group, after identifying a coordinator to guide the work, uses the information of each member to build a common final product: a written report, a statistical chart or a conceptual map (time 15 minutes). Each member returns to his "home group" and presents the final product so that each member will be trained on all the micro-topics (time 15 minutes).	Methods used: • active reading; • research activity; • group discussions; • report writing; • conceptual map; • power point presentation; • poster boards.
The end of the lesson (sharing and reflection stage): 50 minutes	A member of each "home group" presents, in summary and in the way most corresponding to his/her own learning style, the contents of all the micro-topics, highlighting the central idea.	Method used: • oral presentation; • discussion and confrontation aiming at highlighting the strength and the weaknesses of each presentation.

Annex 1. **Abruzzo: land of best olive oil**

Text 1

The Abruzzo region deserves the title of „Earth of olives". Olive growing, in our region, as a matter of fact, has evolved through the centuries in order to satisfy the customs and needs of entire generations, connecting itself to deep cultural roots.

For the agricultural economy of this Region, olive growing represents one of the most important production sectors as well as a characterization of the territory.

The attention given recently to the Mediterranean diet has brought to consider oil as an essential element for a healthy and correct nutrition.

From the chemical point of view, the extra-virgin olive oil effects in a beneficial way the condition of our arteries, facilitating the increase of the „good" cholesterol (HDL) instead of the „bad" one (LDL).

The important characteristics of this oil join its great flavour that varies according to the varieties cultivated in the different geographical areas of the Abruzzo territory.

The characteristic flavours vary from fruity, to bitter and spicy and the colour has shades to go from green to yellow. The acidity expressed in oleic acid is placed around the value of 0,5–0,6.

The most important oils in Abruzzo are three: P.D.O. Aprutino Pescarese, P.D.O. Colline Teatine e P.D.O. Pretuziano delle Colline Teramane. Another P.D.O. that involves the province of Teramo's territory is that of the olives from Ascoli Piceno with which the olives the Ascoli style are made. They are green olives in salt solution stuffed with a soft mixture of meat, covered in breadcrumbs and fried.

They were created by the cooks that worked for the noble families in Ascoli who invented the filling for the olives in order to use the remarkable quantity and variety of meat that they had, thanks to the royalties that weighed on the farmers towards their owners.
P.D.O. The certification is attributed by the European Union.

There are two important elements: 1) all the factors that characterize that specific oil must be a consequence of the geographic area they belong to; 2) all the production processes that lead to the oil are carried out in a determined geographic area, acquiring its peculiarities. The natural characteristics are important, but also human beings and local techniques are fundamental.

(Ms Dell'Arciprete Mariella, Food Science Teacher, IIS Crocetti-Cerulli)

Micro-topics:
1. Olive growing, the richest areas of Abruzzo. Types of oil (P.D.O.).
2. Characteristics and benefits of extra-virgin olive oil for our nutrition.

Text 2

Olive oil production begins with harvesting the olives. Traditionally, olives were hand-picked. Currently, harvesting is performed by a variety of types of shakers that transmit vibrations to the tree branches, causing the olives to drop into nets that have previously been placed under the tree canopy. (…) After harvesting, the olives are washed to remove dirt, leaves, and twigs. After the twigs are filtered out with grids, the fruit is ready for processing into oil. Fewer than 24 hours from harvest to processing produces the highest-grade oils.

Traditional olive oil processing begins with crushing the olives into a paste. The purpose of the crushing is to facilitate the release of the oil from the vacuoles. Large granite stones (…) were traditionally used to crush olives. In the early days, donkeys were used to pull the stone wheel around. (…)

The next step in the process involves malaxing the paste (mixing the paste). The paste is mixed for 20–45 minutes to allow small oil droplets to combine into bigger ones. This process ensures the olives are well ground and allows the fruit enzymes to produce desirable aromas and flavours. (..)

Following milling and malaxing, the paste is spread on fiber disks, which are stacked on top of each other, then placed into a press. Traditionally, disks were made of hemp or coconut. In modern times, they are made of synthetic fibers, which can be more easily cleaned. The stacks of discs are then pressed in a hydraulic press. Pressure is applied to the disks, compacting the solid phase and percolating the liquid phases (oil and vegetation water). Pressures up to 4,000 kPa are used. Water can be used to run down the sides of the discs to increase the speed of percolation. The liquids are then separated by decantation or centrifugation.

(https://phys.org/news/2015-05-olive-oil.html)

Micro-topics:
1. Olive harvest.
2. Olive oil production process.

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2.2.3. Action research strategy
for learning to learn

Short annotation
The inclusive "action-research strategy" (heuristic-participatory method) will be used. The name "action research" was invented by the German psychologist Kurt Lewin to describe those cyclical processes in which the research is not separated from the action, but it is necessary to solve the problem. The strategy adopts the heuristic method, that is, the method of discovery and it consists of leading the pupil, "step by step" to discover alone or in a group, according to his/her own learning style and through a constant and active involvement in the research paths (learning to learn). In this way, he/she controls the acquired knowledge and he/she will be able to use it in the next learning phases. This strategy also promotes the development of different potentialities and is perfect for various learning needs. First of all, it enhances self-learning since the searching for concrete solutions leads the student to combine thinking and practical action and to evaluate if a certain theoretical content can be applied to the context in which he/she is operating. Indeed, in the "action-research

strategy", the theory is not applied straight to the practice, but it is validated through the practice. It encourages the critical thinking as well: as an "expert", the student is able to recognize the phenomena of a specific context, to reflect critically on his/her actions, to evaluate him/herself and, if necessary, to make changes.

The lesson is structured in. The teacher presents the chosen text to the pupils, highlighting that the text can cause problems that will be open to multiple solutions. Then the teacher explains to the students that the "action-research strategy", that involves the carrying out of the work in some phases, some of which requires group work, will be tested. The teacher divides the class into work groups.

The expected outcome. At the end of the work, in addition to the development of social skills, each pupil is expected to understand the complexity of the systems, to become aware of the partiality of the researcher's point of view and the consequent need and to compare all the points of view in an empathetic way. Each pupil experiences the problem as a resolvable challenge, making use of his/her knowledge, skills and previous experiences.

Evaluation. The teacher, in addition to the final product represented by the operational project drawn up by each target group, also assesses the process. In this strategy, in fact, the monitoring of the teacher acquires a great importance. According to the evaluation, during the action the teacher takes into account the observations, the questions and individual deductions of the students, in a critical form and their ability to adapt "In progress". A critical self-assessment will be proposed too.

Possible adaptations. This strategy will be able to respect the timing, the rhythms and the learning styles of each student, in order to ensure the inclusion of everyone. In fact, each one is free to express his or her own thoughts and to make their own deductions in the most congenial way. The need to immerse oneself in the studied situation implies, in fact, a metacognitive reflection that takes the form of a research on itself and that offers the possibility of personalized adaptations.

Lesson example

Lesson:	Italian/History/TIC	Remarks
Age group/class:	14–16	It might vary from country to country and depends on different curriculum/subject programs.
Duration:	26 hours	It might take longer time, depending on various needs.
Topic:	**Giulianova: discovering my territory**	Interdisciplinary action
Description of the process:	Metacognitive process in cooperative learning and content acquisition through tasks of reality.	
The beginning of the lesson (starting phase): 1 hour	The teacher presents the chosen topic to the pupils by pointing out that the reality that surrounds us is not always fully understood and that, for this, it is necessary to apply a different look on it to focus it through a conscious observation. Then the teacher explains the strategy based on "action-research „which involves carrying out the	Methods used: • frontal lesson; • planning activities through - discussions and exchanges of ideas; • brainstorming.

Lesson:	Italian/History/TIC	Remarks
	work at different times, specifying the importance of choosing a real context, to better encourage students in a context that is a part of their daily life. It will be associated with "the learning by doing" strategy, through the construction of their own knowledge directly on the places of the city of Giulianova. In addition, to reflect on their own activities and observations, integrating their old knowledge with the new ones and to facilitate discussions, exchange, dialogue between peers three groups will be formed.	
The main part of the lesson (operational phase): 20 hours	Each group (target group) has the task of identifying the aspect to be dealt with, discovering the causes, finding the contexts and the environments in which they are located, selecting the available resources, possibly specifying, the existence of constraints that lead to making certain choices. At the end, one member of each group explains the choices made in relation to the topic dealt with by the group. A comparison will be made between the various groups and between the greater interest and relevance choices. The pupils return to their respective working groups and, on the basis of the choices made, have the task of formulating some hypotheses of change (referring to places and context with a view to innovation) and of drawing up a final product, in written and graphic form, as a task of reality.	Methods used: • guided visits to the chosen places – photographic reportage' • archive and library consultation' • bibliography drafting, analysis of documents through summary sheets' • cooperative learning' • individual and group workshop activity.
The end of the lesson (sharing and reflection stage): 5 hours	A member of each group, taking turns, explains to the class the theories of changes and the final product developed by his/her workgroup. A debate is opened among the members of the various groups, moderated by the teacher, as regards to the effectiveness of the solutions each workgroup has chosen and to their respective reality	Methods used: • debate; • presentation of the final product.

Lesson:	Italian/History/TIC	Remarks
	task. Presentation of the final product (calendar with the photos of places that have been examined).	

Annex 1. **Giulianova: at the discovery of my territory**

Starting phase

The students must identify the contents and the aims regarding the competences area and ability area of the lesson by the means of a guided tour of the city with an expert in the most significant places.

1. Contents: observation of the places, related historical researches, possible interviews with inhabitants and workers of the places visited in order to fully understand their importance.
2. Aims: understanding what has been carried out, report what has been learnt, establish relation among phenomenons; use of an adequate vocabulary.

Each group has the task to carry out what has been decided in phases A and B.

Group 1: Bruno Buozzi Piazza (ideal Renaissance city) – 4 months of the calendar (final product)
Group 2: The Shrine of the Madonna dello Splendore (religious tourism and worship) – 4 months of the calendar (final product)
Group 3: Commercial and touristic Port (commercial and maritime activities) – 4 months of the calendar (final product)

Operational phase

In this phase the organization of the contents and the attention on the students' learning process are essential to obtain the aims proposed regarding the competences and abilities area.

Actions that the teachers must undertake during the students' work:

- follow the logic progression of the contents;
- stimulate the interaction among the pupils for the acquisition of knowledge and the processing of the contents;
- monitoring the comprehension;
- giving supporting feedback to support learning and motivation.

The students of each group ha the task to prepare a report on what has been previously decided (starting phase). Each group will then take care of the organization of the activities, choosing a supervisor that will assign the tasks to the other members of the group. He/she will also have to task to engage his/her schoolmates to collaborate, respecting the timetable. Each group, according to the place assigned, will proceed reporting in the research the historical causes, observations and considerations and write down the fundamental changes that have occurred in the course of time to the places examined.

Final phase

Actions that the teachers must undertake:

- monitor the final comprehension;
- propose reflection activities on the previous knowledge and those achieved.

A member of each group, taking turns, will explain, to the class, the phases of the task, the difficulties encountered, the strategies used during the realization of the task, motivating the changes observed in each area assigned. Finally, the different members of the groups, moderated by the teacher will participate to a conversation in order to express their opinions and observations. The groups will,

then, present the final product: a calendar, supplied with photos taken by the students, in which each page includes the story of the places chosen.

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2.2.4. Differentiated instruction for gifted
through small-group or independent instructions

Short annotation
There is a stereotype that gifted students score high on intelligence tests, perform well in school and proceed with their education. However, there are students who possess an outstanding gift or talent and are capable of high performance, but who also have a learning disability that makes some aspect of academic achievement difficult. These students exhibit the dual exceptionalities simultaneously: exhibit strengths in one area and weaknesses in another (e.g., Ellston, 1993; Fall & Nolan, 1993) and/or show a discrepancy between potential and performance (e.g., Gunderson, Maesch, & Rees, 1987). Moreover, they are at risk of dropping out because they perceive schools as uninteresting and boring places that do not provide challenges.

Scientists (Baum, 1994; Baum, Owen, & Dixon, 1991; Fox, Brody, & Tobin, 1983; Landrum, 1989; Starnes, Ginevan, Stokes, & Barton, 1988) claim that there are subgroups of gifted students with learning difficulties.

The first group includes students who have been identified as gifted yet exhibit difficulties in school. These students are often considered underachievers, and their underachievement may be attributed to poor self-concept, lack of motivation, or even some less flattering characteristics, such as laziness (Silverman, 1989; Waldron, Saphire, & Rosenblum, 1987; Whitmore, 1980). Their learning disabilities usually remain unrecognized for most of their educational lives. As school becomes more challenging, their academic difficulties may increase to the point where they are falling sufficiently behind peers that someone finally suspects a disability.

The second, and perhaps the largest group of unserved students are those whose abilities and disabilities mask each other. These children sit in general classrooms, ineligible for services provided for students who are gifted or have learning disabilities, and are considered to have average abilities. Because these students typically function at grade level, they are not seen as having problems or special needs. Although these students appear to be functioning reasonably well, they are, unfortunately, performing well below their potential. As course work becomes more demanding in later years, and without the help they need to accommodate their limitations, their academic difficulties usually increase to the point where a learning disability may be suspected, but rarely is their true potential recognized.

Gifted students with learning disabilities need:
- high level or "gifted" instructions in their areas of strength;
- developmental instruction in subjects of average growth;
- remedial teaching in areas of disability;
- adaptive instruction in areas of disability (Fox, Brody, & Tobin, 1983).

In developing the student's unique instructions, his or her particular strengths and weaknesses, as well as the resources available in the school, should be considered. It is important to focus primarily on the student's strengths rather than his or her weaknesses, because remediation is not the primary need of these students; instead, attention should be placed on developing the gift or talent (Baum et al., 1991; Ellston, 1993).

The purpose of differentiated instruction for gifted and talented students is to provide access to a more varied educational experience, either by modifying the curriculum to include depth and/or breadth or by offering exposure to topics not normally included in the curriculum. When gifted students are grouped together for instruction, the interaction with other talented students is viewed as advantageous for learning and peer support.

1st type of tasks: General Exploratory Experiences.
Experiences and activities that are designed to expose students to a wide variety of disciplines (fields of study), visual and performing arts, topics, issues, occupations, hobbies, persons, places, and events that are not ordinarily covered in the regular curriculum. For instance, guest speakers, demonstrations, field trips, use of audiovisual materials.

2nd type of tasks: Group Training Activities.
Instructional methods and materials that are purposefully designed to promote the development of thinking and feeling processes, research, communication and methodological processes. For instance: tasks requiring creative thinking and problem solving, critical thinking, affective processes, a wide variety of specific learn-how-to-learn skills, written, oral and visual communication skills.

3rd type of tasks: Individual and Small Group Investigations of Real Problems.
Investigative activities and artistic productions in which the learner assumes the role of a first-hand inquirer; the student thinking, feeling, and acting like a practicing professional.

Objectives: to assist gifted learners with learning disabilities to enable them to achieve their full potential of intellectual development and prevent them from school dropping out.

Expected outcomes:
- allowing gifted students to progress at their own pace and potentially specialize in topics of interest;
- positive changes in many aspects of schooling including instructional activities and student projects, increased creativity and task commitment, attitudes toward learning and their self-concept;
- elimination the boredom and frustration of school work;
- improvement in teachers' attitudes towards the education of gifted students.

Assessment strategies of gifted students:

- observations of student performance;
- assessment of student products;

- interviews with parents, students and teachers;
- portfolios;
- journals and learning logs;
- previous report cards;
- informal and formal classroom testing.

1. Pre-quiz on material to be covered in units. If a student achieves over a certain score (i.e. 85%) they do not have to complete the planned assignments and instead work on a discovery project of their choice that relates to questions or topics relevant to the unit.
2. Tests need to have an adequate ceiling so that students' maximum level of knowledge and performance can be assessed.
3. Cognitive ability test.
4. Aptitude and creativity tests.

Evaluation. Use of qualitative devices (interview, observation, rating scales, questionnaires).

Possible adaptation to different needs and contexts. The strategy can be adapted to students with various needs (leaders, energetic, motivated, organized, quiet and subdued, disengaged and unmotivated, dramatic, social, opinionated or disorganized).

Lesson example 1

Lesson/subject	**English (second language)**	*Remarks*
Age group/class	GII (15–16)	
Duration	45 minutes	
Topic	Biographies of Celebrities/Famous People	
Description of the process:		
Warm-up activity The beginning of the lesson (evocating stage): 5 minutes	Target group student A shows some tricks using his playing cards. The teacher asks the students to write the main facts from their lives. Some students share their ideas with the class. The teacher announces and explains the goal of the lesson: • define and explain what a biography is; • read or watch an example of a biography; • compose a biography.	Before the teacher announces the topic and aims of the lesson, he/she shows interest in how the trick is performed, makes an agreement with student about doing the trick at the end of the lesson, motivates the student to be involved in the lesson activities. Target group student B is good at drawing, as a result he is asked to present his biography in a form of a collage and present it to the class. He is given the opportunity to combine visual arts and English.

Lesson/subject	English (second language)	Remarks
The main part of the lesson (comprehension stage): 30 minutes	The teacher asks the students to define the word "biography". On the basis of the presented idea, the teacher helps the students to formulate the definition of the word. The teacher says that a biography of a famous person includes many facts and asks the students to take notes while they are watching the biography of Nelson Mandela. After the movie has finished, the teacher asks each student for a fact to add to the anchor chart. The teacher asks students to read or watch a biography for a selected famous person in order to gather more information. After the task the teacher talks with the students about the common features their biographies shared and what makes a good biography. The teacher asks the students to imagine they are celebrities and write their own biographies.	Target group student B loves "Nirvana". He is asked to compare and contrast the biography of Kurt Cobain with his own. Critical thinking is developed together with the language skills.
The end of the lesson (reflection stage): 10 minutes	The teacher asks the students to explain the word "biography", name common features of the biographies and read some of the biographies they have written.	Target group student B is asked to present one thing that struck him while he was comparing his life to Kurt Cobain's life. After the lesson the student discusses the idea with the teacher in detail and decides on the following steps. eg. If the student names the concept of loneliness, he could search for other celebrities who felt lonely and committed suicides.

Lesson example 2

Lesson/subject	English (second language) Extracurricular lesson	Remarks
Age group/class	GII (15–16)	
Duration	45 minutes	
Topic	Hobbies	
Place The aim is to change the usual class or sitting position of the students and teacher (e.g. to sit around one table, on the floor, on the grass etc.)	Forest, park, school hall/yard, other classroom	
Preparation to the lesson	Ask the students to bring things connected with the students	
Description of the process:		
The beginning of the lesson (evocating stage): 5–7 minutes	The teacher presents the topic and aims of the lesson. Play KAHOOT to revise the vocabulary of the previous lesson (hobbies and interests).	All the students and a teacher are sitting around, having tea and cookies. Also, there are more delicious things on the table, if there are students whose hobby is cooking. Extracurricular lesson: to play KAHOOT to match the students to their hobbies.

Lesson/subject	English (second language) Extracurricular lesson	Remarks
The main part of the lesson (comprehension stage): 30 minutes	*Activity 1*: The students have to ask different questions to guess what the teacher's hobby is. Then the teacher presents his/her hobby. *Activity 2:* One of the students gives a presentation of his/her hobby. NOTE: all the hobbies are presented in reality or can be recorded.	When students get to know, then the teacher shows it. The target group student A starts the second activity and becomes the leader of the lesson by naming the order of students. While someone is presenting his/her hobby, the rest of students have to complete the spidegram/table/booklet of hobbies (what hobby is, when it was started, what equipment is needed, what are interesting facts about it). Extracurricular lesson: students don't have to complete any spidegram/table/booklet.
The end of the lesson (reflection stage): 10 minutes	A short discussion about students and teacher's hobbies, what was unusual/interesting.	Target group student A is asked to summarize the lesson. NOTE: if his/her hobby is, for example, playing the guitar and singing, all the class can sing a song together. OR If his/her hobby is making tricks with playing cards, he/she can show and someone can try to repeat the same trick, even the teacher. Extracurricular lesson: the reflection of the lesson is the same as English lesson.

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2.2.5. Reading strategy: marking the text

Short annotation

Reading comprehension is a necessary skill throughout schooling. It is the complex outcome of the process of constructing meaning from print. Students' success in comprehension is influenced by how interesting and relevant they find the text they are reading, their competencies in recognizing, decoding, and pronouncing words fluently and accurately, their awareness of the different purposes associated with reading, and facility with comprehension monitoring strategies (Gersten et al., 2001; Swanson, 1999).

Students with learning difficulties often experience poor reading comprehension due to their failure to read strategically and to spontaneously monitor their understanding while reading.

Reading strategy: marking the text is an active reading strategy that asks students to identify information in the text that is relevant to the reading purpose. When students mark texts purposefully, they are actively engaged in meaning making. To mark texts effectively, students must evaluate an entire passage and begin to recognize and isolate the key information. Once the text is marked, students will be able to quickly reference information that pertains to the reading purpose.

While reading the text, target students mark the text using the following signs:
- thumb up, which means they understand the text well;
- thumb sideways, which means they are a little unsure about the text;
- thumb down, which means they need some help with the text.

This way, the text, which looked enormous at the beginning, is divided into three parts.

The teacher explains that there are three steps to use the strategy:
step 1: work with parts of the text marked with the sign thumb up and learn things that are clear and well understood;
step 2: work with parts of the text marked with the sign thumb sideways, clarify what was not quite clear;
step 3: work with parts of the text marked with the sign thumb down, explain, choose important information, take notes, etc.

The expected outcome. Students who are having different difficulties related to the lack of reading comprehension skills will get the strategy on how to work with the texts of various lengths. Students will be able to reflect upon their learning. After a week after the implementation of the strategy, it is easier for students to learn and memorize information; their academic achievement improves as they get better grades.

Possible adaptations. Reading Strategy: Marking the Text can be applied in various subjects. Instead of using thumb up, thumb sideways, thumb down, signs +,-, !, ? can be used. + means they understand the text well; ! means they are a little unsure about the text; ? means they need some help with the text.

Lesson example

Lesson/subject	English (second language)	Remarks
Age group/class	8 (13–14)	
Duration	45 minutes	
Topic	Reading the text "Twin Cities – Different Worlds"	
Description of the process:		
Warm-up activity The beginning of the lesson (evocating stage): 5 minutes	The teacher announces that students will read the text and do the tasks related to the text. Pre-reading activities are done: description of the pictures.	Method used: key words/concepts.

Lesson/subject	English (second language)	Remarks
The main part of the lesson (comprehension stage): 30 minutes	The whole class is reading the text and doing the exercises. The target student is reading the text and marking the text using the signs +, !, ?. When the marking is done, the teacher helps with the part of the text marked ! and ?. After the text is analysed, the target student is doing the exercises. The teacher asks students to read the correct answers.	
The end of the lesson (reflection stage): 10 minutes	The teacher encourages to look back at the learning process, to analyse it and to reflect: what happened first? how did the lesson proceed? how did students feel during the lesson? what did they learn? how did they like/dislike learning process; what could make learning more meaningful? what else would they like to learn?	Method used: oral reflections/feedback.

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2.2.6. Authentic task strategy

Short annotation
The strategy *of the authentic task* that is of a "complex and open problem, presented to the students to demonstrate their mastery of something" will be used (Glatthorn, 1999). The authentic task can be considered a testing method that does not focus the attention only on what the student knows, but also on what he can do, together with what he knows (Wiggins, 1993). It therefore refers to significant situations linked to the student's context of life that must enable their resources to find solutions. The strengths of this strategy are: motivate students to work; stimulate collaborative learning; allow to develop skills and competences on the field that can also be used in the world of work.

The lesson structure. The training context is the class. The teacher proceeds with training four or five groups that operate in the laboratory and interdisciplinary field to create a product following a well-defined procedure (organizational phase). The teacher explains to the students that the strategy of the "authentic task" will be applied and that they will have to manage in the best way times, tools and resources available to reach the final product (operational phase). In the final phase, the products will be shared, evaluated and tasted.

The expected outcome. The authentic tasks are characterized to be carried out by small working groups. They are concrete and simulate real problems, such as those that a worker or a person within the social context can find. They require working not by "memorized listing" but through the development of a research and/or a project, they establish mastery over a certain number of knowledge, skills and competences, they are not conventional as they require innovation, imagination and they potentially can be resolved by following different ways. Thus, authentic tasks are considered as subsets of "laboratory teaching".

Evaluation. The assessment, starting from the degree of difficulty of the task, takes into account the performance levels realized in the index. To evaluate a performance, means taking into consideration both the process and the product, therefore the factors that take on particular importance are the competence, responsibility and autonomy with which the students have worked.

Possible adaptations. The authentic tasks are performance tests of several activities, technical or professional, subject to a procedural control and preparatory to the training of skills and competences. They are activities that take place in real or mock environments and contexts. In a Catering and Hospitality School, the cooking exercise is part of the performance tests, when a student carries out the "school-work experience" or an internship in a restaurant he/she operates in a situation of authentic performance.

Lesson example

Lesson:	Health Science/Maths/Cooking Lab	*Remarks*
Age group/class:	14–16	It might vary from country to country and depends on different curriculum/subject programs
Duration:	210 minutes	It might take longer time, depending on various needs
Topic:	Piccato giuliese	Interdisciplinary action
Description of the process:	A metacognitive process in cooperative learning, skills development and self-assessment through authentic tasks.	
Preliminary phase: 30 minutes	The authentic task is achieved through a critical analysis that arises from a series of guiding questions (M. Castoldi, 2016): • Is the previous knowledge recovered? • Is the use of complex cognitive processes stimulated?	Methods used: • lectures with the class; • planning and drafting of the task, of the evaluation index and of the self-evaluation form of the groups.

Lesson:	Health Science/Maths/Cooking Lab	Remarks
	• Are we referring to significant and real contexts? • Is it aimed to stimulate the interest of students? • Are different solution paths offered? • Are challenging tasks offered to the students? Once the test has been prepared, the performance evaluation section is drawn up. It contains the key performance criteria, the markers for the criteria considered and the levels for each criterion. Students prepare two forms: one for self-assessment and one for the group to test the effectiveness of team work.	
The beginning of the lesson (introductory phase): 30 minutes	The teacher is the "director" and the students organize the work. The training context is the class divided into four or five groups that can also operate in the laboratory setting. Each group makes a product. In the initial phase, the teacher explains the real problem to be solved in order to reach the final product, for example the preparation of a typical dish of the territory using the local fishery products to which they can add the calorie calculus of the ingredients used.	Methods used: frontal lecture in classroom or in laboratory with reference to interdisciplinary action.
The main part of the lesson (operational phase): 90 minutes	After the important briefing phase with the leader of the group, each group divides its tasks in various phases that occur according to a specific order. The respect of this order assures the best execution for the preparation of the product. The planning of the tasks can vary on the basis of the facilities, the material and tools available: the students carry on with the preparation of all that is useful for the execution of the task. Some elements and products are in common to all the departments,	Methods used: • cooperative learning with schematization of the executive process and planning of interaction with other laboratories; • laboratory intended in a broad way, as any space, physical, operational and conceptual, suitably adapted and equipped for carrying out a specific training activity.

Lesson:	Health Science/Maths/Cooking Lab	Remarks
	others vary on the basis of the preparation.	
The end of the lesson (sharing and reflection stage): 60 minutes	At the end of the lesson, a member of each group will illustrate the working phases implemented for the achievement of the predetermined objective, considered more suitable than others. The spokesperson, using the evaluation sheets, describes the characteristics of the final product and motivates the choices made by each component, underlining the reflection on the brigade.	Methods used: • debate and comparison; • illustration of the characteristics of the final products and of the calories; • tasting.

Annex 1. **Piccato giuliese**

The skill of the fishermen from Giulianova has produced a recipe, in which fresh bluefish and beefsteak tomatoes or tomatoes 'a pera rovesciata' (a typical tomato from Abruzzo) are used, together with the "dop" (denomination of protected origin) extra virgin olive oil from the Teramo hills and the red garlic from Sulmona. The pasta is made with Saragolla wheat, a 100% organic wheat variety.

We are going to make a main course suitable for a high school teenager canteen. The amount of calories that must be introduced in this age range is on average between 2000 and 2500kcal; at lunch you should introduce about 40% of the total calories. Here we will only calculate the calories related to the first course.

Ingredients for 4 people
1 kg of fresh mackerel
2 cloves of red garlic
1 bunch of parsley
1 kg of ripe tomatoes (beefsteak, 'a pera rovesciata'; out of season – 800 g of peeled tomatoes)
Half a glass of dry white wine
Extra virgin olive oil
Salt, pepper, chilli pepper
400 grams of "linguine" (or spaghetti) of excellent quality

Method
Gut the fish, wash it well and fillet it (or have them filleted by the fishmonger; however, never buy ready-made fillets), remove all the spines well and the skin, then cut the pulp into small pieces.

Put the minced fish on a cutting board, add the peeled and pounded garlic band the parsley leaves.

Use a heavy knife with a large blade to prepare a mixture, making sure you blend the ingredients well.

Pour the oil in a capacious pan and warm it, add the fish *piccato* and make it turn white quickly.

As soon as the fish has changed its colour, simmer with the wine and slightly season with some pepper, when the alcohol has evaporated, add the peeled tomatoes, deprived of the seeds and cut into small pieces (or the peeled tomatoes passed through the vegetable mill).

Cook for about twenty minutes and season with salt.

Cook the linguine in abundant salted water, drain when *al dente* and season with the sauce prepared.

You can add powered chilli pepper or a little chilli oil to taste.

Calorie count
Determine, with the help of the table, the amount of energy (in kcal) and the amount of macronutrients (in g) of a portion of the following dish

Piccato giuliese
Ingredients for 4 people
1 kg of fresh mackerel
2 cloves of red garlic (8,4 g)
1 bunch of parsley (8 g)
1 kg of ripe tomatoes (beafsteak or 'a pera rovesciata' tomatoes; out of season – 800 g of peeled tomatoes)
Half a glass of dry white wine
20 g Extra virgin olive oil
Salt, pepper, chilli pepper
400 grams of "linguine" (or spaghetti) of excellent quality

Remember:

The percentage $p\% = \dfrac{p}{100}$

To calculate the quantity a that corresponds to the percentage p% of A we can use to formulas:

1. With the use of percentage:

$$a = \frac{p}{100} \cdot A$$

2. With the use of the following proportions:

$$p : 100 = a : A \qquad \rightarrow \qquad a = \frac{p \cdot A}{100}$$

The calculations for the whole recipe are displayed in the following chart, in order to find the amount of energy per portion we have to divide the total by 4.

Ingredients	Gross weight (g)	Net weight (g) less the discard	Proteins (g)	Lipids (g)	Carbohydrates (g)	Energy (kcal)
Mackerel	1000	$\frac{80 \cdot 1000}{100} = 800$	$\frac{17,0 \cdot 800}{100} = 136$	$\frac{11,1 \cdot 800}{100} = 88,8$	$\frac{0,5 \cdot 800}{100} = 4$	$\frac{170 \cdot 800}{100} = 1360$
Garlic	8,4	$\frac{75 \cdot 8,4}{100} = 6,3$	$\frac{0,9 \cdot 6,3}{100} = 0,06$	$\frac{0,6 \cdot 6,3}{100} = 0,04$	$\frac{8,4 \cdot 6,3}{100} = 0,53$	$\frac{41 \cdot 6,3}{100} = 2,58$
Parsely	8	$\frac{80 \cdot 8}{100} = 6,4$	$\frac{3,7 \cdot 6,4}{100} = 0,24$	$\frac{0,6 \cdot 6,4}{100} = 0,04$	tr	$\frac{20 \cdot 6,4}{100} = 1,28$
Tomatoes	1000	1000	$\frac{1,0 \cdot 1000}{100} = 10$	$\frac{0,2 \cdot 1000}{100} = 2$	$\frac{3,5 \cdot 1000}{100} = 35$	$\frac{19 \cdot 1000}{100} = 190$
Dry white wine	200	200	-	-	-	$\frac{121 \cdot 200}{100} = 242$
Extra virgin olive oil	20	20	0	$\frac{99,9 \cdot 20}{100} = 1998$	0	$\frac{899 \cdot 20}{100} = 179,8$
Linguine	400	400	$\frac{10,9 \cdot 400}{100} = 43,6$	$\frac{1,4 \cdot 400}{100} = 5,6$	$\frac{79,1 \cdot 400}{100} = 316,4$	$\frac{353 \cdot 400}{100} = 1412$
Total			189,9	2094,48	355,93	3387,66
Per portion			47,48	523,62	88,98	846,92

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2.3. Strategies for responsible and independent learning

2.3.1. Social behavioural contract
for responsible learning

Short annotation

The empirical evidence clearly reveals that, when a good help, the likelihood of the student adhering to the mentor/teacher/adult prescriptions greatly increases if a contract is established between the two.

The social behavioural contract is a particularly suitable strategy for teenagers. When applied correctly, it explains the rights, duties and responsibilities of the various elements in a conflict situation.

It is a technique that discusses an agreement that establishes a contract that specifies the behavior, rewards and punishments that will be applied whenever a certain situation occurs. This strategy makes it possible to enhance the notion of commitment and mutual concession, facilitating transition from a model of descending authority (the adult establishes the rules and consequences) for a democratic model (adults and young people, discuss some aspects definition of rules and goals and work together to achieve them) without MENTOR give up your role as an educator. If the student does not agree to agree and make concessions, the model must return to the descendant again.

This type of strategy has as main objectives: 1) Clarify the behaviours that will be subject to change; 2) Involve and commit the student to the process of behavioural change and attitudinal; 3) Avoid conflicts in the help relationship regarding the evolution of change; 4) Promote student social behavioural self-regulation.

This strategy comes from personal learning experience at the *Behavioural Management* course and the course *Mediation of School Conflicts*.

Lesson example

Lesson/subject:	Any subject	Remarks
Age group/class:	14–16	This also can be an individual session, directly to those students who needs to be more responsible and motivated for their studies or are in risk of school failure.
Duration:	45 minutes	
Topic:	**Socio-educational commitment**	
Description of the process:		
The beginning of the lesson: 3–5 minutes	The teacher/mentor must establish the relationship with the student, informing him that he, while involved, must participate in the preparation of the contract, with the Mentor taking care to ensure the legitimacy of the contract and	Method used: oral, key words/concepts, interpersonal communication methods.

Lesson/subject:	Any subject	Remarks
	their full understanding on the part of the student. From that understanding on the part of the student, there is often an acceptance and subsequent performance of the contract behavioural. The teacher welcomes the student, starting by asking him how his day went or week. Subsequently, explains the objectives and contents of the session, namely that the contract that both will agree on, can be verbal or written, with its written form being preferable as it provides the involved individuals with a clear record that guides their behaviour and resolves any disagreements that may arise.	
The main part of the lesson: 30 minutes	In a non-directive conversation with the student, help him to identify the behaviours that must be changed, with the aim of improving his performance academic. Together with the student, define actions/rules that he/she undertakes to implement and help him/her establish consequences for the fulfilment and non-fulfilment of what is agreed. Explain to the student the benefits of the written agreement and how the consequences are applied. Define who and how you will monitor the implementation of what has been agreed and apply the positive or negative consequences of the behaviour emitted. Draw up the written contract and read it to the student at the end.	Methods used: interpersonal communication methods, open questions, empathy and active listening, negotiation skills, write.
The end of the lesson: 10 minutes	Both sign the contract. (whenever necessary, other people may be involved in signing the contract – other teachers, parents, etc.). When appropriate, choose a time when everyone is present to sign it. Give the student a copy of the contract and encourage him to	Method used: debriefing, oral reflections, feedback.

Lesson/subject:	Any subject	Remarks
	reread it regularly. Define with the student the need to monitor contract compliance. Then, the teacher encourages the student to reflect about the lesson/session and to read the contract again, to analyse it and to reflect: what's the purpose of it? How did the lesson/session proceed? How did he/she feel during it? What did he/she need to change? What could make learning more meaningful? What depends on him/her, what can he/she improve and/or change to be more inspired by the learning process? What behaviours does he/she have to adopt? What are the advantages for him/her if he/she comply?	

Annex 1. **Contraindications and recommendations**

- Prefer the written and signed contract by both (or more agents, if appropriate) and useful) to the verbal contract.
- Define the target behaviour clearly and concretely.
- Identify the appropriate positive and negative reinforcements.
- Define how long the contract will last.
- Write the consequences of non-compliance in a clear and concise manner.
- Sign the contract together with the student.
- Set the mode for recording the target behaviour.
- Systematically evaluate contract compliance.
- Provide reinforcement as soon as the contract is fulfilled (or as it goes being fulfilled).
- Redesign the contract whenever necessary.
- Make contracts to increase desirable behaviours and not to extinguish behaviours!

Prepare the session before starting it! Attached to this guide are available materials that will help you in this task

Annex 2. **Example of social behavioural contract**

I_____, agree to comply with the following agreed rules and standards:
- Have my notebooks organized and clean;
- Comply with my study schedule daily;
- Do homework whenever teachers suggest;
- ...

If I comply with these rules defined in this contract by the end of the first period, I can:
- Watch my favourite shows on television;
- Going out with my friends at the weekend;
- Play computer/play station an hour a day.

If I am unable to comply with what has been defined, I will not be able to do the above.

This contract is valid until _____ and it is my teacher/mentor and my parents who will verify compliance with the agreed actions.

Signature:

Date:

Annex 3. **Reminder: Rules for drawing up a social behavioural contract**

1. The target behaviour must be defined in a concrete way.
2. A reinforcement must be established, which will be awarded after the performance of that same behaviour (and never before).
3. The reinforcement must be related to the accomplishment (fulfilment of the task) and never with obedience.
4. The contract must be fair: the reinforcements must be proportionate to the efforts spent and necessary to obtain them.
5. The terms of the contract must be clear with regard to quantity and quality expected performance so that there is no doubt when it comes to determining the contingencies to be assigned.
6. The contract must be positive: the reinforced behaviour must be success in task and positive reinforcements should preferably be used (in the relationship of contingency the consequence is a gain).
7. Response costs or contingent "punishments" must be clearly indicated failure to comply with the contract.
8. The duration of the contract must be clearly defined, that is, the duration of duration.
9. The contract must be signed together with the student.

Whenever necessary, the contract can and should be reformulated

2.3.2. School time and schedule management
for responsible learning

Short annotation

Time is a constant resource in our daily lives. The size of an hour or a minute is the same, whether we are in a business meeting or a leisure time with family or friends. The days are always 24 hours and it is in this time that we have to dedicate ourselves to work, study, leisure, family, health, personal development, moments of relaxation and rest. We are the ones we manage time in our lives. Many learning problems are explained by the absence of a study method and the lack of work habits that favour learning. For many students, organizing day-to-day tasks by classifying them according to

their sense of urgency or importance is a difficult task. It is therefore essential to help them establish a scale of priorities, making a rational management of time. A student ambitious person should devote more time to study than to other tasks. We consider by what is desirable is that you dedicate an average of 10 hours a week to the study, distributed by a schedule that allows you to perform other tasks equally essential to your well-being be.

This type of strategy has as main objectives: 1) Understand the importance of knowing how to manage time effectively; 2) Prepare a study schedule to be followed during the school year.

This strategy comes from personal learning experience at the *Behavioral Management* course and the course *Mediation of School Conflicts.*

Lesson example

Lesson/subject:	Any subject	Remarks
Age group/class:	14–16	This also can be an individual session, directly to those students who needs to be more responsible and motivated for their studies or are in risk of school failure.
Duration:	45 minutes	
Topic:	Time management	
Description of the process:		
The beginning of the lesson 3–5 minutes	The teacher welcomes the student, starting by asking him how his day went or week. Subsequently, explains the objectives and contents of the lesson through a non-directive conversation and lead the student to understand the importance of knowing how to manage time effectively to have success and to be more motivated for learning.	Method used: interpersonal communication methods
The main part of the lesson (comprehension stage): 30 minutes	Teacher reinforces the importance and benefits of elaborating a study schedule (the schedule should be realistic – it is not appropriate to define study periods 3 or 4 hours when it is known at the outset that they will not be met – and flexible – having taking into account commitments relating to the various subjects – tests and assignments, for example, which can be registered in an agenda). The timetable should act as a guide for take the student to work regularly. The teacher/mentor suggests to the student the elaboration of a	Methods used: open questions, empathy and active listening, negotiation skills.

Lesson/subject:	Any subject	Remarks
	study schedule that includes all his weekly activities. The teacher also reminds the student that observing a timetable favours acquisition of self-discipline and that self-discipline is a fundamental asset for success in studies and in life for that, even though regular work implies some sacrifice, will bring rewards (avoids the anxiety of leaving the study for the last hour, prevents fatigue, gives us the feeling of accomplishment, guarantees the monitoring of the matter to the throughout the year and the identification of doubts in a timely manner). Talk to the student about some rules that he must follow when defining his study schedule, such as: a) consider, for the preparation of the timetable, all activities that occupy the day (academic periods, meals, sports activities, leisure time, study); b) pay attention to the most profitable hours (for most people, the intellectual performance in the morning is higher than in the afternoon and evening. However, the most students have busy mornings with school periods so the late afternoon is a solution. The student must define the timetable in order to avoid study periods following long term periods or at times when there are other more desirable activities); c) providing moments of pause (when we start to feel tired it is important to take a break. The ideal is to carry out the work in small steps. Remind the student that it will be more profitable to take a 10 minute break after one-hour study period than studying two hours straight. These intervals, which should be provided for in the schedule, must	66

Lesson/subject:	Any subject	Remarks
	be occupied with activities that don't distract you excessively – avoid watching TV or playing games computer). After preparing the weekly schedule, encourage the student to paint the grid with colours: - academic periods (orange); - lunch, snack and dinner hours (green); - leisure periods (blue); - hours of study (yellow). Arrange with the student the day when he will start to comply with the schedule settled down (if consider it convenient teacher can use a behavioural contract with the consequences defined in compliance with schedule or not).	
The end of the lesson (reflection stage): 10 minutes	Teacher alerts student to do a habit his schedule management. It is advisable that once the study schedule has been defined, its compliance must be monitored. So, teacher should analyze and reflect with his student the possibility of this monitoring may involve the person in charge of Education that, after knowing the timetable, must control its compliance and application of the respective consequences if a contract has been drawn up. Then, teacher encourages the student to reflect about the lesson/session, to analyse it and to reflect: what's the purpose of it? How did the lesson/session proceed? How did he/she feel during it? What did he/she need to change? What could make learning more meaningful? What depends on him/her, what can he/she improve and/or change to be more inspired by the learning process? What behaviours does he/she have to adopt? What are the advantages for him/her if he/she complies?	Method used: debriefing, oral reflections, feedback.

Short annotation

Many students confuse knowing how to study with a type of superficial reading that does not leads to the understanding of the main ideas and their respective assimilation. In order to use any study method, it is necessary to start by enumerating the information to memorize and its urgency and application. Thus, we can set as a goal a test of a subject that will take place the following week. From here we organize the time we have available for the best monitorisation. The subjects to be studied need, at the outset, a selection of what is important and relevant, since it is not necessary, nor possible, to memorize all the available information. The secret to success lies in motivation (goals and expectations clearly defined). Without motivation, little is learned and quickly forgotten. a motivated student concentrates on work, does not disperse or interrupt the study. In addition, everything that is meaningful and interesting to the subject stays longer in memory and can be remembered easily. One of the methods that best allows for taking these assumptions into account and that has revealed to be efficient is the SQ3R method (Survey or Search, Question, Read; Recite, Review).

This type of strategy has as main objectives: 1) Allow the planning of a study session in a systematic way; 2) Teach methodologies for sequencing the organization of study tasks.

Lesson example

Lesson/subject:	**Any subject (except Maths, because it is mainly concerned with the systematic execution of exercises)**	**Remarks**
Age group/class:	14–16	This also can be an individual session, directly to those students who needs to be more responsible and motivated for their studies or are in risk of school failure.
Duration:	Not justified, as it needs longer period. Duration is up to teacher's decision	
Topic:	Scaffolding learning	
Description of the process:		
The beginning of the lesson: 3–5 minutes	The teacher/mentor starts the class by welcoming the student and asking him how his day went or week. Subsequently, explains the objectives and contents of the lesson, namely the importance of planning a study session in a systematic way and the relevance of teaching methodologies for sequencing the organization of study tasks. Teacher/mentor continues the lesson, explaining to the student the meaning	Method used: interpersonal communication methods.

Lesson/subject:	Any subject (except Maths, because it is mainly concerned with the systematic execution of exercises)	Remarks
	of SQ3R (Survey or Search! Question! Read! Recite! Review): **(S) Before reading examine and/or research (Survey)** the chapter (title), headings, and subtitles, explanatory texts, information about images, diagrams, graphs or maps, review the opening paragraph and the conclusion of the text. | **(Q) Ask questions** while you are examining. Turns the title, headings and subtitles in questions; read the questions at the end of chapters or after each subtopic; ask yourself, "What did the teacher say about this chapter or subject?", ask "What do I already know about this subject?" |	
The main part of the lesson (comprehension stage): 30 minutes	**When you are starting to read**, try to give answers to the questions you raised previously; answer questions at the beginning or end of chapters or directed studies, reread information about figures, graphs, etc., pay attention to all words or phrases underlined, in italics and printed in bold, study the supporting graphics, reduce speed from reading in difficult passages, stop and read again parts that are not very clear. Reads just one chapter or sub-chapter at a time and recite after reading. **(R) Recites after reading** each chapter or sub-chapter. Verbalize for yourself questions about what you have read and/or summarize, in your own words, what you have just read, make notes of the text but write the information in your own words; underlines/highlights important points that you have read; use the recitation method that best suits your particular learning style, but remember, the more senses you use, the more you will remember than you read. **(R) Revises the text**. On the first day, as soon as you have read and recited the entire chapter,	Methods used: interpersonal communication methods, open questions, empathy and active listening, write, oral, draw.

Lesson/subject:	Any subject (except Maths, because it is mainly concerned with the systematic execution of exercises)	Remarks
	write questions in the margins for the points you have highlighted/underlined. If your recitation method includes taking notes on the left margin write questions for the notes you have taken. On the second Day, browse the pages of your text and/or notebook in order to familiarize yourself with the important points. Cover the written part of your text/notebook and direct yourself the questions on the left bank. Respond aloud or write responses from memory. Make worksheets for those issues that cause you difficulty. Develops mnemonic devices for materials that need to be memorized. On the third, fourth and fifth days, alternate your records and notes and test yourself (orally and in writing) on questions you have asked. Make additional sheets if necessary. Make an index – list all the topics and subtopics you need to know about the chapter. From the index, build a Study Sheet/Concept Map.	
The end of the lesson (reflection stage): 10 minutes	Define with the student the need to monitor the study method. Then, the teacher encourages the student to reflect about the lesson/session and to expose his doubts and questions. Also, teacher/mentor debriefs the lesson and leads the student to analyse it and to reflect: what's the purpose of it? How did the lesson/session proceed? How did he/she feel during it? What did he/she need to change? What could make learning more meaningful? What depends on him/her, what can he/she improve and/or change to be more inspired by the learning process? What behaviours does he/she have to adopt? What are the advantages for him/her if he/she complies?	Method used: debriefing, oral reflections, feedback.

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2.3.4. Using macro skills
for teaching a language and learning to learn

Short annotation

Objectives. Using macro skills in teaching English as a foreign language aims to develop the four main skills needed when learning a foreign language, English in our case: speaking, listening, reading and writing. Speaking and writing are considered "productive skills", whereas reading and listening "receptive skills." These are encountered in almost any language that is taught around the world. Our lesson will involve the teacher offering instructions and explanations that the students must pay attention to. It will also require the students to speak in order to provide answers or to speak in paired and grouped activities with their classmates. The lesson will have activities where students are expected to write answers or to make notes, but they will also have to read, whether it's reading materials from a textbook or a worksheet or just the teacher's notes on the board.

The expected outcome. By means of this lesson, the students will improve their macro skills listed above, but also their grammar and vocabulary knowledge. At the same time as knowledge is acquired, thinking skills, collaboration and active learning are also developed.

Evaluation. There should be a continuous assessment on the teacher's part, by paying heed to the students` answers during the lesson (formative assessment); observation is a method of evaluation frequently employed by the teacher during such lessons, since it is an unobtrusive means by which the teacher can determine the students` progress during learning.

*Possible adaptations***.** This strategy can be used by any teacher of a foreign language, since the macro skills are encountered in almost any language. Macro skills other than reading/writing (as in our case) can be laid emphasis on. One could combine a speaking skill with a reading one, for example, such as having the student, for example, read a particular article in a journal and afterwards speak in his/her own words about a particular issue related to what he/she has read.

Lesson plan

High school: `Ion Ghica` Theoretical Highschool, Răcari
Subject: English
Grade: 11th
Form/class: XI (age group: 16–17 years old)
Level: intermediate
Teacher: Geantă Cristina
Lesson: Unit 8. The Passive Voice
Textbook: Face2Face Intermediate, Second Edition, Cambridge University Press Publishing House, by Chris Redston & Theresa Clementson with Gillie Cunningham, Cambridge, 2013

Type of lesson: lesson of fixation of knowledge, and of developing skills and abilities/Lesson of reinforcement
Time: 50 minutes

Competences
General competences:
1. Receiving messages conveyed orally or in written form in different situations of communication.
3. Producing spoken and written messages adequate to certain contexts.
4. Establishing interactions in spoken or written communication.
5. Transferring and mediating spoken or written messages in various situations of communication.

Specific competences: (those peculiar to the entire Unit in the textbook):
1.1 Identifying the main ideas in spoken or written messages concerning topics about daily life and the specialised field.
1.2 Identifying, in spoken or written messages, some relevant precise pieces of information, so as to complete a certain assignment.
1.3 Working out the meaning of some unknown vocabulary items, from the context, by establishing associations/connexions or by using reference materials.
1.4 Identifying, through fast reading, pieces of information/specific details from a longish text, so as to complete a certain assignment.
1.5 Linking pieces of information from different parts of a text/from different literary texts so as to complete an assignment.

2.1 Elaborating, in spoken or written form, some clear and detailed descriptions on themes related to fields of personal or professional interest.
2.2 The spoken presentation/the written account of a trivial fact/film/occurrence/socio-cultural or professional event, emphasizing the significant elements.
2.3 Filling in documents of current use, peculiar to the specialised field (forms, surveys, etc.).
2.4 Drafting a text structured on well-known topics, based on a given scheme, by using an appropriate language.
2.5 Using some adequate reference materials to check the correctness of the language used in drafting.

3.3 Participating in conversations by using some language fit for the context and by obeying the conventions used in conversation and the social and cultural norms.
3.4 Asking, in an adequate manner, for the interlocutor's opinion, and concisely commenting upon the opinions expressed by some companions during a conversation/group discussion on themes of interest.
3.5 Asking, in an adequate manner, for the interlocutor's opinion, and concisely commenting upon the opinions expressed by some companions during a group debate on themes of interest.

4.1 Reproducing, in one's own words (in spoken and/or written form), some simple messages/texts from well-known fields.
4.2 Translating some functional messages/some lower-difficulty text from English into one's mother tongue, by means of the dictionary.
4.3 Taking notes during a group discussion/some interesting reading session, so as to complete a report/an information note.

Aims:

1. To check the students` ability to identify the Passive Voice in a song (*Halo,* by the American singer Beyonce).
2. To check the Ss` understanding of the passive voice.
3. To expand the students` knowledge as to real-life situations when the Passive Voice is used.
4. To have the Ss enrich their grammar skills, by means of a series of exercises on the Passive Voice.
5. To develop their speaking skills, as well as their listening, reading and writing skills.

Main objectives:

1. Cognitive: by the end of the lesson, the students will be able to:
   - improve their knowledge as to the use of the Passive Voice;
   - improve their communicative skills, by means of various activities in pairs or groups;
   - develop the students` comprehension skills by making various connections between notions and ideas.

2. Affective: by the end of the lesson, the students will be able to:
   - enjoy taking part in interactive activities by means of which they will be able to enrich their vocabulary, as well as develop their communicative skills.

Skills:
- speaking;
- reading;
- listening;
- writing.

Techniques:
- conversation;
- description;
- dialogues;
- exercises;
- elicitation;
- observation;
- explanation;
- group work;
- pair work.

Methods of teaching: communicative approach; active learning.

Resources:
- notebooks;
- the board (flipchart pad);
- flashcards;
- worksheets;
- video projector;
- textbooks.

Anticipated problems: Some students may have difficulties in understanding some words or explanations. In order to solve them, the teacher will translate and give extra explanations whenever it is necessary.

Organization: individual work, pairs, group work.

Teaching point: to improve the Ss` knowledge of the Passive Voice.

Activities

Warm up	
Aim	• creating a pleasant atmosphere for the English class; • helping students feel relaxed.
Interaction	T-Ss: the teacher holds the main role (she asks the Ss to read the examples in the passive voice and to translate them into Romanian; Ss-T: students listen to the song (they have the main role during this first activity);
Procedure	The teacher greets the students; then the teacher asks the Ss how they feel and whether they are prepared for the new lesson (*How are you today?/Is there anybody absent?/Are you ready to start the English class?*). The students get ready for the lesson and pay attention to the teacher. At the same time, they answer the teacher's questions.
Estimated time	1 minute

Homework checking	
Aids	(Conversation); notebooks, textbooks.
Aim	Checking the ss' homework
Interaction	T-Ss: the teacher holds the main role (she asks the Ss to read the examples in the passive voice and to translate them into Romanian; Ss-T: students listen to the song (they have the main role during this first activity);
Procedure	The teacher asks the ss what was their homework. She then asks a few volunteers to provide their own versions of the homework. Ss volunteer to read their homework.
Estimated time	2 minutes

Transition to the new topic	
Aids	Worksheets with the lyrics of the song *Halo* by Beyonce, for each pair of students
Aim	To introduce the Ss into the topic under discussion, namely the Passive Voice
Interaction	Ss-T: students listen to the song (they have the main role during this first activity); S-s: students interact with one another during the Pair Work activity; T-Ss: the teacher holds the main role (she asks the Ss to read the examples in the passive voice and to translate them into Romanian; Pair Work: describes the main type of interaction taking place during this phase.
Procedure	The teacher invites the Ss to listen to the song *Halo,* by Beyonce. She also hands out one worksheet with the lyrics of the song to each pair

	of students. She asks them to underline the passive voice forms that appear in the song. Afterwards she asks a pair of Ss to read those particular examples contained in the song, and then to translate them into Romanian. Ss listen to the teacher's instructions and work together to find the correct examples. They then volunteer to read those passive voice forms.
Estimated time	8 minutes

Presentation: Lead in (pre-reading/pre-writing)	
Aids	Board (flipchart); notebooks.
Aim	Eliciting information about the topic to be discussed, namely *The Passive Voice*.
Competences	1.1 Identifying the main ideas in spoken or written messages concerning topics about daily life and the specialised field. 1.2 Identifying, in spoken or written messages, some relevant precise pieces of information, so as to complete a certain assignment. 3.3 Participating in conversations by using some language fit for the context and by obeying the conventions used in conversation and the social and cultural norms.
Interaction	T-Ss: the teacher holds the main role (she asks the Ss to read the examples in the passive voice and to translate them into Romanian; Ss-T: students listen to the song (they have the main role during this first activity);
Procedure	The teacher writes the date on the board, as well as the title of the lesson, namely *The Passive Voice*. She then writes a sentence in the Active Voice on the board (*Peter opens the door.*) Afterwards she writes its Passive Voice equivalent: *The door is opened by Peter*. She then tries to elicit from the Ss what is the syntactic function of the words *Peter* and *the door* in the first sentence. She then asks the Ss what has happened to the object in the Passive Voice example, as well as to the subject *Peter*. She then explains to them that the main verb in the Passive Voice is always a third form verb (a Past Participle), and that the auxiliary verb in the passive is almost always the verb *to be*, used in the same tense as in the active form. She also tells the Ss that the passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. The students pay attention to the teacher's explanations and answer her questions by raising their hands first. They also take notes.
Estimated time	7 minutes

Development/ Practice (while-reading/while-writing)	Practice 1
Aids	Notebooks, worksheets.

Aim	To improve the Ss' capacity of identifying and distinguishing between active and passive verb forms.
Competences	1.2 Identifying, in spoken or written messages, some relevant precise pieces of information, so as to complete a certain assignment. 3.3 Participating in conversations by using some language fit for the context and by obeying the conventions used in conversation and the social and cultural norms. 4.1 Reproducing, in one`s own words (in spoken and/or written form), some simple messages/texts from well-known fields.
Interaction	S-s: students interact with one another during the Pair Work activity; Ss-T: students listen to the song (they have the main role during this first activity); Pair Work: describes the main type of interaction taking place during this phase.
Procedure	The teacher hands out to the Ss a set of worksheets comprising a gapped text about the Statue of Liberty (see Appendix 2). They are asked to work in Pairs again and fill in the blanks with either the Passive Voice or the Active voice, by paying attention to the logic of the text. She also tells them that only the Simple Present and the Simple Past must be used. They are told that they have 7 minutes at their disposal. Each pair of Ss tries to do the required exercise. Afterwards they volunteer to provide their answers.
Estimated time	10 minutes

Development practice (while-reading/while-writing)	Practice 2
Aids	Notebooks, worksheets with a board game on them.
Aim	To have Ss check their understanding of the use of the Passive Voice in English.
Competences	1.2 Identifying, in spoken or written messages, some relevant precise pieces of information, so as to complete a certain assignment. 3.3 Participating in conversations by using some language fit for the context and by obeying the conventions used in conversation and the social and cultural norms. 3.4 Asking, in an adequate manner, for the interlocutor's opinion, and concisely commenting upon the opinions expressed by some companions during a conversation/group discussion on themes of interest.
Interaction	T-Ss: the teacher holds the main role (she asks the Ss to read the examples in the passive voice and to translate them into Romanian; S-s: students interact with one another during the Pair Work activity; Ss-T: students listen to the song (they have the main role during this first activity); Pair Work: describes the main type of interaction taking place during this phase.

Procedure	The teacher tells the Ss that they will be playing a board game based on the Passive Voice (see Appendix 3). She hands out to each pair of Ss a worksheet comprising the same boardgame. The rules are that they will have to work in pairs and help one another when comes their turn to answer during the game. Each sentence on the board game will have to be turned from the Active Voice to the Passive Voice. Each pairs will take 3 turns in answering, but when a certain pair does not succeed to provide a correct answer, the next pair in a row will be allowed to answer. In the end, the pair who has provided the biggest number of correct answers will be the winner. The ss listen carefully to the teacher's explanations. They then start the game and try to turn as many sentences into the passive, so as to win in the end.
Estimated time	15 minutes
Production/feed-back (post-reading/post-writing)	
Aids	Video projector, laptop.
Aim	To have Ss check their understanding of the use of the Passive Voice in English.
Competences	1.2 Identifying, in spoken or written messages, some relevant precise pieces of information, so as to complete a certain assignment. 1.3 Working out the meaning of some unknown vocabulary items, from the context, by establishing associations/connexions or by using reference material.
Interaction	T-Ss: the teacher holds the main role (she asks the Ss to read the examples in the passive voice and to translate them into Romanian; Ss-T: students listen to the song (they have the main role during this first activity);
Procedure	The teacher plays a funny video (Funny Ways to Learn English-Passive Voice) resuming the use and form of the passive voice in English and she adds explanatory comments whenever it is necessary (https://www.youtube.com/watch?v=4BSgGfWDvJQ). She then asks them to say how the passive voice is formed and when we usually employ it. The students watch carefully the video and then volunteer to answer the teacher's questions.
Estimated time	8 minutes

Assigning homework	
Aim	To further check ss' understanding of the Passive Voice.
Interaction	T-Ss: the teacher holds the main role (she asks the Ss to read the examples in the passive voice and to translate them into Romanian; Ss-T: students listen to the song (they have the main role during this first activity);
Procedure	The teacher asks the ss to write five sentences of their own used in the Active Voice, and then turn them into the Passive Voice. The ss note down their homework.

Estimated time	1 minute

Ending lesson	
Aim	Ending the lesson; receive a feedback from the students.
Interaction	T-Ss: the teacher holds the main role (she asks the Ss to read the examples in the passive voice and to translate them into Romanian; Ss-T: students listen to the song (they have the main role during this first activity);
Procedure	The teacher thanks the whole class for their participation. She asks them whether they have enjoyed the lesson. The ss answer the teacher`s question, after which they say good-bye to the teacher.
Estimated time	1 minute

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Annex 1. Halo. Beyoncé

Remember those walls I built
Well, baby, they're tumbling down
And they didn't even put up a fight
They didn't even make a sound
I found a way to let you win
But I never really had a doubt
Standing in the light of your halo
I got my angel now

It's like I've been awakened
Every rule I had you break it
It's the risk that I'm taking
I ain't never gonna shut you out
Everywhere I'm looking now
I'm surrounded by your embrace
Baby, I can see your halo
You know you're my saving grace
You're everything I need and more
It's written all over your face
Baby, I can feel your halo
Pray it won't fade away
I can feel your halo (halo) halo
I can see your halo (halo) halo
I can feel your halo (halo) halo
I can see your halo (halo) halo
Hit me like a ray of sun
Burning through my darkest night
You're the only one that I want
Think I'm addicted to your light
I swore I'd never fall again
But this don't even feel like falling
Gravity can't forget
To pull me back to the ground again
Feels like I've been awakened
Every rule I had you break it
The risk that I'm taking
I'm never gonna shut you out
Everywhere I'm looking now
I'm surrounded by your embrace
Baby, I can see your halo
You know you're my saving grace
You're everything I need and more
It's written all over your face
Baby, I can feel your halo
Pray it won't fade away
I can feel your halo (halo) halo
I can see your halo (halo) halo
I can feel your halo (halo) halo
I can see your halo (halo) halo
I can feel your halo (halo) halo
I can see your halo (halo) halo
I can feel your halo (halo) halo
I can see your halo (halo) halo
Halo, halo
Everywhere I'm looking now
I'm surrounded by your embrace
Baby, I can see your halo
You know you're my saving grace
You're everything I need and more
It's written all over your face

Baby, I can feel your halo
Pray it won't fade away
I can feel your halo (halo) halo
I can see your halo (halo) halo
I can feel your halo (halo) halo
I can see your halo (halo) halo
I can feel your halo (halo) halo
I can see your halo (halo) halo
I can feel your halo (halo) halo
I can see your halo (halo) halo

Compozitori: Beyonce Knowles/Evan Kidd Bogart/Ryan B. Tedder
Versurile cântecului Halo © Sony/ATV Music Publishing LLC, Warner/Chappell Music, Inc

Annex 2. The Statue of Liberty

Complete the sentences (Active or Passive Voice). You must either use Simple Present or Simple Past.

1. The Statue of Liberty (give) _____ to the United States by France.
2. It (be) _____ a present on the 100th anniversary of the United States.
3. The Statue of Liberty (design) _____ by Frederic Auguste Bartholdi.
4. It (complete) _____ in France in July 1884.
5. In 350 pieces, the statue then (ship) _____ to New York, where it (arrive) _____ on 17 June 1885.
6. The pieces (put) _____ together and the opening ceremony (take) _____ place on 28 October 1886.
7. The Statue of Liberty (be) _____ 46 m high (93 m including the base).
8. The statue (represent) _____ the goddess of liberty.
9. She (hold) _____ a torch in her right hand and a tablet in her left hand.
10. On the tablet you (see/can) _____ the date of the Declaration of Independence (July 4, 1776).
11. Every year, the Statue of Liberty (visit) _____ by many people from all over the world.

Start	They built this bridge in 1602	Tom Clancy wrote this book	Someone will send this package by Fedex	Someone cleans the windows every Monday	Airbus will design a new jet plane

- Object becomes subject
- Verb: to BE (in same tens as active) + past participle (V3)

Board Game
Passive voice

My boss told me not to come in

The Chinese invented gunpowder	Smoking kills millions of people every year	People didn't use credit cards much 30 years ago	The will open the new cinema next week	The president will give a speech tonight	Someone made these shoes in Italy
They will ask you many questions at the job interview	Thieves have stolen his car five times	More than 100 bees stung a friend of mine	They didn't admit anybody to hospital after the accident	A tiger killed 6 people last week	Someone sells coconuts at the beach
The doctor told my father to stop smoking	I think Picasso painted some of the most expensive paintings ever	**Finish**	Many consider U2 the most successful band aver	Factories dump millions of litres of wastewater into rivers and oceans every day	People speak english here
The police arrested five smugglers at the airport yesterday	A professional photographer took these photos	I think they will find a cure for AIDS soon	A shark almost killed a surfer at Bondi beach	We use chopsticks for eating noodles	They invented the TV in the 20 century
Many consider the iphone to be best phone ever	A car ran over my dog	Lifeguards warned us not to go swimming in thay area	They have finally executed the muderer	We will have to do something about that	They have already fired 300 people this year
Alexander Bell invented the telephone	A dog bit my sister	I don't think he will sell his car soon	I hope they will invite me to their party	The police gave her the bad news last night	Someone told me to bring a rain jacket
Alexander Fleming discovered penicillin	Fisherman killed a great white shark last week	Cattle farming is destroying the rainforest	They cut down thousands of trees every days	They will soon build another dam next year	The company gave us a pay rise

Short annotation

Objectives. Language teaching covers four macro-skills needed for communicating-listening, speaking, reading and writing. Good language plan lessons are those which include a mixture of all macro-skills. This lesson will involve all of the macro-skills already mentioned by means of activities where the students are expected to write answers, read from a worksheet, listen to explanations and speak.

The expected outcome. The students will improve their macro-skills but also use the target grammar elements in utterances of their own.

Evaluation. Systematic observation and self-evaluation (so they become active participants)

Possible adaptation. This strategy can be used in any other grammar lessons, using deductive grammar or inductive grammar.

Lesson plan

High school: „Ion Ghica" Highschool, Răcari
Subject: English
Teacher: Dimovici Andreea Denisa
Grade: 10th
Level: Intermediate
Lesson: Unit 10, The Modal Verbs
Textbook: Going for Gold, Upper Intermediate
Type of lesson: lesson of fixation of knowledge, and of developing skills and abilities
Skills: writing, reading, speaking, listening
Time: 50 minutes

Competences
General competences:
1. Can understand oral or written messages in everyday communication.
2. Can produce oral or written messages adequate to certain contexts.
3. Can develop oral or written communication.
4. Can transfer and mediate oral or written messages in various situations of communication.

Specific competences:
1.1 Identifying the main ideas in oral or written messages.
1.2 Identifying some precise information in order to complete the task.
1.3 Identifying the specific information in a video presentation.
2.2 Working out phrases and grammar rules.
3.1 Participating in conversations expressing opinion on a given topic.

Aims
1. To check the students' ability to use modal verbs.

2. To check the students' understanding of the modal verbs.
3. To enrich the students' grammar skills.
4. To develop the students' speaking skills.

Main objectives:
Cognitive
By the end of the lesson the students will be able to:
- improve their knowledge of the use of modal verbs;
- improve their use of communicative skills.

Affective
By the end of the lesson the students will be able to:
- enjoy taking part in some interactive activities where they can develop their communicative skills and enrich their vocabulary.

Skills:
- reading;
- listening;
- writing;
- speaking.

Techniques:
- explanation;
- observation;
- description;
- exercises.

Resources:
- notebooks;
- guessing cards;
- video projector;
- textbooks;
- board/flipchart.

Class management – individual work
- pair work;
- group work.

Anticipating problems
Some students may have difficulties in understanding some words or phrases. The teacher will translate and give extra explanations whenever it is necessary.

Activity 1. Warm up (pre viewing)	
Aids	Board/flipchart
Time	3 minutes
Class management	Individual work
Procedure	The teacher announces the objectives of the lessons and elicits the topic from the students, based on examples.

Activity 2. Lead in (while listening)	
Aids	Video projector, notebooks
Time	5 minutes
Class management	Individual work
Procedure	The teacher plays a video (Annex 1) about modal verbs (obligation) in order to remind students what a modal verb is and what it expresses.

Activity 3. Transition to the topic (post viewing)	
Aids	Textbooks, notebooks
Time	5 minutes
Class management	Pair work
Procedure	The teacher asks students to open their books in order to solve exercise 1 from page 99 (Annex 2) which contains a number of sentences using modal verbs expressing obligation and elicits from the students the fact that they express present obligation. The teacher checks the students' answers, giving extra explanation if necessary.

Activity 4. Development	
Aids	Textbooks, notebooks
Time	5 minutes
Class management	Pair work
Procedure	The teacher focuses the students on exercise 2 from page 99 (Annex 3). The teacher checks the students' answers, giving extra explanation if needed.

Activity 5. Development	
AIDS	Textbooks, notebooks
TIME	5 minutes
CLASS MANAGEMENT	Pair work
PROCEDURE	The teacher informs students that they are going to solve exercise 3 from page 99 (Annex 4) and elicits from the students the fact that it expresses obligation in the past. The teacher checks answers.

Activity 6. Development	
Aids	Handouts
Time	7 minutes
Class management	Group work
Procedure	The teacher divides the class in 6 groups and distributes handouts containing 7 sentences (Annex 5). There are mistakes with the verb forms in 4 of them. The students task is to find the mistakes and correct them. The teacher sets 5 minutes to complete the task. Once the time is over, the groups interchange handouts in order to correct them. The teacher sets a time limit for the task, 2 minutes. The answers are discussed as a whole class activity.

Activity 7. Development	
Aids	Cards

Time	10 minutes
Class management	Group work
Procedure	The teacher indicates that they are going to play a game where they guess jobs from clues that contain expressions of obligation. The teacher gives each group a card (Annex 6). A student from the first group reads out the first clue that is written on the card. The students from the other groups listen to the clue and guess what the job could be. If the guessed job is incorrect, the student reads the next clue and so on. When they guess the job, the groups swap roles until all the cards have been used.

Activity 8. Feedback	
Aids	Cards
Time	10 minutes
Class management	Group work
Procedure	The teacher informs students that this time each group is going to receive a card containing only the name of the job (Annex 7) and their task is to find 4 clues for each job. The teacher sets 4 minutes time to find the clues. Next, the students start the guessing game. The teacher congratulates the students.

Annex 1.

youtube.com

Annex 2.

Match the examples (1–5) with the descriptions (A–E).

1. She is a shopoholic. She says she must buy something every day.
2. My parents say that I have to save up my own money to buy clothes.
3. You don't have to buy it if you don't want to.
4. You mustn't tell anyone your cash point pin number.
5. You should always keep your receipt.

A – no obligation in the present
B – strong obligation from the speaker
C – strong obligation from outside the speaker in the present
D – weak obligation in the present
E – prohibition in the present

Annex 3.

 Complete the sentences with mustn't or don't/doesn't have to.

1. You …....................walk on the carpet with your shoes on-please leave them by the door.
2. Just come round when you like. You …....................phone me first.
3. I......................get up early but I do it because I like it.

4. You.................................park your car in front of someone else's garage.
5. I'm arranging a surprise party for Simon. You ….....................................tell him.
6. Penny is sleeping late today. She …..........................start work until ten o'clock.

Annex 4.

Match the examples (1–3) with the descriptions (A–C).

1. When I was a child, I had to earn money by washing cars.
2. It was kind of you to pay for lunch yesterday-you didn't have to do it.
3. When I was a child, I wasn't allowed to buy my own clothes.

 A – no obligation in the past
 B – obligation in the past
 C – prohibition in the past

Annex 5.

There are mistakes in four of the sentences. Find the mistakes and correct them.

1. I mustn't get up early tomorrow morning. It's holiday.
2. I must visit a friend in hospital yesterday so I couldn't come to the English class.
3. Can I ring you back? I have to help my father with the shopping now.
4. I didn't had to buy the book because there was a copy in the library
5. I'm putting on weight. I really must stop eating so many cakes.
6. We must do exercises 2 and 3 as well. The teacher said so.

Annex 6. **Guessing cards clues**

-you must be very responsible
-you must wear a uniform
-you have to travel very far
-you must take your passport to work
-you have to sit in the cockpit of an airplane
 (pilot)

-you have to work in a team
-you have to wear a uniform
-you must be brave and helpful
-you must sometimes sleep at work
-you have to save people from fires
 (firelighter)

-you have to weak up very early
-you have to work hard every day
-you must work in the countryside

-you must work with plants and animals
 (farmer)

-you must have good eyesight
-you have to sit down a lot
-you have to use your hands and feet
-you must know your location
-you must pick people up at each stop
 (bus driver)

-you must work inside
-you have to like talking with people
-you must be good with your hands
-you have to sweep the floor
-you have to cut other people's hair
 (hairdresser)

Annex 7. **Job cards**

PAINTER

LAWYER

POLICEMAN

WRITER

TEACHER

2.3.6. Alice's adventure in Wonderland
for teaching language

Short annotation
The four macro skills of communication are listening, talking, reading and writing. When learning a new language, the best way to do so is by engaging in a balance of each of these areas, as they are all interconnected. The aims of the lesson are to develop students' fluent reading, to develop students' active listening skills and to develop students' reading skills (skimming).

The expected outcome. Students will improve their macro skills but also their vocabulary knowledge.

Evaluation. There should be a continuous assessment, observation and a self-evaluation.

Possible adaptations. The text can be changed for another one (fairy tales) so it can be used in lower classrooms. This strategy can also be done by any other foreign language teacher.

Lesson plan

High school: „Ion Ghica" Theoretical Highschool, Racari
Subject: English
Grade: 11th
Level: intermediate
Teacher: Dimovici Andreea Denisa
Lesson: Alice's Adventure in Wonderland
Type of lesson: development skills and vocabulary
Time**:** 50 minutes

Competences
General competences
1. Receiving oral or written messages in different situations of communication.
2. Producing oral or written messages adequate to certain context.
3. Establishing interactions in oral or written communication.
4. Transfering and mediating oral or written messages in various situations of communication.

Specific competences
1.1 Identifying the main ideas in oral or written messages.
1.2 Identifying some relevant precise pieces of information in order to complete a task.
1.4 Identifying specific details from a text to complete a certain assignment.
3.3 Participating in conversations.
4.1 Reproducing some simple messages from well-known fields.

Aims
- to develop the students' reading, speaking skills;
- to enrich the students' vocabulary.

Main objectives
1. Cognitive: By the end of the lesson, the students will be able to improve their communicative skills.
2. Affective: By the end of the lesson, the students will be able to enjoy taking part in an interactive lesson where they can improve their reading and enrich their vocabulary.

Skills:
- reading;
- listening;
- speaking;
- writing.

Techniques:
- conversation;
- dialogues;
- exercises;
- individual work;
- group work.

Resources:
- handouts;
- flipchart;
- notebooks.

Anticipated problems
Some students may have some difficulties in understanding some words or phrases. The teacher will translate and give extra explanations whenever it's necessary.

Lesson/subject:	Literature	Remarks
Age group/class:	16–17	It might vary from country to country and depends on different curriculum/subject programs
Duration:	50 minutes	It might take longer time, depending on various needs
Topic:		
Description of the process:		
The beginning of the lesson: 5–10 minutes	The teacher announces that students will watch a short video and their task is to guess what the story is about but also to guess the title of the book they are going to talk about.	Method used: video projector.
The main part of the lesson: 35 minutes	The teacher distributes handouts, each containing a fragment of the literary text *Alice's Adventure in Wonderland*. The students take turns to read the text aloud. The teacher divides the students into 5 mixed groups and distributes handouts (true/false statements). The students work together in order to solve the task. The teacher checks their answer. The teacher splits the groups into pairs and distributes handouts (comprehension questions). The teacher checks the students' answers.	Methods used: comprehension questions (Annex 3), handouts (Annex 1), true/false statements (Annex 2).
The end of the lesson: 5 minutes	The teacher encourages to look back at the learning process and asks students some questions (How did students feel during the lesson? What did they like/dislike during the lesson? Are you curious to find out the end of the story?	Method used: oral reflections/feedback.

Annex 1. **Alice's Adventure in Wonderland by Lewis Carroll**

The Trial

'What are they doing?' Alice whispered to the Gryphon. 'They can't have anything to put down yet, before the trial's begun.'

'They're putting down their names,' the Gryphon whispered in replay, 'for fear they should forget them before the end of the trial.'

'Stupid things!' Alice began in a loud indignant voice; but she stopped herself hastly, for the White Rabbit cried out, 'Silence in the court! and the King put on his spectacles and looked anxiously round, to make out who was talking.

'Herald, read the accusation', said the King.

On this the White Rabbit blew his trumpet, then unrolled the parchment and read as follows

'The Queen of Hearts, she made some tarts.

All on a summer day

The Knave of Hearts, he stole those tarts

And took them quite away!'

'Consider your verdict,' the King said to the jury.

'Not yet, not yet!' the Rabbit hastly interrupted. 'There is a great deal to come before that!'

'Call the first witness', said the King; and the White Rabbit blew the trumpet and called out First Witness!'

The first witness was the Hatter. He came in with a teacup in one hand and a piece of bread-and-butter in the other. 'I beg pardon, your Majesty 'he began, 'for bginging these in; but I hadn't quite finished my tea when I was sent for.'

'You ought to have finished', said the King. 'When did you begin?'

The Hatter looked at the March Hare, who followed him into the court, arm-in-arm with the Dormouse. 'Fourteenth of March, I think it was', he said.

'Fifteenth', said the March Hare.

'Sixteenth', said the Dormouse.

'Write that down', the King said to the jury; and the jury eagerly wrote down all three dates on their slates and then added them up and reduced the answer to shillings and pence.

'Take off your hat', the King said to the Hatter.

'It isn't mine', said the Hatter.

'Stolen!' the King exclaimed, turning to the jury, who instantly made a note of the fact.

'I keep them to sell', the Hatter added as an explanation-I've none of my own. I'm a hatter.

(The Queen starts staring hard at the Hatter, who gets very nervous. Meanwhile Alice feels that is beginning to grow laeger again.)

'Give your evidence', the King said angrily, 'or I'll have you executed, whether you are nervous or not.'

'I am a poor man, your Majesty', the Hatter gegan, in a trenbling voice,' and I hadn't gebun my tea-not above a week or so-and what with the bread-and-butter getting so tin- and the twinkling of the tea.'

'The twinkling of what?' said the King.

'It began with the tea, 'the Hatter replied.

'Of course twinkling begins with a T!' said the King sharply. 'Do you take me for a dance? Go on!'

'I am a poor man ', the Hatter went on, 'and most things twinkled after that-only the March Hare said'

'I didn't!' the March Hare interrupted in a great hurry.

'you did! 'said the Hatter.

'I deny it!' said the March Hare.

'He denies it', said the King-'Leave out that part'.

'Well, at any rate the Dormouse said'-the Hatter went on looking anxiously round to see if he would deny it too; but the Dormouse denied nothing, being fast asleep.

'After that ', continued the Hatter, 'I cut some more bread-and-butter'

'But what did the Dormouse say?' one of the jury asked.

'That I can't remember', said the Hatter.

'You must remember', remarked the King, 'or I'll have you executed.'

The miserable Hatter dropped his tea-cup and bread-and-butter, and went down on one knee. 'I'm a poor man, your Majesty', he began.

'You are a very poor speaker', said the King.

Owing to some confusion in the Court, the King tells him he may go, while the Queen gives orders that his head should be taken off; but the Hatter has vanished from sight.

Annex 2.

Find three statements that are not true
1. The Knave of Hearts was on trial for murder.
2. The Hatter's hat was not his own in fact.
3. The King wore spectacles.
4. The Hatter came in alone.
5. The Hatter did not come empty-handed.
6. The jurors put down everything on parchment.

Annex 3.

Answer the following questions
1. What amazed Alice from the very beginning? What made her stop talking?
2. What was extraordinary in the appearance of the first witness?
3. What was the Hatter's attitude in front of the king?

References

victorianopera.com.au

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literary text Lewis Carroll Alice's Adventure in Wonderland

2.4 Strategies for development of critical thinking

2.4.1. Questioning the author strategy

adapted from Meredith K., Steele J., Temple, C. (1999).
Creating thoughtful readers. Guidebook VIII, OSI

Short annotation

Questioning the author (QtA) strategy aims at development of inquiry based learning and courage to raise open questions, to doubt, to challenge theories, ideas, rules. The students have to learn that nothing in the world is fixed, and even well accepted rules have to be recheck. Textbooks texts might be written a long ago, and new information is available in other sources as well. Texts are also written by humans, who develop, change opinions, and are not omniscient. Issues may be complex, doubtful, essential concepts not well justified. Readers have to question an author either directly (if he/she is present) or indirectly and be able to investigate for different information, opinions, approaches.

The lesson is structured in three parts. First part starts from the evocation activity derived from the title and text. The second part is called comprehension, and it aimed at them analysis and understanding of a scientific text, guided by reading with making stops. The last one, reflection part is for summing up and reflecting upon learning process, students experience, their reading, and the ensuing discussions.

The expected outcome. Students will get deep knowledge on the topic; students will understand value of questioning for thinking and learning; students will get more courage to ask, to doubt and challenge; student will be able to reflect upon their own learning.

Evaluation. It is recommended for teacher to make notes on individuals' or/and groups' raised and answered questions (formative evaluation), and to use self-evaluation (what students say about their own learning)

Possible adaptations. The text can be easily changed for a shorter and less scientific for use in lower grades classrooms. It can be also not only nature science lesson. History, civic education, psychology, physics or mathematics texts of a similar kind be also employed for the application of OtA strategy in other subjects' lessons. The current text can be replaced by visual, filmed materials (for example, National Geographic). The lesson can be shorter or longer depending on the complexity of a text, students age and experience and other contextual peculiarities. QtA strategy also can employ other methods, different from the presented below.

Lesson example

Lesson/subject:	Biology (Nature Science)	Remarks
Age group/class:	14-16	It might vary from country to country and depends on different curriculum/subject programs
Duration:	45 minutes	It might take longer time, depending on various needs
Topic:	See animals (Biology/Zoology)	
Description of the process:		

Lesson/subject:	Biology (Nature Science)	Remarks
The beginning of the lesson (evocation stage): 3–5 minutes	The teacher announces that students will read excerpt from the full text "Leafy Sea Dragons" by Paul Groves. The teacher gives <u>key concepts</u>: leafy sea dragoons, masters of camouflage, fierce predators, pregnant males. Students are asked to imagine, to guess what will be the text about. Students work either in pairs or groups of 3–4 and share what their hypothesis/predictions. All hypotheses are taken into account and written on the board/screen/paper sheet. Students not necessary have to have prior knowledge on the topic. They have to be encouraged to use associations, imagination.	Method used: key words/concepts.
The main part of the lesson (comprehension stage): 30 minutes	The text is divided into several parts that are read in turns, making stops after each of them. Each part is followed by raising questions and searching for the answers. The text can be read either by teacher or by students themselves. Text can be given to students or placed on screen, in front of the classroom. Students might work either in groups or as whole classroom.	Methods used: open questions.
The end of the lesson (reflection stage): 10 minutes	The teacher encourages to look back at the learning process, to analyse it and <u>to reflect</u>: what happened first? How did the lesson proceed? How did students feel during the lesson? What did they learn? How did they like/dislike learning process; what could make learning more meaningful? What else would they like to learn?	Method used: oral reflections/feedback.

***Annex 1.* Leafy Sea Dragons** (Paul Groves)

Part I

The water is clear, calm, and dark. As I drop off the rear of the boat with my fellow divers into the icy water, a chill runs up my spine— from both the cold and my growing sense of anticipation. We are night diving in the Southern Ocean off the southwest coast of Australia, in search of creatures that sound almost mythical. We are hunting for dragons—more precisely, leafy sea dragons. And for our breeding program at Underwater World Perth, we want to catch a male—a pregnant male. The leafy sea dragon (Phycodurus eques) and its more common cousin, the weedy sea dragon (Phyllopteryx taeniolatus), are the only sea dragons in the world. Along with sea horses and pipefish, they are members of the family Syngnathidae, fish characterized by a hard external skeleton arranged as a series of rings around the animal's body and a long tubular snout with no teeth. Sea dragons are distinctive in that frond-like appendages branch out from their armour-plated bodies. As befits their names, the leafy sea dragons' appendages are broader and flatter than the stringier ones of the weedy dragons. Both creatures are endemic to the southern Australian coastline. The waters off the islands of the Archipelago of the Recherché where we are diving are a favourite haunt for sea dragons. These huge, sparsely vegetated granite islands are a refuge for an amazing array of exotic animals, some of them found nowhere else in the world. Beneath the waves, the vertical granite faces plunge for hundreds of meters into the inky depths.

Stop 1

Question 1: What is the author saying so far? The author seems to be on a mission, did he state clearly what he was up to and why?

Question 2: Does the author clearly state why he wants to catch a pregnant male?

Question 3: The author shared with us his feelings about starting this adventure. Can you relate to his excitement? Why do you suppose he felt as he did?

Question 4: Any other questions for the author? Anything unclear? Anything left out? One question you may have is why search at night?

Part II

As I continue my descent, a shoal of prehistoric-looking boarfish, each about half a meter long, drift by as if in some sort of trance. At 15 meters down (about 50 feet), my torchlight picks up an algae-encrusted rock. Near the kelp and Sargassum algae on the rock, I turn to shine my beam back into the open water. Nothing—all is still and quiet. I'm relieved: great white sharks make their home in these waters as well. Once I point the light back onto the rocks, I quickly forget about the danger that may be lurking and concentrate on my search. It is much easier to locate sea dragons, masters of camouflage, at night in the narrow focus of a torchlight than during the day, when the abundance of marine life is distracting. After several minutes of searching, I spot a sea dragon. Once my heart returns to normal, I realize with dismay that the creature is only a weedy sea dragon. After being submerged for an hour in the dark at 15 degrees Celsius (59 degrees Fahrenheit), my extremities are starting to go numb, and I am all but ready to give up. I decide to take one last look over a boulder ahead of me before returning to the surface for a nice hot shower. As I glide over the boulder, I suddenly spy what I came for: an adult male leafy sea dragon, roughly the size of a dinner plate, with a brood of eggs.

Stop 2
Question 1: Do you have any question for the author?
Question 2: The author seems to assume we know the geography of Australia pretty well. I don't, so where is the Archipelago of the Recherché?
Question 3: The author might get eaten by a great white shark, it is interesting where he is?
Question 4: What did the author mean about it being easier to search at night with his light than during the day? Does it make sense?

Part III

Sea dragons and their relatives in the Syngnathidae family are unique in the fish world in that the male carries and hatches the eggs on the outside of its body. The eggs on the male I found were well developed, at least 3 weeks old, fixed firmly into cuplike indentations on the underside of its tail and covered in algae. Scientists believe that this type of breeding behaviour evolved to hide the eggs from would-be predators. Fortunately, this male dragon was in a relatively shallow 5 meters of water. If it had been any deeper, we would have had to bring it up to the surface slowly, giving the creature time to adjust to the decreasing pressure. This decompression process can put so much stress on a dragon that its eggs will be lost. With the dragon safely on shore, we rushed home. After a 2-hour, specially chartered flight, we arrived at the quarantine facility at Underwater World Perth, the only aquarium in Australia that exhibits these amazing animals. Here we took all the usual precautions to prevent the dragon from becoming stressed. Even sudden changes in light can be fatal to a leafy. After a day, we placed in the tank some mysid shrimp, each only a few millimetres in length, and the dragon started feeding almost straightaway. Sea dragons mimic drifting seaweed so that they can ambush they mysid prey. They strike at mysids by quickly expanding a joint on the lower part of their snout, causing a suction force that draws the shrimp in. After a week at the aquarium, the algae-encrusted eggs on the tail of the captured male began to hatch. First a small tail protruded from an egg, wriggling and squirming. A few twitches more and our first baby sea dragon appeared – a miniature replica of its parent. At birth, leafy sea dragons are around 20 millimetres (0.8 inch) long; when they reach maturity, between 12 and 18 months old, they can attain a length of 50 centimetres (nearly 20 inches). It took 10 days for all of the 210 eggs to hatch; in the wild, this feature would serve to distribute the new-born dragons over a wider area, offering them a better chance of finding food without having to compete with their siblings.

Stop 3
Question 1: Do you have any question for the author?
Question 2: Does the author explain why the dragon has such difficulty decompressing?
Question 3: Does the author say enough about decompressing or does he assume too much?
Question 4: Is the author assuming we know something about life underwater?
Question 5: Does the author explain fully why the eggs are hatched over 10 days? Could there by another explanation such as protection from predators?

Part IV

Unfortunately, we lost 10 of the tiny new-borns to a filter intake in the tank, but the rest survived and seemed to thrive in their new home. After several weeks, though, we found there was no way we could supply enough mysids to continue feeding all 200 dragons, so we arranged to return most to the spot where we found their father. Chances of survival in the wild for these dragons would be much greater than for most—the first few weeks of a sea dragon's life are particularly perilous; as young dragons are common prey to other fish. Our infant dragons were much larger and less fragile than when they

were first born. Indeed, the biggest threat to them now would most likely be storms washing them ashore. Typically, leafy sea dragons live about 5 to 7 years. Our goal for the breeding program at Underwater World is to be able to maintain our own population of leafys without harvesting from the wild. When feasible, we plan to return young hatched in captivity to the wild (to date, we have been able to do this twice). And of course, we would like to learn more about these beautiful and unusual creatures – about their entire reproductive cycle, for instance, as well as about their biology in general. Should the numbers of wild sea dragons begin to fall, perhaps we will be able to help repopulate the area. Underwater World Perth helped to set up the Western Australian branch of Dragon Search, a joint program of various government departments and community groups throughout Australia. Initially, the goal of Dragon Search was to monitor wild populations of leafy sea dragons, but now it monitors sea horses and pipefish as well. As part of an ongoing preservation effort, we hope to learn more about these animals – where they live and how large the populations are – by compiling reports from divers, fishers, and beachcombers who find the creatures washed ashore? There is still much to learn about these magnificent animals, and we have only just begun.

Last stop
Question 1: Do you have any question for the author?
Question 2: What is the author trying to say to us in this section?
Question 3: Why do you think the author ended the text the way he did?
Question 4: What was he wanting us to think about and understand?

References

Meredith K., Steele J., Temple, C. (1999). Reading and writing for critical thinking project. Creating thoughtful readers. Guidebook VIII, OSI

Zahl P. (1978). Dragons of the deep, *National Geographic*, *153*(6), 838–845.

2.4.2. Constructive controversy strategy

adapted from Meredith K., Steele J., Temple, C. (1999).
Further strategies for promoting critical thinking. Guidebook IV, OSI

Short annotation
Constructive controversy (CC) strategy aims at helping students to present their justified arguments as well as learn to listen and to hear other – opposite side.

It is recommended first to try this strategy by discussing non-academic, students interest orientated topic. It might be any topic, suggested by students themselves or a controversial story, a case presented by a teacher for class discussion. Academic controversial issues can be discussed late, when students are aware of the strategy and have practise.

The lesson is structured in three parts. First part starts from the evocation activity derived from brainstorming activities. The second part is called comprehension, and it aimed at getting deeper into the topic to be discussed and gathering arguments for justification of group opinions. The last one, reflection part is for summing up and reflecting upon a process, students' experience.

The expected outcome. Students will understand what is controversial issue, how it can be approached in a constructive and critical manner. Students will learn to search for sound arguments, to listen carefully to others and value different opinions. Students will understand value of questioning for thinking and learning; will learn to doubt and challenge; will be able to reflect upon their own learning.

Evaluation. It is recommended for teacher to make notes on individuals' or/and groups' justified opinions (formative evaluation), and to use self-evaluation (what students say about their own learning)

Possible adaptations. The topic for discussions can be modified or changed depending on students age, interests, class or school culture, subjects taught. CC strategy can be used for any subject with one precondition – it has to be possible to debate and choose more than one position to be supported by sound arguments (based on personal or/and other experience, scientific literature, other reliable sources of information). CC strategy also can employ other methods, different from the presented below.

Lesson example

Lesson/subject:	Ethics/Class hour	Remarks
Age group/class:	14–16	It might vary from country to country and depends on different curriculum/subject programs
Duration:	60– 90 minutes	It might take longer time, depending on various needs
Topic:	**Is it good or bad to call teachers by their first name?**	
Description of the process:		
The beginning of the lesson (evocation stage): 5–10 minutes	The teacher asks students to think about situations in which they could and couldn't call teachers by the first name. Students may refer to their experience or model imaginary situations. All opinions are listened to, listed and grouped into 2 columns "it is good" and "it is bad". Students have to make individual choices which opinion to support.	Method used: brainstorming and grouping/classification.
The main part of the lesson (comprehension stage): 45 – 60 minutes	Once a topic is presented and the individual choices are made, the class is divided into groups, each taking a separate side. First, students within each group read all listed opinions, and think about more arguments to support them. Next, students prepare a list of the strongest points in favour of their side. Afterwards, members of one side present their arguments to the	Methods used: pair and group discussions, questioning, writing position statement.

Lesson/subject:	Ethics/Class hour	Remarks
	other side. Members of the other side may ask clarifying questions only – they do not take issue with the arguments or try to refute them. Both sides should present their arguments to each other. Later students discuss the arguments presented by the other side, and decide on the three strongest points that were made by that side. The two groups take turns presenting their lists of the other side's strongest points. Again, students may ask for clarification only. The discussion is opened to the entire class, and students are asked to come up with the best arguments that were made on either side. A teacher may list these on the board, and, without identifying each argument with student who made it, a teacher may invite students to discuss what made each argument strong or weak. Finally, students may be invited to decide on their position and write it out, along with reasons that support it. The position may take this form: • position statement; • Reasons in support of the position; • Concluding statement (saying why the position is supported by the reasons).	
The end of the lesson (reflection stage): 10 – 20 minutes	The teacher encourages to look back at the learning process, to analyse it and to reflect: what and how did students learn? If have they changed their opinion in the process and why? What did make influence on personal/group opinions? Is it anything that might support better or change their positions?	Method used: oral reflections/feedback.

Annex 1. **Pro and Cons Table** (an example)

It is good to call teachers by their first name	It is bad to call teachers by their first name
It shows close relation	It is not respectful
It is less official	Teachers are not students' friends
It reduces the distance between teacher and student	Teachers are not our age

References

Meredith K., Steele J., Temple, C. (1999). Reading and writing for critical thinking project. Further strategies for promoting critical thinking. Guidebook IV, OSI

2.4.3. R.A.F.T. strategy

adapted from Meredith K., Steele J., Temple, C. (1999).
Writing workshop: From self-expression to written arguments. Guidebook VII, OSI

Short annotation

R.A.F.T strategy (Santa, 1988) is writing strategy aimed at developing students sense of a writer by practising writing from different perspective, for different audience and purpose, in different form and text. *R.A.F.T strategy* is decoded as: R – writer's role; A – target audience; F – form of a writing; T – text.

The lesson is structured in three parts. First part starts from the evocation activity about assigned topic in terms of thinking about and deciding upon possible writers' roles, target audience, forms of a narrative. Steps of the evocation: 1) Announcement or selection of the topic; 2) Brainstorming of audience; 3) Brainstorming of form. The comprehension part is text writing. The last one, reflection part is for summing up and reflecting upon learning process, students as writers' experience.

The expected outcome. Students will develop writing skills, thinking about same phenomenon from a different perspective. They will also broaden their understanding about the topic, will be able to understand better different point views. Students will better understand writing process and get experience of a real writer.

Evaluation. It is recommended for teacher to make notes on individuals' or/and groups' raised and answered questions (formative evaluation), and to use self-evaluation (what students say about their own learning)

Possible adaptations. The topic not necessarily have to be assigned by teacher in advance. Teacher may ask students to propose their own topics. In that case, teacher makes list of all proposed topics and then students vote for the one to be worked upon together during the lesson. It is advisable, in case students have poor writing experience, not to write individually, but in several groups. For example, the whole class brainstorms of four to six roles and then students within groups of four to six write from different roles. The small groups also might to choose one profile of audience, to which

they dedicate their writing. The group also selects one form of a writing piece. The sharing of writings also can be arranged differently: students may share in pairs, within small groups or whole class, post them on the wall for others to read, or submit for teacher's evaluation and read them later. The topic can be analysed based on students 'existing knowledge or and preparation done in advance. It also might be based on the references/links suggested by teacher.

R.A.F.T strategy can be applied not only in language lessons. It perfectly suits for social and nature science. For example, to write about a certain historical event, civil action or environmental issues.

Lesson example

Lesson/subject:	Mother tongue/foreign language/nature science	Remarks
Age group/class:	14–16	It might vary from country to country and depends on different curriculum/subject programs
Duration:	45 – 60 minutes	It might take longer time, depending on various needs
Topic:	Global warming	
Description of the process:		
The beginning of the lesson (evocation stage): 10 – 15 minutes	The teacher assigns a topic to the class and asks to brainstorm (to think freely about) the different roles of people who might be writing about that topic. Then students are asked to specify the audience to whom the person in that role would be writing. Finally, the participants are asked to think of the form the writing should take. The teacher might ask following questions: *Who might the various writers about this topic be? What roles might they play? Who might the audience for their writing be? What form might their writing take?* Each student chooses a certain role, decides upon target audience and a form of a writing. Students were aware of the topic in advance and were asked to get familiar with the material of World Economic Forum 2020. https://www.weforum.org/events/world-economic-forum-annual-meeting-2020	Method used: brainstorming.
The main part of the lesson (comprehension stage):	It is time for individual writing for a certain audience from a certain perspective and in a certain form.	Methods used: free writing and editing

Lesson/subject:	Mother tongue/foreign language/nature science	Remarks
30– 35 minutes	It is important to give time for free writing without worry about mistakes or style of writing. Free writing may take from 15 to 20 minutes. The rest of time could be allocated for looking upon mistakes, correcting style, adding more or rejecting something.	
The end of the lesson (reflection stage): 5–10 minutes	The teacher asks to share writings in pairs or small groups. Each writer has to receive following feedback: a) what is really good/strong/interesting in the writing piece; b) if the piece writing is relevant in terms of role/audience/form? c) what has to be improved. All writers have to reflect upon the process: a) what has been most challenging and why? b) how did they feel? c) what did they learn? etc.	Methods used: pair/group sharing; oral reflections/feedback.

Annex 1. **R.A.F.T table: global warming**

ROLE	AUDIENCE	FORM	TEXT WRITERS
Green Peace activist	World Economic Forum	Petition	Maria, John, Evelyn, Emily
Scientist (Nobel Prize winner)	World Economic Forum	Review of the latest research on global warming	Peter, Sandra, Julia, Thomas
Economist	Government	Prognosis of World economic Forum and EU environmental policy decisions on local economics	Andrea, Sylvia, Laura, Mike
Politician	Society at large	FB or Instagram message about Greta's Thunberg's speech in World Economic Forum	Vincent, Anna, Richard, Eli
Journalist of a local magazine	Readers of a magazine	Short informational message about World Economic Forum	Robert, Ala, Paul, Fiona

References

Meredith K., Steele J., Temple, C. (1999). *Reading and writing for critical thinking project. Writing workshop: From self-expression to written arguments*. Guidebook VII, OSI.

Santa, C.M. (1988). *Content reading including study systems*. Dubuque. IA: Kendall/Hunt.

3. Strategies for non-formal education

3.1. Holistic strategies

3.1.1 Letter to an alien

adapted from Croft, T., Crolla, V.; Mida-Briot, B. T-Kit on social inclusion. COE, 2003

Short annotation

If conflict is an inescapable part of life, then young people, whatever their background, need to be given the chance to discover and develop ways to find the opportunity as well as the dangers in the conflicts in their lives. In any conflict, there is the potential for growth and positive change. Yet for many people, the experience or understanding of conflict is only negative, associated with violence and destruction. Conflict is not necessarily destructive if handled properly. It can become a valuable tool in building up skills and personal strengths: when acknowledged and explored in a safe environment, it can provide powerful coping and management techniques, building on the premise that everyone – and their feelings – deserve respect. Viewed in this light, the management of conflict can be seen as inextricably bound up in the earlier topics covered: self-esteem and trust.

Goals. A large group exercise exploring the meaning of the word conflict, aiming to clarify what we mean by conflict; to discover the range of responses within the group and to work towards a group definition of conflict.

The lesson is structured in three parts. First part starts from the evocation activity derived from brainstorming and getting the words. The second part is called comprehension, and it aimed for the students to reflect individually and to write a definition about conflict. The last one, reflection part is for summing up and reflecting upon learning process, students experience, their feelings, and to discuss around the concept of conflict.

*The expected outcome. S*tudents will understand more clearly the concept of conflict; students will understand the value of questioning for thinking and learning; students will perceive that their prejudice and to reflect on how change it; student will be able to reflect upon their own learning.

Evaluation. It is recommended for teacher to make notes on individuals' or/and groups' raised and answered questions (formative evaluation), and to use self-evaluation (what students say about their own learning).

Possible adaptations. This activity is planned considering that will take place outside of a classic classroom; however, it can take place in a difference space. The lesson can be shorter or longer depending on the complexity, student's age, experience, and other contextual peculiarities. The teacher can adapt this exercise to another concept and explore it likewise.

Lesson example

Lesson/subject:	Process/content	Remarks
Age group/class:	14–16	
Duration:	60 minutes	
Topic:	**Discrimination and Xenophobia, Poverty, General human rights**	

Lesson/subject:	Process/content	Remarks
Description of the process:		
The beginning of the lesson (evocation stage): 5–10 minutes	The teacher divides a large sheet of paper into columns, each headed by a letter of the alphabet. For the purposes of this exercise choose letters A to H. Then asks the participants individually to brainstorm conflict words. Each should try to provide at least one word for each letter (for example : A –anger, B – broken).	Method used: Brainstorming, imagination, word-naming.
The main part of the lesson (comprehension stage): 40 minutes	A nominated scribe can write down the words as they are called out, or each individual participant can simply add them to the chart. There is no debate or questioning at this stage about why certain words have been chosen. Once the chart is completed (it is good to have a strict time limit), the students can ask each other questions about their chosen words – what certain words mean, how they're connected with conflict, and so forth. But no judgments are to be passed. Participants split into pairs or groups of three and select a letter from the chart. (It is best if each pair or group has a different letter). They then draft a short communication to an extra-terrestrial alien who has never heard of conflict, explaining what it is. Each group should use the words listed under their letter. The communications are then shared with the whole group. Mixing participants into new groups of four or five, ask each group to create a brief definition of conflict in the form of a slogan. These could all start with "Conflict is…". Then let each group try to think of an imaginative way to present their definition. They could use tableaux, involving everyone in the presentation. Extra time will be needed if a presentation is to be prepared.	Methods used: brainstorming, pair questioning, create a slogan, create a letter.

Lesson/subject:	Process/content	Remarks
The end of the lesson (reflection stage): 10 minutes	Back in the whole group, the students are invited to reflect individually on their experience of interaction between group members. How did the group draft its letter to the alien? How did the group agree upon its definition? Were they surprised by anyone else's definition? Was it easy to get to a slogan on conflict? There are other questions that might be asked: Have they learnt anything about conflict from this exercise? Are they clearer now? Do they feel that any crucial aspect has been missed out?	Methods used: oral reflection, feedback

References

Croft, Tom, Veronique Crolla, and Benoît Mida-Briot. T-Kit on social inclusion. *Council of Europe Publishing,* 2003.

3.1.2. Heroines and heroes

adapted from Brander, P. et al. *A manual on human rights education with young people.* Council of Europe Publishing. Hungary (2012)

Short annotation
There are many definitions and a number of different approaches, but human rights education is best described in terms of what it sets out to the authors (Brander at al., 2021) to achieve. The long term aim of such programs is to establish a culture where human rights are understood, defended and respected. Thus, anyone who works with other people may be said to engage in human rights education if they have this end in mind and take steps to achieve it – no matter how or where they go about it.

This activity involves individual, small and whole group work, brainstorming and discussion about heroines and heroes as symbols of socialization and culture, stereotyped images of heroines and heroes.

Goal. The aim of this activity is to reflect on history teaching and to appreciate different perspectives on shared historical events and the heroes and heroines associated with them and to critically analyse the significance of heroes and heroines as role models and how stereotypes take their roots in our history, culture and everyday life.

The lesson is structured in three parts. First part starts from the evocation activity derived from brainstorming and listing the characteristics of heroines and heroes. The second part is called

comprehension, and it aimed for the students to reflect in group and come to a consensus. The last one, reflection part is for summing up and reflecting upon learning process, students experience, their feelings, and to discuss around society and gender roles and expectations.

The expected outcome. Students will get more knowledge on gender equality topic; students will understand the value of questioning for thinking and learning; students will perceive that their prejudice and to reflect on how change it; student will be able to reflect upon their own learning.

Evaluation. It is recommended for teacher to make notes on individuals' or/and groups' raised and answered questions (formative evaluation), and to use self-evaluation (what students say about their own learning).

Possible adaptations. This activity is planned considering that will take place inside of a classic classroom (individual/double tables, chairs, board, etc), however it can take place in a difference space. The lesson can be shorter or longer depending on the complexity, (for example, the number of heroes and number of questions on the reflection stage), student's age, experience, and other contextual peculiarities. When working in youth groups it is likely that you will want to work with other types of heroines and heroes, for example, characters in comic books and films, pop, film and sports stars. You could start the session reading comics and then brainstorm the characteristics of the characters. Alternatively, you could put up posters of pop or sports stars and ask people to write speech bubbles or add drawings. If you leave the question, "who are your heroines and heroes?" completely open, you may find some interesting surprises that make for fruitful discussion.

Lesson example

Lesson/subject:	Process/content	Remarks
Age group/class:	14–16	
Duration:	60 minutes	
Topic:	**Gender Equality, Discrimination and Xenophobia, Citizenship**	
Description of the process:		
The beginning of the lesson (evocation stage): 10 minutes	Give five minutes to think about which national heroines and heroes (historical or living) they particularly admire (ideally it would 2 males and 2 female). The teacher should hand out paper and pens and ask each person to write the names of three or four heroes plus a brief description of who they are and what they did. At the bottom of the paper they should write key words to describe the heroes/heroines' personal characteristics (Annex 1).	Method used: brainstorming, key-words.
The main part of the lesson (comprehension stage): 30 minutes	The teacher divides the students into groups of five and seven to share their choices of heroines/heroes and asks the groups to come to a consensus on the four most worthy heroes.	Methods used: team building activities, questions.

Lesson/subject:	Process/content	Remarks
	Now each group write the names of each group's heroes and the key words that describe the personal characteristics. Discuss the list of characteristics and the use of heroes as role models and what the characteristics have in common. Then move on to the debriefing.	
The end of the lesson (reflection stage): 20 minutes	Start by reviewing the activity and what learnt about heroes and heroines and then go on to talk about stereotypes in general and how they influence people's perceptions and actions (Annex 2).	Methods used: oral reflection, feedback.

Annex 1. **Example of a table with Heroines and Heroes and their characteristic's:**

Heroines	Heroes
Princess Olha, first Christian in Kyiv Rus	Prince Volodymyr Kyiv Rus (old name of Ukraine) was baptised
Young woman, Roksalana, captured by the Turks. She lived in the khan's harem. She used her position to influence politics.	Hetman Mazepa, indepence fighter
Poetess Lesya Ukrainka wrote about Ukrainian identity and women's emancipation	Poet Shevchenko, glorified freedom
Strong Cunning Soft Womanly Powerful Beautiful	Strong Powerful Brave Courageous Adamant Obstinate

Annex 2. **Some questions to guide the reflection/evaluation:**

Start by reviewing the activity and what people learnt about heroes/heroines and then go on to talk about stereotypes in general and how they influence people's perceptions and actions.
- What kinds of people are heroines and heroes? (Ordinary men and women? Kings?)
- What did they do? (Fight? Write poems?) How did the participants learn about them?
- What were the differences and similarities between the lists of characteristics?
- Do you have any of these characteristics?
- Are they passable to be learned? Why? Why not?
- How can we develop these characteristics?
- What values do the heroines/heroes stand for?

- What do people understand by the word, "stereotype"? How true are stereotypes?
- Are stereotypes always negative?
- Stereotyped expectations often act as barriers to both men and women limiting life choices and options. What gender-related barriers have participants experienced? At home, school, club or work place.
- Do you personally feel that people in your life general, have general stereotypes and expectations of you?
- Do participants feel limited by these expectations? How?
- What can participants do about these barriers? Can they identify strategies to break away from cultural norms and values?

References

Brander, P., Gomes, R., Keen, E., Lemineur, M. L., Oliveira, B., Ondrácková, J., ... & Suslova, O. (2012). A manual on human rights education with young people. *Council of Europe Publishing. Hungary*. Page 142.

3.3. Take a stand!

adapted from Carreira, Rosa, et al. "Saber o Futuro – Kit de actividades lúdico-pedagógicas para a empregabilidade." Projeto Quero Saber. Portugal (2012).

Short annotation

The Kit of recreational and pedagogical activities for employability "*Saber o Futuro*" is a work tool for social intervention technicians who aim to provide vocational guidance for children and young people from the most vulnerable socio-economic contexts. These young people did not see school as part of a journey towards a future professional life but as an obligation or inevitability that they had to go through. They were the ones who made the authors (Carreira & all, 2012) realize that there is a lack of answers that go beyond mere access to information and that involve young people in activities appropriate to their age group and that allows them to get in touch with reality, leaving the formal space of the school and the classroom.

Goal. The aim of this activity is to promote a debate and a reflection on the prejudice that some professions have and how stereotypes that we hold have impact in everyday life.

The lesson is structured in three parts. First part starts from the evocation activity derived from brainstorming, the second part is called comprehension, and it aimed for the students to reflect individually on how they position themselves and to open the debate to the group. The last one, reflection part is for summing up and reflecting upon learning process, students experience, their feelings, and to discuss around society and gender roles and expectations.

The expected outcome. Students will get more knowledge about the stereotypes and prejudice associated with professions; students will understand the value of questioning for thinking and learning; students will perceive that their prejudice and to reflect on how change it; student will be able to reflect upon their own learning.

Evaluation. It is recommended for teacher to make notes on individuals' or/and groups' raised and answered questions (formative evaluation), and to use self-evaluation (what students say about their own learning).

Possible adaptations. This activity is planned considering that will take place inside of a classic classroom (individual/double tables, chairs, board, etc), however it can take place in a difference space. The lesson can be shorter or longer depending on the complexity, (for example, the number of sentences and their complexity), student's age, experience, and other contextual peculiarities. You can and you should adapt the sentences to the group.

Lesson example

Lesson/subject:	Process/content	Remarks
Age group/class:	14–16	
Duration:	55 minutes	
Topic:	**Employability, Gender Equality, Discrimination**	
Description of the process:		
The beginning of the lesson (evocation stage): 3 – 5 minutes	The teacher puts three posters in the wall: "Agree", "Disagree", "I don't know". They ask the students what they think the class will be about.	Method used: brainstorming, key-words.
The main part of the lesson (comprehension stage): 30 minutes	The teacher tells the participants that they are going to read out a list of sentences (Annex 1). After each statement, the students have 30 seconds to take a stand (agree, disagree, I don't know), everyone at the same time (it could be after the teacher counts 1, 2, 3). Then, the students explain their position and a debate emerges. The students are allowed to change their opinion and therefore moving positions.	Methods used: brainstorming, questions.
The end of the lesson (reflection stage): 20 minutes	Start by reviewing the activity and what people learnt about professions and stereotypes in general and how they influence people's perceptions and actions. Some questions to help the reflection: Is it easy to make people change their opinion? Why? Do you think they are prejudice against professions? How can we change the negative bias of some professions?	Methods used: oral reflection, feedback.

Annex 1. **Sentences for discussion:**
- It's not up to the government to make sure that people don't starve to dead but that the people themselves have that responsibility.
- There are professions that deserve more respect than others.
- People who are unemployed are because they don't like working.
- There are professions that should be better paid than others.
- A good job is one where people don't have a lot of work.
- Fortunately, there are laws that prevent children from working.
- Good students usually get good jobs.
- It is easier for men to get a job than for women.
- There are professions more suited to men and others to women.
- People who do not have a higher education hardly find employment.
- A teacher must earn more than a barista.
- The most important thing in a profession is to do what we like.

References

Carreira, R., Maceiras, A., Pires, A., Reis, A., Veríssimo, C., Dias, D.,... & Gonçalves, L. (2012). Saber o Futuro – Kit de actividades lúdico-pedagógicas para a empregabilidade. *Projecto Quero Saber. Tortosendo*. Page 39

3.4. Take a step forward

adapted from Brander, Patricia, et al. "A manual on human
rights education with young people." Council of Europe Publishing. Hungary (2012).

Short annotation
We are all equal, but some are more equal than others. In this activity participants experience what it is like to be someone else in their society. The issues addressed include social inequality being often a source of discrimination and exclusion; empathy and its limits. This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights – although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights.

Goals. To promote empathy with others who are different; to raise awareness about the inequality of opportunities in society and to foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups

The lesson is structured in three parts. First part starts from the evocation activity derived from brainstorming and getting to the role. The second part is called comprehension, and it aimed for the students to reflect individually and to acknowledge the differences in society. The last one, reflection part is for summing up and reflecting upon learning process, students experience, their feelings, and to discuss around society roles and discrimination.

The expected outcome. Students will get more knowledge on the discrimination topics; students will understand the value of questioning for thinking and learning; students will perceive that their prejudice and to reflect on how change it; student will be able to reflect upon their own learning.

Evaluation. It is recommended for teacher to make notes on individuals' or/and groups' raised and answered questions (formative evaluation), and to use self-evaluation (what students say about their own learning).

Possible adaptations. This activity is planned considering that will take place outside of a classic classroom; however, it can take place in a difference space. The lesson can be shorter or longer depending on the complexity, student's age, experience, and other contextual peculiarities. The roles can be adapted to reflect the realities of the participants' own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes"). This also applies if you have a large group and have to devise more roles.

Lesson example

Lesson/subject:	Process/content	Remarks
Age group/class:	14–16	
Duration:	60 minutes	
Topic:	**Discrimination and Xenophobia, Poverty, General human rights**	
Description of the process:		
The beginning of the lesson (evocation stage): 5–10 minutes	The teacher creates a calm atmosphere with some soft background music. Alternatively, they can ask the participants for silence. The teacher hands out the role cards at random, one to each participant (Annex 1). They have to keep it to themselves and not to show it to anyone else. The teacher Invites them to sit down (preferably on the floor) and to read their role card. Now the teacher asks them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives: What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do? What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening? What sort of lifestyle do you have? Where do you live? How much	Method used: brainstorming, imagination, role-playing.

Lesson/subject:	Process/content	Remarks
	money do you earn each month? What do you do in your leisure time? What you do in your holidays? What excites you and what are you afraid of?	
The main part of the lesson (comprehension stage): 30 minutes	Now ask people to remain absolutely silent as they line up beside each other (like on a starting line). The teacher tells the participants that they are going to read out a list of situations or events (Annex 2). Every time that the students (in their role) can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not to move. The teacher reads out the situations one at a time and pauses for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other. At the end invite everyone to take a mental note of their final positions. Then give them a couple of minutes to come out of role before debriefing.	Methods used: questions, imagination, role-playing.
The end of the lesson (reflection stage): 20 minutes	Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt. 1. How did people feel stepping forward – or not? 2. For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were? 3. Did anyone feel that there were moments when their basic human rights were being ignored? 4. Can people guess each other's roles? (Let people reveal their roles during this part of the discussion). 5. How easy or difficult was it to play the different roles? How did	Methods used: oral reflection, feedback.

Lesson/subject:	Process/content	Remarks
	they imagine what the person they were playing was like? 6. Does the exercise mirror society in some way? How? 7. Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them? 8. What first steps could be taken to address the inequalities in society?	

Annex 1. **Role cards**

You are an unemployed single mother	You are the president of a party-poltical youth organisation (whose "mother" party is now in power)
You are the daughter of the local bank manager. You study economics at university	You are the son of a Chinese immigrant who runs a successful fast food business
You are an Arab Muslim girl living with your parents who are devoutly religious people	You are the daughter of the American ambassador to the country where you are now living
You are a soldier in the army, doing compulsory military service	You are the owner of a successful import-export company
You are a disabled young man who can only move in a wheelchair	You are a retired worker from a factory that makes shoes
You are a 17-years old Roma (Gypsy) girl who never finished primary school	You are the girlfriend of a young artist who is addicted to heroin
You are an HIV positive, middle-aged prostitute	You are a 22-years old lesbian
You are an unemployed schoolteacher in a country whose new official language you are not fluent in	You are a fashion model of African origin
You are a 24-years old refugee from Afghanistan	You are a homeless young man, 27 years old
You are an illegal immigrant from Mali	You are the 19-years old son of a farmer in a remote village in the mountains

Annex 2. **List of situation and events**

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone line and television. You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.

References

Brander, P., Gomes, R., Keen, E., Lemineur, M. L., Oliveira, B., Ondráčková, J.,... & Suslova, O. (2012). A manual on human rights education with young people. *Council of Europe Publishing. Hungary.* Page 217

3.5. My future

adapted from Brander, Patricia, et al. "A manual on human rights
education with young people." Council of Europe Publishing. Hungary (2012)

Short annotation

There are many definitions and a number of different approaches, but human rights education is best described in terms of what it sets out to the authors (Brander at al., 2021) to achieve. The long term aim of such programs is to establish a culture where human rights are understood, defended and respected. Thus, anyone who works with other people may be said to engage in human rights education if they have this end in mind and take steps to achieve it – no matter how or where they go about it.

In this activity, participants draw, contemplate and discuss their hopes and concerns for their personal future. The issues addressed are: personal, professional and community life.

Goals. To develop knowledge about community life, rights and responsibilities; to promote skills to discuss openly, to have vision and to see the world as a developing and open-ended opportunity to which every young person can make a positive or negative contribution.

The lesson is structured in three parts. First part starts from the evocation activity derived from brainstorming about the changes. The second part is called comprehension, and it aimed for the students to reflect individually and to acknowledge what their ideal future would be. The last one, reflection part is for summing up and reflecting upon learning process, students experience, their feelings, and to discuss around future roles and expectations.

The expected outcome. Students will get more insight of what to do in order to achieve their dreams; students will understand the value of questioning for thinking and learning; student will be able to reflect upon their own learning.

Evaluation. It is recommended for teacher to make notes on individuals' or/and groups' raised and answered questions (formative evaluation), and to use self-evaluation (what students say about their own learning).

Possible adaptations. This activity is planned considering that will take place inside of a classic classroom; however, it can take place in a difference space. The lesson can be shorter or longer depending on the complexity, student's age, experience, and other contextual peculiarities. An alternative method could be to use the idea of "futures wheels". Get people to work in small groups. Each group takes one issue, (for instance, education, the family, the community, employment or health) and draws the futures wheel for that topic.

Lesson example

Lesson/subject:	Process/content	Remarks
Age group/class:	14–16	
Duration:	60 minutes	
Topic:	**Future, lifepath**	
Description of the process:		

Lesson/subject:	Process/content	Remarks
The beginning of the lesson (evocation stage): 5–10 minutes	The teacher asks participants to think back to when they were younger and what their homes and the local streets looked like, and how they have changed. Have they moved houses, or do they have any new furniture? Are there any new buildings in the neighbourhood? Question them to think about why these things have changed and who made the decisions about what should be renewed and how it should be done. The teacher asks the students to brainstorm the changes they would have made if they had been consulted. After, to make a link with what do I want for my future? What do I envision? Where would I live? How is my house? What is my job? Do I have pets? Am I married?	Method used: brainstorming, questions.
The main part of the lesson (comprehension stage): 30 minutes	The teacher tells the students that is the moment for them to take the chance to start thinking about – and influencing – the futures they may inhabit. The teacher divides the students in groups of three to four and hands out paper and pens and ask them to draft or sketch ideas for their ideal future (considering the questions earlier). They have a free hand. The limits are their own imaginations. After they can debate, in groups, each plan.	Methods used: questions, imagination, role-playing.
The end of the lesson (reflection stage): 20 minutes	Start with how they feel about their future. Did you enjoy the feeling of being "architects of your future"? Do you believe your ideals could ever come true? Why? Why not? Do you believe adults would be ready to discuss your plans? Why? Why not? What was the biggest surprise in your college's plans? What do you have to do in order to achieve your plans? What major changes in your environment/life you would do?	Methods used: oral reflection, feedback.

Lesson/subject:	Process/content	Remarks
	What are your future duties? Will life be much different from now? In what sense? What will your daily livs be like? Will you shop for food? Will you travel around?	

References

Brander, P., Gomes, R., Keen, E., Lemineur, M. L., Oliveira, B., Ondrácková, J.,... & Suslova, O. (2012). A manual on human rights education with young people. *Council of Europe Publishing. Hungary*. Page 182

3.6. When tomorrow comes

adapted from Brander, Patricia, et al. "A manual on human rights education with young people." Council of Europe Publishing. Hungary (2012)

Short annotation

There are many definitions and a number of different approaches, but human rights education is best described in terms of what it sets out to the authors (Brander at al., 2021) to achieve. The long term aim of such programs is to establish a culture where human rights are understood, defended and respected. Thus, anyone who works with other people may be said to engage in human rights education if they have this end in mind and take steps to achieve it – no matter how or where they go about it.

This activity uses information sheets and discussion to explore issues about the rights of criminals, the death penalty, the protection of society from criminals and you can also relate them to the right to life and the right not to be subjected to cruel, inhuman or degrading treatment.

Goals. To examine our preconceptions about criminals and reflect on some of the implications of the death penalty. To be aware of our own listening skills and how we "interpret" information we are given and to promote a sense of human dignity and justice.

The lesson is structured in three parts. First part starts from the evocation activity derived from listening the first part of the story and to recalling details. The second part is called comprehension, and it aimed for the students to reflect about the new information and how it changes our perception. The last one, reflection part is for summing up and reflecting upon learning process, students experience, their feelings, and to discuss around the right to life.

The expected outcome. Students will get more knowledge on the rights topics; students will understand the value of questioning for thinking and learning; students will perceive that their prejudice and to reflect on how change it; student will be able to reflect upon their own learning.

Evaluation. It is recommended for teacher to make notes on individuals' or/and groups' raised and answered questions (formative evaluation), and to use self-evaluation (what students say about their own learning).

Possible adaptations. This activity is planned considering that will take place inside of a classic classroom; however, it can take place in a difference space. The lesson can be shorter or longer depending on the complexity, student's age, experience, and other contextual peculiarities.

Lesson example

Lesson/subject:	Process/content	Remarks
Age group/class:	14–16	
Duration:	60 minutes	
Topic:	**Human Security, Media, Peace and Violence**	
Description of the process:		
The beginning of the lesson (evocation stage): 5–10 minutes	The teacher reads part 1 of "When tomorrow comes" (see Annex) out loud to the group. And then give people about 5 minutes to recall all the main points and to write them down in their own words. Then asks the students to exchange sheets of paper with their neighbour, to read each other's accounts and give feedback.	Method used: reading a story, recalling details.
The main part of the lesson (comprehension stage): 30 minutes	The teacher invites some students to read out their accounts. Then discuss the differences between the versions: did some people remember more details than others did? Did some people invent details that had not been mentioned in the original story? Ask the students for their reaction to the story: who do they think the narrator is? What has happened? **Note:** it is important not to give people any hint of the two men's situation: try to draw out people's impressions of the characters, but without suggesting you have any particular reason for doing so. Then the teacher reads out the newspaper cutting (Annex 2) and part 2 of Dwight's narration and allows the pairs 10–15 minutes to discuss the new information with their partners. After this, the teacher supplies them with copies of "When	Methods used: questions, imagination.

Lesson/subject:	Process/content	Remarks
	tomorrow comes" in case they want to refer back to points in the text. Then ask them to think about the following two issues: Did they find their opinion of either Dwight or Nanon changed when they learnt that they were on Death Row? How? Why? What do they think Dwight meant by saying 'If you judge others how this system has judged you, it will make you no better than those who have condemned you to death!" Do they agree with him? Open the issue up for general discussion, obtaining feedback from the various pairs on these questions.	
The end of the lesson (reflection stage): 20 minutes	This activity can be used to spark off a number of important and interesting issues which can form the subject of further activities or discussion. However, it is recommended that in the debriefing you stick fairly closely to the topics that the groups have already considered rather than opening up entirely new themes. • Has this activity taught you anything about yourself? Has it made you reconsider any of your previous opinions or beliefs? • What do you think the activity was intended to illustrate? Did it succeed in this aim, and if not, why not? • What, if anything, did the activity have to say to you about the right to life? Were there any other rights issues that were raised in the discussion? Make a note of these issues for future use.	Methods used: oral reflection, feedback.

Part 1

"It was a day after Dwight Adanandus died when I truly looked at life completely differently than what it was, or shall I say, what I wished it to be. This was the beginning of winter, and as I lay still thinking of a friend that always presented a smile when the days seemed so redundant, I felt tormented. As I gently moved, picking up the newspaper under the door, the paper told his story.

Reading about it and knowing I would never see him again felt like someone was sticking pincushions in my heart over and over again. Sometimes he would come swinging into the yard yelling, 'What's up youngster?' And I would look around me, stare back, and say, 'Man, who you calling a youngster,' and we would both start laughing because I was the youngest person on our block. And when I think of those moments now, well, it deeply saddens me, because I'll never look forward to being in the yard without Dwight being around to break the creases that riddled my face with anger.

As the years have gone by, my methods of passing time have changed, but I like to think these new methods will hopefully make me become a better man one day like Dwight became. During my moments of weakness, I always find myself wondering what Dwight would have done.

'Remember,' he would say to me, 'The system can only get to you if you let them. Make your peace with whoever your God is and start to live life the best you can and appreciate it.' Then he would continue, 'Youngster, I don't know why you're here, but I know you don't belong here…'

Part 2

'……. In fact, no one belongs here, not on death row. You have rapists, kidnappers, robbers, child molesters and sadistic people who don't give a damn about you. However, you also have caring and compassionate people who have done those very same things, but have found a way to change and I want you to always remember that,' he said to me weeks before he was executed. 'Remember this if nothing else. If you judge others how this system has judged you, it will make you no better than those who have condemned you to death!' And as those words ring in my ears now, I wonder why it has taken me so long to understand what he meant. Of course I heard what he said and it made sense, but making sense and fully grasping the meaning of those words was something total different. I guess then I was the youngster he called me, but the truth hurts when you finally take the time to see it. I know the confinement is all a psychological weapon of torture that builds frustration until depression sets in, but somehow the spirit and the will to continue remains in a few. For Dwight, he had that spirit no matter what he did that placed him on death row and with that spirit he changed other's lives who rot like living corpse in the system's graveyard. 'I know it's not easy Youngster,' he would say. 'But nobody said life was easy. Take each day for what it's worth and as long as you can see a light at the end of the road, let that be the strength that guides you,' were the last words he ever said to me tearfully as he said his final good-byes. I dare not to explain what that means to me, as I guess he said it to me so I can find my own strength that sustains me through the years that have passed and probably the years to come. I have never forsaken my principles or the things that I value most in life — like my family, so more than likely that love and one day entering heavens gates, is what tomorrow really is when it comes." Nanon Williams was sentenced to death by the State of Texas when he was 17 years old, under the charge of capital murder. He denies the charge and has spent the last nine years on Death Row.

Source: www.ccadp.org.

Annex 2. **Newspaper cutting**

Huntsville – October 2, 1997. A convicted robber was executed Wednesday night for gunning down a San Antonio businessman who tried to stop him from fleeing a bank hold-up nine years ago. Adanandus, 41, went to death row for killing Vernon Hanan, who was shot in the chest January 28, 1988, as he wrestled with Adanandus in the foyer of a bank on San Antonio's north side.

References

Brander, P., Gomes, R., Keen, E., Lemineur, M. L., Oliveira, B., Ondráčková, J., ... & Suslova, O. (2012). A manual on human rights education with young people. *Council of Europe Publishing. Hungary.* Page 250.