



# Lesson Plans containing the use of WEB 2.0 Apps

English Edition

2020-1-EL01-KA229-079073 “hAPPY Students”

Lamia, October 2023



## Introducton

The Project Erasmus+ KA229 titled “hAPPy Students” started in October 2020 and finished in September 2023. It’s objective has been the embedding of Web 2.0 Apps in the educational process so that we make lessons more appealing to students, teachers develop their digital literacy and the partner schools develop friendship and cooperation bonds between them.

Coordinator of this project is the 2nd Primary School of Lamia, and partners are the following schools: Istituto Comprensivo A.Leonori (Italy) Atgimimas School (Lithuania), SJSP Spoleczna jezykowa szkola podstawowa (Poland), Colegio Huerta de la Cruz (Spain) και Sehif Yilmaz Bozkurt Ortaokulu (Turkey).

The following manual is a project result and contains lesson plans embedding the use of the Apps that have been explored during the project. Another 6 Manuals like this have been created, one in English and the rest in the national languages of the partner schools. All of them are available and free for use at the project’s website <https://happy-students.info/>





# KAHOOT

App: Kahoot

Partner School: Druskininkai "Atgimimas" school

Class Title	Grade Level
Adjectives: Characteristics	6th
Content Standards Covered	
<p>Students can talk about people's personality. Activities will help students to improve their communication skills. It will also help them to express their opinions. They will work in a cooperate manner improving:</p> <ul style="list-style-type: none"><li>- Communicative competence;</li><li>- Cultural awareness and expression;</li><li>- Social and civic competences;</li></ul>	
Learning Objectives	
<ul style="list-style-type: none"><li>● Learn adjectives describing personality;</li><li>● Listen to a conversation about numerology;</li><li>● Listen for general meaning and specific details;</li><li>● Describe personality;</li></ul>	
Learning Activities	
<p><b>1.Warm-up</b></p> <ul style="list-style-type: none"><li>- With books closed, write the word personality on the Microsoft whiteboard;</li><li>- Ask what words we can use to describe someone's personality. Elicit some words and write them on the Microsoft whiteboard;</li><li>- Ask some students to describe their personality, or the personality of a friend or family member;</li><li>- Ask if they think that someone's date of birth can have an effect on their personality;</li><li>- Explain that some people believe in numerology, which says that your date of birth does affect your personality;</li><li>-</li></ul> <p><b>2.Activities/Exercises:</b></p>	



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1. Model and drill the pronunciation of the adjectives. In a **weaker class**. Check understanding by asking them to translate the adjectives into their own language; In a **stronger class**, encourage students to define the words by asking them to give examples of behavior which could be described by the adjectives.

2. Go through the examples with the class. In a **stronger class**, ask students to recap what the opposite for each adjective would be.

Tell students to read the description carefully, as there may seem to be more than one suitable idea.

3. Kahoot

4. Show students how to calculate the number for someone in their family. Refer them to the text and go through the examples on the board;

Students calculate the number and read the analysis. In a stronger class, ask students to provide evidence for and against the analysis.

5. Tapescript 2.33 (page 152)

Explain that students are going to listen to three students discussing numerology. Tell them to read through the three questions and think about what words they might hear.

Play the CD /video/or interactive book's sound track. Students listen and answer the question in the instructions.

6. Tapescript 2.33

Point out that in this exercise, students must listen carefully and complete the sentences with the exact one or two words they hear.

Students should read the sentences carefully before listening.

7. Students calculate their number and read the analysis.

They can compare their answers with a partner and say whether they agree or disagree. In a **weaker class**, if they disagree, they must say what they think their personality is like. In a **stronger class**, they must do this and provide an example in English.

### 3. Optional activity: Vocabulary;

To practice personality adjectives, ask students to write a brief description of their own personality using the personality adjectives. They write their description on a piece of paper which they can hand you or they can write a description in "Microsoft-365" Teams's One-note. When they have finished, read some of the descriptions to the class. See if they can guess who wrote each one.

### 4. More practice

[www.liveworksheets.com](http://www.liveworksheets.com)

Workbook page 50;

Five min test;

Test Bank MultiROM

### Materials and Resources (Needed by students and teachers)

Students books; Workbooks; Mobile phones or Computers;

<https://create.kahoot.it/share/adjectives-describing-personality/d92c99f2-27f4-404d-8619-fb38dcb8322a>

<https://www.liveworksheets.com/c?a=s&t=601ddmpqzt&sr=n&l=as&i=ufossdz&r=la&db=0>



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## VOCABULARY AND LISTENING ■ Adjectives: characteristics

I can talk about people's personality.

- 1 Work in pairs. Write pairs of opposite adjectives using one adjective from box A and one from box B.

A helpful easy-going impatient  
ambitious friendly negative shy  
generous creative modest peaceful  
serious

B mean patient outgoing moody  
positive unambitious unfriendly  
funny unhelpful arrogant aggressive  
unimaginative

helpful – unhelpful

- 2 Choose adjectives from box A to describe the people.

Adam is very relaxed. *easy-going*

- 1 Ben always gets the best marks in exams but he never talks about it.
- 2 Katy always does the washing-up.
- 3 Simon always gives us expensive presents.
- 4 Jenny wants to be the best at everything.
- 5 Tom is a quiet and calm boy.
- 6 Rachel always thinks everything is bad.
- 7 Josh doesn't like big parties.
- 8 Sally is good at meeting new people.
- 9 Mark hates waiting.
- 10 Ellie writes stories and songs.
- 11 Tim doesn't like having fun.

- 3 Look at the *Numerology* test and calculate the number for someone in your family.

My brother's number is 6. I agree that he is sometimes impatient!

- 4 2.33 Listen to Holly, Mark and Becky and answer the questions.

- 1 Who doesn't believe in numerology at all?
- 2 Who thinks horoscopes are fun?
- 3 Who thinks these tests can really describe your personality?

- 5 2.33 Listen again and complete the sentences with one or two words.

- 1 Mark's birthday is \_\_\_\_.
- 2 Mark and Holly were born in the year \_\_\_\_.
- 3 The test says Mark is creative, generous and \_\_\_\_.
- 4 Becky's numerology number is \_\_\_\_.
- 5 Becky says she isn't \_\_\_\_.

- 6 **ACTIVATE** Look at the *Numerology* test and calculate your number. Do you agree? Explain your answers.

*It's true because I'm creative. I like writing stories. I'm also sometimes moody, especially in the morning!*

## NUMEROLOGY: numbers and personality

Add the digits in your birthdate until you have a number between 1 and 9.

Examples:

Johnny Depp – 09/06/1963

= 9 + 6 + 1 + 9 + 6 + 3 = 34 = 3 + 4 = 7

Jennifer Aniston – 11/02/1969

= 1 + 1 + 2 + 1 + 9 + 6 + 9 = 29 = 2 + 9 = 11 = 1 + 1 = 2



1	+ positive, likes action – sometimes aggressive
2	+ modest, thinks about other people – sometimes shy
3	+ artistic, has a good imagination – sometimes negative
4	+ practical, likes organizing – sometimes serious
5	+ positive, likes doing things – sometimes impatient
6	+ artistic, likes helping people – sometimes impatient
7	+ intelligent, peaceful – sometimes argues
8	+ works a lot, good at deciding things – sometimes ambitious, occasionally impatient
9	+ creative, generous – sometimes moody



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... then you should definitely get a dog... but a quiet one.

## Unit 6

### Page 62, exercises 4 and 5

**H = Holly, M = Mark, B = Becky**

**H** Mark, did you do this numerology thing?

**M** Oh, yeah, I saw that, but I'm not really interested.

**H** Why not? It's really interesting.

**M** You're mad if you believe in those things, Holly. I mean, how can adding up the digits in your birth date tell you about your personality?

**H** We'll find out if you tell me your birthday. Come on. What is it?

**M** Will you leave me alone if I tell you?

**H** Just tell me, Mark!

**M** The third of July.

**H** And the year is 1997, same as me. So that's 3 plus 7, and 1 is 11, 20, 29, plus 7 is ... 36. That's 3 plus 6 equals 9. Your number is 9. So let's see. That means you're creative and generous. Correct?

**M** Creative and generous? Erm, yes, maybe.

**H** See. I told you. Now, it also says that you're sometimes moody.

**M** Moody? Me?!

**H** Hmm... What about you, Becky, you like horoscopes and stuff like that, don't you?

**B** Yes.

**H** *Well, if you like horoscopes, you'll love this.*

**B** Yeah, I tried it. My number is six.

**H** Six ... so you're artistic and you like helping people.

**B** Well, I'm not exactly artistic, am I?

**H** Not exactly. But these things are usually right ...

**B** *Holly! They're just a bit of fun really, aren't they? Like horoscopes ... Let's look at your horoscope, Mark. You're Cancer ... Cancer ... OK, it says, 'If you go to a café today you'll meet two friendly girls ... And their names will probably be Holly and Becky!'*

**H** Wow! That's amazing!

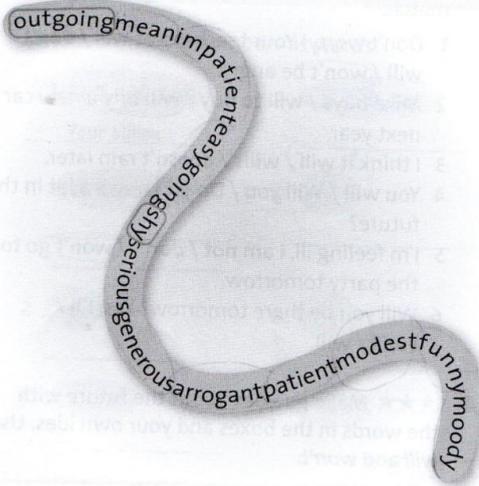
**M** Yeah, very funny.





# VOCABULARY ■ Adjectives: characteristics

1 ★ Find five more pairs of personality adjectives with opposite meanings.



\_\_\_\_\_ outgoing - shy \_\_\_\_\_ 3 \_\_\_\_\_  
 1 \_\_\_\_\_ 4 \_\_\_\_\_  
 2 \_\_\_\_\_ 5 \_\_\_\_\_

2 ★★ Complete the sentences with suitable personality adjectives.

- A shy person is someone who feels nervous when they meet new people.
- A \_\_\_\_\_ person is someone who always smiles at people and says hello.
  - An \_\_\_\_\_ person is someone who doesn't have many original ideas.
  - An \_\_\_\_\_ person is someone who wants to get a good job in the future.
  - A \_\_\_\_\_ person is someone who is good at making things with their hands.
  - A \_\_\_\_\_ person doesn't like giving things to other people.
  - An \_\_\_\_\_ person is someone who gets angry when they have to wait for a long time.
  - A \_\_\_\_\_ person is someone who often feels sad and angry.
  - A \_\_\_\_\_ person is someone who thinks about the bad things in the world.
  - An \_\_\_\_\_ person is someone who is relaxed and doesn't often get angry.

3 ★★ Complete the text with the words in the box.

moody serious positive shy  
 ambitious generous friendly

## What's your personality?

Erin, 13

I think I'm a serious person. At school I study hard and I always do my homework. I'm also <sup>1</sup> \_\_\_\_\_ - I want to be a doctor in the future. My teachers sometimes think I'm <sup>2</sup> \_\_\_\_\_, because I don't ask many questions and I don't like talking in front of the class. But I'm very <sup>3</sup> \_\_\_\_\_ with the girls at school and we always laugh and chat in the morning.



Rees, 14

Everybody says I'm a very <sup>4</sup> \_\_\_\_\_ person - I always give my friends nice presents and I buy flowers for my mum on her birthday. I don't like negative people. I always try to see the good things in the world because I want to be a <sup>5</sup> \_\_\_\_\_ person. But I'm not happy all the time! My dad says I'm <sup>6</sup> \_\_\_\_\_ because I sometimes feel bad when I get up, but after breakfast I'm happy again!



4 ★★★ Write sentences about two people you know. Use adjectives to describe their personality.

My teacher is really patient with everybody.  
He's also very positive and he always says 'Well done!'

1 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# VOCABULARY Unit 6 ★★★

## 1 Write the numbers.

- 1 1,000,000,000 \_\_\_\_\_
- 2 1,000,000 \_\_\_\_\_
- 3 1,000 \_\_\_\_\_
- 4 100 \_\_\_\_\_
- 5 12 \_\_\_\_\_
- 6 3 or 4 \_\_\_\_\_
- 7 2 \_\_\_\_\_
- 8 ½ \_\_\_\_\_
- 9 ¼ \_\_\_\_\_
- 10 0 \_\_\_\_\_

## 2 Write the times.

- 1 1,000 years \_\_\_\_\_
- 2 100 years \_\_\_\_\_
- 3 10 years \_\_\_\_\_
- 4 365 days \_\_\_\_\_
- 5 31 days \_\_\_\_\_
- 6 7 days \_\_\_\_\_
- 7 24 hours \_\_\_\_\_
- 8 60 minutes \_\_\_\_\_
- 9 60 seconds \_\_\_\_\_
- 10 1/60 of a minute \_\_\_\_\_

## 3 Write the answers.

- 1 How many is three dozen?  
\_\_\_\_\_
- 2 How many weeks are in a year?  
\_\_\_\_\_
- 3 What is a half and a quarter?  
\_\_\_\_\_
- 4 How many noughts are in a billion?  
\_\_\_\_\_
- 5 How many seconds are in a day?  
\_\_\_\_\_
- 6 How many minutes are in a quarter of an hour?  
\_\_\_\_\_
- 7 How many days are in a decade?  
\_\_\_\_\_
- 8 How many years are in a couple of decades?  
\_\_\_\_\_
- 9 How many hours are in four days?  
\_\_\_\_\_
- 10 How many decades are there in a millennium?  
\_\_\_\_\_

## 4 Find opposite pairs of adjectives in the box. Write them.

big-headed confident dishonest foolish  
generous hard-working honest lazy  
mean modest quiet sensible shy  
talkative

- \_\_\_\_\_ – \_\_\_\_\_
- \_\_\_\_\_ – \_\_\_\_\_
- \_\_\_\_\_ – \_\_\_\_\_
- \_\_\_\_\_ – \_\_\_\_\_
- \_\_\_\_\_ – \_\_\_\_\_
- \_\_\_\_\_ – \_\_\_\_\_

## 5 Find the adjectives in exercise 4 that have the same meaning as 1–4.

- 1 arrogant \_\_\_\_\_
- 2 silly \_\_\_\_\_
- 3 practical \_\_\_\_\_
- 4 peaceful \_\_\_\_\_

## 6 Complete the sentences with some of the personality adjectives in exercises 4 and 5.

- 1 My sister always buys me a nice birthday present. She's very \_\_\_\_\_.
- 2 My brother loves going to parties and meeting people. He isn't \_\_\_\_\_.
- 3 Some people think they are the best at everything. They're \_\_\_\_\_.
- 4 When Jim has a problem, he always chooses the best solution because he's \_\_\_\_\_.
- 5 She studies a lot and tries to pass her exams. She's \_\_\_\_\_.
- 6 He always tells the truth. He's \_\_\_\_\_.
- 7 Cycling at night without any lights is a \_\_\_\_\_ thing to do.
- 8 He never does any work. He's very \_\_\_\_\_.
- 9 My sister loves chatting to people. She's \_\_\_\_\_.
- 10 My mum is really clever but she never talks about it. She's \_\_\_\_\_.





## VOCABULARY Unit 6



### Summary

#### Time and numbers

a billion a century a couple a day a decade a dozen a few a half an hour a hundred a millennium a million a minute a month nought a quarter a second a thousand a week a year

#### Adjectives: characteristics

aggressive (un)ambitious arrogant creative easy-going (un)friendly funny generous (un)helpful mean modest moody negative outgoing (im)patient peaceful positive practical serious shy unimaginative

### Time and numbers

#### 1 Match 1–10 with a–j.

- |                |                                     |
|----------------|-------------------------------------|
| 1 a century    | a a thousand years                  |
| 2 a minute     | b a hundred years                   |
| 3 a millennium | c ten years                         |
| 4 a decade     | d 365 days                          |
| 5 a week       | e $\frac{1}{60}$ of a minute        |
| 6 a second     | f seven days                        |
| 7 an hour      | g twenty-four hours                 |
| 8 a day        | h sixty minutes                     |
| 9 a year       | i sixty seconds                     |
| 10 a month     | j usually thirty or thirty-one days |

#### 2 Match 1–10 with a–j.

- |                 |              |
|-----------------|--------------|
| 1 1,000,000,000 | a a thousand |
| 2 1,000,000     | b nought     |
| 3 1,000         | c a hundred  |
| 4 100           | d a billion  |
| 5 twelve        | e a quarter  |
| 6 three or four | f a couple   |
| 7 two           | g a half     |
| 8 $\frac{1}{2}$ | h a few      |
| 9 $\frac{1}{4}$ | i a dozen    |
| 10 0            | j a million  |

### Adjectives: characteristics

#### 3 Find the opposite of the adjectives in the summary.

- |            |                 |
|------------|-----------------|
| negative   | <u>positive</u> |
| 1 mean     | _____           |
| 2 outgoing | _____           |
| 3 creative | _____           |
| 4 arrogant | _____           |
| 5 funny    | _____           |

#### 4 Choose the correct answers.

- If you work hard and you're \_\_\_\_\_, day you'll be president.  
a mean b arrogant c ambitious
- If you're \_\_\_\_\_ with your money, you'll be rich but you won't be happy.  
a shy b outgoing c mean
- If you are \_\_\_\_\_, you'll enjoy spending your money on your friends and family.  
a negative b generous c modest
- If you are \_\_\_\_\_, you won't enjoy meeting new people.  
a friendly b outgoing c shy
- If you work with small children, you'll need to be \_\_\_\_\_.  
a arrogant b patient c modest
- If you are \_\_\_\_\_ when you drive, you probably have an accident.  
a serious b moody c impatient
- You won't be popular if you aren't \_\_\_\_\_.  
a friendly b serious c negative
- You'll make everyone unhappy if you're \_\_\_\_\_ at the party.  
a positive b generous c moody
- People will think you are very \_\_\_\_\_ if you never smile.  
a serious b peaceful c ambitious
- If you are \_\_\_\_\_ with people, they will help you when you need it.  
a easy-going b helpful c practical
- You can think of many interesting things if you're \_\_\_\_\_.  
a creative b mean c generous
- If you are \_\_\_\_\_ about life, you'll always be happy.  
a outgoing b shy c positive





will and won't

1 Complete the predictions about the year 2050. Use will ('ll) and won't.

- Most children won't (x) study at school. They'll (v) study at home on the internet. 1 Everybody (v) drive electric cars. Petrol cars (x) exist in the future. 2 We (v) live under the sea in big cities. We (x) live in houses and flats like today. 3 We (x) tidy our homes in the future. We (v) have machines to do all the cleaning. 4 We (x) go to the beach for our holidays. We (v) travel to different planets. 5 We (x) need to think. Computers (v) control our lives.

2 Rewrite the sentence with the adverb in the correct place.

- I won't go shopping tomorrow. (probably) I probably won't go shopping tomorrow. 1 I will visit my aunt on Saturday. (probably) 2 It's very cold. We won't go swimming today. (definitely) 3 They will arrive before 7.30. (definitely) 4 I won't be at home at five o'clock. (probably)

First conditional

3 Match 1-6 with a-f to make conditional sentences.

- 1 If I pass my exams, c 2 If I go to a restaurant, 3 If it rains tomorrow, 4 If we don't hurry up, 5 If you go to bed late, 6 If you eat those cakes, a you'll be tired in the morning. b you won't eat your dinner. c I'll study music at university. d I won't go to the beach. e we'll miss the train.

4 Choose the correct words.

- You'll meet my friends if you come / will come the party. 1 Kate doesn't / won't like this curry if it's very hot. 2 If you buy some eggs, I make / 'll make a cake. 3 Your headache will get / gets better if you rest in bed. 4 If we don't leave now, we are / 'll be late. 5 If I have more pizza, I 'll feel / feel ill. 6 I'll call June if somebody give / gives me his phone number.

Time and numbers

5 Write T for time words or N for number words.

- a dozen N 1 a second T 8 a year T 2 nought T 9 a day T 3 a century T 10 a billion T 4 a half T 11 a week T 5 a millennium T 12 a quarter T 6 a couple T 13 a hundred T 7 a thousand T 14 an hour T

Adjectives: characteristics

6 Are the adjectives in the box positive (+) or negative (-)? Write them in the correct place.

ambitious moody generous impatient mean friendly patient practical shy unhelpful modest arrogant unimaginative easy-going

Table with 2 columns: Positive, Negative. Row 1: ambitious





## Unit 6 Vocabulary ⇌ page 62

### 5 min Test A

1 Match the adjectives 1–5 with the opposites a–e.

1\_\_\_ 2\_\_\_ 3\_\_\_ 4\_\_\_ 5\_\_\_

- |              |              |
|--------------|--------------|
| 1 mean       | a funny      |
| 2 serious    | b easy-going |
| 3 moody      | c peaceful   |
| 4 aggressive | d generous   |
| 5 shy        | e outgoing   |

2 Write the opposite of the adjectives.

- 1 helpful – \_\_\_\_\_  
2 positive – \_\_\_\_\_  
3 modest – \_\_\_\_\_  
4 unimaginative – \_\_\_\_\_  
5 patient – \_\_\_\_\_
- 

## Unit 6 Vocabulary ⇌ page 62

### 5 min Test B

1 Match the adjectives 1–5 with the opposites a–e.

1\_\_\_ 2\_\_\_ 3\_\_\_ 4\_\_\_ 5\_\_\_

- |            |              |
|------------|--------------|
| 1 positive | a negative   |
| 2 outgoing | b aggressive |
| 3 generous | c mean       |
| 4 peaceful | d arrogant   |
| 5 modest   | e shy        |

2 Write the opposite of the adjectives.

- 1 easy-going – \_\_\_\_\_  
2 creative – \_\_\_\_\_  
3 ambitious – \_\_\_\_\_





4 patient – \_\_\_\_\_

5 funny – \_\_\_\_\_

## About you

### 1 Talk about numbers.

- What year were you born? In what year did you first go to school?
- How much time did you spend doing homework last week?
- Have you got a lucky number? What is it? Why is it lucky for you?
- What do you think the world will be like in 2020?

## Role play

2

definitely not disagree me think  
think probably

Complete the dialogue with the words in the box. Then practise the dialogue.

**A** Can I ask you a question? I'm doing a survey.

**B** Yes, OK.

**A** Do you (1) \_\_\_\_\_ that people will be happier in the future?

**B** Let (2) \_\_\_\_\_. No,  
(3) \_\_\_\_\_.

I don't think people will be happier, because I think they will have more problems. What about you?

**A** Well, I (4) \_\_\_\_\_ with you.

I think that people will (5) \_\_\_\_\_ be happier, because they'll be richer and they'll have bigger houses and better food.

**EXTENSION** You are doing a survey and want to ask your partner the question: *Will people live longer in the future?*

**A** ask your partner if you can ask them a survey question

**B** agree

**A** ask the question

**B** respond and give a reason for your opinion



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A explain your answer to the survey question and give a reason for your opinion

## Photo description

### 3 Describe the photos.

#### Photo A

- Describe the photo. How many people can you see?
- What are the people doing?
- What personalities do you think these people have got?
- What do you think the children will do in the future? Why?

#### Photo B

- Describe the photo. How many people can you see?
- What are the people doing?
- What personality has this girl got?
- What do you think this girl will do in the future? Why?

### EXTENSION Answer the questions.

- Describe your personality.
- Are you ambitious? What do you want to do in the future?
- What things do you think you will definitely do in the future? What things won't you do?



B





App: Kahoot

Partner School: Druskininkai "Atgimimo" school

Class Title	Grade Level
English	5th
Content Standards Covered	
The topic of the lesson is Hobbies, free time activities. Vocabulary revision and introduction of new vocabulary. Present Simple, Present Continuous tenses.	
Learning Objectives	
To memorize new words connected with hobbies and free time activities. To use the learned words in real life situations. To find out more about different ways to spend ones' leisure time. To improve IT skills. To improve reaction skills.	
Learning Activities	
While playing Kahoot, looking at the pictures to guess: What hobbies are those? What free time activities are those? What are the people doing in different situations? What are the names of the hobbies? What are the names of the free time activities? What hobby can people take up in winter? What activities can people do in winter? How can people spend time on rainy days? What is your hobby? What do you personally do in free time?	
Materials and Resources (Needed by students and teachers)	
English Plus 1 Students` book. The Internet and PC. Kahoot app. <a href="https://create.kahoot.it/share/hobbies-and-free-time/00520e85-e470-414e-9693-c11f8b1a7757">https://create.kahoot.it/share/hobbies-and-free-time/00520e85-e470-414e-9693-c11f8b1a7757</a>	



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App: Kahoot

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Energy	5th and 6th
Content Standards Covered	
Physics 5th - 6th Grade Unit: Sources and forms of energy Greek language Arts Music ICT	
Learning Objectives	
Students will be able to: <ul style="list-style-type: none"><li>● repeat key points from fifth and sixth grade physics and specifically from the chapter on forms and sources of energy in game form</li><li>● for students to collaborate and implement activities using new technologies</li><li>● learn about kahoot software and create a game about energy forms and sources.</li><li>● develop cooperative learning skills</li><li>● cultivate critical and creative thinking</li><li>● raise awareness so that they maintain a positive attitude towards renewable energy sources and consequently the protection of the environment.</li></ul>	
Learning Activities	
1. Using the flipped classroom method, they find information about the sources and forms of energy and through their google classroom group they post all the videos, photos, articles they have found (30 minutes).  <a href="https://www.youtube.com/watch?v=ViXtT8c4z-c&amp;t=85s">https://www.youtube.com/watch?v=ViXtT8c4z-c&amp;t=85s</a>	
2. There is a discussion in the class about what the students have discovered and what has been taught in the chapter on energy. (30 minutes)	
3. Guided activity: The teacher presents the kahoot application to the students and they are divided into 4 groups: writing group, who will write the questions and answers of the quiz, illustrators, who will search for a corresponding image on the internet to incorporate it into the quiz, group of technology, who will take the quiz to kahoot and demo team who will take it upon themselves to play it and explain it to the rest of the school's students. (60 minutes)	



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4. The students present the quiz they created on kahoot to the rest of the school's students and upload it to the school's website with the help of the teacher to make it accessible to students, parents, teachers, local community. (30 minutes)

5. Students create internet-inspired STEAM experiments for different forms of energy

<https://www.youtube.com/watch?v=nhgNh3BdMsc>

<https://www.youtube.com/watch?v=mzw2Vul52Hs>

<https://www.youtube.com/watch?v=vmM5kO2PjCo>

6. They look for songs about the sources and forms of energy, sing them karaoke and get inspired by their own song, record it and broadcast it on the radio. (30 minutes)

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

<https://www.youtube.com/watch?v=WgYxQE7aOXY>

7. To have fun, but also to gain more information and knowledge about Energy Saving and Energy Footprint, they can play with the following digital games (30 minutes)

<https://energy.techno-science.ca/en/energy-games.php>

<https://blogs.sch.gr/lagosili/degames/>

8. Evaluation: They fill in a questionnaire to achieve the goals they had initially set. (15 minutes)

Materials and Resources (Needed by students and teachers)



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In order to achieve the goals of the scenario, it is suggested that the students be organized into groups of four.  
It is considered useful to have a video projector and to operate a PC laboratory.  
It is necessary for the computers or tablets to be able to connect to the internet throughout the course.  
Gmail accounts for each student to collaborate in google classroom  
The means that will be used are: Google software, web browser, kahoot software and google forms with which the evaluation of the objectives will be done  
The online video application youtube will be used,  
schoolbook, notebooks, pens

<https://create.kahoot.it/share/sources-and-forms-of-energy/5bb8dec4-dd0c-42cf-8ee7-722c2f94d999>

App: Kahoot

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Sources and forms of energy	5th and 6th
Content Standards Covered	
Physics 5 <sup>th</sup> - 6 <sup>th</sup> grade Unit :Sources and forms of energy	
Learning Objectives	
A very good repetition of the forms and energy sources from the physics of the fifth grade, in the form of a game	
Learning Activities	





The students are divided into groups, remember everything they have been taught and write questions and answers about the chapter on energy in their notebooks. Then the groups switch roles and play the game orally asking and answering each other. At the end, with the help of the teacher, they create the kahoot question-and-answer game. They write the questions and answers first in Greek and then in English and include a corresponding image in each question.

### Materials and Resources (Needed by students and teachers)

Computer , internet connection, school book, notebooks, pens

<https://create.kahoot.it/share/sources-and-forms-of-energy/5bb8dec4-dd0c-42cf-8ee7-722c2f94d999>

App: Kahoot

Partner School: Istituto comprensivo Aristide Leonori

Class Title	Grade Level
The Earth Movements	7° grade
Content Standards Covered	
As part of the geography class, students have to study the solar system, planets and satellites. In this particular lesson we are studying the Earth Movements.	
Learning Objectives	
Know the Earth Motions: -Rotation (earth rotates around its axis) -Revolution (earth spins around the sun)	
Learning Activities	



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After having studied the topic of the Earth Movements, the students perform a kahoot to check their knowledge.  
The number of correct questions will be used to evaluate the student.

### Materials and Resources (Needed by students and teachers)

<https://create.kahoot.it/share/i-movimenti-della-terra/7071319a-cba9-45b8-b106-037e56fe453>

Computer device and Internet connection.

Text book.

App: Kahoot

Partner School: Istituto Comprensivo Aristide Leonori

Class Title	Grade Level
The Fable	7 <sup>o</sup> grade
Content Standards Covered	



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As part of literature class, the students have to learn the different narrative genres: diary, letter, short story, novel ,fairy tale and fable. In this particular lesson we are studying the fable.

### Learning Objectives

The students will learn the elements of the Fable:

- literary form
- characters and their characteristics
- plots
- environments
- morals.

### Learning Activities

After having studied the topic of the Fable, the students perform a kahoot to check their knowledge.

The number of correct questions will be used to evaluate the student.

### Materials and Resources (Needed by students and teachers)

<https://create.kahoot.it/share/la-favola/da0cf7b4-9934-436f-bd6a-2d7f4e27c53f>

Computer device and Internet connection.

Text book.





App: Kahoot

Partner School: Istituto Comprensivo Aristide Leonori

Class Title	Grade Level
Eat healthy, stay healthy	8 <sup>o</sup> grade
Content Standards Covered	
Learn how a healthy eating produces a healthy living choosing a good diet creates wellness.	
Learning Objectives	
Know what the right nutrition is. Study the food pyramid. Food classification: -carbohydrates -proteins -lipids -sugars -vitamins	
Learning Activities	
After having studied the topic of right nutrition and the food pyramid, the students perform a kahoot to check their knowledge. The number of correct questions will be used to evaluate the student.	
Materials and Resources (Needed by students and teachers)	



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Class Title	Grade Level
Eat healthy, stay healthy	8 <sup>o</sup> grade
Content Standards Covered	
Learn how a healthy eating produces a healthy living choosing a good diet creates wellness.	
<a href="https://create.kahoot.it/details/b72ac981-b6f6-47ce-858d-fbfc9d51bd9c">https://create.kahoot.it/details/b72ac981-b6f6-47ce-858d-fbfc9d51bd9c</a>	
Computer device and Internet connection.	
Text book.	

App: - Kahoot

Partner School: Spoleczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
English	
Content Standards Covered	
The main aim is to observe how using the new technology with applications learnt during the program Happy Students impacting on learning and teaching process across different age groups	
Learning Objectives	



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To memorize new words connected with appearance  
To use new words in building sentences.  
To improve IT skills.  
To improve reaction skills.

### Learning Activities

After the starter question, you can move on to the part of the lesson in which you explain concepts and demonstrate for students. Kahoot! has the ability to incorporate slides with content for that, that's why students will learn parts of human appearance by guessing the pictures showed on smart board

### Materials and Resources (Needed by students and teachers)

Smart board, computer, mobile phones, kahoot app

App: ~Kahoot

Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
Mathematics (Geometry)	6
Content Standards Covered	



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The main aim is to observe how using the new technology with applications learnt during the program Happy Students impacting on learning and teaching process across different age groups

### Learning Objectives

At the end of the lesson, students will be able to:

- Identify the different geometric shapes
- Define the attributes of different geometric shapes

### Learning Activities

Using the “blind” Kahoot! feature, you can create a kahoot to introduce the topic of geometric shapes. On the homepage of your Kahoot! page you will see in the upper right hand corner a button that says “Create.” Click on that and select the “Introduce topics with a ‘Blind’ kahoot” option. For this lesson, your starter question could be:

*What are the names of different shapes?*

#### **Teacher Modeling**

After the starter question, you can move on to the part of the lesson in which you explain concepts and demonstrate for students. Kahoot! has the ability to incorporate slides with content for that.

Your slides could show students different geometric shapes (triangle, circle, rectangle, eclipse, cube, pentagon, cone, parallelogram, hexagon, octagon, trapezoid, rhombus, etc.). Choose which shapes and how many to focus on based on your students’ levels. Other slides can focus on the attributes of geometric shapes, such as the number of sides each has, whether sides are equal or parallel, and the degree of each shape’s angles.





Between slides you can incorporate polling questions to make sure that students are keeping up with the lesson, or use word cloud questions so you can capture students' thoughts about the topic.

### **Guided Practice**

This is the time when you can have the traditional Kahoot! experience. Using a combination of multiple choice, true or false, open-ended, and/or puzzle question types, you can go through a series of questions in which you review the content on geometric shapes while gaining a barometer of where students are in understanding the concepts. Students will also be able to earn points. This will make a much more exciting alternative to completing a practice worksheet. And, as you go through each question, you can pause to explain and elaborate as needed.

### **Extended Learning**

After the students have gone through the Kahoot! lesson, you can provide them with the opportunity to create their own kahoots on geometric shapes. Kahoot! calls this "Learners to Leaders" pedagogy and it's a great way for students to demonstrate their learning in an exciting way with their peers.

Materials and Resources (Needed by students and teachers)



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phones, smart board, computer kahoot app

App: Kahoot

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Minerals	1 <sup>ST</sup> year secondary school
Content Standards Covered	
<p>The students will learn the concept of mineral and some of their physical and chemical properties.            They will also cover their classification, uses and ores:            Energy minerals: coal, oil            Metallic minerals and their ores: bauxite (aluminum), galena (lead)            Gemstones: diamond, rubi            Construction minerals: sand, gravel            Industrial minerals: halite, clays, limestone</p>	
Learning Objectives	
<p>Recognize what a mineral is and its types.            Know the materials and instruments that are manufactured with them.</p>	
Learning Activities	
<p>After having studied the topic of minerals and their uses in class, the students perform a kahoot to check their knowledge.            The number of correct questions will be used to evaluate the student.</p>	



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### Materials and Resources (Needed by students and teachers)

<https://create.kahoot.it/share/los-minerales/68988fa8-20af-436a-82d0-1eae3edfdf56>

Computer

Text book

App: Kahoot

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Musical instruments	1 <sup>ST</sup> year secondary school
Content Standards Covered	
<p>Depending on how an instrument produces sound, musical instruments are often classified into different instrument families:</p> <p>String: when the sound is produced by the vibration of a taut string.</p> <p>Wind: when the sound is produced by blowing, due to the vibration of the air inside a tube.</p> <p>Percussion: when the sound is obtained by hitting, scraping or shaking the instrument.</p> <p>Another type of instrument is electronic, in which electricity participates in the sound of the instrument.</p> <p>All instruments have a characteristic timbre that depends on the shape of the instrument, the material from which it is made, and the method used to produce the sound.</p>	
Learning Objectives	
<p>Recognize the different instrument families.</p> <p>Recognize the sound of the different instruments.</p> <p>Learn the names of the instruments in English and Spanish.</p>	
Learning Activities	



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After having studied the topic of musical instruments and having listened to their sound in class, the students perform a kahoot to check their knowledge.  
The number of correct questions will be used to evaluate the student.  
This kahoot is in English since music is a bilingual subject in this school.

### Materials and Resources (Needed by students and teachers)

<https://create.kahoot.it/share/musical-instruments/94cadfa9-be7c-4a66-bae1-d867dbcf61cc>

Computer

Speakers

App: Kahoot

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Soundtracks	1 <sup>ST</sup> year secondary school
Content Standards Covered	
<p>With the appearance of sound, the soundtrack is born, music recorded together with the images that serves as a sound background for the sequences. Dialogues and sound effects are also part of the soundtrack. An easily recognizable melodic motif that appears several times throughout the film on a soundtrack it's called leitmotiv.</p> <p>The function of music in the cinema is: create a certain atmosphere arouse fear enhance the action (for example in a chase) express feelings of the protagonist, etc.</p>	
Learning Objectives	



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Recognize the soundtracks of feature films and television series.  
Understand the emotions expressed by the music in different scenes.

### Learning Activities

After having studied the topic of original soundtracks, the students perform a kahoot to see what they have learned.  
The number of correct questions will be used to evaluate the student.

### Materials and Resources (Needed by students and teachers)

<https://create.kahoot.it/share/bandas-sonoras/3a79fc60-614a-41f1-97bc-cb12316f521f>

Computer

Speakers

# PADLET

App: Padlet

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
The cell theory	4 <sup>th</sup> year secondary school
Content Standards Covered	



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Students will cover:

- The cell theory.
- The way in which scientific knowledge advances over time.
- The main scientists that have researched into cell biology.
- The role and difficulties of female scientists.

### Learning Objectives

Students will discover how cell biology has progressed and how scientists have been investigating and making discoveries about the structure of the cell. They will also be able to reflect on the role of women scientists and learn about the difficulties they have had to overcome in order to work in research and to be recognized.

### Learning Activities

The teacher provides each student with the name of a scientist noted for his contributions to the knowledge of the cell. Students are asked to do an internet search on that scientist and then upload an entry in the padlet with the knowledge acquired. A period of one week is given to do so. In class, each of the students present to the rest what they have learned about that particular scientist. By doing it in chronological order, students realize how science has progressed over time.

### Materials and Resources (Needed by students and teachers)

Text book

Computer

<https://padlet.com/mariapilarorozco/la-teor-a-celular-xopj3rn17abm5bek>

App: Padlet



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Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
The three types of rock	6 <sup>th</sup> year primary school
Content Standards Covered	
The characteristics of the three main types of rocks: sedimentary, metamorphic and igneous.	
Learning Objectives	
Students will cover the way rocks are formed and learn one example of each type. They will also see that depending of the processes that occur on planet Earth; one rock can change into other.	
Learning Activities	
The teacher makes the padlet and presents it to the class to show an overview of the topic. At the end of the unit, the padlet is shared with the students and in groups; they will have to complete it by adding the general characteristics of each type of rock and another example. The work done by the students will be graded and that grade will be taken into account for the final evaluation.	
Materials and Resources (Needed by students and teachers)	
Libro de texto  Ordenador  <a href="https://padlet.com/mariapilarorozco/el-ciclo-de-las-rocas-v2mzwme8q2hrx8wg">https://padlet.com/mariapilarorozco/el-ciclo-de-las-rocas-v2mzwme8q2hrx8wg</a>	

App: Padlet



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Partner School: Istituto comprensivo Aristide Leonori

Class Title	Grade Level
English Grammar	8° grade
<b>Content Standards Covered</b>	
As part of the English Grammar class, students have to study the individual parts of speech.	
<b>Learning Objectives</b>	
During the year the teacher uses Padlet to show conceptual maps, videos and games about the following topics: <ul style="list-style-type: none"><li>-possessive adjectives and pronouns</li><li>-genitive</li><li>-whose</li><li>-past simple TO BE</li><li>-past time expressions</li><li>-adverbs of time</li><li>-some/any</li><li>-irregular verbs</li></ul>	
<b>Learning Activities</b>	
Students can study, memorize, review, practice and check through this Padlet.	
<b>Materials and Resources (Needed by students and teachers)</b>	



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<https://padlet.com/scuolacolorata/inglese-classe-ii-w6vg5fo31bcb6dsf>

Computer device and Internet connection.

Text book.

App: Padlet

Partner School: Istituto comprensivo Aristide Leonori

Class Title	Grade Level
The World.	9° grade
Content Standards Covered	
As part of geography class, students have to know the World geography.	
Learning Objectives	
Knowledge and real position of the seven continents and their main elements: -Asia -Europe -Africa -North America -South America -Antarctica -Australia	
Learning Activities	



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Students have to complete the world map by position markers in order to indicate the main world geographic elements. In every position marker they have to place information and pictures.

The position markers will be used to evaluate the student.

### Materials and Resources (Needed by students and teachers)

[https://padlet.com/coccimaria/il\\_mio\\_padlet\\_stiloso](https://padlet.com/coccimaria/il_mio_padlet_stiloso)

Computer device and Internet connection.

Text book.

App: Padlet

Partner School: Istituto Comprensivo Aristide Leonori

Class Title	Grade Level
The time line.	9° grade
Content Standards Covered	
Knowledge of historical events about Europe history	



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### Learning Objectives

During the year the time line can be completed by the students' posts.. At the end of the year there will be all the topics studied in the class.

### Learning Activities

Students have to complete the time line by adding posts checking their knowledge of the main historical events studied in the history class.

The number of the posts added will be used to evaluate the student.

### Materials and Resources (Needed by students and teachers)

[https://padlet.com/coccimaria/la\\_linea\\_del\\_tempo](https://padlet.com/coccimaria/la_linea_del_tempo)

Computer device and Internet connection.

Text book.

App: ~Padlet

Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
english	4



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## Content Standards Covered

The main aim is to observe how using the new technology with applications learnt during the program Happy Students impacting on learning and teaching process across different age groups

## Learning Objectives

- Identify primary and secondary sources connected to a my holidays event
- Padlet presentation related to a popular holiday destinations in Poland and Europe.

## Learning Activities

### Pre-Planning

Before facilitating the lesson, create a [screencast](#) for students explaining how to login and make a blank Padlet. Depending on what email platform your students use, they may be able to log in using their existing Google, Apple, or Microsoft account, or students can set-up a free account or use the Backpack user entry point if your school has a Padlet license.

There are seven different Padlet layout options: wall, stream, grid, shelf, map, canvas, and timeline. You can decide whether to allow students to choose the layout or you can assign a specific layout depending on the assignment. For this social studies lesson on historical events, it might be useful to recommend using the timeline layout.

### Padlet Creation

Students can create moments without going into detail beyond dates, location, and important figures. With Padlet, deeper learning can take place and allow for students to learn more comprehensively about these happenings.

During english studies class, students can create a Padlet that digitally documents various holidays activities and destinations related to a free time event being studied. Using the “post composer” feature on Padlet, students can type in a word and search for related images, GIFs, YouTube video, Spotify audio, and webpages. This is a chance for students to practice being critical consumers of online content and discern the difference between primary and secondary sources.





Have students follow a rubric which outlines the criteria for the content that they need to have on their Padlet, which may include all or some of the following related to the historical event or time period:

- Speeches or letters
- Image or artwork
- Documents, legislations, or decrees
- Podcasts or audio files
- Video or documentaries

As students gather content for their holiday event Padlet, they can drag and drop it to the position on the Padlet that they would like. They can also add notes to each artifact by using audio, video, images, or typing text. In this way, students are not just posting different types of content to the Padlet but they are also demonstrating to you that they understand what the artifact is and its relation to the historical event.

### **Sharing Padlet**

Once students have completed their Padlets, they can share with their classmates via a URL link, [QR code](#), embed code to be placed within the class LMS, or through email. If students are focused on different historical events, then the other students can learn about each event by engaging with their classmate's Padlet. Even if students are covering the same happening, they will likely have different content and can learn more about it through a different lens.

Be sure to have students select the visitor permissions as "secret" so the public cannot access the Padlet but those who are given permission (i.e. other classmates) can. Students and teachers can also decide if they want peers to just read, write comments, or edit the shared Padlet.

### **Materials and Resources (Needed by students and teachers)**

QR code reader on mobiles, comp, i pads





App: Padlet

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Cyberbullying	4th to 6th
Content Standards Covered	
ICT English language Civics	
Learning Objectives	
By the end of this lesson, students will have a basic understanding of cyberbullying, recognize its harmful effects, and learn how to respond to and prevent cyberbullying incidents	
Learning Activities	
<p>1. Introduction (10 minutes):</p> <p>Start with a brief discussion about bullying. Ask students if they've heard of or experienced bullying, either in person or online.</p> <p>Explain that today's lesson is about a specific type of bullying called "cyberbullying."</p> <p>2. Introduction to Cyberbullying (15 minutes):</p> <p>Define what cyberbullying is: the use of digital devices, such as computers or smartphones, to harass, threaten, or harm others.</p> <p>Discuss various forms of cyberbullying, including mean texts or messages, spreading rumors online, and excluding someone from online groups or games.</p> <p>Emphasize the emotional and psychological impact of cyberbullying on victims.</p> <p>3. Padlet Activity (20 minutes):</p> <p>Share the pre-created Padlet board with the topic "How to Respond to and Prevent Cyberbullying."</p>	





Provide the Padlet link or QR code to students.

Instruct students to access the Padlet board on their devices.

Assign specific questions or prompts related to cyberbullying. For example:

"What should you do if you witness cyberbullying?"

"Share strategies for protecting yourself from cyberbullying."

"How can we create a positive online environment?"

"What are some responsible online behaviors?"

4. Individual or Group Responses (10 minutes):

Allow students time to type their responses on the Padlet board.

Encourage them to use text, images, or links to express their ideas and strategies.

You can set a minimum number of responses per student or group.

5. Sharing and Discussion (5 minutes):

After completing their responses, gather the students for a brief discussion.

Highlight some of the most valuable contributions on the Padlet board.

Encourage students to ask questions or provide feedback to their peers.

6. Conclusion and Homework (5 minutes):

Summarize the main points discussed during the lesson.

Assign homework, such as researching and writing a short paragraph about the importance of reporting cyberbullying incidents to adults.

Remind students to continue thinking about how they can create a safe online environment.

7. Assessment:

Assess students' participation and the quality of their contributions on the Padlet board. Look for thoughtful responses that demonstrate understanding of cyberbullying and its prevention. Provide feedback on their homework





assignments to reinforce the importance of reporting cyberbullying incidents to trusted adults.

### Materials and Resources (Needed by students and teachers)

Computers, tablets, or smartphones for each student or group

Internet access

Padlet board created in advance with a link or QR code

App: Padlet

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Exploring Climate Change	4th to 6th
Content Standards Covered	
Physics 5th - 6th Grade Geography Greek language ICT	
Learning Objectives	
By the end of this lesson, students will have a basic understanding of climate change and its impacts	
Learning Activities	
<ol style="list-style-type: none"><li>1. Introduction (10 minutes):  Start by asking students what they know about climate change. Write their responses on the board.  Explain that climate change is a significant issue affecting the planet, and we'll be learning more about it today.</li><li>2. Presentation and Discussion (15 minutes):</li></ol>	





Use the projector or interactive whiteboard to display key points about climate change:

- Definition of climate change.
- Causes of climate change (e.g., greenhouse gases).
- Impacts of climate change (e.g., extreme weather, sea-level rise).
- How individuals can help combat climate change (e.g., reducing waste).

Engage students in a discussion about the importance of addressing climate change and how it affects their lives.

### 3. Padlet Activity (15 minutes):

Share the pre-created Padlet board link or QR code with students.

Instruct students to access the Padlet board on their devices.

Explain that they will be using Padlet to share their thoughts and ideas about climate change.

Assign specific questions or prompts related to climate change. For example:

"What are some ways we can reduce our carbon footprint?"

"How does climate change affect wildlife?"

"Share an example of an eco-friendly practice you do at home."

### 4. Individual or Group Responses (10 minutes):

Allow students time to type their responses on the Padlet board.

Encourage them to use text, images, or even short videos to express their ideas.

You can set a minimum number of responses per student or group.

### 5. Sharing and Discussion (5 minutes):

After completing their responses, gather the students for a brief discussion.

Highlight some of the most interesting or thoughtful contributions on the Padlet board.

Encourage students to ask questions or provide feedback to their peers.

### 6. Conclusion and Homework (5 minutes):





Summarize the main points discussed during the lesson.

Assign homework, such as researching and writing a short paragraph about a climate change-related topic.

Remind students to continue thinking about how they can contribute to addressing climate change.

7. Assessment:

Assess students' participation and the quality of their contributions on the Padlet board. Look for thoughtful responses that demonstrate understanding of climate change and its impacts. Provide feedback on their homework assignments to reinforce the importance of the topic.

### Materials and Resources (Needed by students and teachers)

Access to a computer or tablet for each student or group

Projector or interactive whiteboard

Internet access

Pre-created Padlet board (with a link or QR code)





1 Look at the flags and write the nationality.

2 Find eight more countries. Use the grey letters to spell one more country.

P	O	L	A	N	D	A	G
Y	B	F	R	A	N	C	E
S	R	J	A	P	A	N	R
P	A	L	C	K	I	T	M
A	Z	Z	H	R	P	H	A
I	I	Q	I	T	F	E	N
N	L	R	N	S	J	U	Y
C	A	N	A	D	A	K	L

The mystery country is: \_\_\_\_

3 Find five routines in the puzzles. Write the words below.

F	I	K	1	A	T	W	2	O	B	O
S	I			H	V			D	E	
O	H			C	T			T	G	
N	W	R								
3	U	H	N	4	S	A	T	5	G	E
	C	L			W	O			P	U
	V	H			R	T			T	
	A	E			K	R				

finish work





App: Padlet

Partner School: Druskininkai "Atgimimas" school

Class Title	Grade Level
Lakes – the pearls of the world	6th
Content Standards Covered	
To be able to apply the methodological material in practice, indicating the location of lakes and naming the cause and consequences.	
Learning Objectives	
<ol style="list-style-type: none"> <li>1. To describe the concept of the key words.</li> <li>2. To indicate the reason why the distribution of lakes is unequal.</li> <li>3. Be able to practically show lakes on a map.</li> <li>4. Be able to determine the origin of lakes.</li> </ol>	
Learning Activities	
<ol style="list-style-type: none"> <li>1. Warm – up questions to find out what students know about lakes.</li> <li>2. Introduction to the topic (PDF);</li> <li>3. Pair work to describe the concept of the topic key words;</li> <li>4. The biggest and the deepest lakes in Lithuania (Padlet 1) (Padlet 2);</li> <li>5. Group work with the maps and Atlas.</li> <li>6. Exercises in Students' workbooks, page 9.</li> <li>7. Evaluation;</li> </ol>	
Materials and Resources (Needed by students and teachers)	
<ol style="list-style-type: none"> <li>1. <a href="https://padlet.com/janinadruskininkai/av40uefp6114sxlx?utm_campaign=transactional&amp;utm_content=padlet_url&amp;utm_medium=email&amp;utm_source=started_a_padlet">https://padlet.com/janinadruskininkai/av40uefp6114sxlx?utm_campaign=transactional&amp;utm_content=padlet_url&amp;utm_medium=email&amp;utm_source=started_a_padlet</a></li> <li>2. <a href="https://padlet.com/janinadruskininkai/a6dpeshkm7lhnbc">https://padlet.com/janinadruskininkai/a6dpeshkm7lhnbc</a></li> </ol> <p>PDF <a href="https://www.slideshare.net/geografijag/lietuvos-eerai">https://www.slideshare.net/geografijag/lietuvos-eerai</a></p>	



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# LIVEWORKSHEETS

App: Liveworksheets

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
English	5th and 6th
Content Standards Covered	
English: Equatives	
Learning Objectives	
By the end of this lesson, students will be able to use equatives to compare things, people, and actions in English	
Learning Activities	
<ol style="list-style-type: none"><li>1. Warm-up (10 minutes):  Begin with a quick review of comparative and superlative forms of adjectives (e.g., big, bigger, biggest).  Ask students to give examples of comparisons they have made in English.</li><li>2. Introduction to Equatives (15 minutes):  Write the following sentence on the board: "She is as tall as him."  Explain that this sentence uses an equative to show that two people have the same height.</li></ol>	





Discuss the structure: "as + adjective + as."

Provide more examples on the board: "The cake is as delicious as the pie."

Ask students to identify the equative structure in each example.

3. Practice (20 minutes):

Hand out worksheets with sentences containing equatives.

Have students work individually or in pairs to complete the sentences with the correct equative form.

Afterward, review the answers as a class.

4. Guided Practice (10 minutes):

Show pictures or visuals of two objects or people.

Ask students to describe the pictures using equatives (e.g., "The elephant is as big as the giraffe," "The girl is as happy as the boy").

Encourage students to create their own equative sentences for different visuals.

5. Role-Play Activity (5 minutes):

Divide the class into pairs.

Provide each pair with a scenario where they need to use equatives (e.g., comparing two job candidates for a position).

Students should engage in a short role-play conversation using equatives.

6. Wrap-up (5 minutes):

Discuss with the class how they can use equatives in everyday conversations.

Ask if anyone found the concept challenging and if they have any questions.

7. Homework Assignment (5 minutes):

Assign a few equative sentences for homework.

Encourage students to use equatives in a short paragraph describing two people, objects, or actions of their choice.

8. Assessment:





Assess students' understanding of equatives through Liveworksheets activities:

<https://www.liveworksheets.com/w/en/english-second-language-esl/2263088>

<https://www.liveworksheets.com/w/en/english-second-language-esl/2046010>

<https://www.liveworksheets.com/w/en/english-second-language-esl/909864>

### Materials and Resources (Needed by students and teachers)

Whiteboard and markers

Handouts with equative sentence examples

Pictures or visuals for comparison

App: Liveworksheets

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Maths - Order of operations	3rd to 5th
Content Standards Covered	
Maths 3rd - 5th Grade	
Learning Objectives	
By the end of this lesson, students will be able to correctly apply the order of operations (PEMDAS) to solve mathematical expressions.	



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## Learning Activities

### 1. Introduction (10 minutes):

Begin by asking students if they've ever had to solve a mathematical problem with multiple operations (addition, subtraction, multiplication, and division) in one expression.

Explain that the order of operations is a set of rules that helps us know which operation to perform first in such expressions.

### 2. Order of Operations Acronym (10 minutes):

Introduce the acronym "PEMDAS" (Please Excuse My Dear Aunt Sally) to help remember the order of operations:

P: Parentheses (Do operations inside parentheses first)

E: Exponents (Simplify expressions with exponents)

MD: Multiplication and Division (From left to right)

AS: Addition and Subtraction (From left to right)

### 3. Guided Practice (15 minutes):

Write a simple expression on the board, such as  $3 + 5 \times 2$ .

Ask students to solve it following the order of operations (PEMDAS).

Guide them through each step:

First, solve the multiplication:  $3 + 10$ .

Then, perform the addition: 13.

### 4. Independent Practice (10 minutes):

Provide students with a set of mathematical expressions on cards or worksheets.

In pairs or individually, have them solve each expression using the order of operations (PEMDAS).

Circulate the classroom to provide assistance as needed.





5. Review and Discussion (5 minutes):

Go over the answers as a class, emphasizing the importance of following the correct order of operations.

Encourage students to ask questions if they encountered any difficulties.

6. Extension Activity (5 minutes):

For older students or those who need an extra challenge, provide more complex expressions or problems with parentheses and exponents.

Discuss how the order of operations applies to real-life situations, such as following a recipe with multiple steps or calculating expenses for a trip.

7. Homework Assignment (5 minutes):

Assign a set of expressions for homework, reminding students to apply the order of operations correctly.

Encourage them to check their work using the PEMDAS acronym.

8. Assessment:

Use the following Liveworksheets activities to assess the students' knowledge:

<https://www.liveworksheets.com/w/en/math/998099>

<https://www.liveworksheets.com/w/en/math/1610197>

<https://www.liveworksheets.com/w/en/math/997826>

<https://www.liveworksheets.com/w/en/math/1138430>

### Materials and Resources (Needed by students and teachers)

Whiteboard and markers

Mathematical expressions on cards or worksheets

Calculator (optional, for older students)





## App: Liveworksheet

Partner School: Istituto comprensivo Aristide Leonori

Class Title	Grade Level
Differences among Religions	9° grade
Content Standards Covered	
In the religion class the students have to know the different world religions. They study the five largest and most internationally widespread religious movements.	
Learning Objectives	
Knowledge of the five main religions and their differences: -Christianity -Islam -Hinduism -Buddism -Judaism	
Learning Activities	
After having studied the topic of the main religious movements in class, students perform a livesheetwork to check their Knowledge. The number of the right answers will be used to evaluate the student.	
Materials and Resources (Needed by students and teachers)	





<https://www.liveworksheets.com/8-or341086uh>

Computer device and Internet connection.

Text book.

App: Liveworksheet

Partner School: Istituto comprensivo Aristide Leonori

Class Title	Grade Level
The Christian Churches	8° grade
Content Standards Covered	
During the religion class, the students have to study the different Christian Churches, their characteristics, equalities and differences.	
Learning Objectives	
Learning of the main Christian Churches: -Catholicism -Protestantism -Eastern Orthodoxy -Oriental Orthodoxy -Non-trinitarian Restorationism -Church of the East -Miscellaneous	
Learning Activities	



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After having studied the main characteristics of the main Christian Churches, students perform a Livesheetwork to check their knowledge.  
The number of right answers will be used to evaluate the student.

### Materials and Resources (Needed by students and teachers)

<https://www.liveworksheets.com/8-mi340672mr>

Computer device and Internet connection.

Text book.

App: Liveworksheets

Partner School: Druskininkai "Atgimimo" school

Class Title		Grade Level
English		6th
Content Standards Covered		
Language focus: Present perfect simple and Past simple		
Learning Objectives		
Ask people about their experiences		



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## Learning Activities

1. Warm up: Give two questions and ask which one use the present perfect? Elicit answers and write on the screen or board: *HAVE YOU EVER FELT TOTALLY EXHAUSTED?* Underline the verb and point out the word order, with have before the subject.
2. Explain and remember the Present perfect tense and the past simple tense. Show video: <https://www.youtube.com/watch?v=Lwei4RQGapc> or <https://www.youtube.com/watch?v=G0Tut9nzuS8> or <https://www.ego4u.com/en/cram-up/grammar/simpas-preper>  
Explain the differences. Divide students into groups and ask them to write 4 questions with the words: ever/have/haven't/has.
3. Ask students to write questions for the answers using the present perfect and the words in brackets:
  - a) Yes, I've often cooked potatoes. (ever)
  - b) I've bought a Ferrari. (What)
  - c) They've moved to Los Angeles. (Where)
  - d) He's invited six people. (How many)
  - e) Yes, it finished at 2 o'clock. (meeting)
4. Divide students in pairs and ask:
  - a) Which verbs are in the present perfect and which are past simple forms?
  - b) Give a sentence which can describe a finished action at an exact time in the past.
  - c) Give a sentence which can describe an action in the past when we don't know the exact time, or it isn't important.
5. Online exercises to improve grammar at different levels:  
[https://www.english-4u.de/tenses\\_exercises.html](https://www.english-4u.de/tenses_exercises.html)
7. Evaluate students' work and let them evaluate themselves.

## Materials and Resources (Needed by students and teachers)

English Plus 3 Students' book; workbook; CD;  
The Internet and PC.  
Liveworksheet app:  
Video:  
<https://www.liveworksheets.com/jp1781704eb>  
[https://www.liveworksheets.com/worksheets/en/English\\_as\\_a\\_Second\\_Language\\_\(ESL\)/Present\\_perfect\\_or\\_past\\_simple/Present\\_Perfect\\_vs\\_Past\\_Simple\\_video\\_id2270721gy](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_perfect_or_past_simple/Present_Perfect_vs_Past_Simple_video_id2270721gy)  
Exercises:  
<https://www.liveworksheets.com/yo1755670jg>  
<https://www.liveworksheets.com/lu38453bo>





App: Liveworksheets

Partner School: Druskininkai "Atgimimo" school

Class Title	Grade Level
English	6th
<b>Content Standards Covered</b>	
Language focus: USED TO	
<b>Learning Objectives</b>	
Talk about past habits and states	
<b>Learning Activities</b>	
<p>1. Discuss with students online homework: <a href="https://www.liveworksheets.com/ed79544tm">https://www.liveworksheets.com/ed79544tm</a></p> <p>2. Warm up: Ask students what they can remember about crazes. Elicit a few answers from individual students. Show different crazes on the NET or on the liveworksheet.com page: <a href="https://www.liveworksheets.com/ri143748vh">https://www.liveworksheets.com/ri143748vh</a> and discuss with students. Ask: Do people buy pet rocks now? (NO). Write on the board <i>People used to buy pet rocks</i>. Underline the verb and ask students to translate the sentence into their own language.</p> <p>3. Study the sentences from the text "Crazy Crazes" <a href="https://www.liveworksheets.com/ri143748vh">https://www.liveworksheets.com/ri143748vh</a> and discuss the rules: (We use <i>USED TO + Infinitive</i> when we talk about a regular action or state in the past which we do/don't do now. The negative form is <i>didn't use to</i>, the question form is <i>Did ... use to ...?</i>) With the weaker classes, students could work in pairs for this. Check answers with the class.</p> <p>4. Students complete the online exercise by using liveworksheets.com :</p> <p>a) Listen to the statements and select the picture that best describes the traditions and beliefs: <a href="https://www.liveworksheets.com/ry18596av">https://www.liveworksheets.com/ry18596av</a></p> <p>b) Exercises online: <a href="https://www.liveworksheets.com/fg1849834po">https://www.liveworksheets.com/fg1849834po</a></p> <p>c) Ask students to write true or false sentences about their past habits. Use affirmative and negative forms of used to and the given words: be / be interested in / cry / go / have / like / play / watch. Show an example: I used to watch cartoons with my sister when I was a little. Students work in pairs. Read out sentences. Guess whether your partner's sentences are true or false.</p> <p>d) Students can write their questions individually and ask and answer them.</p> <p>5. Homework: <a href="https://www.liveworksheets.com/kc2871541qm">https://www.liveworksheets.com/kc2871541qm</a></p>	
<b>Materials and Resources (Needed by students and teachers)</b>	
<p>English Plus 3 Students` book; workbook; CD; The Internet and PC. Liveworksheets app: <a href="https://www.liveworksheets.com/ed79544tm">https://www.liveworksheets.com/ed79544tm</a> <a href="https://www.liveworksheets.com/ri143748vh">https://www.liveworksheets.com/ri143748vh</a> <a href="https://www.liveworksheets.com/ry18596av">https://www.liveworksheets.com/ry18596av</a> <a href="https://www.liveworksheets.com/fg1849834po">https://www.liveworksheets.com/fg1849834po</a></p>	



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<https://www.liveworksheets.com/kc2871541qm>

App: ~liveworksheet

Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
English Test	6
<b>Content Standards Covered</b>	
The main aim is to observe how using the new technology with applications learnt during the program Happy Students impacting on learning and teaching process across different age groups	
<b>Learning Objectives</b>	
Liveworksheets used as a test	
<b>Learning Activities</b>	
<a href="https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwir8IOYyMqBAxVe1wIHHWfABp4QFnoECB8QAQ&amp;url=https%3A%2F%2Fwww.liveworksheets.com%2Fnode%2F492859%2Fdownload-pdf&amp;usg=AOvVaw3I7_SBa4mf2U24nm5W-rUJ&amp;opi=89978449">https://www.google.com/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=&amp;ved=2ahUKEwir8IOYyMqBAxVe1wIHHWfABp4QFnoECB8QAQ&amp;url=https%3A%2F%2Fwww.liveworksheets.com%2Fnode%2F492859%2Fdownload-pdf&amp;usg=AOvVaw3I7_SBa4mf2U24nm5W-rUJ&amp;opi=89978449</a>	
<b>Materials and Resources (Needed by students and teachers)</b>	



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paper pencil, white interactive board comp

App: ~liveworksheet

Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
Multi task QUIZ	8
Content Standards Covered	
The main aim is to observe how using the new technology with applications learnt during the program Happy Students impacting on learning and teaching process across different age groups	
Learning Objectives	
Liveworksheets used as a revising for test	
Learning Activities	



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[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwir8IOYyMqBAxVe1wIHHWfABp4QFnoECCAQAQ&url=https%3A%2F%2Fwww.liveworksheets.com%2Fnode%2F835436%2Fdownload-pdf&usg=AOvVaw2Mg\\_9Gp0CuvUF\\_L6cnxtlB&opi=89978449](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwir8IOYyMqBAxVe1wIHHWfABp4QFnoECCAQAQ&url=https%3A%2F%2Fwww.liveworksheets.com%2Fnode%2F835436%2Fdownload-pdf&usg=AOvVaw2Mg_9Gp0CuvUF_L6cnxtlB&opi=89978449)

### Materials and Resources (Needed by students and teachers)

books, writing books, white interactive board comp

App: Liveworksheets

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Chemical elements	2 <sup>ND</sup> year secondary school
Content Standards Covered	
Students will learn the names of some chemical elements from the periodic table.	
Learning Objectives	



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The first thing students have to learn when approaching chemical equations is the names of the elements of the periodic table and their symbols to start writing the formulas of the compounds.

### Learning Activities

Once the names of the elements of the periodic table and their symbols have been learned in class, the students practice and review their knowledge in order to advance to the next point of the topic: formulation of binary compounds.

The mark of the exercise will be considered class mark and will be taken into account for the evaluation.

### Materials and Resources (Needed by students and teachers)

Text book

Computer

[https://es.liveworksheets.com/worksheets/es/Qu%C3%ADmica/La\\_tabla\\_periodica/Elementos\\_quimicos\\_rj1802814nr?authuser=0](https://es.liveworksheets.com/worksheets/es/Qu%C3%ADmica/La_tabla_periodica/Elementos_quimicos_rj1802814nr?authuser=0)

App: Liveworksheets

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
The structure of the atom and bonds	2 <sup>ND</sup> year of secondary school



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## Content Standards Covered

Students will cover the internal structure of the atom according to Rutherford's atomic model and the basis of covalent, ionic and metallic bonds.

## Learning Objectives

The first thing students have to understand when learning chemistry is the structure of the atom, its components and how the subatomic particles behave when they combine in order to form molecules.

Once they are aware of such behavior, they will learn chemical bonding and the differences between bonds better.

## Learning Activities

Once the names of the subatomic particles and their situation within the atom have been learned in class, the students practice and review their knowledge in order to advance to the next point of the topic: chemical bonding.

The teacher will explain the three types of bonds.

With this exercise they can try to associate the name of the bond to the image so as to see if they have understood the explanation.

The mark of the exercise will be considered class mark and will be taken into account for the evaluation.

## Materials and Resources (Needed by students and teachers)

Text book

Computer

[https://es.liveworksheets.com/worksheets/es/Qu%C3%ADmica/Enlaces\\_qu%C3%ADmicos/Estructura\\_del\\_%C3%A1tomo\\_y\\_Enlaces\\_qu%C3%ADmicos\\_mk2455461cg?authuser=0](https://es.liveworksheets.com/worksheets/es/Qu%C3%ADmica/Enlaces_qu%C3%ADmicos/Estructura_del_%C3%A1tomo_y_Enlaces_qu%C3%ADmicos_mk2455461cg?authuser=0)

# PIXTON



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App: Pixton

Partner School: Druskininkai "Atgimimo" school

Class Title	Grade Level
English	6th
<b>Content Standards Covered</b>	
Speaking: Planning free time	
<b>Learning Objectives</b>	
Discuss ideas about how to spend free time	
<b>Learning Activities</b>	
<p>1.Think. Ask the question to the whole class and elicit some answers. Ask more questions to encourage students to say more, e.g. How often do you spend an evening at home with friends? How many people do you usually get together with? What do you usually do? Do you have food together? What kind of food do you have?</p> <p>2.Students can read the dialogue and choose the correct words to complete it. With weaker classes, students could work in pairs. Play video or audio for students to watch or listen to and check their answers. Check the answers with the class, then ask the questions about Louise and Grace. Answers: 1. been; 2. been; 3. been; 4. had; 5. eaten; 6. have. The dialogue: Louise: Have you ever <b>1. been/seen</b> to Bowl You Over, the new bowling club? Grace: Actually, I've never <b>2. been/had</b> bowling. I've heard it's a little bit boring. Louise: You've never <b>3. been/made</b> bowling? Seriously? Let's try it next weekend. We can invite Lori and Jack, too. Grace: It doesn't sound much fun to me, but we'll see what they say. I'm hungry. Have you <b>4. taken/had</b> lunch? Louise: No, I haven't <b>5. ate/eaten</b> since breakfast. Let's have lunch together. Grace: What do you fancy eating? Louise: I don't know. Fish and chips, I suppose. Grace: Wait a second. There's a great restaurant near here. Come on. Louise: OK. Grace: Here it is. Louise: Can't we <b>6.had/have</b> fish and chips? Grace: Why not try something different? The food here is delicious. I think you'll enjoy it. Louise: OK. I'll give it a try. Grace: Great.</p> <p>3.Read the key phrases: I've heard it's a bit ... . It doesn't sound ... to me ... What do you fancy ... ? Can't we ... ?</p>	



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Why not try ... ?

I think ... .

Put students into pairs and ask them to cover the dialogue. Let students complete them from memory. Check answers with the class that students understand all key phrases.

4. Students can work in pairs to practice the dialogue.

5. Encourage students to listen again and to copy the pronunciation and intonation on the audio.

6. Elicit which sentence has more stressed words and why. (Answer: the second question has more stressed words because Louise is surprised, and we use stress to express surprise.)

7. Ask two confident students to read out the example dialogue. Elicit some other possible responses, e.g., Can't we go to the park? Students work in pairs and take turns suggesting something and responding. Monitor while students are working and give feedback at the end.

8. Students work in pairs to prepare and practice a new dialogue. Students swap roles and practice again. Ask some students to perform their dialogues for the class.

9. Ask students to use the App: PIXTON.COM to create avatar characters, their own Manga dialogues and let them perform for the class on the screen.

8. Evaluate students' ability to work in groups, communicate, and let them evaluate themselves.

### Materials and Resources (Needed by students and teachers)

Pixton app.

App: Pixton

Partner School: Druskininkai "Atgimimo" school

Class Title	Grade Level
English	6th
Content Standards Covered	
Speaking: Exchanging news	



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## Learning Objectives

Request and respond to personal news.

## Learning Activities

1. Think.

Ask the question to the whole class and elicit some answers. Ask more questions to encourage students to say more, e.g. Do you talk about school / hobbies? Do you talk about other friends or family members? Do you ask questions to find out what your friend has been doing? What questions might you ask?

2. Students can read the dialogue and complete it with the correct words and phrases. With weaker classes, students could work in pairs for this. Play video or audio for students to watch or listen to and check their answers. Check the answers with the class, then ask the questions about Daisy and Neil and elicit the answers.

Answers: 1. away; 2. Adventure holiday; 3. kayaking; 4. photos; 5. hundreds; 6. Every day. Daisy has just been on an adventure holiday in Zambia. Neil has got exams all week.

The dialogue:

Daisy: Oh, hey, Neil!

Neil: Oh, hi, Daisy. I haven't seen you for ages.

Daisy: I know. I've been 1. ...

Neil: Really? What have you been up to?

Daisy: I've just got back from an 2. ... in Zambia.

Neil: Wow! Was it good?

Daisy: It was amazing! I've done a lot over the last few weeks. I went 3. ... on the Zambezi River and I saw the Victoria Falls.

Neil: That sounds great. Did you take many 4. ... ?

Daisy: Yes, I've already posted 5. ... ! What about you? Have you been doing anything special?

Neil: Not really. I've been studying 6. ... . We've got exams all week.

Daisy: Oh. Good luck with that.

Neil: Thanks. Bye, Daisy. It was good to see you again.

3. Study the key phrases. Cover the dialogue and try to remember who says the phrases, Daisy (D) or Neil (N):

1. I haven't seen you for ages.

2. What have you been up to?

3. Have you been doing anything special?

4. We've got exams all week.

5. Good luck with that.

6. It was good to see you again.

Answers: 1. N 2. N 3. D 4. N 5. D 6. N

Put students into pairs and ask them to cover the dialogue. Let students complete them from memory. Check answers with the class that students understand all key phrases.

4. Students can work in pairs to practice the dialogue.

5. Ask two confident students to read out the example dialogue. Elicit some other possible responses. Students work in pairs and take turns suggesting something and responding. Monitor while students are working and give feedback at the end.





6. Students work in pairs to prepare and practice a new dialogue. Students swap roles and practice again. Ask some students to perform their dialogues for the class.
7. Ask students to use the App: PIXTON.COM to create avatar characters, their own Manga dialogues and let them perform for the class on the screen.
8. Evaluate students' ability to work in groups, communicate, and let them evaluate themselves.

### Materials and Resources (Needed by students and teachers)

Pixton app.

App: Pixton

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Scientists and inventors	2 <sup>ND</sup> year secondary school
Content Standards Covered	
The life and work of Leonardo Torres Quebedo y Thomas Edison.	
Learning Objectives	
<p>Students will investigate the life and work of great inventors in history, in this case Leonardo Torres Quebedo and Thomas Edison.</p> <p>In this way, in addition to learning content, they will learn to search for and select the information offered on web pages.</p>	
Learning Activities	





The teacher provides students with a list of inventors noted for their contributions. Students are asked to do an internet search on that inventor and then produce a comic with the knowledge acquired. A period of one week is given to do so. In class, each of the students presents to the rest what they have learned about that particular inventor.

### Materials and Resources (Needed by students and teachers)

Text book

Computer

<https://compartir.pixton.com/qxkkwdg>

<https://compartir.pixton.com/qxkkfzi>

App: Pixton

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Technology	2 <sup>ND</sup> year secondary school
Content Standards Covered	
Graphic expression. Construction materials. Structures and reinforcements. Elements that transmit movement. Electricity. Computers.	
Learning Objectives	



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The students make a pixton in which they explain the contents covered during the term.

### Learning Activities

To conclude the quarter, students are asked to make a summary with the contents worked on.

The realization of this summary will be used as practice to begin the contents of the following quarter: computing and computer management.

### Materials and Resources (Needed by students and teachers)

Text book

Computer

The pixton made by the students is shown in the annex below.

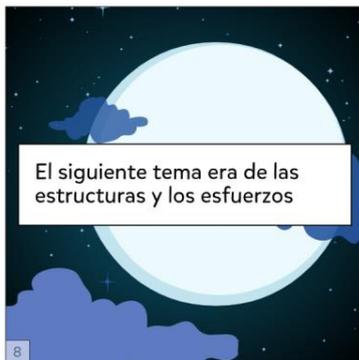
App: Pixton

Colegio: Colegio Huerta de la Cruz

ANEXO



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Magnitudes eléctricas:  
Resistencia, su unidad es el ohmio, voltaje, unidad el voltio e intensidad, unidad el amperio.

Ley de Ohm: Relación entre las magnitudes eléctricas.  
Intensidad = Voltaje/Resistencia  $V=I.R$   $R= V/I$

Por último tratamos un tema super interesante: Los ordenadores.

Un ordenador es una máquina electrónica que procesa, ordena y organiza la información de una manera rápida y eficaz. Sus componentes son: el hardware y el software.

HARDWARE

Sus componentes son: el microprocesador, la memoria Rom, la memoria Ram, las tarjetas de alimentación, el disco duro y los puertos.

SOFTWARE

Tipos: De sistema, de programación y de aplicación.  
Tipos de licencias de Software: libre, propietario, Shareware, Freeware, Adware

«ESO ES TODO»

App: Pixton

Partner School: Istituto Comprensivo Aristide Leonori

Class Title	Grade Level
The Pythagoras Theorem.	8° grade
<b>Content Standards Covered</b>	
As part of Geometry class, students have to study the Pythagoras Theorem.	
<b>Learning Objectives</b>	



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Learning Pythagoras theorem.

### Learning Activities

Through this comic story, students learn about the life of Pythagoras and his theorem.

### Materials and Resources (Needed by students and teachers)

<https://share.pixton.com/qt1uvxi>

Computer device and Internet connection.

Text book.

App: Pixton

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Awareness on climate change	5th and 6th
Content Standards Covered	



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Physics (5th and 6th grade) Unit: Energy  
Greek language  
Arts  
Music  
ICT

## Learning Objectives

Students will be able to:

1. Let them learn about climate change and the greenhouse effect
2. Let them know the effects of climate change on the environment, economy and society
3. Let them digitally create their own comics through the pixton app, thus protesting climate change, which is a global phenomenon that knows no borders.
4. To develop a spirit of teamwork and cooperation in order to achieve their goals.
5. To acquire ecological awareness around the protection of the environment, adopting the global climate agreement, as seen in goal 13, one of the "17 Sustainable Development Goals" and to fight for climate change by raising their voices in the school area and in the local community too.

## Learning Activities

The students

1. They create their groups, find a name for each one and design their badge. (20 minutes)

<https://aesop.iep.edu.gr/sites/default/files/filla-ergasias/omades.docx>

2. Using the flipped classroom method, they find information about climate change and through their Google Classroom group post all the videos, photos, articles they have found (30 minutes).

3. Discuss with their group the possible effects of climate change on society, the economy and the environment (20 minutes)

[https://aesop.iep.edu.gr/sites/default/files/filla-ergasias/drastiriotes\\_klimatikis\\_allagis.docx](https://aesop.iep.edu.gr/sites/default/files/filla-ergasias/drastiriotes_klimatikis_allagis.docx)

4. Guided activity: The teacher presents the pixton application to the students and they are divided into 3 groups: writing group, which will inspire the story and roles of the comic, visual group, which will illustrate the comic, technology group, which will convey the comics on pixton and will take it upon himself to explain it to the rest of the students. (60 minutes)

5. The students present the comics they created in pixton and present them to the rest of the school students and to the local community. (30 minutes)

6. They create their own energy management action plan and raise awareness by becoming ecologically conscious to protect the environment (30 minutes)



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[https://aesop.iep.edu.gr/sites/default/files/filla-ergasias/sxedio\\_drasis.docx](https://aesop.iep.edu.gr/sites/default/files/filla-ergasias/sxedio_drasis.docx)

7. They play the game "hidden treasure" (30 minutes)

[https://aesop.iep.edu.gr/sites/default/files/filla-ergasias/o\\_krymmenos\\_thisayros.docx](https://aesop.iep.edu.gr/sites/default/files/filla-ergasias/o_krymmenos_thisayros.docx)

8. They look for songs about climate change, sing them in karaoke and get inspired by their own song, record it and broadcast it on the radio. (30 minutes)

<https://www.youtube.com/watch?v=cn9PhiDJp-A>

[https://www.youtube.com/watch?v=dXw9\\_m8fN-s](https://www.youtube.com/watch?v=dXw9_m8fN-s)

9. Evaluation: They fill in the questionnaire

<https://aesop.iep.edu.gr/sites/default/files/filla-ergasias/erwtimatologio.docx>

### Materials and Resources (Needed by students and teachers)

- <sup>2</sup> Computers or tablets with internet access
  - <sup>2</sup> Gmail accounts for each student so they can collaborate in google classroom
  - <sup>2</sup> Projector for demonstrations
- notebooks, pens, pencils, erasers, drawing pads and markers

<https://share.pixton.com/gh29i4b>

App: Pixton

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Environment protection	6th
Content Standards Covered	
We approached the concept of climate change through physics, greek language, visual arts and informatics	
Learning Objectives	



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The students of the 6th grade in the 2nd Primary School in Lamia sketch, create digitally through the Pixton app and protest about climate change, which is a global phenomenon that knows no borders. To tackle climate change, the students worked collectively, adopting the global climate agreement, as seen in goal 13, one of the 17 Sustainable Development Goals

### Learning Activities

We followed the lead of European leaders and made a class pledge to raise our voices and fight for climate change. The students are divided into 3 groups: writing group, which will be inspired by the story and roles of the comic, visual group, which will illustrate the comic, technology group, which will transfer the comic to pixton and undertake to explain it to the rest of the students.

### Materials and Resources (Needed by students and teachers)

Computer, internet connection, notebooks, pens, pencils, erasers, drawing pads and markers

<https://share.pixton.com/gh29i4b>

App: ~Pixton

Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
Social studies Helping the community	7
Content Standards Covered	
An easily identified action that a student is expected to demonstrate in terms of knowledge, skills, and attitudes upon completion of a program/course	
Learning Objectives	



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Analyze to break information into its components to see interrelationships.

## Learning Activities

### Activity/Steps:

#### **(Launch) Introduction to the lesson**

(How will you introduce the design challenge to student-----

> We will introduce the design challenge to the students by first allowing them to first choose a topic and then brainstorm some ideas. Then we will show them the pixton app of how it works.

#### **(Explore) Student work time/group activity/exploration**

(what will students do during the group work time? What will you (the teacher) do during the group work time)? What questions will you ask students during their group work?  
-----

> During group work time, they will collaborate with each other to come up with different designs for their comic strip. They will help each other to complete the comic strips and finalize their projects. As the students work, as teachers we will walk around and ask things such as: do they need help, are they having difficulty trying to complete their design, what are they designing, what problem are they solving, etc.

#### **(Summarize) Class discussion/lesson summary**

(How will students share their work with the class? What questions will you ask the class to lead a discussion focused on the learning goals of the lesson? How will you support students in talking to one another during the discussion (e.g., moving away from “show and tell”)?  
-----

> This activity will be done as group activities through a computer presentation. In many ways students can send the link to the teacher and then the teacher can present it to the class and allow the students to present the project. The teachers will allow students to discuss the project freely and allow open-ended questions.





### Materials and Resources (Needed by students and teachers)

I pad , cards

# PLICKERS

App: Plickers

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
The atomic structure	5th and 6th
Content Standards Covered	
Physics Art ICT	
Learning Objectives	



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By the end of this lesson, students will have a basic understanding of the structure of the atom, including the roles of protons, neutrons, and electrons.

## Learning Activities

### 1. Introduction (10 minutes):

Begin the lesson by asking students if they know what everything around them is made of, such as tables, pencils, and even themselves.

Explain that everything is made up of tiny particles called atoms, which are the building blocks of matter.

### 2. Basic Atom Structure (15 minutes):

Use visual aids or diagrams to show the basic structure of an atom, with a nucleus in the center and electrons orbiting around it.

Explain that the nucleus contains protons (positively charged) and neutrons (neutral), while electrons (negatively charged) move in electron shells or energy levels around the nucleus.

Show the following video:

<https://www.youtube.com/watch?v=9qcw4awq81o>

### 3. Hands-on Activity (15 minutes):

Distribute small spherical objects (beads, buttons) to represent protons, neutrons, and electrons.

Instruct students to create a model of an atom using these materials on their desks or a whiteboard. For example, they can place protons and neutrons in the nucleus and electrons in energy levels around it.

Encourage students to discuss their models with their peers.

### 4. Discussion and Questions (10 minutes):

Engage the students in a discussion about atoms and their components.





Encourage them to ask questions about the atom's structure and how it relates to the world around us.

Do the following activity in Plickers:  
<https://www.plickers.com/packs/652513c76e164482ed3b2c76>

5. Conclusion (5 minutes):

Summarize the main points of the lesson, including the roles of protons, neutrons, and electrons in an atom.

Highlight the importance of atoms as the basic units of matter.

6. Homework Assignment (5 minutes):

Assign a homework project where students can research an element on the periodic table and create a poster or presentation about its atomic structure, including the number of protons, neutrons, and electrons.

7. Assessment:

Assess students' understanding through their participation in the hands-on activity, discussion, and questions. Monitor their models of atoms to check for accuracy and comprehension of the atom's structure.

### Materials and Resources (Needed by students and teachers)

Visual aids (diagrams of atoms)

Small colored stickers or markers

Whiteboard and markers

Small spherical objects (e.g., beads, buttons) for a hands-on activity

Plickers cards (for students)

Plickers account (teacher)





App: Plickers

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Space exploration	3rd to 5th
Content Standards Covered	
Physics 5th Grade Environmental studies Technology ICT	
Learning Objectives	
By the end of this lesson, students will have a basic understanding of space exploration, its history, and its importance, as well as an appreciation for the wonders of the universe.	
Learning Activities	
<ol style="list-style-type: none"><li><b>1. Introduction (10 minutes):</b>  Start the lesson by asking students what they know about space. Encourage them to share their thoughts and ideas.  Discuss why space exploration is important and how it helps us learn about our universe.</li><li><b>2. History of Space Exploration (15 minutes):</b>  Introduce a brief history of space exploration, starting with the launch of Sputnik by the Soviet Union in 1957.  Highlight key milestones, such as the first human in space (Yuri Gagarin), the Apollo moon landings, and the International Space Station (ISS).  Use visual aids to show the locations of these events.</li><li><b>3. Interactive Activity (15 minutes):</b>  Show short video clips or images of astronauts in space, rockets launching, and space missions. This can capture students' interest and excitement. Exmples:  <a href="https://www.youtube.com/watch?v=9l2Ygf4ANGw&amp;t=305s">https://www.youtube.com/watch?v=9l2Ygf4ANGw&amp;t=305s</a></li></ol>	



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<https://www.youtube.com/watch?v=lagxlpCvMI4>

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

Engage the students in a discussion about what they saw and what they found most fascinating.

4. Discussion and Questions (10 minutes):

Encourage students to ask questions about space exploration. Write their questions on the board.

Address some of the questions and spark curiosity about the universe.

5. Creative Activity (5 minutes):

Distribute Plickers cards and play the interactive activity in Plickers:

<https://www.plickers.com/packs/652503b3f26db09d81d4f409>

Distribute art supplies (markers, colored pencils, paper) to each student.

Ask them to draw or create their own imaginary spacecraft, astronauts, or planets. This allows them to express their creativity and interest in space.

6. Conclusion (5 minutes):

Summarize the main points of the lesson, including the history and significance of space exploration.

Emphasize the importance of curiosity, learning, and discovery.

7. Homework Assignment (5 minutes):

Assign a homework project where students can research a space mission, astronaut, or celestial body and create a short presentation or poster to share with the class.

8. Assessment:

Assess students' engagement and participation in the discussion and creative activity. Monitor their questions and comments to gauge their understanding and interest in space exploration. Assess students' answers' report in Plickers.

**Materials and Resources (Needed by students and teachers)**





Visual aids (images of planets, astronauts, rockets, etc.)

World map or globe

Video clips (optional)

Art supplies (markers, colored pencils, paper)

Space exploration books or resources (optional)

Plickers cards (for students)

Plickers account (teacher)

App: Plickers

Partner School: Istituto comprensivo Aristide Leonori

Class Title	Grade Level
The Protestant Reformation	8° grade
Content Standards Covered	
As part of the historic class, the students have to study the main events that happened in 16th century Europe. In this particular lesson they study the Protestant Reformation alternatively named the Protestant Revolution or European Revolution.	
Learning Objectives	
Knowledge of the major movement from Western Christianity happened in Europe that posed a religious and political challenge to the Catholic Church and in part to the papal authority. -Martin Luther and the other Protestant Reformers. -The Diet of Worms. -Differences between Catholic and Protestant Churches.	
Learning Activities	



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After having studied the Reformation and the start of Protestantism and the Western Church in the historic class, the students perform this Plicker in order to check their knowledge of the topic.

### Materials and Resources (Needed by students and teachers)

<https://www.plickers.com/seteditor/646c821f91d296a3145f6e63>

Computer device and Internet connection.

Text book.

App: Plickers

Partner School: Istituto comprensivo Aristide Leonori

Class Title	Grade Level
Place complements	8° grade
Content Standards Covered	
As part of the Italian grammar class, students have to study the individual parts of the speech. In this particular lesson they study the place complements.	
Learning Objectives	



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Place complements in Italian Grammar.

### Learning Activities

After having studied the topic of the place complements in the class, the students perform a Plickers to check their knowledge.

The number of right answers will be used to evaluate the student.

### Materials and Resources (Needed by students and teachers)

<https://www.plickers.com/set/6469f91c44dbfa78caeb9f95>

Computer device and Internet connection.

Text book.

App: PLICKERS

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Areas of geometric figures	1 <sup>ST</sup> year secondary school
Content Standards Covered	



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Students will review the formulas for the area of the simplest geometric figures:

- Triangle
- Rhombus
- Regular polygon
- Trapezium
- Circle

Also the length of the circumference

### Learning Objectives

To perform geometry exercises, students have to learn their formulas by heart to later apply them in problems.

### Learning Activities

Once the theoretical part of the subject has been learned, the teacher carries out an evaluation exercise to check if the students know the formulas for the areas of the simplest regular polygons as well as the area of the circle and the length of the circumference. This is essential to be able to work the exercises.

### Materials and Resources (Needed by students and teachers)

Text book

Plickers cards

Computer

Mobile phone

[www.plickers.com/pilaro/MATEMÁTICAS-26417](http://www.plickers.com/pilaro/MATEMÁTICAS-26417)

App: PLICKERS

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
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The properties of powers	1 <sup>ST</sup> year secondary school
<b>Content Standards Covered</b>	
Students will learn how to: <ul style="list-style-type: none"><li>• Multiply powers of the same base</li><li>• Divide powers of the same base</li><li>• Find the power of a power</li><li>• Calculate the power with a negative exponent</li><li>• Calculate the power with 0 as an exponent</li></ul>	
<b>Learning Objectives</b>	
To perform operations with powers, students need to understand their rules in order to simplify the exercises and reach a single power as the final result.	
<b>Learning Activities</b>	
Once the theoretical part of the subject has been learned, the teacher carries out an evaluation exercise to check if the students know the properties of powers. This is essential to be able to work the exercises.	
<b>Materials and Resources (Needed by students and teachers)</b>	
Text book Plickers cards Computer Mobile phone <a href="http://www.plickers.com/pilaro/MATEMÁTICAS-26417">www.plickers.com/pilaro/MATEMÁTICAS-26417</a>	

App: Plickers



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## Partner School: Druskininkai "Atgimimo" school

Class Title	Grade Level
English	5th
<b>Content Standards Covered</b>	
Language focus: Present Simple	
<b>Learning Objectives</b>	
Talk about repeated actions and things happening now	
<b>Learning Activities</b>	
<p>1. Revise the difference of Present Simple and Present Continuous tenses. Show <a href="https://www.youtube.com/watch?v=VP8MRGAjgAs&amp;t=23s">https://www.youtube.com/watch?v=VP8MRGAjgAs&amp;t=23s</a> and discuss with students.</p> <p>2. Warm up: Write on the screen or the board and ask students: What do you usually do at the weekends? What are you doing now? Underline the verbs and elicit which verb is in the present simple and which is in the present continuous. Explain the differences.</p> <p>2. Divide students into groups and ask them to do questions on plickers: <a href="https://www.plickers.com/seteditor/64ac4c89cf228b2d49788e7f">https://www.plickers.com/seteditor/64ac4c89cf228b2d49788e7f</a></p> <p>3. Ask students to work in pairs and finish questions. Later give questions to the other students to answer:</p> <ol style="list-style-type: none"> <li>What are ... ?</li> <li>Where does ... ?</li> <li>Who are ... ?</li> <li>Why are ... ?</li> <li>How are ... ?</li> <li>How often do ... ?</li> <li>What time do ... ?</li> <li>When doe ... ?</li> </ol> <p>4. Students work individually to complete given sentences. Check answers with the class.</p> <ol style="list-style-type: none"> <li>It's seven o'clock and they ... to school now. (go)</li> <li>Mrs Cooper ... in the restaurant every Sunday. (eat)</li> <li>Our cat never ... on the kitchen table. (jump)</li> <li>Look! The men ... blue uniforms. (wear)</li> <li>Curt always ... his guitar in the afternoon. (play)</li> <li>The taxi ... for them at the moment. (wait)</li> <li>He always ... his grandmother in the coat. (help)</li> <li>They never ... very much. (eat)</li> <li>Listen! Bill ... his electric guitar. (play)</li> <li>He ... his car every Sunday. (wash)</li> <li>The alarm ... at seven o'clock every morning. (ring)</li> <li>They always ... their aunt a tree for Christmas. (bring)</li> <li>She ... a red pullover and black jeans today. (wear)</li> </ol>	





- 14. The boys ... snowballs at the girls now. (throw)
- 15. Mr Black ... into the classroom at the moment. (walk)

5. Divide students in pairs and ask to finish online exercise:  
<https://www.liveworksheets.com/oi530039rc>

6. Evaluate students' work and let them evaluate themselves.

### Materials and Resources (Needed by students and teachers)

English Plus Students' book; workbook; CD;  
 The Internet and PC.

Plickers app:

<https://www.plickers.com/set/64ac4c89cf228b2d49788e7f>

Grammar Present Simple and Present Continuous tenses:

<https://www.youtube.com/watch?v=VP8MRGAjgAs&t=23s>

Liveworksheets exercise: <https://www.liveworksheets.com/oi530039rc>

App: Plickers

Partner School: Druskininkai "Atgimimo" school

Class Title	Grade Level
English	6th
<b>Content Standards Covered</b>	
Language focus: Present Perfect	
<b>Learning Objectives</b>	
Talk about experiences that started in the past	
<b>Learning Activities</b>	
<p>1. Revise the Present Perfect by watching <a href="https://www.youtube.com/watch?v=553eeL1Dvho">https://www.youtube.com/watch?v=553eeL1Dvho</a> and by doing exercises: <a href="https://www.liveworksheets.com/gf2864689jk">https://www.liveworksheets.com/gf2864689jk</a> or <a href="https://www.youtube.com/watch?v=p5mYR6tYJBk">https://www.youtube.com/watch?v=p5mYR6tYJBk</a> and discuss with students.</p> <p>2. Warm up: Write on the screen or the board and ask students: What have they done? Where have they been? Underline the verbs and elicit which verb is in the present perfect. Listening comprehension: <a href="https://www.liveworksheets.com/cl1286075mj">https://www.liveworksheets.com/cl1286075mj</a></p> <p>3. Divide students into groups and ask them to do questions on plickers: <a href="https://www.plickers.com/set/64ac6d88abe4fa564d785924">https://www.plickers.com/set/64ac6d88abe4fa564d785924</a></p> <p>3. Ask students to work in pairs and finish questions. Later give questions to the other students to answer:</p> <p>a) What have ... ?</p>	



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- b) Where have ... ?
- c) Why have ... ?
- d) Where has ... ?
- e) Have you ever... ?
- f) Has she ever ... ?

4. Students work individually to complete given sentences. Check answers with the class.

1. It's my grandma and she ... to L.A. (go)
2. Mrs Cooper ... in the restaurant. (eat)
3. Our cat ... on the kitchen table. (never jump)
4. The men ... blue uniforms. (wear)
5. Curt ... his guitar. (play)
6. The taxi ... for them. (not wait)
7. He ... his grandmother in the coat. (help)
8. They ... many onions. (never eat)
9. Bill ... his electric guitar. (never play)
10. He ... his car. (wash)

5. Divide students in pairs and ask to finish online exercise:

<https://www.liveworksheets.com/oi530039rc>

6. Allow students time to write their sentences individually, then put them into small groups to read out their sentences and find people who have had similar experiences.

6. Evaluate students' work and let them evaluate themselves.

### Materials and Resources (Needed by students and teachers)

English Plus Students' book; workbook; CD;  
The Internet and PC.

Plickers app: <https://www.plickers.com/set/64ac6d88abe4fa564d785924>

Grammar Present Perfect tense: <https://www.youtube.com/watch?v=553eel1Dvho>

Liveworksheets exercise: <https://www.liveworksheets.com/gf2864689jk> ; listening comprehension: <https://www.liveworksheets.com/cl1286075mj>

App: ~Plickers

Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
Math assignment	6
Content Standards Covered	



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Plickers is an assessment tool made by a teacher who was looking for a quick and simple way to check student understanding. This assessment tool allows teachers to collect on-the-spot formative assessment data without the need to have students use devices or paper and pencil. Teachers can use this tool with previous planning or on the go as needed. This tool provides teachers with the data needed to inform their instruction. It's a data collection tool that's helpful for teachers and fun for the students.

### Learning Objectives

1. Learning takes place through online games and lessons. Students stay engaged throughout the assessment because they find the Assessment activity to be fun.

- Substitution: Students use Plickers as a formative assessment instead of a paper and pencil formative assessment or asking students to raise their hands to answer a question.
- Augmentation: The teacher can quickly collect responses from the entire class and view the data in real time.
- Modification: The teacher can adapt their instruction in real time based on the data provided from Plickers.
- Redefinition: Plickers is not sufficiently flexible on its own to reach the redefinition stage of SAMR.

### Learning Activities





Plickers is a great way to quickly and easily assess a large number of students. Tool helps students stay engaged during formative assessments. Worry-free way for all students to participate in answering questions with anonymity. Teachers can get immediate feedback to inform their instruction. Plickers is not just a fun online assessment tool for students but it's also fun and simple to use for teachers. Plickers allows you to check in on student understanding. With the data collected you can inform your instruction for a follow up class or in real time. Students stay engaged as they watch to see if their card was scanned, and their answer displayed. The cards can either be bought online or downloaded and printed. Students of all ages find Plickers fun and easy to use. There are two views to see the data collected, Students mode and graph mode. Students mode, shows all the students cards and names, and whether they have answered or not, the graph view shows the way students answered. On both views you have the option to show the correct answer. One of my favorite features is that you can sign in to your account when planning your lesson or if at some point during instruction you need immediate feedback, opening the app and adding a question is hassle free! Students solve equations or word problems. Teacher provides answers to choose from. Math problems can vary in difficulty.

#### Materials and Resources (Needed by students and teachers)

- A [Plickers](#) account
- A set of Plickers cards ([available for free from Plickers.com](#))
- A smartphone or tablet with a camera and the Plickers app

App: ~Plickers

Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
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Physics assignment	7
<b>Content Standards Covered</b>	
<p>Plickers is an assessment tool made by a teacher who was looking for a quick and simple way to check student understanding. This assessment tool allows teachers to collect on-the-spot formative assessment data without the need to have students use devices or paper and pencil. Teachers can use this tool with previous planning or on the go as needed. This tool provides teachers with the data needed to inform their instruction. It's a data collection tool that's helpful for teachers and fun for the students.</p>	
<b>Learning Objectives</b>	
<p>1. Learning takes place through online games and lessons. Students stay engaged throughout the assessment because they find the Assessment activity to be fun.</p> <ul style="list-style-type: none"><li>● Substitution: Students use Plickers as a formative assessment instead of a paper and pencil formative assessment or asking students to raise their hands to answer a question.</li><li>● Augmentation: The teacher can quickly collect responses from the entire class and view the data in real time.</li><li>● Modification: The teacher can adapt their instruction in real time based on the data provided from Plickers.</li><li>● Redefinition: Plickers is not sufficiently flexible on its own to reach the redefinition stage of SAMR.</li></ul>	
<b>Learning Activities</b>	





Plickers is a great way to quickly and easily assess a large number of students. Tool helps students stay engaged during formative assessments. Worry-free way for all students to participate in answering questions with anonymity. Teachers can get immediate feedback to inform their instruction. Plickers is not just a fun online assessment tool for students but it's also fun and simple to use for teachers. Plickers allows you to check in on student understanding. With the data collected you can inform your instruction for a follow up class or in real time. Students stay engaged as they watch to see if their card was scanned, and their answer displayed. The cards can either be bought online or downloaded and printed. Students of all ages find Plickers fun and easy to use. There are two views to see the data collected, Students mode and graph mode. Students mode, shows all the students cards and names, and whether they have answered or not, the graph view shows the way students answered. On both views you have the option to show the correct answer. One of my favorite features is that you can sign in to your account when planning your lesson or if at some point during instruction you need immediate feedback, opening the app and adding a question is hassle free! Students solve equations or word problems. Teacher provides answers to choose from. Physics problems can vary in difficulty.

#### Materials and Resources (Needed by students and teachers)

- A [Plickers](#) account
- A set of Plickers cards ([available for free from Plickers.com](#))
- A smartphone or tablet with a camera and the Plickers app

# TINKERCAD



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App: Tinkercad

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
The geometry of Pyramids	6th
Content Standards Covered	
Geometry (5th and 6th grade: Geometrical Shapes) ICT (5th and 5th grade): 3d Design	
Learning Objectives	
Students will <ol style="list-style-type: none"> <li>1. understand the geometric properties of pyramids (faces, edges, vertices, and surface area)</li> <li>2. apply this knowledge to create a 3D model of a pyramid using Tinkercad.</li> </ol>	
Learning Activities	
<ol style="list-style-type: none"> <li>1. Introduction to Pyramids (15 minutes)</li> <li>2. Introduction to Tinkercad Basics (15 minutes)</li> <li>3. Students explore Tinkercad and create basic shapes (15 minutes)</li> <li>4. Presentation of the Pyramids and their properties (15 minutes)</li> <li>5. Guided activity: Creating a Pyramid in Tinkercad (20 minutes)</li> <li>6. Students present their pyramids in classroom</li> <li>7. Evaluation, using Kahoot</li> </ol>	
Materials and Resources (Needed by students and teachers)	
<ul style="list-style-type: none"> <li>• Computers or tablets with internet access</li> <li>• Tinkercad accounts for each student (or the teacher can create a class in Tinkercad and connect their students using nicknames)</li> <li>• Projector for demonstrations</li> </ul>	

App: Tinkercad



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Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Rocket design - Space exploration	6th
Content Standards Covered	
Geometry (5th and 6th grade: Geometrical Shapes) ICT (5th and 5th grade): 3d Design Geography: Space exploration Language Physics (aerodynamics)	
Learning Objectives	
Students will <ol style="list-style-type: none"> <li>1. understand the geometric properties used for the creation of a rocket (cone, cylinder, sphere etc.)</li> <li>2. use their creativity</li> <li>3. acquire problem-solving skills</li> <li>4. understand basic engineering principles</li> <li>5. apply this knowledge to create a 3D model of a rocket using Tinkercad.</li> </ol>	
Learning Activities	
<ol style="list-style-type: none"> <li>1. Discussion about rockets (their shape and their purpose, 15 minutes)</li> <li>2. Introduction to Tinkercad Basics (15 minutes)</li> <li>3. Students explore Tinkercad and create basic shapes (15 minutes)</li> <li>4. Students experiment with shapes, sizes and colors to create their own rocket (20 minutes)</li> <li>5. Students refine their designs by browsing the internet for rocket shapes (15 minutes)</li> <li>6. Students present their rockets in classroom (10 minutes)</li> <li>7. Discussion about the design phase (10 minutes)</li> </ol>	
Materials and Resources (Needed by students and teachers)	
<ul style="list-style-type: none"> <li>• Computers or tablets with internet access</li> <li>• Tinkercad accounts for each student (or the teacher can create a class in Tinkercad and connect their students using nicknames)</li> <li>• Projector for demonstrations</li> </ul>	

App: Tinkercad



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Partner School: Istituto Comprensivo Aristide Leonori

Class Title	Grade Level
Geometric solids.	9° grade
Content Standards Covered	
As part of the geometry class, students have to study and recognize the geometric solids.	
Learning Objectives	
Knowledge of the following geometric solids: -cube -parallelepiped -sphere -pyramid -cone -cylinder	
Learning Activities	
After having studied the topic of geometric solids, students can produce their own solids by 3d Print by this Tinkercad.	
Materials and Resources (Needed by students and teachers)	



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<https://www.tinkercad.com/things/jcnSjYASpOw/edit?returnTo=%2Fclassrooms%2FcY1IVcBoRkA%2Factivities%2F2ptTOR6MoRv>

Computer device and Internet connection.

Text book.

App: Tinkercad

Partner School: Istituto Comprensivo Aristide Leonori

Class Title	Grade Level
The food pyramid.	8° grade
<b>Content Standards Covered</b>	
Learn how to choose a healthy eating, according to the food pyramid in order to create wellness.	
<b>Learning Objectives</b>	
Learning about the right and healthy diet. Knowledge of food classification: -carbohydrates -proteins -lipids -sugars -vitamins -right portions and frequency of food elements.	
<b>Learning Activities</b>	



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After having studied the topic of right nutrition and the food pyramid, students can produce their own Pyramid by 3d Print by this Tinkercad.

### Materials and Resources (Needed by students and teachers)

<https://www.tinkercad.com/things/2b2b37Tmq6z/edit?returnTo=%2Fclassrooms%2FcY1IVcBoRkA%2Factivities%2F2ptTOR6MoRv>

Computer device and Internet connection.

Text book.

App: Tinkercad

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
DNA structure	4 <sup>TH</sup> year secondary school
Content Standards Covered	
Students study the structure of DNA according to the double helix model proposed by Watson and Crick.	
Learning Objectives	



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The objective is for students to become aware of the spatial dimension of the double helix model of DNA.

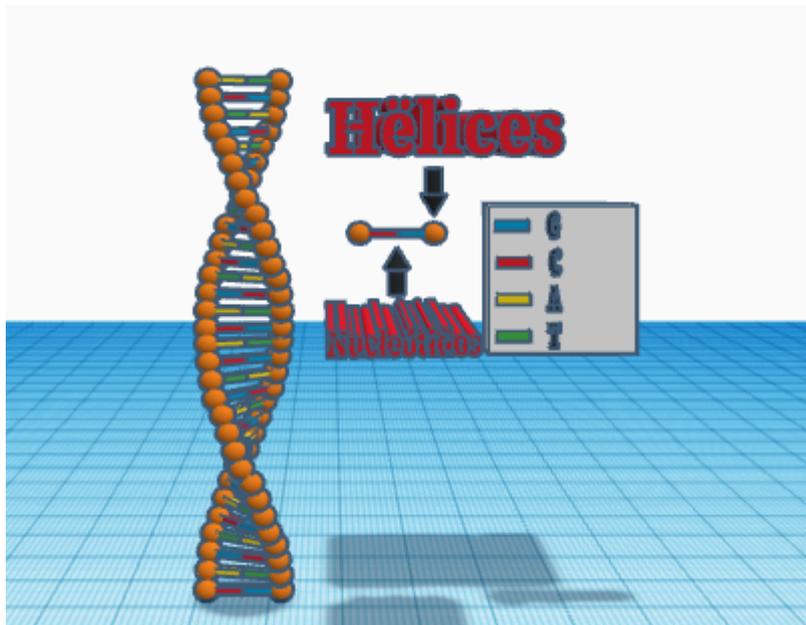
### Learning Activities

Once the molecular composition of the blocks (nucleotides) that make up DNA has been studied, students design a molecule taking into account the pairing of the four nitrogenous bases: T-A G-C and the skeleton formed by the unions of the deoxyribose molecules.

### Materials and Resources (Needed by students and teachers)

Computer

Text book



App: Tinkercad

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Space technology	4 <sup>TH</sup> year secondary school
Content Standards Covered	



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Technology and instruments needed in space exploration.

### Learning Objectives

Our school has participated in a program developed by the regional government; aimed at promoting globalized learning of the scientific and technological knowledge involved in space exploration. The objective is for students to understand the practical applications of the topics developed in the curriculum.

### Learning Activities

Within the aerospace program, the challenge that the students had to overcome was to study the characteristics of the Moon in order to determine the best location for a permanent inhabited camp. Once that geographical point was located, they were asked to design the camp and the vehicles and machinery required for its construction. In this lesson plan, students designed space vehicles.

### Materials and Resources (Needed by students and teachers)

Images published on NASA and ESA web pages

Computer

<https://www.tinkercad.com/things/icJxOaVWpjs>

[Vehículo lunar](#)

App: Tinkercard

Partner School: Druskininkai "Atgimimo" school



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Class Title	Grade Level
English	6th
<b>Content Standards Covered</b>	
Vocabulary: Popular interests	
<b>Learning Objectives</b>	
Talk about popular interests, activities and fashions	
<b>Learning Activities</b>	
<p>1.Think. Read the questions with the class. Give some examples of clothes that are in fashion now and games that are popular, e.g., computer games. Elicit other ideas from individual students. Alternatively, students discuss the questions in pairs. Ask to report back in class.</p> <p>2.Read the words and check the meanings of the words then try to answer questions: Words: app, comic, craze, fad, fan, follower, gadget, game consoles, post (n, v), social media, toy, tweet (n, v), views. Questions:</p> <p>1.A fad or craze is an activity which becomes very popular for a short time. Which of these crazes came from Japan? a) Loom bands; b) Pokemon; c) Beanie Babies; (answer: b) Pokemon)</p> <p>2.When a lot of people ‘like’ and share a photo or video on social media, it gets a lot of ... . a) sees; b) views; c) looks; (answer: b) views)</p> <p>3.Comics and action figures can become quite valuable. What’s the first Marvel comic worth now, approximately? a) \$ 370; b) \$ 3,700; c) \$ 370,000; (answer: c) \$ 370,000)</p> <p>4.iPods are small gadgets that you can play music on. They became popular around ... . a) 1995; b) 2005; c) 2015 (answer: b) 2005)</p> <p>5.Fans on social media look at their favourite celebrity tweets and posts. Which footballer was the first to get 100 million Facebook followers? a) Cristiano Ronaldo; b) Lionel Messi; c) David Beckham; (answer: a) Cristiano Ronaldo)</p> <p>6.Before games consoles like PlayStation 4, Xbox One or VR-Headset, there were arcade games. Which arcade game had a hungry yellow hero? a) Pac-Man; b) Cat-Man; c) Eat-Man; (answer: a) Pac-Man)</p> <p>7.Which is the best-selling game app of all time? a) Tetris; b) Angry Birds; c) Minecraft; (answer: a) Tetris)</p> <p>8.The Rubik’s Cube is the best-selling toy in history. ‘Speedcubers’ are experts with the cube and the fastest time to solve the puzzle is less than ... . a) 5 seconds; b) 5 minutes; c) 5 hours; (answer: a) 5 seconds)</p> <p>3.Put students into pairs and ask them to write three questions to ask their classmates, using vocabulary. Elicit a few examples first, e.g. What’s your favourite app? Are you a fan of Manchester United? What gadget would you like to have? Put pairs together into groups of four to ask and answer their questions. Ask some students to tell the class something they learned about their classmates.</p> <p>4.Play video for students to watch and listen to about celebrities and their unusual interests. Invite students to present the information they have heard.</p>	





5. All students time to read the key phrases. Check that they understand them all and ask them to answer.

1. Are you into games?
2. Are you interested in VR-Headset games?
3. Do you spend much money on games?
4. Do you follow anyone on Instagram?
5. What kind of music are you into?
6. Do you spend any time playing them?
7. I'm a big comics fan, aren't you?
8. I'm not into fashion, are you?
9. I'm mad about games, aren't you?

6. Read the words: social media, gadgets, games, VR-Headset, fashion. Allow students to work in pairs. Use words to tell the class about your partner's favourite interest.

7. Allow students to work in pairs to use the app tinkercard.com to create something unusual. Then let students describe their friend's creation.

8. Use the key phrases to write a questionnaire for students about their free time and interests.

8. Evaluate students' ability to work in groups, communicate, and let them evaluate themselves.

### Materials and Resources (Needed by students and teachers)

Tinkercard app. <https://www.tinkercad.com/>

App: Tinkercard

Partner School: Druskininkai "Atgimimo" school

Class Title	Grade Level
English	6th
Content Standards Covered	
Writing – A product review	
Learning Objectives	
Use to, in order to, so that and in case to explain the purpose of an object	
Learning Activities	



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1.Think.

Read out the questions and discuss the answers with the class. Questions: Where can you read product reviews? Do you read or write them? Why / Why not? Ask more questions to encourage students to say more, e.g. What products do you read reviews of? What information do they contain? How can they help you decide whether to buy something or not? Are reviews sometimes wrong?

2.Students read the review and decide what is good and bad about the product. Allow students time to compare their answers in pairs, then check answers with the class. Before reading, give students key phrases and check that students understand them all.:

It's very ... to ... .

We found it really ... .

My only problem was that ... .

The biggest disadvantage is ... .

The text:

**Dome tent**

£199,99

Two-person tent

You like moving from place to place when you go camping, don't you? This dome tent pops up in seconds. They've made it so that it's very easy to put backdown, too. It's also extremely light to carry, and we found it comfortable to sleep in. Our only problem was that it nearly blew down in the wind.

(Answer: Good: The tent pops up in seconds, it's very easy to put back down, it's also extremely light to carry and it's comfortable to sleep in.

Bad: The wind almost blew down the tent.

You can allow students to watch a video about a tent and decide what is good and bad.

Video link: <https://www.youtube.com/watch?v=LiLQVLotmB8>

Students work in pairs to choose a product they have bought recently and talk about its advantages and disadvantages. Monitor and help students while they are working and encourage them to use a range of key phrases. Ask some pairs to tell the class about advantages and disadvantages of the products they discussed.

Students can also work in pairs or individually to create an object in the app: tinkercard.com and talk about its advantages and disadvantages. Monitor and help students while they are working and encourage them to use a range of key phrases. Ask your student to tell the class about advantages and disadvantages of the products they created on the tinkercard.com.

3.Ask students to complete the sentences with clauses of purpose and your own ideas.

1.I went to town ... .

2.She studied hard ... .

3.We saved money ... .

4.You called me ... .

4.Write the following clauses of purpose on the board:

1. ... so that you don't get lost.

2. ... in case you need it.





3. ... in order to save money.

Put students into pairs. Ask them to think of sentence beginnings for the clauses of purpose. Encourage them to use their imagination. Ask students to read their completed sentences to the class. See whose sentences are the most imaginative or the most fun.

5. Read the task with the class. Students answer the 'Think and plan' questions and plan their text. Read through the notes on what the reviews should include with the class. Students write their reviews. This can be set for homework. Remind students to check their grammar and spelling carefully.

Writing guide

**A Task**

Write a short review of the two products.

**B Think and plan**

1. What are the advantages of each product?
2. What are the disadvantages of each product?
3. How many stars will you give each product?
4. Will you recommend them?

**C Write**

Your reviews should include:

- a) Product title, price, and a description
- b) Your opinion of the product
- c) Star rating

**D Check**

- a) Appropriate vocabulary
- b) Key phrases
- c) Clauses of purpose

6. Evaluate students' ability to work in groups, communicate, and let them evaluate themselves.

**Materials and Resources (Needed by students and teachers)**

Tinkercard app. <https://www.tinkercad.com/>

App: ~Tinkercard

Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
Art	7



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## Content Standards Covered

The curriculum of this program is divided into two different sections. Section 1 includes skill-building activities that encourage tool and material exploration and creative problem solving. Each activity is designed to accommodate different teaching and learning styles as well as different implementation situations, materials, and time constraints. Teachers are encouraged to modify and adjust the activities as needed for their specific circumstances. Section 2 is the application portion of the program, when students will apply the skills they have learned to a personal project.

## Learning Objectives

Skill-building activities afford students the time to explore tools, materials, and processes in order to create projects and acquire new making skills. Throughout this process, students will gain confidence in using tools as each activity introduces tools, materials, and processes that build off the previous activity. The skills they build will be useful when they are designing and creating their final projects in the second half of the program. The skill-building activities are One Sheet of Paper, Journal Making, Intro to 3D Printing, Wooden Blocks, TinkerCAD, Paper Circuits, LED Greeting Cards, and Motors.

In the second part of the program, students apply the skills they learned in previous activities to design and build their final project. During the Final Project Planning, students will participate in group brainstorming sessions to create a list of project possibilities. During the brainstorm, you should encourage creative thinking as well as student's personal interests and support all ideas that come up. Once students have listed their ideas, they will focus on feasibility, answering questions such as *How will you make this? What materials, tools, and processes will you need?* The final projects typically vary in focus and content, but they all use similar skills and require an understanding of the materials.

## Learning Activities

Provide the students with an overview of the program and what they will be doing over the next few weeks. You should have some example projects from your own exploration of the curriculum. It is a good idea to share those as context for the students.

Explore students' existing knowledge about engineers and ask them what comes to mind when they think of an engineer. You can write what the students say on the board. The answers will vary. The objective is to have students understand that engineers design objects that help solve problems or challenges people have. There are many different types of engineers, and they design things from buildings and bridges to computers and apps.

Ask students to write their names on their 3D objects. Collect the objects and put them in a labeled box. Another option is to give each student a bin in which they can store their own projects.

## Materials and Resources (Needed by students and teachers)





3d printer other needed materials

App: ~Tinkercard

Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
Art Create a handmade journal out of paper using a needle and thread	7
<b>Content Standards Covered</b>	
The main aim is to observe how using the new technology with applications learnt during the program Happy Students impacting on learning and teaching process across different age groups	
<b>Learning Objectives</b>	
<p>Students will:</p> <ul style="list-style-type: none"> <li>&gt; Design and fabricate their own design journal</li> <li>&gt; Learn bookbinding techniques</li> <li>&gt; Learn and use the basic hand tools to complete the project</li> </ul>	
<b>Learning Activities</b>	



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**Before you begin the activity, review the journal making guide.**

1. Create at least one journal sample per table. Creating your own journal is important so you understand the process well enough to troubleshoot problems that students may run into.
2. Make sure you sort all the materials listed above beforehand and have them ready to be set up quickly on a table right before the activity starts.
3. Create space in the classroom to store the students' journals. We recommend a journal box that the students can access to get their journals when they come in and put them back at the end of each day. Another option is to have an individual bin for each student to store all of the objects they make.
4. In this activity, there are two different methods to make the journal. For a step-by-step description of each method, see the instructions at the end of the activity.

Begin the activity by asking students, "What is a journal?" and "Why do we use journals?" This will open up the group for discussion, and allow the students to discuss personal and shared experiences.

Explain: "Journals provide scientists, engineers, artists, and many other people a place to record their ideas, to plan, and to draw diagrams to reference later. Journals should be personal and contain information that will help remind you of certain ideas and projects."

**Pass around the sample journals. Ask students:**

- > What materials are these journals made of?
- > How do you think they were made?
- > Do you think you can make one?

Point out the sewn binding, and ask students how they think that was done: "What tools and materials would you need to sew a binding?"

**Go to the board and write out the action plan for the activity:**

1. Pick a color for the cardstock cover.
2. Prepare the sheets for binding by folding them all in half.
3. Sew the binding of the journal.
4. Personalize the journal.

## Materials and Resources (Needed by students and teachers)

**Materials (Per Student):**

- > 1 sheet of cardstock for cover
- > 10 sheets of printer paper
- > Glue gun
- > Embroidery thread/yarn
- > Binder clips
- > Foam block
- > Regular tape
- > Pencil/pen

**Tools:**



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- > Scissors
- > 1 hammer per 2 students
- > Embroidery or tapestry needle
- > Needle threader > Large nail
- > Magnetic tray

**Personalization Materials:**

- > Markers
- > Washi/colored tape
- > Adhesive vinyl
- > Colored beads
- > Buttons
- > Ribbon
- > Other decorative material

# 99MATHS

App: 99 Maths

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Percentage of an amount	1 <sup>ST</sup> year secondary school
Content Standards Covered	
Percentages are fractions with 100 as the denominator. In other words, it is the relationship between part and whole where the value of "whole" is always taken to be 100.	
Learning Objectives	
After learning the meaning of a percentage of a quantity, students practice finding a percentage of a number (i.e., 5% of 125) and expressing one quantity as a percentage of another, for example, expressing 40 as a percentage of 50.	



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### Learning Activities

For two weeks, students practice using the 99 Maths app. Using the fluency mode, students play, at the end of the math class, for 10 minutes solving the operations given by the game. The difficulty level can be adjusted. You can also choose to calculate only one type of percentage or combine both types of operations, thus making the game more challenging.

After this period, 70% of the students improved their accuracy. In total, the class improved its performance by 50%.

### Materials and Resources (Needed by students and teachers)

Computer  
Text book  
Application 99 Math

App: 99 Maths

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Order of operations	1 <sup>ST</sup> year secondary school
Content Standards Covered	
The order of operations is the rule that tells us the sequence in which we should solve an expression with multiple operations. The correct way to solve it would be starting from left to right: parenthesis, multiply, divide, add and finally subtract.	
Learning Objectives	



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After learning the order of operations, students practice the order in which operations should be done to improve their skills.

### Learning Activities

Over a period of two weeks, students practice with the application 99 Maths. Using the fluency mode, students play, at the end of the math class, for 10 minutes solving the operations given by the game. The difficulty level can be adjusted. It also can be chosen to use only natural numbers or to practice with decimals, so the game becomes more challenging,

After this period the 95% of the students improved their accuracy. Altogether, the class improved its performance by 60%.

### Materials and Resources (Needed by students and teachers)

Computer  
Text book  
Application 99 Math

App: 99Maths

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Perimeter and Area of a Triangle	4th, 5th and 6th grades
Content Standards Covered	



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Geometry (4th, 5th and 6th grade: Geometrical Shapes)  
Maths: Multiplication

### Learning Objectives

Students will

1. understand the geometric properties of a triangle
2. understand the concepts of area and perimeter of a triangle
3. apply these concepts to solve interactive challenges on 99Math

### Learning Activities

1. Introduction to area and perimeter of a triangle (15 minutes)
2. Discussion and examples (10 minutes)
3. Teacher selects the challenge about Area and Perimeter choosing Triangle as a shape
4. Students join and play the game (10 minutes)
5. Independent problem solving: Students are provided with extra problems in whiteboard about area and perimeter and solve them in their notebooks (10 minutes)
6. Group discussion and reflection (5 minutes)

### Materials and Resources (Needed by students and teachers)

- Computers or tablets with internet access
- Projector for demonstrations
- Teacher account to 99math.com

App: 99Maths

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Rounding Decimals	6th grade
Content Standards Covered	



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Maths (5th and 6th grade): Rounding decimal numbers

### Learning Objectives

Students will

1. learn how to round decimal numbers into different place values
2. understand the importance of rounding decimal numbers in real life situations

### Learning Activities

1. Discussion about the importance of rounding in real life problems such as measuring and budgeting (10 minutes)
2. Demonstration from the teacher of how to round decimal numbers in different place values. The teacher will emphasis to the role of the digit in the right of the target place value (15 minutes)
3. Students are divided into groups and each group is given Rounding Decimal Number Cards. The students will discuss and round the decimal numbers in their cards (15 minutes)
4. Students join and play the math99 game about rounding decimal numbers (the teacher can choose rounding in tenths, hundredths, thousandths or combination of them) (10 minutes)
5. The teacher distributes worksheets with printed practice problems and students work individually to solve them(10 minutes)
6. Review and discussion of the worksheets (5 minutes)
7. Discussion and examples of real world applications where rounding is needed (5 minutes)

### Materials and Resources (Needed by students and teachers)

- Computers or tablets with internet access
- Projector for demonstrations
- Teacher account to 99math.com
- Rounding decimal numbers card
- Rounding practice worksheets





App: 99Math

Partner School: Druskininkai "Atgimimo" school

Class Title	Grade Level
Maths / English	4th
<b>Content Standards Covered</b>	
Multiplication	
<b>Learning Objectives</b>	
Different multiplications: Students will be able to multiply.	
<b>Learning Activities</b>	
<p>1. Warm up. Tell them that today they are going to learn the trick to multiply whole numbers by multiples of 10. Divide students into groups and ask them to solve: <math>2 \times 2</math>; <math>5 \times 5</math>; <math>3 \times 5</math>; <math>10 \times 5</math>.</p> <p>2. Once students have solved the problem, ask them if they could solve online, using 99Math: <a href="https://99math.com/host/454050/lobby">https://99math.com/host/454050/lobby</a> or <a href="https://99math.com/host/651097/lobby">https://99math.com/host/651097/lobby</a> Show the results and discuss with students. Give your students a real life example. For example, when planning a big party you might need 10 tables of 7 people each and that this skill will help them solve each of these problems quickly in their head.</p> <p>3. Drill: Flashing flashcards: (expecting answers)  <math>9 \times 9 =</math> (answer: 81)  <math>8 \times 9 =</math> (answer: 72)  <math>6 \times 9 =</math> (answer: 54)  <math>8 \times 8 =</math> (answer: 64)  <math>8 \times 6 =</math> (answer: 48)</p> <p>4. Give students an example to solve. Presentation: Lucy harvested many kilograms of apples from the garden. She sold 2 kilograms of them in the BLUE market, 2 kilograms in the RED market and the rest, 2 kilograms, in the neighborhood. How many kilograms were sold? Let the students read the problem or let one of the students read the problem. What is the problem. Do students want to solve it? Analyze with students. (answer: <math>2 \times 3 = 6</math>, the answer is 6)</p> <p>5. Allow time and ask students to divide into groups or individually and create some more problems to solve.</p> <p>6. Evaluate students' ability to work in groups, communicate, and solve problems. and let them evaluate themselves.</p>	
<b>Materials and Resources (Needed by students and teachers)</b>	
99Math app: <a href="https://99math.com/host/configure/TYPE_MULTIPLICATION">https://99math.com/host/configure/TYPE_MULTIPLICATION</a> ( <a href="https://99math.com/host/454050/lobby">https://99math.com/host/454050/lobby</a> ) ; ( <a href="https://99math.com/host/651097/lobby">https://99math.com/host/651097/lobby</a> )	



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App: 99Math

Partner School: Druskininkai "Atgimimo" school

Class Title	Grade Level
Maths / English	4th
<b>Content Standards Covered</b>	
Division	
<b>Learning Objectives</b>	
Students will be able to divide numbers 2 digit numbers by a 1 digit number; solve 2 digit numbers by a 1 digit number without remainder; perform the operation of division.	
<b>Learning Activities</b>	
<p>1. Warm up. Ask students to remember what was discussed in the last lesson. Tell them that today they are going to learn the trick of dividing numbers.</p> <p>2. Ask students:</p> <p>a) what are 3 parts of division equation? (answer: dividend, divisor, quotient).  b) What is dividend? (answer: it is a number that being divided).  c) What is divisor? (answer: it is a number that divides the dividend).  d) What do we call to the answer in division? (answer: the answer in division is called quotient).</p> <p>3. Ask students to identify: dividend, divisor or quotient is circled:</p> <p>a) <math>15 / 5 = 3</math> (answer: 15 – dividend)  b) <math>15 / 5 = 3</math> (answer: 3 – quotient)  c) <math>15 / 5 = 3</math> (answer: 5 – divisor)</p> <p>4. Divide students into groups and ask them to solve. The first student in the line of the group will answer first, followed the second etc. Give the same numbers: <math>36/6=6</math>; <math>25/5=5</math>; <math>8/4=2</math>; <math>49/7=7</math>; <math>4/2=2</math>; <math>81/9=9</math>; <math>72/8=9</math>; <math>54/6=9</math>; <math>64/8=8</math>; <math>48/6=8</math>;</p> <p>5. Once students have solved the problem, ask them if they could solve online, using 99Math: Range 1-10 <a href="https://99math.com/host/689971/lobby">https://99math.com/host/689971/lobby</a>;  <a href="https://99math.com/host/configure/TYPE_DIVIDING">https://99math.com/host/configure/TYPE_DIVIDING</a></p> <p>Show the results and discuss with students. Give your students a real-life example. For example, when planning a big party you might need 10 tables of 7 people each and this skill will help them solve each of these problems quickly in their head.</p> <p>6. Give students an example to solve.  Presentation: Santa Claus has 51 candies for 3 children. He wants to divide candies equally and to find out, how many candies did each child receive? What is the problem? Do students want to solve it? Analyze with students.  Ask students: What is the number to be divided? (answer: 51); How about the number that will be divided to 51? (Answer: 3); What operation do we need to solve the problem? (answer: division) <math>51 / 3 = 17</math></p>	



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Presentation: Santa Claus wife bakes 3 pies a day. How many days will it take her to bake 36 pies? (answer:  $36/3=12$ )

7. Allow time and ask students to divide into groups or individually and create some more problems to solve.

8. Evaluate students' ability to work in groups, communicate, and solve problems. and let them evaluate themselves.

### Materials and Resources (Needed by students and teachers)

99Math app: [https://99math.com/host/configure/TYPE\\_DIVIDING](https://99math.com/host/configure/TYPE_DIVIDING)  
(<https://99math.com/host/386529/lobby>)

App: 99Maths

Partner School: Istituto comprensivo Aristide Leonori

Class Title	Grade Level
The numbers line	3° grade
Content Standards Covered	
As part of the arithmetic class, students have to learn the right succession increasing and decreasing of the whole numbers.	
Learning Objectives	
Knowledge of the right succession increasing and decreasing of the whole numbers from 0 to 100. Recognize the missing number between the other two.	
Learning Activities	





Using this exercise of Math 99 students perform their knowledge enjoying themselves. They have to recognize the missing number between the other two. It's really indicated for children to review or to be evaluated.

### Materials and Resources (Needed by students and teachers)

[https://99math.com/host/configure/TYPE\\_NUMBER\\_LINE](https://99math.com/host/configure/TYPE_NUMBER_LINE)

Computer device and Internet connection.

Text book.

App: 99Maths

Partner School: Istituto comprensivo Aristide Leonori

Class Title	Grade Level
Let's order and compare.	3° grade
Content Standards Covered	
As part of the arithmetic class, students have to learn the right succession increasing and decreasing of the whole numbers.	
Learning Objectives	



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Knowledge of the right succession increasing and decreasing of the whole numbers from 0 to 100.

In this lesson they study the concept of minor, major and equal between two numbers.

### Learning Activities

Using this exercise of Math 99 students perform their knowledge enjoying themselves. They have to recognize if a number is major, minor or equal to another. It's really indicated for children to review or to be evaluated.

### Materials and Resources (Needed by students and teachers)

[https://99math.com/host/configure/TYPE\\_COMPARING\\_NUMBERS](https://99math.com/host/configure/TYPE_COMPARING_NUMBERS)

Computer device and Internet connection.

Text book.

App: ~99 Math

Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
Math adding 1-to-2 digit numbers with sum through 99 math without regrouping	3



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## Content Standards Covered

The main aim is to observe how using the new technology with applications learnt during the program Happy Students impacting on learning and teaching process across different age groups

## Learning Objectives

Follow directions given by the teacher and give attention to details while the teacher shows the steps of addition without regrouping

## Learning Activities

### A. Preparatory Activities

#### 1. Drill

While explaining content of the lesson to students teacher put on smart board 99 math app and doing a 5 min warm up with 1 to 2 digit numbers sum without regrouping, than students follow tasks prepared by teacher.

#### 2. Review

Put the following numbers in the place value chart:

Adding two 1-digit numbers having sums of 18 and less using flash cards.

Tens	Ones

Number





17

---

29

---

57

---

78

---

96

### 3. Motivation

Teacher shows addition sentences in the following position.

45 36 +2 +51

What can you say about the numbers to be added? Would you like to add numbers in this position? It's so easy! I'll show you how!

#### B. Developmental Activities 1. Presentation

a. Let's start with 45 written on the board. + 2+

Represent the 2 numbers using their bundled popsicle sticks in counting the tens and their loose popsicle sticks in counting ones. Emphasize that the numbers in the ones place are added first before those in the tens place. Teacher tells them to use 4 bundled popsicle sticks and 5 loose ones and + another 2 loose ones.

Example:

Teacher shows how to do it and goes around and sees to it that all the pupils follow directions and are very attentive while she shows the steps of addition without regrouping. (Use this method with 4 more addition sentences).

Let us try the short way of adding these numbers.

#### 2. Fixing Skills/Practice





Draw and color sets showing addition without regrouping

Example.

### 3. Generalization

How do we add 1-to-2-digit numbers without regrouping? We add those in the ones place first then those in the tens place.

### C. Application

The House of Numbers

Draw a house. Choose and write two addends from your drawing and find their sum.

Possible answer:

$$16 + 32 + 42 + 2 = 58 \quad 34$$

**\*Valuing:** What must we do when the teacher is giving directions and examples? **IV. Evaluation**

A. Find the sum.

$$11 + 24 + 32 + 45 + 56 + 3 + 5 + 3 + 1 + 2$$

B. Find the sum.

$$23 + 34 + 47 + 65 + 76 + 5 + 5 + 22 + 34 + 23$$

### V. Assignment

Complete the house by adding the number sentences.

Materials and Resources (Needed by students and teachers)





writing books, math books, smart board computer ,99 math app

# PREZI

App: Prezi

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
ICT-History of computers	3rd-6th
Content Standards Covered	
ICT(3rd to 6th grade): Theory of computers Science (5th and 5th grade): Advancements of technology	
Learning Objectives	
Students will: <ol style="list-style-type: none"><li>1. understand the historical development of computers and their impact on society.</li><li>2. create a Prezi presentation to showcase their knowledge of computer history.</li><li>3. improve their research, critical thinking, and presentation skills.</li></ol>	
Learning Activities	



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1. Introduction (10 minutes):

Begin with a discussion about computers. Ask students what they know about the history of computers and why they think it's important to learn.

2. Research and Exploration (20 minutes):

Divide students into small groups or pairs. Provide access to research materials (books, websites, or printed articles) about the history of computers.

Instruct students to research and gather information about key milestones and inventors in computer history. Encourage them to find images and interesting facts.

Circulate among the groups to provide guidance and answer questions.

3. Prezi Tutorial (10 minutes):

Present the Prezi about the history of computers

<https://prezi.com/view/abOEApE1e18GYDu0HTJb/>

Provide a brief tutorial on how to use Prezi, including how to create a new presentation, add text, images, and transitions. You can use the Prezi website or a prepared video tutorial for this purpose.

4. Prezi Creation (15 minutes):

Have each group or pair create a Prezi presentation about the history of computers. They should organize their information chronologically or thematically, with clear headings and transitions.

Encourage students to use visuals (images, diagrams, videos) to make their Prezi engaging.

5. Presentation and Discussion (10 minutes):

Each group presents their Prezi to the class. The presentations should cover key events, inventors, and developments in computer history.

After each presentation, open the floor for questions and discussion. Encourage classmates to ask about interesting facts or connections they learned.

**Materials and Resources (Needed by students and teachers)**





Computers or tablets with internet access and Prezi accounts (one per student or group).  
 Projector or smartboard for class presentation  
 Access to online resources, books, or printouts about computer history.

Prezi app: The history of computers: <https://prezi.com/view/abOEApEleI8GYDu0HTJb/>

App: Prezi

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Physics-The water cycle	2nd-3rd
Content Standards Covered	
Environmental studies(2nd grade): The water Science (3rd grade): Understanding the world around us	
Learning Objectives	
Students will: <ol style="list-style-type: none"> <li>1. understand the concept of the water cycle.</li> <li>2. be able to identify and explain the key stages of the water cycle.</li> <li>3. participate in hands-on activities to reinforce their understanding of the water cycle.</li> </ol>	
Learning Activities	
<ol style="list-style-type: none"> <li>1. Introduction (10 minutes):               <p>Begin by asking students what they know about water and where it comes from. Write their responses on the board.</p> <p>Explain that today, they will learn about the water cycle, which is how water moves and changes in our environment.</p> </li> <li>2. Discussion (10 minutes):               <p>Present the Prezi <a href="https://prezi.com/lhuvtv4rrjas/water-cycle-prezi/">https://prezi.com/lhuvtv4rrjas/water-cycle-prezi/</a> in class.</p> </li> </ol>	





Show visual aids or diagrams of the water cycle, explaining the key stages: evaporation, condensation, precipitation, and collection.

Discuss each stage with the students, emphasizing the natural processes involved.

Encourage students to ask questions and share their thoughts about the water cycle.

**Hands-On Activity (20 minutes):** Distribute clear plastic cups to each student. Have students fill their cups with a small amount of water (about one-third full). Provide small plastic bags and permanent markers to each student. Instruct students to label their bags with their names and place them inside the cups. Place the cups near a window or a source of sunlight. Over the course of the lesson, have students observe and record any changes in their cups, including the appearance of condensation on the bags and inside the cups.

3. **Group Discussion (10 minutes):**

Gather the students to discuss what they observed during the activity. Ask questions such as, "What happened to the water inside the cups and bags?" and "What do you think caused these changes?"

Connect their observations to the stages of the water cycle, emphasizing evaporation and condensation.

4. **Conclusion (5 minutes):**

Summarize the key points of the lesson, emphasizing the stages of the water cycle and the importance of water for our planet.

Conclude by asking students what they have learned about the water cycle.

5. **Assessment:**

To assess understanding, have students draw and label a simple diagram of the water cycle on a piece of paper. This can be collected as a formative assessment.

6. **Homework (Optional):**

Assign students to create a short poster or artwork depicting the water cycle at home. They can use their drawings and observations from the classroom activity as inspiration.

**Materials and Resources (Needed by students and teachers)**





Whiteboard and markers or a chalkboard and chalk.  
Visual aids or diagrams illustrating the water cycle.  
Clear plastic cups (one per student).  
Water.  
Small plastic bags.  
Permanent markers.  
Access to a computer or tablet for digital resources (optional).  
Projector or smartboard for class presentation  
Prezi app: The water cycle :<https://prezi.com/lhuvtv4rrjas/water-cycle-prezi/>

App: Prezi

Partner School: Istituto Comprensivo Aristide Leonori

Class Title	Grade Level
The journey of Ulysses	7° grade
Content Standards Covered	
As part of the Epic class, students have to study Homer's Odyssey. In this Prezi presentation the teacher illustrates the map of the journey of Odysseus.	
Learning Objectives	
Knowledge of Odyssey: -the main characters -the main themes -the Trojan War -the Council of the Gods -visual map of the journey of Ulysses.	
Learning Activities	





This presentation created by Prezi illustrates all the subjects studied about Odyssey. Students have the possibility to review this topic of Epic before evaluation.

### Materials and Resources (Needed by students and teachers)

<https://prezi.com/ifajotguxfij/il-viaggio-di-odisseo/>

Computer device and Internet connection.

Text book.

App: Prezi

Partner School: Istituto comprensivo Aristide Leonori

Class Title	Grade Level
The Italian Risorgimento	8° grade
Content Standards Covered	
As part of the history class, students have to study the main historical events in the 19th century. In particular in this lesson they study the Italian Risorgimento.	
Learning Objectives	



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- Knowledge of the Italian Risorgimento:
- Congress of Vienna
  - revolutionary movements of 1820-21 and of 1830-31
  - Giuseppe Mazzini
  - the 1848
  - the First Independence War
  - Camillo Benso of Cavour
  - the Second Independence War
  - Garibaldi and the Shipment of 1000
  - the Third Independence War and the Kingdom of Italy.

### Learning Activities

This presentation created by Prezi illustrates all the subjects studied about The Italian Risorgimento. Students have the possibility to review this historical topic before evaluation.

### Materials and Resources (Needed by students and teachers)

<https://prezi.com/xhlvzg5bx9rn/il-risorgimento-italiano/>

Computer device and Internet connection.

Text book.

App: Prezi

Partner School: Istituto Comprensivo Aristide Leonori

Class Title	Grade Level
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Poetry	8° grade
<b>Content Standards Covered</b>	
As part of literature class, the students have to learn the different literature genres: novel, poetry and theater. In this particular lesson we are studying poetry.	
<b>Learning Objectives</b>	
Learning of the main characteristics of poetry: -poetry/prose -purpose of the poem -different kind of rhymes -the verse -different kinds of stanzas.	
<b>Learning Activities</b>	
This presentation created by Prezi illustrates all the subjects studied about poetry. Students have the possibility to review the topic of poetry before evaluation.	
<b>Materials and Resources (Needed by students and teachers)</b>	
<a href="https://prezi.com/wsgma6icmwva/le-parole-dei-poeti/">https://prezi.com/wsgma6icmwva/le-parole-dei-poeti/</a>  Computer device and Internet connection.  Text book.	

App: PREZI



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Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Sense organs	3 <sup>RD</sup> year secondary school
<b>Content Standards Covered</b>	
<p>As part of the biology class, students had to study human anatomy and describe the organs, apparatuses and systems found in them. In this particular lesson, we are covering the sense organs</p>	
<b>Learning Objectives</b>	
<p>Study the characteristics of the sense organs:</p> <ul style="list-style-type: none"> <li>-Touch: stimuli and receptors</li> <li>-Sight: mechanisms and receptors</li> <li>-Hearing: mechanism, receptors and balance</li> <li>- Smell: receptors and coordination with the sense of taste</li> <li>- Taste: receptors</li> <li>- Illnesses related to the sense organs</li> </ul>	
<b>Learning Activities</b>	
<p>Students had to make a presentation with the facts that they had learned. The content had to be presented in clear and schematic way. The presentation had to be shown to the rest of the students so they all could learn from one another.</p>	
<b>Materials and Resources (Needed by students and teachers)</b>	
<p><a href="https://prezi.com/view/i5IQffP7nsZdKD1J47x/?authuser=0">https://prezi.com/view/i5IQffP7nsZdKD1J47x/?authuser=0</a></p> <p>computer</p>	





App: PREZI

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Natural forests of Andalucía	3 <sup>RD</sup> year secondary school
Content Standards Covered	
As part of the biology class, students had to study the natural forests that surround Algeciras and describe some of the species that can be found in them.	
Learning Objectives	
Study the characteristics of pine trees. Describe their aspect, cones, seeds, leaves and wood exploitation.	
Learning Activities	
Students had to make a presentation with the facts that they had learned. The content had to be presented in both English and Spanish, since it is a bilingual class. The presentation had to be shown to the rest of the students so they all could learn from one another.	
Materials and Resources (Needed by students and teachers)	
<a href="https://prezi.com/view/1PtzoxcP8zISW4yT76Hp/">https://prezi.com/view/1PtzoxcP8zISW4yT76Hp/</a>  computer  mobile phone to take pictures	

App: ~Prezi

Partner School: Społeczna Językowa Szkoła Podstawowa LTO



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Class Title	Grade Level
Geography scale and plans	7
<b>Content Standards Covered</b>	
The main aim is to observe how using the new technology with applications learnt during the program Happy Students impacting on learning and teaching process across different age groups	
<b>Learning Objectives</b>	
Students know what it is plane and scale in geography	
<b>Learning Activities</b>	
<a href="https://prezi.com/q5wo-llg2vem/temat-co-to-jest-plan-i-skala/">https://prezi.com/q5wo-llg2vem/temat-co-to-jest-plan-i-skala/</a>	
<b>Materials and Resources (Needed by students and teachers)</b>	
smart board, comp, books, and noting pads	





App: ~Prezi

Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
Biology Human senses	7
<b>Content Standards Covered</b>	
The main aim is to observe how using the new technology with applications learnt during the program Happy Students impacting on learning and teaching process across different age groups	
<b>Learning Objectives</b>	
Identify the main idea and discuss about the importance of human senses	
<b>Learning Activities</b>	
<p>1. Warm up: Prompt students with questions: What about the smell of someone's perfume? What about the smell of food cooking?</p> <p>2. Ask students to use online dictionaries to check the meaning of the words: an odour, a scent, a perfume, fragrances, the flavour, the texture. Show students the importance of our senses: <a href="https://prezi.com/i9tjk8ui5sn2/the-importance-of-our-senses/">https://prezi.com/i9tjk8ui5sn2/the-importance-of-our-senses/</a> and discuss about it.</p> <p>3. <a href="https://prezi.com/njwgrbamvuvq/five-senses/">https://prezi.com/njwgrbamvuvq/five-senses/</a> Ask students to work in 5 groups and make a poster about given one of the 5 senses</p> <p>4. Evaluate students' work and let them evaluate themselves.</p>	
<b>Materials and Resources (Needed by students and teachers)</b>	



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smart board, comp, drawing equipment big cardboards,

App: Prezzi

Partner School: Druskininkai "Atgimimo" school

Class Title	Grade Level
English	6th
Content Standards Covered	
The importance of smell	
Learning Objectives	
Identify the main idea and discuss about the importance of smell	
Learning Activities	
<p>1. Warm up: Prompt students with questions: What about the smell of someone's perfume? What about the smell of food cooking?</p> <p>2. Ask students to use online dictionaries to check the meaning of the words: an odour, a scent, a perfume, fragrances, the flavour, the texture. Show students the importance of our senses: <a href="https://prezi.com/i9tjk8ui5sn2/the-importance-of-our-senses/">https://prezi.com/i9tjk8ui5sn2/the-importance-of-our-senses/</a> and discuss about it.</p> <p>3. Present the prezzi.com about the sense of smell: <a href="https://prezi.com/e5jfmny16d5p/sense-of-smell/">https://prezi.com/e5jfmny16d5p/sense-of-smell/</a> and discuss about it.</p> <p>4. Divide students into groups. Ask students to find information on the NET about: Helen Keller, James Bell and Lucy Mangan and present.</p> <p>5. Allow students time to read the given sentences and decide if they are true or false and correct the false ones:</p> <p>a) Hellen Keller had a good sense of smell.</p>	





- b) She says there's a connection between smells and memory.
- c) A person with a normal sense of smell can become a professional perfumer.
- d) James Bell failed his first 'smell test' at the perfume company.
- e) Lucy had a sense of smell when she was a baby.
- f) Anosmic people can't taste anything.

Answers:

- a) True
- b) True
- c) False (You must start with a superior sense of smell.)
- d) False (He passed the test.)
- e) False (She has been anosmic since birth.)
- f) True

4. Focus on the new words and ask students to find synonyms: incredible (extraordinary) / excellent (superior) / educate (train) / identify (recognize) / artificial (synthetic) / organic (natural). Ask students to create sentences by using these words.

5. Allow students time to prepare their ideas and ask them to talk about which objects and places smell best to them. Which of them bring back memories? Ask students to report back on their own discussions.

7. Evaluate students' work and let them evaluate themselves.

### Materials and Resources (Needed by students and teachers)

English Plus 3 Students' book; workbook; CD;  
The Internet and PC.

Prezzi app:

The importance of our senses: <https://prezi.com/i9tjk8ui5sn2/the-importance-of-our-senses/>

Sence of smell: <https://prezi.com/e5jfmny16d5p/sense-of-smell/>

Exercise in liveworksheets.com. Sense of smell: <https://www.liveworksheets.com/px1327217yt>

App: Liveworksheets

Partner School: Druskininkai " Atgimimo" school

Class Title	Grade Level
Geography/English	6th
Content Standards Covered	
Geography: The water cycle	
Learning Objectives	
Understand the water cycle and describe the journey of a river	



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## Learning Activities

1. Warm up: Show the water cycle picture and elicit that they are to do with water. Ask: Where does the water in our taps come from? How does water get into rivers and streams? Where does it go to when it gets to the end of the river? Where does the water in rain come from?

2. Show the prezzi and discuss with students:

<https://prezi.com/lhuvty4rrjas/water-cycle-prezi/> or

<https://prezi.com/0ecapspwbvth/the-water-cycle/> Give one question: What happens to water when it falls to the Earth?

3. Check that students understand: liquid, gas, body of water, ice, evaporates, condenses, precipitation, vapor, surface, solid and room temperature. Ask students to create sentences by using these words, e.g. Water is a liquid and ice is a solid. Do the exercise in liveworksheets:

<https://www.liveworksheets.com/dm1428024so>

4. Finish the given sentences:

a) changes from liquid into gas ... (answer: evaporates).

b) changes from gas into liquid ... (answer: condenses).

c) rainfall ... (answer: precipitation).

d) water when it exists in the air ... (answer: vapour).

e) the part of the land or body of water at the top ... (answer: surface).

f) ice is in this state ... (answer: solid).

g) water at room temperature is this ... (answer: liquid).

5. Students could work in groups or pairs to draw and label the diagram (or a poster) of the water cycle. Ask them to use new words (at least): condensation, evaporation, precipitation, water returns to the sea. Allow students to present their group or pair work.

6. Evaluate students' work and let them evaluate themselves.

## Materials and Resources (Needed by students and teachers)

English Plus 3 Students' book; workbook; CD;

The Internet and PC.

Prezzi app: The water cycle: <https://prezi.com/lhuvty4rrjas/water-cycle-prezi/> or

<https://prezi.com/0ecapspwbvth/the-water-cycle/>

Liveworksheet app: Exercise: <https://www.liveworksheets.com/dm1428024so>





# EDPUZZLE

App: Edpuzzle

Partner School: Druskininkai "Atgimimo" school

Class Title	Grade Level
English	6th
<b>Content Standards Covered</b>	
The topic of the lesson is Routines. Vocabulary revision and introduction of new vocabulary. Present Simple, Present Continuous tenses.	
<b>Learning Objectives</b>	
Talk about routines and say when you do things.	
<b>Learning Activities</b>	
<p>1. Warm up: Talk about routines. Ask: What time do they usually get up at the weekend? Do you like to get up early and do lots of things? Do they like to go to school? What do they think about school lunch?</p> <p>2. Study the phrases: cook, do my homework, finish, get home, get up, go shopping, go to bed, go to school, go to work, have breakfast, listen to music, do homework, relax, tidy my room, wake up, watch video. Which of these things do you do every day? What other things do you do in a typical day?</p> <p>3. Watch edpuzzle.com (number 1 and number 2) and discuss. Remember adverbs of frequency: often, never, sometimes, etc. Ask students to discuss and present the new information, use adverbs of frequency.</p> <p>4. Focus on the words and elicit that they are all adverbs of frequency. Ask students to work in pairs to look at the position of adverbs and think of more adverbs: on Monday/on Tuesday evenings/ on weekends at the weekend/at night/at (about) seven o'clock in the evening/in the afternoon/in the morning once or twice a day/week/month every Saturday etc.</p> <p>5. Work in pairs. Ask and answer questions to compare daily routines. Use time expressions, adverbs of frequency, words, and phrases. Are your routines similar?</p> <p>6. Use the information about the partner to write a paragraph about daily routine.</p>	



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7. Evaluate students' work and let them evaluate themselves.

### Materials and Resources (Needed by students and teachers)

English Plus 3 Students' book; workbook; CD;

The Internet and PC.

Edpuzzle app: How do children around the world get to school?

<https://edpuzzle.com/media/64aae3e9a6376e41a1ca9a86>

Kids try School lunches from around the world

<https://edpuzzle.com/media/64aaec0bb5762c418ebdea49>

App: Edpuzzle

Partner School: Druskininkai "Atgimimo" school

Class Title	Grade Level
English	6th
Content Standards Covered	
The topic of the lesson is Adventure. Vocabulary: natural features. Grammar: Present Perfect, Past Simple.	
Learning Objectives	
Express your preferences about places and activities	
Learning Activities	
1. Warm up: Focus on the photos on the screen. Can students name two natural features that our country is famous for? Ask Which ones have they visited?	
2. Devide students in groups and ask them to complete the table with the words: LAND or WATER. Students can compare their answers. Model the words your students might find difficult.	
3. Watch edpuzzle.com (number 1, number 2, number 3) and discuss. Encourage them to guess answers that they don't know. Discuss answers with the class.	
4. Focus on the phrases and ask students to express their opinion by asking: Would you rather...? Which would you prefer: ... or ...?	



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I'd love to ...  
 I'd rather ...  
 I'd much prefer to ...  
 It's my dream to ...

5. Work in pairs. Ask and answer questions 1-5 and explain answers. Allow students time to prepare their answers individually. Remind them to use key phrases. Remind them to give reasons to explain their answers.

Would you prefer to ... ?

- 1 see the Sahara Desert or Antarctica;
- 2 explore the Grand Canyon or a rainforest;
- 3 go scuba-diving or surfing;
- 4 visit a volcano or a cave;
- 5 travel to Africa or Australia;

6. For fast finishers. Think about two natural features in our country or in the world. Use the information to write a paragraph individually about which one you'd prefer to see and why. Ask to compare a written paragraph with another fast finisher. Ask them to read their paragraph if they agree.

7. Evaluate students' work and let them evaluate themselves.

### Materials and Resources (Needed by students and teachers)

English Plus 3 Students' book; workbook; CD;  
 The Internet and PC.

Edpuzzle app: What is Lithuania? <https://edpuzzle.com/media/627a07381c2419427d278388>

Ten amazing places to visit in Lithuania

<https://edpuzzle.com/media/627a0479fc595442a583b90f>

Unbelievable Places That Actually Exist

<https://edpuzzle.com/media/64aaf8af60cc1141959b1d4b>

App: EDPUZZLE

Partner School: ISTITUTO COMPRENSIVO A. LEONORI

Class Title	Grade Level
The Congress of Vienna	8° grade
Content Standards Covered	
As part of the history class, students have to study the main historical events in the 19th century. In particular in this lesson they study the Congress of Vienna: a series of international diplomatic meetings done to discuss and agree upon a possible new layout of the European political and constitutional order after the downfall of the French Emperor Napoleon Bonaparte.	
Learning Objectives	



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Knowledge of The Congress of Vienna:

- dates
- objectives
- Countries and leaders involved
- outcomes-

### Learning Activities

After having studied the topic of the Congress of Vienna, the students look at the video on Edpuzzle and have to answer questions.

The number of right answers will be used to evaluate the student.

### Materials and Resources (Needed by students and teachers)

<https://edpuzzle.com/media/643ae3d95a5dab42c7b41eaf>

pc device

internet connection

text book

App: Edpuzzle

Partner School: Istituto Comprensivo Aristide Leonori

Class Title	Grade Level
Giuseppe Mazzini	8° grade
Content Standards Covered	



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As part of the history class, students have to study the main historical events in the 19th century. In particular in this lesson they study the Italian Risorgimento and the main figure of it: Giuseppe Mazzini.

### Learning Objectives

Learning of Giuseppe Mazzini:

- date of birth
- his life's main events
- his political thought
- the effects of his politics

### Learning Activities

After having studied the topic of the Giuseppe Mazzini, the students look at the video on Edpuzzle and have to answer questions.

The number of right answers will be used to evaluate the student.

### Materials and Resources (Needed by students and teachers)

<https://edpuzzle.com/media/643d96c3dbc2ea430eec9b0c>

Computer device and Internet connection

Text book..





App: EDPUZZLE

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Animals. Vertebrates. Reptiles	1 <sup>ST</sup> year secondary school
Content Standards Covered	
Characteristics of the reptiles : <ul style="list-style-type: none"><li>- Anatomy</li><li>- Body temperature regulation</li><li>- Skin characteristics</li><li>- The vital functions</li><li>- Classification of reptiles</li></ul>	
Learning Objectives	
Students will study the main characteristics of the class Reptilia in order to recognize their unique features and to distinguish them from the other classes of vertebrates.	
Learning Activities	
During the past two lessons students have been learning the characteristics of the vertebrates. By using edpuzzle, the students have checked their knowledge of the class Reptilia as a preparation for a test. They have also learned facts about this type of animals that are not covered in the text book.	
Materials and Resources (Needed by students and teachers)	
<a href="https://edpuzzle.com/media/623b724d75be1943016d0bdf">https://edpuzzle.com/media/623b724d75be1943016d0bdf</a>  Computer  Textbook	



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App: EDPUZZLE

Partner School: Colegio Huerta de la Cruz

Class Title	Grade Level
Forces	2 <sup>ND</sup> year secondary school
Content Standards Covered	
The concept of force The effects of forces Units in the IS Forces as vectors Hooke's Law Calculation of the resultant force	
Learning Objectives	
<p>This lesson introduces students to the concept of force and motion and the relationship between them.</p> <p>Through Hooke's Law, students can determine the relationship between force and deformation in elastic materials.</p> <p>It also shows students how to calculate a resultant force when several forces are applied to an object.</p>	
Learning Activities	
<p>Prior to study the magnitudes of force and motion, students were presented with an edpuzzle in order to learn the basic concepts.</p> <p>They were also introduced to a basic method to calculate the resultant force when several forces are applied to an object.</p> <p>Finally, they were given a task in which they had to apply the calculation method to find the resultant force in three different situations.</p>	
Materials and Resources (Needed by students and teachers)	
<p><a href="https://edpuzzle.com/media/646cb54a168d91430df4bf7f">https://edpuzzle.com/media/646cb54a168d91430df4bf7f</a></p> <p>Computer</p> <p>Text book</p> <p>Note book and pen</p>	



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App: Edpuzzle

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Past tense	5th to 6th
Content Standards Covered	
English as a foreign language	
Learning Objectives	
By the end of this lesson, students will be able to understand and use the past simple tense in English, both in affirmative and negative sentences, through the interactive use of Edpuzzle	
Learning Activities	
<p>1. Introduction (10 minutes):</p> <p>Start the lesson by reviewing the concept of the past simple tense. Write example sentences on the board in both affirmative and negative forms, such as:</p> <p>Affirmative: "I visited Paris last summer."</p> <p>Negative: "She didn't watch the movie last night."</p> <p>Explain that the past simple tense is used to describe actions or events that happened and were completed in the past.</p> <p>2. Edpuzzle Video Lesson (30 minutes):</p> <p>Ask students to log in to their Edpuzzle accounts using the provided login information.</p> <p>Assign them a video lesson on the past simple tense that you've uploaded to Edpuzzle. The video should explain the usage of the past simple tense and provide examples.</p> <p>The video can include interactive elements such as questions, quizzes, and short exercises to engage students.</p>	





Instruct students to watch the video attentively and complete any interactive activities embedded in the video.

Examples of videos that you can use:

<https://edpuzzle.com/media/5eceb816c1d0093f102d7795>

<https://edpuzzle.com/media/61fab051ffce3d42e75c18c7>

<https://edpuzzle.com/media/5fa2d53e6a8a1d40b8fdc28d>

<https://edpuzzle.com/media/5e98526c53e93c3f1d27f661>

3. Group Discussion (10 minutes):

After students have finished watching the video, gather them for a group discussion.

Ask questions to assess their understanding of the past simple tense, such as:

"Can you give me an example of a sentence in the past simple tense?"

"When do we use the past simple tense?"

"What is the structure of a negative sentence in the past simple tense?"

4. Interactive Practice (10 minutes):

Divide the class into pairs or small groups.

Provide each group with a set of sentences written in the present tense. Instruct them to change these sentences into the past simple tense and write the new sentences on paper.

Encourage creativity and monitor their progress, offering assistance as needed.

5. Conclusion and Homework (5 minutes):

Summarize the main points of the lesson about the past simple tense.

Assign homework, such as creating a short story using the past simple tense, incorporating both affirmative and negative sentences.

Remind students to review the Edpuzzle video lesson and interactive exercises if they have any questions.





6. Assessment:

Assess students' comprehension of the past simple tense through their participation in the group discussion, the accuracy of their converted sentences during the interactive practice, and their completion of the homework assignment. Provide feedback to help them improve their use of this tense.

**Materials and Resources (Needed by students and teachers)**

Computers or tablets with internet access

Edpuzzle account (teacher) and login information for students

Video lesson on the past simple tense (uploaded to Edpuzzle)

Whiteboard and markers (optional)

App: Padlet

Partner School: 2nd Primary School of Lamia

Class Title	Grade Level
Telling the time	2nd to 4th
Content Standards Covered	
English Maths	
Learning Objectives	
By the end of this lesson, students will be able to tell time using analog clocks, including reading the hour and minute hands.	
Learning Activities	





1. Introduction (10 minutes):

Start the lesson by discussing the concept of time with the class. Ask students what they know about time and how we use it in our daily lives.

Introduce the idea that we use clocks to measure time and that today they will learn how to read analog clocks.

2. Basic Clock Anatomy (10 minutes):

Show an analog clock to the class and explain its basic parts: the clock face, the hour hand, and the minute hand.

Emphasize that the hour hand is shorter and the minute hand is longer.

3. Reading the Hour Hand (10 minutes):

Begin with the hour hand. Write a simple time on the whiteboard, such as "2:00." Ask a student to come to the front and demonstrate where the hour hand should point for 2:00.

Continue with a few more examples, allowing different students to demonstrate the correct position of the hour hand.

4. Reading the Minute Hand (10 minutes):

Move on to the minute hand. Write a time on the board, such as "6:30." Ask a student to show where the minute hand should point for 30 minutes past the hour.

Practice with additional examples and involve multiple students in demonstrating the correct position of the minute hand.

5. Interactive Activity (10 minutes):

Distribute flashcards with different times to the students.

Have them pair up and take turns quizzing each other on reading the time using analog clocks.

Encourage them to practice both the hour and minute hands.

Ask students to log in to their Edpuzzle accounts using the provided login information.





Assign them the following video:

<https://edpuzzle.com/media/5baa45ded29f8d404bb61cb3>

Instruct students to watch the video attentively and complete any interactive activities embedded in the video.

6. Worksheet Practice (5 minutes):

Provide students with worksheets containing blank clock faces and various times written below.

Ask them to draw the clock hands to show the correct time.

7. Conclusion and Storytime (5 minutes):

Summarize the lesson by recapping what the students have learned about telling time with analog clocks.

Optionally, read a storybook related to time or clocks to engage the students and reinforce the concept.

Homework Assignment (5 minutes):

Assign a few clock-related questions or problems for homework, such as asking students to practice reading and writing times on analog clocks.

### Materials and Resources (Needed by students and teachers)

Analog clocks (real or printed)

Whiteboard and markers

Flashcards with different times

Worksheets with clock faces

Clock-related storybook (optional)

Edpuzzle account (teacher) and login information for students

Video lesson on the telling of time (uploaded to Edpuzzle)

App: ~edpuzzle



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Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
Biology Biomimicry	7
Content Standards Covered	
<p>This lesson plan also includes extension ideas and additional resources to deepen students' understanding of biomimicry and encourage them to apply these concepts in their everyday lives.</p>	
Learning Objectives	
<p>Students Will Learn to:</p> <ul style="list-style-type: none"><li>- Define biomimicry and provide real-world examples</li><li>- Match a biomimicry innovation with the plant or animal that inspired it</li></ul> <p>Students love learning about Biomimicry because it immediately makes sense to them. Most students don't understand how a cell phone works. But we can all recognize the physical and mechanical properties that make Velcro a great fastener.</p> <p>This activity is the perfect introduction to Biomimicry, or can stand on its own as a fun STEM activity that combines biology and engineering.</p>	
Learning Activities	





The Biomimicry Lesson Plan with Edpuzzle & Game is perfect for teaching engineering design, scientific inquiry, and the interdisciplinary field of biomimicry. The included Edpuzzle video allows students to learn about the principles of biomimicry and how they can be applied to solve real-world problems. The video guide provides additional support for students to reinforce their understanding and to guide class discussion. The 12 print-and-cut cards included in this lesson plan are perfect for a matching game that reinforces students' learning of biomimicry concepts. These cards showcase a variety of nature-inspired designs that can be used to inspire students to create their own biomimicry inventions.

**Materials and Resources (Needed by students and teachers)**

- i pads smart board teacher comp, cards to cut by students
- [Education Resources, -- The Biomimicry Institute](#)
  - [What is Biomimicry?, -- The Biomimicry Institute](#)

App: ~edpuzzle

Partner School: Społeczna Językowa Szkoła Podstawowa LTO

Class Title	Grade Level
IT Video lessons using Edpuzzles	8
Content Standards Covered	
<p>Students learn differently. Many different students require many different things from one teacher in one classroom. Flipping your classroom (that is, "teaching" at home via video lessons and doing "homework" during class time by answering questions and giving guided practice) can allow the teacher to explain one-on-one to those that require individual attention, while freeing up fast learners to practice on their own. EDpuzzle provides a way for you to <i>make any video your lesson</i>. Whether you plan to entirely flip the learning in your classroom, or you prefer to supplement what you are doing in class with additional learning at home, EDpuzzle can be the perfect tool for the job!</p>	



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## Learning Objectives

students will learn how to create edpuzzle by following written steps by teacher:

Steps to follow

1. Go to [EDpuzzle](#) and create an account. You may log in with Twitter or Edmodo, or create a new account using an email address.
2. Set up a "class" for each class/topic you will be assigning videos (Ex: Spanish I, Biology, Drawing, Literature)
3. Distribute/post the "class code" assigned to your class. This is how students will access the videos you assign to their class.
4. Find a video or create your own.
5. Use EDpuzzle's tools to crop the length of the video, add your voice to all or part of the video, and create a variety of questions to check for understanding.
6. When you "finish" a video, select which classes you want to assign it to and what the "due date" will be.

## Learning activities

What do students do?

1. Instruct them to go to [EDpuzzle](#) and create a student account. They do not need an email address to do this.
2. They will "join" your class by typing in the "class code" you provide them.
3. The video(s) you have assigned will appear on their screen. They can view the video as many times as they want, but they must answer every question in order to progress.
4. Once they submit their assignment they can no longer edit their answers.

How do I evaluate my students?

1. Click on the "My Classes" tab.
2. On the left side, select the class you wish to evaluate.
3. Then, click the blue button labeled "Progress" next to the video you wish to evaluate for that class.
4. At the top of your results page, notice the class average for each question.
5. Then, scroll down to see your students and what they have accomplished.
6. You will see, in order: Student's name, a check mark or an X to show if they have viewed the entire video or not, a percentage of questions they answered correctly, a note to show if they submitted it "Late" or "On Time", and a "Reset" button to allow you to completely erase their submission and let them start over.
7. Each line is also color coded (notice the "key" for the color coding is at the very top of the page).
8. Now, click on a particular student to view more details about their assignment.





9. Towards the top right of the page, notice the quick statistics: percentage viewed, percentage of quiz attempted, and how many questions answered correctly out of the total available.
10. The top left chart will show you how many times the student watched a segment of the video. Note the color coding key available.
11. As you scroll down through the questions, you are able to view how they answered and what the correct answer should have been.
12. If there are any open ended questions, you are able to grade them here. You can also leave comments on the open ended questions if further explanation is needed.
13. You can easily switch between students with the tabs in the upper right corner.
14. In the upper left corner is the button to take you back to your results page.
15. The last two buttons are near the right center part of the page: Export & Grade.
16. The "Export" button allows you to compile all the results you see on this page in a single Excel spreadsheet for later viewing or archiving.
17. The "Grade" button allows you to easily grade all open ended questions from your class in one place.
18. For any further questions, push the "i" button for reminders, or contact EDpuzzle.

### Materials and Resources (Needed by students and teachers)

1. Tweet [@EDpuzzle](https://twitter.com/EDpuzzle) for a very quick response.
2. Email [info@edpuzzle.com](mailto:info@edpuzzle.com) for a question requiring more details.
3. If using a YouTube video, try converting the video first.
4. Read what [Melissa](#) experienced to remind yourself that it *is* worth the learning curve.

Students are using i pads

