LESSON PLANS - PORTUGAL

Lessons plan -António Dias

Lesson no. 1	Visioning the material
Main focus	European Culture
Link to curriculum	Traditional Music
Objectives	Understanding Europe as a space with different cultures, with similar and different characteristics.
Activities	Consulting various internet sites
Resources	Kids' Corner http://europa.eu/kids-corner/index_en.htm Games http://europa.eu/publications/slide-presentations/index_en.htm Map of Europe and European symbols http://ictreadwrite1.webnode.com/ Traditional songs and dances from different European countries https://www.visitportugal.com/pt-pt/destinos/centro-de-portugal Visit Portugal

Lesson no. 2	How to present the instruments and characteristics of interest. What we are and what we have to interest students from other countries. Defining project

Main focus	Bass drums club: Traditional drum and traditional bass drums.
Link to curriculum	Traditional music.
Objectives	Enumerating characteristics of interest of the instruments they perform.
Activities	Defining and starting the project
Resources	Internet Local culture books Questions asked to the local community elements

Lesson no. 3	Designing the project
Main focus	Traditional Music / Bass Drums groups.
Link to curriculum	Traditional music
Objectives	Knowing, appreciating and performing traditional music. Starting and finishing a project.

Lesson no. 4	Presentation and discussion of the different works.
Main focus	Traditional Music / Bass Drums groups.
Link to curriculum	Traditional Music / Bass Drums groups.
Objectives	Knowing, appreciating and performing traditional music.
Activities	Discussion and analysis of the different works.

Lessons plan -Dulce Dias

Lesson no. 1	Resources exploration (game and documentary)
Main focus	Portugal in Europe
Link to curriculum	Local history
Objectives	Developing the taste for the study of the subject Acquiring more knowledge about Europe Establishing the relationship Past/Present
Activities	Group discussion on what they have learned about Europe with the game Showing then the video about Castelo Branco
Resources	Computer and documentary

Lesson no. 2	Group work
Main focus	Aspects of interest of our city to show to other young people of our age and from other countries
Link to curriculum	Local history
Objectives	Developing organizational and planning skills of their work Developing autonomy
Activities	Group work: planning the tasks to do (analysis of the information collection removed from the film, the choice of platform where the work will be displayed/executed, more historical information collection to complete the data) Homework - Photographic report of the chosen places
Resources	Computer Camera

Lesson no. 3	Continuing the group works' execution

Main focus	Aspects of interest of our city to show to other young people of our age and from other countries
Link to curriculum	Local history
Objectives	Developing information selection and organization skills Developing creativity
Activities	Continuation of the work development, images selection, and information research about them Materials production: production of small pamphlets or a small illustrated book in digital format with the works of the whole class.
Resources	Computer Books
Lesson no. 4	Works presentation
Main focus	Aspects of interest of our city to show to other young people of our age and from other countries
Link to curriculum	Local history
Objectives	Better knowledge of their city To publicize their city Creating conditions for greater proximity and knowledge of European countries
Activities	Works presentation and a game execution
Resources	computer

Lessons plan - Maria Duarte

Unit thematic area	_Education for human rights _Education for peace
Disciplinary areas /MIT	Citizenship Education
Duration and number of lessons	6 segments of 45 minutes
Resources to be used from the List of Resources	Information/materials adapted from the WAE list of resources.

How will these Resources be used?	-Motivation to start the class project.
	   Students had already :
	   * approached some aspects concerning the European Union, namely: the EU objectives; Rights and duties of citizens members; Main democratic institutions of the EU;
	   * Analysed and reflected on the women's dignity based in an article about "Comfort women"
	- Aspects to consider during and after viewing the film, "Aristides de Sousa Mendes, the Consul of Bordeaux":
	   Different attitudes towards respect for human rights in the context of war;
	   Appreciation of gestures and construction processes of peace and democracy in Portugal and around the world

How will the students be able to collaborate with other students across Europe?	- Work developed in small groups (3/4 elements) - Searching for information on Aristides de Sousa Mendes and other "Righteous Among the Nations" - Selection of websites/bibliography with information about Aristides de Sousa Mendes to present to students/countries participating in the project.
Lessons no. 1,2,3:	
Main focus	- Historical characters and their contribution to the defence of values and human rights
Link to curriculum	_Education for human rights
Objectives	- Critically evaluating that human rights are a construction that we can complete and update
Activities	_ Visioning of the film, "Aristides de Sousa Mendes, the Consul of Bordeaux" Homework - searching for information about Aristides de Sousa Mendes and other "Righteous Among the Nations" - Enquiring with relatives if they know of any refugee from 2nd WW, Jewish or not, that has been welcomed by Portuguese families
Resources	-Internet and others

Lessons no. 4,5,6:	
Main focus	Aristides de Sousa Mendes - A Portuguese of great courage and character
Link to curriculum	_ Education for human rights
Objectives	- Knowing and making known, people, goods and cultural products, taking into account its historical dimension - Collaborating in projects and dynamics involving conviviality and intercultural understanding
Activities	- Working groups formation - planning the tasks to do (analysis of the information collection removed from the film, the choice of platform where the work will be displayed/executed) -Work elaboration /Materials production _ Works presentation/disclosure - May 9
Resources	_Cardboards; poster; PPT

Lessons plan- Teresa Caldeira

Lessons no. 1 and 2	January 19, 2016 (90 minute block)
	Exploration of online games on the theme of Europe.
Main focus	Exploration of online games as a motivation for students
Link to curriculum	- Vocabulary exploration in Portuguese;
	- Vocabulary exploration in English;
	- Exploration of different types of games;
	- The game as a transmitter of ideas/values
Objectives	- Knowing different types of games;
	- Improving vocabulary knowledge in different languages;
	- Appropriation of the language type used in games;;
Activities	- Exploration of the websites listed in the Resources to learn contents and explore the games.
Resources	- Computers
	-Kid's Corner - Games and quizzes about Europe;
	- Through the Wild Web Woods - website with a game on Internet safety

Lessons no. 3 and 4 / 5 and 6 / 7 and 8	January 26 / February 2 / February 16, 2016 (90 minute blocks) Research on emblematic places, traditions and culture of the Castelo Branco municipality
Main focus	Survey of the topics to disclose about Castelo Branco; Research of relevant information on selected topics.
Link to curriculum	- Vocabulary exploration in Portuguese; - Research for information collection; - Information selection;
Objectives	- Training structures in Portuguese - Gathering information through research; - Selecting information; - Arguing to defend a position;
Activities	- Discussion and choice of subjects to be included in the game information; - Information collection through computer search; - Selection of relevant information; - Creating a PowerPoint to disseminate the collected information;
Resources	- Computers -websites – Municipality of Castelo Branco; City Hall; *Jardim do Paço*; Castelo Branco museum, …

Lessons Plan- Isabel Falcão

Lesson no. 1	**Presentation of the We are Europe Project**
Main focus	**Diversity and European unity**
Link to curriculum	The European dimension of education is one of the fields of Citizenship Education, cross-sectional component of the curriculum, according to the guiding principles of the Decree-Law No. 139/2012, of July 5th, as amended by Decree-Law No. 91/2013 of July 10th.
Objectives	• Finding Europe in the World • Finding the various European states • Finding some capitals of European states. • Knowing the geographical, historical, linguistic and socio-cultural differences of Europe
Activities	Reading and analysis of the brochure *Let's Explore Europe!* and conducting games on the website **http://europa.eu/kids-corner**
Resources	Documentation of the WAE Project training

Lesson no. 2	**Definition of: Groups/Themes/Strategies/Final product**
Main focus	**Gastronomy; Landscapes; monuments; legends**
Link to curriculum	The European dimension of education is one of the fields of Citizenship Education, cross-sectional component of the curriculum, according to the guiding principles of the Decree-Law No. 139/2012, of July 5th, as amended by Decree-Law No. 91/2013 of July 10th.
Objectives	• Developing a European identity based on a set of values and sense of belonging in relation to Europe and the world. • Recognising the importance of solidarity in building a more cohesive Europe. • Reflecting on the importance of European cooperation networks. • Valuing the contact with other cultures.
Activities	Organization of groups; definition of the theme(s) to work on; defining strategies and the final product to be obtained; open dialogue with students; brainstorming; written record of the themes and strategies.
Resources	Documentation of the WAE Project training

Lessons no. 3, 4 and 5	**Accomplishment of the research work**
Main focus	**Gastronomy; Landscapes; monuments; legends**
Link to curriculum	The European dimension of education is one of the fields of Citizenship Education, cross-sectional component of the curriculum, according to the guiding principles of the Decree-Law No. 139/2012, of July 5th, as amended by Decree-Law No. 91/2013 of July 10th.
Objectives	• Developing a European identity based on a set of values and sense of belonging in relation to Europe and the world. • Recognising the importance of solidarity in building a more cohesive Europe. • Reflecting on the importance of European cooperation networks. • Valuing the contact with other cultures.
Activities	Information research in the documentary background of the School Library; on the Internet and in other resources brought by the students; information organization in a schematic way.
Resources	• Documentation of the WAE Project training • Laptops; documentary background of the school library; other resources brought by the students: bibliographic material and games.
Lessons no. 6, 7 and 8	**Elaboration of the final works.**
Main focus	**Gastronomy; Landscapes; monuments; legends**
Link to curriculum	The European dimension of education is one of the fields of Citizenship Education, cross-sectional component of the curriculum, according to the guiding principles of the Decree-Law No. 139/2012, of July 5th, as amended by Decree-Law No. 91/2013 of July 10th.
Objectives	• Developing a European identity based on a set of values and sense of belonging in relation to Europe and the world. • Recognising the importance of solidarity in building a more cohesive Europe. • Reflecting on the importance of European cooperation networks. • Valuing the contact with other cultures.
Activities	**Elaboration of: PowerPoints; guidebooks in digital format; board games; dramatization; digital books/magazines**
Resources	• Documentation of the WAE Project training

	• Laptops; documentary background of the school library; other resources brought by the students: bibliographic material and games.
Lesson no. 9	**Presentation of the final works; evaluation**
Main focus	**Gastronomy; Landscapes; monuments; legends**
Link to curriculum	The European dimension of education is one of the fields of Citizenship Education, cross-sectional component of the curriculum, according to the guiding principles of the Decree-Law No. 139/2012, of July 5th, as amended by Decree-Law No. 91/2013 of July 10th.
Objectives	• Developing a European identity based on a set of values and sense of belonging in relation to Europe and the world. • Recognising the importance of solidarity in building a more cohesive Europe. • Reflecting on the importance of European cooperation networks. • Valuing the contact with other cultures.
Activities	Presentation to classmates of the final works; Self and hetero assessment.
Resources	• Laptops; Works produced by students.

Lesson Plans- Maria Lurdes Lopes

Lessons no.1/2 (45+45 `) 23/02/16	Presentation of the WAE project What do we know about Europe and the European Union?
Main focus	Presentation of the project and the project's partners countries. What do we know from Europe and from the different peoples of Europe? What unites Europeans? What is the European Union? Why and how did it arise?
Link to curriculum	Domain: From the Second post-War to the 80s. Subdomain: "The Cold War". Goal: Knowing and understanding the economic and social dynamism of the developed capitalist countries and of intermediate development ("welfare state model") from the post-war to the 70s.
Objectives	- Evaluating the pre-existing knowledge of the European situation; - Encouraging students' interest in the history of Europe; - Encouraging the students' 'taste' for the discovery of cultural similarities/differences from other European peoples; - Briefly describing the main stages of the birth and expansion of integration processes of the Western Europe. - Developing skills in oral and written communication and in the use of ICT.
Activities	1- Brief presentation of the WAE website (10 to 15 m); 2- As a motivation, students will be invited to play the games "Let's Explore Europe" and "Time Machine" available on the WAE website (30m); 3- Balance of results obtained in different games - strengths/to improve (15m) 4- Distribution of a working guide and the start of research work (exploration of the first guiding questions of learning and homework proposal) Homework: For the next class *Suppose that…* You just met a colleague who knows almost nothing about Portugal. What information would you give him/her to get to know your country?

	• Make a list of what you consider most important to characterize a country and its people.
Resources	*" Let's Explore Europe" and " Time Machine":* http://europa.eu/kids-corner/explore_pt.html **Europe in a nutshell:** http://europa.eu/teachers-corner/pdf/europe_nutshell_pt.pdf *Aprender a Europa*: http://europa.eu/teachers-corner/12_15/index_pt.htm **The EU in slides:** http://europa.eu/publications/slide-presentations/index_pt.htm Student Handbook: *O fio da História, 9ºano,Texto Editores, Lda.*

Lessons no. 3/4(45+45 `) 1/03/16	What do we know about Europe and the European Union?
Main focus	What do we know from Europe and from the different peoples of Europe? What unites Europeans? What is the European Union? Why and how did it arise?
Link to curriculum	Domain: From the Second post-War to the 80s. Subdomain: "The Cold War". Goal: Knowing and understanding the economic and social dynamism of the developed capitalist countries and of intermediate development ("welfare state model") from the post-war to the 70s.
Objectives	- Encouraging students' interest in the history of Europe; - Encouraging the students' 'taste' for the discovery of cultural similarities/differences from other European peoples; - Briefly describing the main stages of the birth and expansion of integration processes of the Western Europe. - Raising awareness for historical contexts that allow a better understanding of the present behaviours/habits - Promoting cultural and intercultural understanding; - Developing skills in oral and written communication and in the use of ICT
Activities	Continuing the work already started in the last classes it's intended that the students, working on the proposed documents in pag.166, crosswise, with the provided PPT about the "European Union", will answer to the guiding script of questions, which should be answered in pairs work. The questions aim to guide the student's thought construction about the main goals of the

	union proposal of European countries, the aim of the ECSC creation, and to know what was approved in the treaties of Rome, Maastricht and Lisbon and main areas of EU action. It is proposed that students at the end will be able to prepare a table with the main stages of the birth and expansion of the European Union. Homework Correction, making a list of items considered priority to the knowledge of a country/nation.
Resources	Student Handbook: O fio da História, 9ºano,Texto Editores, Lda. Europe in a nutshell: http://europa.eu/teachers-corner/pdf/europe_nutshell_pt.pdf *Aprender a Europa*: http://europa.eu/teachers-corner/12_15/index_pt.htm The EU in slides: http://europa.eu/publications/slide-presentations/index_pt.htm
Lessons no. 5/6(45+45 `) **15/03/16**	What do we know about Europe and the European Union?
Main focus	What do we know from Europe and from the different peoples of Europe? What unites Europeans? What is the European Union? Why and how did it arise?
Link to curriculum	Domain: From the Second post-War to the 80s. Subdomain: "The Cold War". Goal: Knowing and understanding the economic and social dynamism of the developed capitalist countries and of intermediate development ("welfare state model") from the post-war to the 70s.
Objectives	- Encouraging students' interest in the history of Europe; - Encouraging the students' 'taste' for the discovery of cultural similarities/differences from other European peoples; - Briefly describing the main stages of the birth and expansion of integration processes of the Western Europe; - Raising awareness for historical contexts that allow a better understanding of the present behaviours/habits - Promoting cultural and intercultural understanding; - Developing skills in oral and written communication and in the use of ICT.
Activities	Based on the list of items considered priority to the knowledge of a country/nation, making a survey, working in pairs, of those information/materials. Creating a "timeline" and adding text, images, videos and other researched materials.
Resources	Europe in a nutshell: http://europa.eu/teachers-corner/pdf/europe_nutshell_pt.pdf *Aprender a Europa*: http://europa.eu/teachers-corner/12_15/index_pt.htm The EU in slides: http://europa.eu/publications/slide-presentations/index_pt.htm

	Languages take you further: https://circabc.europa.eu/webdav/CircaBC/OPOCE/Apllications/Information/languages-take-you-further/index.html?l=pt&r=en EU symbols:http://europa.eu/about-eu/basic-information/symbols/index_pt.htm EU channel: http://www.youtube.com/eutube European Commission Audiovisual Services : http://ec.europa.eu/avservices/video/ Europe in 12 lessons: http://bookshop.europa.eu/is-bin/INTERSHOP.enfinity/WFS/EU-Bookshop-Site/pt_PT/-/EUR/ViewPublication-Start?PublicationKey=NA0213714

Lesson Plan - Ana Simões

Teaching unit plan outline (group work in the class)

Unit thematic area	United by Chocolate
Disciplinary areas /MIT	Music Education
Duration and number of lessons	*16 blocks of 45 minutes each*
Resources to be used from the List of Resources	*Websites (research work):*
How will these Resources be used?	
How will the students be able to collaborate with other students across Europe?	By creating an online webpage
Lessons 1 and 2 - (2 blocks of 45m) – February 16, 2016	Project presentation: objectives/partners involved; Exploration and oriented research of resources and websites: **http**://europa.eu/kids-corner/countries/flash/index_pt.htm *instrumundo.blogspot.com/2011/.../**polonia*** www.meloteca.com/dicionario-**instrumentos**.htm https://pt.wikipedia.org/wiki/Didjeridu *shirleybatera.blogspot.com/2009/09/musica-**australia**na.html* *aprendendoporai.blogspot.com/.../didgeridoo-um-**instrumento**-musical* www.revista-temas.com/contacto/NewFiles/Contacto1.html---Reino *Unido* *https://pt.wikipedia.org/wiki/Música_da_**Estônia*** ***eesti**kultuurist.ut.ee/.../**instrumentos**-**tradicional**es/tip.- estonia* Exploration of concepts: definite and indefinite pitch; Identification and classification of musical instruments; Musicians/composers
Lessons 3 and 4 - (2 blocks of 45m) – February 23, 2016	Exploration and oriented research: *musica**tradicional**.no.sapo.pt/**beira_baixa**.*

	pianobar.no.sapo.pt/.../instrumentosmusicaistradicionais *Pt.slideshare.net/.../power-point-instrumentos-tradicionais-portugueses-n* *xenofobiaracismo.com.sapo.pt/instrumentos.html* In groups of 4, students make a research about Traditional Instruments of Beira Baixa and musical curiosities; (a song, a singer, composer...); Elaboration of a little digital work for presentation to the group; Exploration of concepts: definite and indefinite pitch; Identification and classification of musical instruments.
Lessons 5 and 6 - (2 blocks of 45m) – March 1, 2016	The groups suggest the name of two Portuguese songs; Listening of the songs suggested by the groups; Music selection and melody learning, Karaoke or just instrumental version; Construction of the song's lyrics, with chocolate as the main theme; Exploration of concepts: Pulse, timbre, dynamics, pitch and rhythm
Lessons 7 and 8 – (2 blocks of 45m) – March 8, 2016	*Continuation/completion of the song's lyrics construction;*
Lessons 9 and 10 - (2 blocks of 45m) – March 15, 2016	Translation of the song to English. Selection of traditional percussion instruments from Beira Baixa to accompany the song; Game "Batata quente de chocolate"(*Chocolate's hot potato*) using the website: https://www.google.pt/?gws_rd=ssl#q=jogo+batata+quente+de+chocolate They prepare the questions
Lessons 11 and 12 - (2 blocks of 45m) – April 4, 2016	Song Interpretation in Portuguese and English with instrumental accompaniment " Exploration of the intensity concept.

Lesson Plans- Maria

Lessons no. 1/2	*WAE project; Connection of some European countries to chocolate*
Main focus	*Project presentation: objectives/partners involved*
Link to curriculum	✓ *Development education, aiming at raising awareness and understanding of the causes of inequalities at local and European level, in a interdependence and globalization context* ✓ *European dimension of education, contributing to training and involvement of students in European dimension projects, strengthening the identity and European values..*
Objectives	✓ *Knowing the project* ✓ *Identifying the partners involved* ✓ *Encouraging students' interest in Europe* ✓ *Promoting cultural and intercultural understanding;* ✓ *Developing oral communication skills*
Activities	*Resource Exploration 1* *Oriented research* *Selection, in each group, of 2 European countries connected to chocolate and finding references to the use of chocolate in their gastronomy;* *Oral presentation of the collected information to the large group;*
Resources	*http://europa.eu/kids-corner/countries/flash/index_pt.htm*
Lessons no. 3/4	*Chocolate related particularities of some countries*
Main focus	✓ *Deepening of the collected information with oriented research conducted in previous sessions* ✓ *UK - "Charlie and the chocolate factory" - Roald Dahl* ✓ *Italy - What does "Nutella" have to do with World War II?* ✓ *France - Lautrec and the history of chocolate mousse*

Link to curriculum	✓ *Media education, encouraging students to use and decipher the means of communication, namely the access and use of information and communication technologies for the adoption of behaviours and attitudes appropriate to a critical and safe use of the Internet and social networks.*
Objectives	✓ *Raising awareness for historical contexts that allow a better understanding of the present behaviours/habits* ✓ *Encouraging students' interest in Europe* ✓ *Promoting cultural and intercultural understanding;* ✓ *Developing oral communication skills*
Activities	*Oriented research using various information sources* *Elaboration of a little work in digital format for presentation to the group*
Resources	*http://europa.eu/kids-corner/countries/flash/index_pt.htm* *http://www.wook.pt/ficha/charlie-e-a-fabrica-de-chocolate/a/id/85188* *http://www.megacurioso.com.br/culinaria/37124-8-fatos-que-voce-provavelmente-nao-sabe-sobre-nutella.htm* *http://chocolatedocechocolate.blogspot.pt/2012/01/historia-da-mousse-de-chocolate.html* *http://educacao.uol.com.br/biografias/toulouse-lautrec.htm*
Lessons no. 5/6	*Chocolate History* *Chocolate consumption evolution and its prices in Europe* *European rules*
Main focus	*Chocolate as a widely consumed product in Europe, not being endogenous*
Link to curriculum	✓ *Applying the concept of percentage starting from the notion of inflation and deflation* ✓ *Comparison of numbers starting from the evolution of chocolate consumption in Europe* ✓ *Reading and interpreting charts and tables on the evolution of childhood obesity*
Objectives	✓ *Raising awareness for historical contexts that allow a better understanding of the present behaviours/habits* ✓ *Promoting the acquisition of knowledge, skills and attitudes that encourage and provide the development of ideas* ✓ *Accepting cultural differences and ways of living*

Activities	*PowerPoint presentation to students* *Animated movie display* *Exploration of the concepts of: percentage, inflation and deflation*
Resources	*http://europa.eu/kids-corner/countries/flash/index_pt.htm* *http://www.goethe.de/mmo/priv/9063715-STANDARD.pdf* *https://www.ecb.europa.eu/ecb/educational/pricestab/html/index.pt.html*
Lessons no. 7/8	*How is chocolate used in Europe?*
Main focus	*Different ways and habits of consuming chocolate*
Link to curriculum	✓ *Direct proportionality* ✓ *healthy and balanced eating* ✓ *Food and nutrients* ✓ *Nutritional composition of chocolate* ✓ *Health benefits of chocolate consumption*
Objectives	✓ *Desenvolver a capacidade de aplicar conhecimentos a novas situações* ✓ *Promoting the acquisition of knowledge, skills and attitudes that encourage and provide the development of ideas* ✓ *Accepting cultural differences and ways of living*
Activities	*Oriented research* *Compilation of several European recipes made with chocolate* *Recasting in quantitative terms of the several recipes, given the number of students in the club* *Concept exploration of directly proportional magnitudes*
Resources	*http://europa.eu/kids-corner/countries/flash/index_pt.htm* *http://www.eurocid.pt/pls/wsd/wsdwcot0.detalhe_area?p_cot_id=4539&p_est_id=10141*

Lessons no. 9/10	*How is chocolate used in Europe?*

Main focus	*Food, health and well-being*
Link to curriculum	✓ *healthy and balanced eating* ✓ *Food and nutrients* ✓ *Nutritional composition of chocolate* ✓ *Health benefits of chocolate consumption* ✓ *Hygiene and food safety - labels Analysis*
Objectives	✓ *Promoting the acquisition of knowledge and attitudes that develop critical capacity* ✓ *Promoting the capacity of research and information organization* ✓ *Showing conscious and attentive consumer attitudes* ✓ *Promoting cultural and intercultural understanding;*
Activities	*Conclusion of the compilation of several European recipes made with chocolate* *Oriented research* *Analysis and comparison of chocolate labels*
Resources	*http://europa.eu/kids-corner/countries/flash/index_pt.htm* *http://www.mercadodocacau.com/artigo/o-chocolate-da-uniao-europeia-nao-e-para-amanha*
Lessons no. 11/12	Implementation of 2 of the recipes selected by students
Main focus	practical application of research and implementation of situations raised and analysed in previous sessions
Link to curriculum	*Capacities and masses:* *Measurement, setting different containers as unit* *Use of measuring instruments* *Resolution of situations involving measurements of different quantities*
Objectives	✓ *Adopting appropriate strategies to problem solving and decision making*

	✓ *Conducting activities in an autonomous, responsible and creative way*
	✓ *Cooperating with others in common tasks and projects*
Activities	*Preparation of two recipes researched and selected by students*
	Carrying out a snack conviviality
Resources	*Materials built by students.*

Lesson Plans- Sílvia Melchior and Sandra Lourenço

Unit thematic area	**By Reading I Discover Europe and I Speak About Environmental Issues**
Disciplinary areas /MIT	Citizenship Education
Duration and number of lessons	5th grade class A (6 lessons of 45m); ages: 10/11 years old
Resources to be used from the List of Resources	✎ Let' Explore Europe (pdf and game); ✎ Quiz "What do you know/would like to know about Europe?" (PPT Presentation) ✎ Worksheet "EU updated.pdf" p.79 ✎ http://www.infoeuropa.eurocid.pt/registo/000054965/documento/0001/ ✎ Story "The Giving Tree" and "Reciclomania Collection"
How will these Resources be used?	✎ Students start by playing the online game "Let's Explore Europe" ✎ Some of the information are shown to students through the document "Let's Explore Europe.pdf" ✎ Students will answer to questionnaire of the 3rd module ✎ Students subtitle the map with the EU countries (Worksheet "EU updated Book.pdf" p.79) ✎ To answer some questions about Europe is shown the page http://www.infoeuropa.eurocid.pt/registo/000054965/documento/0001/
How will the students be able to collaborate with other students across Europe?	✎ Dissemination of the works produced with their colleagues in their own school, with colleagues from AENA schools and with colleagues from schools in other countries ✎ Questioning a partner country about which books they use to address/motivate to the ecology theme ✎ Asking which precautions exist in their school under this theme ✎ Ascertaining different solutions to the same problems in different countries
Lesson 1 - description of the content and expected learning **February 18**	*Contents:* ✎ Ice breaker with game "Let' Explore Europe"; ✎ Quiz "What do you know/would like to know about Europe?" (PPT Presentation) ✎ Finding answers as homework *Expected learnings* ✴ Locating the European continent ✴ Identifying some of the constituent countries ✴ Identifying some of the languages spoken ✴ Identifying Currency ✴ Referring a symbol of an EU country

Lesson 2 – description of the content and expected learning **February 25**	*Contents:* ☞ Showing map of Europe (identifying EU countries - "Let's Explore Europe" page 39).) ☞ Students subtitle the map with the EU countries (Worksheet "EU updated Book.pdf" p.79) ☞ Getting answers to some questions about Europe through the page http://www.infoeuropa.eurocid.pt/registo/000054965/documento/0001/ *Expected learnings* ✦ Identifying on the map the EU constituent countries ✦ Knowing some information about the EU
Lesson 3 - description of the content and expected learning **March 3**	*Contents:* ☞ Presentation/Reading the story "The Giving Tree"/"Reciclomania Collection" ☞ Debate on the Environment theme ☞ Brainstorming with identified problems related to Environment, in school *Expected learnings* ✦ Identifying environmental problems ✦ Debating some values (friendship, solidarity, generosity,...) ✦ Promoting orality ✦ Putting into practice the participation rules in the classroom
Lesson 4 – description of the content and expected learning **March 10**	*Contents:* ☞ Creating the "environmental brigades" – using new technologies to register detected problems in school ☞ Finding possible solutions to the identified problems (in groups) ☞ Creating resources through online platforms showing the problem(s) detected and possible solution(s) *Expected learnings* ✦ Getting to know new technologies ✦ Reflecting on environmental problems ✦ Finding solutions to these problems
Lesson 5 – description of the content and expected learning **April 14**	*Contents:* ☞ Production of materials *Expected learnings* ✦ Selecting/organizing the collected information ✦ Making an outline of the work to be undertaken ✦ Working with new technologies

Lesson 6 – description of the content and expected learning **April 21**	*Contents:* ✥ Dissemination of the works produced with their colleagues in their own school, with colleagues from AENA schools and with colleagues from schools in other countries *Expected learnings* ✶ Knowing how to transmit information

Unit thematic area	**By Reading I Discover Europe and its Personalities**
Disciplinary areas /MIT	Special classes
Duration and number of lessons	8th grade class A and C (5 lessons of 45m); 9th class C (5 lessons of 45m); ages: 13-15 years old
Resources to be used from the List of Resources	✥ Let' Explore Europe (pdf and game); ✥ Quiz "What do you know/would like to know about Europe?" (PPT Presentation) ✥ Worksheet "EU updated.pdf" p.79 ✥ http://www.infoeuropa.eurocid.pt/registo/000054965/documento/0001/ ✥ "Erika's story" or "Smoke"
How will these Resources be used?	✥ Students start by playing the online game "Let's Explore Europe" ✥ Some of the information are shown to students through the document "Let's Explore Europe.pdf" ✥ Students will answer to questionnaire of the 3rd module ✥ Research of Personalities/EU institutions that were Nobel Peace Prize
How will the students be able to collaborate with other students across Europe?	✥ Dissemination of the works produced with their colleagues in their own school, with colleagues from AENA schools and with colleagues from schools in other countries ✥ we proposed to students from UK, Austria, Poland and Finland to tell us what they know about their Nobel Peace Prizes ✥ Questioning a partner country about which books they use to address/motivate to the Human Rights theme

Lesson 1 - description of the content and expected learning
8th grade class A: February 19
8th grade class C and 9th grade class C: February 15
	Contents:
	✥ Ice breaker with game "Let' Explore Europe"; Quiz "What do you know/would like to know about Europe?" (PPT Presentation)
	✥ Finding answers as homework
	Expected learnings
	    ✶ Locating the European continent
	    ✶ Identifying some of the constituent countries

	✴ Identifying some of the languages spoken
	✴ Identifying Currency
	✷ Referring a EU personality
Lesson 2 – description of the content and expected learning **8th grade class A:** February 26 **8th grade class C and 9th grade class C:** February 22	*Contents:* ↻ Reading "Erika's story" or "Smoke" to motivate students to the Human Rights Theme ↻ Getting to know personalities/EU institutions who won the Nobel Peace Prize (in groups) ↻ Distributing personalities/institutions by groups *Expected learnings* ✷ Learning to research information (in digital format and paper) ✷ Collecting and selecting information ✷ Identifying the countries from the researched Nobel as making part of the EU
Lesson 3 description of the content and expected learning **8th grade class A:** March 4 **8th grade class C and 9th grade class C:** February 29	*Contents:* ↻ Creating final presentation in Portuguese and English (group work) – a class will do the presentation in e-book (8th grade class C), another will do a quiz (8th grade class A) and another will do a Timeline (9th grade class C) *Expected learnings* ✷ Getting to know new technologies ✷ Organizing the information according to the final product
Lesson 4 – description of the content and expected learning **8th grade class A:** March 11 **8th grade class C and 9th grade class C:** March 7	*Contents:* ↻ Creating final presentation in Portuguese and English (group work) – a class will do the presentation in e-book (8th grade class C), another will do a quiz (8th grade class A) and another will do a Timeline (9th grade class C) *Expected learnings* ✷ Getting to know new technologies ✷ Organizing the information according to the final product
Lesson 5 – description of the content and expected learning **8th grade class A:** April 15 **8th grade class C and 9th grade class C:** April 11	*Contents:* ↻ Creating final presentation in Portuguese and English (group work) – a class will do the presentation in e-book (8th grade class C), another will do a quiz (8th grade class A) and another will do a Timeline (9th grade class C) *Expected learnings* ✷ Getting to know new technologies ✷ Organizing the information according to the final product
Lesson 6 – description of the content and expected learning	*Contents:*

8th grade class A: April 22 **8th grade class C and 9th grade class C:** April 18	↳ Creating final presentation in Portuguese and English (group work) – a class will do the presentation in e-book (8th grade class C), another will do a quiz (8th grade class A) and another will do a Timeline (9th grade class C) *Expected learnings* ✴ Getting to know new technologies ✴ Organizing the information according to the final product
Lesson 7 – description of the content and expected learning **8th grade class A:** April 29 **8th grade class C and 9th grade class C:** May 2	*Contents:* ↳ Dissemination of the works produced with their colleagues in their own school, with colleagues from AENA schools and with colleagues from schools in other countries *Expected learnings* ✴ Knowing how to transmit information