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InventEUrs - Fostering invention-based collaborative learning for social
change

Ref. 580325-EPP-1-2016-1-ES-EPPKA3-IPI-SOC-IN

Educational materials

(1st wave)

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Work Package 1 Design Creative Learning Activities

Summary

WP1 Description and envisaged results

Before starting the intercultural virtual exchanges, the creative learning activities have to be prepared in order to then use them during the teacher training actions (WP2). Also educational materials will be designed to be used when the workshops with children begins. This includes descriptions of the first introductory activities to facilitate children's access to the new technologies that they will use the coming months, and materials to introduce the topic (each year we will choose a global issue to work with) that the team, taking into account of the opinions of schools, will choose.

Role and tasks in the work package

LEADER UniPG

- Coordination of design and development of creative learning activities and workshops.
- Design and development of creative learning activities and workshops

. Spain

- Review and reuse creative learning activities of Inventors4Change Project
- Design and development of creative learning activities and workshops

United Kingdom

- Design and development of creative learning activities and workshops



Output n-2 – Educational Materials

Type of the output Learning material

Description: Materials to describe introductory activities for children and to introduce the topic that children will use for their collaborative projects during the following months.

First Wave Global Topic Description

During the kick-off meeting in Girona, the proposal to use “Travel” as first global topic has been accepted.

“Travel” is a broad concept which can be developed at different levels, either personal, social, historical and metaphorical. “Travel” can be viewed also as the condition of migrants, the personal journey in life, the path in discovering knowledge, places, people and tools of the travel. “Travel” has also a space-temporal nature and every travel embed a sort of storyboard in a straightforward way.

Introductory Activities

As “Introductory Activities” we consider all the activities proposed and implemented for students in order to make them able to run the project. They include an introduction to the new technologies that students have to use during the wave, in particular Kidsblog and Scratch.

Most of the partners (Escola Veinat, Istituto Giovagnoli, Liceu Ianculescu) decided to use the materials offered in the platform playfulcoding.udg.edu, while the partner LSBU decided to implement activities with Balsamiq Mockups.

The platform playfulcoding.udg.edu collects several coding activities and a teacher’s guide produced during the previous European project Early Mastery.

Some of these activities are about Scratch at different levels for different ages, so they could be used both in the case of students at their first experience with Scratch and in the case of more experienced students. (<https://playfulcoding.udg.edu>)

LSBU decided to use Balsamiq Mockups because of the ages and the interests of the students, as well as their advanced competences with Scratch. Balsamiq Mockups is a graphical user interface mockup and website wireframe builder application. Balsamiq Wireframes is a rapid low-fidelity UI wireframing tool that reproduces the experience of sketching on a notepad or whiteboard, but using a computer. It allows the designer to arrange pre-built widgets using a drag-and-drop WYSIWYG editor. (<https://balsamiq.com>)



Summary of introductory activities implemented for students

PARTNER	STUDENTS	MATERIALS
Liceu Costantin Ianculescu (ROMANIA)	3 sessions (2nd grade) + 1 session (7th grade)	Activities and teacher guide from Early Mastery project (playful coding platform)
Escola Veinat (SPAIN)	4 sessions with 23 students (5th grade)	Activities and teacher guide from Early Mastery project (playful coding platform)
Istituto Superiore Giovagnoli (ITALY)	6 sessions with 14 and 12 students (10th grade)	Activities and teacher guide from Early Mastery project (playful coding platform)
Southbank (UK)	1 weakly session with 38 students (10th grade)	Activities with Balsamiq Mockups platform

Educational Materials for "Travel"

In each class, teachers were free to introduce the topic in the way they judged the most appropriate for the context and the students' age. So, very different materials were proposed and used.

All the materials have been collected in the shared Google Drive folder <https://drive.google.com/drive/folders/0B2KuTpoKa3TbcHRvSkFlcVo5Q00> in order to facilitate the communication among teachers and the exchange/reuse.

This is a list of the materials used:

- Liceu Costantin Ianculescu
 - With the 2nd grade class the teachers proposed to read in English and comment with the pupils the story "The very lonely firefly" by Eric Carle
 - With the 7th grade class the teachers proposed to discuss and write a collaborative essay about Malala Yousafzai, the Pakistan activist for the right to education (especially female education) and the youngest Nobel Prize laureate. Moreover they proposed to read (in Rumenian) the book "The diary of Anne Frank", and to reproduce, in a collaborative way, the Anne's journey.
- Escola Veinat
 - With the 5th grade class the teachers proposed to read the book "Terrible Things: An Allegory of the Holocaust" by Eve Bunting, and to reproduce the journey of the Small Rabbit



- They also used a Catalan poem to understand that traveling is not just a change of physical place, but also that you can travel spiritually or imaginatively.
- Istituto Superiore Giovagnoli:
 - With the 10th grade class, in order to stimulate the discussion, the teachers proposed to watch all together two movies (in Italian): “Sei vie per Santiago” (original title in English: Six ways to Santiago) directed by Lydia Smith and the French movie “Welcome” directed by Philippe Lioret. Moreover, as homeworks for the weeks following, they asked to write to write an essay about their idea of travel and to read two Italian books: “Non dirmi che hai paura”(2015) written by Giuseppe Catozella and “Mare al mattino” (2011) written by Margaret Mazzantini.
- Southbank:
 - With the 10th grade class, considering the age and the students’ independence level with Internet related technologies, the teachers proposed just a presentation to introduce the project and its structure and then leaving the students free to make personal researches about the concept of travel and healthy life style during a travel.
 -

In the following table there is a summary of the materials used.

PARTNER	MATERIALS
Liceu Costantin Ianculescu (ROMANIA)	Talks and discussion about the different ways of travel; Reading of “The very Loneyly firefly”; Writing of the “Malala” docs.
Escola Veinat (SPAIN)	Talks and discussion about the different ways of travel; Poems from Catalan poets.
Istituto Superiore Giovagnoli (ITALY)	Talks and discussion about the different ways of travel; Watching of 2 movies; Writing of an essay; Suggested reading.
Southbank (UK)	Talks and discussion about healthy life styles (for traveling).



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Educational materials

(2nd wave)

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Second Wave Global Topic Description

During the meeting in Perugia (19-20-21/02/2018), the proposal to use one of the 17 UN Sustainable Development Goals has been accepted. These goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice (<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>).

In particular we agreed on the 10th EU SDG goal: Reduced Inequalities. As UN declare, that, in order reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.

As we done for the first wave, the choice fell on a topic that can be addressed in several way, in order to make the teachers (and the students) free to convert and implement the topic as they prefer.

Introductory Activities

Considering the success reached in the first wave, the teachers decided to reproduce the same introductory activities used in the first wave.

Most of the partners (Escola Veinat, Istituto Giovagnoli, Liceu Ianculescu) decided to use the materials offered in the platform playfulcoding.udg.edu, while the partner LSBU decided to implement activities with Balsamiq Mockups.

Summary of introductory activities implemented for students



PARTNER	STUDENTS	MATERIALS
Liceu Costantin Ianculescu (ROMANIA)	1 class (4th grade) + 2 classes (7th grade)	Activities and teacher guide from Early Mastery project (playful coding platform)
Escola Veinat and UdG (SPAIN)	1 class (6th grade) + 2 classes (7th grade)	Activities and teacher guide from Early Mastery project (playful coding platform)
Istituto Superiore Giovagnoli (ITALY)	1 class (10th grade) + 1 class (11th grade)	Activities and teacher guide from Early Mastery project (playful coding platform)
University of Perugia	1 class (7th grade)	Activities and teacher guide from Early Mastery project (playful coding platform)
Southbank (UK)	1 group from a coding club (varying age) + 1 class (7th grade)	Activities with Balsamiq Mockups platform + Activities and teacher guide from Early Mastery project (playful coding platform)

Educational Materials for “Reduced Inequalities”

As in the first way, teachers were free to introduce the topic in the way they judged the most appropriate for the context and the students’ age. Also in this wave, very different materials were proposed and used.

As in the first wave, all the materials have been collected in the shared Google Drive folder in order to facilitate the communication among teachers and the exchange/reuse.

This is a list of the materials used:

- Liceu Costantin Ianculescu: this partner was very engaging and had involved several schools, so it produced several different educational materials that has been used in different ways according to the students’ age and the school.

Books:

- One Green Apple, 2006, written by Eve Bunting
- The Name Jar, 2003 written by Yangsook Choi

Researches about

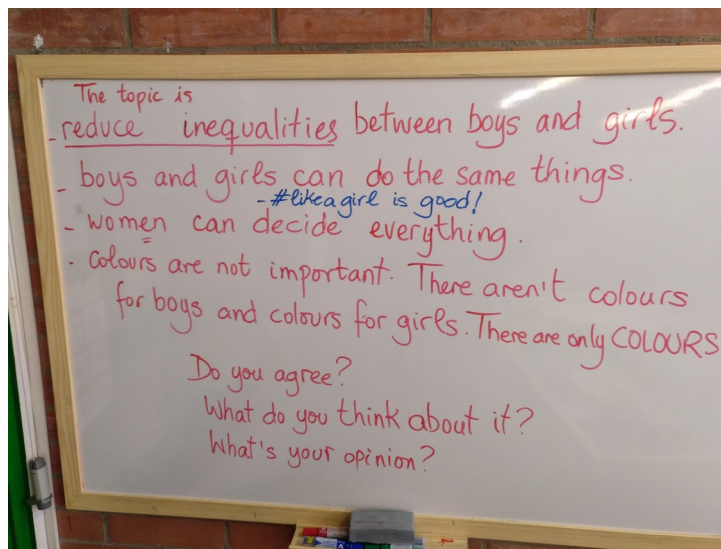
- Steve McCurry – Afghanistan in Pictures
- Famous Syrian People – Paula Abdul, Jerry Seinfeld, Steve Jobs, Teri Hatcher, Nizar Kabbani, Murray Abraham

Discussions and debates about

- -a parallel between the Steve McCurry’s pictures and famous Syrian people.



- a parallel between Uncle Tom's Cabin by Harriet Beecher Stowe and Children situation in Pakistan
- Escola Veinat and UdG decided to encourage a discussion about women/girl discrimination, promoting the equality between genders. According to the students' ages two videos taken from YouTube and several books have been proposed
 - Videos:
 - Like a girl - <https://www.youtube.com/watch?v=XjJQBjWYDTs>
 - The doll that chose to drive - https://www.youtube.com/watch?v=H_7G4hPQpe8
 - Books: *Hurry, hurry Mary Dear* by N.M. Bodecket; *Frederick* by L. Lionni; *The Island* by A. Greder; *Les trois petites cochonnes* by F. Stehr; *Rosaconfetto* by A. Turin and N. Bosnia; *Newfangled fairytales. Classic stories with a funny twist. Book 2* by B. Lanski.
 - Among the materials uploaded on the Drive shared folder this was very useful and reused also by other partners



- Istituto Superiore Giovagnoli: considering the age of the students, teachers open debates in the classes in order to understand which were the students' ideas about *Inequalities*. They decided to address the issue in two ways: racism and disabilities. They used, the following material
 - The movies: "A spasso con Daisy" (Driving Miss Daisy), 1989, directed by Bruce Beresford; "Il mio piede sinistro" (My left foot), 1989, directed by Jim Sheridan, "La famiglia Belier" (The Belier family), 2014, directed by Éric Lartigau.



- The book “Lettera a una professoressa”, 1967, written by Lorenzo Milani
- The students were free to choose some famous courageous people that demonstrated, with their life, to be stronger than their disabilities. The students’ choice were: Beatrice Vio, Simona Atzori and Alex Zanardi
- University of Perugia (Bonazzi-Lilli school): following the idea used by teachers at Istituto Giovagnoli, the students have been invited to find successful people that had success despite their past, differences or disabilities. They decided to talk about Italian celebrities like Bebe Vio, Alex Zanardi, Mario Balottelli, Ermal Meta and their difficulties. Moreover, after the meeting with Rumenian students they decided to enlarge the group including Nadia Comaneci, Steve Jobs, Coco Chanel, Mohamed Salah, Cristiano Ronaldo
- Southbank: they introduced the topic of gender inequalities
 - by presenting to the students some female heroes, i.e. some women of the past which were, despite the periods and prejudices, heroes for their epochs in various fields of science and technology: Ada Lovelace, Marie Curie, Grace Hopper, Sara Seager because they made produced with the children
 - by creating two characters and their stories: Professor Frigola and the Stem saurus
 -

In the following table there is a summary of the materials used.

PARTNER	MATERIALS
Liceu Costantin Ianculescu (ROMANIA)	Books (One Green Apple, The Name Jar). Researches about Steve McCurry pictures and Famous Syrian People. Readings from Uncle Tom’s Cabin
Escola Veinat and UdG (SPAIN)	Videos (Like a girl; The doll that chose to drive). Books (Hurry, hurry Mary Dear; Frederick; The Island; Les trois petites cochonnes; Rosaconfetto; New fangled fairytales)
Istituto Superiore Giovagnoli (ITALY)	Movies (Driving Miss Daisy, My Left Foot). Book (Lettera ad una professoressa). Researches about famous people (Beatrice Vio, Simona Atzori and Alex Zanardi)
UniPG (IALY)	Researches about famous people (Bebe Vio, Alex Zanardi, Mario Balottelli, Ermal Meta, Nadia Comaneci, Steve Jobs, Coco Chanel, Mohamed Salah, Cristiano Ronaldo)
Southbank (UK)	Researches about female superheroes (Ada Lovelace, Marie Curie, Grace Hopper, Sara Seager). Creations of characters and their storis (Professor Frigola, The saurus STEM)



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Educational materials

(3rd wave)

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Third Wave Global Topic Description

During the meeting in London (11-12/07/2018), the proposal to use another one of the UN Sustainable Development Goals has been accepted. (<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>).

For this wave we agreed on the 11th EU SDG goal: Sustainable Cities and Communities. As UN declare, there needs to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more.

As we done for the first two waves, the choice fell on a topic that can be addressed in several way, in order to make the teachers (and the students) free to convert and implement the topic as they prefer.

Introductory Activities

Considering the success reached in the first two waves, the teachers decided to reproduce the same introductory activities already used.

All the partners decided to use materials on Scratch offered both in the platform playfulcoding.udg.edu and in other free online shared resources.

Summary of introductory activities implemented for students



PARTNER	STUDENTS	MATERIALS
Liceu Costantin Ianculescu (ROMANIA)	1 class (2nd grade) + 1 class (5th grade) + 1 class (7th grade)	Activities and teacher guide from Early Mastery project (playful coding platform)
Escola Veinat and UdG (SPAIN)	8 classes (4th-5th grade) + 3 classes (8th grade) + 1 class (10th grade)	Activities and teacher guide from Early Mastery project (playful coding platform)
Istituto Superiore Giovagnoli (ITALY)	1 class (10th grade)	Activities and teacher guide from Early Mastery project (playful coding platform)
University of Perugia	1 class (10th grade)	Activities and teacher guide from Early Mastery project (playful coding platform)
Southbank (UK)	4 classes (4th-5th grade) + 2 classes (7th- 8th grade) + 3 classes (10th grade)	Activities and teacher guide from Early Mastery project (playful coding platform)

Educational Materials for “Sustainable Cities and Communities”

As in the first way, teachers were free to introduce the topic in the way they judged the most appropriate for the context and the students’ age. Also in this wave, very different materials were proposed and used.

As in the first wave, all the materials have been collected in the shared Google Drive folder in order to facilitate the communication among teachers and the exchange/reuse.

This is a list of the materials used:

- Liceu Costantin Ianculescu: they introduced the topic of sustainable consumption connected to the increment of global pollution, the theme of recycling and plastic usage, deforestation. Considering the number of classes and schools involved (and the variety of ages) they produced generic slides to present the topic and leave teachers and students to organize themselves.
- Escola Veinat and UdG: they introduced the topic of sustainable consumption connected to the increment of global pollution, the theme of recycling and plastic usage, deforestation using web resources, videos, interactive map. Moreover they proposed, for the youngest children, some projects at schools:
 - Setting up and running a sustainable school garden
 - Recycling project: organic fraction and compost; selective collection of waste (paper, batteries, packaging, etc)
 - Water saving project: developing a water saving culture also by using water saving devices on taps and toilets.



- Istituto Superiore Giovagnoli: considering the age of the students and the success reached in the previous waves proposing movies, teachers proposed to view other two movies and to open a debate about the pollution
They used, the following material
 - The movies: "Un posto sicuro", 2015, directed by Francesco Ghiaccio; "La quinta stagione" (La cinquième saison), 2012, directed by Peter Brosens and Jessica Woodworth.
 - The students decided to analyze different aspects of the term pollution: plastic pollution. particulate matter (pm), electromagnetic pollution
- University of Perugia (Liceo Tacito school): the teacher proposed to the students to read and discuss two books, while the students proposed to watch some movies. Moreover, with the English teacher, they retrieved online resources proposing articles and news about sustainability; they devoted one lesson a month to discuss the retrieved articles (one for group)
 - Books: The UN guide "SDG11 - Sustainable Cities and Communities: Towards Inclusive, Safe, and Resilient Settlements"; "Il mondo del cibo sotto brevetto", 2015, written by Vandana Shiva.
 - Movies: "Blood Diamonds", 2006, directed by Edward Zwick ; Alla ricerca di un senso (A Quest for Meaning), 2015, directed by Marc de la Ménardière, Nathanaël Coste ; Un mondo in pericolo (More than Honey), 2012, directed by Markus Imhoof.
 - Online resources: The "Global Development" section of "The Guardian"; ScienceDaily website; The "Sustainable Living" section of "New York Times"
- Southbank: they introduced the topic of sustainable consumption connected to the increment of global pollution, the theme of recycling and plastic usage, deforestation. Considering the huge quantity of classes and schools involved (and the variety of ages) they produced generic slides to present the topic and leave teachers and students to organize themselves.

In the following table there is a summary of the materials used.



PARTNER	MATERIALS
Liceu Costantin Ianculescu (ROMANIA)	PPT slides on the increment of global pollution connected to the increasing indiscriminate consumption, deforestation.
Escola Veinat and UdG (SPAIN)	Web resources, videos, interactive maps on global pollution, recycling, deforestation. Projects at schools on sustainable school garden, recycling and saving water.
Istituto Superiore Giovagnoli (ITALY)	Movies ("Un posto sicuro" and "La quinta stagione") Students Researches about plastic pollution, particulate matter (pm) and electromagnetic pollution.
UniPG (ITALY)	Books (The UN guide "SDG11 - Sustainable Cities and Communities: Towards Inclusive, Safe, and Resilient Settlements"; "Il mondo del cibo sotto brevetto"); Movies ("Blood Diamonds"; "A Quest for Meaning"; "More than Honey") Online Articles and news from "Global Development" section of "The Guardian", the ScienceDaily website, the "Sustainable Living" section of "New York Times"
Southbank (UK)	PPT slides and discussions about sustainable consumption, global pollution, recycling, plastic usage, deforestation.