

<b><u>Lesson Plan #1</u></b>	
<b>Title</b>	<i>The regimes/political systems in Ancient Greece</i> (WaE as a tool for deploying notions. Dawn-literacy-medium_1- Make a comic in which to describe briefly the system of government in Ancient Greece.)
<b>Cognitive areas</b>	<ul style="list-style-type: none"> <li>• Language</li> <li>• History</li> <li>• ICTs</li> <li>• Aesthetics</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• Computer Lab</li> <li>• WaE game</li> </ul>
<b>Sources</b>	
<b>Method</b>	Collaborative work in 2 groups – information seeking
<b>Existing knowledge</b>	<ul style="list-style-type: none"> <li>• Basic history about ancient Athens and Sparta</li> <li>• Computer use, storytelling &amp; storycrafting skills, comic creation</li> </ul>
<b>Teaching/learning goals</b>	<p><u>Discipline based</u></p> <ul style="list-style-type: none"> <li>• To be familiarized with various political systems in Ancient Greece</li> <li>• To realize that city evolution led to political change</li> <li>• To realize differences between political systems</li> </ul> <p><u>ICT based</u></p> <ul style="list-style-type: none"> <li>• Search, access and filter information</li> <li>• Exploit online resources (e.g. encyclopedias, Wikipedia, etc.)</li> </ul> <p><u>Learning process based</u></p> <ul style="list-style-type: none"> <li>• To collaborate</li> <li>• To become motivated &amp; engaged</li> <li>• To develop inquiry learning skills &amp; critical thinking</li> <li>• To develop other skills (storytelling, creative writing, etc.)</li> </ul>
<b>The plan</b>	<ul style="list-style-type: none"> <li>• Students form two groups (aprox. 10 members each)</li> <li>• Group 1 -&gt; Athens    Group 2 -&gt; Sparta</li> <li>• Role description within groups (e.g. secretary, journal keeper, etc.)</li> </ul> <p><u>Activity 1(20 minutes)</u></p> <ul style="list-style-type: none"> <li>• Role 1 looks for information (keywords and/or tips can be provided)</li> <li>• Role 2 assesses information</li> </ul> <p><u>Activity 2(20 minutes)</u></p> <ul style="list-style-type: none"> <li>• Role 3 creates a story about a politician in that Era (hints can be provided or the story can be structured)</li> </ul> <p><u>Activity 3(20 minutes)</u></p> <ul style="list-style-type: none"> <li>• Present it each group to other</li> </ul>

<u><b>Lesson Plan #2</b></u>	
<b>Title</b>	Europe Trip  WaE as evaluation tool <i>(WaE EU challenges)</i>
<b>Cognitive areas</b>	Language, ICTs, Aesthetics, Geography, Social and Political Education
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• Computer Lab</li> <li>• WaE game</li> <li>• World map</li> </ul>
<b>Sources</b>	
<b>Method</b>	Collaborative work in 10 groups (aprox. 2 members each)– information seeking
<b>Existing knowledge</b>	<ul style="list-style-type: none"> <li>• Basic knowledge about Europe, EU, countries- capitals</li> <li>• Computer use, storytelling &amp; storycrafting skills</li> </ul>
<b>Teaching/learning goals</b>	<p><b>Teaching/learning goals</b></p> <p><u>Discipline based</u></p> <ul style="list-style-type: none"> <li>• To identify the position of Europe, European countries and their capitals</li> <li>• To know the main monuments of European, the European culture and the member-States of the European Union</li> <li>• To know the institutions of the European Union</li> <li>• To observe, to compare, to justify, to take decisions and conclusions</li> </ul> <p><u>ICT based</u></p> <ul style="list-style-type: none"> <li>• Search, access and filter information (e.g. google, etc.)</li> <li>• Exploit online resources (e.g. encyclopedias, Wikipedia, etc.)</li> <li>• Exploit online “tools” (e.g. google earth, ppt, word, inspiration, etc.)</li> </ul> <p><u>Learning process based</u></p> <ul style="list-style-type: none"> <li>• To collaborate</li> <li>• To become motivated &amp; engaged</li> <li>• To develop inquiry learning skills &amp; critical thinking</li> <li>• To develop other skills (storytelling, creative writing, etc.)</li> </ul>
<b>The plan</b>	<ul style="list-style-type: none"> <li>• Individual &amp; collective actions</li> <li>• Students form 10 groups (aprox. 2 members each)</li> <li>• Role description within groups (e.g. secretary, etc.)</li> </ul> <p><u>This plan is a project, so below we present some activities:</u></p> <ul style="list-style-type: none"> <li>• Role 1 looks for information (keywords and/or tips can be provided) (30 minutes)</li> <li>• Role 2 assesses information</li> </ul>

	<ul style="list-style-type: none"> <li>• Role 3 uses world map and google earth to identify the position of Europe, European countries and their capitals. Each group can browse on it.</li> <li>• Role 3: Each group creates a ppt file about the country or capital which chose above.</li> <li>• Role 4 looks for information about main culture characteristics of European countries and important monuments and creates hyperlinks.</li> <li>• Role 5 shows a video on youtube about the institutions of the European Union. Students look for information (e.g. Wikipedia, etc.).</li> <li>• Role 6: each group creates a ppt file about the institutions of the European Union and shows it.</li> <li>• Role 7: WaE as <b>evaluation tool</b></li> </ul>
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<b><u>Lesson Plan #3</u></b>	
<b>Title</b>	<i>Timeline of Europe Map changes</i>
<b>Cognitive areas</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• ICTs</li> <li>• Geography</li> <li>• Aesthetics</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• Computer Lab</li> <li>• WaE game</li> <li>• Europe Map</li> <li>• Canvas, colours</li> </ul>
<b>Sources</b>	
<b>Method</b>	Collaborative work in 2 groups – information seeking
<b>Existing knowledge</b>	<ul style="list-style-type: none"> <li>• Basic knowledge about the historical changes in Europe</li> <li>• Basic knowledge about the geographical changes in Europe</li> </ul>
<b>Teaching/learning goals</b>	<p><u>Discipline based</u></p> <ul style="list-style-type: none"> <li>• To identify the position of European countries over the time</li> <li>• To know the borders of Europe in each period</li> <li>• To find the differences of Europe’s map over the time</li> <li>• To observe, to compare, to justify, to take decisions and conclusions</li> </ul> <p><u>ICT based</u></p> <ul style="list-style-type: none"> <li>• Search, access and filter information</li> <li>• Exploit online resources (e.g. encyclopedias, Wikipedia, etc.)</li> </ul> <p><u>Learning process based</u></p> <ul style="list-style-type: none"> <li>• To collaborate</li> <li>• To become motivated &amp; engaged</li> <li>• To develop inquiry learning skills &amp; critical thinking</li> <li>• To develop other skills (storytelling, creative writing, etc.)</li> </ul>
<b>The plan</b>	<ul style="list-style-type: none"> <li>• Students form two groups (aprox. 10 members each)</li> <li>• Group 1 -&gt; Ancient explorers Group 2 -&gt; recent explorers</li> <li>• Role description within groups (e.g. secretary, journal keeper, etc.)</li> </ul> <p><u>Activity 1</u>(20 minutes)</p> <ul style="list-style-type: none"> <li>• Role 1 looks for information (compare maps, find countries, discuss about changes, etc )</li> <li>• Role 2 assesses information</li> </ul> <p><u>Activity 2</u> (20 minutes)</p> <ul style="list-style-type: none"> <li>• Role 3 creates a map about the changes in Europe over the time</li> </ul> <p><u>Activity 3</u>(10 minutes)</p> <ul style="list-style-type: none"> <li>• Present it each group to other</li> </ul>

<u><b>Lesson Plan #4</b></u>	
<b>Title</b>	<p><i>Mediterranean islands</i></p> <p>(WaE as a beginning tool .Dawn-other-hard_3- <i>Ordering islands by their size.</i>)</p>
<b>Cognitive areas</b>	<ul style="list-style-type: none"> <li>• Language</li> <li>• ICTs</li> <li>• Geography</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• Computer Lab</li> <li>• WaE game</li> <li>• European Map</li> </ul>
<b>Sources</b>	
<b>Method</b>	Collaborative work in 2 groups – information seeking
<b>Existing knowledge</b>	<ul style="list-style-type: none"> <li>• Basic European geography</li> <li>• Computer use or map use</li> </ul>
<b>Teaching/learning goals</b>	<p><u>Discipline based</u></p> <ul style="list-style-type: none"> <li>• To be familiarized with European geography</li> <li>• To realize if any geographical changes occurred</li> <li>• To find different ways of gathering information</li> </ul> <p><u>ICT based</u></p> <ul style="list-style-type: none"> <li>• Search, access and filter information</li> <li>• Exploit online resources (e.g. encyclopedias, Wikipedia, etc.)</li> </ul> <p><u>Learning process based</u></p> <ul style="list-style-type: none"> <li>• To collaborate</li> <li>• To become motivated &amp; engaged</li> <li>• To develop inquiry learning skills &amp; critical thinking</li> <li>• To develop other skills (presentation skills, comparing etc)</li> </ul>
<b>The plan</b>	<ul style="list-style-type: none"> <li>• Students form two groups (aprox. 10 members each)</li> <li>• Group 1 -&gt; European Map    Group 2 -&gt; ICTs</li> <li>• Role description within groups (e.g. secretary, journal keeper, etc.)</li> </ul> <p><u>Activity 1</u> (30 minutes)</p> <ul style="list-style-type: none"> <li>• Group 1 searches and assesses information through the European Map</li> <li>• Group 2 searches and assesses information through ICTs tools</li> </ul> <p><u>Activity 2</u> (10 minutes)</p> <ul style="list-style-type: none"> <li>• Both groups can present and compare their findings</li> </ul>

<b><u>Lesson Plan #5</u></b>	
<b>Title</b>	<p><i>EU- Dates of accessions</i></p> <p>(WaE as a beginning tool .TheEU-math-easy_2 (1)- <i>Match the country to the year that has joined EU.</i>)</p>
<b>Cognitive areas</b>	<ul style="list-style-type: none"> <li>• Language</li> <li>• ICTs</li> <li>• EU History</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• Computer Lab</li> <li>• WaE game</li> </ul>
<b>Sources</b>	
<b>Method</b>	Collaborative work in 4 groups – information seeking
<b>Existing knowledge</b>	<ul style="list-style-type: none"> <li>• Basic European history</li> <li>• Computer use</li> </ul>
<b>Teaching/learning goals</b>	<p><u>Discipline based</u></p> <ul style="list-style-type: none"> <li>• To be familiarized with European history</li> <li>• To realize if any political changes occurred</li> </ul> <p><u>ICT based</u></p> <ul style="list-style-type: none"> <li>• Search, access and filter information</li> <li>• Exploit online resources (e.g. encyclopedias, Wikipedia, etc.)</li> </ul> <p><u>Learning process based</u></p> <ul style="list-style-type: none"> <li>• To collaborate</li> <li>• To become motivated &amp; engaged</li> <li>• To develop inquiry learning skills &amp; critical thinking</li> <li>• To develop other skills (presentation skills, comparing etc)</li> </ul>
<b>The plan</b>	<ul style="list-style-type: none"> <li>• Students form 4 groups (aprox. 5 members each)</li> <li>• Group 1 -&gt; France      Group 2 -&gt; Poland</li> <li>• Group 3-&gt; Greece      Group 4 -&gt; Croatia</li> <li>• Role description within groups (e.g. secretary, journal keeper, etc.)</li> </ul> <p><u>Activity 1</u> (10 minutes)</p> <ul style="list-style-type: none"> <li>• Each group searches and assesses information through ICTs tools</li> <li>• <u>Activity 2</u> (15 minutes)</li> <li>• Groups can present and compare their findings</li> </ul>

<b><u>Lesson Plan #6</u></b>	
<b>Title</b>	<i>Industrial Revolutions</i>  (WaE as a beginning tool .Zad 6 rewol przem trudne- Kopia – <i>Matches the names of scientific and technological inventions of the first and second industrial revolutions</i> )
<b>Cognitive areas</b>	<ul style="list-style-type: none"> <li>• Language</li> <li>• ICTs</li> <li>• History</li> <li>• Science</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• Computer Lab</li> <li>• WaE game</li> <li>• History books</li> </ul>
<b>Sources</b>	
<b>Method</b>	Collaborative work in 2 groups – information seeking
<b>Existing knowledge</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Computer use</li> </ul>
<b>Teaching/learning goals</b>	<p><u>Discipline based</u></p> <ul style="list-style-type: none"> <li>• To be familiarized with history</li> <li>• To realize if any scientific or technological intentions discovered</li> </ul> <p><u>ICT based</u></p> <ul style="list-style-type: none"> <li>• Search, access and filter information</li> <li>• Exploit online resources (e.g. encyclopedias, Wikipedia, etc.)</li> </ul> <p><u>Learning process based</u></p> <ul style="list-style-type: none"> <li>• To collaborate</li> <li>• To become motivated &amp; engaged</li> <li>• To develop inquiry learning skills &amp; critical thinking</li> <li>• To develop other skills (presentation skills, comparing etc)</li> </ul>
<b>The plan</b>	<ul style="list-style-type: none"> <li>• Students form 2 groups (aprox. 10 members each)</li> <li>• Group 1 -&gt; 1<sup>st</sup> Industrial Revolution</li> <li>• Group 2 -&gt; 2<sup>nd</sup> Industrial Revolution</li> <li>• Role description within groups (e.g. secretary, journal keeper, etc.)</li> </ul> <p><u>Activity 1</u> (30 minutes)</p> <ul style="list-style-type: none"> <li>• Each group searches and assesses information through ICTs tools and books</li> </ul> <p><u>Activity 2</u> (15 minutes)</p> <ul style="list-style-type: none"> <li>• Groups can present and compare their findings</li> </ul>

## APPENDIX III

### Additional Teaching Ideas (Draft)



In this Appendix, some additional ideas which might help the educators think of additional lesson plan ideas or additional ways of exploiting the WeAreEurope Game are presented in a very draft format.

Teachers will be invited to provide their own ideas in order to complement this guide, through the pilot sessions and the designed online community, thus also assisting the consortium to produce a final version of this document

### WaE as investigative tool

- Students (individually or in groups) start to play WaE game (e.g. Area: Dawn of the Citizenship, Topics: science, literacy- 3 times per week).
- If they don't know the right answer, can look for information. In the end of week they concentrate their information and present them.
- Then, teacher organize his teaching on these information
  - e.g. Students form two groups (aprox. 10 members each)
  - Group 1 -> Ancient Athens      Group 2 -> Ancient Rome
  - Role description within groups (e.g. secretary, journal keeper, etc.)

1<sup>st</sup> : Dawn-literacy-hard\_3 - *Debate between Ancient Athen's and Ancient Rome's democracy system (better and why)*

- Each group looks for information about democracy system in *Ancient Athens or in Ancient Rome.*
- *They create ppt file and present it.*
- *Debate!*

2<sup>nd</sup> : Dawn-math-hard\_1- *Write the numbers in the right order : 100, 200, 800, 350*

- *the Latin numbering system* • *the ancient Greek numbering system*
- Each group looks for information about its numbering system.
- Who is faster (and more correct)?
- *Debate!*