

SMILE

TOOLKIT



Erasmus+



Erasmus+



This manual is the final result of the project Soft Mobility Integrated Learning in English, co-funded by the European Union under the Erasmus+ Programme. All information, contents and opinions expressed in this book are exclusively product of the author, therefore the Erasmus+ National Agency and the European Commission are not responsible for the accuracy and use of the information contained therein.

The SMILE toolkit shall be considered an open educational resource and cannot be used for any commercial purposes. All its contents are free for download at the official project website: www.smile-project.eu

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



Soft Mobility Integrated Learning In English

SMILE toolkit

for school teachers and educators

edited by

ReBike ALTERmobility

in 2017

www.altermobility.it

Summary

	Page
<u>PART I. INTRODUCTION</u>	5
The SMILE project	6
The SMILE partners	8
Methodology	10
Bibliography	14
Acknowledgments	14
<u>PART II. THE MODULES</u>	16
Module 1. The bicycle	17
Module 2. Flat tyre!	21
Module 3. I am ready to ride my bike!!!	25
Module 4. What can you make?	29
Module 5. Traffic and road signs	34
Module 6. Memory and places	38
Module 7. The bicycle explained	42
Module 8. On the bus	46
Module 9. Animals and prepositions	50
Module 10. Travel	54
Module 11. The class survey	58
Module 12. Places in the city	61

PART I.

INTRODUCTION



Tell me and I will forget. Show me and I may remember. Involve me and I will understand

Chinese proverb

The Chinese proverb above summarises the approach behind the SMILE toolkit. The methodology is innovative both in its form and contents, and consists of a mixed approach combining learning-by-doing with cooperative learning. Drawing on pedagogic research such as the concept of “scaffolding” by Lev Vygotsky (1996), Kolb’s experiential learning cycle (1984), and Johnson and Johnson’s cooperative learning approach (1999), SMILE provides a practical and horizontal learning model in which the students are stimulated to interact and collaborate using English language, thus simultaneously developing their knowledge and oral skills in English as a second language. The reason for developing this approach is the desire and identified need to enhance students’ motivation to learn English as a second language by making it a requirement for interaction with their peers around practical tasks. In this way, the students are nudged to apply the skills and knowledge they already possess, while developing at the same time new vocabulary and proficiency required for completing the task at hand.

The SMILE project



Soft Mobility Integrated Learning in English is an Erasmus+ project. In particular, it is a **Strategic Partnership in the field of school education**, involving organisations from five different EU countries (Italy, Greece, FYROM, Lithuania and Belgium). The SMILE project has been approved under the call for proposals 2015 of **Erasmus+, the EU programme funding projects in all fields of education, training, youth and sports**. Erasmus+ Key Action 2 promotes **cooperation for innovation and the exchange of good practices** at European level. It aims at bringing positive and long-lasting effects on participating organisations and the educational system at local, regional, national and EU level.

SMILE is the scale-up of a previous project called **English Kitchen**, funded by the Lazio Region (Italy) and implemented in several public primary schools in Rome by ReBike ALTERmobility. Thanks to the Programme Erasmus+, the English Kitchen experience was shared with other European schools and improved through a fruitful cooperation with partners.

The main objective of SMILE is to promote problem-based learning and the adoption of CLIL (Content and Language Integrated Learning) in primary schools through an innovative teaching approach and non-formal education practices.

The SMILE partners did this by developing a didactic format in which **English language and the principles of sustainability are taught in primary schools through non formal education methods**, thus creating a dynamic and playful learning environment to make the lessons more attractive. The course is aimed to **promote active citizenship and raise awareness among pupils on sustainable mobility issues** in urban environments. The bicycle is the core of this project, as a powerful learning tool and an effective mean of transportation. By this way, the project contributes at growing a new generation of active and responsible European citizens.

The SMILE project led to the production of this toolkit, an innovative didactic format which includes a manual for teachers and trainers and all instructional materials needed to carry out the SMILE course, composed by **twelve didactic modules lasting around 1h30' each**. The SMILE course is based on three fundamental pillars:

- **Adoption of CLIL** (Content and Language Integrated Learning) methodology for teaching a foreign language;
- Promotion of **sustainable mobility principles** through the use of the bicycle as a learning tool;
- Introducing **non-formal education techniques in schools** in order to create a positive learning environment and foster creativity and teamwork among pupils.

Pilot courses were held in schools of Rome, Athens, Skopje and Vilnius in order to test and enhance the didactic modules which are included in this toolkit. **Feedbacks about the modules were collected from SMILE educators, school teachers and families**. As a matter of fact, their critics and suggestions were very useful to enhance the quality of the product.

The SMILE toolkit is designed to be used both in **primary schools and other educational contexts** such as summer camps, after school sessions, etc. A problem-solving approach deals with real daily experience, like for example how to repair a flat tyre and knowing basic traffic rules. Learning a foreign language helps to create a sense of European belonging and the group activities, through diversification of the necessary skills, bring the pupils to put together their differences to get to a common goal.

The SMILE partners



ReBike ALTERmobility, the coordinator of the SMILE project, is a non profit organisation based in Rome (Italy), whose main objective is the promotion of sustainable lifestyles in the urban context, specifically concening mobility and transportation. ReBike’s activities are mainy focused on the promotion of the bicycle as daily mean of transportation and non formal education for sustainability addressed both to adults and youngsters. This is done through different kind of activities such as public events, courses and training in schools, workshops, bike tours, etc.

www.altermobility.it



Eco Logic is a non profit organisation based in Skopje (FYROM) dedicated to raising awareness, non formal education and research related to sustainable development, environmentally friendly life styles, green jobs, social entrepreneurship and youth work.

Eco Logic encourages positive changes in the environment through non formal education of young people in terms of:

- protection and conservation of nature and the environment
- environmental and ecological education for sustainable development
- creating new “green” jobs
- training and involvement of citizens in projects

www.ecologic.mk



PAEPSM is a non profit membership association established in Athens (Greece). Its members are the parents of the more than 370 children that study at the Experimental Primary Schools of Maraslion. PAEPSM cooperates with the Experimental Primary Schools of Maraslion, the Faculty of Primary Education of University of Athens and the Municipality of Athens. PAEPSM develops and organises courses on innovative e-Learning tools and methodologies and conferences.

www.marasliosil.gr



Susivienijimas Žali.LT is a nongovernmental organisation, which aims to ensure the dissemination of environmental ideas in Lithuania. The association mostly works with youth and middle-aged people, but several specific activities have been organized with pupils from schools and kindergartens. Susivienijimas Žali.LT organizes environmental initiatives, round tables for environmental NGOs and festivals. The association organizes different seminars on environmental issues and workshops for the citizens and it gives lessons at schools.

www.zali.lt



The **European Association of Geographers (EUROGEO)** is a European scientific society, which networks geographers from all walks of life. It is an international non-profit organisation based in Belgium. EUROGEO aims to encourage cross-border cooperation; promote education and training in Geography from a European perspective. EUROGEO activities include conferences and workshops, producing publications, supporting geographers in their jobs and careers, enhancing the teaching of geographical sciences, identifying and promoting good practise, co-operating with the European and national bodies, giving advice on geography and making recommendations to policy makers.

www.eurogeography.eu



Methodology



The SMILE project aims to promote the use of Content and Language Integrated Learning (CLIL) methodology in primary schools through the adoption of innovative teaching approaches and nonformal education practices, as well as to support problem-based learning. The SMILE project are based on three pillars: CLIL, sustainability, non-formal education. In practical terms this implies:

- teaching a foreign language through games and practical activities;
- competence development for both pupils and trainers;
- innovative and learner-centred pedagogical approaches;
- combining the study of a foreign language, with practical, entertaining and group-focused dynamics based on sustainable transport issues.

Learning theories

Following Vygotsky (1996), who describes the virtuous links between play, cognitive development and learning, the SMILE methodology capitalises on the fact that a lot of the concepts that young learners adopt come from the dialogue between peers during practical interaction, or “play”. The play element is crucial here, as it represents the way for young learners to control and to “own” their learning experience: they become protagonist of their own learning. In addition, if the interactive experience based on play is accompanied and instructed by an “expert” who has more knowledge in the area than the learners, this allows the students to proceed to another zone of learning, a process referred to by Vygotsky as “scaffolding” (Vygotsky, 1996; Bodrova and Leong, 2012). In other words, it becomes a facilitated “play” where the learners build on existing knowledge while advancing to the next level.

In line with this, the experiential learning cycle proposed by Kolb (1984) (based on the theories of Dewey, Lewin and Piaget) sees learning as a process based on real and practical experiences, so as to guarantee deep and persistent learning. In Kolb’s cycle, the starting point is the practical experience, and the realisation that young learners are not blank sheets, but already have

experiences and knowledge that has to be used in interactive settings to ensure profound learning. Inspired by Kolb, the methodology used throughout the SMILE modules stimulates the students to apply their existing knowledge of English as a second language, and use it for completing practical task together with their classmates. The practical exercises around which the learning takes place helps to make sure that “abstract” learning of English is coupled with real experiences and experimentation.

The learning cycle applied in the SMILE methodology is inspired by Kolb’s learning cycle, but has been adapted to the project context. Before starting with a practical experience, the learners are first equipped with new vocabulary to be able to engage in the task using English to the furthest extent possible (see Figure 1 in the section: “Learning Experience-Interaction-Practice: SMILE’s three-step approach”).

The three SMILE pillars

Finally, SMILE applies content and language integrated learning (CLIL), teaching students new skills and knowledge using English as a second language as instruction language. The contents is focussed around themes related to sustainable forms of urban transportation, and tend to be (but not always limited to) part of non-formal education. However, SMILE activities can also be successfully integrated into school curriculum, for example in physical education or English lessons. In countries where English teaching in the traditional curriculum is limited, this is a particularly interesting approach to boost the students language skills through additional hours of practice.

Focussing on the sustainability pillar, the SMILE modules are created around sustainable urban mobility principles, including cycling, public transport, etc. These topics are also combined with more language-oriented activities, like weather, colours and moods. Being of central importance to the project, the CLIL methodology is inspired by experiences and best practices from similar initiatives around the world explored through the research phase of the project.



Teaching methodology - the teacher and the “mechanic”

The methodology of SMILE uses role play to facilitate the learning process, based on two key figures. The “teacher” who represents the English teacher of the sessions. For the sake of the methodology, the teacher should not to speak to the students at all in the local language. The

teacher thus is or pretends to be a native English speaker whose role is to introduce the vocabulary required for the activities to be carried out. The “mechanic” is the one who physically demonstrates the activities and act as language broker, as needed, help the students to fulfil their practical tasks in the local language. However, it is important that also the mechanic seeks to speak to the learners in English to the greatest extent possible.

Learning-Experience and Interaction-Practice: the SMILE three-step approach

The SMILE modules are designed according to three key steps, with the experience and interaction constituting the most important one, as outlined in Figure 1 below. This further builds on and improves the learning cycle piloted in the English Kitchen project upon which the project is originally based (in English Kitchen, the key steps were: experience-interaction-practice). The SMILE project has realised that a greater emphasis on the learning phase should be made in the description in the methodology, since this is de facto required when implementing the modules, so as to ensure that the students own the necessary vocabulary to properly carry out the following activities.



The three-step approach to SMILE modules

Learning: Before the children get introduced to the new vocabulary needed for the experience & interaction step, a warm-up activity ensures that they enter into the “game” of English speaking (see examples in the modules of the toolkit). This activity is usually linked to the theme of the module, as appropriate.

After the warm-up activity, the teacher starts to go through the vocabulary to be used in the activities, like for example directions, road signs and different types of vehicles for the module on traffic. The children copy and repeat the words. Next, the teacher explains following activities, while the mechanic makes sure that the students understand (in local language as necessary).

Experience and Interaction: This is the central step of the SMILE modules, where the learning theories described above are put into action. By engaging in an exercise that require them to use the new vocabulary, e.g. giving directions to each other, their English speaking skills are lifted to a new level, continuously supported by the teacher and mechanic. In some modules, their collaboration skills are further in focus, such as when required to repair a flat tyre of a bicycle

together in a team. The teacher and mechanic walk around and encourage them to solve the problem in English.

Practice: To further consolidate the learning of English, as well as the practical activity, the last step of the modules constitutes reflection and practice. This can be done in groups or individually, and the children are provided with worksheets or exercises linked with what they have experienced in the class.

Bibliography

Bodrova, E; Leong, D J, (2012), "Play: A Vygotskian Approach", Instruction Video, Davidson Films, Van Nuys: Child Development Media Inc.

Johnson, D. W., & Johnson, R. (1999). Learning together and alone: Cooperative, competitive, and individualistic learning (5th Ed.). Boston: Allyn & Bacon.

Kolb, D. (1984). Experiential education: Experience as the source of learning and development. Englewood Cliff, NJ: Prentice Hall.

Vygotsky, L. (1966). "Play and Its Role in the Mental Development of the Child", Soviet Psychology, vol. 5, no. 3, pp. 6–18.

Acknowledgments

This toolkit is the final result of two years of cooperation among the partners of the SMILE project, but it would not have been possible to produce this output and achieve the project goals without the precious help of several persons, schools and organisations which have been collaborating with the project partnership in different ways. We wish to thank all of them, although it is not possible to mention all of their names here. In particular, special thanks go to:

- all SMILE educators who have been testing the modules in local schools and contributing to their enhancement;
- the headmasters, teachers and staff of the schools: Caterina Usai, Rome; Maraslion School, Athens; Elmos School-Kindergarden, Kazlų Rūda; Simonas Daukantas pre-gymnasium, Vilnius; Johan Heinrich Pestalotci and Dimitar Miladinov, Skopje;
- all the parents who have been filling the evaluation questionnaire on the SMILE classes;
- all the kids (almost 400 spread around Europe!) who have been enthusiastically attending the SMILE classes;
- all the experts who have been evaluating the SMILE toolkit.

A very special thank goes to Stina Heikkila, mother of the English Kitchen format, because without her passion and dedication the SMILE project would have never existed. Finally, we wish to thank the European Union, the Erasmus Plus Programme and in particular the Erasmus Plus Italian National Agency Indire, for giving us the opportunity to implement the SMILE project and providing an important support throughout the whole project duration.

PART II. THE MODULES



Basics for preparing and implementing the modules

The following information is related to all the SMILE modules, whereas specific and detailed information about each single module can be found in the relative section. Each module is focused on a different theme and has its own specific objectives and expected learning outcomes in terms of English learning (vocabulary and grammar) and complementary skills.

Time needed for implementation

About 1h30' - 2h00'.

Class size

Varies. Ideally 15-20 pupils.

Age target

9-11 years old.

Space requirement

A big empty classroom, corridor or PE hall. If possible, most lessons can favourably be carried out outside. When the modules are implemented in a classroom, it should be possible to displace desks and organize them in "clusters" to facilitate group activities.

Staff requirement

Two educators: one playing the role of the "English teacher" (only speaking English) and one playing the role of the "Mechanic" supporting the teacher (speaking in the national language when needed).



Module 1

The bicycle



SHORT DESCRIPTION

In this introductory class, the kids are introduced to the bicycle as the central element of the SMILE training. They get familiar with its different parts and learn these names in English. The module is rich in playful activities so that the pupils can get into the SMILE mood and open themselves to learning in a non formal environment. It is important that the teacher only speaks English, even if she or he understands the national language. The kids should be encouraged as much as possible to ask their questions in English. While the mechanic may intervene and explain some critical aspects in Italian, he or she should also try to stick to English as much as possible.

EXPECTED LEARNING OUTCOMES

English vocabulary	Words related to the different parts of the bicycle
English grammar	What is your name? My name is... How many wheels are there?
Complementary skills	Teamwork Manual and creative skills

BEFORE THE CLASS

Choose one side of the classroom to use for the LEARNING part of the lesson. Put up the DEMO SHEETS ([Annex 1A](#)) and choose one of the bikes to use for demonstration.

On the other three bikes, remove the seat, pedal, bell and lights. Mark all bikes and their accessories with coloured ribbon (green, yellow, red and blue). Except from the demo bike, hide the colour marked parts around in the classroom.

Place the other three bikes in the corners of the room, together with a roll of ribbon with the same colour as the bike (this will be used for making bracelets for the team members for activities 3.1, 3.2, 3.3).

On the DEMO BIKE, remove the front wheel for warm-up activity 1.1.

1. WARM-UP

Activity 1.1

Hello, my name is...

Description

Let everybody stand in a circle. Make sure that the teacher and the mechanic stand at opposite sides to be able to show the game. The teacher starts with the wheel, and says: "My name is X".

Then he/she points to the mechanic, indicating that he/she will roll the wheel to him/her. Before rolling it, the teacher asks "What is your name?". The mechanic then catches the wheel, and repeats this procedure, rolling the wheel to one of the students. It will most likely take a while for the students to "get it", so you will need to prompt them to ask "what is your name?" before rolling the wheel to their classmates. Before closing the exercise, make sure that all the kids have been involved.

Time needed

5-10 minutes

Materials

Front wheel removed from the bicycle

Activity 1.2

Nametags

Description

The teacher puts a piece of paper-tape on the students' chests and groups them up in pairs. Again, the teacher and mechanic show what they are supposed to do. The teacher asks "what's your name?" and the mechanic answers. Then the teacher writes his/her name that he/she just said on the nametag. The mechanic does the same thing, before distributing pens and letting the students repeat this in their pairs.

Time needed

5 minutes

Materials

Paper tape and pens to distribute

2. LEARNING

Activity 2.1

This is my bike

Description

Call the kids to the DEMO wall/corner and hand out the Bicycle map ([Annex 1B](#)). The teacher asks the kids if they know any bike parts, writing them in the right place next to the bike. Make the children repeat these names as much as possible. To trigger them to speak, ask more questions such as "how many wheels are there?"; "Is there one wheel?"; etc. The mechanic can support the pupils by using their national language when needed. He/she also puts name tags on the real demo bike at the same time as the names are written.

REMEMBER: Tell the kids to write their names on their Bicycle maps and collect them (to give back at the end of the lesson).

Time

20-25 minutes

Materials

- Demo Sheets Module 1 ([Annex 1A](#))
 - Whiteboard pen
 - Student bike map ([Annex 1B](#))
 - Pens to distribute
-

3. INTERACTION

Activity 3.1

Making teams

Description

Tell the children to stand in a line, and one of the teachers give them a colour each, i.e. “blue”, “yellow”, “green” and “red”. Then ask them to group together by the bike with the colour you gave them. There they should put on bracelets with the same colours, which can be made with pieces of string (they will love it!)

Time

5 minutes

Materials

Four colours of ribbon, cut in circa 15 cm pieces (evenly distributed numbers between the colours)

Activity 3.2

Cyclollage

Description

The first group activity is to make the so called “cyclollage”. Each team is given a paper in the colour corresponding to their team, and an envelope with different random bike parts. Together they have to construct a bike, using glue, scissors, pens and imagination! To help, the teacher may show them an already prepared completed cyclollage (but usually it’s not necessary).

Walk around and help them, giving kind instructions in English. After 10 minutes, tell them that they have 5 minutes left! Once finished they have to name the bike and describe it to the others. Help them by asking questions, like “What is the name of your bike?” and “How many seats has it got?”.

REMEMBER: while the students are working on the cyclollage, the teacher and mechanic should hide the SEATS, PEDALS, LIGHTS and BELLS of the demo bike around the classroom, to be used for the next activity.

Time

25-30 minutes

Materials

- Four coloured A2 sheets (blue, red, yellow and green)
- Four sets of cyclollage pieces ([Annex 1D](#))
- Glue sticks (At least one per group)
- Scissors
- Pastels

Activity 3.3

Treasure hunt

Description

Tell them to go back to their corners where the team bikes are. Explain and show them that some parts of the bikes are missing. Can they say which ones? Based on their team colour, the kids have to find the “missing pieces” for their bikes. Tell them that they cannot run! Once they have collected all the pieces, give them tools to put the pieces back together. The teachers are there to support, but the kids should figure out how to do it by themselves as far as possible. You might have to repeat what they have to do in the national language to make sure they have understood the activity.

Time

15-20 minutes

Materials

- Tools to remove and assemble the bike parts

4. PRACTICE

Activity 4.1

Tag the bike

Description

Give the teams name tags to place on their bikes, using blue tack. They will probably use the board to check the names.

Time

5-10 minutes

Materials

- Name tags in four different colours ([Annex 1C](#))

Activity 4.2

Worksheets

Description

Hand out the worksheets. The teacher goes through the exercises and if there is any time left the kids start to do them. Otherwise leave them to the teacher to hand out later, or you hand them out to the kids together with the Bicycle maps. If you have enough time, you can check the exercise with the pupils and give them the correct answers.

Time

10-15 minutes

Materials

- Worksheets ([Annex 1E](#))
- Pens to distribute



Module 2

Flat tyre!



SHORT DESCRIPTION

In this class the kids learn how to fix a flat tyre. There are many steps to be undertaken, so it is best to have two full hours available for this activity. It will also be important to underline that the exercises are not a race against time, and that the important thing is to do the things carefully.

EXPECTED LEARNING OUTCOMES

English vocabulary	Words related to bike parts, materials and tools Moods
English grammar	Imperative mood
Complementary skills	Manual and technical skills Repairing a flat tyre Teamwork

BEFORE THE CLASS

Put four different mood pictures on wall spread around the classroom. Start with simple ones, e.g. happy, angry, hungry, tired/sleepy.

Prepare the demonstration wall and demonstration bike. Check that you have all the tools needed for the demonstration. In addition to the demo sheets, put a big sheet of paper next to it where you can write the “action list”.

Prepare four different corners where the students can repair their bicycles. Prepare four sets of repair kits, but do not distribute them until it is time to do the repair. Make sure that the demo-bike and the students’ bikes have one flat tyre. Best is to punch the front tyre, since that is the easiest one to remove.

Check where you can find water and if you need to fill the water buckets before the class, or if the kids can easily do it themselves.

When the teacher and kids arrive, ask them to bring some heavy books to the classroom where you are, to be used when gluing the rubber patch to the inner tube.

1. WARM-UP

Activity 1.1

Moods on the wall...

Description

Gather the kids in a circle in the middle of the room. First the teacher introduces different moods by mimicking them. Example. "Today I am feeling Hungry" (touching his/her stomach). Then he/she asks all the kids how they are feeling, one at a time around the circle.

Then the teacher walks to the different mood walls and mimic the mood on the picture. The students stay in the centre. Once all the moods have been demonstrated, the teacher returns to the centre and says one of the moods randomly. Ex. "Today I am feeling..... happy!" The idea is that all the kids run to the right mood wall. If they don't get it, start showing them how to do. The second time they will get it!

Time needed

5-10 minutes

Materials

- Mood pictures ([Annex 2D](#))

2. LEARNING

Activity 2.1

I have a flat tyre!

Description

Just like in Module 1, use the "tool map" with pictures of the different tools you need to fix the bike ([Annex 2A](#)). Also show the real items like in lesson one. Let the kids write down the words on their students' map ([Annex 2B](#)). Then, the teacher explains that the mechanic is sad or angry because he/she has a flat tyre, while the mechanic shows them the problem on the bike. Conclude that: "we need to fix the tyre"!

The mechanic demonstrates in two parts how to fix the tyre: remove and put back. The mechanic first goes through the "Remove" part, while the teacher writes down the "key actions" from the action list (you can also use the list to remember how to do it). Between Part 1 and Part 2, it is necessary to wait at least 10 minutes before putting back the wheel, to let the glue dry. You can use these 10 minutes to discuss with the kids about their experience ("Did it ever happen to any of you?"; "Where were you?"; "What did you do?"; etc.) or to do the exercises corresponding to section 4. Practice (Worksheets 2).

Once the glue is dry, the mechanic can demonstrate the next part, followed by the teacher who writes down the second part of the action list.

ACTION LIST

PART 1: Remove

1. Remove the wheel
2. Remove the tyre
3. Pull out the inner tube starting from the valve
4. Find the hole
5. Mark the hole
6. Dry the inner tube
7. Use the metal rasp/sandpaper
8. Glue the rubber patch
9. WAIT ten minutes!

PART 2: Put back

1. Put back the inner tube (start from the valve)
2. Put back the tyre
3. Put back the and wheel
4. Pump!

NB: Given the level of difficulty of this activity, the mechanic can speak in the national language to facilitate the pupils' understanding. In the meanwhile, the teacher asks questions and repeats the key actions.

Time

40-45 minutes

Materials

- Demo Sheets Module 2 ([Annex 2A](#))
 - Students' Tool Map ([Annex 2B](#))
 - Whiteboard marker
 - Demonstration bike with a flat tyre
 - Wrenches
 - Tyre lever
 - Water buckets
 - Paper towels to dry the inner tube
 - Permanent marker
 - Repair Kit (rubber patch, metal rasp, glue)
 - Heavy books to facilitate gluing
-

3. INTERACTION

Activity 3.1

Making teams

Description

Tell the kids to stand in a line. Make four teams according to different bicycle pieces: e.g. PEDAL, BRAKES, WHEEL, SEAT. Once the kids are in their "repair corners", make them read the steps from the board aloud (either dividing the bullet points or all at once, depending on the size of the group).

Time

5-10 minutes

Activity 3.2

Fix the tyre

Description

The kids are divided into four groups and work on fixing one tyre each. If the tyres are not already flat, the mechanic should have a needle to punch the tyre quickly once the kids have removed it (try to make it invisible). Before they start, appoint one TOOL MASTER, one WATER MASTER, and one PUMP MASTER in the group. It might be good to appoint kids that are shy, or at least not the ones who tend to "do everything". The TOOL MASTER is responsible for the repair kit, and to give the right tool in the right step. The WATER MASTER (if applicable) will get the water, the PUMP MASTER the pump. The teacher is the GLUE MASTER and the kids have to ask for it when they need it. Both the mechanic and teacher are supposed to support the groups to develop the task.

Time

40-45 minutes

Materials

- Four bikes with one flat tyre to repair (preferably the front tyre)
 - Four repair kits
 - Four wrenches
 - Four plastic folders
 - Four pumps
 - Four water buckets
 - Paper towel to dry the inner tube
 - Four permanent markers
 - Heavy books to facilitate gluing
-

4. PRACTICE

Activity 4.1

Worksheets

Description

Once done with the practical part of the lesson, the work sheets are handed out. First explain carefully each exercise, then let them do it and correct them.

Time

10-15 minutes

Materials

- Worksheets ([Annex 2C](#))
- Pens to distribute



Module 3

I'm ready to ride my bike!!!



SHORT DESCRIPTION

This lesson focuses more on language learning than practical skills, although it maintains a playful and learning-by-doing approach. The students are introduced to different weather conditions, and learn the appropriate clothes and equipment to wear for different eventualities.

EXPECTED LEARNING OUTCOMES

English vocabulary	Words related to weather conditions, clothes and accessories to wear
English grammar	What's the weather like? I am ready to ride my bike!
Complementary skills	Teamwork Supporting school mates

BEFORE THE CLASS

Choose one side of the classroom to use for the LEARNING part of the lesson. Put up the DEMO SHEETS.

In one end of the classroom, place two bikes at the same distance from the wall. Put rear- and front lights and bells in place.

Prepare two identical piles of clothes and equipment, including: helmets, hats, scarves, gloves, t-shirts, shorts, reflective vests, water bottles, sunglasses, raincoats

Use one of the piles for the demonstration and keep one aside to be used in Activity 3.3.

1. WARM-UP

Activity 1.1

Walk, run, jump, fly, ride your bike!

Description

Let the children stand in circle at the centre of the classroom. The teacher and mechanic demonstrates different “action words”, e.g. WALK, RUN, JUMP, FLY, RIDE YOUR BIKE, CLAP YOUR HANDS, SWIM, etc. Ask the kids: “What am I doing?”. Try to get them to answer and imitate.

Next, ask the children to walk freely and randomly in the classroom. After a while, start giving them instructions: “EVERYBODY FLY” or “EVERYBODY RIDE THEIR BIKE!”; the kids should move around in the classroom accordingly. You can also use the word “FREEZE” to let them stop and stand still for a few seconds.

Time needed

5-10 minutes

Activity 1.2

Where is the helmet?

Description

Group the kids by the centre of the classroom and ask them to stand in circle again. Now put the two bikes in the middle of the circle. Take one helmet and place it in different positions in respect to the two bikes, then comment: “The helmet is between the bikes” or “The helmet is under/in front of/on top of/next to the bike”. Make a few examples and then start asking the children: “Where is the helmet now?”. Also, you can make a statement and let him or her place the helmet in the right position.

Variation

You may start by wearing the helmet and sing a simple melody based on the sentence “I have a helmet on my head, now the helmet is...” and then place the helmet somewhere in respect to the bikes. The children will get very excited and learn the melody very quickly. Most likely they will sing all together after a few rows and they will finish each time by closing the sentence with the correct position of the helmet.

Time needed

5-10 minutes

Materials

- Two bicycles
 - One helmet
-

2. LEARNING

Activity 2.1

Weather and clothes

Description

Move to the demonstration wall and hand out the students’ maps. First the teacher goes through the weather, asking the kids if they know them. Point to the picture and ask “What’s the weather like?”

Also ask them if they know other weather conditions. The teacher then points to the clothes map on the wall, and hands out the maps for the students. Then, for each weather condition, ask the kids what they can wear if it’s raining, hot, cold, etc.

NB: Try to make them use the correct terms, such as “a pair of shorts” and a “pair of gloves”, etc.

Time

20-25 minutes

Materials

- Demo Sheets Module 3 ([Annex 3A](#))
 - Whiteboard pen
 - Students' weather and clothes map ([Annex 3B](#))
 - Pens to distribute (you may also ask that they bring their own)
-

3. INTERACTION

Activity 3.1

Making teams

Description

Make the kids stand in a line and give each of them different weather conditions: SUNNY, RAINY, DARK, COLD. Group them according to their corresponding weather condition. Each group should be composed by 4-5 pupils. Send the groups to different corners of the room.

Time

5 minutes

Activity 3.2

Matching Weather and Clothes

Description

Each team is given weather and clothes cards ([Annex 3C](#)). The game is to match the right clothes to the right weather conditions. Then the students should try to explain to the rest of the class (or the educators) why they have chosen that way. E.g. "It is hot, so I need a pair of shorts, a t-shirt and the water bottle".

N.B. Most likely they won't speak very much, so you need to ask questions to trigger them to speak.

Time

10-15 minutes

Materials

- Weather and Clothes Cards ([Annex 3C](#))

Activity 3.3

Bike dressing relay

Description

Put the two bikes on one side of the classroom, with a pile of clothes in front of each of them. On the other side, line up the kids in two lines. First, show them the game together with the mechanic: the teacher announces what the weather is like (e.g. "Today it's cold and windy!"), then the mechanic runs to the bikes, looks for the right clothes to put on (e.g. hat, scarf, gloves, etc.) and finally wears them as fast as he/she can. When the mechanic has put on the clothes, he/she rings the bell and shout: "I am ready to ride my bike!". In all weather conditions, the pupils shall wear the helmet.

N.B. The kids cannot "win" until they shout the phrase. The teacher then controls that they have put on the right clothes, while repeating the words and weather conditions to the class. Example. "Francesco wears a hat and a scarf because it is cold".

Variation

The kids can do the game in pairs, where one is the cyclist and one helps him or her to dress up.

Time

20-25 minutes

Materials

- Two bicycles
 - Two raincoats
 - Two sunglasses
 - Two water bottles
 - Two reflex vests
 - Two pairs of gloves
 - Two scarves
 - Two hats
 - Two pairs of shorts
 - Two t-shirts
 - Two helmets
 - Two front lights
 - Two rear lights
 - Two bells
-

4. PRACTICE

Activity 4.1

Worksheets

Description

Hand out the worksheets. The teacher goes through the exercises, and if there is any time left the kids start to do them. Otherwise leave them to hand out later, or you hand them out to the kids together with the Tool maps.

Time

10-15 minutes

Materials

- Worksheets ([Annex 3D](#))
- Pens to distribute



Module 4

What can you make?



SHORT DESCRIPTION

Module 4 is focussed on recycling and reusing materials. The bicycle is still the central element of the class, since the pupils are invited to use old inner tubes and other accessories to turn them into new items such as pencil cases, wallets, necklaces and key chains. The pupils work in team and develop their creative skills, while they get the idea that not all used materials become trash, but they can come to new life through re-use and imagination.

EXPECTED LEARNING OUTCOMES

English vocabulary	Words related to the different parts of the bicycle
English grammar	Let's do this!
Complementary skills	Teamwork
	Manual and creative skills
	Environmental awareness

BEFORE THE CLASS

There is quite a lot of preparation to be done for Module 4. First of all, old inner tubes have to be collected, opened and washed. Then they have to be measured in order to make sure that there is enough material for all pupils.

One pencil case needs about 40cm (wider type), a keychain circa 20cm (racer bicycle type). For the necklaces, each student needs about 40cm of black string. If you have the budget for it, you may prepare them with locks, or otherwise tie them together as shown in the picture. To decorate the necklaces you only need spare pieces of inner tube. See LEARNING and INTERACTION for further explanation on how to make the items. A lot of tips can also be easily found online. The idea is that all the kids make at least one object each.



For the lesson, prepare four kits, including:

1. Glue (liquid), glue plates, brushes and hole punchers
2. Material for pencil cases: elastic string and felt tissue
3. Necklaces (string) and key chains

Prepare material for 4 “make stations”:

- Inner tubes for pencil cases
- Scissors
- Meters (2-3 per group)
- Hole punchers (ideally one per group)
- Markers or pens to mark the holes to be made
- Elastic string

Keep the felt tissue for decoration aside until it is to be used.

Prepare the Demo wall, but keep the shapes with you for Activity 1.2. For this module, you need an empty sheet to write down the “Action list”, in addition to the demo sheets.

1. WARM-UP

Activity 1.1

Body parts

Description

As usual, the children stand in a large circle at the beginning of the class. The teacher asks the children if they know where their head, shoulders, knees, legs, toes (etc.) are. Ask them to touch the parts while repeating the words. Next, let the kids instruct, e.g. "Touch your head". Let each student instruct once.

Time needed

5-10 minutes

Activity 1.2

Mimic the shapes

Description

Using their bodies, the mechanic and teacher show how to make a circle, square, rectangle etc. Make the students work in pairs. Say the name of a shape (square, triangle, rectangle, circle, heart, star) and let them find a way to make it together. Use the Demo Sheet to point at in order to make sure they understand what they are mimicking.

Time needed

5-10 minutes

Materials

- Demo Sheet Shapes ([Annex 4A](#))

2. LEARNING

Activity 2.1

What can you make?

Description

Call the kids to the DEMO wall/corner and hand out the Tools and Materials Map ([Annex 4A](#)). As in the previous modules, the teacher hands out the material maps and goes through the vocabulary, supported by the mechanic who shows the tools one by one.

Next, the mechanic start demonstrating how to create a pencil case using pieces of old inner tubes, elastic string and a hole-puncher. During the demonstration, the teacher writes down the steps on the "action list".

Action list for the **pencil case**:

1. Cut 40 cm of the inner tube
2. Fold the inner tube (leaving a flip cover at the top)
3. Mark out five holes on each side
4. Make the holes
5. Cut two pieces of 25 cm elastic string
6. Make one knot at the end of each string
7. Sew together
8. Make two holes at the corners of the "flip cover" to be able to close it
9. Decorate!



Action list for the **keychain** (optional):

1. Cut 20 cm of inner tube (the narrow one)
2. Cut it in half along its length
3. Cut two pieces of 7cm string
4. Fold the inner tube around the keychain
5. Make two holes at each side of the strip
6. Put the string through the hole and make knots

For the **necklace**, you just need to use pieces of an old inner tube, washers and bolts.

Time

40-45 minutes

Materials

- Demo Sheets Module 4 ([Annex 4A](#))
- Whiteboard pen
- Students' tools and materials map ([Annex 4B](#))
- Pens to distribute

FOR THE PENCIL CASE:

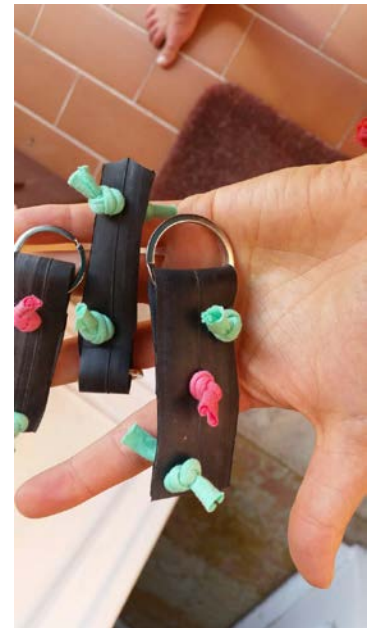
- Used inner tubes (wide type, 40 cm per student, cut open and washed)
- Elastic string (2 x 25 cm per student)
- Glue
- Glue plates
- Brushes
- Hole punchers
- Felt tissue

FOR THE KEYCHAIN:

- Used inner tubes (narrow type, 20 cm per student, cut open and washed)
- Elastic string (2 x 10 cm per student)
- Keyrings

FOR THE NECKLACES:

- Necklace string (40 cm per student)
- Washers and nuts
- Spare pieces of inner tube
- Optional: steel locks



3. INTERACTION

Activity 3.1

Making teams

Description

Line the kids up, then give them different shapes, e.g. CIRCLE, TRIANGLE, SQUARE AND HEART. Try to check that they can work in pairs to help each other (this is needed for example for the hole making). If groups are uneven, make one group with three and be ready to help out.

Time

5 minutes

Activity 3.2

Let's create!

Description

Following the steps explained in Activity 2.1, let the kids make the pencil cases, while walking around to help them. It might be too difficult for the students to make the holes themselves (and too time consuming). Let them try however, and help out if you see that it is not feasible.

If there is any time left, let the kids choose what else to make, either a keychain or necklace or whatever their imagination can suggest.

Time

30-40 minutes

Materials

- See materials used in Activity 2.1

4. PRACTICE

Activity 4.1

Clean up

Description

Divide the kids in “cleaning teams”, i.e. each group is responsible for collecting different items. Inner tubes, scissors, glue, felt etc. This way they practice the names once more. They can line the items up on the tables in the classroom or on the floor in different piles.

Time

5 minutes

Activity 4.2

Worksheets

Description

Distribute the worksheets and explain the exercises. Do them together in class if there is time, or give as homework.

Time

5-15 minutes

Materials

- Worksheets ([Annex 4C](#))
- Pens to distribute



Module 5

Traffic and road signs



SHORT DESCRIPTION

In this Module, the kids get introduced to basic road signs, and practice simple directions, including: turn right, turn left, and go straight. In the last activity of the class, the students get an English Kitchen licence as a memory from the programme. The worksheet of this module can also be used as a theoretical test of the knowledge retained from all previous modules.

EXPECTED LEARNING OUTCOMES

English vocabulary	Words related to directions, road signals, means of transportation
English grammar	Go right, go left, go straight on, etc.
Complementary skills	Teamwork Road safety

BEFORE THE CLASS

Prepare the demonstration wall as usual. Prepare 4 sets of sign-making material, enough for all the students to make one each. One A4 sheet is enough for four 10cm diameter signs (see activity 3.1 for materials needed).

Prepare two helmets and t-shirts.

1. WARM-UP

Activity 1.1

Pass the “right” and “left”

Description

First make sure that the kids know left and right, holding up your hands and showing clearly what they need to do. E.g. “hold your right hand up! Now the left one” and then again “Right! Left!” etc. Then the first person starts by touching the shoulder of the one to the left or right, and hence sends a “move” around the circle. Each person who gets the move can change direction, but has to say the right word, i.e. the move is going to the right, and the one who wishes to change says “left” and touches the shoulder of the person to the left.

Time needed

5-10 minutes

Activity 1.2

Everybody wearing something blue...

Description

Let the children stand in circle by centre of the room. Then make announcements such as “Everybody wearing something blue, take two steps right”, “All those wearing a t-shirt, please take one step back” or “All those with blond hair please jump” and so on.

Time needed

5 minutes

Activity 1.3

Moving train

Description

Line up the kids after the teacher, then start to walk saying “WE GO STRAIGHT AHEAD!”, “WE TURN LEFT NOW”, “WE TURN RIGHT” and “STOOOOOP”. Hold out your arm in the direction you will turn. After a few times let them fill in (i.e. you point that you will turn to the right and say “NOW WE TURN...”). Next, you can let some of them drive the train.

Time needed

5 minutes

2. LEARNING

Activity 2.1

Road signs

Description

The teacher shows different road signs and vehicles on the wall. Let the kids copy on their own “sign map” as usual.

N.B. Depending on the local context, the signs exposed might need to be adapted. For example, roundabouts are not very common in Rome, while crossroads and traffic lights are more pertinent.

Time

20 minutes

Materials

- Demo Sheets Module 5 ([Annex 5A](#))
 - Whiteboard pen
 - Students' Road Signs Map ([Annex 5B](#))
 - Pens to distribute
-

3. INTERACTION

Activity 3.1

Making teams

Description

Make the kids stand in a line, and give them different directions: Right, Left, Stop and Go Straight. Point to different corners of the room for each direction.

Time

5 minutes

Activity 3.2

Make signs

Description

Using coloured paper and templates prepared beforehand ([Annex 5E](#)), let the students make their own signs with stop on one side and an arrow on the other side. Every kid shall make his/her own sign (they will be used in the next activity).

N.B. The easiest way to make paper last longer, and to have four signs from one A4 sheet, is to fold it in four and then draw the circle according to the template. Then the four circles can be cut out simultaneously. The same goes for all the shapes. This is also a great way to make the students collaborate and divide tasks.

REMEMBER: while the students are working on the cyclollage, the teacher and mechanic shall hide the SEATS, PEDALS, LIGHTS and BELLS of the demo bike around the classroom, to be used for the next activity.

Time

20-25 minutes

Materials

- Sign, Arrow and STOP template ([ANNEX 5E](#))
- A4 sheets of red and blue paper (possibly thick paper)
- Scissors
- Glue sticks

Activity 3.3

Sign map

Description

Distribute the Sign Maps ([Annex 5D](#)) to the students and let them fill in the missing gaps that guide them to the goal.

Time

10 minutes

Materials

- Signs maps ([Annex 5D](#))

Activity 3.4

Guide the cyclist

Description

Collect the students' signs and place 12 of them on the floor like on the SIGN MAP (3x4 signs), with the STOP side facing up. The GOAL should be in the direction of the desk where the teacher is sitting. First the teacher and mechanic show the kids how the game works. The kids will work in pairs. One is the cyclist wearing a helmet and the t-shirt. He or she also walks with one bike. The other one is the map-reader. The map-reader walks behind the cyclist, who is not allowed to see the map (if this is not too difficult). The map-reader gives instructions IN ENGLISH on where to go: "go straight, turn left" etc., as shown on the SIGN MAP. He or she also turns the signs on the floor over from the STOP side to the ARROW side. The mechanic walks with the pair to check that they are speaking in English. When they reach their goal, the English teacher gives them the SMILE sticker as a prize.

Time

20-25 minutes

Materials

- Twelve Road signs (Stop and Arrow on either sides)
 - Two bicycles
 - Two helmets
 - Two t-shirts
-

4. PRACTICE

Activity 4.1

Worksheets

Description

In this module, do the worksheet as a test, separating the students and letting them do it individually. If there is time, correct them immediately with them.

Time

10-15 minutes

Materials

- Worksheets ([Annex 5C](#))
- Pens to distribute



Module 6

Memory and places



SHORT DESCRIPTION

This is a special module in which the children will be working with vocabulary already used in previous modules. The **LEARNING** section is not present here, whereas the focus is on practicing their memory and to organizing work together in smaller groups. The key activity in this module consists of a memory game called “running dictation”, where the children work in teams. One team member at a time tries to remember as many words as possible from a list with around fifteen words, and report back to the group whose members write and draw the words remembered. In addition, the module includes a special tool designed to verify in a playful way the knowledge acquired by the pupils during the previous modules: the game “Who wants to be a cyclonnaire?”.

EXPECTED LEARNING OUTCOMES

English vocabulary	Consolidation of previously learnt words
English grammar	Simple past tense (I went)
	Spelling
Complementary skills	Play and collaborate as a team
	Memorization skills
	Drawing skills
	Organize and execute tasks in a team

BEFORE THE CLASS

Before the class, prepare as many word lists as there are teams, with around fifteen words on each list. The words on the same list should belong to a theme that connects the words, e.g. bicycle parts. You can use the words learnt in the previous five modules, and/or bring in other word groups according to need. Suggested lists of words are in ([Annex 6B](#)).

Organize the classroom or aula in sections, with dedicated space for each team. Hang the word lists outside the classroom, or at least where they are not visible from the classroom. Above each of the lists, put a sign that correspond to different team signs (e.g. team “star”, team “square”).

Prepare a beamer for the last part of the class, ready to show the presentation for the game “Who wants to be a cyclonnaire”? ([Annex 6D](#), [Annex 6E](#)).

1. WARM-UP

Activity 1.1

Where did you go?

Description

Place the students in a circle. The first player thinks of a city, country or continent beginning with the letter “A” and then says, for example: “I went by bike to Albania” (the player can choose any form of transport, or the teacher can choose). The next player repeats the sentence and adds somewhere beginning with “B”, for example: “I went by bike to Albania and Bolivia”. The next player adds somewhere beginning “I went by bike to Albania, Bolivia and Cairo”. Play continues until someone can’t remember the list or makes a mistake. Depending on their age, you can either prompt them or disqualify them! Keep going until all players but one are disqualified, or until you reach the end of the alphabet.

Variation

If playing with older children, you can make the game even more difficult by adding a travelling companion. For example, “I went on holiday in Albania with Annie, Bolivia with Bernie, and Cairo with Charlie”.

Time needed

10 minutes

2. INTERACTION

Activity 2.1

Making teams

Description

Tell the children to stand in a line. Going from left to right distribute the shapes randomly, by asking the children to pick them up from a bag with closed eyes. Teams should be composed by a maximum of 5 pupils. Once each child owns a shape, ask them to choose a working corner for the team and to sit down.

Time

5 minutes

Materials

- Shapes ([Annex 6A](#))

Activity 2.2

Running dictation

Description

Once the teams are created and ready, start explaining the rules of the game (in English of course!) and make sure that they understand them (if necessary, the mechanic can support the teacher by translating the most difficult parts).

Explain the game:

1. One of the team members starts as the “memory runner”. The memory runner goes outside the classroom and look at the word list corresponding to his or her team shape for one minute, trying to memorize as many words as possible (some children prefer to go back inside before the minute is passed: allow them to go back to the team whenever they want, but tell them that they cannot come back to check the list of words).

- When the minute is up, the memory runner comes back to his or her team, telling them the words he or she remembers. The team members have to organize themselves so that the team produces one written word and one picture of each of the words reported. The team has three minutes to produce as many words and pictures as they can. The memory runner is only allowed to dictate the words, not write nor draw. The idea is that the other students practice their ability to spell from hearing a word. Depending on the age and autonomy of the group, let the students organize the process and divide the writing/drawing as they want.
- At the end of the three minutes, the teacher counts the number of correct words and drawings. The team only receives points for complete matched pairs, to make sure they know the meaning of the word (optional: remove 0.5 points for misspelling).



After round one, the mechanic switches the place of the signs above the word lists, so that the next “memory runners” will look at a different list. Continue the rounds until all the team members have been memory runners at least once.

RULES OF THE GAME

The child with the green pawn is the first to move. It can move on the platform as long as there is a “road” (it doesn’t have to move one field at a time). The extra field can be used to replace any field from the platform in order to make way to the missing prepositions. Only one preposition per move can be collected. If the child decides to use the surplus field, the removed field goes to the next player. If there is a pawn on a field, the same field cannot be moved. The first one to correctly collect all of the missing prepositions from the mission is the winner.

Time

45 minutes

Materials

- Suggested word lists ([Annex 6B](#))
- Printed shapes on coloured paper ([Annex 6A](#))
- Blank sheets for the teams (A4, to be cut in small cards)

3. PRACTICE

Activity 3.1

Who wants to be a *cyclonnaire*?!

Description

This is a special activity to verify the knowledge acquired by the pupils during the course. It is a funny game, of course, so that the kids do not feel judged by the teacher while they challenge each other in giving the correct answers. The layout reminds the famous TV show “Who wants to be a billionaire”, with a series of fifteen questions ranging from very easy to difficult. Depending on the class and your preference, you can either decide to make them play in teams or individually. If they play in teams, each team must own the four letter cards ([Annex 6C](#)) to choose from in order to give the correct answers. In order to avoid that some groups copy the answer from another, tell the children not to show their answer until they are asked to.

Time

30 minutes

Materials

- Powerpoint presentations ([Annex 6D](#), [Annex 6E](#))
- Beamer
- Letter cards ([Annex 6C](#))





Module 7

The bicycle explained



SHORT DESCRIPTION

In this class the kids learn the different functions of the bicycle parts by reading and understanding a complex text in English. It is important that the teacher only speaks English, even if he/she understands the national language. The kids should be encouraged as much as possible to ask their questions in English. All the activities are connected and the core is the building of the origami which will lead to reading and understanding a complex text in English related to the different functions of the bicycle parts.

EXPECTED LEARNING OUTCOMES

English vocabulary	Names of the fingers
English grammar	Reading and understanding a complex text in English
Complementary skills	Play and collaborate as a team
	Creativity and imagination skills
	Manual skills

BEFORE THE CLASS

As usual, prepare the demo corner with a flipchart or blackboard that will be used for the LEARNING PART. In the middle of the classroom, prepare a drum that will be used for the first warming up activity. Blank sheets, scissors and printed annexes should also be ready to be distributed among children during the class.

1. WARM-UP

Activity 1.1

Rhythmic movement

Description

Let the pupils stand in a circle by the centre of the room and show them that today you are holding a drum. Start beating the drum slowly and ask them to pay attention to rhythm because they will have to move according to it. The mechanic shows how it works: while the teacher is beating he or she starts walking normally around in the classroom. After a few seconds, the teacher accelerates the beating and the mechanic consequently walks faster. The teacher can vary the rhythm in speed and volume and the walking style of the mechanic changes accordingly:

- high speed: fast walk/run
- low volume: walk bent on the legs
- high volume: walk on toes
- stop beating: freeze

After the explanation, ask the kids to walk around following the rhythm. Finish the activity by stopping the beating and freezing the kids in the position they are.

Time needed

10 minutes

Materials

- Drum

Activity 1.2

Body shapes

Description

Make groups of 4-5 kids that are standing close to each other from the end of the previous activity. When the groups are ready, ask them to create specific shapes by using their bodies together. Start from easy shapes and increase the level of difficulty little by little. Some examples of shapes: circle, star, traffic light, guitar, bicycle, etc. If you have enough time, you can ask each group to propose new shapes to be formed.

Time needed

10-15 minutes

2. LEARNING

Activity 2.1

The fingers

Description

Call the kids to the DEMO wall/corner and distribute blank sheets among them. On the blackboard or a big blank sheet the mechanic place his/her hand and start drawing the profile of the two hands. The teacher asks the children to do the same on the two sides of the sheet. The teacher then asks the kids if they know the names of the fingers in English and writes the correct names inside each finger. Next, on the second hand, the teacher asks the kids to write for each finger some personal information about the kids such as:

- Thumb: first name
- Index: age
- Medium: favourite colour
- Ring finger: favourite animal

- Little finger: favourite song

Once they have completed the task, the teacher triggers the discussion by asking them their answers and encouraging them to speak in English.

Time

20-25 minutes

Materials

- A4 blank sheets (one per children)
- Blackboard or flipchart
- Whiteboard pen
- Pens to distribute

Activity 2.2

The bicycle origami



Description

Distribute another blank sheet to the kids and show them a previously made origami, then ask them if they want to learn how to build it. So, the mechanic shows them how to build it step by step (using [Annex 7B](#)), while the teacher writes down on the flipchart the instructions ([Annex 7A](#)) that the pupils are supposed to write down on their papers.

Time

20-25 minutes

Materials

- Instructions to build the origami ([Annex 7A](#))
- Origami template ([Annex 7B](#))
- Blackboard or flipchart
- Whiteboard pen
- Pens to distribute

3. INTERACTION

Activity 3.1

Making teams

Description

Tell the children to stand in a line. Going from left to right divide children per fingers' name, e.g. THUMB, INDEX, MEDIUM, RING, LITTLE. When you have done with all children, send them to different corners according to their finger.

Time

5 minutes

Activity 3.2

A cyclist adventure

Description

Each child is given a copy of [Annex 7B](#). The teacher asks the children to cut the paper and to fold it according to the instructions they wrote before with the printed side up. The children will make an origami figure with questions on the top part of the origami, and the answers inside the origami figure.

Time

35-40 minutes

Materials

- One origami template per pupil ([Annex 7B](#))
 - Scissors (one per group)
-

4. PRACTICE

Activity 4.1

Questions and answers

Description

Let the children stand in two lines, with each pupil in front of another one. Tell them to ask one question in the origami to the kid in front, and if they need any help with the answers to check the inside of the origami figure. After each question, shift one of the lines so that the couples change every time. Walk around and help them, giving instructions in English.

Time

20 minutes



Module 8

On the bus



SHORT DESCRIPTION

In this class, the main theme is public means of transportation in the urban environment. The pupils will reflect on different people they can meet on a bus and how to deal with diversity. One of the main goals of this class is to foster civic education, tolerance and respect for diversity, and to stimulate positive behaviour with regards to other citizens.

EXPECTED LEARNING OUTCOMES

English vocabulary	Words related to public transport
English grammar	Get off / get on I think it is nice that... Put up and put down
Complementary skills	Respectful behaviour in public spaces Giving positive feedback to classmates

BEFORE THE CLASS

Choose one side of the classroom to use for the LEARNING part of the lesson. Put up the DEMO SHEETS (Annex 8A) and prepare all materials to be distributed to the kids. At the centre of the room, line up the chairs (one per each pupil) in a bus shape so that you are ready for the warming up (activity 1.1).

After the warming up is finished and the LEARNING part is running, the mechanic can prepare the stage for the role play (activity 3.2) by changing the disposition of the chairs: a few of them will be lined up in a bus shape, while the rest will be placed in front of the stage as a parterre to look at the performance. You may also remove these chairs so that the public can sit freely on the ground.

SPECIAL REQUIREMENTS FOR THIS MODULE

The “mechanic” can be substituted by another role such as the “bus driver”.

1. WARM-UP

Activity 1.1

Get on, get off

Description

Start by letting the children sit on one chair each. Tell them that “Today you are on the bus”. Show them where the bus driver sits, and where the doors are. Then, warm up by saying “stand up”, then “sit down” for a couple of times. Continue by saying, “let’s *get off* the bus”, letting the children leave through the imaginary doors. Then make them “*get on*” again etc. To stimulate their listening and increase the difficulty of the exercise, ask specific groups of children for specific actions, using sentences like:

- *All those children wearing something blue please get off the bus;*
- *All those with brown hair please stand up;*
- *Please let the children wearing glasses sit down;*
- *And so on...*

Time needed

5-10 minutes

Materials

- chairs lined up in a bus shape
-

2. LEARNING

Activity 2.1

We are different

Description

Call the kids to the DEMO wall/corner, distribute the demo sheets ([Annex 8A](#)) and ask them if they know the English words corresponding to each the image. Make the children repeat the words as much as possible and go on until the last image. Every child has his own paper where to write the right word near each image.

Once finished this activity the educators shall trigger discussion around people you can meet on the bus, how you should behave, etc. The teacher can start by asking the children what they see in the images ([Annex 8A](#)) and what they think about them.

Examples of possible questions:

- *When do you take the bus?*
- *Is it usually full? Empty? Crowded?*
- *Have you seen an old lady or man on the bus? What did you do? Did you stand up? Did you help her/him get on/off?*
- *Do you see many different types of people on the bus, e.g. mothers with babies, teenagers, men in suits, disabled, etc.?*

Time

20-25 minutes

Materials

- Demo sheets Module 8 ([Annex 8A](#))
- Students’ Bus Map ([Annex 8B](#))
- Pens to distribute

Activity 2.2

I think it is nice that...

Description

You can follow the discussion started before, by asking the pupils if they know what a put-down is and list common put-downs they hear on the board. Next, ask them if they know what a put-up is and give some examples by giving students in your class some put-ups.

Examples:

- *I think it is nice that children let elder people sit down on the bus;*
- *I think it is nice that Miranda always has a smile on her face;*
- *I think it is nice that Alberto lets everybody play football in the break time;*
- *I think it is nice that Luisa help her Jonathan with his homework.*

Divide the children in pairs, and let them practice giving each other put-ups. Next, ask them to tell the rest of the class what is nice about their classmate. The game can continue after changing couples.

Time

15-20 minutes

Tips

This can be turned into a weekly practice to reinforce positive classroom attitudes.

3. INTERACTION

Activity 3.1

Making teams

Description

Tell the kids to stand in a line. Make four teams according to different action words related to the bus: e.g. STAND UP, SIT DOWN, GET ON and GET OFF. Once the kids are in their corners, you can start the next activity.

Time

5 minutes

Activity 3.2

Role play “On the bus”

Description

Divide the class into groups of 4-5 students and then distribute the different bus scenarios. Tell the kids that they have 10-15 minutes to practice before their performance in front of the rest of the class. The educators shall help them to understand the texts and prepare the performance.

Time

30-35 minutes

Materials

- On the bus role play ([Annex 8C](#))

Tips

Be sure kids understand completely the texts helping them in translating the words they do not know.

4. PRACTICE

Activity 4.1

Worksheets

The teacher asks the children to draw some different passengers on their worksheet ([Annex 8D](#)) and write the right word to describe the passenger. Next, each kid gets to show his or her drawing and describe it to the others. Following, the kids can complete the sentences of the section “I think it nice that...”

Time

10-15 minutes

Materials

- Worksheet ([Annex 8D](#))
- Pens to distribute



Module 9

Animals and prepositions



SHORT DESCRIPTION

In this class the kids learn the names of the animals and the prepositions about places. The pupils, divided in teams, will play games in which they have to put in practice what they learned in order to be successful and win. It is important that the teacher only speaks English. As usual the kids should also be encouraged as much as possible to ask their questions in English.

EXPECTED LEARNING OUTCOMES

English vocabulary	Words related to animals
English grammar	Use of prepositions
Complementary skills	Play and collaborate as a team

BEFORE THE CLASS

Put four different animal pictures ([Annex 9F](#)) on the wall spread around the classroom for warm up activity 1.2.

Prepare the demonstration wall as usual using [Annex 9A](#). Check that you have all the tools needed for the demonstration.

In this class you will need tables to put the platforms to play the role game. Set up the school tables with four chairs per table. This will represent one group. The number of groups depends on the number of children in your class.

1. WARM-UP

Activity 1.1

Sitting on, passing down!

Description

Start by letting the children move randomly in the space around the classroom. Then the teacher starts giving special instructions containing prepositions, e.g. “everybody has to sit ON the floor”, “everybody has to go NEAR the wall”, “the ones wearing trousers have to go UNDER the table”, etc. You can go on for a few minutes, then asking the kids to give instructions.

Time needed

5-10 minutes

Activity 1.2

Let’s ride the horse!

Description

Gather the kids in a circle in the middle of the room. Ask them if they know any animal they can ride like a bicycle. If they don’t get it, you can start mimicking horse riding, until they get what animal you are talking about. Next, show them the Animal Cards ([Annex 9F](#)) hanging on the wall and ask them if they know their names in English. You can also ask them if they can reproduce the different animal calls. When they start having fun, tell them “Now we are all horses!” and go towards the horse pictures mimicking the horse riding. Go to the next animal mimicking it and so on. This will really warm the kids up!

Time needed

5-10 minutes

Materials

- Animal Cards printed ([Annex 9F](#))

2. LEARNING

Activity 2.1

Where is the rabbit?

Description

Call the kids to the DEMO wall/corner, distribute the demo sheets ([Annex 9A](#)) and ask them if they know the English words corresponding to each image. Make the children repeat the words as often as possible and go on until the last image. Every child has his own Animals Map ([Annex 9B](#)) where they should write the right word next to each image.

The teacher places the cardboard box in front of her/him and positions the cuddly toy in different places around the box. The teacher then asks the children where the cuddly toy is placed, encouraging the children to use prepositions.

As the propositions are being said the teacher writes them down on a board, or the teacher could ask the children to write them.

Time

20 minutes

Materials

- Demo Sheets Module 9 ([Annex 9A](#))
 - Student bike map ([Annex 9B](#))
 - Whiteboard pen
 - Pens to distribute
 - A cuddly toy
 - A cardboard box
-

3. INTERACTION

Activity 3.1

Making teams

Description

Tell the children to stand in a line. Going from left to right divide children per animals' name, e.g. HORSE, RABBIT, TURTLE, COW. When you have done with all children, send them to different corners according to their animal.

Time

5 minutes

Activity 3.2

A cyclist adventure

Description

Distribute to each team one copy of platform and fields ([Annex 9C](#)), the mission to be accomplished ([Annex 9D](#)) and a small piece of each of the colour papers in order to make small balls to be used as pawns for playing/moving on the platform. Tell the children to place the fields randomly on the empty spaces on the platform. One field should remain left over, as surplus. Each team also has four different stories/missions, one per child, where the prepositions are missing. By moving the pawns on the fields, they should "collect" the missing prepositions from the mission, and write them in the mission paper.

RULES OF THE GAME:

The child with the green pawn is the first to move. It can move on the platform as long as there is a "road" (it doesn't have to move one field at a time). The surplus field can be used to replace any field from the platform in order to make way to the missing prepositions. Only one preposition per move can be collected. If the child decides to use the surplus field, the removed field goes to the next player. If there is a pawn on a field, the same field cannot be moved. The first one to correctly collect all of the missing prepositions from the mission is the winner.

Tip: walk around and help them by giving instructions in English. After 30 minutes, tell them that only they have 10 minutes left!

Time

40-45 minutes

Materials

- Printed platform and fields ([Annex 9C](#)) in as many copies as number of groups
 - Printed missions ([Annex 9D](#))
 - Four different colour papers (green, red, blue, yellow)
-

4. PRACTICE

Activity 4.1

Create the scene

Description

Children are divided in at least two teams. The groups have to stay far away from the teachers. The teachers calls one child from every team and give them an instruction in their own language (example: the pig is in the bucket and the helmet is near the bucket). The children go back to their teams and tell the sentence to the other members of their teams. The teams have to write the sentence in English on a paper. When the sentence is complete one member of each of the team has to reach again the teachers and create the scene using the objects at disposal. The child has also to create the scene with the material.

Points are assigned in this way: 1 point is given for the correct sentence written in English; 1 point for the correctly created scene; 1 point assigned to the team which arrives first to the teachers. The team that collects the most points wins.

Time

30 minutes

Materials

- Elephant cuddly toy
- Horse cuddly toy
- Water bucket
- One helmet
- One ball
- Sheets of paper
- At least one pen per team
- Blackboard or scorekeeper

Activity 4.2

Worksheets

Description

Hand out the worksheets. The teacher goes through the exercises and if there is any time left the kids start to do them. Otherwise leave them to the teacher to hand out later. If you have enough time, you can check the exercise with the pupils and give them the correct answers.

Time

10-15 minutes

Materials

- Worksheets ([Annex 9E](#))
- Pens to distribute



Module 10

Travel



SHORT DESCRIPTION

In this module the pupils will learn the names of the territorial elements and different means of transportation. With the help of a compass and a geographic map they will discuss about their travel experience and learn cardinal points in English. Words learnt in previous modules are used in order to consolidate the acquired knowledge.

EXPECTED LEARNING OUTCOMES

English vocabulary	Words related to territorial and geographical elements Cardinal points
English grammar	
Complementary skills	Play and collaborate as a team Acting skills

BEFORE THE CLASS

Prepare the demonstration wall as usual using Annex 10.

In this class you will need tables to put the platforms to do the role play game. Set up the school tables with four chairs per table. This will represent one group. The number of groups depends on the number of children in your class.

1. WARM-UP

Activity 1.1

Where have you been?

Description

Place a large map of Europe on the ground and ask the pupils to sit down in circle around it. Start showing them the four cardinal points and asking them if they know the names of any countries. Then say something like “Last summer I have been to Greece by ferryboat”, take a thin post-it and write on it “Andrea / Ferryboat” and stick it on Greece. Then ask them if they have been to any of these countries and how. Give each pupil a post-it so that they can do the same.

Time needed

15 minutes

Materials

- Large map of Europe
- Thin post-it

Activity 1.2

Moving line

Description

Show the children a compass. The four cardinal points hang on four corners of the room. Take one of the post-it from the map (e.g. “Andrea / Ferryboat” in Greece) and say “Let’s go to Greece with Andrea by ferryboat now! Where is Greece?” Greece is south-west of Italy, so all pupils go south-west, miming the travel by ferryboat. Then the teacher takes another post-it from the map and say “Now let’s go to Sweden with Georgia by plane. Where is Sweden?” Sweden is north of Greece... Repeat the sequence a few times.

Time needed

10-15 minutes

Materials

- Cardinal points printed ([Annex 10A](#))
-

2. LEARNING

Activity 2.1

Travel and means of transportation

Description

The teacher shows different road signs and vehicles on the wall. Let the kids copy on their own “sign map” as usual. Use the images and ask the children if they know their names so as to stimulate the discussion.

Examples of questions/sentences:

- Where do you go with the airplane?
- What do we use to cross the sea?
- Where do you live?
- What mean of transportation do you use on holidays?

Time

20 minutes

Materials

- Demo Sheets Module 10 ([Annex 10B](#))
 - Students' elements map ([Annex 10C](#))
 - Whiteboard pen
 - Pens to distribute
-

3. INTERACTION

Activity 3.1

Making teams

Description

Make the kids stand in a line, and give them different names: Airplane, bicycle, train, ferryboat. Point to different corners of the room for each term and distribute the "travel scenarios".

Time

5 minutes

Activity 3.2

Prepare the travel scenario

Description

Once the class is divided into groups of 4-5 students, tell them to prepare the performance according to the script corresponding to their travel scenario. They have to set the scene, choose their role and learn their part in a short time. Tell them that they have 20 minutes to practice before they will perform in front of the rest of the class. In every scenario there is:

- one narrator who reads the story (children have to translate the story from their own language into English);
- the actors playing the scene (they will have to play a scene using the scenario sentences which are already in English).

Teachers may help the teams to understand the scene and help them to translate some words if they do not know. Tell them that IT IS A REAL GAME WITH A WINNING TEAM, in order to increase their commitment to the task (they will take it very seriously).

Time

20-25 minutes

Materials

- A different travel scenario for each team ([Annex 10D](#))

Activity 3.3

Perform the travel scenario

Description

Organise the class as a theatre and then in turn every team has to perform its play. The judges will be the teacher, the mechanic and one representative of the non-performing groups, voting for the quality of the scene. The judges will evaluate the performance by giving points from 1 to 5 as follows:

- accuracy in pronunciation;
- accuracy of the written translated sentences of the scenario;
- quality of the scene (also voted by pupils).

The children have to write on a paper their vote once the performance is finished. The team with more points wins the contest.

Time

40-45 minutes

Materials

- A different travel scenario for each team ([Annex 10D](#))
 - Evaluation grid ([Annex 10E](#))
-

4. PRACTICE

Activity 4.1

Worksheets

Description

Hand out the worksheets. The teacher goes through the exercises and if there is any time left the kids start to do them. Otherwise leave them to the teacher to hand out later. If you have enough time, you can check the exercise with the pupils and give them the correct answers.

Time

10-15 minutes

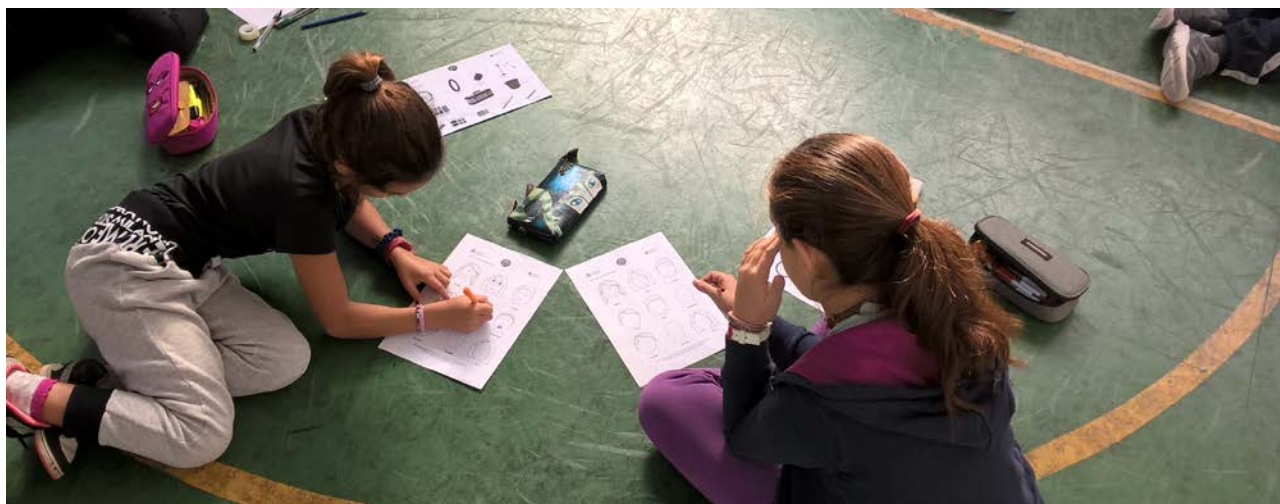
Materials

- Worksheets ([Annex 10E](#))
- Pens to distribute



Module 11

The class survey



SHORT DESCRIPTION

In this module the kids learn the 'question words' and how to use them in questionnaires, collect the answers and make charts to show the results of surveys. Pupils practice to collaborate and achieve goals in groups.

EXPECTED LEARNING OUTCOMES

English vocabulary	Question words Main words about survey (a questionnaire, a respondent, a chart)
English grammar	Practice how to make wh- questions
Complementary skills	Collaborate and achieve goals Make questionnaire, draw charts Manual skills: cut and glue Reach agreement in a group

BEFORE THE CLASS

Please note that the order of the sections is different in this module. The exercises (worksheets) are more complex so consider the time needed to complete them, depending on the level of the students. Before the lesson the teacher needs to think about the work places for each group. The "Mechanic" could be changed here into "Researcher" (teacher assistant).

Prepare an electronic device or CD player ready to play the song needed for warm up Activity 1.1.

If you use a smart board, you may check this before the class:

<http://learnenglishkids.britishcouncil.org/en/archived-word-games/make-the-sentences/questions>

1. WARM-UP

Activity 1.1

Question word song

Description

Distribute the motion cards among the children. On the card they will find a question word and the action they need to do all the time when they hear the question in a song. Listen to the song and follow it. Listen, sing and do the song again, until all pupils can do all the actions.

Time needed

10-15 minutes

Materials

- Any electronic device able to reproduce this music: https://www.youtube.com/watch?v=CH_RfP46xUw
 - Motion cards ([Annex 11A](#))
-

2. LEARNING

Activity 2.1

Making teams

Description

Make the kids stand in a line and associate each of them with a WH- question: WHO, WHAT, WHERE, WHEN, WHY. Send each group to different corners of the room as usual.

Time

5 minutes

Activity 2.2

Questions and statements

Description

Divide children in groups of three/four. Distribute them the cards with question words and possible answers. Pupils who have cards with question words stand in front of the class and show the question word they have (or they can go straight to the work place). Others must decide which question word fits the answer they have and stand next to that pupil. It is important to use as many question words as many groups you need to have.

Make sure that children can understand the difference between questions and statements: explain them that questions start with question words, they always ASK, while statements TELL information. Let them do the exercise in groups.

Time

20 minutes

Materials

- Question and statements ([Annex 11B](#))
 - Scissors
-

3. PRACTICE

Activity 3.1

Worksheets

Description

Distribute glue sticks and the worksheets No. 1 (one per group), distribute the sentences (the teacher can decide how many sentences every group should sort) ask them to sort which sentences are questions and which are statements.

Distribute the worksheets No. 2 (one set per group). Give pupils time to read the text and explore the examples of the charts, do the comprehension tasks. If the teacher prefers he/she can give the set of worksheets to each pupil.

Time

20-25 minutes

Materials

- Worksheets No. 1 ([Annex 11C](#))
 - Worksheets No. 2 ([Annex 11D](#))
 - Glue sticks
 - Pens to distribute
-

4. INTERACTION

Activity 4.1

The mini project

Description

Tell pupils that they are going to do the mini project like Declan and his friends (see worksheets No. 2). Help them by suggesting the title of the project. It could be "Bicycles in my class", "Cyclist's fashion", "The safety of cycling", etc. Children have to prepare a questionnaire (15-20 min.) of at least three/four questions (depends on number of kids in the group), give them a template from the [Annex 11D](#).

Set a time for collecting the answers (15 minutes should be enough). Explain pupils that they have to ask as many respondents as they can during the time (including the teacher, mechanic or other adults in the class).

In order to present the results of their questionnaire and to end the mini project pupil should draw the charts (20 min.) and use them to present the topic they have chosen for classmates.

Time

50-55 minutes

Materials

- Questionnaire templates
- Paper (A3 optional)
- Rulers
- Markers, pencils, crayons, etc.



Module 12

Places in the city



SHORT DESCRIPTION

In this class the kids learn the names of the places in the city and participate in active learning and practice to collaborate in groups. The bicycle is suggested as an effective mean for daily urban displacements and the kids will draw their personal bike tour in the city, going from place to place. As a final funny test, just like at the end of Module 6, the pupils will play the game “Who wants to be a cyclonnaire?”, focussed on the learning outcomes of the previous modules.

EXPECTED LEARNING OUTCOMES

English vocabulary	Names of places in the city (supermarket, zoo, library, bank etc.)
English grammar	Simple past tense
Complementary skills	Riding a bike and finding the right place
	Present to the class
	Reach agreement in a group

BEFORE THE CLASS

Prepare the demonstration wall as usual using Annex 12A. Print out the pictures in Annex 12A twice, because you will need to cut the pictures in pieces for Activity 3.1. Put the pieces in a bag from where the pupils will pick them up. Prepare labels and symbols ([Annex 12C](#)) in different corners of the classroom for Activity 3.2. In this class you will need tables to put the platforms to do the role play game (Activity 3.3). Set up the school tables with 4-5 chairs per table. This will represent one group. The number of groups depends on the number of children in your class. Also you need to prepare one little bicycle per group. Finally, connect a laptop with the beamer, ready to start the presentation game for the PRACTICE section.

1. WARM-UP

Activity 1.1

Traffic lights

Description

Tell the children to move around the classroom, according to the colour/word that the teacher has announced. Make sure to practice together with them all the movements at the start.

Red: Stop

Yellow: Run on the spot

Green: Run around the area

Roundabout: Turn round once

Right or Left: Change direction

This activity can be used to revise some other signs from Module 5 (e.g. one way street: all students go in one direction; pedestrian path: everyone walks slowly; etc.)

Time

10 minutes

2. LEARNING

Activity 2.1

Places in the city

Description

Just like in the other modules, the teacher presents the names of places in the city, by pointing at the pictures on the demo wall ([Annex 12A](#)), asking the children if they know any of them and writing down the names. The pupils have to write the names of places in their Students' Places Map ([Annex 12B](#)).

Time

15 minutes

Materials

- Demo Sheets Module 12 ([Annex 12A](#))
 - Students' Places map ([Annex 12B](#))
 - Whiteboard pen
 - Pens to distribute
-

3. INTERACTION

Activity 3.1

Making teams

Description

Use the pictures in [Annex 12A](#): print them out and cut them into 4-5 pieces depending on the number of students per group. Put all the pieces in a bag and mix them, then ask the pupils to pick up one piece each. Then students make teams by putting the right picture together, like a puzzle.

Time

5 minutes

Materials

- Demo Sheets Module 12 ([Annex 12A](#))
- A small bag

Activity 3.2

Find the place!

Description

Students stand in groups. Each group has got one bicycle. They have to ride a bike to given destinations the first to ride a bike in each group picks a card out of a small bag with the picture of a place (printed from [Annex 12A](#)) and rides to the right label (see [Annex 12C](#)) which is put around on the walls or the ground. Make sure you have more pictures in the bag (2-3 pictures of the same place). If there is no possibility to ride a bike, children can imitate/act out riding it.

The pupil brings the symbol card back to the group (symbol cards are piled next to the label, or stuck under it). The second kid does the same, until all kids in the group have completed the task.

Then the groups present in short by answering teacher's question "Where were you?" – "I was / we were at..." and they should show their collected symbol cards. The most active ones can record the results on the blackboard—write the number of places, or the places that had been visited most often.

Time

25-30 minutes

Materials

- Labels and symbols ([Annex 12C](#))
- Demo Sheets Module 12 for the pictures ([Annex 12A](#))
- A small bag

Activity 3.3

Bike tour around the city

Description

Still divided in groups, the pupils have to draw their own bike tour within the city, decide which places they would like to go to and draw a route and names of places in the city on a template (see [Annex 12D](#)).

For bigger kids-they can draw the route and places in the city on the A3 or larger size paper and add other places in the city (e.g. police station, market, swimming pool, etc.).

Routes can be finally presented and displayed around the classroom.

Time

25-30 minutes

Materials

- Template for the bike tour ([Annex 12D](#))
 - Pens / pencils
-

4. PRACTICE

Activity 3.1

Who wants to be a *cyclonnaire*?!

Description

Just like at the end of module 6, this a special activity to verify the knowledge acquired by the pupils during the course. It is a funny game, so that the kids do not feel judged by the teacher while they challenge each other in giving the correct answers. The layout is similar to the famous TV show “Who wants to be a billionaire”, with a series of fifteen questions ranging from very easy to difficult. Depending on the class and your preference, you can either decide to make them play in teams or individually. If they play in teams, each team must own the four letter cards ([Annex 6C](#)) to choose from in order to give the correct answers. In order to avoid that some groups copy the answer from another, tell the children not to show their answers until they are asked to.

Time

30 minutes

Materials

- Powerpoint presentations ([Annex 12E](#), [Annex 12F](#))
- Beamer
- Letter cards ([Annex 6C](#))

Contacts:
APS ReBike ALTERmobility
Via Lodovico Pavoni 32
00176, Roma
euro@altermobility.it
www.smile-project.eu



Erasmus+