

CLIL EXCELLENCE for PRIMARY SCHOOLS

LEARNING UNIT FORMAT: Friends!

Subject Area: Citizenship

Topic: Friendship and sharing

Bei Class: II

Number of lessons: 5

WALT - We are Learning To-:

During the learning unit

Children will be able to know:

- ✓ the names of some sea animals and their main physical features and abilities (science)
- ✓ the characteristics of the Coral Reef (geography – art)
- ✓ which is the correct behaviour towards a friend.

Children will be able to do:

- ✓ recognise and describe animals
- ✓ depict a Coral Reef landscape
- ✓ use friendly kind words
- ✓ perform good friendly actions

Children will be able to be aware of :

- ✓ the fact that to have good friends you must be a good friend.
- ✓ the fact that friendship can easily be broken, but it can always start up again.

LESSON 1/5 – The Rainbow Fish story (1.30 h.)

Steps	Lesson Description	CONTENT OBJECTIVES (Literacy/Citizenship)	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
<p>ACTIVATION of the learning unit</p>	<p>Activity 1: The T. pretends to look for something in her bag, then she shows a balloon; she inflates it and she starts to play with it. She says:</p> <ul style="list-style-type: none"> ☞ I have a beautiful balloon! ☞ Look at my balloon! ☞ It is big and yellow! ☞ I can play with my balloon! ☞ Do you like my balloon? <p>She explains there is only one:</p> <ul style="list-style-type: none"> ☞ I've got only one! not two, not three, ... only one! <p>Probably Ss themselves ask to the teacher to play with her balloon, otherwise the T. asks:</p> <ul style="list-style-type: none"> ☞ Would you like to play with my balloon? Who wants to play with my balloon? <p>The T. looks at the class and she pretends to be confused when lots of Ss want it.</p> <ul style="list-style-type: none"> ☞ Everybody wants my balloon ... Ehm ... so ... I'll hold it for me! <p>The T. mimes and then puts the balloon on her table.</p> <p>Ss. will probably complain and the T. simulates to think of a solution and she explains that once there was a fish in a similar situation ...</p>	<ul style="list-style-type: none"> - To capture children's interest. 	<ul style="list-style-type: none"> - To understand simple sentences and instructions. 	<p>Activity 1 –</p> <ul style="list-style-type: none"> • A balloon <p><i>See teaching notes (Activity 1: photo)</i></p>	<p>W</p>	<p>5 mins.</p>

<p>CORE ACTIVITIES FIND OUT</p>	<p>Activity 2: The T. shows the video “The rainbow fish”.</p> <p>At the end the T. asks what happens in the story and she listens to the Ss’ answers. The T. guides the conversation miming simple questions:</p> <ul style="list-style-type: none"> - Are there children in the story? - Which animals are there? - Where are they? - Is the rainbow fish happy at the beginning?... - And then? What happens? - <p>The T. shows the video again and stops it when necessary to ask questions, to explain or remark information:</p> <ul style="list-style-type: none"> - What colour are the scales? - What animal is it? - Has the starfish got scales? - Where is the octopus? - How many arms has the octopus got? - Look! In this image the Rainbow Fish is alone ... - Has the Rainbow Fish got some friends at the end of the story? <p>Before starting the next activity, the T. asks children if they can share scales with others and, when they answer that they have no scales, she guides them to understand what they</p>	<ul style="list-style-type: none"> - To review known terminology about: <ul style="list-style-type: none"> - animals of the sea; - body parts of sea animals. - To provide for new terminology: coral, octopus, starfish, tentacles, ... - To recognise friendship /unfriendly situation. 	<ul style="list-style-type: none"> - To review known terminology about: <ul style="list-style-type: none"> - Colours; - Numbers; - Animals. - To practice the use of: <ul style="list-style-type: none"> - short positive and negative answers; - short positive sentences (This is a ...). 	<p>Activity 2 – Video of the story: www.youtube.com/watch?v=lQaz0-w-PvA</p> <p><i>See teaching notes (Activity 2: photos and caption)</i></p>	<p>W</p>	<p>10 mins.</p> <p>15 mins.</p>
--	---	---	--	--	----------	---------------------------------

SORT OUT	<p>can share (school tools, but also kind, friendly gestures as helping classmates to tide up the desk, to tie laces,) the T. invites Ss. to try to “give scales” to their classmates during the next activities.</p>				
	<p>Activity 3: The T. shows pictures of the animals with their name on the Lim and she writes “Is this a ...?”, “Yes, it is” / “No, it isn’t” and she asks this question to the class; Ss. answer. Then the T. asks “Is this a friend of the Rainbow fish?”; Ss. answer.</p>			Activity 3 - Attachment 1: Pictures with names <i>See teaching notes (Activity 3: photo 1)</i>	W 10 mins
	<p>After a few, the T. shows pictures without written names ... and repeats the exercise. During the exercises the T. stimulates Ss. to use short answers and then they take her place in asking questions to the class.</p>			Activity 3 - Attachment 2: Pictures without names <i>See teaching notes (Activity 3: photo 2)</i>	10 mins
	<p>Then the T. hands out some cards of the characters of the story; Ss. in small groups ask and answer each other the previous questions and they answer.</p>			Activity 3 - Attachment 3: Game with Cards “The Rainbow fish characters” <i>See teaching notes (Activity 3: photo 3)</i>	G 10 mins.
<p>Activity 4: The T. hands out a worksheet and Ss. complete it: they look at a picture showing a part of the previous subjects, they discover what animal</p>			Activity 4 - Attachment 1: Worksheet “The Rainbow fish characters”	P 15 mins	

	<p>is, they read the sentence (or part of the sentence) and they complete writing “This is the ...” and adding the correct name (they choose and copy it from the list on the whiteboard). The T. walks around in the classroom and she invites Ss. to collaborate.</p>			<p><i>See teaching notes (Activity 4: photo of a completed worksheet)</i></p>		
OUTPUT	<p>Activity 5: The T. hands out a worksheet; she asks to the Ss. to pay attention to the tick or the cross next to the small pictures of the animals/plants. Then Ss. complete the worksheet: they look at a picture, check if they have to write a question whose answer is positive (the tick) or negative (the cross); then they write it: “Is this a ...?” with the required short answer “Yes, it is / No, it isn’t. This is a”. They colour the worksheets. When Ss. finish their work, they look around to discover a classmate who needs some help and they provide to give it.</p>	<ul style="list-style-type: none"> - To review known terminology about: <ul style="list-style-type: none"> - animals of the sea; - body parts of sea animals. - To provide for new terminology: coral, octopus, starfish, tentacles, ... - To recognise friendship /unfriendly situation. 	<ul style="list-style-type: none"> - To review known terminology about: <ul style="list-style-type: none"> - Colours; - Numbers; - Animals. - To practice the use of: <ul style="list-style-type: none"> - short positive and negative answers; - short positive sentences (This is a ...). 	<p>Activity 5 - Attachment 1: “What character is it?”</p> <p><i>See teaching notes (Activity 5: photo of a completed worksheet)</i></p>	I	15 mins

***Type of interaction::** I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

LESSON 2/5 – Sea animals in the Rainbow Fish story (1.30 h.)

Steps	Lesson Description	CONTENT OBJECTIVES (Science)	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION *	TIMING
Warm up of the lesson:	<p>Activity 6</p> <p>The T. starts singing softly a part of a very simple song about the story of the Rainbow Fish.</p> <p>She asks to the classroom if they like it and if they want to sing it all together.</p> <p>Then she repeats the song and mimes it.</p> <p>The T. can show the words on the whiteboard .</p> <p>The T. repeats the song and invites Ss. to sing with her; in the while, she shows the gestures ...</p>	<ul style="list-style-type: none"> - To activate attention and interest. 	<ul style="list-style-type: none"> - To understand simple sentences and instruction. - To sing a song. 	<p>Activity 6 - Attachment 1: Song lyrics</p> <p><i>See Teaching notes (Activity 6: photo)</i></p>	W	10 mins.
CORE ACTIVITIES: FIND OUT	<p>Activity 7</p> <p>The T. shows a picture of a fish and asks some simple questions: what is it?, is it an animal or a plant? how many fish are there?, is it a living?, ...</p> <p>Then the T. enlarges the view to show also the simple text on the side, she reads the sentences and reminds the class about body parts and abilities of a fish, touching the related part of the picture or through mime; she highlights the use of the verbs is / has got / can giving examples (Claudio is tall, Alessia has got black hair, Greta can play</p>	<ul style="list-style-type: none"> - To review known terminology about: <ul style="list-style-type: none"> - body parts of sea animals. - To provide for new information about: <ul style="list-style-type: none"> - body parts, - features, 	<ul style="list-style-type: none"> - To practice the reading/comprehension of: <ul style="list-style-type: none"> - a short positive text (This is a ..., it is, it has got, it can, ...). - To produce oral 	<p>Activity 7 - Attachment 1: Animals body parts and features</p> <p><i>See Teaching notes (Activity 7: Clarification)</i></p>	W	15 mins.

<p>SORT OUT</p>	<p>the guitar, ...)</p> <p>Activity 8 The T. shows a picture of a sea star with some words all around; she reads them and provides new information about this animal, then she asks Ss to form positive sentences using “This is ...”, “It is ...”, “It has got ...”, “It can...”.</p> <p>Then the T. asks Ss. in turn to read, explain, mime , ... (like she did about the fish) the related short text about the sea star. She repeats the exercise with a picture and a text about an octopus...</p> <p>Then the T. asks Ss. to pay attention to the last two pictures (about corals and sea jelly) The T. provides information about these animals. To let them understand that a coral is a small animal that lives in colonies, she first shows some photos or frames from a video (e.g. activity 13, attachment 1), then she asks a S. to pretend to be a coral and eventually she invites others to join to the first one.</p>	<p>- abilities ... of sea animals.</p>	<p>sentences to describe (use of the verbs “to be”, “to have”, “can” in the third singular).</p>	<p>Activity 8 – Attachment 1: See: Activity 7 - Attachment 1: Animals body parts and features</p> <p><i>See Teaching notes (Activity 8: Clarification)</i></p> <p>Activity 8 – Attachment 1: See: Activity 7 - Attachment 1: Animals body parts and features</p> <p><i>See teaching notes (Activity 8: Photo)</i></p>		<p>15 mins.</p> <p>15 mins.</p> <p>15 mins.</p>
<p>OUTPUT</p>	<p>Activity 9 The T. hands out a worksheet related to pictures and texts of the previous exercises. The T. asks Ss. to pay attention to the list of words on the side of the last two pictures and to the box with the beginning of some sentences.</p>	<p>- To review known terminology about: - body parts of sea animals.</p> <p>- To provide for new information</p>	<p>- To practice the reading/comprehension of: - Simple basic information.</p> <p>- To practice the writing of:</p>	<p>Activity 9 – See: Activity 7 - Attachment 1: Animals body parts and features</p>	<p>W</p>	<p>20 min</p>

	<p>The T. asks Ss. what they think they have to do, then – if necessary – she gives explanation ...</p> <p>Before starting, Ss in pairs read the list of words and they verify they understand them (otherwise they can ask to other Ss. to help them). In pairs, they orally complete the sentences.</p> <p>The T. invites some Ss. to complete the exercise at the Whiteboard; then they complete the sentences individually without looking to the LIM.</p>	<p>about:</p> <ul style="list-style-type: none"> - body parts, - features, - abilities ... <p>of sea animals.</p>	<ul style="list-style-type: none"> - a short, positive; - “guided” text (This is a ..., it is, it has got, it can, ...). 	<p><i>See teaching notes (Activity 9: Completed worksheet and photo)</i></p>	<p>P</p> <p>I</p>	
--	--	--	--	--	-------------------	--

***Type of interaction::** I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

LESSON 3/5– The Coral Reef (h. 0.30)

Steps	Lesson Description	CONTENT OBJECTIVES (Geography/Citizenship)	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	<p>Activity 10 The T. hands out a worksheet and invites Ss. to look at it carefully. Then she explains that there are five sentences to complete, choosing between the three possibilities. She reads the sentences and the options. Ss. can try to carry out the exercise (if they feel confident), otherwise they can complete it by looking at the whiteboard where a classmate carries it out.</p>	<ul style="list-style-type: none"> - To activate attention and interest. 	<ul style="list-style-type: none"> - To understand simple sentences and instruction. - To practice the reading/comprehension of: <ul style="list-style-type: none"> - Simple basic information. 	<p>Activity 10 – Attachment 1: Five sentences</p> <p><i>See teaching notes (Activity 10: Completed worksheet)</i></p>	W	5 mins.
CORE ACTIVITIES: FIND OUT	<p>Activity 11 The T. focuses Ss.' attention on the second sentence and invites them to discover more information about the sea where the Rainbow fish lives :</p> <ul style="list-style-type: none"> ☞ What do you think about the water? ☞ Is it clear? ☞ Is it salt or fresh? ☞ Are there animals? <p>Then the T. gives Ss. some new information:</p> <ul style="list-style-type: none"> ✓ The place where rainbow fish lives is called Coral Reef ✓ It takes the name because of the presence of coral, that is an animal that lives in group and that builds up a solid structure all around itself... 	<ul style="list-style-type: none"> - To review known terminology about: <ul style="list-style-type: none"> - the sea. - To provide for new information about the Coral Reef: 	<ul style="list-style-type: none"> - To understand oral sentences. - To interact in a conversation with a very simple speech. 	<p>Activity 11 - See: Attachment 1: Five sentences</p>	W	5 mins.

SORT OUT	<ul style="list-style-type: none"> ✓ Water is salt and warm all year long ✓ Is there a lot of food? ✓ There are different types of algae, sponges, animals... <p>Activity 12 The T. shows a map of the world and explains that the red spot is where there is a Coral Reef; she explains that the majority of them is in warm or hot places ... The T. asks students if they can locate Italy on the map and if there is Coral Reef somewhere around ...</p> <p>Activity 13 The T. shows a video with different kind of animals and plants of the Coral Reef. The T. encourages Ss. to look at the unique flora and fauna and to name them.</p>	<ul style="list-style-type: none"> - the physical features; - the animals; - the plants; - the location; - the living conditions; 		<p>Activity 12 – Attachment 1: Coral Reef World Map</p> <p>Activity 13: video www.youtube.com/watch?v=J2BKd5e15Jc</p> <p><i>See teaching notes (Activity 13: Photo)</i></p>	<p style="text-align: center;">W</p> <p style="text-align: center;">I</p>	<p>5 mins.</p> <p>10 mins.</p>
OUTPUT	<p>Activity 14 The T. hands out a worksheet with a simple chart and explains to the class that they are going to see ten different pictures. They have to classify them as Coral Reef or not, writing a tick or a cross in the corresponding space on the worksheet. The T. shows twice the Power Point Presentation.</p>	<ul style="list-style-type: none"> - To recognize and classify a Coral Reef landscape. 	<ul style="list-style-type: none"> - To understand simple sentences and instruction. 	<p>Activity 14- attachment 1a/b:</p> <ul style="list-style-type: none"> • Power Point Presentation (Is it a Coral Reef?); • True or false chart <p><i>See teaching notes (Activity 14: Photo and completed worksheet)</i></p>		<p>5 mins</p>

***Type of interaction::** I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

LESSON 4/5 – Drawing together (h.2)

Steps	Lesson Description	CONTENT OBJECTIVES (Art/Citizenship))	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	<p>Activity 15 The T. turns on the LIM and shows some paintings about the sea life. She underlines the differences between them (the techniques, the colours, the shapes, the realism, ...). The T. invites Ss. to express their preferences.</p>	<ul style="list-style-type: none"> - To activate attention and interest. 	<ul style="list-style-type: none"> - To understand simple sentences and instruction. - To express one's own opinion. 	<p>Activity 15 - Attachment 1: Paintings of the Coral Reef sea bed</p>	<p>W</p>	<p>5 mins.</p>
<p>CORE ACTIVITIES: FIND OUT</p> <p>SORT OUT</p>	<p>Activity 16 The T. informs Ss. that they are still going to see the video about the Coral Reef. She invites them to pay attention to the animals, but also and particularly to the sea ground, the plants, the colours and the shapes they are going to see.</p> <p>Activity 17 At the end of the view, the T. stimulates Ss. to speak by asking some questions: <ul style="list-style-type: none"> - Are there lots of livings? - What animals have you seen? - Is it big or small? - Are there plants? - Is the water clean or dirty? - Is there light or is it very dark? </p>	<ul style="list-style-type: none"> - To review known terminology about: <ul style="list-style-type: none"> - Colours; - Shapes; - light (dark and light); 	<ul style="list-style-type: none"> - To interact in a conversation with a very simple speech. 	<p>Activity 16 See: Activity 13: video www.youtube.com/watch?v=J2BKd5e15Jc</p>	<p>W</p>	<p>15 mins</p> <p>5 mins</p>

	<p>-</p> <p>The T. tells the Ss. they are going to draw a picture to represent a Coral Reef landscape. First, they have to remember what they have seen and to imagine in their mind the scene they want to realize.</p> <p>The T. explains they are going to work in pairs, so they can speak each other to share ideas (I draw a fish here!, we can draw some jellyfish in the corner, I colour the shell light pink, ...).</p> <p>The T. explains that giving an idea is like sharing a scale!</p> <p>After a few, the T. invites Ss. to start drawing on their own paper.</p>	<p>- dimension.</p> <p>- To observe pictures and keep information from them.</p> <p>- To plan a scene on the base of given information.</p>			I P I	5 mins.
OUTPUT	<p>Activity 18</p> <p>The Ss. draw the scene and colour it; they can speak about their choices (I like red, I prefer yellow, let's use felt-tip pen, draw the jellyfish here!, ...)</p> <p>The T. gives supports and suggestions and encourages them to collaborate and possibly to discover shared solutions.</p>	<p>- To draw a scene on the base of given information, following a plan.</p> <p>- To colour appropriately.</p>	<p>- To understand simple sentences and instruction.</p> <p>- To express one's own opinions.</p>	<p>Drawing paper, pencil, coloured pencil, felt-tip pen</p> <p>See Teaching notes (Activity 17: drawings), ...</p>	I	90 mins.

*Type of interaction:: I- Individual;; P- Pair Group; G- Group; W- WHOLE CLASS

LESSON 5/5 – Sharing scales! (h.1.30)

Steps	Lesson Description	CONTENT OBJECTIVES (Literacy/Citizenship)	LANGUAGE OBJECTIVES	RESOURCES	TYPE of INTERACTION*	TIMING
Warm up of the lesson:	<p>Activity 19</p> <p>The T. shows the image of the video in which the Rainbow fish gives out his scales and it starts to feel happy. She highlights that everybody is happy: the one who gives and the ones who receive</p> <p>The T. asks them if they want to play a special game in which everybody can give out or receive a “scale” (without revealing what it exactly consist of) and in which everybody can be happy!</p>	<p>- To activate attention and interest.</p>	<p>- To understand simple sentences.</p> <p>- To express one’s own opinions.</p>	<p>Activity 19 - Attachment 1: Video of the story: www.youtube.com/watch?v=lQaz0-w-PvA</p>	W	5 mins.
CORE ACTIVITIES: FIND OUT	<p>Activity 20 - Cooperative game</p> <p>The T. announces that the game is divided into two halves:</p> <ul style="list-style-type: none"> - in the first one, Ss. have to craft a “scale”, a shiny scale. - In the second one, they are going to play using the previously prepared scale. <p>To access the second part, everybody has to finish part one; the faster they do, the longer they can play later!</p>		<p>- To understand simple sentences and instruction.</p>	<p>Activity 20:</p> <ul style="list-style-type: none"> • “Scale shaped” cards • shiny pieces of paper (or some tinfoil) • glue, scissors; ... • Attachment 1 : “friendly action” papers (white pieces of paper with some 	W	10 mins.

<p>SORT OUT</p>	<p>The T. shows the materials they need and the procedure to realize the scale. Then she divides the Ss. in teams of three or four players and asks them to sit in group. Now the T. gives out the materials in an unequal way, so that in each group there won't be the correct number of cards and papers to craft the scales. Ss. display the materials on their desk. The T. communicates that the aim of the game is that all the players of the teams can create their own scale. She explains the rules:</p> <ul style="list-style-type: none"> - Teams play in turn; - One player of the team picks up one of the excess material of his/her team and walks all around the classroom to discover who could need it; he/she gives it to the chosen classmate. - Ss. who need the material cannot ask for it or show interest. If one player ignores this rule, the T. gets the materials back and the team has to wait to receive the materials. - When all the players of a team have got the necessary materials, they can craft their own scale. - There is not a winner: the first part of the game ends when everybody has craft his/her own scale. "conquering" the possibility for the whole class to 	<ul style="list-style-type: none"> - To take on own responsibility. - To accept one's own or other's errors. - To work together to reach a goal. - To perform good friendly action. 	<ul style="list-style-type: none"> - To interact in a conversation with a very simple speech (Here you are!, Thank you!, ...). 	<p>words and a picture to clarify them) –</p> <p><i>See Teaching notes (Activity 20:Materials and photos)</i></p>	<p>G</p>	<p>30 mins.</p>
-----------------	---	---	---	---	----------	-----------------

	access to the second part of the game.					
OUTPUT	<p>Activity 21 To perform the second part of the game, it's necessary to have an empty room /open space in which Ss. can move freely.</p> <p>First of all, the T. calls attention on the fact that cards are different: on one side they all are shiny, but on the other side there is a picture with a "friendly" word that describes a kind gesture. The T. shows and reads all the different type of cards and makes sure that everybody understands them. The T. reveals in advance that, during the game, they have to deliver their card to a classmate, "giving" him the kind world or the friendly gesture depicted on it.</p> <p>Then the T. gives the directions. Ss. stand in a circle, everybody with one scale. When the T. says "Go!", they start to move slowly in the space, without bumping into others, chatting with friends, stopping or running, showing the card or</p>	<ul style="list-style-type: none"> - To take on one's own responsibility. - To work together to reach a goal. - To perform good friendly action. - To display good friendship skills through the play. - To take on correct behaviours towards friends. - To use friendly kind words. 	<ul style="list-style-type: none"> - To understand simple, oral sentences and instruction. - To use friendly kind words and sentences (can you show me..., do you need, ...). - To read and understand simple words. 	<p><i>See teaching notes (Activity 21: Photos)</i></p>	<p>W</p> <p>See the Teaching notes x spiegare che nessuno verrà forzato... Possibilità di personalizzare se (inchino, baciavano,...) o gesti di altruismo e culture</p> <p>I</p>	<p>30 mins.</p>

	<p>laugh.... If someone doesn't respect a rule, all the Ss. have to stop and to return in circle; the game restarts.</p> <p>After a few, the T. says "Stop" and all the children stop moving. Ss. look around and discover a nearby classmate. The T. says "Go to your new friend!" and they reach him/her. Ss. that cannot spot a "free" friend, put their hands up so that they can recognize each other and pair off. If the number of Ss. is an odd number, the teacher herself/himself can play or presupposes a trio of Ss. Now the T. says "Exchange your scales" and Ss. switch them; they also say to the friend the kind word or do the friendly gesture depicted on the card. Ss. always have to change their partner at each turn: they can't give the scale to the same classmate!</p> <p>If everybody carries out the work appropriately, the game continues (Ss. keep the new scale and start walking, waiting for the T.'s directions); if during the game, someone shows a misbehaviour, especially towards another S., the game restart from</p>				<p>P</p> <p>W</p>	
--	---	--	--	--	-------------------	--

	<p>the initial circle.</p> <p>The game ends when Ss. :</p> <ul style="list-style-type: none"> • reach the previously determined number of turns of games without restarting from the circle (“victory”). • reach the previously determined number of turns of games restarting from the circle (“failure”). <p>Activity 22</p> <p>The T. invites Ss. to think about the experience and to express their thoughts. She guides them with some questions:</p> <ul style="list-style-type: none"> • Could you win the first game by yourself or would you need the collaboration of your friends? And what about the second one? • Do you like to receive a kind word / a friendly gesture from your classmate? • Were you happy or a little bit angry to restart the game because of the misbehaviour of a friend? • And when – later – he/she behaved appropriately, were you happy? 					15 mins.
--	--	--	--	--	--	----------

ASSESSMENT	<p>FORMATIVE ASSESSMENT (on going process): The teacher observes the attitude of each pupil during the activities; then, at the end of each lesson, the T. asks Ss to express the self assessment in a very simple and quick way (see “Teaching notes”)</p> <p>SUMMATIVE ASSESSMENT (written and oral tests / resources/): Because of the age of the Ss. and of the specificity of the learning unit related to the citizenship, the T. acts out the summative assessment on the base of the observation carried out during the lessons and particularly:</p> <ul style="list-style-type: none">✓ Activity 20 (Game, part 1: let’s craft our scales!)✓ Activity 21 (Game, part 2: let’s share our scales!)✓ Activity 22 (Discussion: our thoughts) <p>(Evaluation criteria and scoring rubric in the “Teaching Notes”)</p>
-------------------	--