

We ARE

THE

WORLD

Strumenti e idee di
EDUCAZIONE CIVICA
in lingua inglese

WEBINAR GRATUITO

22 Aprile 2021
ore 17:00

TEACHER TRAINER *Louise Baxter*





We are the world

We are the Children



We are the ones who make a brighter day, so let's start giving.....

It's true we'll make a better day, just you and me..... FRIENDS !

Teaching our students Citizenship is not an additional subject – it's a framework for learning, reaching beyond school to the wider community.

You and Me Friends



Citizenship in the Primary years.

- Citizenship education develops knowledge, skills and understanding that pupils need to play a full part in society as active and responsible citizens.
- Primary educators seek to develop children's ability to take responsibility for themselves and work successfully alongside others.
- Working together to make positive differences in a society where they live - locally, nationally and globally.

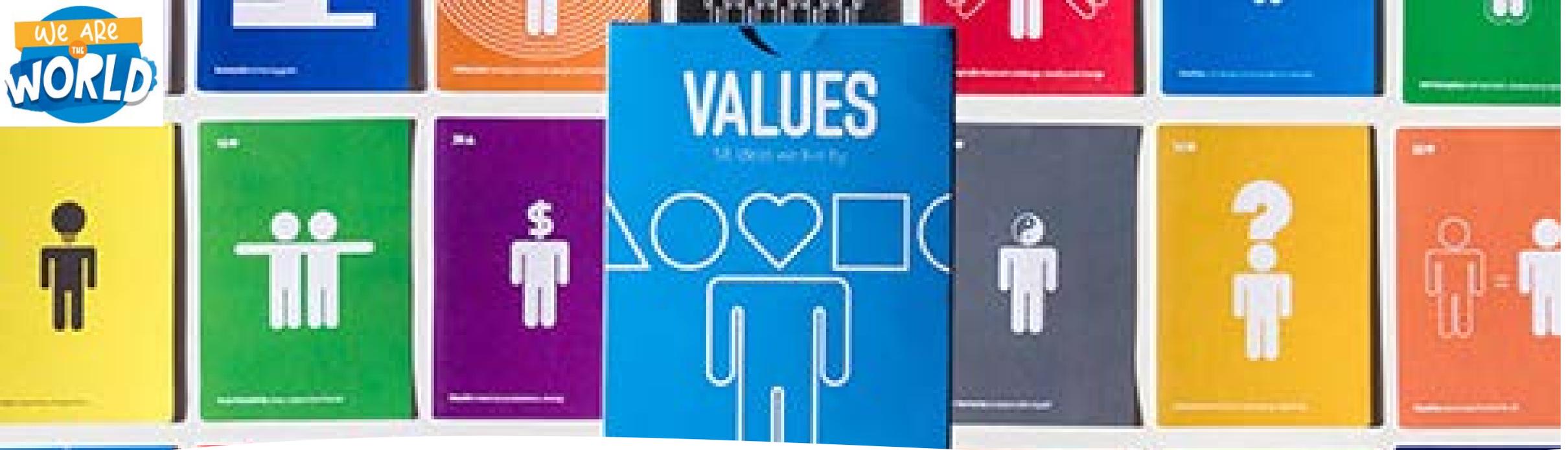


Citizenship themes

An education for social responsibility covers a variety of citizenship themes including;

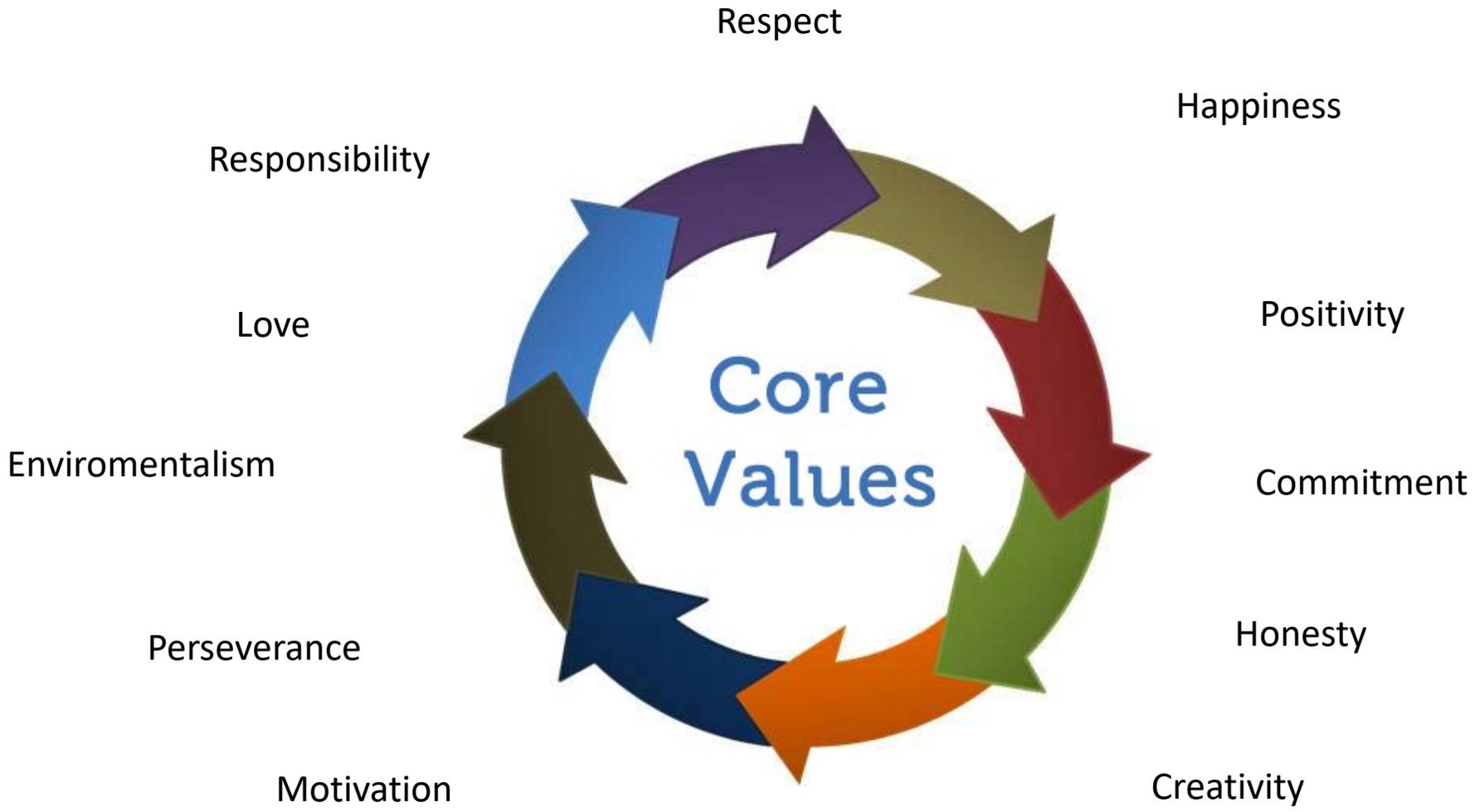
- Being kind to others
- Taking care of the environment
- Sustainable Development Goals





What are the values and attitudes of Citizenship?

- Every society is held together by certain values and every school expresses values and expectations.
- Many schools adopt core values. They are the highest ideals that reflect what is centrally important to students in and out of school.
- These values are integrated into contexts...



Can you think of some more core values for your school?



The 4 core values

Love

Responsibility

Respect

Happiness

The 6 contexts

Self-awareness

Family

School

Community

Nation

Global





Citizenship essential elements.

- **Knowledge** and **understanding** about topics like what is right and wrong and the importance of rules, sustainable development and the world as a global community.
- **Skills** and **aptitudes** including expressing opinions, and participating in community action.
- **Values** and **dispositions** including responsibility, respect, listen to and work with others.



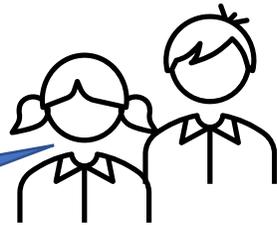
How can citizenship benefit young people?

It helps them to learn about themselves as individuals and develop self confidence and a sense of agency, and successfully deal with life changes such as bullying and discrimination.

It gives them a

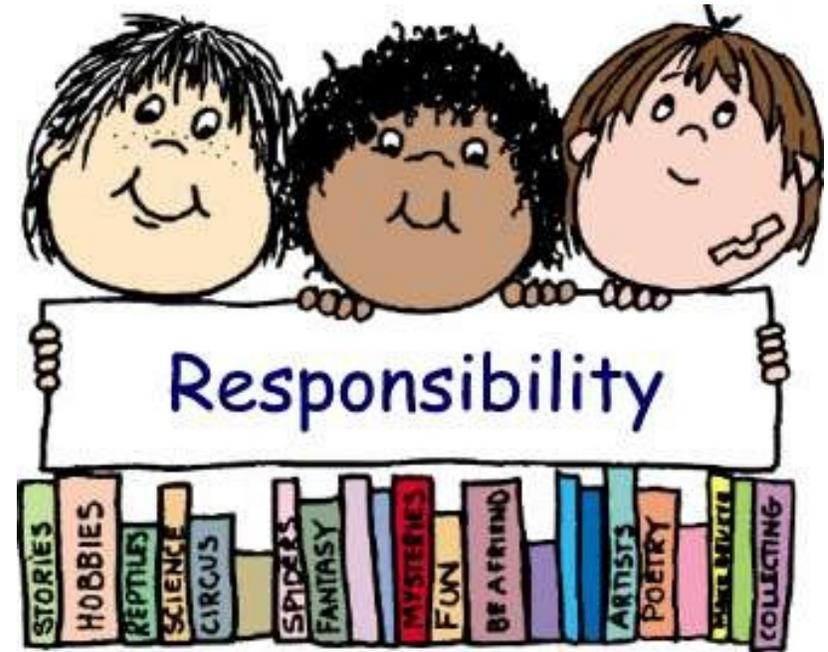


voice



during their school life, their communities and in society.

By developing their knowledge and skills, they are encouraged to make a positive contribution and understand their responsibilities both in and out of school. It prepares them for challenges and opportunities of adult working life.



PSHE Education

Personal, Social, Health and Economics Education is an important and necessary part of all students' education.

Its main focus is health and wellbeing, relationships and living in the big, wide world.

PSHE education aims to teach children the knowledge and skills that they need to stay safe, be happy and healthy.



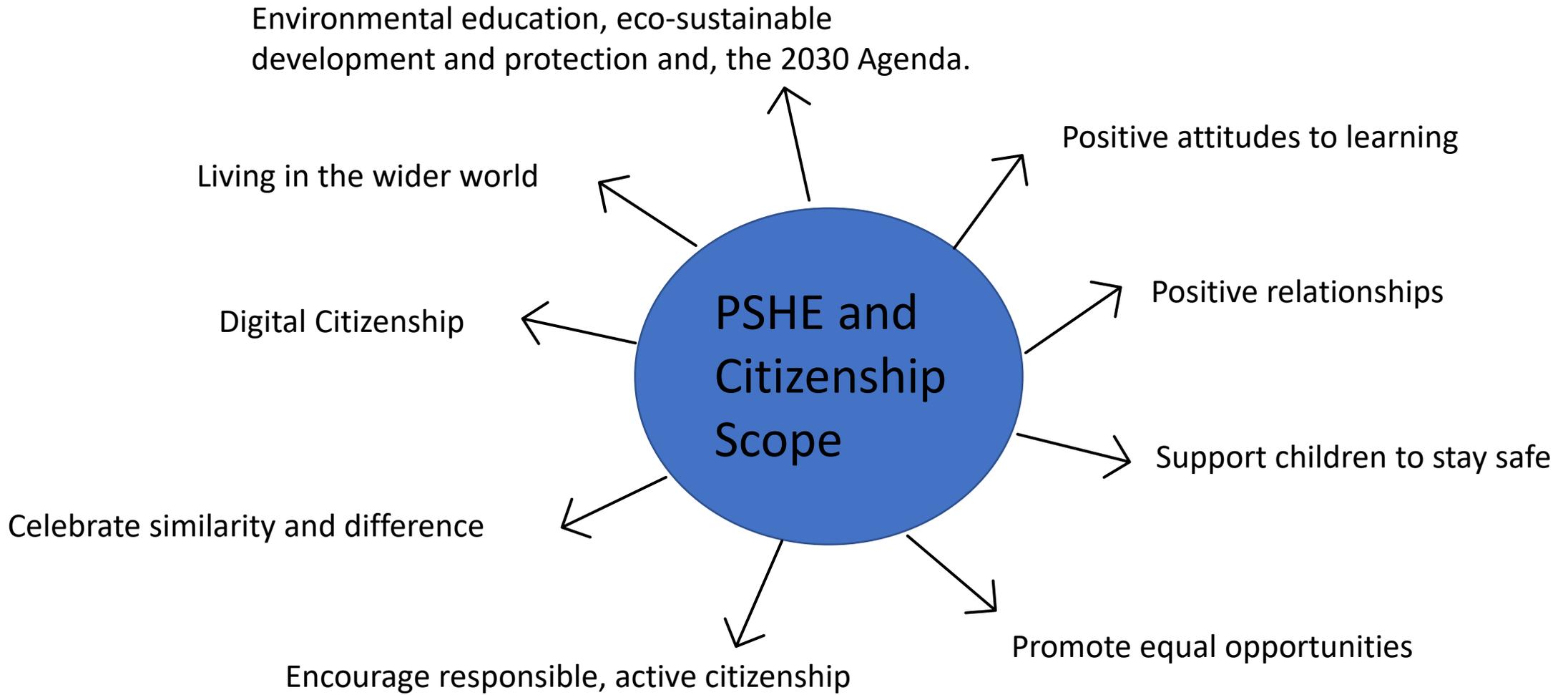


Combining both Personal, Social, Health and Economic education and Citizenship lessons can help children build confidence and independence so they can make informed choices about how to lead lives that are healthy and safe and contribute responsibly to society as active citizens.

PSHE and Citizenship



PSHE and Citizenship spidergram to show some of the areas of coverage from the teaching guidelines of «educazione civica»



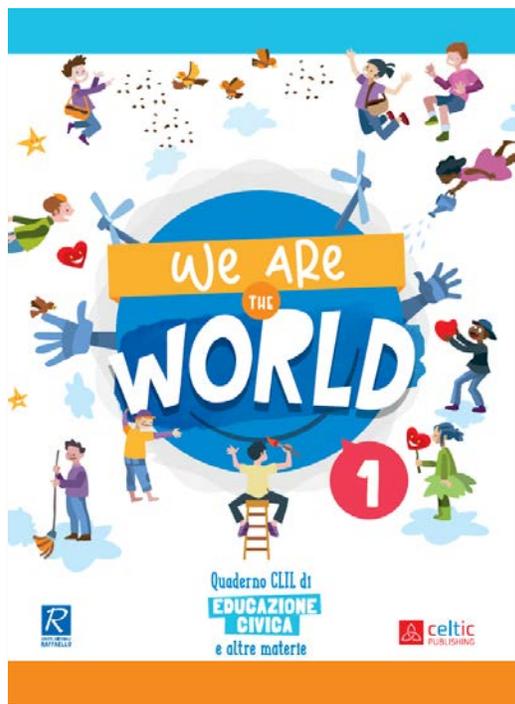
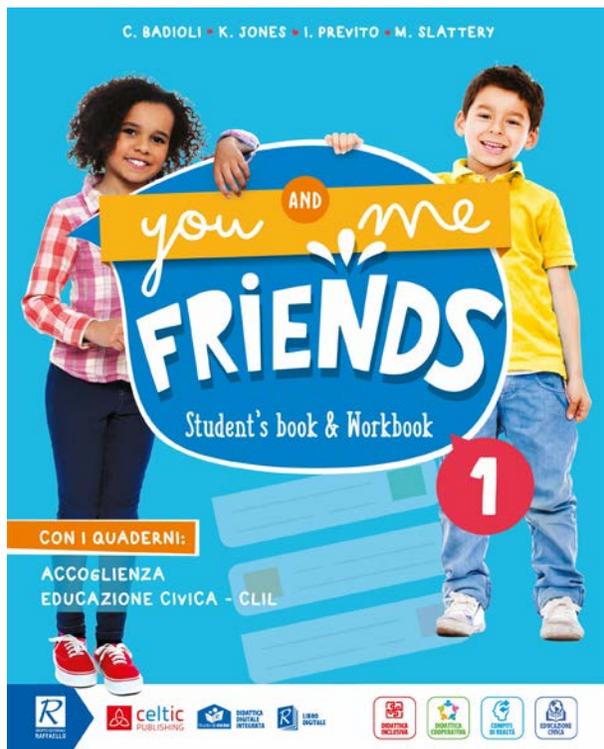


You and Me FRIENDS

You and Me FRIENDS is a highly motivating and stimulating new course with a storyline based on **friendship**.

The course offers a **Civic Education booklet – We are the World** - to promote responsible citizenship through all the essential elements; *Knowledge, Understanding, Skills, Aptitudes, Values and Dispositions* from classes 1 to 5.

All the themes encourage active participation and offers many more opportunities about CLIL topics in English!





One of the many important areas of You and Me Friends is the acquisition of language through *communication* and *learning by doing*.

You and Me Friends includes a strong focal point on all the effective forms of learning in citizenship education;

active: The importance of learning by doing

interactive: Opportunities for discussions (Classes 4 & 5 Discuss in class)

relevant: A focus on real-life issues facing young people and society

critical: Encourages young people to think for themselves

collaborative: Engage in co-operative learning

participative: Gives young people a say in their own learning





We are the World booklets helps to assist young learners in understanding about themselves as an individual.



It supports students with *the knowlege, skills and understanding* to play an effective role in society at local, national and international levels.

Each booklet has a focus on a different theme, appropriate for each age group:

Class 1= emotions, empathy and respecting rules

Class 2= I'm a citizen of the world, respect the planet, protecting nature and keeping safe

Class 3= self-awareness, caring for myself, others, animals and the planet

Class 4= empathy, caring for others, caring for the planet

Class 5= citizens of the world, Agenda 2030, empathy, digital citizenship



You and Me Friends





You and Me Friends Storytime

The **storytime episodes** in each student's book has a principle **focus on**

- ✓ making new friends
- ✓ the importance of friendship
- ✓ emotions
- ✓ empathy
- ✓ caring for others
- ✓ the importance of collaboration.



You and Me Friends Storytime

Unit 1 introduces the New Academic Year - A great opportunity to introduce Civic Education/PSHE into your classroom.

In students's book 1 - 3 the Storytime topics explored are:

Book 1: who our new friends are

Book 2: what it means to be a good friend

Book 3: keeping friendships positive and healthy.

STORY TIME HELLO BUDDY!

32 Listen and read. 27

1 Hi Ben! Hello Lily!

2 You look so excited! Yes! I've got a new toy...

3 My new skateboard! A present from my uncle and aunt.

4 Do you like it? Yes! Yes! Can I try it?

5 Be careful! It's new! OK! This is for you.

6 Hmm... Yummy! Buddy, stop!

18





We Are The World Booklet 1 - 3

We Are The World Booklet 1 - 3 invite students to investigate *their own identity and values.*

Identify what is right and wrong, keeping safe.

An introduction to Goal 12 in the 2030 Agenda.

CITIZENSHIP Respecting the rules

RIGHT OR WRONG?

- Look and colour the traffic light: Yes! No!

8

CITIZENSHIP I'm a citizen of the world

MY FRIENDS AND ME

- Read and write your classmates' names.

We are all different in colour and name, from different countries but we are all the same!

I my classroom

- Read and colour the peace flag.

2

CITIZENSHIP Caring for myself

STAY HEALTHY

- Read, look and complete.

Do you want to be healthy? Follow the golden tips.

- wash your hands
- be active
- drink lots of water
- get enough sleep
- eat fruit and vegetables
- do something you love

MY HEALTHY REPORT

- Read and tick.

	YES	NO	SO SO
I'm active.			
I eat fruit and vegetables.			
I wash my hands.			

4

You and Me Friends





the Sustainable Development Goals in You and Me Friends

In 2015 The United Nations introduced the Sustainable Development Goals (SDG's) A plan to reduce poverty, protect nature and facilitate EVERYONE to live in peace and prosperity.

We Are The World booklet covers many of these individual goals from protecting nature, *class 2* through to International Organisations and Universal Declaration of Human Rights, *class 5*.

CITIZENSHIP Protect nature

NO PLASTIC, PLEASE!

- Look and read.
- What can you do to reduce the use of plastic? Read, look and put a tick.
 - Don't use plastic straws. 
 - Use reusable bottles. 
 - Bring your own shopping bag at the supermarket. 

6

Citizens of the world **CITIZENSHIP**

- Read and match.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

The Universal Declaration of Human Rights is a special document which declares the rights that everyone must have.

In **1948**, the United Nations adopted this document which includes 30 statements that protect the rights of all people.

These are some of them:

- A** Everyone has the right to free education.
- B** Everyone has the right to food, clothing, housing and medical care.
- C** Everyone has the right to share their opinions.
- D** All people are born equal and everyone has the right to be free.

3





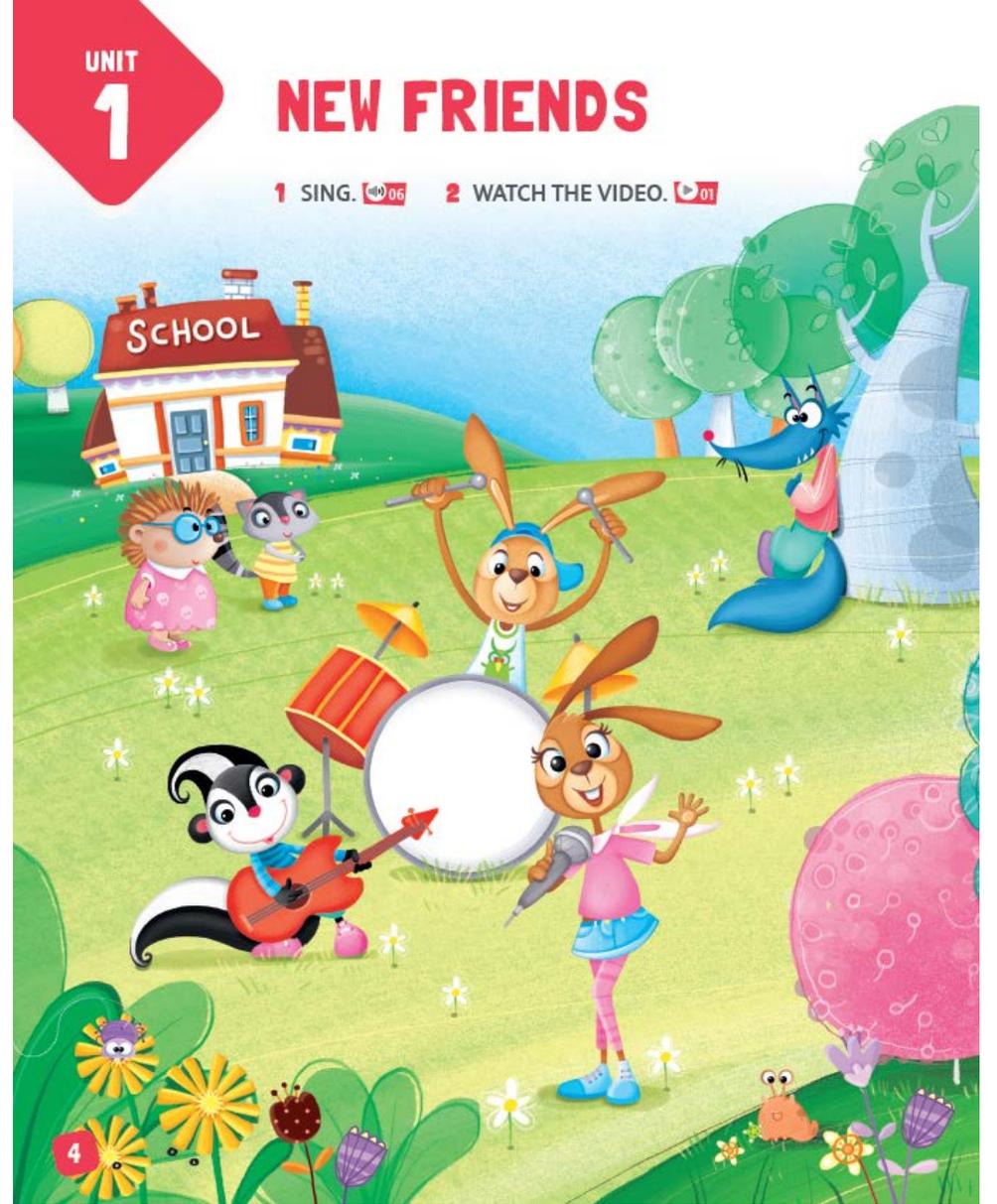
Let's take a look at some class 1 and 2 activities that you can easily apply with a focus on emotions for Citizenship and friendship from the student's book.

Unit 1 introduces the theme «New Friends» with a song. This can be extended to other rhymes and poems about friendship.

The vocabulary is simple and you can create simple actions to the words.

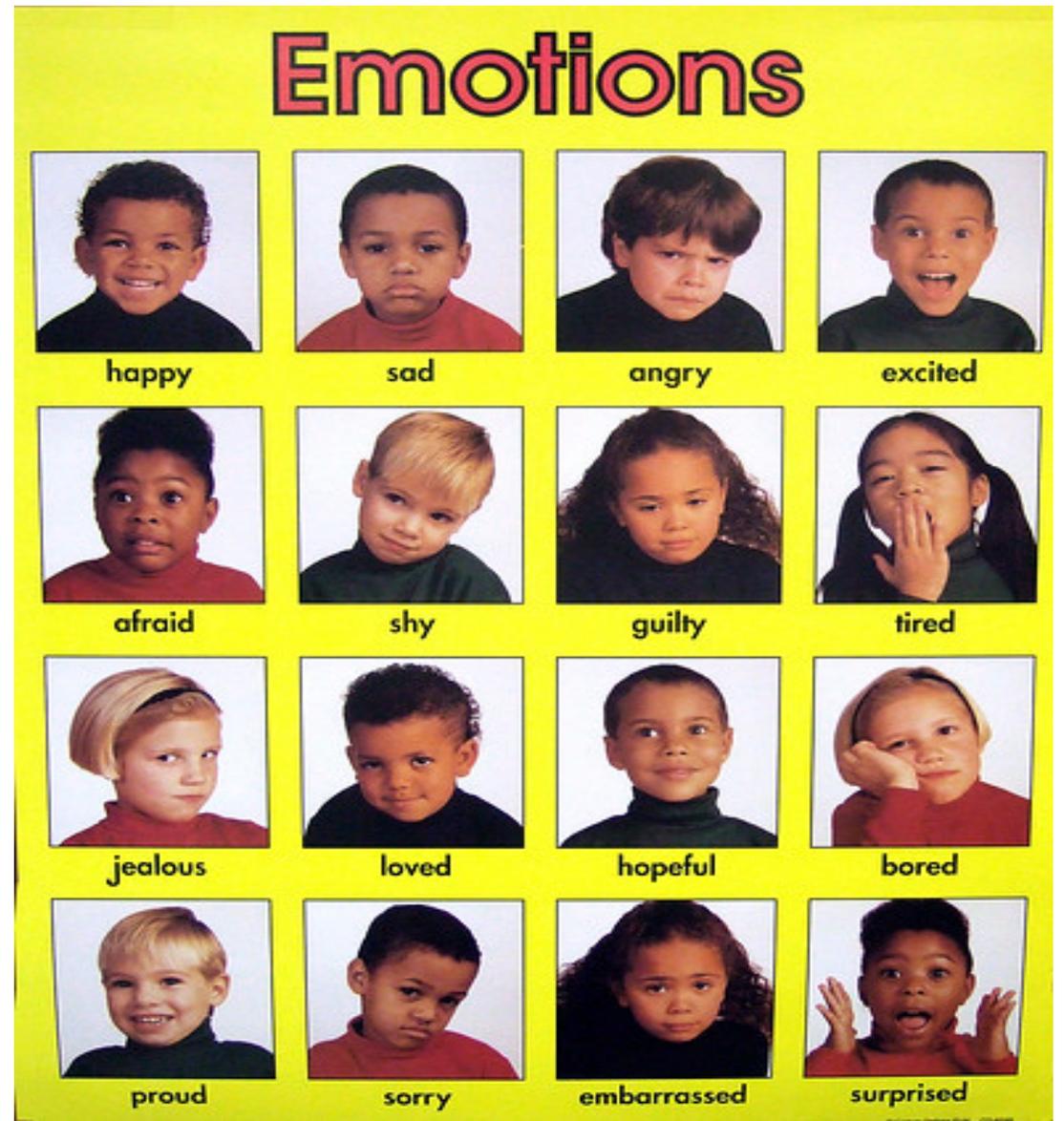


✓ **Linguistic Goals:** you and me, one, two, three, playing together



Emotions

- Set up an emotions chart
- List the emotions with pictures and words
- Get children to place their names next to the emotion.



Linguistic Goals: happy, sad, angry, tired.
How are you today ? I'm feeling.....



Celebrating Differences



Lovely activity to describe similarities and differences.

Class 2 and 3
(can be easily edited for class 1).

Me	My Friend
A picture of me	A picture of my friend
My favourite food is...	Their favourite food is...
My favourite colour is...	Their favourite colour is...

✓ **Linguistic Goals:** I am 7, my friend is 6. I like blue, my friend likes red.



Animal Welfare

Raise standards of care, and awareness of issues, affecting animals today

We Are The World booklet 3 looks at the importance of adopting a domestic animal to a global issue of endangered species. A follow-on of the Student's book, Unit 4 all about PETS and PET CARE.

CITIZENSHIP Caring for animals

ADOPT, DON'T SHOP!

- Read and look.
If your family is looking for a pet, adopt one. Adopting an animal means saving its life!

If you can't adopt an animal you can help an animal shelter.

donating pet food

offering blankets

donating pet medicines

Pretend to adopt a pet and complete the adoption certificate.

PET ADOPTION CERTIFICATE

PET NAME:

PET TYPE:

BIRTHDAY:

DESCRIPTION:

.....

I promise to love and take care of my new pet. _____

(signature)

DRAW YOUR PET HERE

6

CITIZENSHIP Caring for animals

SAVE THE ANIMALS

- Read then research and complete.

Hello, I'm a giant panda.
I live in China.
I'm an endangered animal.
I eat bamboo and the bamboo forests are disappearing.
Please, help me!

Write the names of other endangered animals:

.....

.....

- Read and draw your mini-poster.

What can we do to save endangered animals?

RESPECT NATURE

REDUCE POLLUTION

LEARN ABOUT ENDANGERED SPECIES

7



Citizenship and CLIL

An extension would be to list the different animals, learn their names and find out where in the world these animals live.

This links well with a **CLIL Geography lesson** on page 15 in We Are The World booklet 3 on geographical landforms.

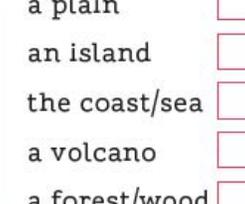
Once the children identify where the endangered animals are in the world they can also look to see which environment or landform is their habitat.



- ✓ **Linguistic Goals:** pet, adopt, donate, animal shelter, endangered animals/species, countries and landforms

GEOGRAPHICAL WORDS TO DESCRIBE THE LAND

• Look and match.



- a river
- a hill
- a mountain
- a glacier
- a lake
- a plain
- an island
- the coast/sea
- a volcano
- a forest/wood

Global Issues

Class 4 and 5 We are the World Booklet has a more comprehensive approach on the the Global Goals.

Class 4 looks at: Caring for the planet and in particular *pollution issues:*

air pollution

water pollution

climate change

global warming and

greenhouse effect



CITIZENSHIP Caring for the planet

GLOBAL WARMING

• Read, then choose the right word.



Global warming is when the earth's temperature increases. The heat from the sun gets through the atmosphere but it can't get back out. Why?



Because the greenhouse gases from factories and smog stop the heat in the atmosphere. This is the **greenhouse effect**.



The greenhouse effect has a negative impact on the earth. People, animals and plants are at risk.

- 1- Global warming is when the earth's temperature **increases** / **decreases**.
- 2- The heat from the **moon** / **sun** can't get back out.
- 3- Greenhouse **gases** / **clouds** stop the heat in the atmosphere.
- 4- Living creatures **are** / **aren't** at risk because of the greenhouse effect.

6



Goal 14 – Life Below Water

In the You and Me FRIENDS 4 student’s book there is a double page focus on **all** the Global Goals.

Goal 14 life below water is presented in the booklet.

A focus on oceans and its sea creatures and why they are essential to life on earth.

There is a also an opportunity for students to voice their opinion in a true or false activity which follows a reading comprehension exercise.

• Read and tick true (T) or false (F).

Oceans are essential to life on earth, because life is possible thanks to water. In fact, they cover more than 70% of the earth’s surface. Most of the oxygen in the earth’s atmosphere comes from oceans and oceans are also important because they regulate the global climate.

SO WE HAVE TO PROTECT OCEANS AND ALL THE CREATURES THAT LIVE THERE. WHAT DO YOU THINK?

- Oceans cover less than 30% of earth’s surface. T F
- Oceans have an important role in regulating the climate. T F
- Sea living creatures are not in danger. T F
- There’s a strict connection between the marine ecosystem and the terrestrial ecosystem. T F

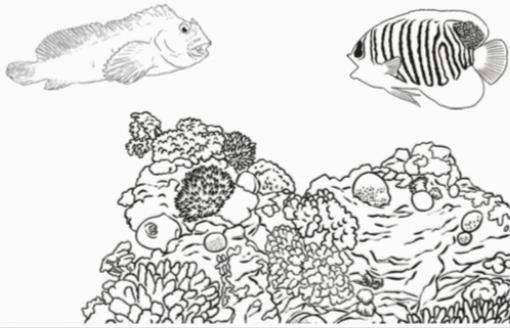
DISCUSS IN CLASS



Global Goals: Life below Water

Unscramble the words below and write the answers on the lines.

1. naemri _____
2. lotoluipn _____
3. naceo _____
4. tascacol _____
5. tessysemoc _____
6. fisgoiervnh _____
7. fcaioiaictnd _____
8. settiuevdrc _____
9. verescn _____
10. biphotir _____



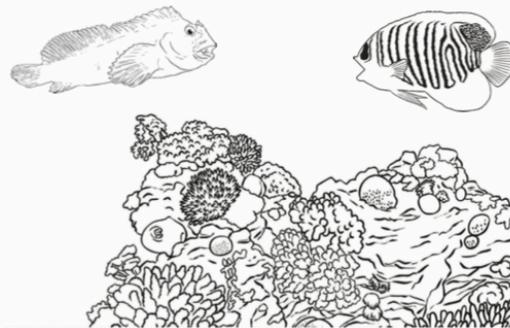
twinkl

visit twinkl.co.uk

Global Goals: Life below Water - Answers

Unscramble the words below and write the answers on the lines.

1. marine
2. pollution
3. ocean
4. coastal
5. ecosystems
6. overfishing
7. acidification
8. destructive
9. conserve
10. prohibit



twinkl

visit twinkl.co.uk

A great follow up activity to repass target vocabulary.

Unscramble the words relating to Global Goal 14

These activities can be edited or you can create your own that works for you and your class.

The CLIL Science pages look at **Animal classification** can also link well to the to Global Goal 14.

✓ **Linguistic Goals:** pollution, marine, ocean, ecosystems, coral....

Additional Ideas for CLIL.
 Information flash cards
 about sea creatures
 classification and find out
 where we find these sea
 creatures in our oceans and
 if they are endangered by
 water pollution.

✓ **Linguistic Goals:** sea creatures names... starfish, frogs octopus etc..., vertebrates, invertebrates, they have, they are, some examples, they live

Invertebrates

Crustaceans are invertebrates.

- They have a head and abdomen.
- They live mostly in the ocean or other waters.
- Many have claws that help with crawling and eating.
- They have a hard shell to protect their body.

Some examples of crustaceans: crabs, lobsters, shrimps (or prawns) and barnacles.



twinkl.co.uk

Vertebrates

Fish are vertebrates.

- They have fins.
- They have a backbone.
- They are cold-blooded.
- They use gills to breathe.

Some examples of fish: sharks, puffer fish, goldfish and angelfish.



twinkl.co.uk

Vertebrates

Amphibians are vertebrates.

- They have lungs.
- They have a backbone.
- They are cold-blooded.
- They have slimy wet skin.
- They can live in water and on land.

Some examples of amphibians: frogs, newts, toads and axolots.



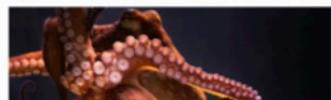
twinkl.co.uk

Invertebrates

Molluscs are invertebrates.

- They have a slimy foot.
- They have no backbone.
- They often have a shell.

Some examples of molluscs: snails, octopuses, slugs, mussels and clams.



twinkl.co.uk

Invertebrates

Echinoderms are invertebrates.

- They are marine animals that live in the ocean.
- They have arms or spines that radiate from the centre of the body.
- The central body contains their organs and their mouth which is underneath for feeding.

Some examples of echinoderms: sea stars, sea urchins, sea lilies and sea dollars.



twinkl.co.uk



Class 5 looks at the Agenda 2030 for Sustainable Development in detail including its 5 P's themes:



Bigger issues such as Bullying are covered and a double page of Digital Citizenship, keeping safe on the internet.



CITIZENSHIP Agenda 2030

AGENDA 2030: THE GLOBAL GOALS...

- Read and tick true (T) or false (F).

The **Global Goals for Sustainable Development** are a universal call to action by United Nations to make right choices to improve life in a sustainable way for a better future.

These **17 goals** were adopted in 2015 by all United Nations Member States and they will be revised in 2030.

- All U.N. Members States adopted the Global Goals. T F
- There are nineteen Global Goals. T F
- The Global Goals will be revised after 15 years. T F
- The Goals are a call to action to end poverty, to protect the planet and to guarantee a better life to all people. T F

DISCUSS IN CLASS Make a list of 3 challenges that your generation must overcome and discuss (also in Italian) with your classmates and your teacher.

Agenda 2030 **CITIZENSHIP**

... FOR SUSTAINABLE DEVELOPMENT

- Read and label the groups.

The 17 Sustainable Development Goals are grouped into 5 themes, also known as

The 5 P'S

- people
- partnership
- planet
- peace
- prosperity

IN GROUP Choose a global goal and make a research:

- talk about the problem;
- find pictures;
- say what you can do to make an impact!



Digital Citizenship

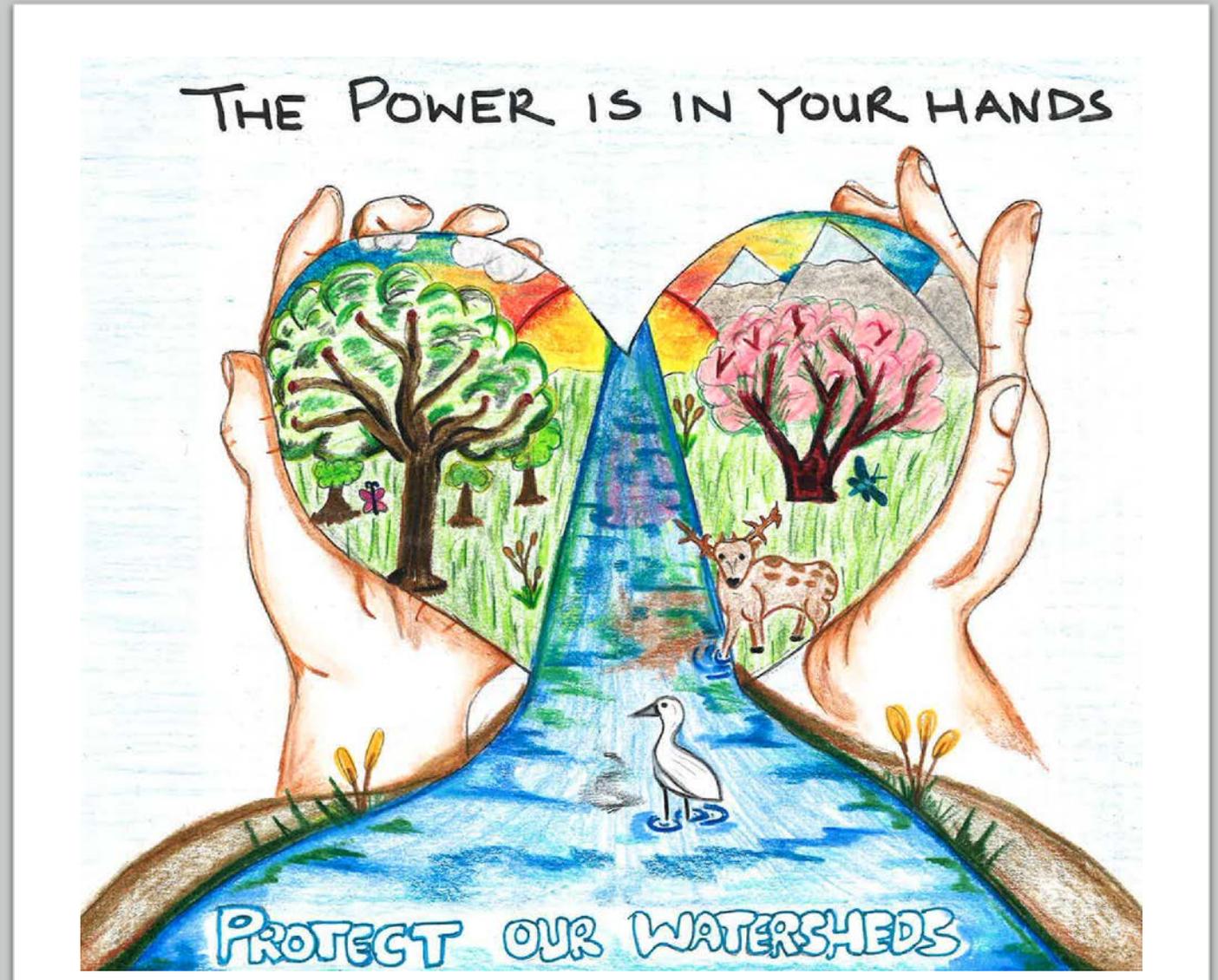
- We Are the World 5 introduces the students to the concept of digital Citizenship.
- They will become aware of information technology, being a Good Digital Citizen and what it means to be a Bad Citizen, and actions to prevent Cyberbullying.
- There is an opportunity to create and discuss an AntiCyber bullying Manifesto.

All Good Digital Citizens:



CLIL Links

- As a plenary to the Citizenship lessons, a Science page dedicated to The Planet Earth focuses on a reading comprehension and suggestions to what we can do as a Good Citizen to look after our planet.
- A fun creative activity for the students is to create slogans to help our planet...





...Or an ACROSTIC POEM like this one as today 22nd April celebrates Earth Day.



Earth is our planet
April 22nd, we celebrate
Reduce, reuse, and recycle
Take pride in our planet
Help do your part

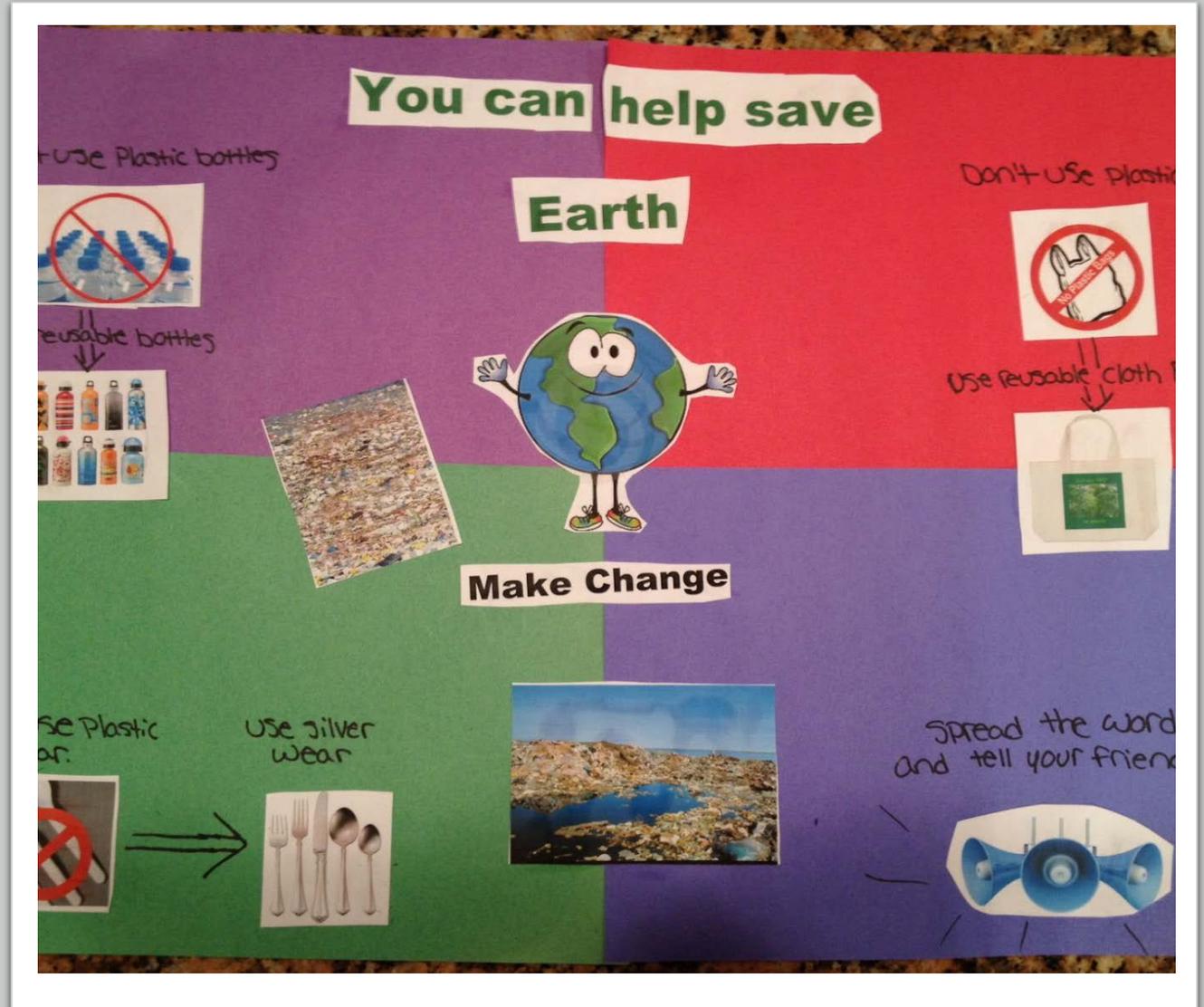


Doing a little each day helps
Animals and plants need our help
You can help every day

STORIES by Storie



Classroom Displays....



We will make this world



https://www.youtube.com/watch?v=BHllsOX_RE

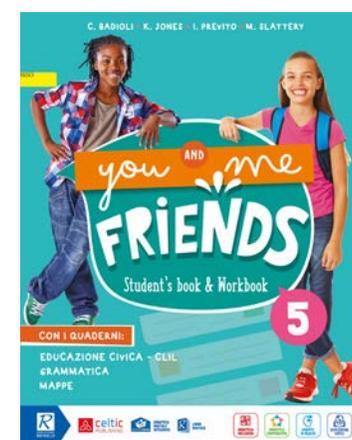
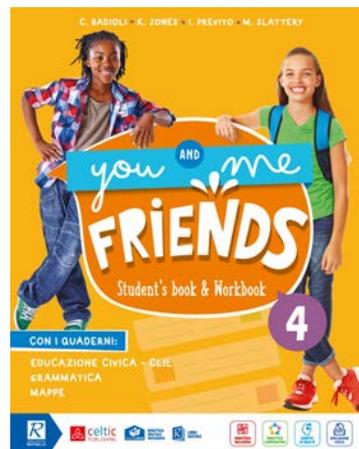
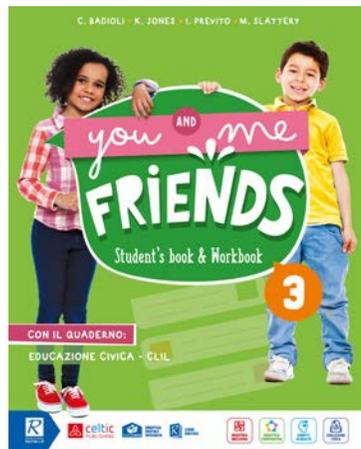
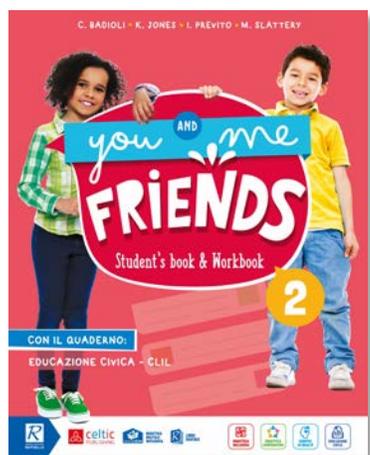
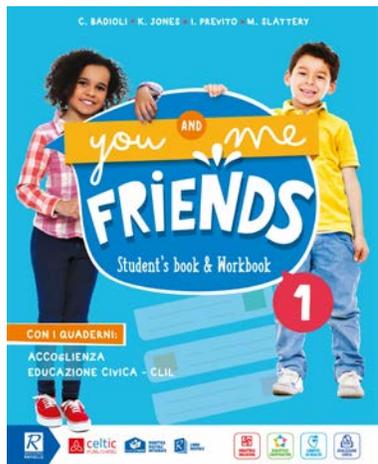




Useful websites for information & resources....

- Twinkl
- The World's Largest Lesson (available resources in different languages) online videos, games, comics and activity packs.
- The Ocean Challenge (Students can work through challenges to earn badges)
- Go-Goals interactive board game. To help children understand the SDGs, how they impact our lives and what they can do every day to help and achieve the 17 goals by 2030!





*l'amicizia
parla inglese*

Seguici su:



Celtic Publishing



You and Me Friends
(da Sett. 2021)

Il nostro blog:

<https://www.celticpublishing.com/blogceltic>