# General guidelines for the design of scenarios

1. Each teaching period should be a normal teaching period, that is, 45-50 minutes (for each scenario three teaching periods is the minimum)
2. Each activity within a teaching period should be described in detail by mentioning Time, Type of Activity (whole class, individual/pair/group work) and Actions/Tasks (what the teacher/students do step by step)
3. There should be worksheets with activities so that other teachers who are going to implement the scenario have something to rely on, although they could be adapted according to target group.
4. For the CLIL component, each scenario should place emphasis on some key language aspects apart from content, for example Culture, Cognition and Communication. Especially cognition is important so that weak students can succeed in overcoming the language barriers (scaffolding/differentiation techniques, language they need for the activities etc)
5. For the Multimodality component, input should be provided in various forms (videos, texts, websites, interactive activities, custom-made video lessons, interactive presentations etc) but also students' output should have similar features so that we can develop their media/digital literacy. Collaborative digital tools promote Collaboration / Communication / Creativity which are features of CLIL, Transversal Skills and Multimodality.
6. All the recommended activities will be uploaded/embedded on a Moodle platform, therefore it's advisable that all activities be in digital form, from drill and practice exercises to forums and collaborative tools.
7. Activities should promote Europeanity, Transversal skills and Competences (Knowledge, Skills and Attitudes)
8. Always have in mind when designing a scenario that other teachers and students from other countries are going to implement it, so it must be easy for them to follow the step-by-step teaching/learning procedure

**Examples of multimodality (for teachers and students)**

https://www.tricider.com/admin/2sh9Dtm1r6l/AfT6wsMHVnj
http://triblab.teipir.gr/test/test/edu/kouiz2/Consumer_behaviour/html5.html
https://edu.glogster.com/glog/be-a-good-consumer/2va234ijbfs
https://padlet.com/kleogerakou/jfxk1xbqe8r5
https://api.playposit.com/player_v2/?type=share&bulb_id=424868
https://www.liveworksheets.com/kz709747lv
https://www.canva.com/design/DAD4h1DJX1g/cfflH78Tqhj8vNzlwxXxWA/view?utm_content=DAD4h1DJX1g&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton
https://wordart.com/r3f8w5cwegys/word-art-13
https://padlet.com/ckalogerakou/a3pur367293160fd
https://www.canva.com/design/DAD4hgoW02g/46sPWAr_Na0Fjne1mEx-TQ/view?utm_content=DAD4hgoW02g&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton
https://quizlet.com/503188755/eratosthenes-experiment-diagram/?x=1qqt
https://ed.ted.com/on/QPfNgN4O
http://linoit.com/users/kleokalo/canvases/Social%20media
https://www.thinglink.com/scene/1322322964636499969

# Scenario submission form Template

Use this file before using the Scenario submission form to prepare the scenario submission.

To fulfill this template use the Scenario Submission Manual as a guide.

## Section 1: Scenario Identity

| | |
|---|---|
| **Title:** | |
| **Creators:** | |
| **School** | |
| **Subject areas** | |
| **Module** | |
| **Unit** | |
| **Student age** | |
| **English Language Level** | *(According to the Common European Framework reference for languages)* |
| **Requirements** | |
| **Key words** | |
| **Duration (in teaching hours)** | |
| | |

## Section 2: Key competences

| | |
|---|---|
| **Key competences that the scenario promotes** | |
| **Detailed key competences** | |
| *Knowledge* | |
| *Skills* | |
| *Attitudes* | |

## Section 3: Learning  Outcomes

| | |
|---|---|
| **Title:** | |
| **Creators:** | |
| **School** | |
| **Subject areas** | |
| **Module** | |
| **Unit** | |
| **Student age** | |
| **English Language Level** | *(According to the Common European Framework reference for languages)* |

| Requirements | |
|---|---|
| Key words | |
| Duration (in teaching hours) | |
| Learning Outcomes | |

## Section 4: Transversal Skills

| Transversal skills being developed in the scenario | |
|---|---|
| | |
| | |
| | |
| | |
| | |

## Section 5: Europeanity

| Europeanity<br>*Please describe in which sense do you believe that your scenario promotes europeanity (max 50 words)* | |
|---|---|
| | |
| | |
| | |
| | |
| | |

| | |
|---|---|
| **The scenario folder** | |
| **The scenario script file** | |
| **List of digital files** | |
| **List of URLs used as resources** | |
| **List of digital tools us** | |

# INCLUDE Scenario Script Template

Adjust the number of teaching hours according to your scenario. Add the number of activities for each teaching hour.

**1st teaching period**

| 1st Activity: | |
|---|---|
| Time: | |
| Type of activity: | |
| Class organisation: | |
| Actions/Tasks: | |

| 2nd Activity: | |
|---|---|
| Time: | |
| Type of activity: | |
| Class organisation: | |
| Actions/Tasks: | |

| 3rd Activity: | |
|---|---|
| Time: | |
| Type of activity: | |
| Class organisation: | |

| Actions/Tasks: | |
|---|---|
| | |

**2nd teaching period**

| *1st Activity:* | |
|---|---|
| Time: | |
| Type of activity: | |
| Class organisation: | |
| Actions/Tasks: | |

| *2nd Activity:* | |
|---|---|
| Time: | |
| Type of activity: | |
| Class organisation: | |
| Actions/Tasks: | |

| *3rd Activity:* | |
|---|---|
| Time: | |
| Type of activity: | |
| Class organisation: | |
| Actions/Tasks: | |

**Suggestions for future development and expansion of the scenario**

**Differentiation**

# INCLUDE TARGET KEY COMPETENCES

# DETAILED DESCRIPTION

*Based on the Council Recommendations on key competences for lifelong learning (OJ L2018/C 189/01)*

## 1. Literacy Competence

### Knowledge
Knowledge of vocabulary, grammar and the functions of language

Awareness of the main types of verbal interaction

Awareness of a range of literary and non-literary texts

Awareness of the main features of different styles and registers of language

### Skills
Skill to communicate both orally and in writing in a variety of situations

Skill to monitor and adapt their communication to the requirements of the situation

Ability to distinguish and use different types of sources, to search for, collect and process information, to use aids

Ability to formulate and express one's oral and written arguments in a convincing way appropriate to the context

Critical thinking and ability to assess and work with information

### Attitudes
Disposition to critical and constructive dialogue

Appreciation of aesthetic qualities and an interest in interaction with others

Awareness of the impact of language on others

Need to understand and use language in a positive and socially responsible manner

## 2. Multilingual Competence

### Knowledge
Knowledge of vocabulary

Knowledge of functional grammar

Awareness of main types of verbal interaction

Awareness of registers of the language

Knowledge of societal conventions

Knowledge of cultural aspects

Knowledge of the variability of the language

### Skills

Ability to understand spoken messages

Ability to initiate, sustain and conclude conversations

Ability to read, understand and draft texts with different levels of proficiency according to the individual's needs

Ability to use tools appropriately and learn the language formally, non-formally and informally throughout life

### Attitudes

Appreciation of cultural diversity

Interest and curiosity about languages and intercultural communication

Respect for each person's individual linguistic profile

Respect for the mother tongue of persons belonging to minorities and/or with a migrant background

Appreciation for a country's official language(s) as a common framework for interaction

## 3. Mathematical competence and competence in science, technology, engineering

### A. Mathematical competence

### Knowledge

Sound knowledge of numbers, measures and structures in everyday contexts, basic operations and basic mathematical presentations

Understanding of mathematical terms and concepts

Awareness of the questions to which mathematics can offer answers

### Skills

Skill to apply basic mathematical principles and processes in everyday contexts at home and work

Skill to follow and assess chains of arguments

Ability to reason mathematical, understand mathematical proof and communicate in mathematical language

Ability to use appropriate aids including statistical data and graphs

Ability to understand the mathematical aspects of digitalisation

*Attitudes*

Respect for truth and a willingness to look for reasons and to assess their validity

### B. Competence in science, technology, engineering

*Knowledge*

Knowledge of the basic principles of the natural world, fundamental scientific concepts, theories, principles and methods

Knowledge of technology and technological products and processes

Understanding of the impact of science, technology, engineering and human activity in general on the natural world

Understanding of the advances, limitations and risks of scientific theories, applications and technology in societies at large

*Skills*

Understanding of science as a process for the investigation through specific methodologies, including observations and controlled experiments

Ability to use logical and rational thought to verify a hypothesis

Readiness to discard one's own convictions when they contradict new experimental findings

Ability to use and handle technological tools and machines as well as scientific data to achieve a goal or to reach an evidence-based decision or conclusion

Ability to recognize the essential features of scientific inquiry and communicate the conclusions and reasoning that led to them

*Attitudes*

Critical appreciation and curiosity, a concern for ethical issues and support for both safety and environmental sustainability

Consideration of scientific and technological progress in relation to oneself, family, community, and global issues

## 4. Digital Competence

*Knowledge*

understanding how digital technologies can support communication, creativity and innovation

awareness of the opportunities, limitations, effects and risks of digital technologies

understanding the general principles, mechanisms and logic underlying evolving digital technologies

knowledge of the basic function and use of different devices, software, and networks

adopting a critical approach to the validity, reliability and impact of information and data made available by digital means

awareness of the legal and ethical principles involved in engaging with digital technologies

*Skills*

ability to use digital technologies to support active citizenship and social inclusion, collaboration with others

ability to use digital technologies to support creativity towards personal, social or commercial goals

ability to use, access, filter, evaluate, create, program and share digital content

ability to manage and protect information, content, data, and digital identities

ability to recognize and effectively engage with software, devices, artificial intelligence or robots

*Attitudes*

engagement with digital technologies and content with a reflective and critical, yet curious, open-minded and forward-looking attitude to their evolution

ethical, safe and responsible approach to the use of digital tools

## 5. Personal, social and learning to learn Competence

*Knowledge*

understanding the codes of conduct and rules of communication generally accepted in different societies and environments for successful interpersonal relations and social participation

knowledge of the components of a healthy mind, body and lifestyle for personal, social and learning to learn competence

knowledge of one's preferred learning strategies

knowledge of one's competence development needs and various ways to develop competences

search for the education, training and career opportunities and guidance or support available

*Skills*

ability to identify one's capacities, focus, deal with complexity, critically reflect and make decisions

ability to learn and work both collaboratively and autonomously

ability to organize and preserve with one's learning, evaluate and share it

ability to seek support when appropriate and effectively manage one's career and social interactions

ability to cope with uncertainty and stress

ability to communicate constructively in different environments, collaborate in teams and negotiate

ability to show tolerance, express and understand different viewpoints

ability to create confidence and feel empathy

*Attitudes*

respect diversity of others and their needs and being prepared both to overcome prejudices and to compromise

ability to identify and set goals and motivate themselves

ability to develop resilience and confidence to pursue and succeed at learning throughout their lives

individual's ability to handle obstacles and change for a problem-solving attitude in the learning process

desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and develop in a variety of life contexts

## 6. Citizenship Competence

*Knowledge*

knowledge of basic concepts and phenomena relating to individuals, grouos, work organizations, society, economy and culture

understanding of the European common values

knowledge of contemporary events as well as a critical understanding of the main developments in national, European and world history movements

awareness of the aims, values and policies of social and political movements and their underlying causes

awareness of the aims, values and policies of sustainable systems, in particular climate and demographic change at the global level and their underlying causes

knowledge of European integration as well as awareness of the multi-cultural and socioeconomic dimensions of European societies

knowledge of how national cultural identity contributes to the European identity

## Skills

ability to engage effectively with others in common or public interest, including the sustainable development of society

develop critical thinking and integrated problem solving skills

develop arguments and constructive participation in community activities as well as in decision-making at all levels, from local and national to the European and international level

ability to access, have a critical understanding of, and interact with both traditional and new forms of media

ability to understand the role and functions of media in democratic societies

## Attitudes

willingness to participate in democratic decision-making at all levels and civic activities

support for social and cultural diversity, gender equality and social cohesion, sustainable lifestyle

promotion of culture of peace and non-violence

readiness to respect privacy of others and to take responsibility for the environment

develop an interest in political and socioeconomic developments, humanities and intercultural communication to ensure social justice and fairness

## 7. Entrepreneurship competence

## Knowledge

*knowledge of different contexts and opportunities for turning ideas into action in personal, social and professional activities and understanding of how these arise*

*knowledge and understanding of approaches to planning and management of projects, which include both processes and resources*

*understanding of economics and the social and economic opportunities and challenges facing an employer, organization or society*

*awareness of ethical principles and challenges of sustainable development*

*self-awareness of their own strengths and weaknesses*

*Skills*

*creativity including imagination, strategic thinking and problem-solving*

*critical and constructive reflection within evolving creative processes and innovation*

*ability to work both as an individual and collaboratively in teams*

*ability to mobilize resources (people and things) and to sustain activity*

*ability to make financial decisions relating to cost and value*

*ability to effectively communicate and negotiate with others and to cope with uncertainty, ambiguity and risk as part of making informed decisions*

*Attitudes*

*sense of initiative and agency, pro-activity, being forward-looking*

*courage and perseverance in achieving objectives*

*desire to motivate others and value their ideas*

*empathy and taking care of people and the world*

*accepting responsibility taking ethical approaches throughout the process*

## 8. Cultural awareness and expression Competence

*Knowledge*

knowledge of local, national, regional, European and global cultures and expressions

understanding how languages, heritage and traditions and cultural products can influence each other as well as the ideas of the individual

understanding the different ways of communicating ideas between creator, participant and audience within written, printed and digital texts, theatre, film etc

understanding one's own developing identity and cultural heritage within a  world of cultural diversity

understanding how arts and other cultural forms can be a way to both view and shape the world

*Skills*

ability to express and interpret figurative and abstract ideas, experiences and emotions with empathy and the ability to do so in a range of arts and other cultural forms

ability to identify and realize opportunities for personal, social or commercial value through the arts and other cultural forms

ability to engage in creative processes, both as an individual and collectively

***Attitudes***

adopt an open attitude and respect for diversity of cultural expression together with an ethical and responsible approach to intellectual and cultural ownership

develop a curiosity about the world, an openness to imagine new possibilities and a willingness to participate in cultural experiences