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HANDBOOK FOR EFL TEACHERS

**Project title: Community-connected learning in English language school
classes**

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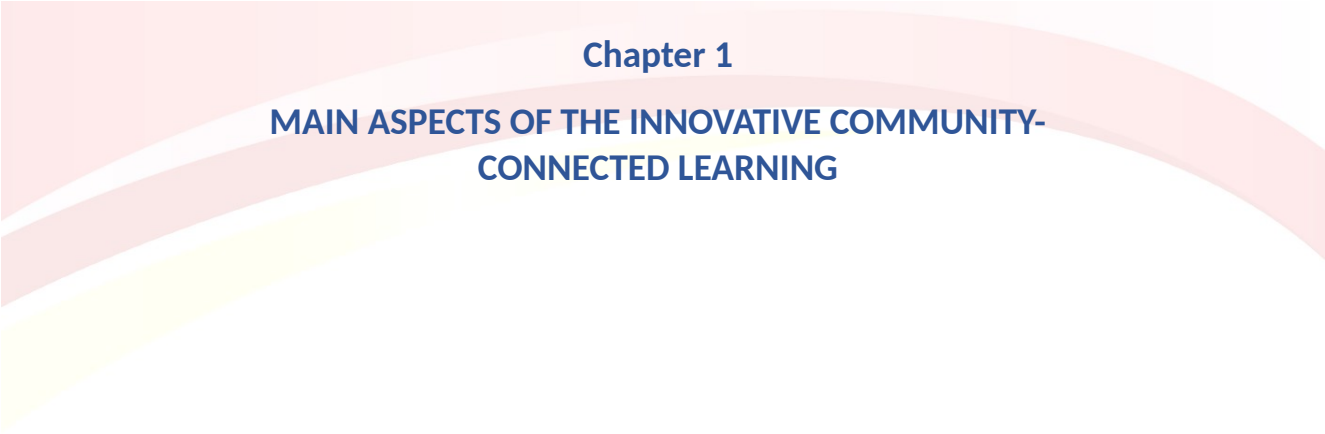
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Chapter 1

MAIN ASPECTS OF THE INNOVATIVE COMMUNITY- CONNECTED LEARNING

Community-connected Learning is an innovative approach in English language classes. It integrates language teaching with real-life issues in the community. Students not only learn English but also gain awareness of environment, social inclusion, and cultural diversity. Language education is transformed when learners are connected to their communities, turning English into a powerful tool for real-world impact and positive change.

Traditional teaching mainly focuses on grammar and vocabulary. However, when learning is not connected to real-life experiences, it tends to be less permanent and meaningful.

Community-connected learning addresses this issue by bringing local problems and real-life contexts into the classroom. In this approach, students become active participants in the learning process rather than passive learners. Additionally, it helps link language learning with social responsibility, enabling students to use the language in meaningful and purposeful ways. Overcoming challenges in English learning can be effectively achieved through community engagement. By connecting lessons to students' real-life experiences, teachers can address motivation issues and make learning more meaningful and relevant. At the same time, small group activities and structured collaboration help build students' confidence, allowing them to practise in supportive environments without fear of judgment. Additionally, embracing diversity within the classroom and the community enriches the learning process, fostering inclusion and a deeper understanding of different perspectives.

Community-connected learning is grounded in experiential learning and social-constructivist theory. Like service-learning generally, it assumes students "learn by doing" and that academic concepts stick when learners apply them in concrete ways. Community-connected learning broadly means linking classroom instruction with real-world community contexts. In practice it encompasses strategies such as internships, service-learning, and project-based work that take students beyond the school walls. As Allen (2000) explains, it is "a set of strategies to engage young people in learning experiences beyond the classroom," for example through workplace internships or hands-on projects tied to community needs. We talk about the idea of "connected learning" as a useful way to think about learning. Recently, this idea has become popular because it helps us see learning as a whole experience, not only in school but also outside of school and in daily life. We also think about the problems of explaining and studying connected learning in young people's everyday lives. We look at it from social and communication perspectives. (Kumpulainen & Sefton-Green, 2014).

Common community challenges are the recurring social, economic, environmental, or cultural problems that affect the well-being, cohesion, and development of a community. These challenges are typically shared by many members of the community, arise from collective circumstances rather than individual issues, and often require collaborative solutions involving education, policy, and civic participation.

Examples of Common Community Challenges;

1. Social Challenges
2. Economic Challenges

3. Educational Challenges
4. Health and Well-being Challenges
5. Environmental Challenges
6. Civic Challenges
7. Cultural Challenges

Three Dimensions of Integration;

1. Context integration – topics like environment, inclusion, heritage

2. Content integration – using social topics in teaching materials

The content of readings, listening texts, writing tasks, and speaking activities is connected to community issues.

3. Tool integration – Web 2.0 tools, eTwinning, collaborative platforms, real-life like materials

In this approach, the teacher is a guide, not just a knowledge provider. The teacher acts as a facilitator, guiding learning beyond the classroom and supporting students in connecting their knowledge to real-life contexts. Students research, discuss, and propose solutions to community issues. The teacher facilitates and supports the process. The benefits for teachers;

- Teachers can guide and support students more effectively.
- They learn to use a variety of teaching methods and digital tools.
- They become more innovative and improve their ICT skills.
- Teachers use innovative teaching practices to enhance learning.
- Teachers continuously engage in professional development to improve their skills.
- Teachers inspire and support motivated students to achieve their full potential.
- They build stronger relationships with students through active involvement.
- Less preparation time is needed as students take more responsibility for their learning.
- Teachers are exposed to different ideas and perspectives.
- They promote deeper learning, including critical thinking, problem-solving, and teamwork skills.
- It is an effective way to teach speaking skills

Students benefit from this approach by improving their English skills through meaningful, real-life experiences. At the same time, they become more aware of community issues and develop a stronger sense of social responsibility. Working collaboratively helps them build teamwork and leadership skills, while also fostering respect for cultural diversity and different perspectives. When language learning is connected to real community needs, students not only develop their English skills but also gain confidence by using the language in meaningful contexts beyond traditional classroom activities. At the same time, communities benefit from students' fresh perspectives, innovative ideas, and active participation in solving local problems. Ultimately, this approach leads to sustainable change, as education becomes a

powerful tool that promotes lifelong learning, social responsibility, and genuine civic engagement.

Teachers also benefit from this approach by adopting more innovative teaching practices and expanding their professional skills. Through platforms like eTwinning, they have opportunities for international cooperation and collaboration with educators from different countries. This process supports their professional development while also increasing student motivation, making the teaching and learning experience more effective and engaging. The benefits of the students;

- Students are more motivated when they work on real-life tasks.
- They become familiar with their local environment and community.
- Lessons become more interesting and engaging.
- They experience real-life communication and meaningful learning.
- They use more engaging and relevant learning methods connected to real life.
- They develop creativity, learn by doing, and engage in research-based learning.
- They build stronger connections with their peers.
- Engaging with community builds appreciation for different perspectives.
- Collaborative projects foster essential interpersonal skills.
- Learners become more conscious of local challenges and opportunities.
- Students develop practical language abilities through authentic communication.
- They learn English in a less stressful way and gain more confidence in real-life situations.

Community-connected learning makes English lessons real-life practice, improving language and civic skills. Teaching English can serve as a bridge to community empowerment by transforming language into a living tool used in real-life contexts. Through this approach, students not only learn the language but also engage in problem-solving processes that address real community needs, making learning more meaningful, practical, and impactful.

Chapter 2

INTRODUCTION OF BEST PEDAGOGICAL METHODOLOGIES FOR COMMUNITY-CONNECTED LEARNING APPROACH IN ENGLISH

Community-connected learning begins by identifying common problems in communities, such as food insecurity, limited access to healthcare, economic challenges, and language barriers, all of which directly impact students' learning experiences. These challenges are then transformed into meaningful English learning opportunities, where students actively engage in real-world issues through advocacy projects, curriculum-based activities, and skill-building tasks that promote critical thinking, collaboration, and communication. By using real-life contexts, authentic interactions such as role-plays and community interviews, and real materials like local news and social media, language learning becomes more relevant, practical, and memorable, ultimately preparing students to use English confidently in real-life situations.

Best Pedagogical Methodologies

- **Project-Based Learning (PBL)**

Students work on real-life projects connected to their community (e.g., writing a guide about local landmarks, interviewing shopkeepers).

Promotes collaboration, problem-solving, and authentic language use.

- **Service-Learning**

Combines community service with language learning.

Example: Students volunteer at a local shelter or environmental campaign and produce English posters, reports, or reflections about their experience.

- **Experiential Learning**

Learning through direct experience and reflection.

Example: Field trips to museums, aqueducts, or ecological sites where students describe and report in English.

- **Task-Based Language Teaching (TBLT)**

Students complete meaningful tasks related to their community.

Example: Conducting surveys in the neighborhood and presenting results in English.

- **Collaborative Learning**

Small groups work together on community-connected activities.

Example: Designing a community newsletter or podcast in English with classmates.

- **Place-Based Learning**

Uses the local environment and culture as a context for language learning.

Example: Exploring local traditions, festivals, or history in English projects.

- **Problem-Based Learning**

Students solve authentic community problems using English.

Example: Creating proposals in English for reducing plastic waste in school or neighborhood.

- **Learning by Doing**

Students learn by doing

Example: Students speak English in real life.

- **Digital & Connected Learning**

Using online tools to connect with other schools or communities.

Example: eTwinning or pen-pal projects where students exchange videos, blogs, or emails with peers abroad.

Active Learning

For community-connected learning, we use active learning methods such as project-based learning, teamwork, role-play, and the creation of posters, brochures, and videos, while also collaborating with NGOs and local institutions. In this process, students work in groups to design English lesson plans around real local issues, making learning meaningful and authentic.

- Project-based learning
- Teamwork
- Role-play
- Posters, brochures, videos
- Collaboration with NGOs/local institutions
- Questions and answers
- Interviews
- Peer learning
- Story tellings
- Debates

Assessment

Assessment is carried out holistically, focusing not only on language proficiency but also on participation, collaboration, creativity, social awareness, and problem-solving skills, using tools such as rubrics, portfolios, and self-assessment. Assessment includes:

- Language proficiency
- Participation and collaboration
- Creativity

- Social awareness

- Problem-solving skills

Methods;

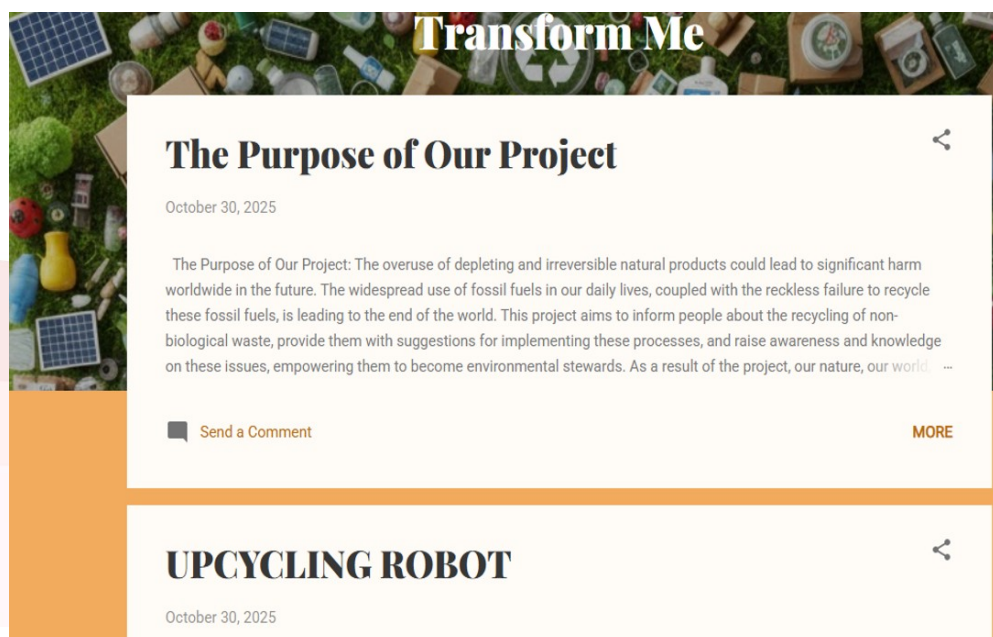
- Rubrics
- Portfolios
- Self-assessment

Sample Applications of Community-Connected Learning

- Environment: Recycling in school → English posters
- Social inclusion: 'My story, your story' → Interviews in English
- Cultural heritage: 'My city's history' → Presentations in English
- Community Gardens: Combat food insecurity whilst practicing English vocabulary related to agriculture, nutrition, and environmental stewardship. Students develop teamwork skills through hands-on collaboration.
- Health Campaigns: Design awareness campaigns addressing public health issues, using persuasive writing techniques, presentation skills, and multimedia communication to reach diverse audiences effectively.
- Business Support: Support local enterprises by creating professional promotional materials, practicing customer service dialogues, and developing marketing content that strengthens the local economy.
- Local issue: In groups, design a short English lesson plan around a local issue.

Real-Life Applications of Community-Connected Learning

- Transform Me: Raising Environmental Awareness Through Recycling



In this project, students explored real environmental issues such as waste management and the overuse of natural resources. They developed awareness by researching recycling practices and creating solutions like upcycling projects, connecting English learning with environmental responsibility. Through this process, students used language meaningfully while becoming active participants in protecting their community and environment.

- Gluten-Free AI: Supporting Healthy Living Through Technology



In this project, students developed an AI-supported platform that provides gluten-free recipes and guidance for individuals with dietary needs such as celiac disease. By combining technology with real-life health issues, they created practical solutions like personalized recipe suggestions and a local gluten-free map. Through this process, students used English in a meaningful context while raising awareness about healthy living and supporting their community.

- Creating Newspapers: Developing Communication Skills Through Real-World Reporting



https://www.canva.com/design/DAGW7twvsmk/lgQkWXeqO_pt6Gx2eB1isA/edit

In this activity, students created their own newspapers by writing articles about real classroom events and projects. They practiced authentic language use by reporting, editing, and presenting information, similar to real journalists. Through this process, students improved their writing and communication skills while engaging with meaningful, real-life content.

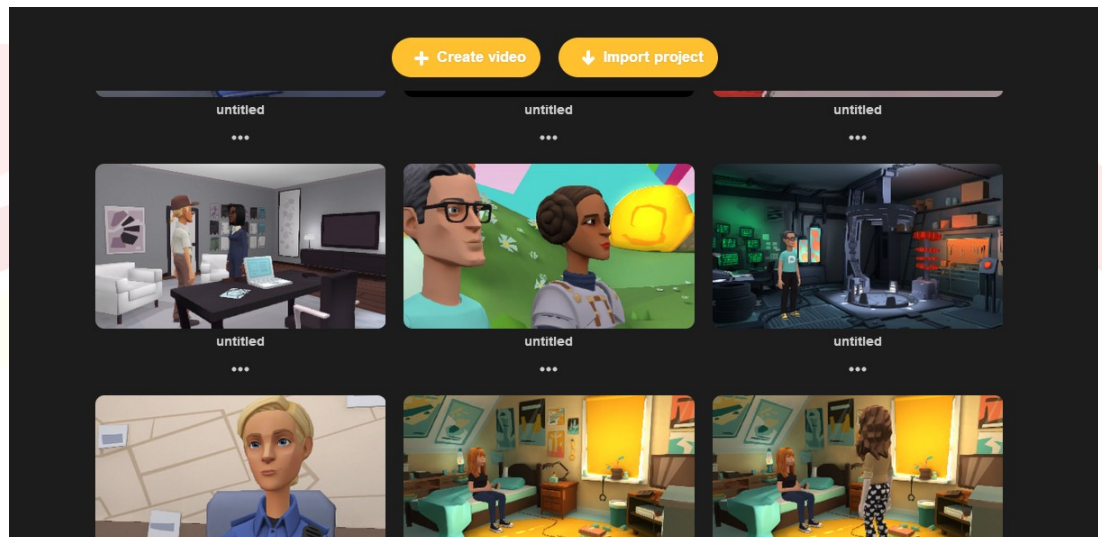
- Creating Posters: Raising Awareness Through Visual Communication



<https://www.canva.com/design/DAFU0iH0sac/iKl7TeRYRy6hdZY-NzjC-g/edit>

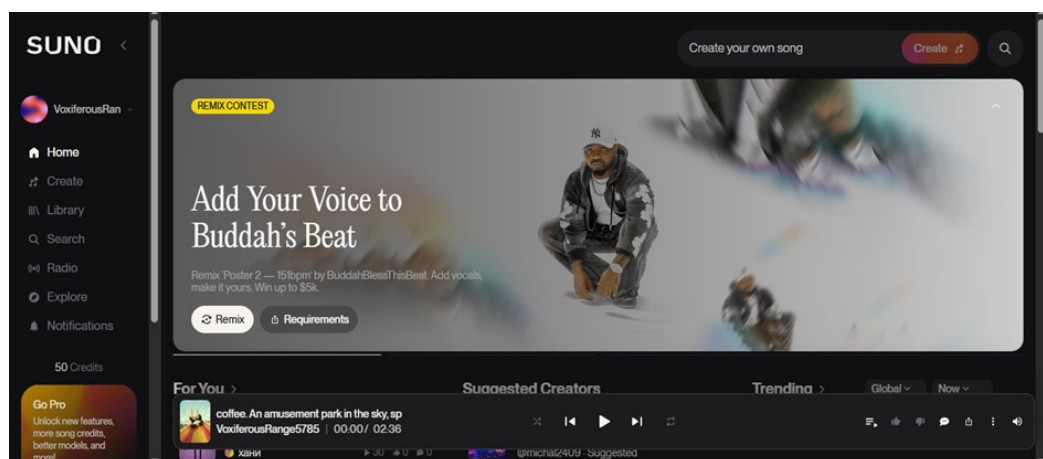
In this activity, students designed posters on real-life topics such as digital footprints and online safety. They used English to convey messages clearly and creatively, combining visual elements with meaningful content. Through this process, students improved their language skills while raising awareness about important issues in their community.

- Creating Animations: Solving Real-Life Problems Through Digital Storytelling



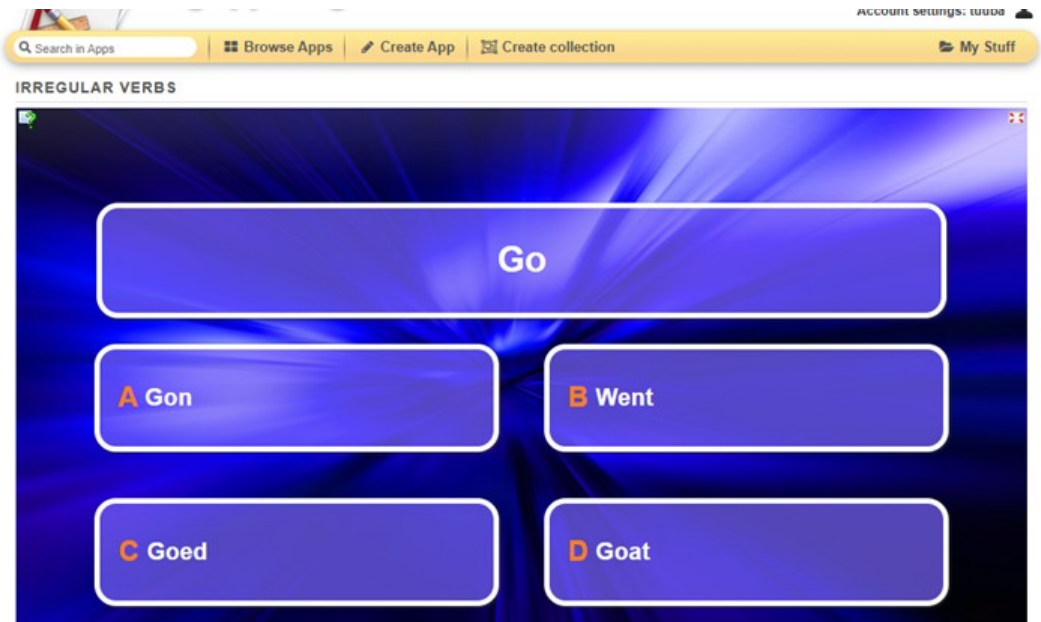
In this activity, students created animations based on real-life problems such as cyberbullying, environmental issues, or social challenges. They used English to write scripts, develop dialogues, and present solutions through digital storytelling tools. Through this process, students improved their language and digital skills while creatively addressing issues that affect their communities.

- Creating Songs via AI: Expressing Real-Life Issues Through Music



In this activity, students used AI tools to create songs about SDGs and real-life problems such as environmental protection, equality, and social responsibility. They wrote lyrics in English, explored meaningful themes, and transformed their ideas into creative musical outputs. Through this process, students improved their language skills while raising awareness and expressing solutions to real-world challenges.

- Creating Digital Games: Learning Through Interactive Problem Solving



<https://learningapps.org/display?v=po5esm1f524>

In this activity, students designed digital games using tools such as Wordwall, LearningApps, Quizizz, and Kahoot to practice language skills in engaging ways. They created questions and scenarios based on real-life contexts, making learning both interactive and meaningful. Through this process, students improved their language skills while developing creativity, critical thinking, and problem-solving abilities.

- Sustainable Development Goals: Learning Through Global Challenges



In this activity, students explored the Sustainable Development Goals (SDGs) and connected them to real-life issues such as poverty, climate change, health, and equality. They used English to discuss global challenges, propose solutions, and create meaningful projects. Through this process, students developed language skills while becoming more aware of global responsibilities and active citizenship.

- Planting a Flower: Learning Through Real-Life Environmental Action



In this activity, students followed step-by-step instructions to plant and care for a flower, connecting language learning with real-life environmental responsibility. They used English to describe the process, give instructions, and reflect on their experience. Through this hands-on activity, students developed practical language skills while building awareness of nature and sustainability.

- Designing Flower Pots: Promoting Sustainability Through Recycling



In this activity, students designed flower pots using recyclable materials, connecting creativity with environmental awareness. They used English to describe materials, explain the process, and present their designs. Through this hands-on task, students developed language skills while learning the importance of recycling and sustainable living.

- Outdoor Activities and Trips: Learning Through Real-World Exploration



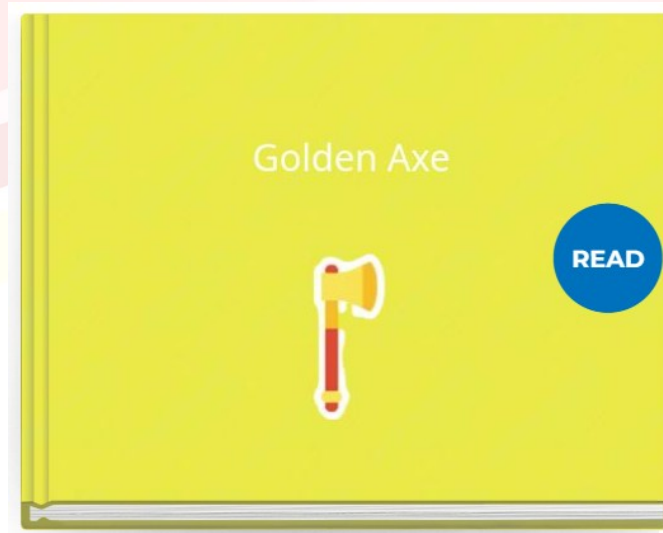
In this activity, students participated in outdoor trips and explored historical and natural sites in their community. They used English to describe their experiences, share observations, and engage in discussions about culture and environment. Through real-life exploration, students improved their language skills while developing awareness of their local heritage and surroundings.

- Drama Workshops: Bringing History to Life Through Role-Play



In this activity, students performed drama workshops in historical places, creating and acting out their own scenarios. They wrote scripts in English, took on different roles, and used costumes to make their performances more authentic. Through role-play in real-life settings, students improved their speaking skills, creativity, and confidence while connecting language learning with history and culture.

- Storytelling Workshops: Enhancing Language Through Creative Narratives



<https://www.storyjumper.com/book/read/125477962/6213d01d9e049#>

In this activity, students created and shared their own stories using digital tools such as StoryJumper. They wrote narratives in English, developed characters, and presented their stories to an audience. Through this creative process, students improved their writing and speaking skills while expressing ideas and engaging with meaningful storytelling experiences.

- Art Workshops: Developing Empathy Through Creative Expression



In this activity, students participated in art workshops where they expressed feelings, ideas, and perspectives through drawings and creative work. They used English to describe their artwork, share emotions, and discuss different viewpoints. Through this process, students developed empathy, creativity, and communication skills while connecting language learning with emotional and social awareness.

- Integrating STEAM into English Teaching: Learning Through Hands-On Exploration



In this activity, students engaged in STEAM-based tasks such as designing, building, and problem-solving while using English as the language of instruction. They described processes, followed instructions, and presented their projects in English. Through this interdisciplinary approach, students developed both language and 21st-century skills such as creativity, collaboration, and critical thinking.

- Integrating Science into English Teaching: Exploring Water and Aqueduct Systems



In this activity, students explored scientific concepts related to water systems and aqueducts through real-life observations and hands-on experiments. They visited historical sites, conducted practical activities, and used English to describe processes, share findings, and present their work. Through this interdisciplinary approach, students developed both scientific understanding and language skills while connecting learning to real-world contexts.

- Build-a-City Challenge



In this engaging activity, students worked collaboratively in three groups to design and construct different types of cities using recyclable materials, natural elements, and digital tools such as Canva. Each group explored creativity and sustainability while building their models. Additionally, students identified real-life urban problems within their cities and created dialogues in English to propose solutions. This activity enhanced their problem-solving, creativity, teamwork, and language skills through a meaningful, hands-on learning experience.

Examples of Lesson Plans:

Lesson Plan: Integration of Science in English Language Teaching – Water and Aqueduct Activities

General Information

- Subject: English Language & Science Integration
- Topic/Theme: Water and Aqueducts
- Target Group: Middle School (Grades 6–8)
- Duration: 2 x 40 min lessons + 1 full-day field trip

Skills Integrated: Reading, Writing, Speaking, Vocabulary, Scientific Inquiry, Critical Thinking

Activity 1 – Water Research & Poster Design

- Time: 40 min
- Materials: Chart paper, markers, colored pencils, reference books, tablets/PCs with internet access
- Steps:

- Warm-up (5 min): Teacher shows images of rivers, dams, aqueducts; brainstorm vocabulary (water, flow, clean, pollution, aqueduct).
 - Research (10 min): Students, in pairs, research the importance of water (uses, scarcity, protection).
 - Poster Creation (20 min): Students design a hand-made poster in English titled “Water is Life,” including 3–4 facts and 1 short slogan.
 - Presentation (5 min): Each group briefly presents their poster in English.
- Expected Outcomes:
 - Students learn English vocabulary related to water.
 - Develop collaboration, creativity, and presentation skills.
 - Gain awareness of water’s importance for life and sustainability.

Activity 2 – Aqueduct Research & Field Trip

Time: 1 day (field trip to local aqueduct / historical water structure)

Materials: Field notebooks, cameras/phones, guided worksheets with English questions.

Steps:

Pre-Trip Prep (15 min): Teacher introduces aqueducts (pictures, short video). Vocabulary: bridge, stone, channel, flow, ancient, transport water.

Field Observation (3–4 hrs): Students visit a historical aqueduct. Guided activity: answer simple English questions like “How long is it?”, “What materials can you see?”, “What is it used for?”

Reflection (30 min): Back in class, students write 5 sentences in English about what they learned from the aqueduct visit.

Expected Outcomes:

Students connect English with history, architecture, and science.

Use English for real-life descriptions.

Strengthen cultural and scientific awareness.

Activity 3 – Water Flow Experiment

Time: 40 min

Materials: Plastic bottles, funnels, stopwatches, measuring cups, water.

Steps:

Introduction (5 min): Teacher explains experiment purpose: measuring speed of water flow. Vocabulary: speed, measure, time, fast, slow.

Experiment Setup (10 min): Groups create simple systems with bottles/funnels.

Measurement (15 min): Students measure how long it takes water to flow from one container to another; record results in English (e.g., “It took 12 seconds”).

Discussion (10 min): Groups compare results and explain in English which was faster/slower and why.

Expected Outcomes:

Students practice scientific method vocabulary in English.

Learn to measure, record, and interpret results.

Improve teamwork and oral communication.

Chapter 3

DESCRIPTION OF USE OF THE VR SUPPORTIVE HARDWARE AND FREE ONLINE AVAILABLE VR EDUCATIONAL SOFTWARE

3.1 Description of VR Supportive Hardware

3.1.1 Introduction to Virtual Reality Hardware

Virtual Reality, commonly referred to as VR, allows users to enter a computer-generated environment that can feel interactive, immersive, and realistic. By using a VR headset, motion controllers, tracking sensors, and spatial audio, users can look around, move, interact with objects, and complete tasks inside a virtual space.

In education, VR can support more active and visual learning. Instead of only reading about a topic or watching a video, students can explore virtual environments, observe objects in 3D, and take part in interactive activities. This can be especially useful for subjects where visualization, experimentation, and practical engagement help students understand the topic more clearly.

The Meta Quest series, previously known under the Oculus brand, provides standalone VR headsets. This means that the devices can work without being connected to a computer or external tracking sensors. The two devices described in this chapter are Meta Quest 2 and Meta Quest 3. Both can be used for educational activities, classroom demonstrations, interactive simulations, and VR-based learning applications.

Meta Quest 2 is widely used because it offers wireless VR at an accessible level, while Meta Quest 3 provides improved performance, clearer visuals, better tracking, and mixed reality features. For school use, both devices can be practical, depending on the available budget, type of educational software, and classroom needs.

3.1.2 Meta Quest 2 Overview and Setup

What is Included in the Box

A standard Meta Quest 2 package usually contains the following items:

- Meta Quest 2 headset
- Two Touch controllers
- Glasses spacer
- USB-C charging cable and power adapter
- Quick start guide and safety information



Figure1:Meta Quest 2 package contents, including headset, controllers, and accessories

Initial Setup

Before using the Meta Quest 2 in an educational setting, the headset should be prepared and configured correctly.

1. Charge the headset fully
Use the included USB-C charger and allow the headset to charge before the first use. A full charge is recommended so that the device can complete the setup process and possible updates without interruption.

2. Install the Meta Horizon app

The Meta Horizon app is available for Android and iOS devices. It is needed for pairing the headset, managing the device, and connecting it to a Meta account.

3. Turn on the headset

Press and hold the power button on the side of the headset until the display turns on.

4. Pair the headset with the mobile app

Put on the headset and follow the instructions shown on the screen. When a pairing code appears, enter it in the Meta Horizon mobile app to connect the headset with the phone.

5. Adjust the headset for comfort

Use the side straps and the top strap to make the headset stable on the user's head. The headset should feel secure, but it should not be too tight. If the user wears glasses, the glasses spacer should be inserted before use.

6. Adjust the lens distance

Meta Quest 2 has three manual IPD lens positions: 58 mm, 63 mm, and 68 mm. The lenses can be gently moved by hand to match the user's eye distance and improve visual clarity.

7. Create the Guardian boundary

The Guardian boundary defines the safe play area. Users can select either:

- o Stationary mode, for seated or standing activities with limited movement
- o Roomscale mode, for activities where the user moves around the room

Using the controller, the user traces the available safe space. This helps prevent collisions with walls, furniture, or other people.

8. Connect to Wi-Fi

A Wi-Fi connection is required for software updates, downloading applications, using online features, and accessing the Meta Store.

9. Check for system updates

After setup, open the device settings and check whether the latest system software is installed. Updates improve stability, performance, and compatibility with applications.

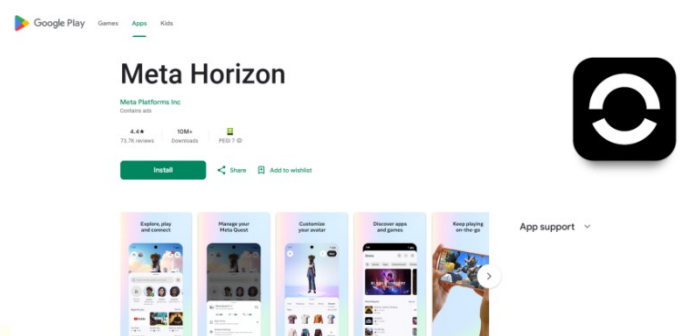
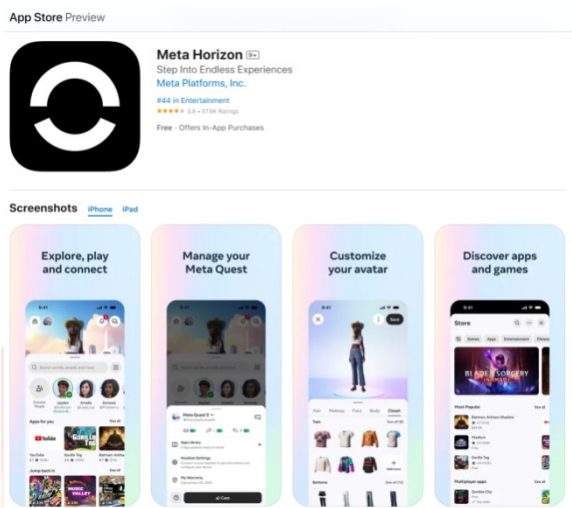


Figure 3: Meta Horizon app on Android

Figure 2: Meta Horizon app on iOS

Interface and Navigation

The Meta Quest 2 interface is designed to be controlled through the headset and controllers.

- The universal menu gives access to the app library, store, settings, profile, and system options.
- The Oculus button on the right controller can be used to return to the home menu or recenter the view.
- The trigger buttons are used for selecting items.
- The grip buttons are used for grabbing or interacting with virtual objects.
- Users can type through the virtual keyboard inside VR.
- Hand tracking can be enabled in the settings, allowing basic navigation without controllers, although controllers are still recommended for most educational activities.



Figure 4: Example of the Meta Quest 2 home interface

Key Features

Meta Quest 2 offers several features that make it useful for educational VR activities:

- Standalone wireless VR use, without a required computer
- Access to the Meta Quest Store and App Lab
- Support for Oculus Link and Air Link for PC VR content
- Integrated audio
- Multi-user support
- Cloud saving for compatible applications
- Fitness and movement tracking through Oculus Move

Maintenance and Safe Use

To keep the Meta Quest 2 in good condition, the following maintenance steps should be followed:

- Clean the lenses only with a dry microfiber cloth.
- Do not use alcohol, chemical cleaners, or rough materials on the lenses.
- Store the headset in a cool and dry place.
- Keep the device away from direct sunlight, especially the lenses.
- Use a protective case when transporting the headset.
- Recharge the device before the battery becomes fully empty.
- Update the system software regularly.
- Clean the face padding and controllers between users, especially in school environments.

3.1.3 Meta Quest 3 Overview and Setup

What is Included in the Box

A standard Meta Quest 3 package usually includes:

- Meta Quest 3 headset
- Two Touch Plus controllers
- USB-C charging cable and power adapter
- Glasses spacer
- User documentation and safety information



Figure 5: Meta Quest 3 package contents, including headset, controllers, and accessories

Initial Setup

The setup process for Meta Quest 3 is similar to Meta Quest 2, but the device includes additional features such as full-color pass-through and improved mixed reality scanning.

1. Fully charge the headset
Use the included USB-C cable and power adapter. It is recommended to charge the headset before starting the first setup.
2. Install the Meta Horizon app
Download the app on an Android or iOS device. The app is used to pair the headset and manage basic account and device settings.
3. Power on and complete the first synchronization
Press and hold the power button. Follow the instructions inside the headset to choose the language,

region, Wi-Fi connection, and other basic settings. When the pairing code appears, enter it in the Meta Horizon app.

4. Adjust the fit and lens spacing
Adjust the head strap so that the headset sits comfortably. Meta Quest 3 uses a continuous IPD slider, which allows more precise lens adjustment than the three-position system on Meta Quest 2. Additional accessories, such as an Elite Strap, can improve comfort during longer sessions.
5. Set up Guardian and mixed reality features
Meta Quest 3 uses color pass-through to show the real environment through the headset cameras. The device can scan the room, identify walls and furniture, and help define a safe play area. This is useful for both VR and mixed reality applications.
6. Configure system preferences
Users can enable features such as hand tracking, voice commands, or developer mode if needed. For school use, only the necessary features should be enabled to keep the setup simple.
7. Install educational applications
Applications can be downloaded through the Meta Store, App Lab, or other approved sources depending on the school's setup and software policy.
8. Run software updates
The latest firmware should be installed to ensure better performance, improved safety tools, and compatibility with newer applications.

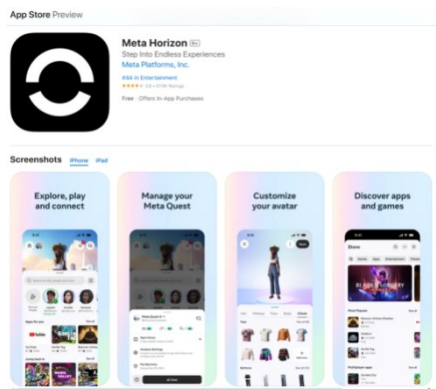


Figure 6: Meta Horizon app on iOS

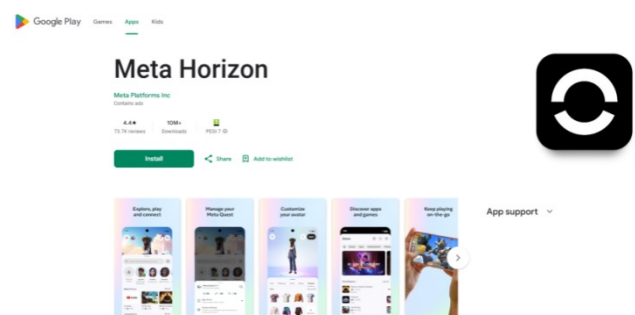


Figure 7: Meta Horizon app on Android

Interface and Navigation

Meta Quest 3 includes an improved interface and better mixed reality support.

- The universal menu includes access to recent applications, settings, store, and multitasking options.
- Full-color pass-through allows users to see their surroundings more clearly.
- Spatial anchors and window pinning can make navigation more flexible.
- The Touch Plus controllers use inside-out tracking without tracking rings.
- Hand tracking and voice commands are improved compared to Meta Quest 2.
- Mixed reality applications can use the physical room as part of the learning experience.



Figure 8: Example of the Meta Quest 3 home interface

Key Features

Meta Quest 3 includes several improvements that can be useful in education:

- Mixed reality support with real-time room mapping
- Full-color pass-through
- Pancake lenses for a slimmer design and clearer image
- Improved spatial audio and controller haptics
- Snapdragon XR2 Gen 2 processor for stronger performance
- More advanced hand tracking
- Better multitasking and application compatibility
- Improved safety awareness tools

Maintenance and Safe Use

For reliable classroom use, the Meta Quest 3 should be maintained carefully:

- Use a case and lens cover when the headset is not in use.
- Keep the external cameras clean so that tracking and pass-through work correctly.
- Wipe the face padding and controllers with a lightly damp cloth when needed.
- Avoid exposing the headset to direct sunlight or extreme temperatures.
- Charge the device regularly.
- Keep the system software updated.
- Store the headset securely after each use.

3.1.4 Meta Quest 2 and Meta Quest 3: Main Differences

The table below summarizes the main differences between Meta Quest 2 and Meta Quest 3.

Feature	Meta Quest 2	Meta Quest 3
Release date	October 2020	October 2023
Resolution per eye	1832 × 1920	2064 × 2208
Display type	LCD	LCD with pancake optics
Processor	Snapdragon XR2 Gen 1	Snapdragon XR2 Gen 2
RAM	6 GB	8 GB
IPD adjustment	Three-step manual adjustment	Continuous slider
Controllers	Touch controllers with rings	Touch Plus controllers without rings
Hand tracking	Basic hand tracking	Improved Hand Tracking 2.0
Pass-through	Black and white	Full-color, higher-resolution pass-through
Mixed reality	Basic support	Advanced mixed reality with room depth mapping
Storage options	64 GB, 128 GB, 256 GB	128 GB, 512 GB
Audio	Integrated 3D audio	Enhanced spatial audio
Battery life	Around 2–3 hours	Around 2.5 hours
Launch price	\$299	\$499



Figure 9: Side-by-side comparison of Meta Quest 3 and Meta Quest 2 hardware

In general, Meta Quest 2 is still suitable for many VR learning activities, especially when schools need a more affordable device. Meta Quest 3 is more advanced and provides better visuals, stronger performance, and improved mixed reality features, which can be useful for more complex or interactive educational applications.

3.1.5 Troubleshooting

During classroom use, teachers and students may occasionally experience technical issues with the VR headset, controllers, tracking, Wi-Fi connection, or applications. The table below provides common problems and practical solutions.

Issue	Possible Solution
Headset does not turn on	Hold the power button for around 10 seconds. Check whether the headset is charged. Try another compatible USB-C charger or power adapter if needed.
Controllers are not detected	Replace or recharge the controller batteries, depending on the model. Repair the controllers through the Meta Horizon app and check whether the headset software is updated.
Image looks blurry	Adjust the head strap, lens spacing, and headset position. Clean the lenses gently with a microfiber cloth.
Wi-Fi is not working	Restart the headset, reconnect to the Wi-Fi network, or forget the network and connect again. Make sure the signal is strong enough.
Tracking problems	Use the headset in a well-lit room. Avoid mirrors, shiny surfaces, very dark spaces, or direct sunlight. Clean the headset cameras if needed.
Application crashes or does not open	Restart the headset. Check for app updates. If the problem continues, uninstall and reinstall the application.
Headset becomes too warm	Stop using the headset and allow it to cool down. Avoid charging the device while using demanding VR applications.
Pass-through view does not work correctly	Clean the external cameras, restart the headset, and check for available system updates.
Hand tracking is not accurate	Make sure hands are clearly visible to the cameras. Use the headset in good lighting and avoid very fast hand movements.
Audio does not work	Check the volume level and audio settings. If using Bluetooth headphones, check the connection.
Battery drains quickly	Lower the brightness, close unused applications, and turn off unnecessary features when they are not needed.
System update does not install	Restart the headset, check available storage space, and connect to a stable Wi-Fi network.
Headset is frozen or unresponsive	Hold the power button for around 30 seconds to force a restart.
Guardian boundary keeps resetting	Clear the play area, avoid moving furniture during use, and set up the Guardian boundary again.

These troubleshooting steps should solve most basic problems. If the issue continues, the teacher or school technical support should check the device settings, application version, and hardware condition before the headset is used again with students.

3.1.6 Safety Guidelines for Classroom Use

When VR is used in schools or training environments, safety must be treated as a priority. Teachers should prepare the classroom before the activity begins and explain the basic rules to all participants.

- Always use the headset inside a clearly defined Guardian boundary.
- Remove bags, chairs, cables, fragile objects, and other obstacles from the play area.

- Make sure there is enough distance between the student using the headset and other students in the room.
- Students should use the wrist straps on the controllers to avoid dropping or throwing them accidentally.
- VR sessions should not be too long. Short breaks are recommended every 20–30 minutes.
- Students should stop using the headset immediately if they feel dizzy, tired, uncomfortable, or disoriented.
- The headset should not be used by students who feel unwell.
- Users should not run, jump, or make unsafe movements while wearing the headset.
- The headset must not be exposed to direct sunlight, especially through the lenses.
- The headset should be cleaned between users, especially the face padding and controllers.
- Teachers should supervise VR activities at all times.
- Students under the recommended age limit for the device should not use the headset.

For educational use, it is recommended that the teacher first tests the activity alone before using it with students. This allows the teacher to understand the controls, possible movement requirements, and any safety risks inside the VR application.

3.1.7 Frequently Asked Questions

Q: Is a computer required to use Meta Quest 2 or Meta Quest 3?

A: No. Both devices are standalone VR headsets and can be used without a computer. However, some PC VR applications can also be used through Quest Link or Air Link if a suitable computer is available.

Q: Can third-party applications be installed on the headset?

A: Yes, some third-party applications can be installed through platforms such as App Lab or SideQuest. In school settings, this should only be done by teachers or technical staff and only when the source is trusted.

Q: Can students wear glasses while using the headset?

A: Yes. The glasses spacer should be used to create more space between the glasses and the headset lenses. Care should be taken to avoid scratching either the glasses or the VR lenses.

Q: Are additional accessories necessary?

A: They are not always required, but accessories such as Elite Straps, protective cases, lens covers, silicone face covers, and external battery packs can improve comfort, hygiene, and battery life.

Q: How can the teacher show the VR activity to the rest of the class?

A: The headset can be cast to a phone, tablet, computer, or compatible screen through the Meta Horizon app or casting feature. This allows other students to follow what the headset user is seeing.

Q: How are system updates installed?

A: Updates are usually downloaded automatically when the headset is connected to Wi-Fi. Users can also check manually through the headset settings under the system software update section.

Q: Can more than one student use the same headset?

A: Yes, but the headset should be cleaned between users. Teachers should also make sure that each student adjusts the headset fit and lens spacing before starting.

Q: What should be done if a student feels dizzy or uncomfortable?

A: The student should immediately stop using the headset, remove it carefully, sit down, and rest. The teacher should not force the student to continue the activity.

3.1.8 References for VR Hardware, Setup, and Tutorials

The following references can be used for additional information about Meta Quest hardware, setup procedures, safety instructions, specifications, and practical tutorials.

3.1.8.1 Review and Technical Information Sources

The following technology review platforms provide useful information about headset performance, comfort, battery life, visual quality, controller improvements, and general user experience:

- **WIRED**
Meta Quest 2 Review – review of headset performance, sound quality, comfort, and user experience.
<https://www.wired.com/review/oculus-quest-2-review>

Meta Quest 3 Review – review of mixed reality features, design changes, visual quality, and overall improvements.
<https://www.wired.com/review/review-meta-quest-3>
- **Tom's Guide**
Meta Quest 2 Review – information about usability, comfort, hardware performance, and battery life.
<https://www.tomsguide.com/reviews/oculus-quest-2-review>

Meta Quest 3 Review – information about performance, display quality, controller design, and mixed reality features.
<https://www.tomsguide.com/reviews/meta-quest-3>
- **TechRadar**
Meta Quest 3 Review – technical overview of display quality, processor improvements, setup, and practical use.
<https://www.techradar.com/computing/virtual-reality-augmented-reality/hands-on-meta-quest-3-review>
- **GamesRadar+**
Meta Quest 3 Review – additional information about visual performance, lenses, field of view, and gameplay experience.
<https://www.gamesradar.com/meta-quest-3-review>

3.1.8.2 Official Manufacturer Resources

Official Meta resources should be used when checking product specifications, device features, warranty information, safety instructions, and setup requirements.

- **Meta Quest 3 Product Page**
<https://www.meta.com/quest/quest-3>

3.1.8.3 Video Tutorials and Setup Guides

The following tutorials and setup guides can support teachers, students, and technical staff during the first installation and configuration of Meta Quest devices:

- **Official Meta Support YouTube Tutorial**
A step-by-step video guide for setting up Meta Quest devices, including pairing, Wi-Fi connection, mobile app setup, and boundary configuration.
<https://www.youtube.com/watch?v=qNG0kpzhdIw>
- **TechRadar Setup Guide for Meta Quest 3**
A written guide explaining how to set up the Meta Quest 3 headset and prepare it for first use.
<https://www.techradar.com/gaming/how-to-set-up-a-meta-quest-3-or-meta-quest-3s>

- Best Buy Blog Setup Instructions

A beginner-friendly setup guide for Meta Quest 3, focused on practical first-use steps.

<https://blog.bestbuy.ca/wearable-technology/virtual-reality/how-to-set-up-meta-quest-3>

3.2 Free Online Available VR Educational Software

3.2.1 Introduction to Free VR Educational Software

Virtual Reality software can make education more interactive by allowing students to enter simulated environments, observe objects in three dimensions, complete challenges, and learn through direct experience. Instead of only receiving information through text, images, or videos, students can participate in activities where they explore, solve problems, and make decisions inside a virtual space.

Free and openly accessible VR educational tools are especially useful for schools because they can support learning without requiring expensive software licenses. Many of these applications can be used with standalone VR headsets, mobile VR viewers such as Google Cardboard, or desktop platforms that support VR content.

In classroom practice, VR software can be used for different purposes, including:

- visualizing scientific concepts;
- exploring human anatomy, space, chemistry, physics, and geography;
- supporting problem-solving and teamwork;
- creating interactive learning tasks;
- increasing student motivation and engagement;
- helping students understand abstract topics through immersive experience.

The following sections describe selected VR educational applications and tools that can be useful for teachers and students. The focus is on software that is available online and can support learning in STEM and other school subjects.

3.2.2 Escape Room VR – Educational Application

3.2.2.1 Introduction

Escape Room VR is an immersive educational application created for high school students. It combines virtual reality with interactive subject-based challenges, allowing learners to solve tasks inside a simulated escape room environment.

The application can be used individually or in multiplayer mode. Students move through a virtual room and complete different educational tasks in order to “escape.” Each task is connected with a school subject and is designed to support knowledge, logical thinking, problem-solving, and cooperation.

The application is suitable for classroom use because it encourages students to learn actively. Instead of only answering questions on paper, they interact with objects, search for solutions, and apply knowledge in a practical virtual environment.

The software is compatible with standalone VR headsets. It can be used as part of an educational activity, workshop, demonstration, or group-based learning session. The application is connected with the educational module titled “Knowledge is the Only Solution.”

3.2.2.2 Subject-Based Scenarios

The Escape Room VR application includes several subject-based scenarios. Each scenario contains a specific task that students must solve in order to progress.

Mathematics

In the mathematics section, students solve three mathematical problems shown on virtual monitors. The tasks require learners to identify the correct formulas and enter them using a virtual keyboard.

Students activate the input field by selecting it and then use the available visual clues and instructions to complete the formula. They can move from one task to another by selecting the right-arrow symbol.

This activity supports mathematical reasoning, formula construction, and problem-solving. It is especially useful for practicing algebraic thinking in a more visual and interactive way.

Physics

In the physics section, students are asked to build a simple electric circuit. They use available virtual components such as a battery, a switch, and a light bulb.

When the circuit is connected correctly, a laser is activated. Students then need to adjust a movable mirror so that the laser beam reflects toward a defined target.

This task helps students understand basic electricity, conductivity, circuits, light reflection, and cause-and-effect relationships in physics.

Chemistry

In the chemistry section, students receive a chemical formula, for example H_2SO_4 , and must create the correct molecular structure.

They use virtual tools to connect atoms with appropriate bonds and build the molecule according to the given formula. This allows students to explore atomic composition, molecular structure, and spatial arrangement in a more practical way.

The activity supports chemistry learning by helping students connect symbolic formulas with visual molecular models.

Geography

In the geography section, students work with an unlabeled map. They receive an image of a landmark connected with a specific city and must place a virtual arrow in the correct location on the map.

If the arrow is kept over a location for more than 15 seconds, the name of the city appears, but additional time is added to the final result.

This scenario supports geographical knowledge, map reading, landmark recognition, and spatial orientation.

English Language

In the English language section, students listen to three spoken words. After pressing the “Play” button, each word is pronounced aloud.

Students then use a virtual letter board to spell the word correctly. This activity supports listening comprehension, vocabulary development, spelling accuracy, and language practice in an interactive environment.

3.2.2.3 Game Mechanics and Scoring

The Escape Room VR application allows students to choose the order in which they want to solve the subject-based tasks. This gives learners some control over the activity and allows them to start with the subject they feel most confident in.

The timer does not begin immediately when students enter the virtual room. It starts only when the first task is activated, which allows students to look around and become familiar with the environment before beginning the challenge.

After all tasks are completed, the timer stops and the application shows the final result. Bonus seconds may be added depending on the students' performance in specific tasks. At the end of the activity, students can see a summary of the total time and any additional bonus seconds.

This scoring system encourages students to solve the tasks accurately and efficiently while still allowing them to explore and learn through the virtual environment.

3.2.3 Examples of Free VR Educational Software

This section presents examples of free or free-entry VR educational applications that can support learning in different subjects. Some tools are fully free, while others offer free versions with optional paid features. Teachers should always check the current availability, platform requirements, and pricing before using them in class.

3.2.3.1 InMind VR 2

Description:

InMind VR 2 is an immersive VR application that allows users to explore brain structures and decision-making processes in a gamified environment. It presents neuroscience-related content through an interactive experience that combines learning with game-based elements.

Educational Use:

This application can support lessons in neuroscience, psychology, emotional intelligence, and decision-making. It can help students better understand how emotions and choices may be connected with processes in the brain.

Platform:

Android with Google Cardboard support, Steam for PC, and some Oculus/Quest-supported versions.

Device Requirements:

The Android version can be used with Google Cardboard. A non-VR version is also available on PC.

Price:

The Google Cardboard version is free. Other versions or platforms may include different conditions.

Download Links:

- Google Play: <https://play.google.com/store/apps/details?id=com.nivalvr.inmind2>
- Steam: https://store.steampowered.com/app/518150/InMind_VR_2/

3.2.3.2 MEL VR Science Simulations

Description:

MEL VR Science Simulations offers interactive VR lessons and simulations focused on science topics. It includes content related to chemistry, physics, and biology, helping students visualize complex scientific concepts.

Educational Use:

The software can be useful for demonstrating molecules, chemical reactions, physical laws, and biological structures. It is especially helpful when a topic is difficult to explain only through textbooks or static images.

Platform:

Android, iOS, and Meta Quest through the MEL Science platform.

Device Requirements:

The application can be used with Google Cardboard and tablets. Some features may require specific devices or platform access.

Price:

Freemium. Some lessons may be available for free, while access to the full library may require a subscription.

Website:

<https://melscience.com>

3.2.3.3 *Titans of Space – Cardboard Edition*

Description:

Titans of Space is a virtual tour of the solar system. It allows users to experience planets, moons, and stars at a scale that is easier to understand through VR than through traditional classroom materials.

Educational Use:

This application supports lessons in astronomy, space science, planetary physics, and the structure of the solar system. It can help students compare the size and distance of celestial bodies in a more visual and memorable way.

Platform:

Android with Google Cardboard support. Paid versions are also available on Steam and Oculus/Quest platforms.

Device Requirements:

The Cardboard version works with compatible Android devices and a mobile VR viewer. More advanced versions may require PC VR or Quest-compatible hardware.

Price:

The Cardboard version is free. Other versions may be paid.

Download Links:

- Google Play: <https://play.google.com/store/apps/details?id=com.drash.titansofspacecb>
- Steam paid version: https://store.steampowered.com/app/398510/Titans_of_Space_PLUS/

3.2.3.4 *Anatomyou VR*

Description:

Anatomyou VR is an educational VR application that allows users to explore the human body from a first-person perspective. It provides a virtual journey through different body systems.

Educational Use:

The application is suitable for biology, anatomy, and health science lessons. It can help students understand body systems, organs, and internal structures in a more immersive and visual way.

Platform:

Android and iOS.

Device Requirements:

The application can be used with Google Cardboard or similar mobile VR viewers.

Price:

Freemium. Basic features are available for free, while advanced options may require in-app purchases.

Website:

<https://stereoimotion-anatomyou.andro.io>

3.2.3.5 *Math VR / Math World VR*

Description:

Math VR and similar Math World VR applications are designed to support the learning of mathematical

concepts through virtual environments. Depending on the specific app, topics may include geometry, fractions, arithmetic, spatial reasoning, and basic problem-solving.

Educational Use:

These applications can be useful for students who benefit from visual and spatial explanations. They can support mathematics lessons by allowing students to see and interact with concepts that may otherwise feel abstract.

Platform:

Android, Meta Quest through sideloading or App Lab in some cases, and limited iOS availability depending on the specific application.

Device Requirements:

Many Android versions support Google Cardboard. Some Quest versions may require SideQuest, App Lab, or sideloading.

Price:

Mostly free, although availability and pricing may vary by application and platform.

Download Links:

- Google Play Search: <https://play.google.com/store/search?q=Math+VR>
- SideQuest: <https://sidequestvr.com>
- Sample App: <https://play.google.com/store/apps/details?id=com.vrmath.mathworld>

3.2.4 References for VR Educational Software

The following references and platforms can be used to access or verify the VR educational tools described in this chapter.

3.2.4.1 Escape Room VR – “Knowledge is the Only Solution”

Escape Room VR was developed through an Erasmus+ project focused on the use of virtual reality in high school education. The module “Knowledge is the Only Solution” allows students to complete interactive tasks in mathematics, physics, chemistry, geography, and English inside a VR escape room environment.

- Project Website: <https://virtualrealityedu.eu>
- Teacher Guide Source: Guidelines for Teachers in Secondary Schools – How to Implement Free Online Virtual Reality Software in Everyday Teaching
- Escape Room App, Multiplayer Version: https://lunar.hr/radni/VR_Escape_V2_Multiplay.zip

3.2.4.2 VR Educational Tools and Platforms

The listed VR tools were selected from public online platforms and official developer pages. They represent examples of free or free-entry immersive educational software that can be used to support classroom learning.

Useful platforms for finding and accessing VR educational applications include:

- Google Play: <https://play.google.com>
- Apple App Store: <https://apps.apple.com>
- Steam: <https://store.steampowered.com>
- SideQuest: <https://sidequestvr.com>

Teachers should check the official page of each application before classroom use to confirm device compatibility, pricing, installation method, and availability.



Chapter 4

BEST ICT-BASED PRACTICES AND OER TOOLS FOR LANGUAGE-RELATED SCHOOL CLASSES

Important note. In a strict sense, not every platform below is an OER repository. Some are openly accessible repositories of educational content, while others are free or partly free digital tools that help teachers create, adapt, publish, and share OER-based materials. In practical school work, both types are valuable.

4.1. ICT, OER, and community-connected English language teaching

In community-connected learning, English is not treated only as a school subject. It becomes a working language for research, discussion, presentation, advocacy, storytelling, collaboration, and reflection. ICT tools and open educational resources help teachers move from textbook-centered instruction toward more meaningful and participatory learning.

Digital tools support authentic language production. Students can create posters, digital stories, presentations, videos, collaborative boards, quizzes, and campaigns based on real issues from their school or local community. OER repositories and openly licensed media also make it easier to find, adapt, and reuse materials without starting from zero.

When used carefully, ICT and OER can improve access, stimulate creativity, strengthen learner autonomy, and support inclusion. They help teachers differentiate instruction, provide multimodal input, and connect classroom work with visible outputs that can be shared with peers, families, NGOs, local institutions, or the wider school community.

4.2. Recommended ICT-based practices for language-related school classes

Collaborative research and curation. Students collect local data, interviews, articles, photos, and examples from the community, then organize them in shared digital spaces.

Digital storytelling. Students narrate community stories, cultural experiences, personal reflections, or social issues in English through books, videos, podcasts, or visual narratives.

Visual communication and advocacy. Teachers can guide students to prepare posters, infographics, flyers, and social media style materials on issues such as inclusion, recycling, anti-bullying, health, or heritage.

Interactive language practice. Vocabulary, grammar, and topic revision can be made more engaging through interactive tasks, quizzes, matching activities, and crosswords linked to meaningful themes.

Student publishing. Learners become authors, designers, and presenters. Their work can be shared with classmates, parents, partner schools, or local stakeholders.

Open media and ethical reuse. Teachers can model how to search for openly licensed images and audio, adapt resources responsibly, and mention sources in a simple, age-appropriate way.

4.3. Suggested platforms and resources

The following selection combines tools from the project training with several additional OER-oriented platforms that can enrich English classes and support project-based, community-connected work.

Tool / resource	Main purpose	Useful for community-connected English	Official link
OER Commons	OER library	Finding and adapting open lessons and activities	oercommons.org
CK-12	Free digital content	Background reading and interdisciplinary links	ck12.org

Openverse	Open media search	Reusable images and audio for projects	openverse.org
Canva	Visual design	Posters, infographics, presentations, campaigns	canva.com
PosterMyWall	Visual campaigns	Flyers, posters and awareness materials	postermymwall.com
Padlet	Collaboration board	Brainstorming, reflection, evidence collection	padlet.com

Tool / resource	Main purpose	Useful for community-connected English	Official link
StoryJumper	Digital books	Storytelling, local culture projects, narrative writing	storyjumper.com
LearningApps	Interactive tasks	Vocabulary, matching, listening, and review	learningapps.org
Crossword Labs	Crossword creation	Topic vocabulary revision and concept review	crosswordlabs.com
Prezi	Dynamic presentation	Explaining local issues and project findings	prezi.com

Tool / resource	Main purpose	Useful for community-connected English	Official link
Biteable	Video creation	Short awareness or explainer videos	biteable.com
Emaze	Multimedia presentation	Interactive presentations, portfolios, exhibitions	emaze.com

OER Commons

Official link: <https://www.oercommons.org/>

Most useful for: Finding and adapting open educational resources

OER Commons is a public digital library of open educational resources. It is especially useful when planning lessons on topics such as environment, inclusion, health, cultural heritage, active citizenship, or digital literacy.

In English language classes, teachers can use it to search for texts, activities, lesson ideas, and thematic materials that connect language learning with real-life content. It is a practical starting point for project work and interdisciplinary lessons linked to community issues.

Example classroom use: A teacher preparing a lesson on recycling or social inclusion can search for open materials, adapt the language level, and combine them with local examples from the



students' own community.

CK-12

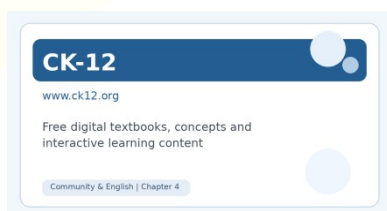
Official link: <https://www.ck12.org/>

Most useful for: Free digital textbooks and concept support

CK-12 offers free digital textbooks, concept explanations, and interactive learning content. Although it is often used in science and mathematics, it can also support English teachers who want to build interdisciplinary lessons and provide reliable background knowledge before students discuss or write about real-life topics.

For community-connected English learning, CK-12 can be helpful when students explore issues such as water, pollution, health, sustainability, energy, or food, and then explain local data and community solutions in English.

Example classroom use: Before preparing posters or presentations about air pollution, students can use CK-12 to understand key concepts and then explain local findings and solutions in English.



Openverse

Official link: <https://openverse.org/>

Most useful for: Searching for openly licensed images and audio

Openverse is a search engine for openly licensed images and audio. It helps teachers and students find media that can be reused more responsibly in classroom projects, especially when students prepare public-facing materials such as posters, presentations, videos, storybooks, podcasts, or digital campaigns.

This makes Openverse especially useful for project work. Instead of copying random images from the internet, students can learn simple habits of ethical reuse, basic attribution, and content selection.

Example classroom use: Students creating an English awareness campaign on anti-bullying or local heritage can find suitable open images and audio, then combine them with their own texts and reflections.





Canva

Official link: <https://www.canva.com/education/>

Most useful for: Posters, infographics, presentations, videos, and visual campaigns

Canva is one of the most versatile visual design tools for schools. It allows teachers and students to create posters, presentations, infographics, leaflets, videos, and many other formats that are highly relevant for language learning.

Within community-connected English classes, Canva is especially effective when students need to communicate a message clearly and visually. It supports vocabulary development, concise writing, visual literacy, and public communication.

Example classroom use: Students can create an English infographic about healthy habits, a poster about inclusion at school, or a digital leaflet promoting a local environmental action.



PosterMyWall

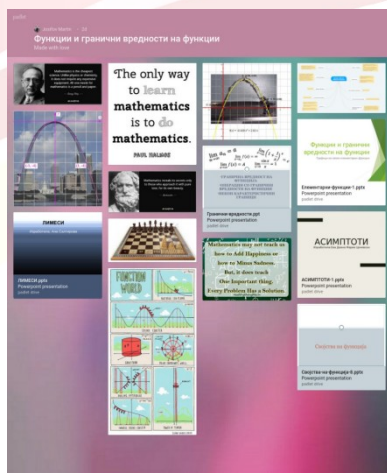
Official link: <https://www.postermywall.com/>

Most useful for: Posters, flyers, social graphics, and school campaign materials

PosterMyWall is a user-friendly design platform that supports the creation of posters, flyers, announcements, graphics, and short promotional materials. It can be used by teachers or students to prepare visually attractive materials without requiring advanced design skills.

It is particularly useful for campaign-based learning. When students work on real topics from their school or local community, they often need outputs that can be displayed or shared.

Example classroom use: Students can prepare a poster in English for an anti-food-waste campaign, a school inclusion week, or a clean-air message.



Padlet

Official link:

<https://padlet.com/site/product/education>

Most useful for: Collaborative boards for brainstorming, sharing, reflection, and evidence collection

Padlet is a digital collaboration board where users can post text, links, images, audio, video, and documents in one shared space. It is extremely useful for group work because it allows many students to contribute at the same time and makes classroom thinking visible.

For English teachers, Padlet can function as a digital wall for project planning, vocabulary collection, reflections, research notes, or final outputs. It also fits the community-connected approach because students can collect community voices, photos, and findings in one common place before turning them into a final product.

Example classroom use: A class investigating accessibility barriers, stereotypes, or local pollution can use Padlet to gather observations, interviews, and proposed solutions in English.

StoryJumper

Official link:

<https://www.storyjumper.com/main/classroom>

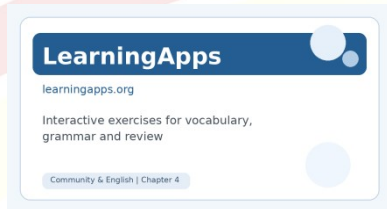
Most useful for: Digital storytelling and student-made books

StoryJumper is an online platform for creating and publishing digital books. It supports writing, illustration, and collaborative storytelling, which makes it highly suitable for language lessons focused on creative expression and meaningful communication.

In community-connected English teaching, StoryJumper can help students transform local stories, cultural memories, interviews, and social themes into structured narratives. It can be used for personal stories, intercultural books, and project reflections.

Example classroom use: Students can create a bilingual or English-only digital storybook about local traditions, a school campaign, or a short narrative focused on inclusion and empathy.





LearningApps

Official link: <https://learningapps.org/>

Most useful for: Interactive exercises for vocabulary, grammar, and review

LearningApps is a practical tool for creating small interactive tasks such as matching, sorting, ordering, cloze activities, audio-based tasks, and simple games. It is helpful when teachers want fast, focused language practice connected to a topic being explored in class.

Its value in community-connected English lessons lies in flexibility. Teachers can build topic-based vocabulary and review tasks linked to ongoing projects, and students can also create their own mini activities as part of peer learning.

Example classroom use: After a project on water, heritage, food waste, or bullying, students can create LearningApps activities for classmates to revise topic vocabulary and key ideas.



Crossword Labs

Official link: <https://crosswordlabs.com/>

Most useful for: Crossword puzzles for vocabulary development and concept review

Crossword Labs is a simple tool for creating custom crosswords quickly. It is especially useful for teachers who want to make vocabulary practice more engaging without spending much preparation time.

In language-related school classes, crosswords can serve as a warm-up, revision task, homework activity, or peer-created challenge. They work well when the vocabulary is connected to a larger unit or real-life topic.

Example classroom use: Students can create crosswords using words from a project on inclusion, pollution, cultural heritage, or digital safety, and then exchange them with other groups.



Prezi

Official link: <https://prezi.com/education/>

Most useful for: Dynamic presentations and visual explanation of complex ideas

Prezi offers a more dynamic, non-linear presentation format than traditional slides. It can help students show connections between causes, consequences, stakeholders, and possible solutions, which is useful when they present complex local

issues in English.

This tool is suitable for project presentations, community issue mapping, public speaking practice, and final sharing events. It supports a more visual way of thinking and can encourage students to explain relationships rather than simply read information from slides.

Example classroom use: Students can present the causes and effects of a local environmental problem, or map the actors involved in a social inclusion project, using English as the working language.

Biteable

Official link:

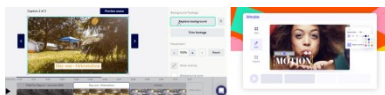
<https://biteable.com/use-cases/education/>

Most useful for: Short educational or awareness videos

Biteable is a video creation platform that helps teachers and students prepare short animated or edited videos. In English classes, this can support speaking, script writing, summarizing, pronunciation practice, and message-focused communication.

It is particularly useful when students need to explain an issue briefly and clearly. Video creation encourages concise language, teamwork, and audience awareness. It also allows classroom outputs to be shared more easily with the wider school or local community.

Example classroom use: Students can produce a one-minute explainer video in English about food waste, bullying, protecting local heritage, or taking part in a community action.



Emaze

Official link: <https://www.emaze.com/>

Most useful for: Multimedia presentations, portfolios, and digital exhibitions

Emaze is a multimedia presentation platform that allows users to create visually rich presentations and digital content. It is suitable for students who want to combine text, visuals, multimedia, and design in a more interactive way.

For community-connected English classes, Emaze can support digital exhibitions, project portfolios, thematic presentations, and creative end products. It is useful when teachers want students not only to



report information but also to curate and present it for an audience.

Example classroom use: Students can prepare a digital exhibition in English about local community challenges, school-based campaigns, or the results of fieldwork and interviews.

4.4. Practical recommendations for teachers

To use ICT and OER effectively in English language classes, teachers should keep several practical principles in mind:

- Select tools according to the learning goal, not only because they look attractive.
- Combine open resources with local content so that students work with both reliable information and community reality.
- Check privacy settings, age requirements, and permissions before student use.
- Encourage students to create products for real audiences: classmates, parents, school displays, partner schools, NGOs, or local institutions.
- Use openly licensed media when possible and model simple attribution practices.
- Offer low-tech alternatives where needed, so that digital work remains inclusive and accessible.

4.5. Concluding remarks

The strength of ICT and OER in community-connected English teaching lies not in technology alone, but in the way technology helps learning become more meaningful, visible, collaborative, and socially connected. These tools can support language development while also helping students research problems, express opinions, propose solutions, and communicate with real audiences.

This chapter should be seen as a practical toolbox. Teachers do not need to use every platform. Instead, they can select those that best fit their learners, school context, digital readiness, and community topics.

Note: Official links were checked against the platforms' public pages in April 2026. Digital platforms evolve quickly, so teachers should verify current access conditions and classroom suitability before implementation.



LESSON PLANS



ANNEXES

Annex 1. Lesson Plan 1

Content Area	Environmental Issues	Grade Level	Secondary School
Topic	Food Waste	Teacher	Zeynep Eroğlu
How it fits in my curriculum	Activities	Strategies	
- Language Skills Development - Critical Thinking and Awareness - Curriculum Integration - This lesson aligns with the curriculum's objectives of promoting environmental awareness, responsible consumption, and community engagement. - It integrates language skills (reading, speaking, writing) with global citizenship education.	- Warm-up (10 min): Discussion – “What happens to leftover food at home and at school?” - Main Activity (30 min): - Students read short articles or watch a short video about global and local food waste issues. - In small groups, they identify causes and effects of food waste in their community. - Groups brainstorm possible solutions (e.g., food donation, composting, awareness campaigns). - Project Work (Next lesson or extended task): - Students design a “Reduce Food Waste” poster or social media	- Cooperative learning (group discussions, collaboration) - Problem-based learning (real-world issue solving) - Community connection (sharing findings or campaigns with local cafés, canteens, or municipality) Inquiry-based learning (students ask questions and research solutions)	

	campaign to share with the school or local community.	
Objective: Students will be able to...	Assessment: Students will demonstrate mastery of the objective by...	
Students will be able to... • Identify the main causes and consequences of food waste. • Use English to discuss and present solutions to a real community issue. • Collaborate to create an awareness product connected to their local context. • Discuss the causes and consequences of food waste using appropriate vocabulary and expressions. • They will be able to survey with the people who works in restaurants.	• Participating in discussions using relevant vocabulary. • Submitting a group presentation or campaign poster. Reflecting on how their project could impact their school or community	
Materials	• Short article or video about food waste • Chart paper, markers, or digital tools (e.g., Canva, PowerPoint) • Local statistics or data about food waste (if available) • PC, Internet, Phone, Camera. Smart board	
Authentic and Meaningful Materials related to the learning Activities	• Real community data or news about local food waste • Interviews with cafeteria staff, local farmers, or NGOs • Flyers or digital posts designed to be shared in the school or community	
Instructions	1. I begin with class discussion to activate background knowledge. 2. Divide students into small groups and assign research or brainstorming tasks. 3. Guide them in creating awareness materials (poster/social post). 4. Facilitate a mini-exhibition or presentation to share their work with the school community.	
Home Study	• Students write a short reflective essay: "What can I do personally to reduce food waste?"	

	- Optional: Interview a family member about how they manage leftover food at home. - Students make survey with the people who works in restaurants.
Reflection	Students discuss what they learned about food waste and how their perceptions changed. Teacher reflects on how connecting classroom learning to real-life issues increased engagement and language use.

Annex 2. Lesson Plan 2

Content Area	English Language Learning, Intercultural Communication/Relations, and International History. Research	Grade Level	High School - Years 9-10
Topic	Intercultural Communication and Relations Title: Communication Styles	Teacher	Gül Uyğuç Dur
How it fits in my curriculum	Activities	Strategies	
1. Language Skills - Helps improve speaking and listening by understanding how tone, body language, and expression vary across cultures. - Encourages learners to adapt their communication for different audiences. 2. Intercultural Awareness - Supports topics like intercultural communication, global citizenship, and respect for diversity. - Prepares students for real-life situations in multicultural environments. 3. 21st Century Skills - Enhances critical thinking, empathy, and collaboration by	1. Role-Play: Direct vs. Indirect - Students act out the same situation (e.g., giving feedback, making a request) in both direct and indirect styles. - Discuss which cultures prefer which style and why. 2. Nonverbal Communication Game - Students guess emotions or messages through gestures, facial expressions, or tone—no words allowed! - Highlights how much we rely on nonverbal cues. 3. Culture Comparison Discussion - In pairs or small groups, students compare how	Use Real-Life Examples - Show authentic videos, conversations, or case studies where communication styles differ. - Let students observe and analyse. 2. Encourage Reflection - Ask students to reflect on their own style (direct/indirect, formal/informal). - Compare with other cultures to build awareness. 3. Pair Work & Group Work - Use small group activities to practice different communication styles. - Peer interaction helps develop both language and	

exploring different styles (e.g., direct vs indirect). - Useful in projects, presentations, and debates.	communication works in their culture vs. another (e.g., eye contact, silence, interrupting). - Share findings with the class. 4. Misunderstanding Scenarios - Give students short dialogues with intercultural misunderstandings. - They identify the problem and suggest better communication styles.	social awareness. 4. Integrate Visuals - Use diagrams (e.g., high-context vs low-context cultures) to explain abstract ideas clearly. 5. Promote Cultural Openness - Create a respectful, non-judgmental environment where students can share cultural perspectives. 6. Use Role-Plays and Simulations - Simulate real-world settings (e.g., job interview, complaint, negotiation). - Assign different communication roles or styles.
Objective: Students will be able to...		Assessment: Students will demonstrate mastery of the objective by...
Students will be able to... 1. Define key types of communication styles (direct, indirect, formal, informal, etc.). 2. Identify how communication styles vary between different cultures. 3. Demonstrate appropriate communication styles through role-play activities. 4. Explain how misunderstandings can arise from intercultural communication differences. 5. Analyse real-life or fictional scenarios to spot communication style mismatches. 6. Adapt their speaking style depending on the context or cultural expectations. 7. Collaborate effectively with peers using respectful and clear communication.	Students will demonstrate mastery of the objective by... 1. Participating in role-plays using different communication styles appropriately. 2. Analysing short dialogues or case studies and identifying the communication styles used. 3. Completing a reflection or comparison activity about their own and others' communication preferences. 4. Explaining in a short presentation or discussion how cultural norms affect communication. 5. Responding to questions or scenarios that test their ability to adapt communication styles. 6. Creating and presenting dialogues that show an understanding of both verbal and non-verbal communication cues.	
Materials	Visuals and Handouts Videos Role play cards Worksheets Interactive Tools - Canva, Padlet, Prezi, etc for pre/post quizzes	
Authentic and Meaningful Materials related to the learning Activities	-Video Clips from Real Conversations -Emails and Text Messages -Recorded interviews or Podcasts -Personal Reflection Prompts	

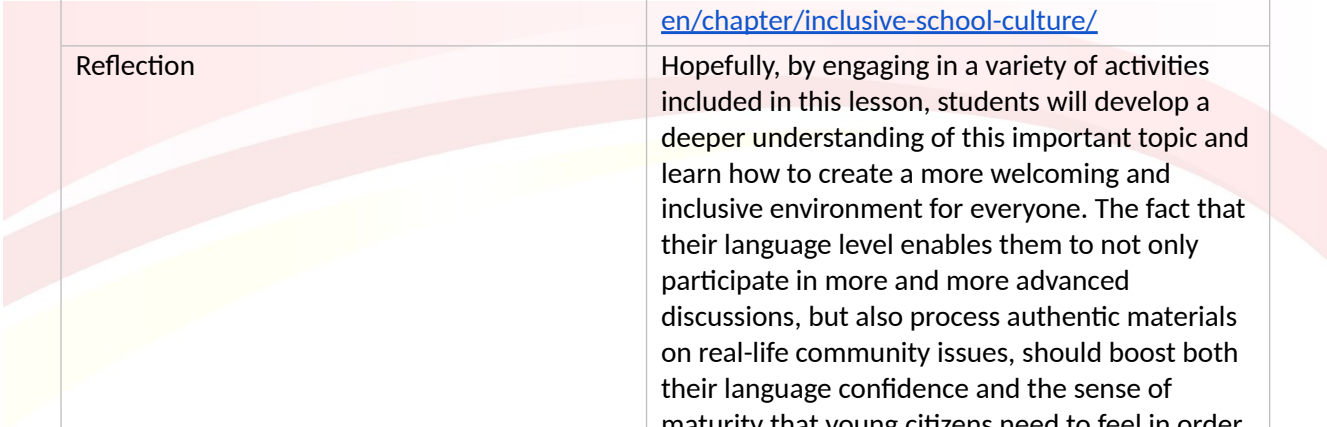
Instructions	-Real-Life Scenarios In this lesson, you will learn about different communication styles (direct, indirect, formal, informal), understand how they vary across cultures, and practice using them in real-life situations. First, we will look at some examples together. Then, you will watch short videos and identify which communication styles are being used. Through group work and role-plays, you will choose and apply the appropriate style for different scenarios. At the end of the lesson, you will reflect on your own communication style and think about when and how you might need to adapt it. Students will explore basic communication styles such as direct, indirect, formal, and informal. They will learn how people speak differently depending on who they talk to and their culture. Through simple examples, short videos, and guided activities, students will understand when to use each style. Using group work and role-play, they will practice speaking in different situations, such as talking to a friend or a teacher. At the end of the lesson, students will reflect on their own way of speaking and learn how to change their style when needed. 3. Guided Practice (10–15 mins) - Give students short, simple dialogues. - Ask them: “Is this formal or informal?” / “Is this direct or indirect?” - Work in pairs or small groups to match style to situation. 4. Role-Play Activity (10–15 mins) - Students get role cards (e.g., talk to your friend / talk to your boss). - Use given sentence starters or models. - Act out short dialogues using correct style. 5. Wrap-Up & Reflection (5 mins) - Ask: “Which way do you speak more: formal or informal?” - Let students share one example sentence in the style they prefer.
Home Study	Think about how you speak to different people in your life. Write a short paragraph (4–5 sentences) about how you speak to your teacher and how you speak to your friend. Is it formal or informal? Is it direct or indirect? Give one example sentence for each. Try to use the vocabulary we learned in class.

Reflection	The end of the podcast will consist of a student reflection. In their reflection students should answer the following questions. 1. Which communication style do you use most: formal or informal? 2. Can you give an example of a direct sentence you use? 3. Can you give an example of an indirect sentence you use? 4. How do you change your speaking when talking to a teacher? 5. How do you speak differently with your friends? 6. Why is it important to use different communication styles in different situations? 7. Did you find any communication style difficult to use? Why? 8. What did you learn about communication in other cultures today?

Annex 3. Lesson Plan 3

Content Area	Social challenges	Grade Level	Last year of secondary school (B2 level)
Topic	Inclusion	Teacher	Marlena Skowronska
How it fits in my curriculum	Activities	Strategies	
The lesson corresponds with one of the core vocabulary topics reviewed before Polish end-of-school exams – State and society. It aims to raise social awareness and promote empathy.	● group discussions ● individual online research ● pair work (speaking) ● reading ● creating small posters summarising the lesson (group work)	Cooperative and communicative learning: ● speaking in pairs ● guided discussions ● group work. Individual work: ● online research ● reading comprehension. The teacher as a facilitator.	
Objective: Students will be able to:		Assessment: Students will demonstrate mastery of the objective by:	
● define inclusion, ● list reasons why certain people might not feel included in their (school) community, ● identify ways to promote inclusion in the classroom, ● understand the benefits of inclusive education, ● hopefully adopt a more open and supportive attitude.		● participating in a whole-class discussion, ● sharing their research findings, ● presenting their conclusions on the importance of inclusion, ● creating posters summarising the lesson.	
Materials		● a set of images to help students discover the topic of the lesson (Social challenges -> inclusion) ● the Internet ● online articles and a video to watch at home (links below) ● colourful sheets and markers	
Authentic and Meaningful Materials related to the learning Activities		● images ● online research results ● the articles to be used in class: https://www.21kschool.com/in/blog/how-to-promote-inclusive-education-in-schools/ https://www.21kschool.com/in/blog/benefits-of-inclusive-education/	

	the video with a discussion about inclusive school culture to watch at home: https://book.all-means-all.education/ama-2025-en/chapter/inclusive-school-culture/
Instructions	- Intro: use pictures to help students figure out the topic of the lesson (social community challenges, inclusion). - Ask students to define inclusion. - Start the first part of the discussion asking questions like: Why is it important to include everyone? What are the benefits of inclusion? Have you ever felt excluded? How did it make you feel? - Ask students if they know the reasons why some people are not/might not feel included in their communities. If they do not have enough ideas, give them a moment to do online research. Direct their attention to a school community. Then let students share their findings in pairs and later in an open discussion. - Divide the class into two groups. Group 1 reads an article about how to promote inclusion in a school environment (https://www.21kschool.com/in/blog/how-to-promote-inclusive-education-in-schools/). Group 2 reads an article about the benefits of inclusive education (https://www.21kschool.com/in/blog/how-to-promote-inclusive-education-in-schools/). Later students present the main ideas in an open discussion. - Give students colourful sheets and markers. Tell them to create posters/mind maps that summarise the most important ideas discussed in class. Divide students into smaller groups that focus on: the definition of inclusion, ways to promote it in schools and its benefits.
Home Study	Ss watch a video with a discussion about inclusive school culture to watch at home. They can write down the arguments that resonate with them the most or the ones that haven't been mentioned in class and present them at the beginning of the next lesson.



	https://book.all-means-all.education/ama-2025-en/chapter/inclusive-school-culture/
Reflection	Hopefully, by engaging in a variety of activities included in this lesson, students will develop a deeper understanding of this important topic and learn how to create a more welcoming and inclusive environment for everyone. The fact that their language level enables them to not only participate in more and more advanced discussions, but also process authentic materials on real-life community issues, should boost both their language confidence and the sense of maturity that young citizens need to feel in order to take an active part in shaping their society.

Annex 4. Lesson Plan 4

Content Area	Social Challenges	Grade Level	9
Topic	Bullying	Teacher	Hicran Baklan
How it fits in my curriculum	Activities	Strategies	
While integrating the students into new school life, this lesson supports the social emotional learning goals and integrates English speaking, reading, and vocabulary	Warm up discussion Vocabulary introduction Pair scenario identification activity Group poster creation Class reflection	Cooperative learning Student centred speaking practice Visual support and modelling Encouraging empathy and respectful communication	
Objective: Students will be able to...		Assessment: Students will demonstrate mastery of the objective by...	
Define bullying in simple English Identify different types (physical, verbal, social, Use key vocabulary (bully, victim, report) in sentences Explain what to do when witnessing bullying		Correctly identifying bullying examples in activities Participating in discussions respectfully Creating a poster with accurate vocabulary and positive anti bullying message	
Materials		Board and markers Printed scenario cards(optimal) Paper and coloured pencils for posters Images on the smart board	
Authentic and Meaningful Materials related to the learning Activities		Realistic daily life scenarios School friendly anti bullying poster examples Common communication phrases students may encounter	
Instructions		1 Warm up (5 min) Teacher asks: what is bullying? how does it make people feel? Students share ideas, teacher lists key words on board 2Vocabulary presentation(8min) Introduce items: bully, victim, physical bullying, verbal bullying, social bullying, report, Use simple definitions and examples 3 Pair activity (7 min) Students look at short scenarios and decide the type of bullying	

	Example: someone calls you messages online: cyberbullying 4 Group poster activity (10 min) Group creates posters titled "stop bullying" 1 definition 1 example 1 kind message (be kind and support each other)
Home Study	Write 5 sentences about how students can make school a safe place and kind place
Reflection	Note students who may benefit from extra support or follow up discussion

Annex 5. Lesson Plan 5

Content Area	INCLUSION	Grade Level	B1/B2
Topic	MIND THE GAP	Teacher	GIULIA SANTORO
How it fits in my curriculum	Activities	Strategies	
The Lesson Integrates Active Citizenship with the Principle of Equality (art.3 Italian constitution). IT IS ALSO LINKED TO GEOGRAPHY (analysis of the urban space, neighbourhood mapping) and Law (analysis of legislation on the rights of people with disabilities and building regulations).	Brainstorming / Get students into context (flash cards or short videos) Mapping: students divided in groups conduct an inspection of predetermined routes (they use 'accessibility Checklists') Analysis and identification: Class discussion of the collected data Research: guided research with the teacher of law (13/1989 and 236/1989 – peba 'plan for the elimination of architectural barrier') Civic Action: Writing workshop or production (students work in groups and choose from the following: Write a formal letter to the authorities Write an informal letter to a partner school or country to share experiences and comments Create a poster to arise awareness on the results Make a video report for a local channel.	Teacher=facilitator Students are stimulated to reflect and develop several key competences that are the basis of active citizenship. Use English as a means of communication for CLIL (Content language learning)	
Objective: Students will be able to...		Assessment: Students will demonstrate mastery of the objective by...	
Identify and classify the main types of architectural barriers		Students will be assessed and monitored during the different phases of the lesson in an informal way.	
Analyse the impact of these barriers on daily life, recognizing it as a type of social exclusion		Formal assessment will come in the end when	

Submit a request for public intervention	not only their production will get marks, but also the process and the general attitude of the group will be taken into consideration. A jury made from students of another class could be involve to give point to the best production in order to collect more judgements and likes and make the final evaluation open and democratic.
Materials	Surveys sheets Smartphones and camera PC/tablet
Authentic and Meaningful Materials related to the learning Activities	PEBA, Constitution and legal documents
Instructions	1- Setting the context: Brainstorming and introduction of new vocabulary + context 2- Field work and data gathering: outing activity groups map and document 3- Research and Analysis: at school discussion and comments 4- Action and production: Students work in groups, choose the activity and assign roles in the group and collaborate in the final production
Home Study	Review and implement the research done in class.
Reflection (for the teacher)	Were the students able to use English as their primary language or they switched into their native language? Was the technical vocabulary adequate? Were the tasks suggested well balanced with the level of students?

Annex 6. Lesson Plan 6

Content Area	English Language Learning, Intercultural Communication/Relations	Grade Level	Secondary School-Years 2-3
Topic	Stereotypes Title: National Stereotypes and prejudices	Teacher	Katarzyna Wesolowska
How it fits in my curriculum	Activities	Strategies	
The lesson strengthens all four skills: speaking, listening, reading and writing, while keeping the focus on meaningful real-life communication. Speaking: group discussions about stereotypes and prejudices, role-plays, debates, sharing personal experiences. Listening; watching or listening to short interviews and Tik Tok videos of Polish and Ukrainian students. Reading: analysing short texts, articles or quotes about prejudice and multiculturalism. Writing- reflecting paragraphs, 'I' statements, essays or posters, articles for the online school newspaper.	- Brainstorming - Research about the possible stereotypes and prejudices concerning both cultures (Polish and Ukrainian) - Learn how to use digital tools - Role-plays - Debates - Prepare articles for the online newspaper - Invite students to take part in discussions - Students will prepare presentations, record videos of the activities	- Research - Cooperative and mixed group learning - Critical thinking - Empathy building techniques - Watching and discussing TikTok videos - Speaking and writing in English as a foreign language - Communication and collaboration - Debating - Technological practice through the use of digital tools	
Objective: Students will be able to...		Assessment: Students will demonstrate mastery of the objective by...	
Students will raise their awareness of the possible prejudices and stereotypes that exist between Poland and Ukraine; Students acquire vocabulary related to stereotypes and prejudices and use it actively to write paragraphs; articles and to express themselves while speaking; Students work autonomously only encouraged by the teachers; Students overcome prejudices by using English as a global language.		- Students will demonstrate their ability to use the English language in order to address a real -life problem - While going through the activities the teachers will assess them following an assessment rubric creating to detect grammatical and pronunciation mistakes - Attendance list; participation	
Materials		Materials	

	Computers
	Digital tools- Padlet, Canva, Tik Tok application
Authentic and Meaningful Materials related to the learning Activities	Tik Tok application, online newspaper
Instructions	Since the war in Ukraine started, we have had some Ukrainian students join our school and it has been a challenge to address some of the stereotypes and prejudices that have arisen,
Home Study	
Reflection	The end of the article/digital poster will consist of a student reflection. In their reflection students should answer the following questions. ○ How did you perceive Ukrainian/Polish people before the lesson? ○ What did you learn about the cultures of Ukraine/Poland? ○ What surprised you while researching and activities? ○ How can cooperating bridge diverse cultures and create mutual understanding? ○ What similarities and differences did you notice between the cultures?

Annex 7. Lesson Plan 7

Content Area	English Language Learning, Intercultural Communication/Relations	Grade Level	Secondary technical school (3rd/4th year)
Topic	"Unpacking stereotypes"	Teacher	Bellizzi Daniela Rosanna
How it fits in my curriculum	Activities	Strategies	
● Social awareness ● Cultural understanding ● Ethical education themes ● Learning English Language and vocabulary ● Critical thinking ● Empathy ● Inclusive behaviour	● Research ● Interviews and newspapers ● Scholarly peer-reviewed articles ● Writing ● Speaking and writing in English as a foreign language ● Communication and collaboration ● Photography and film ● Technological practice (YouTube, video/voice recording, editing)	● Analyse a movie clip, ad, or news story for bias ● Journal reflection on personal experiences with stereotypes ● Case Studies or Role Plays Showing Discrimination and Empathy ● Read a real-life or fictional case about discrimination, then discuss possible responses ● Role-play scenarios (e.g., exclusion, workplace bias) followed by reflection ● Create a campaign or poster against stereotypes	
Objective: Students will be able to...		Assessment: Students will demonstrate mastery of the objective by...	
1. Recognize and explain how stereotypes and prejudices influence behaviour, media, and society. 2. Demonstrate empathy by reflecting on personal stories and interviews. (Revised - Aligned to Phase 2) 3. Analyse real-world situations involving bias or discrimination and propose inclusive responses. 4. Create storytelling projects that promote diversity, equality, and respect. 5. Collaborate effectively to design and		Assessment in this project uses a mix of reflective, analytical, and creative tasks. Students will be assessed on three main areas: 1. Process: Quality of research, problem-solving, and teamwork (coordination in L2). 2. Product: Technical, narrative, and linguistic quality (use of English) of the multimedia content created. 3. Impact: Effectiveness of dissemination (views, shares) and ability to generate constructive debate (feedback	

share inclusive narratives using digital and multimedia technology. (Revised - Aligned to Phase 3) 6. Reflect critically on personal attitudes and commit to actions that foster inclusion and respect for others.	received).
Materials	Authentic and Meaningful Materials related to the learning Activities ● Technology: Computers, mobiles phones and tablets, technological programs such as Padlet, and extensions such as Notebooklm, Google Sites. ● Content: Articles, art, and innovation; posters or campaigns; interviews or testimonials; blog posts, or short videos
Instructions	Introduction (The Problem) In a multicultural and socially diverse context like our technical secondary school in Naples, students encounter a variety of cultural identities, languages, and life experiences. Yet, stereotypes — particularly those about Southern Italy and its people — continue to influence how individuals are perceived, often reinforcing prejudice and social division. At the same time, new stereotypes toward immigrants and minority groups can hinder genuine inclusion and mutual respect within the school community. The project "Unpacking stereotypes " seeks to address these challenges through lesson plans that foster reflection, dialogue, and creativity. By exploring themes of identity, culture, and representation, students will learn to recognize and question prejudice, appreciate diversity, and develop empathy and critical thinking. Ultimately, the project aims to help students become aware, responsible, and inclusive citizens — capable of transforming stereotypes into understanding and cooperation. CONCISE LESSON PLAN - "Unpacking stereotypes" Project: "" Working Language: English (as L2) Key Objective: To create a digital campaign to debunk regional and cultural stereotypes, based on research, facts, and interviews.

PHASE 1: "WHAT'S IN THE SUITCASE?"

(Awareness and Deconstruction)

Objective: To recognise internalised biases and analyse their media origins.

- Activity 1: "The Stereotype Suitcase". An icebreaker activity. Students, in English, anonymously list the most common stereotypes (about the South, the North, immigrants, Italians abroad).
- Activity 2: "Media & Symbol Hunt". The "suitcase" is unpacked, and the group discusses:
 - Where have we seen/heard these stereotypes? (Films, social media, TV, songs).
 - How are "status symbols" (brands, accents, fashion) used to create division or exclusion?
- Output: A collective mind map of biases and their sources.

PHASE 2: "WHAT WAS IN THE SUITCASE?"

Unpacking the Critical Vocabulary (For critically analysing and challenging the stereotypes)

Procedure "Media Deconstruction" (Simplified and adapted) Objective Students critically analyse the source and language of the stereotypes using key vocabulary (e.g., bias, prejudice).

Action: UNPACK Analyse & Reframe: Select 3–5 common stereotypes from the packed suitcase that exemplify geographical, culinary, or social prejudice (e.g., "Southerners are lazy," "Northern food is bland," "Immigrants are chaotic"). Write them on the board.

Delivery 1. Apply Critical Vocabulary: As a whole class, use the key terms from your lesson plan ("bias," "prejudice," "media influence") to discuss where the students think this stereotype comes from and how it affects the target group's status.

2. Reframing for Inclusion: For each stereotype, guide the students to collectively replace the negative, loaded word (e.g., "chaotic," "lazy") with a neutral/positive, descriptive word that reflects a potential underlying cultural difference (e.g., "spontaneous," "resilient," "multilingual").

Conclusion End with the reflection question:

"What vocabulary do we need to unpack prejudice and pack inclusion? This structure ensures you hit both the recognition and critical

	analysis goals in a streamlined, engaging way, perfectly fitting a single lesson timeframe.
Home Study	"Beyond Stereotypes: My Story, Our Italy" Goal: Encourage students to reflect on how stereotypes influence their perceptions and how they can promote inclusion and mutual respect. Task: Students create a short personal reflection or creative project (video, essay, podcast, or poster) answering: "How have stereotypes shaped my view of others, and how can I help build bridges instead of barriers?" They should: ● Reflect on a stereotype they've encountered. ● Include a short interview with a family or community member. ● Propose one concrete action to reduce prejudice in daily life. Outcome: Students consolidate what they learned and express it creatively. Their work can be showcased in a school exhibition or digital gallery celebrating diversity and inclusion.
Reflection	The end of the project will consist of a student reflection. In their reflection students should answer the following questions. (Revised - Corrected "podcast") Final Reflection Questions: ● What stereotype did I explore or challenge in this project? ● How has my understanding of stereotypes or prejudice changed? ● Did this project help me see myself, my city, or others differently? ● What did I learn from listening to or working with people from different backgrounds? ● What can I personally do to build bridges, promote respect and intercultural values in everyday life?

Annex 8. Lesson Plan 8

Content Area	Environment Challenges	Grade Level	
Topic	Air Pollution	Teacher	Branka Gjorgieva Ivanova
How it fits in my curriculum	Activities		Strategies

This lesson supports the curriculum goals related to environmental awareness, sustainability, and civic responsibility. It helps students use English (or science concepts) to explore real-world issues affecting their own community, fostering problem-solving and critical thinking skills.	1. Brainstorming local air pollution sources in Tarsus - https://www.mentimeter.com/ 2. Students research data about air quality in their area (online or by observation). 3. Invite a local environmental officer or activist to discuss community efforts. 4. Group project: design awareness posters or short campaign videos - https://www.canva.com/templates 5. Present projects to peers or local community (school display, social media, or local event).	- Collaborative learning - Project-based learning - Inquiry-based learning - Peer discussion - Real-life connection through community engagement
Objective: Students will be able to...	Assessment: Students will demonstrate mastery of the objective by...	
• Identify major causes and effects of air pollution in their local environment. • Analyse how human actions impact air quality. • Collaborate to design and present awareness materials to inform their community. • Use English (or scientific terminology) to describe problems and propose solutions.	• Completing a group research presentation or poster https://www.canva.com/templates • Participating in discussions and peer feedback. • Submitting a reflection on how air pollution affects their community and what can be done. • Sharing their work with a local audience or online platform - https://padlet.com/	
Materials:	• Internet access or local newspaper articles about pollution • Chart paper, markers, recycled materials • Laptop/tablet for research and video creation • Air quality index data (from government or apps)	
Authentic and Meaningful Materials related to the learning Activities	• Local air quality reports or maps • Interviews or short videos with local residents, farmers, or drivers • Photos of pollution sources (factories, traffic, burning waste) • Guest speaker input (environmental NGO, municipality staff)	
Instructions	1. Begin with a short discussion: "What is pollution? Do you notice it in our city?" 2. Show a short video about global air pollution.	

	3. Connect to local examples and brainstorm causes. 4. Divide class into groups to research local causes and impacts. 5. Guide students to prepare an awareness project. 6. Facilitate presentations and community sharing. 7. Discuss what actions they can personally take.
Home Study	• Interview a family member about their views on air pollution. • Write a short paragraph: "How can our community reduce air pollution?" • (Optional) Take a photo of a local pollution source and describe its impact in English.
Reflection	Students reflect on what they learned about their community and how they can contribute to a cleaner environment - https://kahoot.com/ Teacher reflects on students' engagement, awareness, and ability to connect classroom learning with real life.

Annex 9. Lesson Plan 9

Content Area	Environmental Studies / English	Grade Level	
Topic	Technology Waste (E-waste)	Teacher	PALOMBA G.
How it fits in my curriculum	Activities	Strategies	
This topic is directly linked to themes such as sustainable living, environmental aware. It supports students in understanding the real-word impact of technology on the environment and encourages civic responsibility. It also promotes skills such as critical thinking collaboration and problem-solving	Brainstorming: students discuss how many old or unused devices they have at home and at school * Community Research: In groups, students research local e-waste collection or recycling points in Tarsus. * Interview Activity: Students conduct short interviews with local authorities, recycling centre workers, or shop owners about how e-waste is managed. * Creative Output: Each group	* Project-Based Learning (PBL) * Collaborative Group Work * Inquiry-Based Learning * Community Partnership (connecting with local institutions or the municipality)! Here's the entire lesson plan in English, written in a clear and natural style suitable for a high school setting and aligned with the Community Connected Learning approach. It's ready to be copied into your "LESSON PLAN NEW.docx"	

	prepares a poster, video, or digital presentation showing their findings and suggesting ways to reduce technology waste in the community	template.
Objective: Students will be able to...		Assessment: Students will demonstrate mastery of the objective by...
• explain what e-waste is and why it is a problem. • identify how their community handles e-waste. • propose realistic and sustainable solutions to reduce technology waste.		• completing a group presentation or awareness campaign proposal. • submitting a reflection paragraph on what they learned about local e-waste issues. • participating actively in class discussions and community interviews.
Materials		• Internet access (for research) • Posters, markers, and digital tools (Canva, Google Slides, etc.) • Local data or interview notes about e-waste in Tarsus • Short video about global e-waste problems
Authentic and Meaningful Materials related to the learning Activities		• Real interviews with local officials or recycling center staff • News articles about e-waste in Türkiye • Local government websites or brochures about waste management • Sample e-waste awareness campaign materials from NGOs
Instructions		1. Begin with a short video and discussion on global e-waste. 2. Organize students into groups and assign research tasks. 3. Support groups as they contact local institutions or conduct surveys. 4. Guide students in creating a presentation or campaign idea. 5. Have groups present and discuss solutions as a class.
Home Study		• Students write a short reflection on how technology waste affects their own lives. • Optional: Create a short infographic or social media post idea for raising awareness.
Reflection		• What did we learn from our community about e-waste? • How can students contribute to solving this issue locally?

- What skills did we develop during this project? (e.g., collaboration, research, communication)

Annex 10. Lesson Plan 10

Content Area	Vulnerable groups	Grade Level	Secondary School
Topic	Economically disadvantaged students	Teacher	Sanja Bozhinovska
How it fits in my curriculum	Activities	Strategies	
This lesson aligns with the curriculum's objectives of promoting social awareness, inclusion, empathy, and equal opportunities in education. It integrates language skills (reading, speaking, writing) with citizenship education and social responsibility.	Warm-up (10 min): Discussion "Do all students have the same opportunities at school? Why or why not?" 1. Students brainstorm factors that may affect learning (family income, access to technology, school supplies, transportation, etc.). Main Activity (30 min): Students read a short, adapted article or watch a short video about: • Challenges faced by economically disadvantaged students • Barriers to education (lack of	• Cooperative learning (group discussions, collaboration) • Problem-based learning (real-world issue solving) • Community connection (sharing findings or campaigns with local cafés, canteens, or municipality) Inquiry-based learning (students ask questions and research solutions)	

	materials, part-time work, limited internet access, etc.) • Possible school and community support systems In small groups, students: • Identify key problems mentioned in the text • Discuss how these challenges affect students' academic performance and emotional well-being • Suggest realistic solutions schools or communities can implement Groups prepare a short oral presentation summarizing their ideas. Project Work (Next lesson or extended task): Students design one of the following: • A "Support Every Student" awareness poster • A short social media campaign promoting equal access to education A proposal letter to the school administration suggesting supportive actions (e.g., book sharing programs, tutoring clubs, donation drives)	
Objective: Students will be able to...	Assessment: Students will demonstrate mastery of the objective by...	
Students will be able to... • Identify challenges faced by economically disadvantaged students. • Use appropriate vocabulary related to social inequality and education. • Express opinions and suggest solutions using modal verbs (should, could, must). • Write a short persuasive or reflective text about equal opportunities in education. Critical Thinking and Awareness Students will: • Analyze the causes and consequences of economic inequality in education. • Evaluate possible school-based solutions.	• Participating actively in group discussions using relevant vocabulary. • Delivering a short group presentation. • Submitting a poster, campaign draft, or proposal letter. • Writing a short reflection paragraph on how schools can support disadvantaged students.	

• Reflect on fairness and social responsibility. • Develop empathy and understanding toward peers from different backgrounds.	
Materials • Short article or video about educational inequality • Chart paper, markers, or digital tools (Canva, PowerPoint) • Real-life statistics about access to education PC, Internet, Phone, Smart board	
Authentic and Meaningful Materials related to the learning Activities • News reports about educational inequality; • Interviews (real or simulated) with teachers or students; • School policies related to financial aid or support programs; • Sample scholarship or support program information;	
1. Begin with a whole-class discussion to activate prior knowledge. 2. Introduce key vocabulary (inequality, opportunity, support, access, scholarship, resources). 3. Divide students into small groups for reading/viewing and discussion tasks. 4. Guide students in brainstorming and creating awareness materials. 5. Facilitate presentations or a mini-exhibition of student work. 6. Provide constructive feedback focused on language use and content.	
Home Study • Students write a short reflective essay: "How can schools help economically disadvantaged students succeed?" Optional: • Interview a teacher, school counsellor, or family member about challenges students may face due to financial difficulties.	

Research a local or international program that supports equal access to education.	
Reflection Students discuss what they learned about economic inequality in education and how their attitudes may have changed. The teacher reflects on: - Student engagement - Language development - Sensitivity of the topic - Effectiveness of connecting social issues with language learning	

Annex 11. Lesson Plan 11

Content Area	Environmental Awareness -	Grade Level	Secondary School - Year 2
Topic	Fast Fashion	Teacher	Katarzyna Gos
How it fits in my curriculum	Activities	Strategies	
This lesson connects student learning to real life and action, helping them find relevance in their curriculum materials and form deeper, more meaningful understandings. The lesson presents alternative points of view and challenges students to challenge the status quo through critical questioning. Throughout the lesson, students critically question intercultural dynamics within their community, allowing them to expand thinking and strengthen their critical and analytical skills.	- Introductory lesson: Define environmental awareness and fast fashion using film - Environmental Cost of Fast Fashion - BBC. - Vocabulary overview related to the topic - Introduction of project goals/objectives - Research: - In groups, students research fast fashion.	- Research - Quantitative: Surveys - Qualitative: Interviews, analyze scholarly articles and docuseries (Environmental Cost of Fast Fashion - BBC) addresses the challenge.	

	○ Using their research, students create survey questions and carry out the surveys with peers, families, etc. ● Application: ○ Students will create and share their findings using a technological platform.	
● Objective: Students will be able to...	● Assessment: Students will demonstrate mastery of the objective by...	

Students will be able to gain environmental awareness by defining the stages of fashion production and how each stage harms the environment in diverse ways. ● Students will interact with classmates, families and present their findings to their peers.	Students will create a survey questionnaire and present the outcomes of their research through a technological medium such as Prezi, Canva and more. Specifically, their findings show how fast fashion affects the environment and a proposed solution to the problem that fast fashion imposes. The proposed solution should explain how to determine if a fashion brand is sustainable (are there apps, websites or platforms to help with this?). Also, educating others how to properly dispose of fast fashion, textile waste.
Materials	● Computers ● Technological programs such as Padlet and Google Sites, Canva, Prezi, Google. ● Film - Environmental Cost of Fast Fashion

Authentic and meaningful materials related to the learning objectives	● Students will use Google and other search engines to conduct research using scholarly and peer-reviewed primary and secondary sources. ● Students publish their cookbook using Google Sites. ● Students will use Padlet to record their interview questions for each target culture. ○ Students may also use Padlet to record their initial reflections after each interview and after making each recipe from our diverse target cultures.
Instruction	Introduction (explain the problem our project solves): ● Objective: Students will be able to define environmental awareness and understand how fast fashion contributes to environmental challenges. Teacher presents a lesson on environmental awareness and its importance. Then, the teacher will introduce subtopic, fast fashion, and define its relevance to environmental awareness. ● Students will take a pre-made survey by a teacher to gather initial data on fast fashion in their community prior to the project.

	Research: ● Objective: Students will be able to analyze the effects of manufacturing fast fashion by conducting qualitative and quantitative research. Application: ● Objective: Students will be able to present their findings by sharing a presentation using a technological platform with their target audience (high school students/community).
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Home Study	Students will carry out their survey. Each group should meet a goal of ten or more responses that include diverse demographics.
	Any research, an organization or project that does not get completed during class time.
Reflection	● Students will be presented a survey at the start and end of the project assessing their knowledge of fast fashion as it pertains to the environment. Students will compare their survey responses at the beginning and end of the project and evaluate how they have changed/evolved after becoming educated on the consequences of fast fashion. ● Students will write reflections with their teams answering the following guided questions: ○ What is fast fashion and how does it relate to the environment? ○ Does fast fashion have a positive or negative effect on the environment? Explain. ○ How will you advocate for sustainable clothing in the future based on the knowledge you have gained from this project?

Annex 12. Lesson Plan 12

Content Area	English Language Learning, Intercultural Communication/Relations, and International History.	Grade Level	Secondary School - Years 1-2
Topic	- Intercultural Communication and Relations - Title: An intercultural cookbook: Exploring the recipes and traditions of the cultures of Macedonia.	Teacher	Ms. Julija Janeva and Ms. Laura Schomig
How it fits in my curriculum		Activities	Strategies
- This lesson connects student learning to real life and action, helping them find relevance in their curriculum materials and form deeper, more meaningful understandings. - The lesson presents alternative points of view and challenges students to challenge the status quo through critical questioning. - Throughout the lesson, students critically question intercultural dynamics within their community, allowing them to expand thinking and strengthen their critical and analytical skills.		- Research each target culture through the use of scholarly, peer-reviewed journals, and articles. - Research by analyzing current events relevant to each target culture. - Identify at least two recipes and traditions aligned to each culture. - Draft interview questions curated to each target culture based on initial research findings. - Contact potential interviewees for each target culture. - Visit an international school with students from each target culture such as Nova International School in Skopje. - Gather ingredients for each recipe identified through research aligned to each target	- Research - Primary: Interviews and newspapers - Secondary: Scholarly, peer-reviewed articles - Writing - Cooking: making diverse recipes - Speaking and writing in English as a foreign language - Communication and collaboration - Photography and film - Technological practice through the use of padlet and Google Sites.

	culture. • Together, students will make the recipes in the kitchen located within the school. • Record interviews and recipes within the Google Sites website framework. • Each group will complete a reflection following the prompts below.	
• Objective: Students will be able to...	• Assessment: Students will demonstrate mastery of the objective by...	
• Students will be able to build intercultural relationships through intercultural understanding by crafting an intercultural cookbook that explores the recipes and traditions of the cultures of Macedonia.	• Students will demonstrate mastery of the objective by creating a cookbook through a website format that clearly explores and portrays the diverse cultures and cultural misunderstandings within Macedonia through the research, specifically the use of secondary and primary sources), artifacts displaying their research (photography and film) and grammatically correct written descriptions and reflections in the English language based on their findings.	
Materials	• Computers • Technological programs such as Padlet and Google Sites. • Ingredients to make recipes. • The school kitchen Transportation to Nova International School in Skopje.	
Authentic and meaningful materials related to the learning objectives	• Students will use Google and other search engines to conduct research using scholarly and peer-reviewed primary and secondary sources. • Students publish their cookbook using Google Sites. • Students will use Padlet to record their interview questions for each target culture. • Students may also use Padlet to record their initial reflections after each interview and after making each recipe from our diverse target cultures.	

Instruction

- Introduction (explain the problem our project solves): Macedonia consists of diverse cultural populations (Roma, Turkish, Albanian, and Macedonian). There is a lack of mutual understanding between the populations of Macedonia,
Describe the project procedures and how it is relevant to our intercultural problem:
- The intercultural cookbook is a youth-led initiative to form intercultural relationships, mutual understanding and unity through culinary education and storytelling in Macedonia.
- Define primary and secondary resources and why using both is important.
 - Primary resources give your perspective from the target culture.
 - Our primary resources will be newspaper articles and interviews.
 - Secondary resources give you an outside research-based perspective.
 - Secondary resources will be scholarly, peer-reviewed articles.
- Students will research, using primary and secondary resources, the culinary traditions of each prominent culture within Macedonia. These cultures will include: Macedonian, Turkish, Roma, Albanian, and American or Serbian. Students will choose a meaningful recipe from each culture, cook it with their peers and document it by drafting a formal recipe with photos.
- Each recipe will also have a transcribed interview. Students will interview one person from each culture listed above. Prior to the interview they will use their research to draft a list of interview questions curated to each target culture. They will ask the interviewee the following questions:
 - Describe your favorite cultural dishes and traditions.
 - What memories do you have of eating this dish with your family

	and friends? • What values are most important to your culture and why? • How do you celebrate milestones such as birthdays, weddings and graduations? • How do you feel your culture is represented in Macedonia today?
Home Study	● Students will research each target culture - Macedonian, Turkish, Roma, Albanian, and American or Serbian. Each student will compile independent research regarding the traditions and cuisine of each culture and how it relates to our intercultural problem of social segregation. When students return to our in-person meeting, they will compare and contrast their findings, helping them broaden their intercultural perspectives, and generate more thoughtful interview questions and reflections.
Reflection	The end of the cookbook will consist of a student reflection. In their reflection students should answer the following questions. ● What did you learn about the cultures of Macedonia? ● What surprised you while researching and interviewing? ● How is food connected to your environment and culture? How can food influence culture? ● How can cooking bridge diverse cultures and create mutual understanding? ● What similarities and differences did you notice between the cultures? ● How can food help lead to intercultural relationships and mutual understanding? ● What is your hope for their cultural future of Macedonia and how can your cookbook help?