

# TEACHINGS & LESSONS

## Introduction

CLICK Lessons or CLICK Teachings are educational contents, based in the visualization of short videos, built, developed and distributed through external ICT tools and platforms (YouTube, TED.com, TED-Ed), that are available to educators to teach young pupils.

Content thematic is extremely varied and can be framed by the crossed approach between the educational needs of the pupils, the pedagogic plans schools and educators need to follow, and youngster's particular interests and focus.

CLICK Teachings (or CLICK Lessons) seek to encourage and support educational agents in the use of different teaching tools, such as in this particular case the [TED-Ed Lessons](#) functionality (found by CLICK as a quick and easy platform to develop powerful lessons for all targets in any languages).

The Lessons can be based in a huge database of short videos, available in the TED platforms or in YouTube, and the user just need to choose the video and build a lesson around it (making questions, exercises, suggesting additional lectures and exploration facilities). Then the Lesson

can be published and shared worldwide to anyone interested in using it in a totally free and open way.

More than 120 CLICK Lessons and CLICK videos produced by the partnership can be found at the CLICK Webpage. Most of the CLICK Teachings (or Lessons) presented in the following lists were built and or actively participated by pupils (learning by doing), by teachers and youth workers.

This information can be found at: [www.click-project.eu](http://www.click-project.eu) or at <http://clickhere40.wix.com/click-project>



**NOTE:** TED.com, TED-Ed & YouTube services and brands are, under the project CLICK, considered exclusively as external resources (online services providing "open educational resources", useful for education of youngsters) and the project Click - Technologies for Education of Youngsters is not supported, sponsored, affiliated or endorsed by any of the external resources referred.

| TITLE                            | THEME  | TARGET AUDIENCE  | LESSON DESCRIPTION   | CREDITS  | WEB LINK  | LANGUAGE |
|----------------------------------|--|--|--|--|---|----------|
| CARNAVAL EN GALICIA              | Proyecto de la Etapa de Educación Infantil sobre las fiestas populares que hay en el Carnaval de Galicia.  | Profesorado de Educación Infantil and Alumnado de Educación Infantil | Proyecto que muestra cómo el alumnado de Educación Infantil del Colegio Andaina aborda en el aula, a través de diferentes juegos y actividades, las fiestas populares de Galicia. El objetivo de este vídeo es conseguir que los niños y niñas puedan conocer nuestra cultura, a través de un material audiovisual donde ellos y ellas son los protagonistas. A su vez, también pretende dar ideas a los docentes para que se planteen cómo pueden abordar esta u otras temáticas similares.   | Andaina Sociedade Cooperativa Galega; Colegio Andaina; Vanesa García Teijido | <a href="https://ed.ted.com/on/Tmq0x7i4">https://ed.ted.com/on/Tmq0x7i4</a> | Español  |
| Animación en Stop Motion         | Un proyecto de Educación Infantil donde el alumnado utiliza la técnica de Stop Motion para crear cortos de animación.  | Profesorado de Educación Infantil                                    | Se presenta una propuesta pedagógica que permita intercambiar ideas con docentes de Educación Infantil sobre la utilización de las Tics con el alumnado, implicando a profesionales del contexto próximo.  | Andaina Sociedade Cooperativa Galega; Colegio Andaina; Vanesa García Teijido | <a href="https://ed.ted.com/on/Tmq0x7i4">https://ed.ted.com/on/Tmq0x7i4</a> | Español  |
| Jugando con Stop Motion          | Vídeo de animación en Stop Motion hecho por el alumnado de Educación Infantil utilizado como recurso educativo para el área de "Lenguaje: Comunicación y Representación" | Alumnado de Educación Infantil                                       | Se presenta un recurso educativo que se puede llevar al aula para dinamizar un actividad interactiva con el alumnado, dentro del area de "Lenguaje: Comunicación y Representación". Se muestran tres secuencias de animaciones creadas por niños y niñas de Educación Infantil, a las que se les ha quitado el sonido para que el propio alumnado les de vida con su voz.  | Andaina Sociedade Cooperativa Galega; Colegio Andaina; Vanesa García Teijido | <a href="https://ed.ted.com/on/rcCvAyRy">https://ed.ted.com/on/rcCvAyRy</a> | Español  |
| El derecho al juego: "Las nanas" | Proyecto de Educación Infantil en el Colegio Andaina, para reflexionar sobre el derecho al juego en la infancia a través de uno de nuestros primeros juegos: las nanas.  | Profesorado de Educación Infantil                                    | Se presenta una propuesta pedagógica para que los docentes reflexionemos sobre la importancia del juego en la infancia y compartamos experiencias sobre cómo llevar este tema al aula de Infantil. En concreto se presenta el tema de "las nanas" como uno de los primeros juegos en la infancia. En el proyecto se promueve la participación de la familia en la vida del aula como fuente de aprendizaje y elemento fundamental.   | Andaina Sociedade Cooperativa Galega; Colegio Andaina; Vanesa García Teijido | <a href="https://ed.ted.com/on/o5JslkUw">https://ed.ted.com/on/o5JslkUw</a> | Español  |
| Sintiendo el arte                | Proyecto de Investigación en Educación Infantil en el Colegio Andaina que relaciona el cuerpo y los sentidos con el arte, iniciándonos el proceso de filosofar.          | Profesorado de Educación Infantil                                    | Esta lección nos muestra como el alumnado de Infantil puede profundizar en el trabajo sensorial a través del arte y la filosofía. Partiendo del proyecto de aula "El cuerpo y los sentidos" esto es motivado por tres elementos: la maternidad y el conocimiento del cuerpo, la creación de un laboratorio de sentidos en el aula y los cambios en el menú escolar, que terminaron en la elaboración por parte de los niños y niñas de un menú de recetas saludables. Se motiva también a los docentes a reflexionar sobre nuestro papel y sobre las posibilidades que tiene ir construyendo con el alumnado el proceso de enseñanza- aprendizaje. | Andaina Sociedade Cooperativa Galega; Colegio Andaina; Vanesa García Teijido | <a href="https://ed.ted.com/on/MQd4xEoL">https://ed.ted.com/on/MQd4xEoL</a> | Español  |

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|-----------------------------|---|-----------------------------------|---|--|---|----------|
| Algo más de color           | Proyecto de Educación Infantil en el que se reflexiona sobre la arquitectura, estableciendo vínculos con el Proyecto de "El cuerpo".                | Profesorado de Educación Infantil | Esta lección nos muestra como el alumnado de Infantil puede profundizar en el trabajo sensorial a través del arte y la filosofía. Partiendo del proyecto de aula "El cuerpo y los sentidos" esto es motivado por tres elementos: la maternidad y el conocimiento del cuerpo, la creación de un laboratorio de sentidos en el aula y los cambios en el menú escolar, que terminaron en la elaboración por parte de los niños y niñas de un menú de recetas saludables. Se motiva también a los docentes a reflexionar sobre nuestro papel y sobre las posibilidades que tiene ir construyendo con el alumnado el proceso de enseñanza- aprendizaje.  | Andaina Sociedade Cooperativa Galega;<br>Colegio Andaina;<br>Vanesa García Teijido | <a href="https://ed.ted.com/on/BUHTxTdh">https://ed.ted.com/on/BUHTxTdh</a> | Español  |
| Los poderes de las máscaras | Proyecto de Investigación en Educación Infantil en el que los niños y niñas colaboran con profesionales del ámbito cultural del su entorno próximo. | Profesorado de Educación Infantil | Esta lección quiere mostrar el proyecto de investigación "Los poderes de las máscaras" Un trabajo colaborativo entre los niños y niñas de 6º de Infantil do Colexio Andaina y profesionales de nuestro entorno cultural. Nace de una demanda del propio alumnado cuando quiere hacer una máscara, lo que luego derivó en muchas otras cosas, como por ejemplo querer hacer un cuento. Si queremos responder a sus necesidades tenemos que colaborar con profesionales del ámbito de la cultura que se adapten hacienda propuestas significativas para ellos y ellas. Los niños y niñas también tienen necesidad, como cualquier artista, de comunicar, pero ellos dependen de los adultos para crear entornos donde puedan visibilizarse. Los adultos tenemos ese reto para compensar y favorecer espacios y experiencias donde permitamos que ellos y ellas puedan investigar, marcarse retos, ensayar y probarse a sí mismos. | Andaina Sociedade Cooperativa Galega;<br>Colegio Andaina;<br>Vanesa García Teijido | <a href="https://ed.ted.com/on/EOsaXuJ">https://ed.ted.com/on/EOsaXuJ</a>   | Español  |
| La magia del cine           | Proyecto de Investigación en Educación Infantil en el que el alumnado realiza sus propios cortos utilizando la técnica del "Croma"                  | Profesorado de Educación Infantil | Se presenta una propuesta pedagógica que permite intercambiar ideas con docentes de Educación Infantil sobre la utilización de las TICs con el alumnado. La lección pretende incidir en la autonomía y la participación del alumnado a la hora de abordar su proceso de enseñanza- aprendizaje, en el uso de metodologías que tengan en cuenta sus intereses y en el empleo de las TICs de forma transversal en el aula. En este caso específico se utilizan para trabajar objetivos del área de Lenguaje: Comunicación y Representación.   | Andaina Sociedade Cooperativa Galega;<br>Colegio Andaina;<br>Vanesa García Teijido | <a href="https://ed.ted.com/on/UmOaaPhT">https://ed.ted.com/on/UmOaaPhT</a> | Español  |

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|---------------------------------|---|-----------------------------------|---|--|---|----------|
| Tenemos derecho a jugar         | Proyecto de Investigación en Educación Primaria en el Colegio Andaina, donde el alumnado reflexiona sobre la Declaración Universal de los Derechos de los Niños y Niñas e investigan el que más les gusta: El derecho al juego. | Profesorado de Educación Primaria | Se presenta una propuesta pedagógica para que los docentes reflexionemos sobre la importancia del juego en la infancia y compartamos experiencias sobre cómo llevar este tema al aula de Primaria. En este caso es el propio alumnado el que reflexiona sobre la importancia del juego en su vida y realiza una llamada de atención para que se respete este derecho fundamental para ellos y ellas. El proyecto parte de una investigación sobre las semejanzas y diferencias con otras culturas. Comienza con un cuento sobre una niña africana, que llevó a comparar su escuela con la nuestra: qué aprenden, a que juegan... Sin darnos cuenta llegamos a la Declaración Universal de los Derechos de los Niños y Niñas. Los analizamos, reflexionamos: cual es para nosotros el más importante? El derecho al juego sin dudarlo. | Andaina Sociedade Cooperativa Galega; Colegio Andaina; Vanesa García Teijido | <a href="https://ed.ted.com/on/4TFsNOot">https://ed.ted.com/on/4TFsNOot</a> | Español  |
| Llueve en Galicia               | Vídeo realizado en el Click Club por el alumnado del aula de 1º de Primaria para trabajar la expresión y comprensión oral, escrita y artística.   | Alumnado de Educación Primaria    | Esta lección la podemos utilizar en el aula de Primaria con los niños y niñas para trabajar Lengua Gallega. Podemos proponer actividades y juegos para desarrollar la expresión oral y escrita, el vocabulario, la expresión artística... Es un vídeo presentado por los propios niños y niñas. Muestra la grabación en un estudio de un poema de Xosé Díaz, autor homenajeado el día de las Letras Gallegas. Y las ilustraciones que el alumnado ha realizado de su poema. Este trabajo se hizo con la colaboración del cantante Pablo Díaz.   | Andaina Sociedade Cooperativa Galega; Colegio Andaina; Vanesa García Teijido | <a href="https://ed.ted.com/on/rdzZAKuM">https://ed.ted.com/on/rdzZAKuM</a> | Español  |
| Elegimos un nombre para el aula | Proyecto de Investigación en Educación Primaria en el Colegio Andaina, en el que a través del aprendizaje cooperativo se aprende a tomar decisiones en grupo para elegir el nombre del aula.                                    | Profesorado de Educación Primaria | Esta lección quiere mostrar el proyecto de investigación "Elegimos un nombre para el aula" animando a los docentes a emplear en el aula la metodología de "Trabajo por Proyectos". El alumnado investiga, busca información, la organiza, argumenta y toma decisiones de forma democrática. Se aborda también la importancia del trabajo de emociones y valores como algo fundamental para la mejora del clima y la convivencia escolar.  | Andaina Sociedade Cooperativa Galega; Vanesa García Teijido                  | <a href="https://ed.ted.com/on/4L4BEZ6d">https://ed.ted.com/on/4L4BEZ6d</a> | Español  |
| Y tú a qué jugabas?             | Proyecto elaborado por el alumnado de Educación Primaria para trabajar el área de Ciencias Sociales.  | Alumnado de Educación Primaria.   | Esta lección quiere mostrar, a otros alumnos y alumnas de Primaria, una propuesta de aprendizaje colaborativo elaborada por alumnos y alumnas de 1º y 2º. El objetivo es crear entre todos y todas un material que sirva para que otros niños y niñas puedan aprender juegos y hacer propuestas para seguir aprendiendo juntos.   | Andaina Sociedade Cooperativa Galega; Colegio Andaina; Vanesa García Teijido | <a href="https://ed.ted.com/on/aUp9jXrn">https://ed.ted.com/on/aUp9jXrn</a> | Español  |

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| Fantasia o Realidad?  | Proyecto de investigación y aprendizaje cooperativo en Educación Primaria en el Colegio Andaina, donde se relaciona la producción y análisis audiovisual con la educación en valores.   | Profesorado de Educación Primaria  | Esta lección muestra un Proyecto de Aprendizaje Cooperativo en el aula de 3º de Primaria del Colegio Andaina, donde observamos como nos afectan los medios de comunicación de masas y desarrollamos actitudes críticas ante ellos. La finalidad es trabajar la convivencia en el aula trabajando estereotipos asociados a la violencia y al sexismo.    | Andaina Sociedade Cooperativa Galega; Colegio Andaina; Vanesa García Teijido | <a href="https://ed.ted.com/on/AjrNqKU4">https://ed.ted.com/on/AjrNqKU4</a> | Español  |
| La Migración / The Migration                                      | La migración como fenómeno social y demográfico que sucede por diversas causas, entre ellas guerras, amor, trabajo... / Migration as social and demographic phenomenon happens for various reasons, including wars, love, work ...    | Todas las personas / All people  | Descripción del fenómeno de la migración, las causas y consecuencias, así como el destino del emigrante en el país de acogida y sus condiciones de vida / Description of the phenomenon of migration, its causes and consequences, as well as the fate of the migrant in the host country and their living conditions.                                  | Ongd Ecos do Sur; Alicia Barros  | <a href="http://ed.ted.com/on/mLeQzPqE">http://ed.ted.com/on/mLeQzPqE</a>   | Español e Inglés / Spanish and English                       |
| Normas de Acentuación en Español / Spanish Accentuation standards | Lección destinada a enseñar de una forma dinámica las normas de acentuación de la lengua española / Lesson designed to teach in a dynamic accentuation rules of Spanish   | Estudiantes de niveles educativos primarios / Students of primary education levels   | Lección dinámica e interactiva de aprender a utilizar correctamente las normas de acentuación de la lengua española, los diferentes tipos de acentos y ejemplos / Dynamic and interactive lesson in learning how to properly utilize standards accentuation of the Spanish language, the different types of accents and examples                        | Ongd Ecos do Sur   | <a href="http://ed.ted.com/on/X10Aibph">http://ed.ted.com/on/X10Aibph</a>   | Español e Inglés / Spanish and English                       |
| Bullying / CiberBullying  | Lesson shows the causes and consequences of bullying and cyberbullying, and possible measures to cope / La lección visibiliza las causas y consecuencias del bullying y ciberbullying, así como posibles medidas para hacerle frente. | Adolescents and young people of school age and their families and teachers. / Adolescentes y jóvenes en edad escolar, así como sus familias y el profesorado | Lesson designed to raise awareness and raise awareness of bullying and cyber-bullying and show their consequences and possible alternatives / Lección destinada a concienciar y sensibilizar sobre el bullying y ciberbullying, así como enseñar sus consecuencias y posibles medidas alternativas  | Ongd Ecos do Sur; Alicia Barros  | <a href="http://ed.ted.com/on/KxELmjfu">http://ed.ted.com/on/KxELmjfu</a>   | Spanish and English / Español e Inglés                       |
| Racismo Infantil / Child Racism                                   | Video about racial prejudices and stereotypes in childhood / Video sobre prejuicios y estereotipos raciales desde la infancia.  | All people/ Todas las personas   | The video shows how racial prejudices are transmitted by society at all levels (including child), causing children have prejudices about their own race / El video muestra cómo los prejuicios raciales son transmitidos por la sociedad en todos los niveles, (incluido el infantil), ocasionando que los niños tengan prejuicios sobre su misma raza. | Ongd Ecos do Sur; Alicia Barros  | <a href="http://ed.ted.com/on/koAMdxmB">http://ed.ted.com/on/koAMdxmB</a>   | Spanish, subtitled in English/ Español, subtulado en ingles. |

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|---|--|---|--|---|---|--|
| Mujeres Africoruñesas   | Video made by resident immigrant women in Coruña, to raise awareness about their needs and demands ("Women's Day.")/ Video realizado por las mujeres inmigrantes residentes en Coruña, para crear conciencia sobre sus necesidades y demandas ("Día de la Mujer.")   | All people/ Todas las personas  | The video is useful to work gender inequalities and inequalities for reasons of nationality./ El video es util para trabajar las desigualdades de genero y las desigualdades por causas de nacionalidad.   | ONGd Ecos do Sur; Alicia Barros   | <a href="http://ed.ted.com/on/L1ue3e7d">http://ed.ted.com/on/L1ue3e7d</a>   | English/Inglés                         |
| Drugs effects / Los efectos de las drogas   | The effects of drug use on the health of people in the short and long term, showing the decay of the body and progressive tolerance to be assuming / Los efectos del consumo de las drogas en la salud de las personas a corto y largo plazo, mostrando la decadencia del cuerpo y la progresiva tolerancia que se va asumiendo. | All people / Todas las personas   | In an educational manner, the lesson wants to show the harmful effects of drugs, and the process in which tolerance develops them / De una manera educativa, la lección quiere mostrar los efectos nocivos de las drogas, y el proceso en el que se desarrolla la tolerancia a ellas.  | ONGd Ecos do Sur; Alicia Barros   | <a href="http://ed.ted.com/on/V8Ev8iBE">http://ed.ted.com/on/V8Ev8iBE</a>   | Spanish and English / Español e Inglés |
| Tips Migration  | Consejos rápidos para antes de emigrar a otro país./ Quick tips for before migrating to another country  | Todas las personas / All people   | Cuestiones a tener en cuenta antes de migrar. / Issues to consider before migrating.   | ONGd Ecos do Sur; Alicia Barros   | <a href="http://ed.ted.com/on/hD5Jb0AA">http://ed.ted.com/on/hD5Jb0AA</a>   | English                                |
| He just doesn't love you (Gender Violence) / Simplemente no te quiere (Violencia de género) | Gender violence and the role assumed by women in relationships / Violencia de género y el rol asumido por la mujer en las relaciones de pareja.  | Children and young people / Niños y niñas y jóvenes                           | The lesson aims to show how some behaviors of sexist violence are internalized and legitimized as correct or usual since childhood, by women themselves / La lección pretende mostrar como algunas conductas de violencia sexista, son interiorizadas y legitimadas como correctas o habituales desde la infancia, por las propias mujeres | ONGd Ecos do Sur; Alicia Barros   | <a href="http://ed.ted.com/on/FIMGhshP">http://ed.ted.com/on/FIMGhshP</a>   | Spanish and English / Español e Inglés |
| Einstein's miracle year   | This lesson is about the story of the scientist Einstein and his discoveries in physics and science in general, as the theory of relativity.   | Pupils of the fourth class of scientific high school and the science teachers | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video  | Selected by:<br>Pronexus, Fabrizio Di Vincenzo<br>Source: <b>ed.ted.com</b> | <a href="http://ed.ted.com/lessons/einsteins-miracle-year-larry-lagerstrom">http://ed.ted.com/lessons/einsteins-miracle-year-larry-lagerstrom</a> | English                                |



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|---|---|---|---|--|---|----------|
| What really happens to the plastic you throw away | This lesson is about the life cycles of three different plastic bottles, shedding light on the dangers these disposables present to our world. Discipline: biology and civic-mindedness.  | Pupils of the fourth class of scientific high school and the science teachers       | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by:<br>Pronexus, Fabrizio Di Vincenzo<br><br>Source: <b>ed.ted.com</b><br>               | <a href="http://ed.ted.com/lessons/what-really-happens-to-the-plastic-you-throw-away-emma-bryce">http://ed.ted.com/lessons/what-really-happens-to-the-plastic-you-throw-away-emma-bryce</a>                 | English  |
| History vs. Christopher Columbus                  | This lesson is about Christopher Columbus and the discovery of America, giving us a different vision on a different point of view about the character of Columbus and the history of geographical discoveries. Discipline: history. | Pupils of the fourth class of scientific high school and the history teachers       | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by:<br>Pronexus, Fabrizio Di Vincenzo<br><br>Source: <b>ed.ted.com</b><br>               | <a href="http://ed.ted.com/lessons/history-vs-christopher-columbus-alex-gendler">http://ed.ted.com/lessons/history-vs-christopher-columbus-alex-gendler</a>   | English  |
| Plato's Allegory of the Cave                      | This lesson is about one of the most famous philosophical principles: the Plato's Allegory of the Cave. Discipline: philosophy.   | Pupils of the fourth class of scientific high school and the philosophical teachers | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by:<br>Pronexus, Fabrizio Di Vincenzo<br><br>Source: <b>ed.ted.com</b><br>             | <a href="http://ed.ted.com/lessons/plato-s-allegory-of-the-cave-alex-gendler">http://ed.ted.com/lessons/plato-s-allegory-of-the-cave-alex-gendler</a>   | English  |
| The mighty mathematics of the lever               | This lesson is about the principle of Archimedes and the amazing implications and uses of the lever. Discipline: physics and mathematics.   | Pupils of the fourth class of scientific high school and the physics teachers       | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by: Reggio Calabria Municipality, Carmelo Vazzana<br><br>Source: <b>ed.ted.com</b><br> | <a href="http://ed.ted.com/lessons/the-mighty-mathematics-of-the-lever-andy-peterson-and-zack-patterson">http://ed.ted.com/lessons/the-mighty-mathematics-of-the-lever-andy-peterson-and-zack-patterson</a> | English  |

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|---|---|--|---|--|---|----------|
| The ancient origins of the Olympics                       | This lesson is about the evolution of the Olympics. Discipline: history.  | Pupils of the fourth class of scientific high school and the history teachers  | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by: Reggio Calabria Municipality, Carmelo Vazzana<br>Source: <b>ed.ted.com</b><br>   | <a href="http://ed.ted.com/lessons/the-ancient-origins-of-the-olympics-armand-d-angour">http://ed.ted.com/lessons/the-ancient-origins-of-the-olympics-armand-d-angour</a>   | English  |
| Why do we dream?  | This lesson is about the top seven reasons why we might dream. Discipline: biology.   | Pupils of the fourth class of scientific high school and the biology teachers  | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by: Reggio Calabria Municipality, Carmelo Vazzana<br>Source: <b>ed.ted.com</b><br>   | <a href="http://ed.ted.com/lessons/why-do-we-dream-amy-adkins">http://ed.ted.com/lessons/why-do-we-dream-amy-adkins</a>   | English  |
| The Atlantic slave trade: What too few textbooks told you | This lesson is about the historical, economic and personal impact of the massive historical injustice that lies behind the Atlantic slave trade. Discipline: history. | Pupils of the fourth class of scientific high school and the history teachers  | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by: Pronexus, Fabrizio Di Vincenzo<br>Source: <b>ed.ted.com</b><br>                | <a href="http://ed.ted.com/lessons/the-atlantic-slave-trade-what-your-textbook-never-told-you-anthony-hazard">http://ed.ted.com/lessons/the-atlantic-slave-trade-what-your-textbook-never-told-you-anthony-hazard</a> | English  |
| A guide to the energy of the Earth                        | This lesson is about the many ways in which energy cycles through our planet, from the sun to our food chain to electricity and beyond.. Discipline: sciences.        | Pupils of the fourth class of scientific high school and the sciences teachers | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by: Reggio Calabria Municipality, Carmelo Vazzana<br>Source: <b>ed.ted.com</b><br> | <a href="http://ed.ted.com/lessons/a-guide-to-the-energy-of-the-earth-joshua-m-sneideman">http://ed.ted.com/lessons/a-guide-to-the-energy-of-the-earth-joshua-m-sneideman</a>   | English  |

# TEACHINGS & LESSONS

| TITLE                                  | THEME  | TARGET AUDIENCE  | LESSON DESCRIPTION  | CREDITS  | WEB LINK  | LANGUAGE |
|--|--|--|---|--|---|----------|
| How do nerves work?                    | This lesson is about how chemical reactions create an electric current that drives our responses to everything from hot pans to a mother's caress. Discipline: biology.  | Pupils of the fourth class of scientific high school and the biology teachers          | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by: Reggio Calabria Municipality, Carmelo Vazzana<br>Source: <b>ed.ted.com</b><br>   | <a href="http://ed.ted.com/lessons/how-do-nerves-work">http://ed.ted.com/lessons/how-do-nerves-work</a>   | English  |
| Rethinking thinking                    | This lesson is about the idea of a 'ladder of inference' and a process for rethinking the way we interact. Discipline: biology.  | Pupils of the fourth class of scientific high school and the biology teachers          | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by: Pronexus, Fabrizio Di Vincenzo<br>Source: <b>ed.ted.com</b><br>                  | <a href="http://ed.ted.com/lessons/rethinking-thinking-trevor-maber">http://ed.ted.com/lessons/rethinking-thinking-trevor-maber</a>   | English  |
| Greeting the world in peace            | This lesson is about the inspiring common sentiment in traditional greetings of peace. Discipline: civic education.  | Pupils of the fourth class of scientific high school and the civic education teachers. | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by: Reggio Calabria Municipality, Carmelo Vazzana<br>Source: <b>ed.ted.com</b><br> | <a href="http://ed.ted.com/lessons/jackie-jenkins-greeting-the-world-in-peace">http://ed.ted.com/lessons/jackie-jenkins-greeting-the-world-in-peace</a>                                 | English  |
| History through the eyes of the potato | This lesson is about how potatoes have played a much more significant role in our history than just that of the dietary staple we have come to know and love today; it explains how without the potato, our modern civilization might not exist at all. Discipline: history. | Pupils of the fourth class of scientific high school and the history teachers.         | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by: Pronexus, Fabrizio Di Vincenzo<br>Source: <b>ed.ted.com</b><br>                | <a href="http://ed.ted.com/lessons/history-through-the-eyes-of-the-potato-leo-bear-mcguinness">http://ed.ted.com/lessons/history-through-the-eyes-of-the-potato-leo-bear-mcguinness</a> | English  |

| TITLE  | THEME   | TARGET AUDIENCE  | LESSON DESCRIPTION  | CREDITS  | WEB LINK  | LANGUAGE |
|--|---|--|---|--|---|----------|
| 3 tips to boost your confidence                              | This lesson is about three easy tips to boost your confidence, telling about where confidence come from, and how can we get more of it. Discipline: psychology.               | Pupils of the fourth class of scientific high school and teachers.                 | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by:<br>Pronexus, Fabrizio Di Vincenzo<br><br>Source: <b>ed.ted.com</b><br><br> | <a href="http://ed.ted.com/lessons/3-tips-to-boost-your-confidence-ted-ed">http://ed.ted.com/lessons/3-tips-to-boost-your-confidence-ted-ed</a> | English  |
| Breve storia sulla nascita dell'UE                           | This lesson is about the origin of the European Union. Discipline: history.   | Pupils of the fourth class of scientific high school and the history teachers.     | This video lesson has been developed as follows: vision of the chosen video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Selected by:<br>Pronexus, Fabrizio Di Vincenzo<br><br>Source: <b>ed.ted.com</b><br><br> | <a href="http://ed.ted.com/on/08Fe840Q">http://ed.ted.com/on/08Fe840Q</a>   | Italian  |
| Apparato cardiovascolare - Cardiovascular system             | This lesson is about the structure and functioning of cardiovascular system. Discipline: biology.   | Pupils of the fourth class of scientific high school and the biology teachers.     | This video lesson has been developed as follows: vision of the video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video        | Reggio Calabria Municipality, Carmelo Vazzana  | <a href="http://ed.ted.com/on/cMbehRIB">http://ed.ted.com/on/cMbehRIB</a>   | Italian  |
| Macchine di Leonardo Da Vinci - Leonardo Da Vinci's Machines | This lesson talks about the big genius of Leonardo da Vinci and his beautiful machines. Discipline: sciences.   | Pupils of the fourth class of scientific high school and the sciences teachers.    | This video lesson has been developed as follows: vision of the video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video        | Reggio Calabria Municipality, Carmelo Vazzana  | <a href="http://ed.ted.com/on/UmvtwDB9">http://ed.ted.com/on/UmvtwDB9</a>   | Italian  |
| Antonio Canova   | This lesson is about the Italian sculptor Antonio Canova, in his works, of his particular method of sculpture and its contribution to Neoclassicism. Discipline: art history. | Pupils of the fourth class of scientific high school and the art history teachers. | This video lesson has been developed as follows: vision of the video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video        | Reggio Calabria Municipality, Carmelo Vazzana  | <a href="http://ed.ted.com/on/sjAw9H89">http://ed.ted.com/on/sjAw9H89</a>   | Italian  |

# TEACHINGS & LESSONS

| TITLE  | THEME  | TARGET AUDIENCE  | LESSON DESCRIPTION   | CREDITS                                       | WEB LINK  | LANGUAGE         |
|--|--|--|--|---|---|------------------|
| Nascita della psicoanalisi - Birth of psychoanalysis | This lesson is about Sigmund Freud, his theories on the genesis of mental disorders, and the construction of the therapeutic method called psychoanalysis. Discipline: psychology. | Pupils of the fourth class of scientific high school and the philosophical teachers. | This video lesson has been developed as follows: vision of the video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Pronexus, Fabrizio Di Vincenzo                | <a href="http://ed.ted.com/on/aTqoMJMl">http://ed.ted.com/on/aTqoMJMl</a>                             | Italian          |
| Titolazione dell'olio - Oil titration                | This lesson is about the chemical process called oil titration, which allows us to classify the various types of oil. Discipline: chemistry.                                       | Pupils of the fourth class of scientific high school and the chemistry teachers.     | This video lesson has been developed as follows: vision of the video, short group discussion on the main concepts of the video, answer to the questions provided by the platform ted.com and finally debate and group discussion on the general theme of the video | Reggio Calabria Municipality, Carmelo Vazzana | <a href="http://ed.ted.com/on/hraP1oGo">http://ed.ted.com/on/hraP1oGo</a>                             | Italian          |
| Library sketch                                       | A short situation in the search of the book-joke   | Age 12 and up  | The aim of the video watching is to pay attention to the detailed facts that should be answered in the task. The importance of the libraries and personal experience there.  | RAV TV;                                       | <a href="https://www.youtube.com/watch?v=paLO2X_hB6I">https://www.youtube.com/watch?v=paLO2X_hB6I</a> | English, Latvian |
| Better together                                      | Diversity  | Teachers of all subjects, secondary school students                                  | Inquiry-based learning   | European Educational Circle, Mara Dirba       | <a href="http://ed.ted.com/on/sXM4IHdM">http://ed.ted.com/on/sXM4IHdM</a>                             | English          |
| Diversity Unites                                     | Diversity as a resource  | Teachers of all subjects, secondary school students                                  | Inquiry-based learning   | European Educational Circle, Mara Dirba       | <a href="http://ed.ted.com/on/2U6mGzoy">http://ed.ted.com/on/2U6mGzoy</a>                             | English          |
| European Diversity Race                              | Diversity  | Teachers of all subjects, secondary school students                                  | Inquiry-based learning   | European Educational Circle, Mara Dirba       | <a href="http://ed.ted.com/on/6yVjU76B">http://ed.ted.com/on/6yVjU76B</a>                             | English          |
| Slow and steady wins the race                        | Perseverance   | Teachers of all subjects, secondary school students                                  | Inquiry-based learning   | European Educational Circle, Mara Dirba       | <a href="http://ed.ted.com/on/COUCzobn">http://ed.ted.com/on/COUCzobn</a>                             | English          |

# TEACHINGS & LESSONS

| TITLE               | THEME  | TARGET AUDIENCE                                     | LESSON DESCRIPTION  | CREDITS   | WEB LINK  | LANGUAGE         |
|---------------------|--|---|---|---|---|------------------|
| The three brothers  | Migration, interdisciplinary, focus on migration   | Teachers of all subjects, secondary school students | Inquiry-based learning  | European Educational Circle, Mara Dirba                           | <a href="http://ed.ted.com/on/vm6Z6oMS">http://ed.ted.com/on/vm6Z6oMS</a>                             | English          |
| Exhibition          | Students from Riga School of Arts and Crafts comment about their preparation for annual exhibition at school | AGE 15 and up                                       | Responsibility of individual work, self- awareness that is needed to achieve better results and be proud of that.   | RAV TV; Hugo Zilberts (subtitling)                                | <a href="https://www.youtube.com/watch?v=wvrYWQ1he74">https://www.youtube.com/watch?v=wvrYWQ1he74</a> | English, Latvian |
| End of semester     | Self evaluation of the works at art  | age15- 18; English and Art lessons                  | Student's explanation of the obligatory tasks at art lessons- drawing and composition   | Video by Inese Pruse: student- Haralds Silenieks                  | <a href="https://www.youtube.com/watch?v=gdMlxv8GUjg">https://www.youtube.com/watch?v=gdMlxv8GUjg</a> | English          |
| History of Latvia   | Animated version of the historic facts till the 21 <sup>st</sup> century; English lesson/History             | Age 15 and up.                                      | Dates and historical persons related to the events in Latvia  | 'ANIMĀCIJAS BRIGĀDE'/Animation brigade/Inese Pruse, Hugo Zilberts | <a href="https://www.youtube.com/watch?v=sN_Tz-uhP60">https://www.youtube.com/watch?v=sN_Tz-uhP60</a> | English, Latvian |
| Learn about blood   | Facts about blood and blood types.   | Age 10+   | The lesson explains how blood is produced, what is made of and the different blood types. Pedagogical approaches used: *Discovery Learning (learning activities are constructed so that students discover and build knowledge for themselves and develop largely on their own understanding of what blood is and how it is produced); *Assessment & Evaluation of Student Learning (a set of multiple choice and open answer questions to test students' learning). | EDInet, Roxana Ghita  | <a href="http://ed.ted.com/on/XbG7Pjhl">http://ed.ted.com/on/XbG7Pjhl</a>                             | English          |
| The Basics of Chess | History and basic rules of chess.  | Beginners level, age 6+                             | The lesson uses text and images to explain the basic rules of playing chess. Pedagogical approaches used: *Discovery Learning (learning activities are constructed so that students discover and build knowledge for themselves and develop largely on their own understanding of the chess game); *Assessment & Evaluation of Student Learning (a set of multiple choice and open answer questions to test students' learning).                                    | EDInet, Roxana Ghita  | <a href="http://ed.ted.com/on/vjiiqMLi">http://ed.ted.com/on/vjiiqMLi</a>                             | English          |

| TITLE                    | THEME   | TARGET AUDIENCE | LESSON DESCRIPTION  | CREDITS  | WEB LINK  | LANGUAGE |
|--------------------------|---|-----------------|---|--|---|----------|
| Making a copper bowl     | It shows how to make a copper bowl.   | Age 14+         | The lesson is a demonstration of how to make a copper bowl.<br>Pedagogical approaches used: *Demonstration  | Edinburgh Steiner School, Class 9  | <a href="http://ed.ted.com/on/BZcqwxOZ">http://ed.ted.com/on/BZcqwxOZ</a> | English  |
| The basics of cricket    | Overview of the cricket game.   | Age 14+         | The lesson provides an overview of the cricket game. It uses text and images to explain how the game of cricket is played. Pedagogical approaches used: * Discovery Learning (learning activities are constructed so that students discover and build knowledge for themselves and develop largely on their own understanding of the cricket game)  | EDInet, Roxana Ghita   | <a href="http://ed.ted.com/on/SXlcnDVG">http://ed.ted.com/on/SXlcnDVG</a> | English  |
| Edinburgh                | Main attractions and other snapshots of Edinburgh.  | Age 7+          | The lesson is a collage of places in Edinburgh. Pedagogical approaches used: *Discovery Learning (learning activities are constructed so that students discover and build knowledge for themselves and develop largely on their own understanding of Edinburgh)   | Edinburgh Steiner School, Class 9.   | <a href="http://ed.ted.com/on/Aqx3swNL">http://ed.ted.com/on/Aqx3swNL</a> | English  |
| Learn to play the guitar | Covers the basics for learning to play the guitar.  | Age 10+         | The lesson covers the basics for playing the guitar. It uses simple diagrams to help students understand how to read basic chords. Pedagogical approaches used: *Discovery Learning (learning activities are constructed so that students discover and build knowledge for themselves and develop largely on their own understanding of playing the guitar); *Assessment & Evaluation of Student Learning (a set of multiple choice and open answer questions to test students' learning). *Locus of control (students are invited to take a free online course and practice playing the guitar).   | EDInet, Roxana Ghita   | <a href="http://ed.ted.com/on/WWnAuRXb">http://ed.ted.com/on/WWnAuRXb</a> | English  |
| History of Mars          | Mars in ancient mythologies as well as modern concepts and research. Brief history of Mars. | Age 13+         | The lesson provides a short overview of Mars in different mythologies such as Native American (Pawnee Tribe), Greek and Roman. It also introduces students to modern concepts and studies about Mars. It incorporates a few questions to test the students' knowledge and it also invites them to do their own research. Pedagogical approaches used: *Discovery Learning (learning activities are constructed so that students discover and build knowledge for themselves and develop largely on their own understanding of Mars); *Assessment & Evaluation of Student Learning (a set of multiple choice and open answer questions to test students' learning). *Locus of control (students are invited to go deeper into the Mars subject by doing their own research. Digital resources are also recommended). | EDInet/Drummond Community High School, teacher David Phillips, pupil Mhairi Dickie | <a href="http://ed.ted.com/on/1ikSmN3h">http://ed.ted.com/on/1ikSmN3h</a> | English  |

| TITLE  | THEME  | TARGET AUDIENCE   | LESSON DESCRIPTION  | CREDITS   | WEB LINK  | LANGUAGE  |
|--|--|-------------------|---|---|---|-----------|
| How to knit a handbag                        | It explains how to knit a small handbag.   | Age 7+            | The lesson is a demonstration of how to make a small wool handbag. Pedagogical approaches used: * Demonstration   | Edinburgh Steiner School, Class 9   | <a href="http://ed.ted.com/on/BAZDgCFz">http://ed.ted.com/on/BAZDgCFz</a> | English   |
| Scotland                                     | Scotland's history, Scottish culture and traditions. The lesson includes a demonstration of how to make porridge.      | Age 7+            | The lesson talks about Scotland's history, Scottish culture and traditions. Pedagogical approaches used: *Discovery Learning (learning activities are constructed so that students discover and build knowledge for themselves and develop largely on their own understanding of Scotland); *Assessment & Evaluation of Student Learning (a set of multiple choice and open answer questions to test students' learning). *Live Demonstration (of how to make porridge) | EDInet/Drummond Community High School, teacher David Phillips, pupils Benjamin Sterratt and Prakriti Thapa. | <a href="http://ed.ted.com/on/ksP4qeuN">http://ed.ted.com/on/ksP4qeuN</a> | English   |
| The Dashing White Sergeant Dance Instruction | Simple guide for a traditional Scottish country dance 'The Dashing White Sergeant'.                                    | Age 7+            | The lesson is a step by step demonstration of how to dance 'The Dashing White Sergeant'. Pedagogical approaches used:*Demonstration   | Edinburgh Steiner School, Class 9   | <a href="http://ed.ted.com/on/yQ0I2Fsl">http://ed.ted.com/on/yQ0I2Fsl</a> | English   |
| Story writing                                | Basic steps for writing a story (for a book or a movie script).  | Age 14+           | The lesson provides the basic steps for writing a story (for a book or a movie script). Pedagogical approaches used: *Discovery Learning (learning activities are constructed so that students discover and build knowledge for themselves and develop largely on their own understanding of storytelling);   | EDInet, Roxana Ghita  | <a href="http://ed.ted.com/on/uQg4ihhM">http://ed.ted.com/on/uQg4ihhM</a> | English   |
| A Origem da Vida                             | Os mistérios da origem da vida. O confronto entre a teoria da criação e a evolução da vida. O desafio do conhecimento. | 13-14 (8º/9º ano) | Metodologia ativa e participativa/ discussão e produção de conteúdos  | Agrupamento de Escolas de Cuba; Florinda Almeida  | <a href="http://ed.ted.com/on/UnygCKrq">http://ed.ted.com/on/UnygCKrq</a> | Português |
| História da língua portuguesa                | História e mudança linguística . Variantes do Português.   | 12-14 anos +      | Abordagem à origem da língua portuguesa   | Agrupamento de Escolas de Cuba; Florinda Almeida  | <a href="http://ed.ted.com/on/EtOWyW3A">http://ed.ted.com/on/EtOWyW3A</a> | Português |

# TEACHINGS & LESSONS

| TITLE                           | THEME  | TARGET AUDIENCE                 | LESSON DESCRIPTION  | CREDITS   | WEB LINK  | LANGUAGE          |
|---------------------------------|--|---------------------------------|---|---|---|-------------------|
| O Medo                          | Ethics, philosophy   | Alunos de 3º ciclo (13-14 anos) | After reading the text "O Cuquedo" and "Mais uma ovelha" to children in the kindergarten the questions about fear came out: "why do we have fear?" and "what fears do I have"? This was the beginning of a reflexion about this subject, that had as products some drawings made by the little students and after that, a movie. This means to be a philosophical approach to fear. | Agrupamento de Escolas de Cuba; Florinda Almeida; Maria Joaquina Félix  | <a href="http://ed.ted.com/on/tj0jAMCn">http://ed.ted.com/on/tj0jAMCn</a> | Português/English |
| Conhecer os poliedros de Platão | Conhecer Platão e os seus poliedros.;<br>Disciplina de matemática – 9º ano | 13-14 e +                       | Aprendizagem através da pesquisa de informação; aplicação de conhecimentos; Avaliação de conhecimento através de uma proposta de atividade  | Agrupamento de Escolas de Cuba; Rita Rosado, Ana Chora e Rodrigo Coelho; Rosário Alves e Florinda Almeida         | <a href="http://ed.ted.com/on/5EIHJkia">http://ed.ted.com/on/5EIHJkia</a> | Português         |
| A reta de Euler                 | Exercícios de Matemática sobre a reta de Euler                             | 13-14 e +; Alunos de 9º ano     | Demonstração do teorema de Euler feito por e para alunos de 9º ano.: Aprendizagem através da pesquisa de informação; - aplicação de conhecimentos; Avaliação de conhecimento através de uma ficha de trabalho   | Agrupamento de Escolas de Cuba; Vídeo - Maria Caracinha e Matilde Túbal; Lição – Rosário Alves e Florinda Almeida | <a href="http://ed.ted.com/on/t6dxNgDh">http://ed.ted.com/on/t6dxNgDh</a> | Português         |

# TEACHINGS & LESSONS



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