



APPInep e-Newsletter no. 16 — Summer 2020

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From the editor's desk

WELCOME everyone to the latest issue of the APPInep e-Newsletter.

These are extraordinary times we are living! Quoting Bob Dylan, we could even say that *the times they are a-changin*.

In fact, change could be one of the words of the year in education. We have changed our daily routines, our teaching setting, our lessons plans, even the way we conceive the teacher-student relationship. It was a huge challenge that teachers, students and families had to face.

For us, at APPInep, it would be important to give some examples of how teachers managed to cope with change and quickly adapt to the new circumstances. So, we challenged teachers to write about their experiences throughout these times. We know these are just a few examples, but inspiring ones, we hope.

We would also like to remind you that we are celebrating our 20th anniversary and in this e-Newsletter we have some exciting news for YL and VYL teachers.

Meanwhile, stay safe and enjoy your summer holidays!

Ana Nunes

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Celebrating 20 years

e-activities: a framework for online activities

The ongoing pandemic and the consequent confinement have made us all adapt to the new situation as a matter of urgency. Schools were not at the same pace regarding technology and its use in an educational context, and so were teachers. After the first few weeks in which most of us struggled to find the best possible solution to the many problems we had to solve, by attending numerous webinars, joining social media groups and listening to experts or to more experienced colleagues, each one of us managed to cope with the situation. But now that the school year is over and we are starting to prepare the next one, bearing in mind that the 'new normal' is here to stay, it's time to think how we can incorporate what we have learnt so far to better prepare ourselves to the challenges ahead.

One of the benefits of this break is the fact that everyone is now more aware of the enormous potential of digital technology in education, namely apps and web 2.0 tools. However, we all know that using technology is not enough per se. More important than the technological tools is the pedagogical impact of those tools on education, i.e., how they can be used to promote more and better learning.

Thus, it is urgent to centre our discussion on teaching and learning strategies rather than on technology: "Pedagogy before technology is a common catchphrase of reflective practitioners in this field, suggesting that we should be in the business of locating the new technologies within proven practices and models of teaching" (BEETHAM; SHARPE, 2007, p.3).

e-activities

At the core of any pedagogical act lies the activity that the students must complete. This activity has intentionality, it is proposed to promote a set of competences and in order to complete it students must follow some instructions provided by the teacher. When this activity is presented, accomplished or transferred to online settings, then we have an e-activity.

It is useful to clarify that by activity we mean the different actions that students must do related to the content and information provided to them.

A well-structured e-activity should take into account not only the resources but also the digital technologies, including social media. In short, e-activities are detailed guidelines on how to complete a certain activity designed to online contexts.

These e-activities promote a student-centred task or problem-based learning approach to online learning, moving away from a content-centred design as the activity becomes the key element in our lesson plan. And as in task-based learning, e-activities should be very carefully planned to meet the correct criteria. According to the literature in the field, some of the criteria for a well-planned e-activity are:

- The intentionality of the e-activity is clearly introduced
- It promotes an active role of the student in the learning process
- It helps students build their own knowledge while interacting with others (students and the

e-activities: a framework for online activities (cont.)

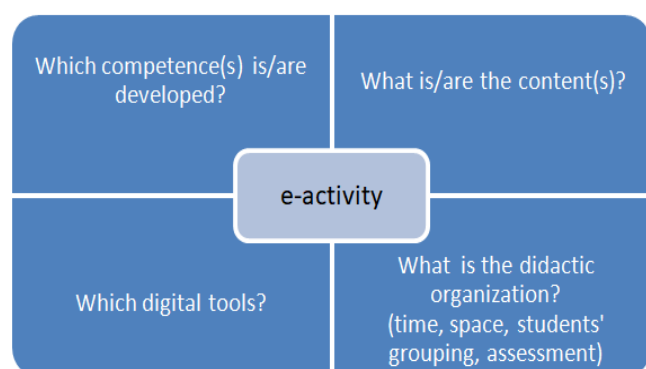
teacher) and with the (digital) resources

- It encourages autonomous learning
- It engages students in meaningful, challenging tasks as the formative actions incorporate the students' ideas and experiences in collaborative situations
- It stimulates communication, debate and collaboration
- It facilitates the transfer of cognitive/procedural processes to new scenarios or contexts
- The product should be a digital content, in different formats and languages (texts, hypertexts, audio-visuals, infographics, mind maps...)
- It fosters the metacognitive reflection on the process and the results

- Learning goals
- Learning resources provided by the teacher and of essence to complete the activity
- Schedule and time (total time allowed for the activity and deadlines)
- Assessment criteria (qualitative/quantitative; description of the procedure to deliver/present the final product...)
- Type of activity (individual or in group; voluntary or compulsory)
- Description of all the stages with a step by step guide, clearly specifying what students are expected to do, when and in what media
- Overview of the digital tools necessary to do the activity

The students' work can be done and presented synchronously or asynchronously, depending on the teacher's orientation. The teacher's role is to moderate, provide feedback and teaching points, guide and assist when needed within the time allocated to complete the activity.

When planning an e-activity, there are four questions that the teacher should address. These are summed up in the following diagram.



e-activity: Our Wall of Fame

This e-activity was designed during a teachers' training course promoted by Direção-Geral da Educação (DGE) in collaboration with Universidade Aberta, which was held during the third term, and was part of the Ministry of Education's response to support schools during this distance learning period. As such, it follows the structure required in the assessment criteria for the final product and addresses the main aspects that are essential when planning an e-activity.

Planning an e-activity

There are some elements that should be present when you plan and design an e-activity:

- A title
- Description of the e-activity (the context)

e-activities: a framework for online activities (cont.)

Title

Our Wall of Fame – describing a famous person

Description of the e-activity

This e-activity is aimed at 5th grade learners. In this activity, learners will choose a personality or famous person they admire; they will search for information about this famous person; they will write a short text about him/her (physical description, job, family); they will share their texts on a Padlet; they will read the different texts produced; and they will express their preferences by writing a short sentence.

In order to do this activity, learners will activate different competences and content/topics that are part of the 5th grade curricular content: *personal identification; nationalities; physical description; family; jobs.*

General learning goals (Aprendizagens Essenciais and Perfil dos Alunos)

Aprendizagens essenciais - Inglês 5.º Ano

“Competência Comunicativa

- **Compreensão oral:** entender pedidos que lhe são dirigidos, perguntas que lhe são feitas e informações que lhe são dadas; seguir conversas sobre assuntos que lhe são familiares, articuladas de forma lenta, clara e pausada.
- **Compreensão escrita:** seguir instruções elementares; reconhecer informação que lhe é familiar em anúncios/avisos; compreender mensagens curtas e simples (postais, mensagens de texto, post/tweets, blogs, emails) sobre assuntos do seu interesse.
- **Interação oral:** pedir e dar informações sobre

identificação pessoal; formular perguntas e respostas sobre assuntos que lhe são familiares; fazer sugestões e convites simples; interagir de forma simples; participar numa conversa simples sobre temas básicos e factuais para satisfazer necessidades imediatas.

- **Interação escrita:** pedir e dar informação pessoal de forma simples; pedir e dar informação sobre gostos e preferências de uma forma simples.
- **Produção escrita:** redigir mensagens e notas pessoais; escrever sobre as suas preferências, utilizando expressões e frases simples, justificando-as usando o conector *because*.”

“Competência Estratégica

Comunicar eficazmente em contexto

Trabalhar e colaborar em pares e pequenos grupos

Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto

Relacionar conhecimentos de forma a desenvolver a criatividade em contexto

Desenvolver o aprender a aprender em contexto de sala de aula e aprender a regular o processo de aprendizagem”

Perfil dos Alunos à Saída da Escolaridade Obrigatória

“Áreas de Competência: (A) Linguagens e textos; (B) Informação e Comunicação; (C) Raciocínio e resolução de problemas; (D) Pensamento crítico e pensamento criativo; (E) Relacionamento interpessoal; (F) Desenvolvimento pessoal e autonomia.”

“Descritores: Aluno Conhecedor/informado (A, B); Criativo (A, C, D); Crítico (A, B, C, D); Investigador

e-activities: a framework for online activities (cont.)

(C, D, F); Respeitador da diferença/do outro (A, B, E, F); Organizador (A, B, C); Comunicador (A, B, D, E); Participativo/colaborador (B, C, D, E, F); Responsável/autônomo (C, D, E, F).”

Digital tools necessary to do the activity

Escola Virtual (EV); Google Drive; Google Docs; Padlet; Google Forms.

Type of activity

pairs / small groups (max. 3 elements); individual.

Total time to do the activity

2 weeks.

Step by step guide

1. Introduction to the e-activity (synchronous session): learners and teacher watch a video about the singer Shawn Mendes to engage the learners and introduce the e-activity; teacher gives instructions to the e-activity while presenting the [GPS](#)¹; group formation.
2. Group work – Stage 1: in their groups, learners access the resources provided by the teacher; they choose the famous person they want to talk about; they fill in the Google Doc “[KWL chart](#)” (only the first two columns “What do we Know about...? What do we Want to learn about...?”); they search and organize information about the personality they have previously chose ([Handout1](#)).
3. Group work – Stage 2: in their groups, learners write their text ([Handout2](#): a Google Doc for each group available in the shared folder on Google Drive) using the information collected in [Handout1](#).
4. Video calls with each group, using *Whatsapp* or

Zoom, to address any questions and assist the learners, whenever necessary (scaffolding).

5. Individual work: learners read and give feedback on the texts posted on the [Padlet “Our Wall of Fame”](#) by (i) giving a like to two of the other groups’ texts and (ii) writing a sentence (“I like this text because...”).
6. Group work: learners finish the *KWL chart* (What did I enjoy Learning?).
7. Synchronous session for self-assessment and feedback from the teacher.

Learning resources

- **Videos:** Video 1: *Shawn Mendes* (EV); Video 2: *Physical description* (EV); Video 3: *Talking about my family* (EV).
- **Text:** «Shawn Mendes» (from the English textbook).
- **Other resources:** *KWL chart*; *Handout1*: template to help the process of gathering information about the famous person; *Handout2*: template for the guided writing; English textbook (vocabulary and sentence structures).

Assessment strategies (formative and summative)

Formative assessment is a process present throughout the whole process as a continuous cycle: *feed up – feedback – feedforward*.

The [assessment criteria](#) for the e-activity are introduced during the first synchronous session so the teacher and learners can refer back to them during the different steps of the activity. The teacher’s constant feedback and scaffolding will help learners clarify their questions and identify any problems and difficulties. The *KWL chart* and

e-activities: a framework for online activities (cont.)

self-assessment questionnaire are important tools to help learners reflect on the learning process and identify their own progress and strengths, as well as their needs.

The text posted on the *Padlet* by each group will be included in the digital portfolio of each learner.

Notes

1

GPS – abbreviation for “Grelha de Planificação Semanal”.

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**ANA NUNES | APPI MEMBER NO. B 6885 |
AE DE SANTO ANDRÉ, SANTIAGO DO CACÉM**

Review time: online resources

Below are some useful resources that teachers can use to create interesting and level-appropriate lessons for their students, as well as websites that students and their families can access themselves.

News in Levels

Here you can find short news articles for students of English. The main aim is to give students some easy reading for their level of English. No login required. Check out also [Videos in Levels](#).

English Central

The motto is “Learn English with the World’s Best Videos”. When you register you have access to video lessons that you can use in your lessons.

Cambridge Assessment English – Learning English

Here you can find many free online activities to practise the different skills, according to your students’ level. There are also resources for teachers, general English teaching resources, opportunities for professional development, and more.

ReadWorks

A library of curated nonfiction and literary articles, along with reading comprehension and vocabulary supports, formative assessments, teacher guidance...

BBC learning English

As part of the BBC World Service, it offers free audio, video and text materials to learners around the world. In its [section for children](#) you can find a series of animated short stories and each story has a downloadable transcript and an activities pack to help children explore and use the language.

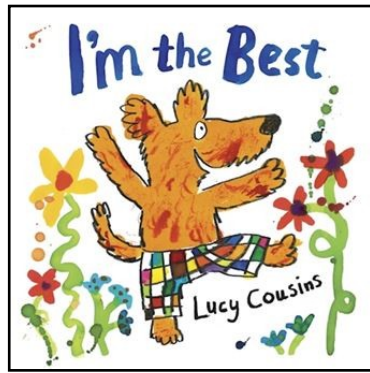
Storynory

Storynory is a podcast and a website with audio streaming where you can find free audio stories. All content is free.

A successful plan B

In the midst of the current worldwide lockdown, I was placed as a temporary English teacher to seven classes of 3rd and 4th levels, whom I had never met before. I was asked to carry out short lessons online. A very challenging task to say the least.

After careful thought and asking around, I decided to read and digitally present a children's picture book: "I'm the Best", by Lucy Cousins, Walker Books Ltd.



I snapshot each page and carefully put together a powerpoint presentation to share on the screen during the online lesson for all to see while I read. I even prepared a second powerpoint with the words and images (which I also had in actual cards) to introduce the key words before reading the story.

Unfortunately, in my first lesson I wasn't able to share either of the presentations and had some twenty 8 year olds and some parents eagerly waiting for some action! This technical obstacle was not foreseen since all of the other teachers had been sharing documents on the screen previously for days.

So, I quickly, explained to them that I would show them the wordcards and the picture book through my laptop camera and not put it up on the screen. Let's say this was my on-the-spot plan B. It was not easy to show the entire image and wordcard totally through the camera, and this required me to

constantly adjust and move the images around in front of the camera. I felt heartbroken, but kept a smile for the students.

But to my surprise, they were extremely attentive and loved the story and participated unanimously with the question and answer moment at the end. Just to make sure, I repeated questions such as "Who is this?", and pointed to an image in front of the camera and they would chorally or individually answer "It's a dog", and so on. I was assured that they were learning many new words in an enjoyable way.

I concluded that the technical failure was in fact the element that triggered the session to become successful. It seemed that the students made a bigger effort to listen and see the images that I was carefully displaying in front of my camera.

I felt that it was somehow their way of contributing to help make a stressful unforeseen moment become a positive and amusing experience for everyone! So, mixing the traditional reading and showing a picture book through a computer seems to capture children's attention in an enjoyable way, while learning.

**CAROL REIS NASCIMENTO |
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In the online classroom

Interesting findings

Transitioning from face to face classes to online teaching presented a lot of challenges. At first, I didn't think online classes would neither stimulate teenagers, nor motivate primary school students, let alone engage preschool children. I was happy to be proven wrong.


The basic principle of short, varied activities also applied to online classes with preschool children. We maintained the same routines we had in class (hello song, register, weather and planning board, for example) and that reassured students (and me!) that the successful activities we were used to could be replicated online successfully too. I found that favourite games such as "What's missing?" or Bingo could be played resorting to technology and a little help from parents, who were more than happy to see kids progress and participate in live lessons. I also discovered that online classes could be a springboard for a number of find and show/show and tell activities, during which students could do one of their favourite things – telling you things about them.

One of the topics I covered with my 5 year olds was shapes. I introduced shapes with a Powerpoint slide and then used the slides to play "What's missing?". I just copy pasted the initial slide and deleted a picture at a time. Then, I showed them a CD and elicited what shape that was. I invited them to find circles around the house and show them to me / their colleagues. And so they did – they happily showed clocks, plates and wheels on toy cars. We did the same for other shapes and each time students presented their object, they would say "It's a ...".

I repeated this sort of activity with other topics such


as colours and toys and it was a hit! Students were engaged – they wanted to show me and their colleagues their things – and produced language in context (e.g. Look, it's a circle. I've got a car. It's a yellow ball.) Something I'll repeat in the future for sure!

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**YL & VYL
CONFERENCE**

CELEBRATING 20 YEARS OF APPINEP



28 November & 5 December 2020
APPI Zoom Platform

In the online classroom

Help! How can I reach out to my students now?

Friday, 13th March! It was official: this would be the last day of presential school! How would we, teachers, reach out to our students?

The sudden end of the second term would be a test to what would come in the third term. I wanted to keep on communicating with my students, giving them the opportunity to review what we had already learnt and, at the same time, have some fun by playing with English.

That is when I came up with the idea of creating a Padlet, where I could post songs, videos, games using Quizizz, Kahoot, Edpuzzle, which would grant students easy access to all these resources! (https://padlet.com/CristinaReis/English_Fun)

During the third term, while following the several tips that I had read on Facebook groups, I decided to give it a try and created some virtual bitmoji scenes (for instance at the beach) using Google Slides. A Google slide document gives us the possibility of inserting several kinds of links (videos, songs, documents...) and it can be saved as an interactive PDF document. When we click on these links in these PDF documents, we are automatically redirected to them. Kids just love this kind of activities! Just check it out one of these documents I have made and shared with my students!

If you want to know more how to create these interactive PDF documents, watch these videos: <https://www.youtube.com/watch?v=vnBZMZ2t-dE&t=33s>

<https://www.youtube.com/watch?v=jGKTvIUbXxY&t=751s>

By now the school year is over but my head is full

of ideas that are eager to spring into action! Let's use our imagination and also have some fun while creating new materials / activities!



CRISTINA REIS | APPI MEMBER NO. B 7502|

AE D. LOURENÇO VICENTE | LOURINHÃ

Bitmoji is a secondary social media app that people use to create an avatar of themselves. They are very popular because the avatar is a little cartoon version of yourself and you can assemble different comics, GIFs, expressions, etc.

If you want to learn more about how to create a Bitmoji, watch this YouTube video:

<https://www.youtube.com/watch?v=ZUDonigrUmQ>

A visit to London

To be engaged in education and teaching is a daily test that every teacher has to face in order to motivate and make the learning process efficient. To hold on Primary English students in English online classes was a double challenge that teachers had to deal with in this peculiar 3rd term. The several Web tools used to diversify strategies and to motivate young learners aimed to discourage the growing lack of enthusiasm that tended to install along these exceptional times.

Presenting a different activity was a breath of fresh air and brought the students back to the right track (although it was the last lesson). The final synchronous lesson was a visit to London, a simple activity that offered a more “off-duty” moment and at the same time increased students' cultural awareness.

And, as odd as it might be, I invited my 4th grade students to a trip to London. Our visit began at the top of the London Eye where we could have a clear view of the city of London, the buildings, the river, the monuments, the gardens...

We went to the Buckingham Palace, saw the surroundings and took a walk alongside the pond at St. James's Park. Next we went to see the Big Ben and we walked across the Westminster Bridge towards the Westminster Palace. After that we visited the Royal Albert Hall and saw the beauty and greatness of the room. And then the Savoy, another example of magnificence, even if with a different purpose. Later we went to the other side of the city and we crossed the Tower Bridge. Afterward we jumped to the Tower of London to see where the prisoners were kept.

Well, we did see a lot in just 40 minutes and it was

really enjoyable to see how students were immersed by the questions and expressions used along the visit. It was a trip where we learnt a bit about English History. When some information was required I asked them to look for it in Google and they shared it with everyone. Of course these students didn't have a high level of English to pose questions or read the results for the Google research in this language but that was not the purpose of the activity. It was only to provide for a different kind of lesson that involved the children and that awoke their curiosity for British culture

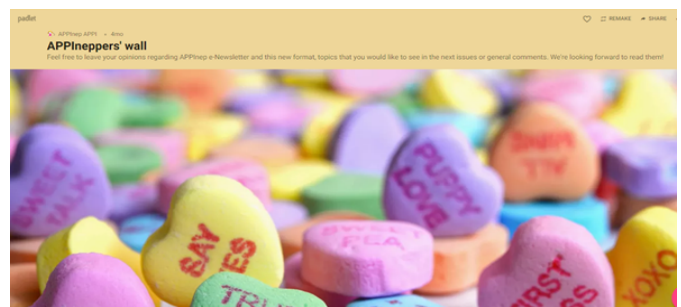
And you know what? The children really appreciated it and asked for the link so they could make their own visit with their parents by the weekend.

<https://360.visitlondon.com/?fbclid=IwAR3ROsaZueDcCo9YZord8WXB4jxt6DYLfAf1GTdhEtox3TqLsNn5GChdpjI#>

**SANDRINE COELHO | APPI MEMBER NO. B 3692 |
AE TOMÁS CABREIRA | FARO**

Your opinion matters...

We are looking forward to your feedback, ideas and suggestions. Visit our *Padlet* and post your message or “like” some of the posts.

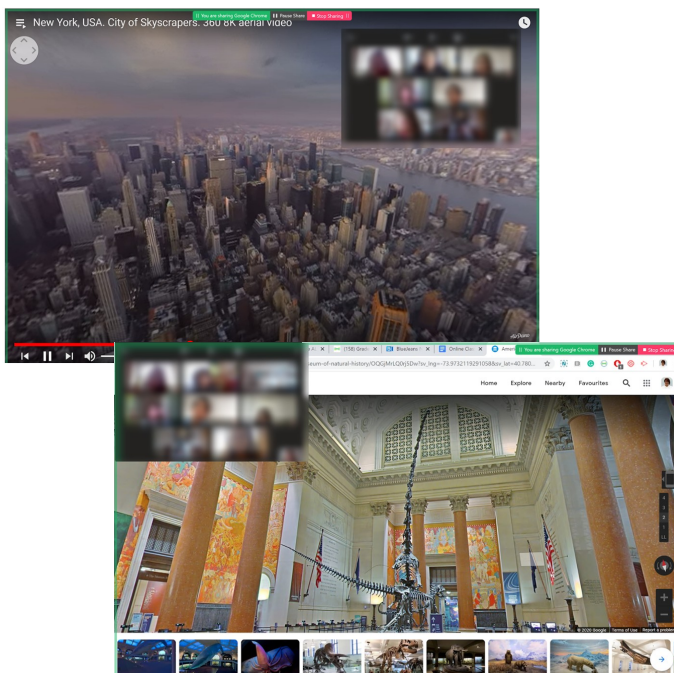


In the online classroom

Taking students on a field trip using virtual tours

This worldwide pandemic has challenged us in many ways, but as a teacher who really wanted to make sure that my students continued learning, I started doing research and exploring how I could take students on adventures from the comfort of their home classrooms!

With classes from Grade 1 (6-7 yrs old) and Grade 2 (8-9 yrs old) we went to the Natural History Museum in NYC; The M&M Chocolate Factory in New Jersey; we experienced a fully guided 360° tour of the Amazon Rainforest from a local; explored the biggest cave in the world; wrote an order for pizza at a Pizza Restaurant in London; discovered The San Diego Zoo; found a secret door in Buckingham Palace; and saw a humpback whale breach in The Kenai Fjords National Park in Alaska. But, for our last virtual tour, we went on 6 different rides in Disney World, Florida! All of these experiences were extremely engaging, exciting and fun, but they also helped students further develop their vocabulary, comprehension and communicative skills on many different levels.



Here is how you can take your students on virtual tours:

I) Find a Virtual Tour

Google “Free Online Virtual Tours” and you will find thousands of many, many great tours!

Some of them are offered online directly from National Geographic, Zoos, Aquariums, Farms and even Disney World.

Here are just a few links to refer to:

<https://theeducatorsspinonit.com/virtual-field-trips-for-kids/>

<https://www.nationalgeographic.com/news-features/son-doong-cave/2/#s=pano68>

<https://historyview.org/library/amazon-rainforest/>

Searching on Youtube will also allow you to come across many 360° videos of thousands of different locations around the world. For example:

<https://www.youtube.com/watch?v=MgX4tJniTH4>

<https://www.youtube.com/watch?v=jvtvFHPRcsY>

https://www.youtube.com/watch?v=SNx8B_oE8IY

II) Meet Your Students Online

I’m sure there are many teachers who are already familiar with Zoom, BlueJeans or Google Meet.

Use one of these platforms to meet all your students online and SHARE YOUR SCREEN with them. Make sure you have the link with the tour ready and you’re set to go.

You can have your students dressed up for the occasion, too. They’ll feel excited and like they’re going on a real adventure.

III) Explore and Express!

All you need to do now is watch the virtual video or

In the online classroom

Taking students on a field trip using virtual tours (cont.)

tour and then have your students either answer questions you have for them, verbally or have them, write a piece about what they enjoyed or learnt on the trip.

IV) Questions To Ask Your Students After A Virtual Tour And Extension Activities

These experiences are engaging and as mentioned before they also helped students further develop their vocabulary, comprehension and communicative skills on many different levels. However, planning and structuring questions aimed at students experiences is a vital part of making this experience become more than just a “video” they watch on their devices with you.

After each tour that my students went on, they were given a set of questions or topics to discuss and answer to, either in the form of a verbally recorded voice note or written in their notebooks.

Below you can find three examples of questions/ activities I proposed to students after completing online tours. Remember these can easily be adapted to any tour that your students go on and they can either answer verbally or in written format, depending on what your objective may be for the tour.

The M&M Chocolate Factory (Grade 1 - 5/6 year-olds):



Student Instructions

English - Let's Visit a M&M Chocolate Factory!

Today you will get to visit the actual M&M Chocolate Factory in New Jersey, New York!

All you need to do is click on the link, and click play on the video.

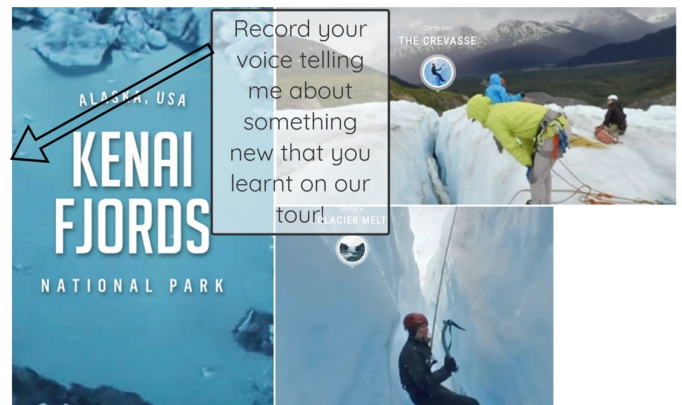
This video is also a 360° virtual video so you will be able to move the camera around and look at everything in the factory while you are listening and watching the tour!

When you are finished with your tour, I would like you to come back to Seesaw and click on the [Add response](#) Add Response button. Then click on the microphone button and tell me the following things:

1. What colour do they have to make the M&M's before they add all the colourful colours?
2. Can you remember all the colours that you saw them coating the M&M's with?
3. What colour M&M is your favourite?
4. And lastly, what was your favourite part of the M&M making process?

Have fun!!

The Kenai Fjords National Park in Alaska, USA
(Grade 2 - 6/7 year-olds):



Student Instructions

English - Virtual Tour - Alaska, USA, Kenai Fjords National Park

Today we are taking a virtual tour!!

We'll be visiting The Kenai Fjords National Park in Alaska, USA

We'll get to go on all kinds of adventures, climbing down crevasses in glaciers, kayaking in cold icy waters, and we'll even get to see a humpback whale!

When we're done with our tour, I would like you to come back here to and record your voice telling me something new that you learnt on this tour!

See you online!

In the online classroom

Taking students on a field trip using virtual tours (cont.)

The Son Doong Cave in Vietnam (Grade 2 - 6/7 year-olds): Students finished this activity completely on their own without my assistance; however, I did also record my voice for them with full instructions and by this time of the year they were able to handle doing tours on their own.



Bianca Barnard



Assign...

Student Instructions

English - Explore the Worlds Largest Cave!

Today you will get to explore the world's largest cave, The Son Doong Cave in Vietnam!

This amazing and huge cave was discovered by accident in 1991 by a local farmer, but it was only in 2009 when a group of explorers had heard about the farmer's story and decided to ask him to help them find the cave.

What they found was absolutely mind-blowing! This breathtaking cave has various sinkholes, which has allowed lakes and even a full forest to grow in them. The cave, estimated to be between two and five million years old, is believed to be the largest cave passage in the world. It's more than 5km's long, with loads of chambers, which are large enough to hold an entire city block of New York skyscrapers. WOW!

In today's activity, you will be taking a Virtual 360° Tour of The Son Doong Cave.

Take your time, turning the camera on your tour and discovering all the amazing elements of this massive cave!

This tour was filmed with a 360° camera in 2015 and give you a full view of the entire cave as if you were in there yourself!!

1. Look at the example image I have added here which will show you how to navigate around the cave.

2. Then just click on the link and take the tour!

3. When you are done with the tour, come back to 🎧 and record your voice telling me the following things:

3.1) Do you think this cave is amazing? If your answer is YES, please tell me why? If your answer is NO, also tell me why?

3.2) What did you find the most interesting about this cave and the things inside it?

3.3) If you could ever visit this cave in real life, would you?

4. Your voice recording needs to be a minimum of 2 minutes!

Have a great trip!!

▶ Play Instructions (2:00)

BIANCA BARNARD | APPI MEMBER NO. B 7941 |
Park INTERNATIONAL SCHOOL | LISBOA

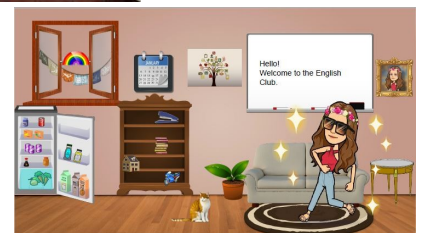
More about Bitmoji scenes

After reading the article by Cristina Reis, we came across similar works but this time done by some 5th grade students from **Escola Básica Vasco da Gama (AE Sines)**, under the supervision of their English teacher Teresa Costa.

Here are three examples of individual works focused on the topic of food. These seem the kind of activities that children love to do. Not only could they create their own environment (a living room, a kitchen, a bedroom...), but also choose what they want to show/share with others and link images to a story, a song, a quiz, a demonstration...

It is important to give children opportunities to voice their opinions and preferences! And by letting them create these activities they are also using metacognitive strategies (thinking, planning), cognitive strategies (involving children doing things with the language and learning materials) while, at the same time, developing life skills, such as creativity, ICT, problem solving and critical thinking.

There's a lot of potential in using Google slides, either individually (as a teacher or a student) or as a project work (pair or group work).



Outdoor Classroom Day

When adults think back to their happiest memories of childhood, they frequently recall the joy of playing outdoors, which is not only central to children's enjoyment of childhood, but teaches critical life skills such as problem-solving, teamwork and creativity. When teachers take learning outdoors, they report some powerful impacts: behaviour improves and learners who feel inhibited by the curriculum often thrive in an outdoor environment. Teachers should understand that spending time outdoors is as important for children as learning to read and write. It engages and excites children in spectacular ways, besides improving children's health, well-being and happiness.

This year in particular ... I thought children deserved a bit of outdoor time. So, I gave them a different task:

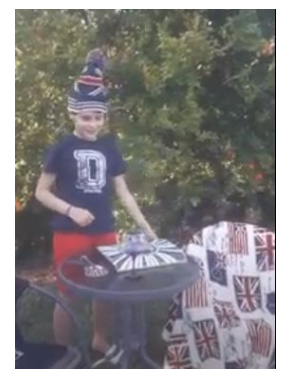
21st May (Thursday) is Outdoor Classroom Day! Take a picture/make a video "in the open air" (it can be at the balcony, in the garden, or using a creative scenery ...) Don't forget to include a reference to English (you can sing, say something simple, wear that lovely T-shirt with British symbols or phrases ... Use your Imagination!!

It wasn't always easy to give children aged 8-10 challenging activities during confinement. For some reason or another, many of my students sometimes failed to turn in the "homework". This one, however, had a very positive feedback. The amount of brilliant pictures and videos reflected, not only compliance with requirements, but also careful preparation (with parents' involvement).

The enthusiasm and joy were also pretty obvious! Some of the video contents were songs (taught within the topic areas), descriptions of clothes, pets, British symbols ... The pictures were, then, organized and shared through a PowerPoint presentation, as well as the videos. After showing the outcome to the class, the few students that did not send the task wanted to know if they could still hand it in - the extra work was worthwhile!

This activity is not only about developing oral skills or creativity, it is also about allowing children to play and enjoy nature. The initiative [Outdoor Classroom Day](#) is spreading worldwide, over 3 million children got involved in 2019! All participants receive a certificate! Allow yourself to "teach" differently and feel rewarded by your students' satisfaction in doing "homework" as they learn meaningful life skills.

**TEREZA VERDADE | APPI MEMBER NO. B 5400|
AGRUPAMENTO DE ESCOLAS DA MEALHADA**



APPIforma 2020

APPIforma CPD programme was updated in the middle of July at APPI and APPInep's webpages and Facebook. Three online courses are/were focused on teaching Young Learners. Registration for these had to be closed, sorry, because we reached the maximum number of registrations just two weeks later! Thank you for your interest!

However, you still have the opportunity to participate in some of our accredited training throughout this academic school year (2020/2021).

For instance, we are going to celebrate APPInep's 20 years by organizing the Young Learners and Very Young Learners Online Conference on the 29th of November and 5th of December (two Saturdays), at APPI's Zoom Platform.

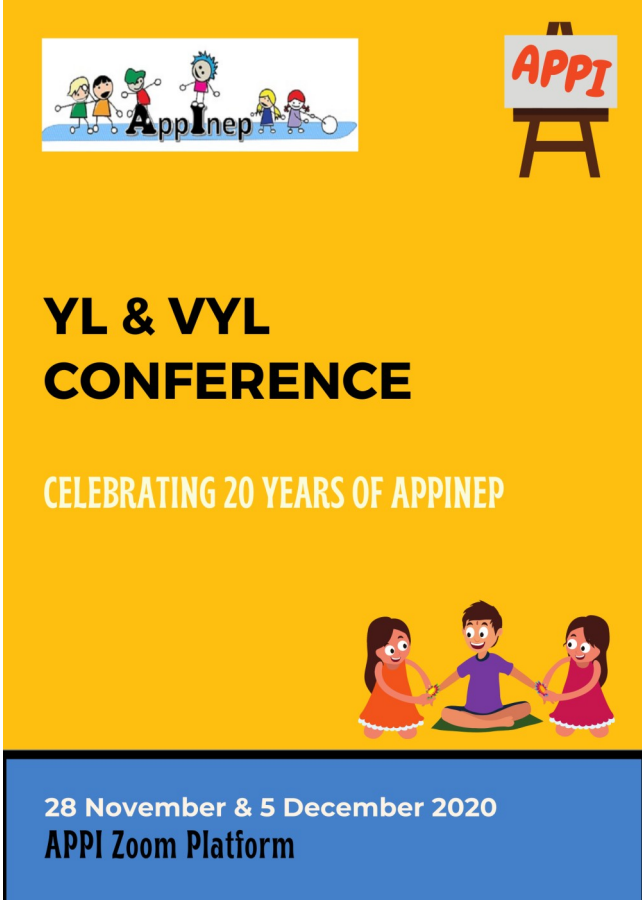
These two full days of workshops and plenary sessions will be run by some national and international speakers who will share the new trends (or not so new) of teaching YL.

The Conference has been accredited (*grupos de recrutamento 120, 220*) by the CCPFC with 12 hours of accredited training | *Registo CCPFC/ACC -107495/20 (* Releva na dimensão científica e pedagógica para efeitos de progressão em carreira dos Professores dos grupos de recrutamento mencionados - artigo 9º do Regime Jurídico da Formação Contínua).*

Further information about the Conference and registrations will be available in the beginning of the next school year at APPI and APPInep's webpages.

Next December APPIforma will update its new CPD programme and there will be several courses, online and (hopefully) some face-to-face ones too for Primary teachers. Stay tuned on www.appi.pt and <https://appinepsig.appi.pt/> for further information

SÓNIA FERREIRINHA | APPIFORMA



The graphic is a vertical yellow rectangle. At the top left is a logo for 'AppInep' featuring colorful cartoon children. At the top right is a logo for 'APPI' on a whiteboard on a wooden stand. The main text in the center reads 'YL & VYL CONFERENCE' in large, bold, black letters, followed by 'CELEBRATING 20 YEARS OF APPINEP' in smaller, yellow, all-caps letters. Below this is an illustration of three children (two girls and one boy) sitting on the floor and holding hands. At the bottom, a blue horizontal bar contains the text '28 November & 5 December 2020' and 'APPI Zoom Platform' in white.



Keep your APPI membership fee updated so that you receive all publications and have access to all teacher training sessions and webinars. Thank you.

APPInep Committee: **Ana Nunes; Daniella Costa; Dila Gaspar; Helena Soares; Sónia Ferreirinha**

e-Newsletter Editor: **Ana Nunes & Sónia Ferreirinha**

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