



Curriculum of the Discovery Modules

The Globetrotters project transforms language and culture learning with engaging modules, gamification, and empowering teacher training.



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1) Introduction

The Globetrotters Curriculum is designed for educators working with children aged 6 to 10 who wish to introduce them to the diversity of European languages and cultures in an engaging, inclusive, and playful way.

It is the pedagogical foundation for the project's discovery modules, designed to introduce children aged 6 to 10 to European languages and cultures through playful, inclusive, and age-appropriate activities.

This curriculum is based on prior research and analysis of national education systems across participating countries. It includes a comparison of key terminology and learning objectives to ensure alignment with formal curricula while promoting intercultural and multilingual competences.

The result outlines selected learning topics, a shared content framework, and model activities that will guide the creation of the twenty thematic modules. It ensures consistency, adaptability, and educational value across all project outputs.



2) Curriculum content: speech acts, vocabulary, supports, sociocultural components

Speech acts	Vocabulary
<ul style="list-style-type: none"> - greet someone - to take leave - to ask, understand and give information (to give news to someone, to ask for the time, date, day, price) - (to situate oneself) in space - to introduce oneself, to introduce someone else - (to situate oneself in time) to spell - to understand and give instructions, indications (to order) - to present something to someone - to point to someone or something - to apologise - to ask for a service - to describe an object, a person, his place of residence, or himself - to express belonging - to express quantity, to say the price of an object - to accept and refuse - to make do with money 	<ul style="list-style-type: none"> - Alphabet - Numbers - Names and surnames - Age - Address - Countries and nationalities - Professions - Hobbies - Close family - Personal items - Description - Dates (days, months, years, seasons) - School - Time - Weather - Physical description - Places: restaurant, shops, post office, hotel, etc. - Leisure: sports, shows, travel, etc. - Means of transport: metro, bus, train, taxi, etc. - Daily life: school, shopping, daily activities - Housing: rooms in the house, decoration - Everyday objects - Food: Meals, Cooking, Recipes - Pets - Countries, Cities, Landscapes - Itinerary



	<ul style="list-style-type: none"> - Weather - Events: Birthday - Festivals - Payments, Money
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Supports	Sociocultural components
<p>Oral and written materials:</p> <ul style="list-style-type: none"> - instructions, brief and simple indications - short texts and dialogues introducing a person <p>Written materials:</p> <ul style="list-style-type: none"> - simple form to fill in, hotel description - simple booking form - a postcard to read or write - emails - posters, show programmes - classified ads: childcare, course proposals - advertisements for trips, hotels (leaflets, catalogues), means of transport - programme of a theatre <p>Oral media:</p> <ul style="list-style-type: none"> - short passages from radio recordings - simple dialogues from films - television news (news items, weather) - Excerpts from simple documentaries - announcements or short messages in public places <p>Written documents:</p>	<p>The most common forms of politeness ("excuse me", "please", "forgiveness", "thank you")</p> <ul style="list-style-type: none"> - greetings to get in touch with someone, to say goodbye - rituals to ask for a favor - ways of saying that one does not understand - the distinction between you and you - the distinction I want / I would like - the rituals of the friendly letter, the postcard, email, the daily formulas of politeness, the welcome of someone: greetings, asking for news, reactions to the answer - daily life habits, places of life, objects, ... - the rituals of the personal message, different rituals of commercial and administrative messages - the way of entering into a conversation, of speaking, to call out to someone, and to take leave - the way to attract attention - informal conversation - telephone conversation rituals - invitation - thanks



<ul style="list-style-type: none"> - letters of thanks, apologies - Letters of invitation + acceptance or refusal of the invitation - announcements - personal or travel diary - emails - simple informative articles (miscellaneous facts) - posters, advertising brochures, tourist guides - instructions for use (of appliances, board games) - regulations written simply - Safety instructions - common signs and signs (public places, workplaces) - city maps - different types of letters (request for information, order, confirmation, personal or more formal letters, short and simple) - opening hours - directory pages - menus - cooking recipes - show programmes, TV Programs 	<ul style="list-style-type: none"> - apologies - gestures and space management
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APPLICATION:

The child is able to:

- give his name, age, nationality, profession (identity)- express himself on the daily environment: give his address, his e-mail, his telephone number- express himself on the family, hobbies, the calendar (the date), the time.



The child is able to:

- use elementary structures made up of memorised expressions, groups of a few words and ready-made expressions that he can adapt to the communication situation.

3) Curriculum skills

LISTENING

- Understand, about themselves and their family (identity, place and date of birth, age, family composition), familiar words, very common expressions, inserted in very simple texts if people speak slowly and distinctly;
- Understand simple questions about themselves and their families;
- Identify the parameters of a clear communication situation, inscribed in daily life;
- Understand familiar words, very common expressions, and very simple statements about themselves, their family, and the concrete, immediate environment, if people speak slowly and distinctly;
- Identify the parameters of a clear communication situation, inscribed in daily life.

READING

- Recognize common names, phrases and words.
- Follow brief and simple instructions;
- Understand simple messages;
- Understand isolated sentences and frequently used expressions in relation to immediate areas of priority (e.g., simple personal and family information, immediate environment);
- Find specific predictable information in a current document, a simple advertisement (not too connoted, i.e. not too marked by the context in which it is set; the understanding of the document therefore does not depend on knowledge of this context), a prospectus, an e-mail, etc.;
- Have a comprehensive understanding of the content of short, simple personal letters.



SPEAKING

- Communicate in a simple way, provided that the interlocutor speaks slowly and clearly and is cooperative;
- Use simple sentences to introduce themselves, describe their place of residence;
- Use basic greetings and leave phrases;
- Communicate in a simple way provided that the interlocutor speaks slowly and clearly and is cooperative;
- Ask simple questions on familiar topics (family, place of living, professional activity, hobbies, tastes), as well as answer such questions;
- Use a series of sentences or expressions to describe in simple terms their family and other people, their living conditions, their education and their current or past professional activity;
- Situate events in time and tell of past facts;
- Having brief exchanges, without being able to carry on a real conversation.

WRITING

- Fill in a form;
- Write a few simple sentences and expressions about themselves or their immediate environment, based on a given material;
- Write a short and simple personal text about themselves or their immediate environment, based on a given material;
- Write a structured personal message in response to a request, which relates to a situation close to their daily lives;
- Recount events or activities experienced using personal formulation.



4) Definition of topics

Topic	Vocabulary	Speaking	Writing
My family and I	Names, members of family, age, numbers	Introduce oneself, a person	My family tree, a letter to a new penfriend
My school , my friends	School objects, school subjects, school friends	Talking about favourite subjects	An email about a new school to an old friend
My house	Rooms, furniture, electrical appliances, objects, toys	Talking about a new house/ my room	A diary page about moving to a new house
Birthday	Party words	A dialogue at a birthday party	Birthday card, invitation to a party
My body, health	Parts of the body, movements, illnesses and symptoms	At the doctor's, at the pharmacy	A healthy diet
Children's games	Indoor games, outdoor games, technology	Talking about a favourite game	The rules of a game
Sports	Sports, equipment, sports places	Talking about a favourite sport	Rules of a sport



Topic	Vocabulary	Speaking	Writing
Hobbies	Hobbies, pastime activities, equipment, and places related	Talking about a favourite hobby	Special hobbies, special equipment descriptions
Time, weather	Hour, week, month, year, seasons, weather	Talking about the weather, the weather report	Favourite time of the year recount
Holidays and customs	Easter, Christmas, Halloween	Wishes, games	Christmas/easter cards, diary entries
Cities, monuments, museums	Buildings, institutions, monuments, museums	Giving directions	Museum leaflets, monument brochures
Food, recipes	Breakfast, traditional food, food of the world, recipes	Ordering at canteen, restaurant	Favourite recipe
Clothes, traditional costumes	Clothes items, accessories, shops	Buying clothes, etc	Letter
Songs and dances	Typical vocabulary	Dance instructions	Dance instructions
Stories, books	Storyline vocabulary, book genres	Storytelling	Book reviews



My country, flags, and symbols	Landforms, colours, shapes	Introducing one's country	Country/flag/symbols presentation
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Topic	Vocabulary	Speaking	Writing
Animals, pets	Animal sizes, food, habitats, and habits	Talking about one's pet	Diary entry about a visit to an animal shelter/the zoo
Travelling, transport	Means of transport, places, activities, and tourism.	Making holiday plans	A postcard from a holiday place
Nature, ecology	Fauna and flora, environmental hazards	Planning an environmental school campaign	An environmental campaign material creation
Art	Techniques, trends, painters, paintings, etc.	Gallery walk	Labelling art exhibition items

Topic	Thinking skills	Creativity: tools, materials	Cultural elements
My family and I	Critical thinking: - analysing stories, traditions, and cultural practices. - comparing different languages or dialects.	Story cubes (Rory's story cubes or DIY) How to use: Roll the dice with pictures and have students create a story in the target language using the images. Skills developed: vocabulary, narrative skills, imagination.	Family name, traditions



My school, my friends	<p>Creative thinking:</p> <ul style="list-style-type: none"> - Writing or telling imaginative stories in the target language. - Designing cultural artefacts (e.g., masks, flags, folktale illustrations). 	<p>Cultural role-play & drama</p> <p>How to use: act out scenarios (e.g., market haggling, festivals) using props and simple dialogues.</p> <ul style="list-style-type: none"> - skills developed: speaking, cultural awareness, empathy 	School curricula, timetables
My house	<p>Problem-solving:</p> <ul style="list-style-type: none"> - Decoding unfamiliar words, and using context clues. - Resolving cultural misunderstandings through role-play. 	<p>Digital storytelling (apps like Book Creator, Puppet Pals)</p> <p>How to use: Students create animated stories or comics using target language vocabulary.</p> <p>Skills developed: writing, pronunciation, and digital literacy.</p>	Typical house skills developed: writing, pronunciation, and digital literacy.
Birthday	<p>Metacognition (thinking about thinking):</p> <ul style="list-style-type: none"> - Reflecting on language learning strategies (e.g., "how did I remember this word?"). - Self-assessing progress in speaking/ listening skills 	<p>Music & songwriting</p> <p>how to use: rewrite lyrics to familiar tunes or learn traditional songs with gestures.</p> <p>Skills developed: listening, rhythm, memorization</p>	Birthday songs
My body, health	<p>Comparative thinking:</p> <ul style="list-style-type: none"> - Identifying similarities/ 	<p>Cultural crafts & art projects</p> <p>How to use: make masks, flags, or traditional art (e.g., Japanese origami,</p>	Popular outdoor pastimes



	<p>differences between languages (e.g., cognates).</p> <ul style="list-style-type: none"> - Comparing festivals, foods, or customs across cultures. 	<p>Mexican Papel picado).</p> <p>Skills developed: fine motor skills, cultural appreciation.</p>	
Children's games	<p>Empathy & perspective-taking:</p> <ul style="list-style-type: none"> - Role-playing characters from different cultural backgrounds. - Discussing how people from other cultures might feel in certain situations. 	<p>Language games (Pictionary, charades, Scrabble)</p> <p>How to use: Adapt classic games to reinforce vocabulary (e.g., drawing "la maison" in Pictionary).</p> <p>Skills developed: quick thinking, teamwork, word recall</p>	Traditional games
Sports	<p>Memory & recall :</p> <ul style="list-style-type: none"> - Using mnemonics to remember vocabulary. - Reciting poems, songs, or chants in the target language. 	<p>Mind maps & visual word webs</p> <p>how to use: brainstorm themes (e.g., "food") with drawings and target language labels.</p> <p>Skills developed: categorisation, associative thinking.</p>	Popular sports
Hobbies	<p>Logical reasoning:</p> <ul style="list-style-type: none"> - Sequencing events in a story correctly. - Predicting what happens next in a cultural folktale. 	<p>Cultural crafts & art projects</p> <p>How to use: make masks, flags, or traditional art (e.g., Japanese origami, Mexican papel picado).</p> <p>Skills developed: fine motor skills, cultural appreciation.</p>	Popular hobbies
Time, weather	<p>Inquiry-based learning:</p> <ul style="list-style-type: none"> - Asking questions 	<p>Virtual field trips (Google Earth, YouTube tours)</p>	Typical season activities



	<p>about cultural traditions (e.g., "why do people celebrate this festival?").</p> <ul style="list-style-type: none"> - Researching and presenting on a cultural topic. 	<p>How to use: "Visit" a country virtually and describe landmarks in the target language.</p> <p>Skills developed: geography, descriptive language.</p>	
Holidays and customs	<p>Collaborative thinking:</p> <ul style="list-style-type: none"> - Group discussions on cultural topics in the target language. - Peer teaching (students explain words or customs to each other). 	<p>Puppet shows & finger plays</p> <p>how to use: use puppets to practice dialogues or retell folktales.</p> <p>Skills developed: speaking fluency, storytelling.</p>	Traditional customs
Cities, monuments, museums	<p>Visual-spatial thinking:</p> <ul style="list-style-type: none"> - Creating mind maps for vocabulary themes (e.g., family, food). - Drawing or labelling maps of countries where the language is spoken. 	<p>"What if?" scenarios.</p> <p>How to use: pose imaginative questions (e.g., "What if animals could talk? How would they greet each other in Spanish?").</p> <p>Skills developed: creative thinking, hypothetical language (e.g., conditionals).</p>	Characteristic monuments and symbols
Food, recipes	<p>Decision-making:</p> <ul style="list-style-type: none"> - Choosing the best words to express an idea in the target language. - Deciding how to present a cultural 	<p>Flipgrid video responses</p> <p>How to use:** Students record short videos responding to cultural prompts (e.g., "describe a holiday in your family").</p> <p>Skills developed: confidence, pronunciation, presentation skills.</p>	Traditional recipes



	project (poster, video, skit).		
Clothes, traditional costumes	Flexibility & adaptability: -Adjusting language use based on audience (formal vs. Informal speech). -Adapting to different cultural communication styles (e.g., gestures, politeness rules).	Traditional costumes	
Songs and dances	Pattern recognition: - Identifying grammar rules through examples. - Recognising recurring themes in myths or folktales.	Traditional songs, dances, traditional festivals	
Stories, books	Evaluation & judgment: - Assessing the reliability of cultural information (e.g., stereotypes vs. Facts). - Giving constructive feedback on peers' language use.	Traditional fairytales	
My country, flags, and symbols		Flag's history, symbolisms, and national anthem	
Animals, pets		Typical animals	
Travelling, transport		Festivals around the world/ typical means of transport	
Nature, ecology		Local environmental problems, threats	
Art		Typical artwork	



5) Model activities

5.1) Introduction

On the platform, the Globbytrotties can discover 3 places in each country. The places can be selected from a list of 8 different locations, depending on the lexical themes and pedagogical objectives you wish to highlight (restaurant, shop, school, museum, park, house, sports field, festival).

In each location, the Globbytrotties take part in playful and interactive activities. These activities are designed to help children discover both the language and the culture of the country through targeted topics and skills.

5.2) This is how to design your own activity box:

- **Choose one or more topics and skills** to explore.
- **Imagine a narrative** to give meaning and coherence to your activities.
- **Design progressive activities** that allow children to discover, memorize, and enjoy learning languages.
- Adjust the difficulty level to suit your learners and meet your pedagogical goals.
- **Use Canva to create your physical content**
- **Use Genially templates** to make your activity interactive, playful, and stimulating.
- **Record yourself on your computer in MP3 format so that it can be uploaded in Genially**
- **Explore the model Globetrotter's Module on the website** to see what it can look like and get inspired to create your own version.

When introducing a new language, don't hesitate to use full, repetitive sentences rather than isolated words – this fosters better comprehension and language acquisition.



Pedagogical Design Notes – Cross-cutting Principles

Inclusion & Accessibility

- Audio + text for all dialogues
- Replayable at will (ideal for DYS, ASD...)
- Visual aids and pictograms included

Interactivity

- Children make choices (numbers, colours, surprises)
- Surprise elements (sock, clue) create fun engagement

Replayability & Progressivity

- The game is replayable with multiple combinations
- More advanced versions use full body-related sentences

Cross-link to other modules

- At the end, the guide suggests visiting another location
- Maintains narrative flow across the platform

Here are five examples of activities that can inspire you to create your own “box”.



5.3) At the Shop 🛒

🔄 Pedagogical Objective

What linguistic or cultural learning is targeted?

> Learn colours and numbers, how to make a choice, practice politeness, and name food items.

Learning to count to 8, to name 8 colours, and to name 8 food items can be challenging for a beginner in a completely new foreign language. You can adapt the number of items (numbers, colours, food names) to keep the learning experience motivating and accessible for young children.

📋 Activity Flow (Immersive Steps)

Arrival at the shop (by clicking on the image featuring a shop (TO DO à create the shop scene)

Greetings from the guide to the child

“Hello welcome to our shop”.

The guide welcoming the child again with the key sentence

“Hello ! What’s your name ? My name is (easy familiar name for the guy, either create a new character or reuse the guide with a special hat). **And you, what’s your name ? My name is (...)”**

Look ! What would you like ? I have surprises for you.

But you have to say “thank you” in the language of our country. OK ?

- **1 yellow banana for you**



- Thank you
- 1, 2 green apples for you !
- Thank you
- 1,2,3 blue plums for you !
- Thank you
- 1,2,3,4, red strawberries for you !
- Thank you
- 1,2,3,4,5 purple grapes for you !
- Thank you
- 1,2,3,4,5,6 black chocolate bars for you !
- Thank you
- 1,2,3,4,5,6,7 orange carrots for you !
- Thank you
- 1,2,3,4,5,6,7,8 rainbow lollipops for you !
- Thank you

Presentation of the game

Before playing, do you remember ?

- Remember How many bananas for you ?
- 1
- What colour ?
- Yellow
- Remember How many apples for you ?
- 2
- What colour ?
- Green
- Remember How many plums for you ?
- 3
- What colour ?
- Blue



- Remember How many strawberries for you ?
- 4
- What colour ?
- Red
- Remember How many grapes for you ?
- 5
- What colour ?
- Purple
- Remember How many black chocolate bars for you ?
- 6
- What colour ?
- Black
- Remember How many carrots for you ?
- 7
- What colour ?
- Orange
- Remember How many lollipops for you ?
- 8
- What colour ?
- Rainbow

Build your fortune teller and prepare it to play the game : Guess what, hide a funny surprise for the clients of the shop : a smelly sock ? a tasty cake ?

Let's play with your friends

Player 1 is the shop keeper, Player 2 is the customer.

- Player 1 : **how many do you want ?**
- Player 2 : **1,2,3,4,5,6,7,8**
- Player 1 : **What colour do you want ?**



- Player 2 : **red, orange, yellow, ...**
- Player 1 : **here is a ... BANANA for you !**
- Player 2 : **THANK YOU**

... be ready, the shopkeeper has a surprise for you !!! A smelly sock ? or a cake ?
Let's laugh and play again !

Model Activity to Download

The idea of the activities to download is to have the right playful material to reinforce what is learned or illustrated on the platform. In this case,

- Fortune teller game frame
- Instructions for folding the fortune teller
- Dialogue sheet from the shop with QR code for listening
- Memorisation sheet with QR code
- Fortune teller game explanation sheet with QR code

Clue Collection

After completing the activity, the child receives a letter or syllable towards the mystery word (capital city)

Downloadable Souvenir

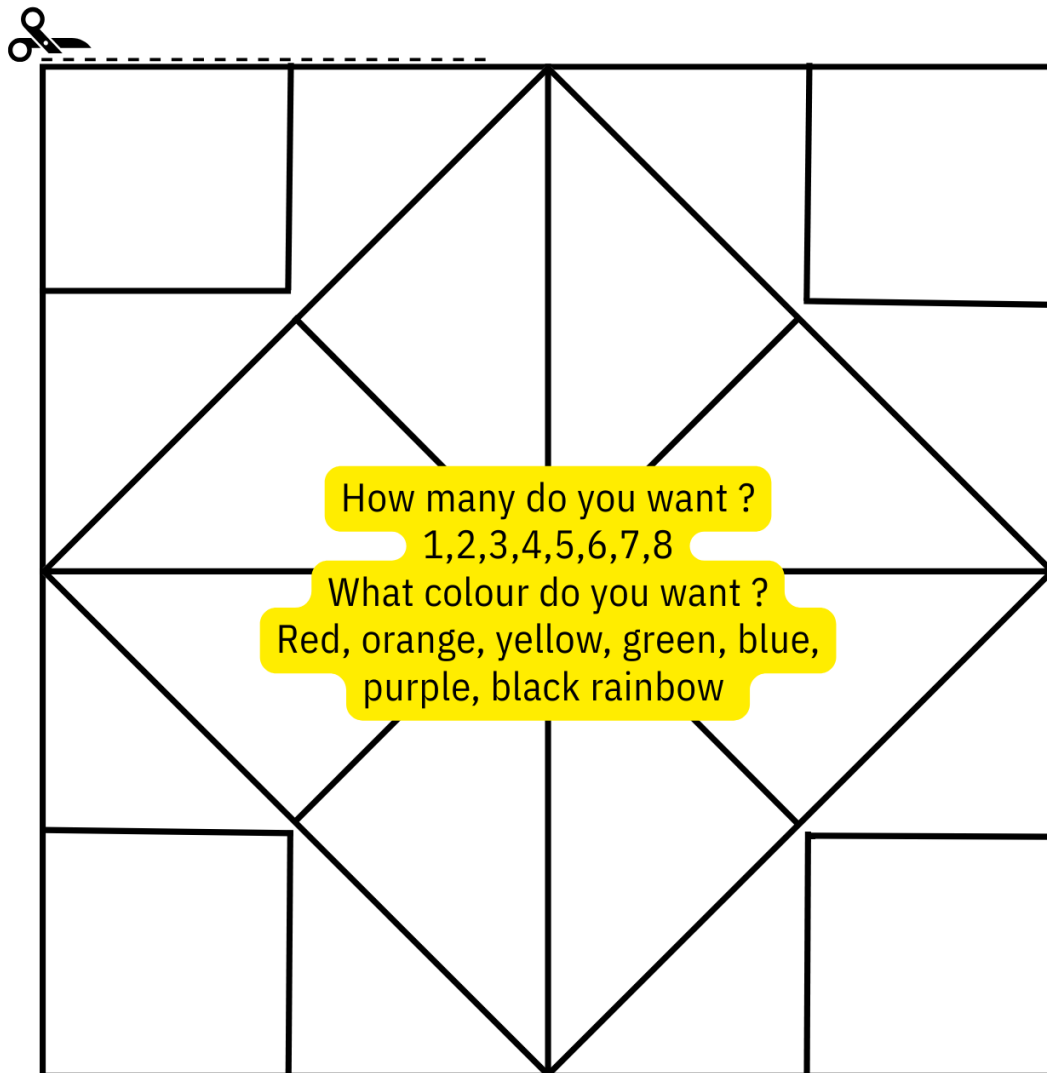
- Illustrated fortune teller
- Replayable dialogue sheet
- Mystery clue token



Let's discover English in Great Britain

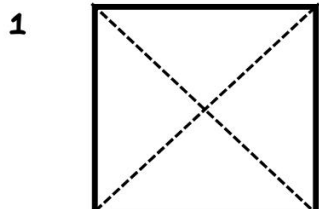
At the shop

Color and cut your fortune teller.

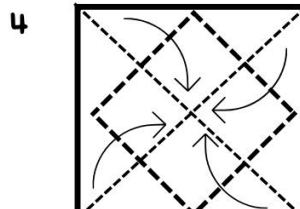


Let's discover English in Great Britain

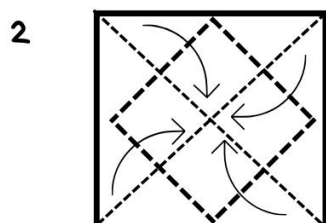
At the shop



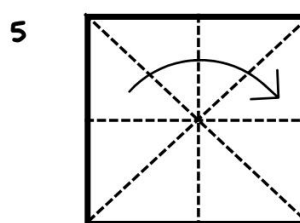
With pictures face down, fold on both diagonal lines. Unfold.



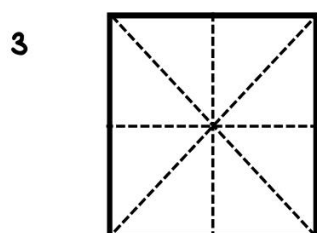
Once again, fold all corners to the centre.



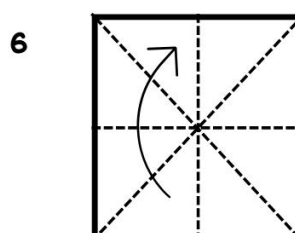
Fold all four corners to the centre.



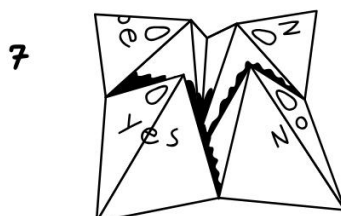
Fold paper in half and unfold.



Turn paper over.



Fold in half from top to bottom. Do not unfold.



Slide thumbs and forefingers under the squares and move the fortune teller back and forth to play.

Name: _____

Class: _____

Let's discover English in Great Britain

At the shop

1- Listen or read the dialogue.



Look ! What would you like ? I have surprises for you.
But you have to say "thank you" in the language of our country. OK ?

OK, Thank you

I yellow banana for you

Thank you

I, 2 green apples for you !

Thank you

I,2,3 blue plums for you !

Thank you

I,2,3,4 red strawberries

Thank you

I,2,3,4,5 purple grapes

Thank you

I,2,3,4,5,6 black chocolate bars

Thank you

I,2,3,4,5,6,7 orange carrots

Thank you

I,2,3,4,5,6,7,8 rainbow lollipops

Thank you



Name: _____

Class: _____

Let's discover English in Great Britain

At the shop

2- Remember before playing, do you remember ?



How many bananas for you ?

1

How many apples for you ?

2

How many plums for you ?

3

How many strawberries for you ?

4

How many grapes for you ?

5

How many black chocolate bars for you ?

6

How many carrots for you ?

7

How many lollipops for you ?

8



3- Now Let's play with your fortune



Name: _____

Class: _____

Let's discover English in Great Britain

At the shop

3 - Now Let's play with your fortune teller



How many do you want ?

1,2,3,4,5,6,7,8

What colour do you want ?

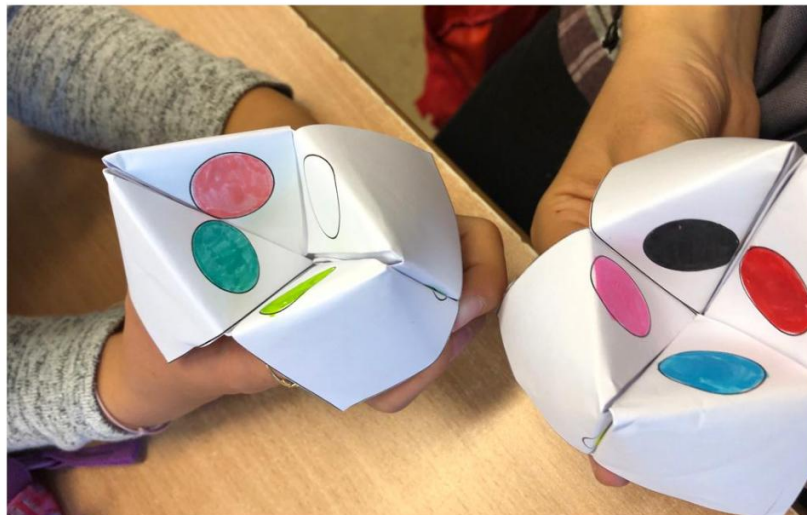
red, orange, yellow, ...

a BANANA for you !

Thank you

a smelly sock for you :-))) !

YUK ! :-))))





Name: _____

Class: _____

Let's discover English in Great Britain At the shop

4 - This is your clue for playing the chef game ! Congratulations !

RE-





5.4) At school 🎨

🌀 Pedagogical Objective

What linguistic or cultural learning is targeted?

> Learn and memorize the names of body parts in the target language, follow simple oral instructions, numbers, use “I have got”, discover cultural gestures (greetings, classroom exercises, ...), how to participate in children’s activities, practice politeness, ...

Learning new vocabulary can be challenging for a beginner in a completely new foreign language. You can adapt the number of items to keep the learning experience motivating and accessible for young children.

📅 Activity Flow (Immersive Steps)

Arrival at the school (by clicking on the image featuring a school (TO DO à create the school scene)

Greetings from the guide to the child

“Hello welcome to our school”.

The guide welcoming the child again with the key sentence

“Hello ! What’s your name ? My name is (easy familiar name for the guy TO DO à either create a new character or reuse the guide with a special hat). **And you, what’s your name ? My name is (...)”**

Introductory Song



Listen and look ! A group of children dance and sing in front of us, let's join !

Start with a slow version, then move to a faster one

🎵 **"Head, shoulders, knees and toes"** sung in the target language

Let's learn the body parts

- The guide shows and names each body part (**"I have got one head, 2 shoulders, 2 knees, 10 toes, 2 eyes, 2 ears, 1 mouth, 1 nose"**)
- Each sentence is pronounced clearly with both text and audio, giving time to repetition
- Children are encouraged to touch/point to their own body parts as they are named (**touch your head, ...**)

Bingo game

Do you want to play with us ? Prepare your bingo card and let's go !

Put a cross on the image when you hear the sentence.

If you get 3 in a row : BINGO !

Before starting : Cut the body part cards, place them on your bingo grid and get ready !

Hide a fun surprise in your star card : a smelly sock ? a clue ?

Let's play with your friends

Players take turns naming body parts:

Let's hope you can have 3 on a row !

- Player 1 : I have got 2 eyes
- Player 2 : **ok** I have got 2 eyes
- Player 2 : I have got 1 mouth
- Player 1 : **ok** I have got 1 mouth



- Player 1 : I have got 1 head
- ...
- Player 2 : **BINGO !**

Surprise reveal:

"What's this? A smelly sock? A mystery clue? Let's laugh and play again!"

... Have you noticed? There was a surprise/a clue in the grid! A smelly sock? or a clue? Let's laugh and play again!

Model Activity to Download

The idea of the activities to download is to have the right playful material to reinforce what is learned or illustrated on the platform. In this case,

- Dialogue sheet with QR code for listening
- Body part cards with vocabulary labels and QR codes to listen to the words again
- Instructions for the bingo grid
- printable bingo
- Song with QR code
- clue

Clue Collection

After completing the activity, the child receives a letter or syllable towards the mystery word (capital city)

Downloadable Souvenir

- Dialogue sheet with QR code for listening
- Body part cards with vocabulary labels and QR codes to listen to the words again
- Instructions for the bingo grid



- printable bingo
- Song with QR code
- clue

Return to Central Location

The guide congratulates the child and invites them to continue exploring the world

Name: _____

Class: _____

Let's discover English in Great Britain

At school

1- Listen to the song and practice



Head, shoulders, knees and toes,
knees and toes.

I've got eyes and ears,
a mouth and a nose.



I've got 1 head

I've got 2 shoulders

I've got 2 knees

I've got 10 toes



I've got 2 eyes

I've got 2 ears

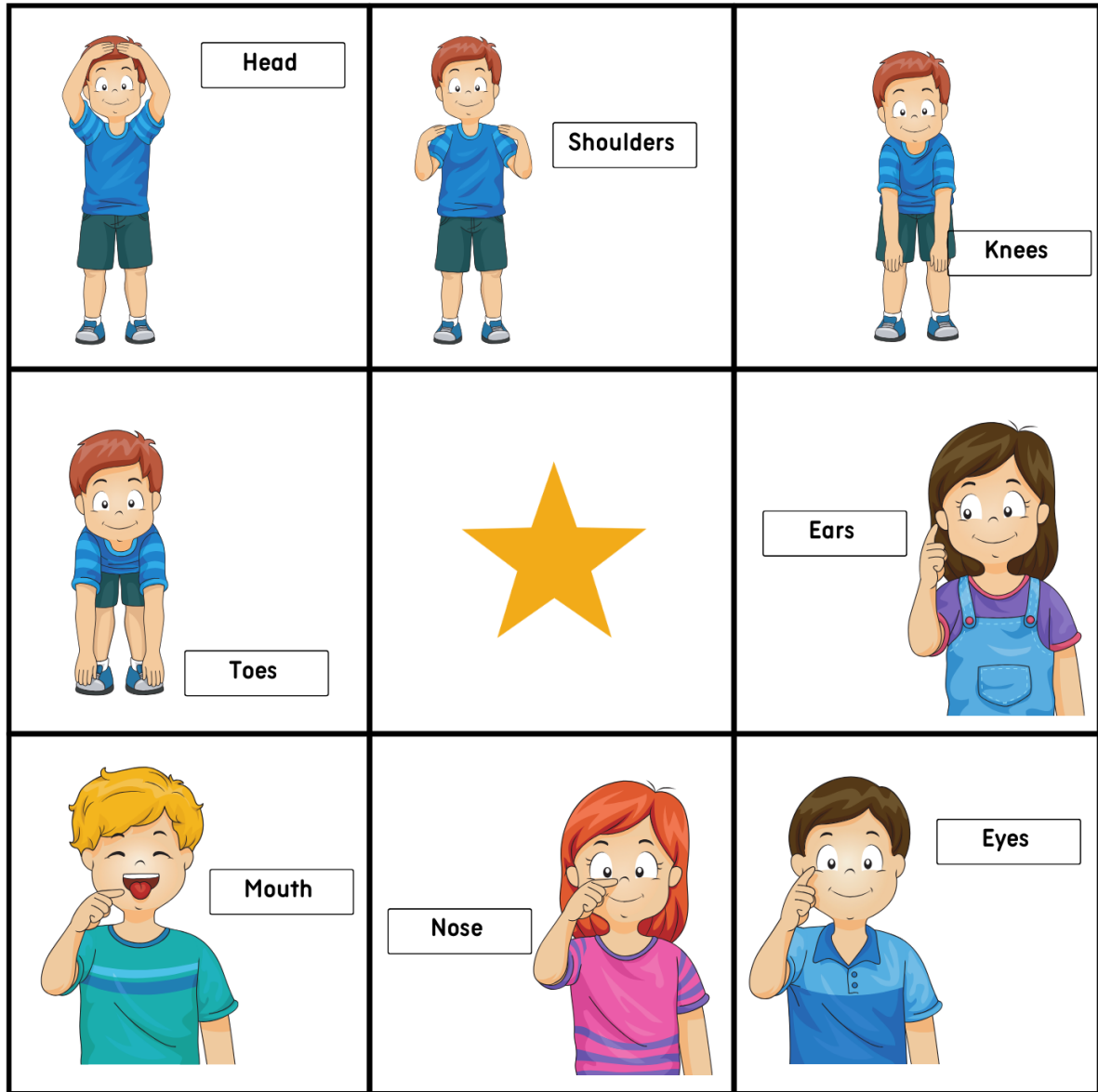
I've got 1 mouth

I've got 1 nose



Let's discover English in Great Britain

At school

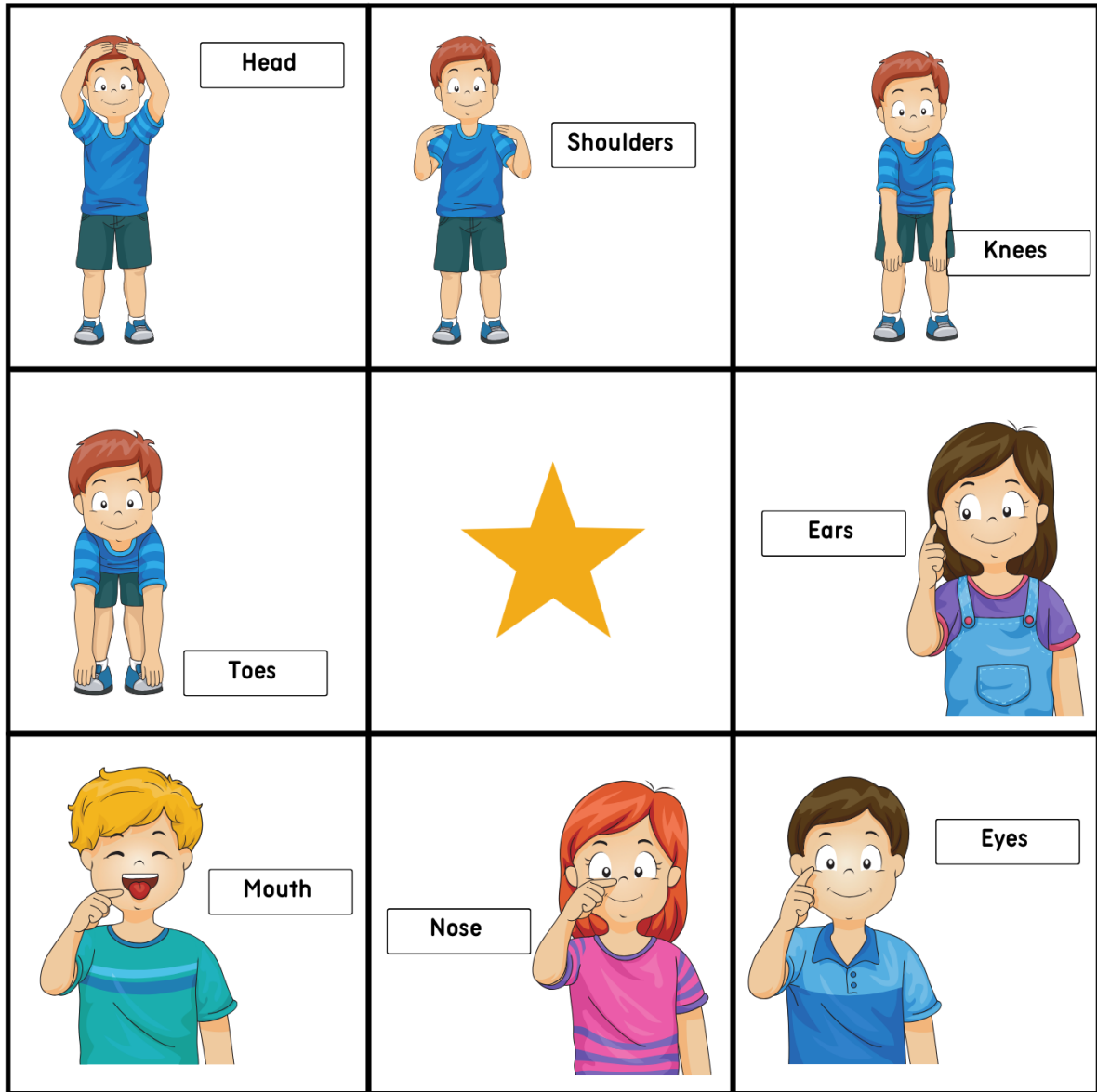


2- With this board, you can play 'touch your...'



Let's discover English in Great Britain

At school



3- Play bingo !

Cut out each item and place them on your bingo grid.

Listen, mark on each card as a player announces it.

3 on a row ? BINGO !

Let's discover English in Great Britain

At school

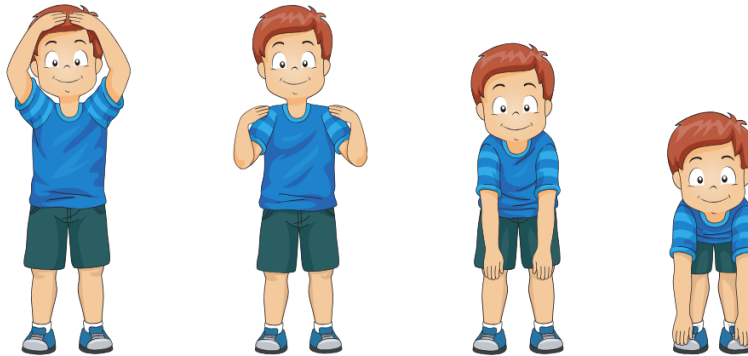


Place each item on your bingo grid.
Listen, mark on each card as a player announces it.
3 on a row ? BINGO !



Let's sing!

Head, shoulders, knees and toes



**Head, shoulders, knees and toes,
knees and toes.**

**Head, shoulders, knees and toes,
knees and toes.**



**I've got eyes and ears,
a mouth and a nose.**

**Head, shoulders, knees and toes,
knees and toes.**





Name: _____

Class: _____

Let's discover English in Great Britain At school

4 - This is your clue for playing the game ! Congratulations !

-S-





5.5) Restaurant 🍽️

🔄 Pedagogical Objective

What linguistic or cultural learning is targeted?

> Learning how to order a dish and to make a choice, practising politeness, naming food items, and identifying typical meals.

📋 Activity Flow (Immersive Steps)

Arrival at the restaurant (by clicking on the image featuring a restaurant (TO DO à create the scene of a restaurant)

Greetings from the guide to the child

“Hello welcome to our restaurant”. “Just a minute, please”.

Witnessing the restaurant scene (example dialogue to scaffold understanding and offer a model dialogue)

- Hello, welcome to our restaurant
- Thank you
- Here is the menu. You can have Dish 1 (picture of the illustrated dish), it's delicious, Dish 2 (picture of the illustrated dish) it's delicious and Dish 3 (picture of the illustrated dish), it's delicious. What would you like to eat ?
- I would like Dish 1, please.
- Dish 1 (picture), Ok, here you are
- Thank you
- Dish 1 is delicious. Enjoy your meal.
- Thank you. It's delicious.

The guide welcomes the child again with the key sentence



“Hello ! What’s your name ? My name is (easy familiar name for the cook TO DO à either create a new character or reuse the guide with a chef’s hat). And you, what’s your name ? My name is (...)”

Presentation of 3 typical dishes

Display of pictures or drawings of 3 local meals

The guide says in the target language:

"Look, here is [Dish 1], “delicious”, [Dish 2], “delicious”, [Dish 3], delicious and ... surprriise !"

Let’s play ! The guide mixes up the plates covered with cloches, so we no longer know which dish is where.

Interactive dialogue (easy level)

The child is invited to choose one:

"What would you like to eat ?" click on the cloche you want to lift and discover

The child clicks on one of the cloches. “Dish 1 please /thank you”

If dish 1 : “Dish 1 is delicious, Enjoy your meal!”,

"Thank you!"

If dish 2 : “Dish 2 is delicious, "Enjoy your meal!”,

"Thank you!"

If dish 3 : “Dish 3 is delicious, "Enjoy your meal!”,

"Thank you!"

If dish 4 : Supriiise ! It’s not delicious! It’s a smelly sock! Yuk !



Let's try again !

Model Activity to Download

The idea of the activities to download is to have the right playful material to reinforce what is learned or illustrated on the platform. In this case,

- The model restaurant conversation in target language with QR code to listen to again.
- The model chef's game dialogue with QR code to listen to
- The sentences in target language to cut and place in the right order.
- The game material to play the chef's game : 3 illustrated pictures of the dishes + 1 picture of a smelling sock + 4 cloches to put on + the coloured sentences (one colour for player 1 -the chef, one colour for player 2-the client) to cut and to use in the right order.

Clue Collection

After completing the activity, the child receives a letter or syllable towards the mystery word (capital city)

Downloadable Souvenir

- Dialogue sheet with QR code to listen to the dialogues again
- Printable picture menu with the 3 illustrated dishes and material to play the chef's game
- CLUE letter or syllable linked to the activity

Illustration of material to download for the AT THE RESTAURANT sequence :

Name: _____

Class: _____

Let's discover English in Great Britain

At the restaurant

1- Listen or read the dialogue.



Hello, welcome to our restaurant

Thank you

Here is the menu. You can have Dish 1 "fish and chips" - it's delicious or dish 2 "English pudding" -it's delicious or dish 3 "cheese cake" it's delicious.. What would you like to eat ?

Dish 1

Dish 2

Dish 3

I would like Dish 1 "fish and chips" please

Dish 1 "fish and chips" !
Here you are !

Thank you ! it's delicious !

Dish 1

2- Now Let's play with the chef !

Look, here is Dish 1 it's delicious, Dish 2 it's delicious, Dish 3, it's delicious and ... Dish 4 is a surprise !

A surprise ???

Yes ! I mix mix mix, what would you like to eat ?

I would like this

Oh it's dish 2 ! It's delicious !

Oh SURPRISE ! It's a smelly sock !

Yuk ! AH AH AH

Dish 1

Dish 2

Dish 3

Dish 4

Dish 1



Name: _____

Class: _____

Let's discover English in Great Britain

At the restaurant

1- Listen or read the dialogue.



Hello, welcome to our restaurant

Thank you

Here is the menu. You can have Dish 1 "fish and chips" - it's delicious or dish 2 "English pudding" -it's delicious or dish 3 "cheese cake" it's delicious.. What would you like to eat ?

Dish 1

Dish 2

Dish 3

I would like Dish 1 "fish and chips" please

Dish 1 "fish and chips" !
Here you are !

Thank you ! it's delicious !

Dish 1

2- Now Let's play with the chef !

Look, here is Dish 1 it's delicious, Dish 2 it's delicious, Dish 3, it's delicious and ... Dish 4 is a surprise !

A surprise ???

Yes ! I mix mix mix, what would you like to eat ?

I would like this

Oh it's dish 2 ! It's delicious !

Oh SURPRISE ! It's a smelly sock !

Yuk ! AH AH AH

Dish 1

Dish 2

Dish 3

Dish 4

Dish 1





Let's discover English in Great Britain

At the restaurant

1- Cut the sentences to put them in the right order.



Dish 1 "fish and chips" !

Here you are !

Thank you ! it's delicious !

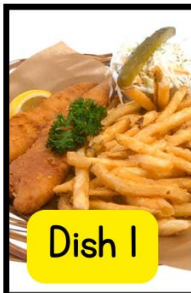
Hello, welcome to our restaurant

Thank you

I would like Dish 1
"fish and chips" please

Here is the menu. You can have Dish 1 "fish and chips" - it's delicious or dish 2 "English pudding" -it's delicious or dish 3 "cheese cake" it's delicious.. What would you like to eat ?

2- Now Let's play with the chef !





Let's discover English in Great Britain At the restaurant

3- This is your clue for playing the chef game ! Congratulations !

-P-



5.6) In the park 🕒

Pedagogical Objective

((What linguistic or cultural learning is targeted?))

- Learn how to say "yes" and "no" in the target language
- Practice active listening through a game with fun facts
- Discover surprising cultural elements from the country
- Stimulate curiosity and attention

Activity Flow (Immersive Steps)

Arrival at the park (by clicking on the image of a sunny park (TO DO à create the scene)

Greetings from the guide to the child

“Hello welcome to our park”.

The guide welcomes the child again with the key sentence

“Hello! What’s your name? My name is (easy familiar name for the guy TO DO à either create a new character or reuse the guide with a special hat). **And you, what’s your name? My name is (...)”**

Meet the Storyteller

Today, we’ll sit under the big tree and listen to a storyteller!”.

The character is a joyful local storyteller (with a funny hat, stick, or pet parrot!)



“Hello, kids! I have some stories for you... But be careful... some may be true... some may be jokes! Ready?”

Let’s learn how to say yes/ how to say no

“But before, let’s learn to say YES and let’s learn to say NO”.

Let’s practice and **anchor the words with a fun chant: Yes yes yes – hands up!**

👏 ☒ **No no no – hands down!”** 👏 **X** yes yes yes yes, no no, no, no

🗣️ Storyteller Game: Yes or No (True or Joke)?

Example Fun Facts:

1. “In London, there is a giant clock called Big Ben.”
☒ **YES YES YES** – “Yes, it’s true! Big Ben is one of the most famous clocks in the world.”
2. “In Britain, people drink tea while taking a bath.”
X NO, NO, NO – “Haha! Nooo, people usually drink tea at a table, not in the bathtub!”
3. “The Queen had more than 30 dogs!”
☒ **YES YES YES** – “Yes! The Queen loved corgis and had more than 30 during her life.”
4. “In Great Britain, it rains chocolate.”
X NO, NO, NO – “Haha! No way! It rains water... not chocolate!”
5. “There’s a museum where you can see the crown jewels.”
☒ **YES YES YES** – “Yes! In London, you can visit the Tower of London and see the crown jewels!”
6. “Buckingham Palace has over 700 rooms!”
☒ **TRUE** – “Yes! Buckingham Palace has 775 rooms, including 78 bathrooms!”



Model Activity to Download

The idea of the activities to download is to have the right playful material to reinforce what is learned or illustrated on the platform. In this case,

- Illustrated YES/NO cards (with QR code to listen again)
- Illustrated cards of the cultural objects linked to the game: Big Ben, corgi, tea cup
- Mini-list of "Fun Facts from Great Britain" (QR code)
- Illustrated cards of the cultural objects linked to the game: Big Ben, corgi, tea cup
- clue

Clue Collection

After completing the activity, the child receives a letter or syllable towards the mystery word (capital city)

Downloadable Souvenir

- YES/NO cards
- Fun Facts booklet
- Cultural coloring page
- Clue token

Name: _____

Class: _____

Let's discover English in Great Britain

In the park

1- Listen to the fun facts of the story teller : is it true or is it a joke ? Yes or no ?



In London, there is a giant clock called Big Ben.

Yes or no ?

✓ YES YES YES

Yes, it's true! Big Ben is one of the most famous clocks in the world."

In Britain, people drink tea while taking a bath.

Yes or no ?

✗ NO NO NO

Hahal Nooo, people usually drink tea at a table, not in the bathtub!

The Queen had more than 30 dogs!

Yes or no ?

✓ YES YES YES

Yes! The Queen loved corgis and had more than 30 during her life.

Buckingham Palace has over 700 rooms!

Yes or no ?

✓ YES YES YES

Yes! Buckingham Palace has 775 rooms, including 78 bathrooms!

There's a museum where you can see the crown jewels.

Yes or no ?

✓ YES YES YES

Yes! In London, you can visit the Tower of London and see the crown jewels!





Let's discover English in Great Britain

In the park

2 - Cut out the cards and play yes or no



BigBen



tea



crown



Buckingham
Palace



Let's discover English in Great Britain

In the park



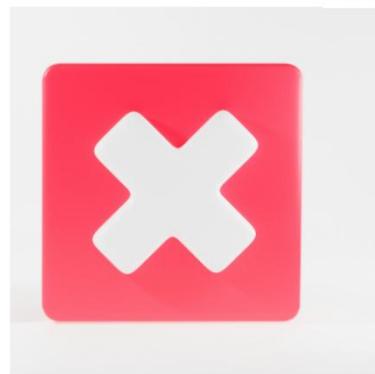
rain



dog



YES



NO



Name: _____

Class: _____

Let's discover English in Great Britain In the park

3 - This is your clue for playing the game ! Congratulations !

-CT.





5.6) At the festival

Pedagogical Objective

What linguistic or cultural learning is targeted?

- Discover the country's traditional music & dance
- Learn and practice "thank you" in the target language
- Practice asking and answering "How are you?"
- Follow spatial directions (right, left, forward, back), **"1, 2, 3!"**, **"Let's go!"**, **"Come on!"**
- Recognise key cultural elements (landmarks, instruments)

Activity Flow (Immersive Steps)

Arrival at the festival (by clicking on the image featuring a festival (TO DO à create the festival scene) Child enters a colorful festival scene with lights, stage, food stalls

Greetings from the guide to the child

"Hello welcome to our festival".

The guide welcoming the child again with the key sentence

"Hello ! What's your name ? My name is (easy familiar name for the guy TO DO à either create a new character or reuse the guide with a special hat). **And you, what's your name ? My name is (...)"**

We are not ready yet, can you help us get ready for the show ? **Help please**

Let's prepare for the dance

Let's prepare for the dance ! **Follow me !**



The guide shows the choreography (spatial commands):

“Step right – clap!”

“Step left – spin!”

“Step forward – arms up!”

“Step back – arms down!”

Expressions integrated: **“1, 2, 3!”**, **“Let’s go!”**, **“Come on!”**

Let’s try together ! “1, 2, 3!”, **“Let’s go!”**, **“Come on!”**

“OK, You did it! You’re ready for the show!”

Let’s find the musicians

Let’s find the musicians

The Child meets musicians one by one

Must ask: **“How are you?”**

The musician answers:

“I’m fine !” → ☒ joins the band

“I’m not fine” → ✗ try someone else

The game continues until the full band is complete (4–5 musicians)

Let’s find the instruments

Find (and click) on the instrument hidden in the scene



Say “thank you” when you receive one

Musicians respond “thank you”, All repeat: “Thank you!” (with gestures)

Let’s check the decoration

The festival is decorated with large posters of famous landmarks

On big festival screen appear: Big Ben, Stonehenge, Loch Ness...

“Repeat after me” game :

Child repeats names after the guide

Repeat after the guide:

→ “Say it with me: Big Ben! Loch Ness! Stonehenge!”

Optional game: “Can you spot Big Ben? Click on it/show it!”

Model Activity to Download

The idea of the activities to download is to have the right playful material to reinforce what is learned or illustrated on the platform. In this case,

- Musician game cards
- Landmark discovery sheet
- Festival coloring page
- Clue token

Clue Collection

After completing the activity, the child receives a letter or syllable towards the mystery word (capital city)



Downloadable Souvenir

- Musician game cards
- Landmark discovery sheet
- Festival coloring page
- Clue token



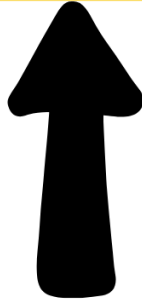
Let's discover English in Great Britain

At the festival

1 - Let's get ready for the dance



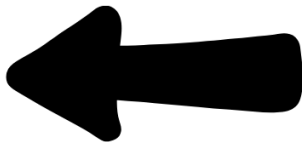
UP



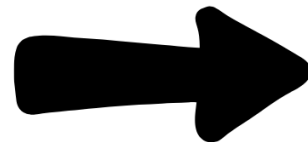
Clap



Dance



TO THE LEFT



TO THE RIGHT



Jump

DOWN



Spin



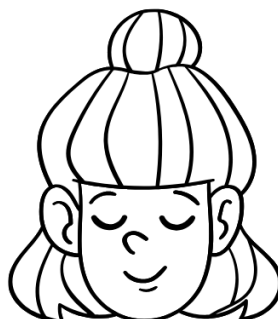
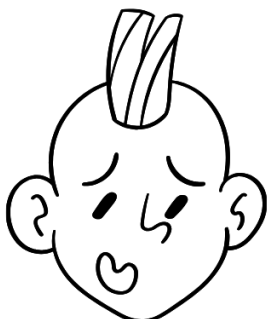
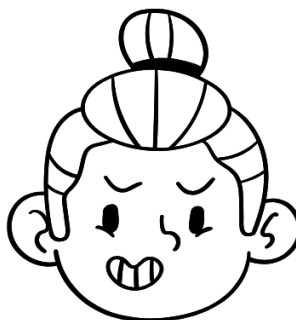
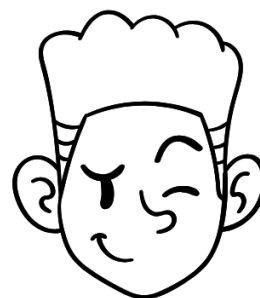
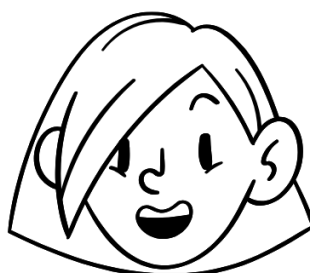
Let's discover English in Great Britain

At the festival

2 - Cut out the cards and say if the musician is fine or not

HOW ARE YOU ?

I'M FINE ✓
I'M NOT FINE ✗





Let's discover English in Great Britain

At the festival

3 - Cut out the cards and play yes or no



BigBen



LochNess



Stonehenge



Buckingham
Palace



Name: _____

Class: _____

Let's discover English in Great Britain At the festival

4 - This is your clue for playing the game ! Congratulations !

-E-





Globetrotters is a project led by five European organisations that aims to foster curiosity for languages and cultures from an early age.

By combining storytelling, gamification, and inclusive pedagogy, our partnership supports the development of intercultural and multilingual competences in young learners.

Discover the Globetrotters curriculum and our other resources on the project website:

<https://globetrottersproject.eu>



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