



TEACHERS' PEDAGOGICAL GUIDE

TRADANIM
APPRENTISSAGE LUDIQUE DES LANGUES

elan

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1) About The Globetrotters Project

What if your pupils' eyes could light up as they discover new languages and cultures? And what if you finally had high-quality, age-appropriate resources to make these discoveries truly engaging in class? The Globetrotters project was created to support you in this mission by offering simple, ready-to-use tools that bring cultural and linguistic exploration to life in a joyful and meaningful way.

The **Language and Culture Discovery Modules** provide both digital and physical content such as games, short stories, visuals, songs and classroom activities. Each module introduces a new language and culture through concrete and accessible elements as greetings, basic vocabulary and expressions, daily life situations, traditions, sounds of the language, and cultural items. Designed for pupils aged 6-9, the modules can be used flexibly, allowing you to choose the most suitable teaching scenario and adapt the rhythm and activities to your class.

This Teachers' Guide explains **how to put these tools into practice**. It highlights the project's methodology, provides examples of classroom implementation, and offers adaptations for diverse groups of learners. Its purpose is simple: **save teachers' time, support pedagogical practice, and make language and culture discovery both manageable and meaningful**, even in busy classrooms.

Globetrotters is an Erasmus+ cooperation partnership involving organisations from Belgium, Greece, Serbia and Romania. The project promotes multilingualism, intercultural dialogue and inclusive education. Particular attention is paid to accessibility for pupils with Specific Learning Disorders and for children from migrant or multicultural backgrounds.

The pedagogical approach guiding the project is grounded in:

- Learner-centred teaching, starting from pupils' needs and interests
- competence-based learning, integrating linguistic, cultural, social and digital skills
- inclusion and accessibility, through clear visuals and adaptable activities
- interculturality, encouraging curiosity, empathy and respectful dialogue
- gamification, with simple challenges and a digital map to enhance motivation



- sustainability, ensuring tools remain long-lasting and easy to update

This guide is organised into practical sections: an overview of the project, methodological foundations, guidance for using the Discovery Modules, instructions for navigating the gamified platform, examples of classroom activities, and additional resources. Teachers will find concrete suggestions such as warm-up routines, short intercultural discussions, vocabulary games, and ideas for linking modules with other subjects like art, geography or music.

By using these tools, teachers can create small but meaningful moments of discovery that help pupils grow more confident, curious and open to the world. We are delighted to accompany you and your learners on this European journey of exploration.

Are you ready? 1, 2, 3... let's go!



2) Purpose of the pedagogical guide for teachers

The primary purpose of this pedagogical guide is to empower teachers to effectively and joyfully facilitate the **Globetrotters project**. It moves beyond being a simple collection of activities to become a foundational framework that ensures learning is age-appropriate, culturally responsive, engaging, and impactful for young children.

The guide serves as a bridge between the abstract goal of "teaching language and culture" and the practical reality of a vibrant, noisy, and curious classroom of 6-10 year-olds.

The second purpose of the guide is to provide a clear philosophical and pedagogical framework, to offer structured yet flexible *Curriculum Design* which includes scope and sequence, learning objectives, differentiation strategies. Teachers need to understand the "why" behind the "what." This isn't just a fun add-on; it's a core part of developing global citizens. They need explanation of how the project aligns with the cognitive, social, and emotional development of children in this age group (e.g., learning through play, concrete examples over abstract concepts, importance of movement and song).

Third, the guide must help teachers present cultures with depth and respect, to advise on selecting authentic resources - videos, music, stories, guest speakers - that accurately represent a culture, to move beyond superficial "tourist" approaches (e.g., just flags and food) to exploring values, daily life, and stories.

The guide also must support the teacher's own confidence and growth: a teacher who is confident and enthusiastic about the material will inspire their students.

The ultimate purpose of the **Globetrotters Pedagogical Guide** is to be a comprehensive, supportive, and inspiring manual that transforms teachers from instructors into facilitators of global exploration. It ensures that the "Globetrotters" project is a meaningful educational experience that fosters not just knowledge, but open-mindedness, curiosity, and empathy in every young learner.



What is our methodology?

Our teaching method for the Globetrotters project is based on learning through play and exploration. Our methodology is rooted in gamification, using game-based principles to enhance motivation and make learning more engaging. Studies have shown that children have better learning experiences and learn best when they are actively involved, feel proud of their progress and are encouraged to explore more through meaningful play. Using gamification as a learning tool allows students to learn by doing: they explore, make mistakes, try again, and improve, rather than just memorising (Perniola, 2024). Gamification turns abstract concepts into meaningful and fun adventures.

The Globetrotters project has different activities that follow a learner-centred approach, where students discover languages and cultures through exploration, storytelling, and creative problem-solving. Our method prioritises interaction, reflection and practice. Learners earn points, unlock levels, and receive feedback, which helps build motivation and a growth mindset. Our approach is cross-curricular, combining languages, culture, creativity and communication. By connecting linguistic tasks to cultural contexts, children not only expand their vocabulary and grammar, but they also develop their curiosity and global awareness.

Teachers have an important role too, as guides rather than lecturers. Introducing the activity, helping their students understand the challenge and supporting them as they play and reflect. Giving them time and space to have short discussions or reflections to help their students better understand what they've learned.

What about accessibility and inclusiveness?

Every child shouldn't be left out but should feel included by being able to join, learn, and enjoy learning, no matter their background, ability, or learning style. That is the reason why our methodology follows the principles of accessibility and inclusiveness.

All the partners made sure that all activities are designed to support multiple means of engagement using visual supports like visual aids and pictograms, animations, and sounds. For all the dialogues, we have the audio and the text provided. All the activities can also be replayable at will, which is ideal for children with specific learning difficulties (SLD) and autism spectrum disorder (ASD).



The materials we have created use simple language, clear instructions, and visual cues such as icons or colour codes. All examples and stories reflect diverse cultures and families to open up about diversity and inclusivity. The platform we've used has a user-friendly interface.

We encourage students to share traditions, words, and experiences, building curiosity and empathy. Group activities in our curriculum, for example, are designed to promote cooperation rather than competition. This way, every student can communicate and help each other according to their own strengths and capabilities.

3) Discovery Modules

The Globetrotters project is an innovative educational initiative designed to make language and cultural learning a joyful, active, and inclusive experience for children. At its heart are the "Discovery Modules," a series of playful, structured activities set across various European countries. Despite the diversity of languages and cultures represented, a strong common framework binds all modules together.

The narrative framework engages children from the start: a group of curious aliens, the "Globbytrotties," hear the myriad languages spoken across Europe from their spaceship. Intrigued, they embark on a mission to Earth to discover more. In each country, a welcoming national guide, often dressed in the nation's colours, greets them and leads them through fun challenges, fostering a sense of adventure and discovery.

The platform is designed for children aged 6 to 9. The experience is crafted to be engaging for this age range, offering a variety of activities that maintain interest and encourage deeper exploration. The structure of the module focuses on a rich, single-level experience full of variety and surprises, naturally inviting children to "go further" and engage with more complex concepts. A key feature of the platform is its flexibility; each element can be accessed independently and in any order, supporting non-linear and self-directed learning.

The journey encompasses 7 languages across 7 countries: Greek in Greece, Serbian in Serbia, Romanian in Romania, English in Ireland, French in France, Dutch in the Netherlands, German in Germany.



In each country, the Globbytrotties can explore 3 out of 8 possible locations, referred to as "boxes." These boxes are playful environments containing a mix of digital activities (designed on Genially) and physical, printable activities (designed on Canva). Partners who developed the content for each language were encouraged to coordinate to ensure a diverse selection of locations and to avoid excessive repetition of the same setting: House, School, Restaurant, Park/Nature, Museum, Market/Shop, City.

Each location, or box, follows an engaging and pedagogically sound structure:

1. Immersive Welcome: The child arrives in the location, meets the national guide, and receives a warm welcome and a brief mission explanation.

2. Core Activity: The child engages in the main activity, which is designed to be interactive and fun. This could be:

A simple dialogue (e.g., ordering food in a restaurant).

A cultural game or song (e.g., a traditional dance at a festival).

A listening activity (e.g., a story in a park).

A craft activity (e.g., making a fortune teller in a market).

3. Souvenir Gift: Upon completion, the child receives a downloadable "souvenir," such as a printable game sheet, vocabulary cards, craft instructions.

The modules employ a multisensory approach to cater to different learning styles and ensure inclusivity, particularly for children with DYS (dyslexia), ASD (autism spectrum disorder), and multilingual backgrounds.

Universal Commonalities Across All Modules:

Scenario-Based Learning: Every module is anchored in a real-world place or scenario. This provides an authentic context for language use, moving beyond abstract vocabulary lists.

Learners don't just learn words; they learn how to use them in a museum, a restaurant, or a school.



Clear Pedagogical Architecture: Each module is built on a dual foundation of a Lexical Field (thematic vocabulary) and a Linguistic Goal (practical communication objective). This ensures a consistent focus on both building a vocabulary base and developing the ability to form meaningful sentences and questions.

Foundational Vocabulary: There is a clear emphasis on teaching core, building-block language. Nearly all modules integrate fundamental concepts such as numbers, colors, and basic greetings. This provides a consistent and transferable base for learners across different languages.

Action-Oriented Language: The linguistic goals favored practical, real-world communication., actionable communication. Common phrases across modules include "What is it?", "How many?", "I would like...", and "Where is...?". The focus is on doing things with the language rather than just learning it by heart.

Cultural and Value-Based Foundation: Each country partner is aligned with a core intercultural value such as Cooperation, Empathy, Respect, Friendship, Freedom, Equality or Sharing. Furthermore, the creation of a clue for each country provides a consistent, tangible outcome for learners.

Points of Differentiation and Specialization

While the framework is unified, the modules diverge significantly in their thematic content, cultural depth, and specific learning foci. This differentiation is a key strength, preventing repetition and offering rich variety.

Differentiation by Thematic Focus:

Everyday Life vs. Cultural Deep-Dive: Some modules focus on immediate, familiar environments. For example, the School and the Sport Center modules (by 27th Dimotiko, Savremena, and Tradanim) teach language for a learner's daily reality. In contrast, others serve as deep cultural immersions. The Festival modules (e.g., Let's dance Romanian, Greek holidays) and the Museum modules (e.g., French Louvre, Dutch Van Gogh) are designed specifically to transmit cultural knowledge.



Practical Skills vs. Abstract Concepts: Modules like the Restaurant and Shop are highly practical, teaching transactional language for specific situations. On the other hand, the "Nikola Tesla" museum module (Savremena) introduces semi-technical and scientific vocabulary.

Differentiation in Pedagogical Approach:

Physical Engagement: Modules like "Let's Dance!" (Take Ionescu) , "At the Sport Center" (Tradanim) and the various Festival modules employ a kinesthetic approach, linking language learning to physical movement and dance instructions. This is a distinct methodology compared to the more conversation or observation-based activities in other modules.

Integration of Other Subjects: The "Nikola Tesla" module stands out for its explicit integration of STEM (Science, Technology, Engineering, and Math) concepts into language learning, a specific interdisciplinary approach not directly replicated in other modules.

Cultural and Pedagogical Highlights by Country

Each partner has developed modules that showcase their unique cultural and linguistic assets. These specificities are the hallmark of the project's intercultural approach.

ELAN (French & Dutch):

Specificity: A strong emphasis on cultural heritage and national identity.. Their modules are distinctive for their curated use of world-renowned art from the Louvre and Dutch masters, framing language learning through an art-history lens.

Highlight: The Dutch "Restaurant" module is unique in its direct comparison of foods from two countries (The Netherlands and Belgium), introducing a subtle element of intracultural comparison.



Tradanim (French, German, English):

Specificity: A focus on lexical parallelism and cross-linguistic reinforcement. They have created parallel modules (e.g., the same "Shop" and "Sport Center" themes in different languages), which is a deliberate design choice to support multilingual learners or to facilitate comparative learning.

Highlight: Their approach allows for the same situational framework to be used to learn different languages, emphasizing the transfer of learning strategies.

27th Dimotiko of Thessaloniki (Greek & English):

Specificity: A pronounced focus on greetings, politeness, and social rituals. Their modules, especially the Greek "Shop" and "Restaurant," heavily feature polite phrases and cultural etiquette.

Highlight: The Greek "Festival" module is particularly specific in its incorporation of traditional music, dance, and the sequence of cultural activities, offering a deep dive into communal celebrations.

Savremena Beograd (Serbian & German):

Specificity: The integration of *national scientific heritage and practical institutional navigation*
The Serbian "Museum" module on Nikola Tesla is unique in its celebration of a scientific figure, while their "School" modules are highly practical guides to navigating school facilities and bureaucracy in a new language.

Highlight: The ***"Nikola Tesla"*** module is the only one centered on a historical scientist, blending language acquisition with the promotion of scientific curiosity.

Take Ionescu School of Timisoara (Romanian & German):

Specificity: A deep exploration of traditions, community, and local identity. Their modules are distinctive for their personal ("Im Park," "My City") and traditional ("Let's Dance!", "It's Christmas!") foci.



Highlight: The "Let's Dance!" module is uniquely designed to teach grammatical concepts (specifically imperative commands) through physical action and traditional dance, making grammar tangible and active.

In conclusion, the Globetrotters modules form a coherent yet diverse educational ecosystem.

The project's strength lies in its unified framework - the consistent use of places, clear linguistic goals, and core values, which provides a predictable and supportive structure for learners and educators. This common backbone ensures that all modules, regardless of their theme, adhere to the same high pedagogical standards.

Simultaneously, the targeted differentiation and unique cultural specificities of each module prevent homogeneity. A learner will have a distinctly different experience in a module about Dutch art than in one about Romanian Christmas traditions or Serbian scientific innovation. This variety ensures sustained engagement and provides a multifaceted understanding of what language and culture represent.

Ultimately, the modules are not a simple collection of lessons but a carefully curated journey. They balance the familiar with the new, practical skills with cultural knowledge, and universal values with unique national identities, fully embodying the project's innovative and intercultural spirit.



4) Gamification Platform

1. The Gamification Platform is a simple and engaging interactive space where children, teachers and parents explore European languages and cultures through storytelling, minigames and guided discovery. The central narrative follows the Globbytrotties—curious aliens who travel across European countries to learn about its languages and values. Each country module includes three themed locations (such as a shop, museum or school), where children engage with Genially-based interactive activities and downloadable physical tasks. In the Genially activities, children meet a friendly native guide in each country, hear words, see objects, watch animations and learn small pieces of culture and language phrases in an easy and playful way. Furthermore, they complete interactive challenges and earn puzzle pieces referred to as clues representing core intercultural values. At the end of each country visit, the three collected pieces reveal the country's value in its language. Once all countries are completed, the full puzzle forms a final image symbolising unity, diversity and shared values across countries. The journey concludes with all guides meeting again at the EU Parliament to reflect on what they have learned.

The platform can be used in class or at home. Every part is clear, friendly and designed to keep children curious and motivated. It is also accessible in all the languages of the project.

2. Purpose of the Platform and Its Role in Supporting Classroom Learning

The Gamified Platform introduces children to European languages and cultures through narrative, exploration and play, supporting cognitive, social and emotional development. It supports teachers by offering ready-made activities that are easy to use and fun for students.

The platform offers flexibility for teachers, parents and children. Although each playful genially activity follows a linear structure, learners can go back, revisit tasks to reinforce learning and memorization. Furthermore, teachers and learners may choose any sequence of country modules, select activities depending on the needs of the class.

Activities are grounded in playful learning principles: meaningful, hands-on, joyful, connected



to real life, and supportive of autonomy. Children learn by doing, listening, repeating and acting. Cultural elements promote intercultural curiosity, empathy and understanding of different cultures.

The value of gamification in education is well supported by research. Studies show that gamification supports intrinsic motivation, engagement, learning outcomes and emotional experiences (Dehghanzadeh et al., 2023) Additionally it increases their reading motivation and improves their reading abilities (Chu & Li, 2021). Generally systematic review and meta-analysis of the existing literature shows that game-based learning has a moderate to large effect on cognitive, social, emotional, motivation, and engagement outcomes and promote children's learning and development.

Digital tools like **Genially** make learning even more immersive. Research on game-based learning with Genially shows that students improve vocabulary and grammar learning, concentration, motivation and overall interaction (Cabrera-Solano, 2022). Practical guides for teachers also explain that Genially helps create **interactive pedagogical stories**, making it easier for children to follow a sequence, understand a narrative and connect with characters (EGLE Network, 2023).

Generally, games like Genially support Student-Centered Learning, provide students a chance for practice, immediate feedback, a safe space to experience failure, collaboration and social interaction, and adapt learning to individual needs (Edmentum, 2024).

Therefore, studies confirm that gamification—especially with tools like Genially—creates a safe, playful and effective environment for children to explore languages, practice new words and discover cultural elements in a natural way.

3. Platform Content: Themes and Ways Teachers Can Use Them

The Platform includes themes that children recognize from everyday life. Each language is linked to different themes:

French: Shop, Museum (Louvre), Sports centre

German: Shop, School, My Friends



English: Shop, House, School

Greek: Shop, Restaurant, Festival

Serbian: Museum (Tesla), Restaurant, School

Dutch: Museum (Van Gogh, Mondriaan, Vermeer), Restaurant, Festival (Koningsdag)

Romanian: My City, Let's Dance!, It's Christmas!

Each Genially activity begins with an immersive welcome, followed by interactive exploration where children listen to vocabulary, repeat, observe or discover cultural elements and follow a clear progression. Activities lead to puzzle clues connected to each country's value.

Genially activities support the T.A.P. framework of a lesson (T – Thread, A – Attention Grabbers, P – Phases). Through its storyline, it provides a meaningful context and creates an emotional connection with the learner. It captures children's attention using the key elements that structure a Genially activity: objects, sounds, gestures, surprises and clear goals.

Genially provides **exposure** to all the material children will learn, presenting it in a friendly and safe environment. Children can return to the activity and repeat songs, games and tasks as often as they like. This repeated exposure supports memorization, helping learners keep new words and ideas in mind. With time, this process leads to the integration of new knowledge in a natural and confident way. The tool encourages immersion, imitation and multisensory learning, while its linear structure allows free revisiting of any step, promoting autonomy and steady consolidation.

Teachers can use the digital modules in multiple ways;

- Whole-class projection for shared discovery and guided echoing.
- Individual/pair work on tablets for autonomy and initiative.
- Combination with physical materials: printable cards, role-play, comics.
- Repetition of audio, scenes or vocabulary as needed.
- Adaptation to age, group size, objectives, and available time.

Teachers are advised to always remain active, use gestures, encourage echo, avoid unnecessary interruptions, proceed step by step and support autonomy. They should also take into consideration that the platform can be used flexibly in the classroom or at home, combining digital and physical materials to create rich, meaningful learning experiences.



4. Technical and Pedagogical Guidelines for Effective Use

Technical Guidelines

- Ensure stable internet and test sound before the lesson.
- Use full-screen mode when projecting.
- Prepare the Platform page in advance to avoid delays.
- Provide headphones for individual or pair work.
- Encourage replay of audio and scenes as needed.

Pedagogical Guidelines

- Stay active and model gestures and intonation.
- Use the echo technique for repetition.
- Avoid interrupting the narrative flow.
- Encourage independence and step-by-step progress.
- Revisit activities for consolidation.
- Combine digital modules with physical activities, songs and games.
- Support simple language production and celebrate success.

Classroom Management Tips

- Invite predictions, gestures and imitation.
- For pair work, assign roles and time limits.
- Maintain short transitions and celebrate small achievements.



5) Implementation in the classroom:

The teacher as Facilitator and Motivator

Our methodology is grounded in the belief that language is learned most effectively through play, emotion, ritual, and active participation. This approach brings together cognitive, affective, and social learning processes, enabling children to experience language as something meaningful, joyful, and creative.

The foundation of this method draws on the Tradanim approach, presented by Véronique Van den Abeele, which emphasizes dynamic, motivating, and autonomous language learning. In our program, this philosophy is reflected in the integration of digital, physical, and interactive elements. The Globetrotters digital modules serve as an initial spark, an engaging starting point for entering the world of the new language. However, they are always complemented by hands-on, communicative, and movement-based activities in the classroom. In this model:

The teacher organizes activities and boosts the classroom energy: they manage lesson dynamics (rhythm, tempo, transitions). The teacher ensures that all students are included and motivated.

The teacher serves as a model for language use: speaking clearly, repeating key phrases and structures, and using gestures, facial expressions, and visual support.

The teacher creates routines: maintaining a clear lesson structure (using greetings, songs, counting, signals). They build a setting in which children feel comfortable and safe.

The teacher supports learner autonomy: allowing students to choose activities, work at stations, evaluate their own work and progress, and encouraging them to create their own ideas.

The teacher provides corrections in a positive way: offering guidance with plenty of encouragement, creating an atmosphere of acceptance. Corrections are gentle and unobtrusive, using “golden phrases” such as *Great try! Let’s say it this way! Almost there!* This keeps students motivated to try again rather than give up.

How to Prepare a Lesson Using Globetrotters Materials?

These three phases provide a clear, step-by-step guide for teachers on how to organize and conduct a lesson using Globetrotters materials. Each phase helps the teacher plan activities,



structure the lesson, and make the most of the materials to engage students actively, support learning, and foster autonomy.

Exploring the Materials

Students begin by handling and examining the materials, discovering their properties and possible uses. They also brainstorm potential games that could be created with the materials and generate a list of three to five new, non-traditional ways each material could be used in teaching. In this way, students understand that materials are flexible tools, not one-time-use items, and that they can support many types of learning. For a limited amount of time, students work more effectively in small groups. Group work allows faster idea generation, shared observation and peer learning. Each group explores the materials together, discusses their properties and quickly generates ideas for possible games and three to five non-traditional teaching uses.

Creating a Sequence

In the second phase, teachers create a multi-purpose lesson sequence using one digital module, one physical material, a selected theme, and a specific language objective.

When designing the sequence, they define:

- a motivating *hook* (to capture students' attention), one activity for memorisation (repetition, song, visual or gamified task),
- one activity for integration of content (connecting language with movement, play, or product creation)
- one lesson variation (either simplified or more challenging).

Presentation

In the final phase, teachers articulate their teaching sequence, explaining how the material was used in various ways, how these applications shaped the lesson design, and how the lesson can be adapted for different ages or prior knowledge levels (keeping in mind that the youngest students may not be able to read the content initially). This phase serves as an opportunity for reflection and improvement, allowing teachers to clearly communicate the rationale and principles behind their sequence.



Multi-Purpose Materials - Saving Time and Deepening Learning

Multi-purpose materials can be used repeatedly across lessons and themes. They reduce preparation time and deepen learning by allowing children to revisit language through varied experiences.

Reusing the Same Material

A single card or object can serve many functions across lessons: vocabulary, grammar structure, gesture, game, or integration challenge. For example, the same object can become a prop for games, a guessing material, part of a sorting or memory game (*show & tell, hide & seek, sorting*).

Progression

One Material Supporting Different Levels. One material can be adapted to different proficiency levels: Basic level: naming (*It's a carrot.*); Intermediate level: describing (*It's one orange carrot.*); Advanced level: using it in a sentence or short story (*One orange carrot is on the table.*)

The Same Material Supporting Different Skills

One card can support various learning aspects: Listening: *Listen and touch the picture*; Speaking: *Say two sentences about it*; Motor skills: *Bring the card across the room*; Cooperation / pair work: *Ask your partner: Do you have...?*; Verbal fluency and creativity: *Use three cards to make a short story.*

Repeated use of the same material **across different themes** allows language to be revisited naturally, without monotony. Materials return from lesson to lesson and fit into a variety of themes: colours (e.g., sorting cards), numbers (counting objects), food (creating menus, market games, restaurant play).

Combining Materials

Visual materials can be paired with verbal, object-based, or movement-based tasks, linking learning experiences into a coherent whole and strengthening their impact. For example, combining pictures with words (matching), maps with objects (treasure hunt), or cards with gestures (guessing games).



Multi-Purpose Materials Foster Autonomy

These materials strongly support independent learning and the development of learner autonomy. This has a powerful impact on students' progress: they gradually take more responsibility for their own learning, while the teacher shifts into the role of guide, supporter, and facilitator of their development. In practice, these materials enable a variety of independent learning formats. Students can choose activities ("pick a card"), work with the same materials across learning stations, or check their answers independently using information on the back of the cards or QR codes. The teacher can organise lessons in multiple ways, depending on students' age, group size, and level of autonomy. Learning can take place individually, in small rotating groups, or through exploratory and discovery-based activities. The essential goal is to design a lesson structure that promotes active participation and gradually strengthens students' independence.

Art and Culture as Pathways to Language

Learning new languages and cultures becomes especially inspiring when the lesson includes artistic elements (music, stories, dramatization, props). Through songs, fairy tales, traditional games, and short performances, language comes to life in the classroom. This reduces fear of the unfamiliar, builds a sense of security, and fosters curiosity. With the teacher's support, children naturally and without pressure enter a process of discovery, play and experiential learning.



6) Examples of Activities

1. Introduction to the Materials

The project provides three interconnected types of materials that work together to support playful and meaningful language learning: **digital materials**, **physical materials**, and the **Toolbox**.

Digital materials are the **Gamified Platform** and the **Genially games** whereas **physical materials** consist of **printable PDFs** containing picture cards, word cards, board games, matching activities, instructions for games and hands-on tasks that children can cut, sort, move, touch and manipulate. These materials allow learners to practice the content introduced digitally or through concrete, multisensory experiences in the classroom.

The **Toolbox** expands both the digital and physical content by offering additional playful resources connected to the themes of the modules. It includes recipes, simple crafts, ready-to-use expressions, national-guide puppets for role-play, alphabets, gesture dice, sentence-starter dice, inclusion tools for learners with SEN, ADHD or migrant backgrounds, etc. Teachers can use the Toolbox to enrich lessons, create workshops or extend learning beyond the main activities.

Together, these materials offer high versatility. A single image, card or expression can be used in many different ways - during routines, storytelling moments, role-plays, movement games or cross-module activities - allowing teachers to adapt lessons to different ages, levels and classroom needs.

2. Combining Digital and Physical Materials

Digital and physical materials can be combined in flexible ways that match the learning focus of the lesson. Teachers may choose to follow a sequence such as: **Genially for first exposure** → **physical materials for practice and memorization** → **Genially again** for integration. However, this is only one of many options.

Teachers may present a full Genially module or only selected parts that fit the language goal of the day. For example, a lesson focusing on greetings across countries may use only the digital screens showing how guides greet in different countries. Children can then practice with printed



greeting cards, try the gestures, and repeat the expressions in role-play using puppets from the Toolbox.

A teacher may also design lessons based on a single theme - such as numbers, colours, food or school objects - by selecting material from several modules at once. For example, a “Numbers Lesson” may include number screens from different Genially modules, followed by physical games such as Bingo, Memory or the Floor Path Game using number cards from different languages.

Digital and physical elements may also appear in parallel across workshops: one group may play with the Genially on tablets while another group works with printable cards. Children can return to the digital module at the end of the lesson to reinforce memorization or integration of new words and phrases.

This flexible structure allows teachers to follow the module sequence or create thematic lessons that meet the needs, interests and rhythms of their class.

3. Activities

Below is a collection of ready-to-use activities which are designed according to the seven C.R.E.A.T.E.E. principles, ensuring they are Concrete, Ritual-based, Energetic, Affective, Terrifically varied, Exposure-rich and Extremely fun. Some of them are already included in the digital and physical modules. All activities can be adapted to any age, ability or classroom size. Additionally, they can be played using the material of **one module** or combining material from **several modules** at the same time.

3.1 Daily & Weekly Routines and Routine-Based Games that can be repeated throughout the schoolyear

- **Morning Passport Game**

Children greet the teacher in the language of the day to receive a stamp in their language passport.

- **Coat Counting Race**

When children hang their coats, they count aloud from 1 to 10 in a chosen language.



- **Language Switch**

At random times the teacher says “Switch!”, and children must immediately say a colour, number or greeting in the selected language.
- **Entering-the-Classroom Rhyme**

Children recite a short rhyme from the modules when they enter the classroom—either the same rhyme for the entire week or a different one depending on the day. Another variation, combined with the previous game, happens at a random moment when the teacher says “Switch!”. Then, the children recite the rhyme in the new language chosen by the teacher.
- **Mystery Singer Game**

One child secretly begins singing a song they have learned in a language; the class guesses and joins in.
- **Greeting & Gesture Parade**

Children present flags, gestures and greetings from different countries to the rest of the school.
- **Spot It! Classroom Hunt**

The teacher shows a card (e.g., “blue”), and children find something blue in the classroom and name it in a module language.
- **Value of the Week Challenge**

Throughout the week, children place a marble into the jar of the weekly value (respect, cooperation, friendship, sharing, empathy, freedom or equality). If the jar is full by Friday, the class unlocks a reward activity such as a dance, a cooking activity, or a role-play.
- **Tidying-Up Song**

Children sing a song they learned in a Genially module while cleaning up.
- **Country Captain of the Week**

One child becomes the “Country Captain.” The captain leads the greeting in the country’s language, selects the word of the day, adds cards to the country corner and gives daily challenges (e.g., “Find something red and name it in German!”).



- **Cultural Dice Guessing Game**

A dice with categories (food, dance, colour, artwork) is rolled; a child gives clues using gestures, sounds or simple phrases.

3.2 Module Activities (Using One Module or Several Modules)

Most activities below are included in the physical and digital materials. Teachers may repeat the same games with new sets of cards to strengthen memorization and confidence.

- **Word Garland**

Children decorate cards with words or images from the modules and create a multilingual garland for the classroom.

- **Rainbow Challenge**

Children write colour names in different languages on coloured strips and create a multilingual rainbow.

- **Pass the Bag**

A music-based circle game in which children pick a card from the bag and name it in one or more languages.

- **Scavenger Hunt**

Cards are hidden around the classroom or playground. Children find, name and collect them.

- **Bingo**

Children cover the images on their boards when the teacher calls out the word.

- **Memory Game**

Children match pairs (picture-picture or picture-word) and speak in full sentences (“This is...”, “I have...”).

- **Matching Pairs**

Matching foods with names, artworks with titles, or objects with their written forms—across one or several languages.



- **Pictionary**
One child draws an item; others guess the word in the selected language.
 - **Who Is It? / What Is It?**
Guessing game using yes/no questions to identify a hidden card.
 - **Mix-Up Naming Game**
Children say the words using funny voices (robot, whisper, giant) or matching gestures.
 - **Act Out the Genially**
Children act out short scenes from genially using puppets, gestures and phrase cards.
 - **Object Hunt**
Children search the classroom for real objects matching picture cards.
 - **Family of Four**
Children group cards into sets of four (foods, colours, numbers, artworks).
 - **The Big EU Map Game**
Children name an item, identify its country and place a star on the map.
 - **Broken Phone**
Children are divided into groups in rows. The first child in each row whispers a word in the new language to the next child. The word continues down the row until it reaches the last child, who says it aloud. The group checks if the final word matches the original one.
 - **Election**
Children vote for their favourite dish, expression, song or cultural item. Each child places a sticker or card in the voting box or on the image representing the item of their choice. In the end, the class counts the votes together and announces the winner.
- Variations
 - Country-Themed Election:** Items are grouped by country (foods, dances, greetings).
The class votes for the “Country of the Week.”
 - Top 3 Ranking:** Instead of one vote, children choose their top three items and place stickers on each.



Class Jury: Small groups act as juries and present why they voted for a specific item using simple sentences.

- **Country Week**

After children become familiar with a module, organise a Country Week. Activities may include decorating the classroom with items, pictures and colours from the country; cooking or tasting traditional foods from this country; inviting other classes for a mini-presentation; taking a virtual tour of important monuments; singing songs and listening to music from this country; and using country's puppet as a leader of the class activities.

3.3 Movement and Dance Activities

- **Learn National Dances**

Groups learn short dance steps from different countries and present them to the class or the school

- **Run-to-the-Card Race**

Large cards are on the floor. Children run to the correct card when they hear the word.

- **Treasure Hunt (Playground Edition)**

Laminated cards or objects are hidden outdoors; children search and name them.

- **Gesture Dice**

Children roll a dice showing gestures and say the word in the required style.

- **Act-and-Run Challenge**

Children mime the item from the card, tell the word out loud of the chosen language and then place it in the correct country basket.

- **Floor Path Game**

Cards form a floor path. Children step on each card while saying the word in the chosen language.



3.4 Music and Sound Activities

- **Guess the Country Song**
Children listen to short music clips and guess the country of the song, even without understanding the lyrics.
- **Instrument Recognition Game**
Children listen to instruments and name them in a module language.
- **Song Challenge**
Teams compete to see who remembers and sings more lines from songs learned in the modules.

Mission

Children are given a mission to discover instruments that are common between countries, as well as instruments that are unusual or unique to each country.

3.5 Craft and Creation Activities

- **Make a Country Puppet**
Children create puppets representing different countries and use them in role-plays.
- **Food Festival Game**
Children create food stands for each country and invite other classes to vote for their favourites.
- **Mini-Museum**
Children display artworks from different countries and act as museum guides.
- **Multilingual Booklet**
Children create a booklet collecting foods, numbers or expressions from all languages.
- **Make an Instrument**
Following Toolbox instructions, children craft an instrument and label it in several languages.



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