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Figure 1Source https://www.youtube.com/watch?v=QjtCmHoJPwk

General description of the Learning Design

Subject	Modern Greek
LD Title	We are all equal, we are all different
Educational level	Lower Secondary (Gymnasium)
Class	3rd grade of Secondary Education
Age group	14-15 years old
Duration	6 periods
Description	The present learning design focuses on the investigation of the characteristics of Racist Speech. By examining a variety of informational sources corresponding to different text types (e.g. advertisement, anecdotes, journalistic texts), students explore how the racist ideology is disseminated through speech. By utilizing scientific arguments students deconstruct the underlying perceptions of language figures, and break down the lame foundations of racist ideology. In the end, they state their personal opinion by writing up an argumentative text.
Key words	Racist Speech

ATS2020 LD Macro level

- Digital Tools (affordances)
- Internet
- Office 365 OneNote
- http://www.greek-language.gr/greekLang/index.html
- Blog

Tasks to develop these competences towards the learning outcomes

→ Students investigate in what ways the racist ideology uses speech in order to be disseminated. More specifically, students collaborate in order to discover new vocabulary, which figures of speech (metaphors, similis, analogues etc.) are used to promote the racist ideology
→ Students utilize the arguments offered by Science (Biology, Sociology, Genetics) to prove the lame foundation of Racist Speech, so that they can break it down.
→ Students publicize their findings in a blog that they will create, in order to contribute as active citizens to the combat of racism
→ Students complete assessment sheets
→ Students create their ePortfolios for the unit

Skills and competences necessary to reach the expected outcomes

Targeted
Information Literacy

- Locate, organise, analyse, evaluate, synthesize and ethically use information from a variety of sources and media.
- Process information and construct new knowledge.
- Integrate new knowledge and apply to new situations.

Collaboration and Communication

- Interact, collaborate, and publish with peers, experts, or others employing a variety of tools and environments.

Emerging
Creativity and Innovation

- Integrate and re-elaborate.

Collaboration and Communication
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures

Autonomous Learning
   Autonomous Learning Skills

Learning goals - expected leaning outcomes

Body of knowledge (National curriculum)

1. Become sensitized, problematize, and express their position by providing arguments on one of the most critical issues of contemporary societies: Equality and respect for diversity
2. To try to define a concept and thereafter through an inductive process to understand the way in which we define concepts
3. To get to know the potential and use of electronic tools (Dictionaries, text bodies)so that they can improve their digital and Information Literacy competences and become autonomous in the learning process.

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Learning outputs – through all stages (assessment)

- Racism diagram completed (forms of racism)
- Definitions of concepts relating to racism
- Criteria for recognizing Racist Speech
- Racist Speech: Vocabulary, figures of speech, style
- References to the origins of the sources they have gathered for issue under study
- Evaluation of the material: criteria of suitability and credibility
- Argumentative essay for breaking down Racist Speech
- Learning diaries *My Learning Journal*
- Completed formative assessment sheets
- Blogs
- ePortfolios

ATS2020 LD Micro-level with My Learning Journal

Activity title	Learning goals – Learning Outcomes		Tasks (teacher/students)	Teacher's role	Tools	Methodology – Class Arrangement	Learning Outputs (expected)	Assessment tool
	Subject area	**Transversal Skills**						
Activity 1 Screening of a video animation about racism and its various forms. **Activity 2** Work with electronic dictionary and body texts in the Portal for the Greek Language http://www.greek -language.gr/greek Lang/modern_gre ek/tools/corpora/ index.html	• Students problematize about different types of behaviour which, while they may seem natural and accepted, they may actually be problematic. • Students try to define racism, and to understand how we define a concept and how we break it down into different components (forms of racism) –See Modern Greek Language 3rd Grade, Unit 6, p. 116	Collaboration and Communication • Develop cultural understanding and global awareness by engaging with learners of other cultures. Information Literacy • Evaluate and select information sources and tools based on the appropriateness to specific tasks. • Locate, organise, analyse, evaluate, synthesize and ethically use information from a variety of sources and media	• Students comment on the behaviour of the main character of the video that is presented, they define it, and additionally they try to define the forms in which it is manifested. • Students define with the help of the electronic dictionary two other significant terms which are included in 3rd unit http://ebooks.ed u.gr/modules/ebo ok/show.php/DS GYM-C107/675/4493,2 0226/ of Greek Language text book : "Prejudice" and "Stereotypes". They also explore the terms, which are provided in p.56 of their	• The teacher introduces students to the issue of Racism beginning from the actual term. He/She, then, refers to different forms of racism. • The teacher refers students to the organizer of the 3rd unit of the textbook where the terms "Stereotypes" and "Prejudice" are included. He/She asks them to relate these terms to the concept of Racism. • He/She also refers students to p. 56 of the textbook, to C2 Part Vocabulary, where more terms pertaining to Racism are included. He/She asks students to research these terms in the Text Corpora of the	• Video (See Appendic es) • Electronic Dictionar y in the Portal for Greek Language • www.gre ek-language • Text corpora in the Portal for Greek Language www.gre ek-language. gr • Diagram Forms of Racism. • See *Materials -Resources -Tools*, 5	• Video Screening in the plenary • Students work in pairs to define Racism • Students work in pairs for providing a definition on Racism • Research different forms of racism on the internet (individual work)	• Racism: Definiti on • Forms of Racism "Prejud ice", "Stereo types": Provide definiti on and exampl es for these terms as well as for the terms that are mentio ned in page 56 of the student 's textboo k, part C2.	• Fill in the diagram-different forms of racism. • Fill in the table with the terms that need to be defined • Context of the terms : Word document in which different quotations are included

Activity title	Learning goals – Learning Outcomes		Tasks (teacher/students)	Teacher's role	Tools	Methodology – Class Arrangement	Learning Outputs (expected)	Assessment tool
	Subject area	Transversal Skills						
			textbook, so that they get to familiarize with as many terms as possible See Appendices	Portal for the Greek Language See Appendices and describe the contexts in which these terms are used.	in Appendices			
Activity 3 Completion of the My Learning Journal (Points 1-3) for the topic of the Learning Cycle "Racist speech and counterarguments: How is racist ideology conveyed in speech and how can it be opposed?"		Autonomous Learning • Identify significant needs for learning based on their prior knowledge. • Define goals to achieve and develop a strategy to achieve them. • Plan and manage activities to implement strategy. .	• Students complete fields 1-3 of the *My Learning Journal*. Available at: https://resources.ats2020.eu/resource-details/ADM/learning_journal_en	• The teacher announces the topic of the assignment "Racist speech and counterarguments: How is racist ideology conveyed in speech and how can it be opposed?. At the same time, he/she asks students to complete the *My Learning Journal* (Fields 1-3).	• *My Learning Journal.* Available at: https://resources.ats2020.eu/resource-details/ADM/learning_journal_en	• Individual work	• Completion of the first 3 fields of the *My Learning Journal*	• *My Learning Journal.* Available at: https://resources.ats2020.eu/resource-details/ADM/learning_journal_en
Activity 4 Discuss and write down the main characteristics of Racist Speech.	• Students make assumptions regarding the main characteristics of Racist Speech, and they propose criteria	Autonomous Learning • Identify significant needs for learning based on their prior knowledge. • Define goals to achieve and develop a	• Students discuss based on potential prior knowledge about the characteristics of racist speech	• The teacher oversees the work of students but he/she does not intervene. He/She allows students to put forward their own assumptions.	• Internet • Text book	• Group work • Discussion in the 4-member student groups	• Characteristics of Racist Speech • Criteria of categorization	• Worksheet: Criteria of Racist Speech. See Appendices in *Materials-Resources- Tools*

Activity title	Learning goals – Learning Outcomes		Tasks (teacher/students)	Teacher's role	Tools	Methodology – Class Arrangement	Learning Outputs (expected)	Assessment tool
	Subject area	**Transversal Skills**						
	referring to the vocabulary, the style, as well as the thematics of Racist Speech	strategy to achieve them.						
Activity 5: Students research materials to verify/ test the assumptions that they put forward.	• Students provide evidence that they have been sensitized in relation to all aspects of racism.	Information Literacy • Evaluate and select information sources and tools based on the appropriateness to specific tasks. • Locate, organise, analyse, evaluate, synthesize and ethically use information from a variety of sources and media. • Process information and construct new knowledge. • Effective use of search engine machine	• Students research examples of Racist Speech, as well as the communicative situations in which it occurs. They start from the textbook (text 5, p.53). Available at http://archeia.moec.gov.cy/sm/310/c_gym_neolliniki_glossa_vilio_mathiti.pdf/	• The teacher supervises students' work, and provides help when needed (searching informational sources, communicative situations etc.)	• Internet • School textbook	• Work on the computers	• A variety of materials containing Racist Speech, political speeches, jokes, comics, advertisements	• Formative assessment tool for the unit. See 9 in Materials- Resources- Tools in Appendices

Activity title	Learning goals – Learning Outcomes		Tasks (teacher/students)	Teacher's role	Tools	Methodology – Class Arrangement	Learning Outputs (expected)	Assessment tool
	Subject area	Transversal Skills						
Activity 6 Students study the material and try to extract the main characteristics of Racist Speech – they evaluate its potential impact on viewers and listeners.	• Students study the material and extract the main elements based on certain characteristics • Assessment of the effectiveness of certain choices	- Information Literacy • Process information and construct new knowledge.	• Students analyze the materials that they have gathered, extract the main characteristics of Racist Speech, and evaluate their impact.	• The teacher assists students in analyzing the material and drawing their conclusions.	• Audiovisual material and written texts from the Internet.	• Students work in groups; they discuss, and work out solutions	• A written text containing the main characteristics of Racist Speech	• A questionnaire for the assessment of group work • See *Appendices Materials-Resources- Tools,* (point 8)
Activity 7 Completion of the *My Learning Journal* (field 4-Evidence).		Autonomous Learning • Evaluate process and results and provide evidence for achievement.	• Students provide the evidence of their learning		• *My Learning Journal* (*Materials-Resources-Tools,*6) in *Appendices*	• Individual work	• A variety of materials • (written texts, audios, images, advertisements etc.)	• *My Learning Journal* (field 4)
Activity 8 Students prepare the counterargument to the materials that they have collected, taking a stance against racism.	• Students write an argumentative text with which they break down the argumentation of racism.	Creativity and Innovation • Integrate and re-elaborate.	• Students collect material from various sources; they prepare their argumentation (biology, religion, literature, history)	• The teacher provides guidance when needed	• Internet	• Individual work	• Argumentative text	• Tool: Structure of the argumentative text. See *Materials-Resources- Tools* ,10 in *Appendices*, 10

Activity title	Learning goals – Learning Outcomes		Tasks (teacher/students)	Teacher's role	Tools	Methodology – Class Arrangement	Learning Outputs (expected)	Assessment tool
	Subject area	Transversal Skills						
Activity 9 Students create blogs to which they upload their material.		• Interaction and Communication with other students, teachers or people with the same interests in the electronic environment	• Students follow instructions in order to create their blogs, and upload their material.	• The teacher supports students in creating blogs	• Internet	• Group work	• Blog	• Evaluate attractiveness and effectiveness of the blog (how many likes did the blog receive?)
Activity 10 • Putting together an ePortfolio	• Presentation of students' work in ePortfolios.		• Students develop their ePortfolios for the Learning Cycle.	• The teacher acts as a facilitator. He/She refers students to supportive materials (See *Materials-Resources- Tools* Materials, 11 in Appendices • He/She assesses students' ePortfolios	• Office365 OneNote Tool Instructions for the development of an ePortfolio • See Material Resources-Tools, 11 in Appendices	• Individual work in OneNote	• Students' ePortfolios	• Assessment Scaffolding Tool for Students' ePortfolios Available at: https://resources.ats2020.eu/resource-details/SCTS/assessmentToolePortfolio

	ACTIVITY	MATERIALS-RESOURCES- TOOLS
1	Introduction to the issues of Racism and Diversity	• Screening of an animation in which the issue of Racism is raised titled *The glasses of Diversity* https://www.youtube.com/watch?v=IaW8e9uNDsM
2	Understanding of the definition of a concept	• Modern Greek textbook 3rd Grade Secondary School, p. 56 Available at: http://archeia.moec.gov.cy/sm/310/c_gym_neolliniki_glossa_vilio_mathiti.pdf • Text Corpora http://www.greek-language.gr/greekLang/modern_greek/tools/corpora/index.html • Forms of Racism Diagram. Available at https://ats2020-my.sharepoint.com/personal/nicolina_markidou_ats2020_eu/_layouts/15/guestaccess.aspx?folderid=0097fc6c02f7c4ab69de70549e4f49959&authkey=Aa5LXMqbFyit-jxz9my2nDg under the unit *Είμαστε όλοι ίσοι- Είμαστε όλοι διαφορετικοί*
3	Investigation of concepts about equality and diversity	• Modern Greek textbook 3rd Grade Secondary School, p. 56 Available at: http://archeia.moec.gov.cy/sm/310/c_gym_neolliniki_glossa_vilio_mathiti.pdf
4	Researching dictionary entries to define related concepts	• Text Corpora http://www.greek-language.gr/greekLang/modern_greek/tools/corpora/index.html • Dictionary of standard Modern Greek • http://www.greek-language.gr/greekLang/modern_greek/tools/lexica/triantafyllides/index.html
5	Discussion about the main characteristic of Racist Speech	• Worksheet: Criteria for detecting Racist Speech Available at: https://ats2020-my.sharepoint.com/personal/nicolina_markidou_ats2020_eu/_layouts/15/guestaccess.aspx?folderid=0097fc6c02f7c4ab69de70549e4f49959&authkey=Aa5LXMqbFyit-jxz9my2nDg under the unit *Είμαστε όλοι ίσοι- Είμαστε όλοι διαφορετικοί*

		• Forms of Racism Diagram. Available at https://ats2020-my.sharepoint.com/personal/nicolina_markidou_ats2020_eu/_layouts/15/guestaccess.aspx?folderid=0097fc6c02f7c4ab69de70549e4f49959&authkey=Aa5LXMqbFyit-jxz9my2nDg under the unit *Είμαστε όλοι ίσοι- Είμαστε όλοι διαφορετικοί*
6	Monitoring of the Learning Process	• *My Learning Journal* for this particular unit. Tool available at https://resources.ats2020.eu/resource-details/ADM/learning_journal_en
7	Text to be used as a starting point for researching informational sources on the internet	• Modern Greek textbook 3rd Grade Secondary School, text 5, p.53 Available at: http://archeia.moec.gov.cy/sm/310/c_gym_neolliniki_glossa_vilio_mathiti.pdf\
8	Formative Assessment tool for Collaboration and Communication skills	• Formative Assessment tool for Collaboration and Communication skills Available at: https://ats2020-my.sharepoint.com/personal/nicolina_markidou_ats2020_eu/_layouts/15/guestaccess.aspx?folderid=0097fc6c02f7c4ab69de70549e4f49959&authkey=Aa5LXMqbFyit-jxz9my2nDg under the unit *Είμαστε όλοι ίσοι- Είμαστε όλοι διαφορετικοί*
9	Formative Assessment tool for the Information Literacy skills	• Formative Assessment tool for the Information Literacy skills Available at: https://ats2020-my.sharepoint.com/personal/nicolina_markidou_ats2020_eu/_layouts/15/guestaccess.aspx?folderid=0097fc6c02f7c4ab69de70549e4f49959&authkey=Aa5LXMqbFyit-jxz9my2nDg under the unit *Είμαστε όλοι ίσοι- Είμαστε όλοι διαφορετικοί*
10	Assessment tool for teacher	• Structure of an argumentative text. Available at: https://ats2020-my.sharepoint.com/personal/nicolina_markidou_ats2020_eu/_layouts/15/guestaccess.aspx?folderid=0097fc6c02f7c4ab69de70549e4f49959&authkey=Aa5LXMqbFyit-jxz9my2nDg under the unit *Είμαστε όλοι ίσοι- Είμαστε όλοι διαφορετικοί*

11	Instructions for the creation of an ePortfolio	• Instructions for the creation of an ePortfolio Available at: https://ats2020-my.sharepoint.com/personal/nicolina_markidou_ats2020_eu/_layouts/15/guestaccess.aspx?folderid=0097fc6c02f7c4ab69de70549e4f49959&authkey=Aa5LXMqbFyit-jxz9my2nDg under *We are all equal, we are all different*

FORMATIVE ASSESSMENT TOOLS

Formative Assessment Tool 1

Formative Assessment tool for Collaboration and Communication skills Available at: https://ats2020-my.sharepoint.com/personal/nicolina_markidou_ats2020_eu/_layouts/15/guestaccess.aspx?folderid=0097fc6c02f7c4ab69de70549e4f49959&authkey=Aa5LXMqbFyit-jxz9my2nDg under the unit *Είμαστε όλοι ίσοι- Είμαστε όλοι διαφορετικοί*

Formative Assessment Tool 2

Formative Assessment tool for the Information Literacy skills Available at: https://ats2020-my.sharepoint.com/personal/nicolina_markidou_ats2020_eu/_layouts/15/guestaccess.aspx?folderid=0097fc6c02f7c4ab69de70549e4f49959&authkey=Aa5LXMqbFyit-jxz9my2nDg under *Είμαστε όλοι ίσοι- Είμαστε όλοι διαφορετικοί*

Formative Assessment Tool 3

Assessment Scaffolding Tool for students' ePortfolios
https://resources.ats2020.eu/resource-details/SCTS/assessmentToolePortfolio

A student's ePortfolio

https://ats2020-my.sharepoint.com/personal/christos_rarras_ats2020_eu/_layouts/15/WopiFrame.aspx?folderid=12a1b65d00a4842a496ec29a8018bb33a&authkey=AbAqwAtHtbeuwQSrVw20swI&action=view