



Play and learn

E D U C A
C H E S S



INDEX

General information	3
Learning material	4
Books	5
Dossiers.....	6
Multimedia	7
Programming	8
Objectives.....	9
Methodology	10
Application	11
Contents	12
Block “Learn”: Chess	13
Block “Feel”	14
Block “Apply”	18

GENERAL INFORMATION

The EDUCACHESS project features a series of contents and activities which have been grouped into **five blocks**. These contents and activities are aimed at strengthening intellectual capabilities at primary schoolchildren (6 to 12 years old).

The game of chess makes up the centre of interest of this cross-curricular project because it is the ideal game to exercise most of our intellectual capabilities. But the objectives are much more ambitious than simply teaching chess. It is hoped, among other things, to contribute to the comprehensive education of pupils.

The five blocks are:

1. **Learn:** shows the basic concepts necessary to play a game of chess. These concepts can even be taught by teachers without previous knowledge of the game.
2. **Think:** work is carried out on different areas such as reasoning, calculus, memory, observation, visual intelligence and language.
3. **Play:** it is centered on ludic activities for exercising various types of intelligence (musical, bodily-kinesthetic and naturalistic) and favouring mental agility by means of word searches, puzzles, sudokus, kakurus, drawing activities, etc.
4. **Feel:** Encourages creativity, improves emotional intelligence, educates in values, develops the existential intelligence, promoting happiness, etc.
5. **Apply:** works on contents about ethics (economy for the common good), peace culture, communication, entrepreneurship, environmentalism and sustainability, health education, etc.

All the **learning material** will be available simultaneously in print, PDF and multimedia formats.

The material in PDF format can be visualized and printed with virtually any computer software (see free website downloadable material).

The multimedia material will be available at an interactive portal. All the exercises are programmed and designed in HTML 5, enabling access from any device with an Internet connection.

All parts of the learning material (book or dossier) will be available with a **teacher's guide** and complete with **answers**.

In the teacher's guides, explanations are given on the specific methodology of each part of the material, on the possible comprehension difficulties, basic notions to support the teaching staff and other complementary activities proposed in order to improve student comprehension.

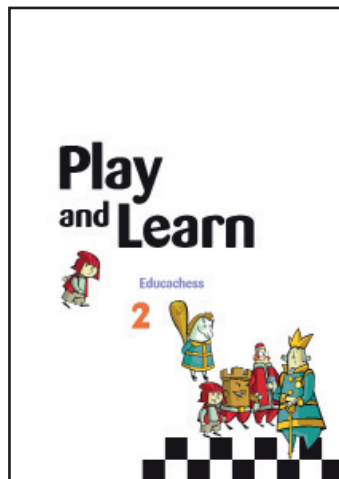
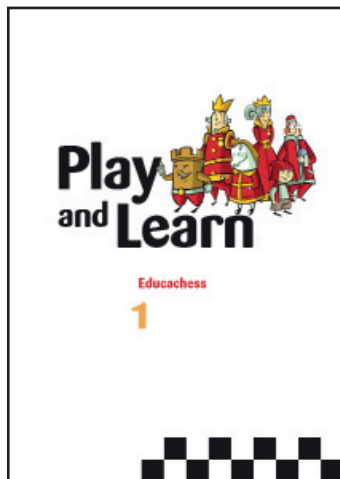
Simultaneously, all of the learning material is available in any language which has been translated.

In the final part of this document, you can find lists of contents from all the dossiers, ordered in their corresponding topics according to their blocks "Learn", "Feel" and "Apply" and broken down by each year of primary school.

LEARNING MATERIAL

BOOKS

Part of the learning material, those in the **blocks Learn and Think**, are collected in these **six books**, one for each year of Primary Education (6 to 12 years old).



Chess has been chosen as the main subject of interest of this learning material because it promotes the development of the multiple intelligences.

Therefore, chess is taught simultaneously and at an elementary level, for pupils to be able to practice this sport regularly.

In each book, very simple chess contents are combined with other contents from the project's curricula. Through this curricula, the following intellectual abilities are strengthened: reasoning, language, calculus, perception, memory and spatial intelligence.

Its movement

The rook can move along the squares of its row or column.

The green circles show the squares where the rook can move to.

The rook moves horizontally or vertically.

Capturing

The rook can capture the opponent's pieces in the same row or column.

The green circle shows the pieces that the rook can capture.

Only one opponent's piece can be captured each time.

How many chess games can you play with these objects? Group them.

To play a game of chess you need a board, a set of chess pieces and a clock.

The number of chess games that can be played are:

Read the poster and find information about the Chess Camp.

1. How many days does the Chess Camp last?

2. Where is the Chess Camp held?

3. Can a nine year old boy or girl enter the Chess Camp?

Colour the following chess piece.

Look at this assembly hall.

1. Fill in the label on the seats.

2. How many seats are empty?

3. On what seats can two people sit if they want to be side by side? or

4. Where is the green rook sitting?

Look at the price of the objects and point out those that you would not be able to buy with 40 \$.

39 \$ 120 \$ 9 \$

51 \$ 15 \$ 42 \$

You have 50 \$ to buy each of the objects below. Work out the change that you will get in each case.

Find the three pieces which are identical.

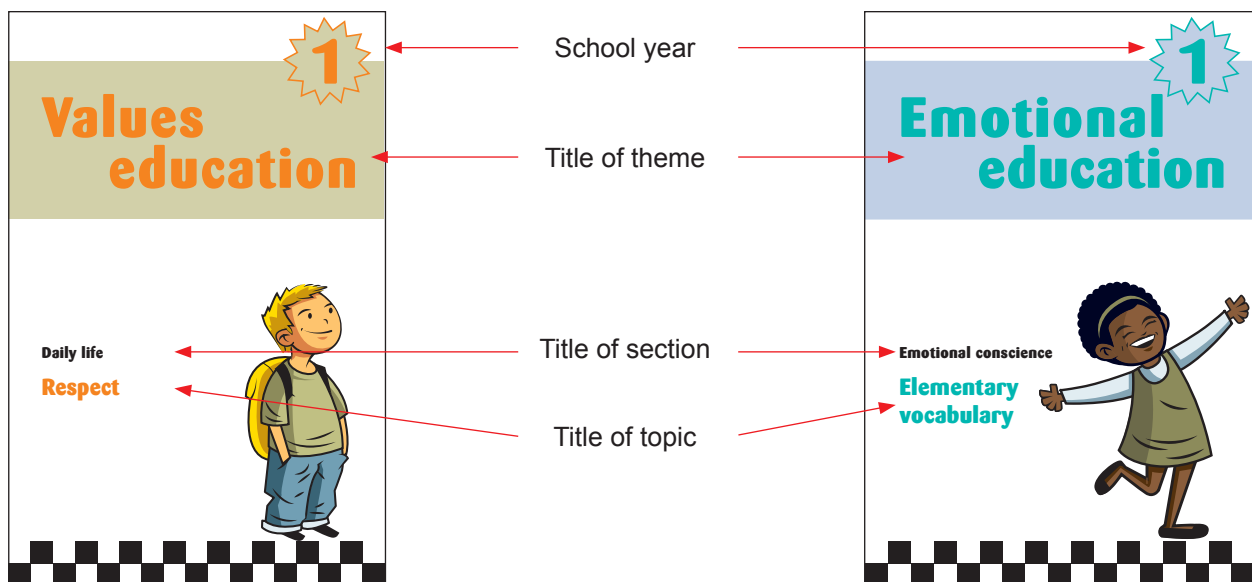
Answer:

DOSSIERS

Each topic from the blocks **Feel** and **Apply** is collected in 48 dossiers with their corresponding mini teacher's guides.

All the titles of each dossier topic can be looked up in "Contents of dossiers", found in the final part of this document.

These dossiers are aimed at Primary schoolchildren (6 to 12 years old). In Primary school there are 6 years in total (1st year to 6th year). In each school year there are 8 topics to cover divided into 6 sections, which make up a general theme. Each dossier contains 1 topic in a series of 8, one for each month of the school year (October to May). The complete series of dossiers from 1st year to 6th year, add up to 48.



Each dossier contains a short story of ten pages (illustrations and texts) to introduce the topic and a further ten pages with varied activities to work on content comprehension.

Respect

When they arrived at the bus stop, people were queueing to get on the bus. David got in line behind the last person in the queue and waited his turn. His mother was very proud of him because he was behaving like a big boy.

5

Respect

7 Read David's story again and match each type of respect below with the story's corresponding page number.

- Good manners 1
- Being punctual 2
- Being thoughtful with older people 3
- Having good personal hygiene and being tidy 4
- Listening to your parents 5
- Waiting your turn 6

1 2 3 4 5 6 7 8 9 10

Respect

3 Circle the numbers of the photographs which show a respectful attitude.

1 2 3 4 5 6

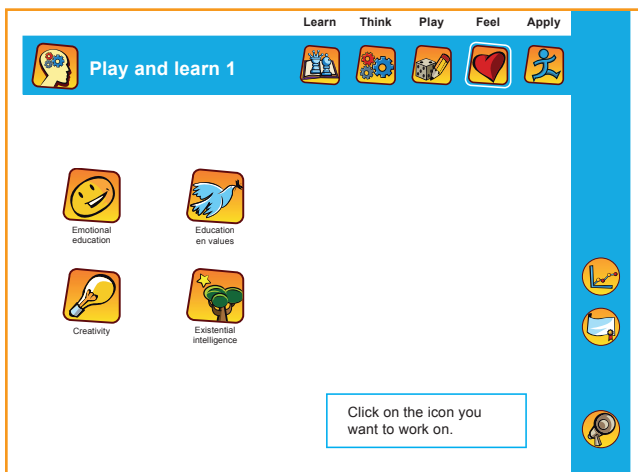
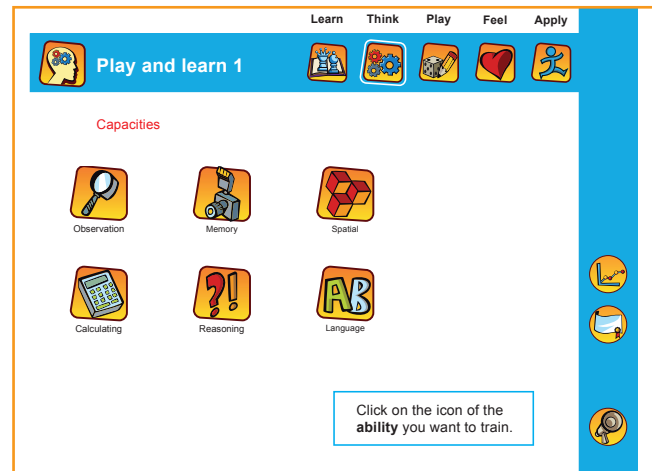
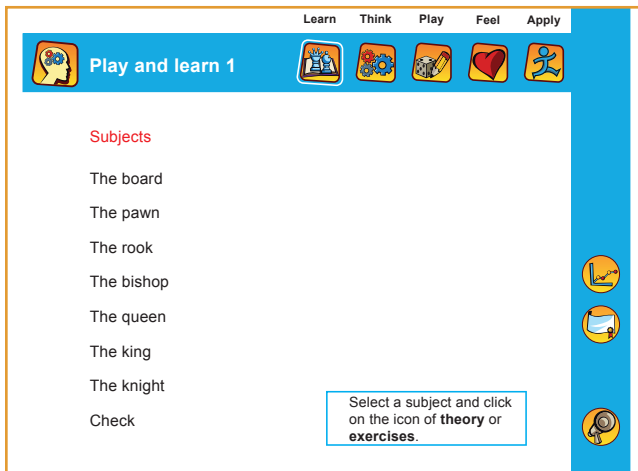
Respect

1 WORD SEARCH Find the following words. They are all related with the topic of respect.

ATENTO ASEADO
PUNTUAL RESPETO
EDUCADO NORMAS
REGLAS ESCUCHAR

L	O	D	A	C	U	D	E
A	O	N	O	R	M	A	S
U	D	T	N	A	R	U	C
T	A	O	E	E	O	L	U
N	E	U	G	P	D	A	C
U	S	L	A	O	S	O	H
P	A	R	S	I	O	E	A
S	A	T	E	N	T	O	R

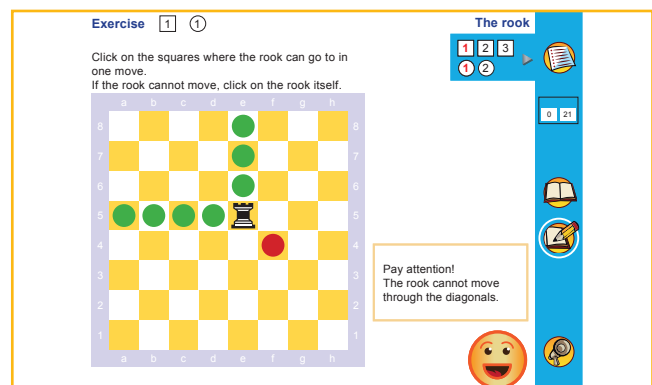
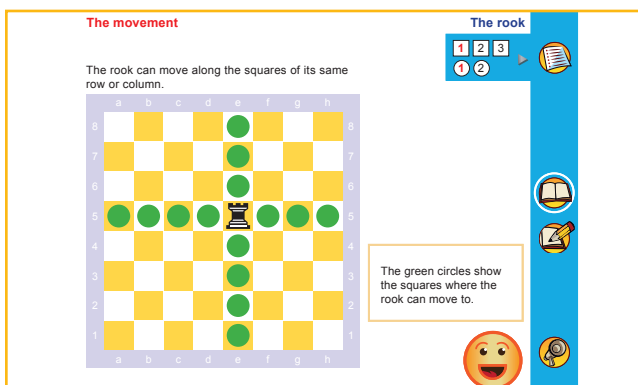
MULTIMEDIA



Software features:

1. Helps the user when he/she makes mistakes or gets stuck in the middle of an exercise.
2. Enables the user to choose the contents and the difficulty level of the exercises.
3. Keeps the history of the exercise results and the mistakes made by each user.
4. Offers the possibility of adding new exercises, examples and contents by teachers, readily available for all the users.

Examples of prototype screenshots of the *Learn block*.
Text page (left) and exercise (right).



The website's functional design, server programming and databases, user access and maintenance, software to carry out any exercise, activity or game and the interactive presentation of text pages has been completed. Currently, contents in xml files are being added and other games and exercises are being designed.

PROGRAMMING

OBJECTIVES

General objectives:

1. Educating comprehensively, making use of the model of multiple intelligences (logical-mathematical, spatial and visual, introspective, interpersonal, linguistic, bodily-kinesthetic, musical, naturalistic and existential).
2. Promoting intellectual capabilities.
 - 2.1. Calculus
 - 2.2. Reasoning
 - 2.3. Perception
 - 2.4. Memory
 - 2.5. Creativity
 - 2.6. Communication
 - 2.7. Entrepreneurship
3. Developing and strengthening emotional and moral foundations of the pupils.
4. Encouraging:
 - 4.1. Gender equality
 - 4.2. Intergenerational relationships
 - 4.3. Respect for multiculturalism
 - 4.4. Peace through linguistic and cultural diversity
 - 4.5. Environmentalism and sustainability
 - 4.6. Economy for the common good
5. Creating awareness of the main social inequalities and promoting solidarity.

Chess objectives:

Promoting the habit of mental gymnastics through playing chess.

The EDUCACHESS project is an ideal tool for achieving our objective of **introducing chess to all European schools**, as it was issued in a Statement from the European Parliament on March 15th 2012.

The fact that teachers can teach the contents easily, in spite of not having previous knowledge about chess, creates awareness of chess in all schools without additional economic costs.

METHODOLOGY

In the following paragraphs, the general methodological aspects for the usage of the “Play and learn” learning material is explained. Whereas, the specific methodological aspects about each block and its sections are found in the corresponding teacher’s guides.

The learning material has been designed in a visually attractive way (keeping text to a minimum). Many activities and games are used to work concepts in a progressive way, in order to achieve significant learning and, in this way, provide the teaching of the competences.

Through the “Play and learn” material, the intellectual capabilities are developed (perception, calculus, memory, spatial intelligence and language) to work on the interdisciplinary competences (common to various academic subjects). Metadisciplinary competences are also taught, especially those in the personal, interpersonal and social spheres (emotional education and values education).

Chess is the main subject of interest in the project, as the practice of this game contributes to developing the aforementioned competences. While the pupils feel they are only playing and having fun, the teaching staff contributes to the comprehensive education of their pupils through the exercises and activities of the learning material.

Taking into account that the main aim is not teaching chess but to educate, the teaching staff will be able to teach all the contents, even if they do not have previous knowledge of chess.

Hopefully, chess will gain popularity by a broader section of the population as a result of working with the chess contents and therefore, the mental effort needed to take part in this sport will be promoted.

10% of the contents are chess contents, because the intention is only to teach the game of chess in its basic form. Whereas, the remaining 90% of non-chess contents will be useful for teaching the competences that will allow “knowing to think and learn”, “knowing to live with others”, “knowing to behave according to the situation” and “knowing to do, make and carry out”.

The non-chess games and activities, specifically those in the blocks “Think”, “Play” and “Apply” will be presented in a lively chess environment, in order to attract pupils to the main subject of interest, which is chess.

One of the challenges of teaching is educating at the same time. Teaching is not just passing on knowledge. However, schools are organized through curricula (academic subjects) which makes it difficult to teach basic competences in order to transform today’s pupils into competent and professional citizens of tomorrow.

Due to this, the global, multidisciplinary, ongoing, interactive and multilingual project “Play and learn” introduces its learning material, intended to contribute to teaching many of these competences that are not dealt with in traditional academic subjects.

The dossiers are introduced to pupils by means of short stories in order to provide more meaningful and realistic learning of every day events.

In this way, the acquisition of good habits and values is provided, intellectual capabilities are strengthened and emotional balance is improved. Therefore, the benefits will result in better academic performance and more satisfactory social relations.

APPLICATION

The EDUCACHESS “Play and learn” learning material is designed to be used throughout primary school. In workshops, tutorial classes, extracurricular activities, etc.

In an ideal implementation, the tutors of primary school; especially those in the first cycle of primary (6 and 7 years old), would be the ones to teach the “Play and learn” contents during school time, as they could do this through the academic subjects that they teach.

The amount of games and activities in this material allows for sessions of one hour a week to one hour a day.

It is recommended that the non-chess contents be carried out with the whole class, as this will contribute to the comprehensive education of the pupils. The teaching of the basic chess concepts should be included, because it is important that the pupils acquire the habit of carrying out mental exercise regularly, in the same way that the population is recommended to do exercise and play sports regularly.

Therefore, this collection of learning material will allow chess to be introduced into Primary schools, in a feasible way and free of charge; as it is not necessary to have external specialized teaching staff (already mentioned in the text under the heading “Methodology”).

Parents themselves, can use this learning material to complement their children’s education and/or collaborate with the teachers who are teaching these same contents.

If more in depth knowledge of chess is required, the learning material from the collection “Chess for Everybody” can be used to this end.

Teachers will be able to use PDF’s for whole-class interactive teaching with the aid of digital boards or projectors. The pupils also, will be able to print the exercises for themselves in order to solve them individually or in small groups.

The interactive material will allow a more tailored and varied learning process, adapted to the learning progress of each pupil.

CONTENTS OF DOSSIERS

Block: Learn Chess

1st year

1. The board
2. The pawn
3. The rook
4. The bishop
5. The queen
6. The king
7. The knight
8. Check

2nd year

1. Moving
2. Value of the pieces
3. Capturing
4. Attacking
5. Defending
6. Check to the king
7. Checkmate
8. Let's play!

3rd year

1. Threat and defence
2. Mate with two rooks
3. Exchanges
4. Mate with king and queen
5. The double threat
6. Mate with king and rook
7. X-ray attack
8. Special moves

4th year

1. Simple mates
2. Discovered attack
3. Helpmates
4. The pin
5. Mates with queen
6. Counterattack
7. Mates with rook
8. Result of a game

5th year

1. Mates with rook and knight
2. Preventing the double threat
3. Mates with rook and bishop
4. Preventing the X-ray attack
5. Mates with knight and bishop
6. Elimination of the defence
7. Mates with pawn
8. Stalemate

6th year

1. Preventing the discovered attack
2. Mates with two bishops
3. Preventing the pin
4. Mates with two knights
5. Exchanging
6. Mates with double check
7. Draw by move repetition
8. Mate combinations

Block: Feel

Emotional education

1st year

1. Elementary vocabulary
2. Relaxation
3. Self-concept
4. Recognizing your own qualities and limitations
5. Basic social skills
6. Emotional balance. Negotiation
7. Developing healthy habits
8. Rules

2nd year

1. Recognizing emotions
2. Behavioural distraction
3. Identifying other people's qualities
4. Positive assessment of diversity
5. Communication
6. Cooperation
7. Learning to enjoy taking part in activities
8. Sharing

3rd year

1. Verbal and non-verbal language of emotions
2. Control of aggressive behaviour
3. Self-acceptance
4. Valuing your own personal effort
5. Developing positive emotions
6. Dialogue
7. Knowing where to find help
8. Knowing how to wait

4th year

1. Broadening emotional vocabulary
2. Regulation of feelings and impulsiveness
3. Self-confidence
4. Overcoming failure
5. How to complain and apologize
6. Strategies to tackle group exclusion
7. Valuing family as a key element in difficult times
8. Knowing how to be a good winner and a good loser

5th year

1. Your own emotional state
2. Cognitive restructuring
3. Self-respect
4. Developing realistic expectations of yourself
5. Assertiveness
6. Role-playing
7. Decision making. Accepting and learning from your mistakes
8. Knowing how to enjoy yourself

6th year

1. Understanding the causes and consequences of emotions
2. Tolerance to frustration
3. Indicators of self-esteem
4. Giving yourself a treat to feel better
5. Knowing how to listen
6. Empathy
7. Developing critical thinking
8. Organization skills of leisure time

Classification

Emotional conscience (1)

Emotional regulation (2)

Emotional autonomy

Self-esteem (3)

Motivation (4)

Social competence

Socio-emotional skills (5)

Resolution of conflicts (6)

Competences for life and well-being

Skills for life (7)

Skills for playing (8)

Block: Feel

Values education

1st year

1. Responsibility
2. Friendship
3. Strength
4. Respect
5. Honesty
6. Sincerity
7. Silence
8. Peace

2nd year

1. Equality
2. Civic behaviour
3. Patience
4. Discretion
5. Common sense
6. Tolerance
7. Humility
8. Justice

3rd year

1. Freedom
2. Dialogue
3. Compassion
4. Sensitivity and awareness
5. Rigour
6. Curiosity
7. Sustainability
8. Creativity

4th year

1. Formality
2. Forgiveness
3. Meditation
4. Charisma
5. Punctuality
6. Enthusiasm
7. Gratitude
8. Sense of critical thinking

5th year

1. Order
2. Faithfulness
3. Commitment
4. Cordiality
5. Discipline
6. Playing
7. Study
8. Courage

6th year

1. Rationality
2. Confidence
3. Concentration
4. Generosity
5. Imagination
6. Humour
7. Austerity
8. Perseverance

Classification

- | | | |
|-----------------|-----------------|---------------|
| 1. Education | 4. Daily life | 7. Nature |
| 2. Other people | 5. Work | 8. The future |
| 3. Inner being | 6. Leisure time | |

Block: Feel Creativity

1st year

1. Components of perception
2. Fluidity, flexibility and originality
3. Brainstorming
4. Imagination, respect and sensitivity
5. Analogies
6. Pressure and fear
7. My favourites
8. Pablo Picasso

2nd year

1. Optical illusions
2. Four elements of creativity
3. Brainwriting
4. Openness and curiosity
5. The art of asking
6. Low self-concept
7. Taunting
8. Igor Stravinsky

3rd year

1. Intuition
2. Changing and redefining yourself
3. Inversion
4. Humour and enthusiasm
5. Chained words
6. Perfection and obsession
7. Why things happen
8. Thomas Stearns Eliot

4th year

1. Relaxation techniques
2. Convergent thinking
3. List of attributes
4. Concern
5. Forced associations
6. External blockage
7. Label it!
8. Martha Graham

5th year

1. Gestalt's laws
2. Transgression and connectivity
3. Scamper
4. Exchange and communication
5. Bionics
6. Surrounding environment and beliefs
7. My scores
8. Albert Einstein

6th year

1. How to develop intuition
2. Phases of the creative process
3. Mental maps
4. Challenges and courage
5. Morphological analysis
6. Lack of knowledge
7. The checkerboard
8. Sigmund Freud

Classification

- | | |
|-----------------------------|----------------------------|
| 1. Perception and intuition | 5. Creative techniques |
| 2. General characteristics | 6. Blockers and polarizers |
| 3. Creative techniques | 7. Creative techniques |
| 4. Enhancers | 8. Creative minds |

Block: Feel

Existential intelligence

1st year

1. Good will
2. Enjoying beauty
3. Learning to be in silence
4. Openness and receptiveness
5. Sense of humour and laughter
6. Vainness
7. Working as a group
8. Paulo Coelho

2nd year

1. The truth
2. Being in awe
3. The pleasure of music
4. Self-determination
5. Gratitude
6. Consumerism
7. Extrasensory perception
8. Mahatma Gandhi

3rd year

1. Love
2. The ability to be brave
3. Physical exercise
4. Experiencing the here and now
5. Understanding
6. Narcissism
7. Consciousness
8. Dalai Lama

4th year

1. Honesty
2. The search for meaning
3. Meditation
4. Critical consciousness
5. Compassion
6. Fanaticism
7. Intellectuality
8. Deepak Chopra

5th year

1. Peace
2. The sense of belonging
3. Contemplation
4. Inner balance
5. Charity
6. Social abilities
7. Trauma
8. Raimon Panikkar

6th year

1. Hope
2. The ability to distance yourself
3. Loneliness
4. Life as a project
5. Solidarity
6. Sectarianism
7. Spirituality in childhood
8. Martin Luther King

Classification

- | | |
|-----------------------------------|-----------------------|
| 1. Values | 5. Enhancers |
| 2. Expressions | 6. Blockers |
| 3. Abilities for your development | 7. Experience factors |
| 4. Benefits | 8. Historical figures |

Block: Apply

Entrepreneurship

1st year

1. Essential values of the entrepreneur
2. Bill Gates: Information technology
3. Economy: Slow Food
4. Groups and teams. Types of characteristics
5. Interrogative techniques
6. Reacting or deciding. Levels of decision making.
7. Basic leadership characteristics
8. Vicent Ferrer

2nd year

1. Basic entrepreneurial skills
2. Walt Disney: cartoons and leisure
3. Business: Google
4. Roles and functions. Organization techniques
5. Techniques for presenting a topic
6. Associated abilities
7. Self leadership
8. Lech Wałęsa

3rd year

1. Common mistakes of the entrepreneur
2. Henry Ford: the motorcar
3. Solidarity: crowdfunding
4. The advantages of group work
5. Techniques of discussion and debate
6. Pathologies of process
7. Group leadership
8. Eleanor Roosevelt

4th year

1. The risk and management of failure
2. Mark Zuckerberg: social networking sites
3. Social: Change.org
4. Group dynamics
5. Techniques for group dynamics
6. The process of decision making
7. Leadership models
8. Jean Monnet

5th year

1. Creativity and innovation
2. Amancio Ortega: fashion
3. Culture: Cirque du Soleil
4. Communication and feedback
5. Techniques for the study of a topic
6. Mistakes when applying the process
7. Group motivation
8. Barack Obama

6th year

1. The creation of a project
2. Carlos Slim: business and opportunities
3. Politics: the 15M movement
4. Resolution of conflicts
5. Techniques for the resolution of conflicts
6. Methods for analyzing and solving problems
7. Responsibility in the generation of results
8. Stephen Hawking

Classification

- | | |
|------------------------------|--------------------------|
| 1. General characteristics | 5. Group work techniques |
| 2. Examples of entrepreneurs | 6. Decision making |
| 3. Types of entrepreneurship | 7. Leadership |
| 4. Group work | 8. Examples of leaders |

Block: Apply

Communication

1st year

1. Benefits
2. Fear and nerves
3. Noise and speed
4. The gaze
5. Entertaining and delighting
6. Investigating and gathering information
7. The examples
8. Anniversaries

2nd year

1. Listening
2. Preparation and rehearsal
3. Vocalization
4. The smile
5. To excite and touch
6. Composition
7. Analogies
8. Prizes

3rd year

1. Emotional management
2. Time management
3. Entonation
4. The hands
5. To motivate and encourage
6. Structuring and organization
7. Arguments and discussions
8. Inaugurations

4th year

1. Protocols
2. Mastering the topic
3. Accentuation and stress
4. The head and its features
5. Teaching and demonstrating
6. Order. The introduction
7. Association and dissociation
8. Homage

5th year

1. Noise and adaptation
2. Techniques for memory support
3. The pauses
4. The extremities
5. Selling
6. Order. The narration
7. The definition/analysis
8. Presentations

6th year

1. Question management
2. Technical support media
3. Language styles
4. Other gestures and positions
5. Persuading and convincing
6. Order. The conclusion
7. Refutation
8. Conferences

Classification

1. Basic concepts
2. Fear and insecurity
3. The verbal language
4. The non-verbal language

The discussion

5. Objectives
6. Construction and order
7. Strategies
8. Types of discussion

Block: Apply

Education for the common good

1st year

1. Humanitarian crises
2. Adequate working conditions
3. Gender equality. Wages
4. Citizen participation
5. Limitation of private estate
6. Basic services
7. Messengers and speakers
8. The Mondragón cooperative

2nd year

1. Unequal allocation of wealth and riches
2. Fair pricing
3. Wages and productivity
4. Political parties and the economical elite
5. Limitation of the right of inheritance
6. Ethical investments
7. Consumer awareness
8. Sekem: biodynamic agriculture in the desert

3rd year

1. Child labour
2. Ecologic products and services
3. About authorized leave holidays
4. Media fragmentation
5. Democratic common good
6. Basic characteristics
7. Communities of the common good
8. Fairtrade: The Fairtrade brand

4th year

1. Deterioration of values
2. Social products and services
3. Worker participation. Responsibility
4. Education for improving society
5. Nature as property
6. Interest and inflation
7. Energy field
8. Ethical banking: Sparda-Bank München

5th year

1. Environmental destruction
2. Creating employment opportunities
3. Worker participation. Benefits
4. Separation of State powers
5. Democratization of companies
6. Local tender
7. Balance of the common good
8. Alternative energies: Wagner & Co Solartechink

6th year

1. Abolition of democracy
2. Limiting the growth of companies
3. Guaranteed pensions
4. General interest services
5. Transmissió hereditària de les empreses
6. Global tender
7. Positive feedback
8. SEMCO: the democratized industry

Classification

- | | |
|-----------------------------|---------------------------------|
| 1. The crisis of capitalism | 5. Property |
| 2. New company model | 6. The democratic bank |
| 3. Social justice | 7. Estrategies to drive the EBC |
| 4. Democracy | 8. Examples of companies |

Block: Apply

Ecology and sustainability

1st year

1. Environmental consciousness
2. Management of resources
3. Deforestation of protected and virgin forests
4. Atmospheric pollution
5. Thermal insulation
6. Water recycling
7. Condemn: GreenPeace
8. Ernst Haeckel

2nd year

1. Biodiversity and cooperation
2. The management of residues
3. Overexploitation of fisheries
4. Water pollution
5. Drinkable water from the sea using solar energy
6. Selective collection of waste
7. Consciousness: UNESCO
8. Jacques Cousteau

3rd year

1. Complexity and non-linear systems
2. Environmental footprint
3. Urban chaos
4. Radioactive contamination
5. Heating and air conditioning
6. Recycling materials
7. The World Commission on Environment and Development (WCED)
8. Gerald Durrell

4th year

1. The Gaia hypothesis
2. Commitment with future generations
3. Overpopulation and inequality
4. The impact of exploitation of geological resources
5. Sustainable transport
6. Sustainable consumerism
7. Environmental taxation
8. James Lovelock

5th year

1. The home as an ecosystem
2. Knowledge and lifestyles
3. Climate change
4. Noise pollution
5. Renewable energy and alternatives
6. Environmental conception of products and services
7. Environmental legislation
8. Albert Arnold Gore

6th year

1. The city as an ecosystem
2. Economic, social and environmental sustainability
3. Genetically modified (GM) foods and the loss of biodiversity
4. Solid waste
5. Energy efficiency
6. Local purchasing
7. Corporate social responsibility (CSR)
8. Wangari Maathai

Classification

1. Ecosystems
2. Sustainable development
3. Effects of non sustainable actions
4. Contamination of ecosystems

Environmentally sustainable proposals

5. Energy saving
6. Activities
7. Global politics
8. Environmentalists as promoters

Block: Apply

Peace culture

1st year

1. About boys and girls
2. Ètnica
3. Family roles
4. Slavery
5. Against hunger
6. Llibertat d'opinió
7. The Red Cross
8. Federico Mayor Zaragoza

2nd year

1. About life
2. Religion
3. Treball i emancipació
4. War and genocide
5. Against torture
6. Llibertat d'informació
7. Metges sense fronteres
8. Nelson Mandela

3rd year

1. About the aged
2. Linguistics
3. Violència de gènere
4. Racism
5. Contra els desapareguts
6. Llibertat de reunió i associació
7. Amnesty International
8. Aung San Suu Kyi

4th year

1. Education
2. Culture
3. Free access to education
4. Terrorism
5. Arms under control
6. Unionist freedom
7. The UN
8. Muhammad Yunus

5th year

1. About the disabled
2. Social
3. Access to managerial positions
4. Sexual exploitation
5. Non violent resistance
6. Public management
7. Teaming
8. Shirin Ebadi

6th year

1. Humanities
2. Immigration
3. Access to politics
4. Economy
5. International justice
6. Corruption
7. Voluntary work
8. Mother Teresa of Calcutta

Classification

- | | |
|---------------------------------|---------------------------------|
| 1. Human rights | 5. Fighting for our rights |
| 2. Diversity and discrimination | 6. Democracy |
| 3. Gender equality | 7. Solidarity and organizations |
| 4. Social violence | 8. Promoters of Peace Culture |

Block: Apply

Health education

1st year

1. Washing your hands
2. Food
3. Parts of the body
4. Personal motivation
5. Coordination
6. Routines
7. Prevention of accidents in the home
8. Florence Nightingale

2nd year

1. Oral hygiene
2. Fruit and vegetables
3. Differences and similarities of the body
4. Critical thinking
5. Rules and limitations
6. A good night's sleep
7. Security at the beach and in the swimming pool
8. Gasol Foundation

3rd year

1. Showering
2. Milk and its derivatives
3. Sexual identity
4. Facing challenges
5. Equal acceptance of all
6. Relaxation techniques
7. Road safety I (as pedestrians and passengers)
8. World Health Organization

4th year

1. Prevention from the sun's rays
2. Breakfast
3. Sexual roles
4. Decision making
5. The risks of a sedentary lifestyle
6. The effects of sleep deprivation
7. Road safety II (as drivers)
8. Carme Rusalleda

5th year

1. Postural hygiene
2. The act of eating
3. Sexual discrimination
4. Television, games consoles and computers
5. Self-esteem and self-confidence
6. Healthy resting and sleeping patterns
7. Party precautions
8. United Nations Children's Fund (UNICEF)

6th year

1. Sexual hygiene
2. The food pyramid
3. Bodily changes
4. Alcohol and tobacco
5. Holistic benefits of physical activity
6. Effects of growth and physical development
7. First aid
8. Luc Montagnier

Classification

- | | |
|--------------------------------|---------------------------------|
| 1. Personal hygiene | 5. Physical activity |
| 2. Healthy eating habits | 6. Rest and sleep |
| 3. Emotional and sexual health | 7. Self-confidence |
| 4. Addictions | 8. Institutions and celebrities |