

SUPPLEMENTARY MATERIALS

The following pages are a compilation of materials that may be useful when delivering the lessons. It includes:

- Some notes about Scaffolding
- Cards with useful language for scaffolding learners' learning process
- Cards with roles and language for cooperative working groups
- Some notes about assessment
- Assessment tools
- Visuals for the classroom
- Extra materials

Scaffolding language: helping pupils to build their knowledge

Since language has to be made accessible to pupils, scaffolding it will be needed all through the units, specially at the beginning or with those activities introducing new language or specially complicated content.

Some of the tools teachers might use to scaffold language through this unit may be:

1. Language frames: written examples of the language to be used in which pupils usually just need to substitute some of the components of the sentences given to suit their needs. In the unit, some language frames are provided. They may be made available for the pupils mainly in three ways: displayed on the classroom walls, as a kind of handout they can use whenever they need or included in the worksheets.
2. Displays on the walls: language needed may be displayed, so everyone can see it when they need it. It's not an option for some schools in which there are no English Classrooms or the space in the ordinary classroom is too small to hang English materials.
3. Providing oral or written examples of the language to be used for every activity is always advisable. If the activity asks pupils to answer a question, or make a decision and justify it, for example, the most appropriate scaffolding teachers can do is answer the question themselves and justify their decision. Writing it on a board may help pupils to remember it.
4. Eliciting language needed with pupils: before starting an activity, and having explained what it's about, teachers can try to elicit the language they are going to need. They may remember language used for similar purposes, or make an educated guess. It may also be useful to make a list of expressions in Catalan and choose some of them, translated into English and focus on those during the activity.

5. The repetition of key language is a basic way of scaffolding: lots of repetition should be offered when language is new and progressively abandoning it when pupils seem to acquire it.
6. The use of visuals is paramount to scaffold language use: flashcards, posters, displays, word cards, banners... may become a permanent (or semi-permanent) reminder of vocabulary or expressions.
7. Body language: the volume of our voice, its intonation and rhythm may help pupils to better understand the meaning we are trying to convey. Movement of our hands or miming may also be a good resource to support meaning making.
8. Repetition and rephrasing of pupils' oral output: avoid constant correction of mistakes to encourage participation and foster fluency, but "rebuilding" pupils' language once they have used it may help them to get it right next time.
9. Adaptation of written texts: simplify texts when needed, taking into account that what we really want to do is to get pupils' understand the content. Substitute words or grammar structures for easier versions pupils may know or cognates from which the meaning can be relatively easy to guess.
10. Use mind organisers, tables, photographs, time lines, maps and other visuals in the texts to help pupils understand it.
11. Using closed questions instead of open ones, to help pupils make decisions without worrying too much about the language.

All these actions may be planned or may be improvised and provided when the need arises: the point is trying to foresee pupils' needs when planning the lessons and be as prepared as possible to deal with them, always bearing in mind it is a gradual process and the nature and amount of help will vary during the learning process to better fit pupils' needs. Through the unit you will find some materials or comments to make scaffolding language easier to be provided. If you find it missing in some parts, my apologies!

MAKING HYPOTHESES

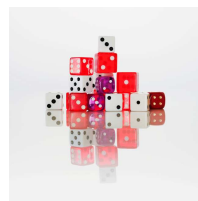
Our hypothesis is that if we throw 100 dice we will get ... 30 even numbers, because a dice has got 3 even numbers/60 even numbers, because a dice has got 6 different numbers.

We are very sure.

We are not very sure.

We bet ... points.

Our hypothesis was correct/wrong because the results are the same as/different from our predictions.



GROUP WORKING

Who starts?

It's my turn.

Write down; Can you repeat, please?; Wait a second.

Can I...? Let's...!

Don't shout; keep your voice down; speak English

What do you think? I think...

I agree; I don't agree; me too; Good idea!

Please; Thank you; Great!



LANGUAGE FOR ORDERING

What comes first? And next? And then?

First comes...,

Then...,

After...

1st, 2nd, 3rd, 4th ...

The first one is this one.

This is the first/second/next/last one



WORKING ON THE COMPUTERS

Switch it on/off

Switch the laptop on/off

Open/close/save/save as/print ... the file

File/folder/window

Click

Write/Insert/Delete

Go to ... /Look for ... /Search ...



ASKING FOR HELP

How do you say...in English/Catalan?

What does...mean?

Can you help me?

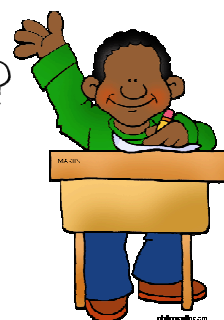
I don't understand.

Can you repeat that, please?

I didn't understand what you said

Is it ok?/Is it correct?/Is it wrong?

This is difficult.



SHARING/COMPARING INFORMATION

What have you got for number 1?

What's number 1?

Do you know number 1?

I've got../My answer is ...

My answer is different/the same/similar.

Mine is different/the same/similar.

I don't have the same/I have the same.

I agree/I disagree

Can you read number 6, please?

Wait a second/Can you repeat, please?

Thank you! Great! It's ok!



PLAYING

It's my/your turn.

Roll the dice.

Move forward.

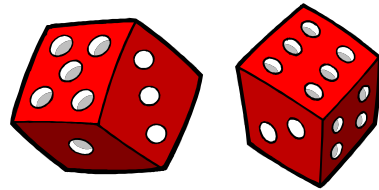
Move backwards

Don't cheat/You cheated!

Great/Well done

Lucky you /How lucky/How unlucky

I'm/You're the winner



COLLECTING DATA FOR STATISTICS AND PREDICTING

C: Wait; ready; start; go; stop; repeat it; write
Down

P: What's the probability of... when/if I(or we) ...

The probability of...when/if I (or we) is...

Possible outcome verbs: scoring, getting,
lasting, being on target, guessing...



ASSESSING PEERS' WORK

What do you think? I think...

I agree; I don't agree; me too; Good idea!

I like it/It's original/I like the drawings, the colours, the sentences, the handwriting

It follows the rules/the instructions

It's got a tick/It hasn't got a tick

Let's give them a tick!

Very good/Well done/Great

Excellent/Brilliant

They could improve...



TALKING ABOUT SUPERSTITIONS

Do you know...?

What brings good/bad luck in the UK/in Catalonia?

In the UK..., in Catalonia...

It's the same/It's different/It's not the same

Do you believe it?

Are you superstitious?

I believe it/I don't believe it.

What about in the UK/in Catalonia?



ASKING AND ANSWERING QUESTIONS

What? Why?/Because...

Which number was the winner?

Which number was the slowest?

Is there...? Are there...?

There's.../There're...

Was there...? Were there...?

There was.../There were...

What's the probability of...?

How many times ...?



ERRAND MONITOR

What can you do?

Ask teacher for help or material.

What can you say?

Do we need more paper/glue/pencils?

What do we need?

I'll get some!

Shall we ask the teacher?

Let's ask the teacher!



VOLUME KEEPER

What can you do?

Keep your group's voices nice and low.

What can you say?

Don't shout!

Speak lower, please!





SCRIBE

What can you do?

Write down the decisions in your group

Fill in the worksheets for the group

Write on the board when presenting

What can you say?

Can you repeat that, please?

What do I write?

Wait a second, please!

Is this correct?

How do you spell... ?



TIME KEEPER

What can you do?

Keep your group working on time.

Tell your group when time is halfway through (1/2) and nearly up.

What can you say?

Time is halfway through.

It's nearly time to finish.

We have ... more minutes.

Time to finish!





FACILITATOR

What can you do?

Organise work in the group

Make sure all members can speak
and participate

Make sure all members do their
tasks, but **DON'T BE BOSSY!**

What can you say?

Let's work!

Let John/Anne speak.

Come on! This is great!

Have you finished?

Do you need help?



LANGUAGE MONITOR

What can you do?

Help members in your group to
speak English

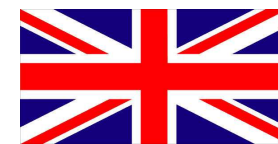
What can you say?

Speak English, please!

In English, ... is ...

Well done!

That's not English!





SPEAKER

What can you do?

Answer the questions from the teacher

Explain your group work to the rest of the class

What can you say?

We think...

We decided...

This is our poster/idea/text...



ASSESSMENT THROUGH THE UNIT

The assessment of this unit is conceived as an on-going process which allows:

- the teacher to get information to better adapt to the pupils needs, to scaffold their learning process and to improve the planning and delivery of the lessons
- pupils to be aware of and in control of their learning process, reflecting on their work as well as on their peers'.

Pupils' assessment will be carried out by the teacher on the basis of daily observation of several aspects directly related to the assessment criteria specified in the lesson plans. I am of the opinion that tests or exams are not the most appropriate tools to evaluate learners' achievements and, therefore, I have designed none. Different assessment activities have been collected in the teaching notes, such as worksheets or on-line quizzes. Furthermore, the main assessment tool should be an observation grid including different items related to the assessment criteria mentioned above: again, I have not designed any, since I think every teacher should create their own, in order to fulfil the needs from their particular contexts.

I have included a self assessment booklet and some group work assessment sheets that can be a guide for pupils to reflect on their own learning process. Hope they are useful.

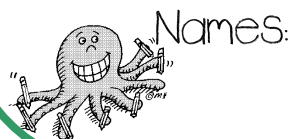
Group assessment: how d i d i t go?

It was difficult easy
It was boring ok fun

We used English yes tried no
We helped each other yes no
We all worked yes no
We liked the activity yes no

Best thing

Worst thing



We kept a low voice yes tried no
We let everybody
speak yes tried no
We all listened yes no

 Any comments?



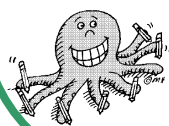
Group assessment: how did it go?

It was difficult easy
It was boring ok fun

We used English yes tried no
We helped each other yes no
We all worked yes no
We liked the activity yes no

Best thing

Worst thing



Names:

We kept a low voice yes tried no
We let everybody
speak yes tried no
We all listened yes no
Did we did our jobs?
Facilitator yes tried no
Errand monitor yes tried no
Time keeper yes tried no
Volume monitor yes tried no
Scribe yes tried no
Language monitor yes tried no
Speaker yes tried no



Any comments?



Pair assessment:

how did it
go?

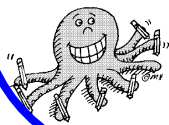


It was difficult easy
It was boring ok fun

We used English yes tried no
We helped each other yes no
We both worked yes no
We liked the activity yes no

Best thing

Worst thing



Names:

Pair assessment:

how did it
go?

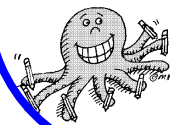


It was difficult easy
It was boring ok fun

We used English yes tried no
We helped each other yes no
We both worked yes no
We liked the activity yes no

Best thing

Worst thing



Names:

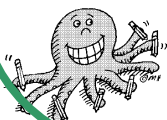
Presentation assessment

We understood the presentation
Yes Most of it Not much


It was interesting
Very much Yes Not much

They all spoke yes tried no
They respected turn taking yes no
They listened to each other yes no
They read yes no
They looked at us yes tried no
They used clear loud voice yes no

Names:



Information was organised yes no
They used visuals yes no
It was attractive yes no

 Write two things you really liked from
the presentation:

1.

2.

 Write one thing that could be
improved:

1.



Hi, I'm _____



I'm an expert in
probability

By the end of this unit, you will be able to:

Recognise random, non predictable and predictable events.

Recognise the outcomes of an event.

Make hypotheses.

Design small experiments and compare their results with your hypotheses.

Calculate the probability of an event.

Talk about probability using words like impossible, likely, even chance...

Make predictions about you.

Play with probability.

Play different board games.

Create a board game.

Explain your classmates what you think and what you did.

See probability around you!

Ready?

How to fill this in

- When you find a sentence starting with I can, write a tick for YES or a cross for NO.
- When you find different options, circle the one for you.
- When you find Best thing: write about something you really liked in the lesson.
- When you find Worst thing: write about something you didn't like in the lesson.
- When you find a CAT, you can answer in Catalan, if you want.



Be honest when you answer: this is for you to see how you are doing and for me to see what to improve.

I hope we all learn a lot about probability and enjoy the lessons together.



And remember: if you have any question, **JUST ASK!**
YOU CAN DO IT!!!

Lesson 1

I can understand sentences
about the future.

I can say things about the
future

I can list predictable and non
predictable things

I understood yes tried no

I spoke yes tried no

I used English yes tried no

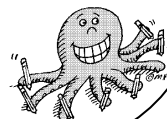
I worked yes tried no

I liked the session yes no

Pair work was difficult ok great

 Best thing

 Worst thing



Lesson 2

I can make hypotheses

I can do small experiments

I can speak with others
about probability

I understood yes tried no

I spoke yes tried no

I used English yes tried no

I worked yes tried no

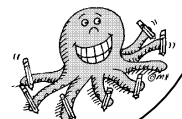
I liked the session yes no

Pair work was difficult ok great

Group work was difficult ok great

 Best thing

 Worst thing



lesson 3

I can understand and order a process

I can understand the probability formula

I can calculate the probability of an event

I understood yes tried no

I spoke yes tried no

I used English yes tried no

I worked yes tried no

I liked the session yes no

Group work was difficult ok great

 Best thing

 Worst thing



lesson 4

I can surf the net

I can read and understand a text to answer questions

I can play on-line games

I can put events on a probability scale

I spoke yes tried no

I used English yes tried no

I worked yes tried no

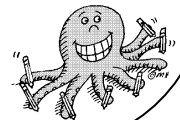
I liked the session yes no

Pair work was difficult ok great

Group work was difficult ok great

 Best thing

 Worst thing



lesson 5

sessi on 1

I can apply what I know about probability to a game

I can give advice

I can talk about my decisions

I understood yes tried no

I spoke yes tried no

I used English yes tried no

I worked yes tried no

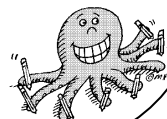
I liked the session yes no

Pair work was difficult ok great

Group work was difficult ok great

 Best thing

 Worst thing



lesson 5

sessi on 2

I can order data using Cartesian coordinates

I can find patterns in data

I can ask questions about probability

I understood yes tried no

I spoke yes tried no

I used English yes tried no

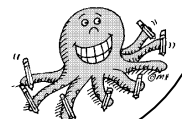
I worked yes tried no

I liked the session yes no

Group work was difficult ok great

 Best thing

 Worst thing



We're in the middle of the unit...

So, let's think a bit...

It's difficult easy

It's boring ok fun

I prefer working alone

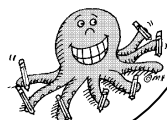
working in pairs

working in group


People I work well with:


People I don't work well with:

People I would like to work with:



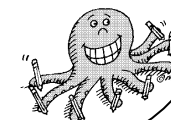
 Something I would like to know

 Something I would like to do

 Something I would like to ask

 Something I don't understand

 Any other comments:



lesson 6

I can read a text to fill in a grid

I can compare my culture to others

I can ask for and give information

I can use a linoit canvas

I understood yes tried no

I spoke yes tried no

I used English yes tried no

I worked yes tried no

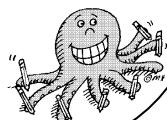
I liked the session yes no

Pair work was difficult ok great

Group work was difficult ok great

Best thing

Worst thing



lesson 7

I can order instructions

I can follow instructions to do an activity

I can build a die

I can make hypotheses

I can design small "cheating" materials.

I understood yes tried no

I spoke yes tried no

I used English yes tried no

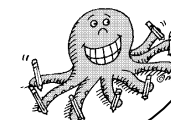
I worked yes tried no

I liked the session yes no

Group work was difficult ok great

Best thing

Worst thing



lesson 8

I can understand that statistics
may be used to predict some things

I can agree with someone

I can design small experiments

I can analyse data

I can make predictions about me

I understood yes tried no

I spoke yes tried no

I used English yes tried no

I worked yes tried no

I liked the session yes no

Pair work was difficult ok great

Best thing

Worst thing



lesson 9

session 1

I can play Snakes and Ladders

I can understand the history of
Snakes and Ladders.

I can work in groups to build our
own Snakes and Ladders

I understood yes tried no

I spoke yes tried no

I used English yes tried no

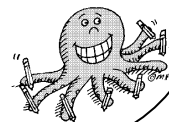
I worked yes tried no

I liked the session yes no

Group work was difficult ok great

Best thing

Worst thing



Lesson 9

session 2,3...

I can play different board games

I can find and talk about the characteristics of board games

I can work in groups to build our own board game

I can talk about what I know and what I did

I understood yes tried no

I spoke yes tried no

I used English yes tried no

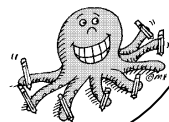
I worked yes tried no

I liked the session yes no

Group work was difficult ok great

Best thing

Worst thing



Hey, we made it!

We finished!

Let's think a bit..., again

It was difficult easy

It was boring ok fun

I preferred working alone

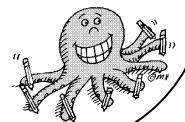
working in pairs

working in group


People I worked well with:


People I didn't work well with:

People I would like to work with:



 Something I would like to know

 Something I would like to do

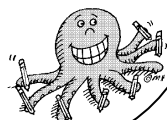
 Something I would like to ask

 Something I don't understand

 Best thing:

 Worst thing:

 Any other comments:



ARE YOU HAPPY WITH YOUR
WORK?

I HOPE YOU ARE!

LOOK AT YOUR BOOKLET AND
SEE HOW MUCH YOU WORKED
AND LEARNT!

IT'S BRILLIANT!



**What's the probability
of ...?**

**How likely it is that
will?**

How fair is the game?

**What's the difference
between ... and ...?**

**How do you say... in
English/Catalan?**

What does... mean?

**Can you repeat that,
please?**

How many...?

Do you agree?

What do you think?

**What's your answer
for number 1?**

**What have you got in
number 1?**

**Do you know
number 1?**

Can you see?



probable

improbable

event

impossible

certain

good chance

likelihood

probability

sure

possible

likely

unlikely

poor chance

no chance

uncertain

equally likely

evens

even (2,4,6...)

odd (1,3,5...)

SOME EXTRA ACTIVITIES

Here you will find a compilation of proposals to be used as activities for fast-finishers, as extension, variation or reinforcement of the existing activities or even as homework.

1. HIGHER AND LOWER

This is a simple digit card game to help children become accustomed to thinking about likelihood and probability.

The game uses only 10 digit cards (numbered from 1 to 10), and a handful of counters (to keep score).

Two players work together, they shuffle the cards and then deal them face down across the table. The first card is turned face up:



Now, the first player predicts whether the next card will be higher or lower than the first card they can both see. When the second card is turned over the prediction is checked, if the first player guessed right they receive a counter. The children continue, taking it in turns to predict the next card, until all of the cards have been turned face up. Clearly, as each card is turned over the subsequent predictions will become easier - the final prediction being easiest of all! But do the children notice this? Let them play the game four times (alternating who goes first), and then ask them to explain the game, and what they've learnt to the rest of the class.

From <http://www.mathsticks.com/resource/1009/higher-and-lower>

Accessed 8-3-11

2. BISCUITS FOR THE FAMILY

There are 12 biscuits in a jar and there are equal numbers of gingernuts, custard creams and chocolate wafers. If the 5 members of a family each took a biscuit out of the jar without looking, what is the probability that they will all have a chocolate wafer?

3. A MESS

Dad wrote 3 different letters and addressed 3 envelopes. Then he heard the baby crying and went to see what was the matter. While he was out of the room his little daughter, who could not read, put a letter into each envelope and sealed it.



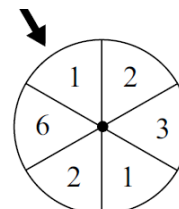
What is the probability that :

- a) none of the letters was in the correct envelope
- b) all the letters were in the correct envelope?

(List or draw all the possible outcomes to help you work it out.)

4. SOME PRACTICE

This spinner is fairly divided into 6 equal sectors but the possible outcomes do not have equal chances.



- a) List the possible outcomes
-
- b) Calculate the probability of each outcome

5. MORE PRACTICE

If we put a set of 4 videos (A, B, C and D) back on the shelf without looking at their titles, in what order could they end up? Show all the possibilities.

□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□
□	□	□	□	□	□	□	□

What is the probability that:

- a) the videos will be in the correct order?
- b) Video A will be on the left-hand side?

6. MORE PRACTICE

Decide if the statements are true or false.

There are 2 red, 2 white and 2 green counters in a bag. I take out two counters with my eyes shut. Are these statements true or false?

- a) It is possible that both counters are green.
- b) It is certain that both counters are green.
- c) It is impossible that both counters are green.
- d) It is certain that one of the 2 counters is green.
- e) It is possible that one of the 2 counters is green.

Answers:

- a) It is possible that both counters are green. (T)
- b) It is certain that both counters are green. (F)
- c) It is impossible that both counters are green. (F)
- d) It is certain that one of the 2 counters is green. (F)
- e) It is possible that one of the 2 counters is green. (T)

7. MORE PRACTICE

Predict the results for each outcome first, then do the experiment. Toss 2 coins one after the other 20 times and note how they land in this table.

Outcome	Prediction	Tosses																				Totals	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
2 Heads																							
1 Head + 1 Tail																							
1 Tail + 1 Head																							
2 Tails																							

What **fraction** of the tosses resulted in:

- a) 2 heads b) 2 tails c) a head and a tail d) at least 1 head?

8. MORE PRACTICE

At the entrance to a wood there are 5 paths leading to the first clearing.

From the first clearing there are 6 paths leading to the 2nd clearing.







From the 2nd clearing there are 3 paths leading to the 3rd clearing.

- a) Draw a diagram to show it in your exercise book.
- b) How many routes could you take from the 1st clearing to the 3rd clearing?
- c) What chance would you have of guessing correctly a person's route from the entrance of the wood to the 3rd clearing?

9. MORE PRACTICE

Predict the results for each outcome first, then do the experiment.

Throw a dice 20 times and keep a tally of how it lands in this table.

Prediction	Tally of 20 throws	Totals
		
		
		
		
		
		

How many times did you get: a) a 2 **or** a 3 b) less than 5
c) not less than 5 d) not more than 6 e) more than 6?

10. MORE PRACTICE

Think about how to solve this problem

There are 5 locked doors and 5 keys but the keys are not marked.

What is the most number of tries that have to be made to be certain of finding the correct key for each door?

Answer: The most number of tries that have to be made is 14.

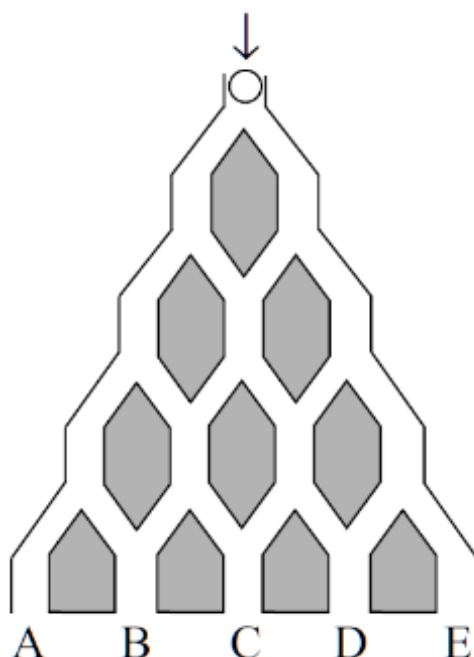
11. MORE PRACTICE

A marble is dropped into this maze and has an equal chance of falling to the left or to the right.

a) In how many ways can the marble come out at:

A B C D E ?

b) Where is the marble most likely to come out?



12. MORE PRACTICE

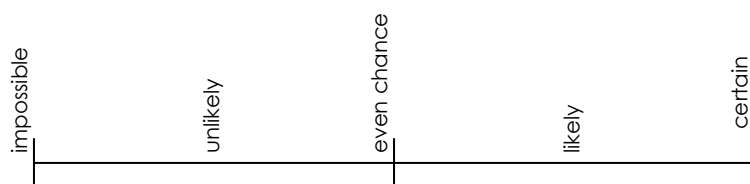
A bag contains 3 red and 5 green marbles. \textcircled{R} \textcircled{R} \textcircled{R} \textcircled{G} \textcircled{G} \textcircled{G} \textcircled{G} \textcircled{G}

If you took out a marble with your eyes closed, what's the probability (chance) of the following outcomes to happen?

Place each letter on the probability line.

- The marble taken out is *red*.
- The marble taken out is *green*.
- The marble taken out is *red and green*.
- The marble taken out is **not green**.
- If you take out a marble, put it back again, then take out a second marble, both marbles will be *red*.

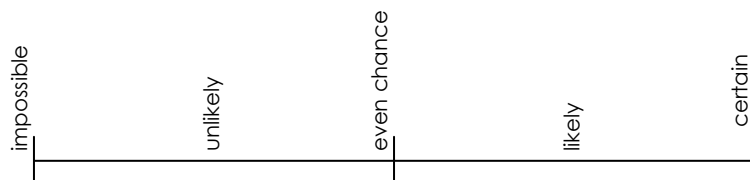
f) The marble taken out is *red* **or** *green*.



13. MORE PRACTICE

Write the letters on the probability line.

- In the year 2012, there will be a 29th of February.
- If a fair dice is thrown, it will land with 5.2 facing up.
- If a fair coin is flipped it will land with a tail facing up.
- If a fair coin is flipped it will **not** land with a tail facing up.
- If a fair dice is thrown it will **not** land with an even number facing up.
- If we took 7 marbles from a bag of 6 *red* and 3 *blue* marbles, at least one of the 7 would be *red*.
- Next year, twice as many girls as boys will be born.

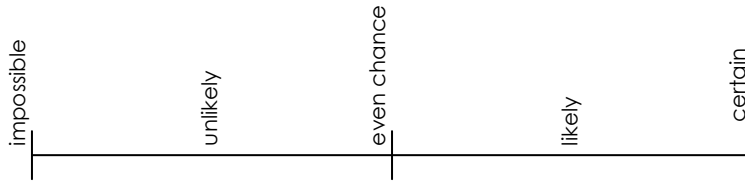


14. MORE PRACTICE

In a summer camp, 4 Catalan children, 4 Hungarian children and 2 Scottish children have formed a friendly group. They are going on a boat trip and get on board the boat in a random order.

- Write the letters of each outcome on the probability line.
 - The first 5 children to get on board are Catalan.
 - The last child to get on board is Catalan or Hungarian or Scottish.
 - The first child to get on board is Scottish.
 - The first 4 children to get on board are Catalan, Hungarian, Catalan and Scottish in that order.

v) The first child to get on board is Hungarian.




15. MORE PRACTICE

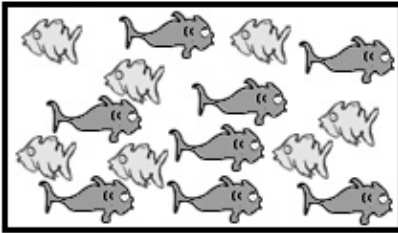
Maths File

Probability

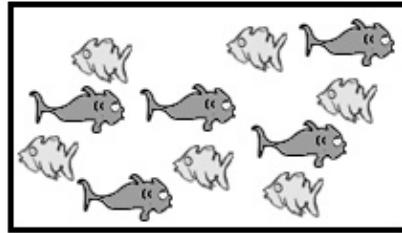
level 1

Calculate the probability of finding a fish like this  in each tank. Write the probability as a fraction.

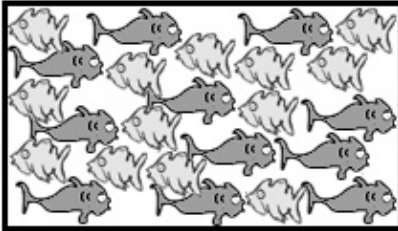
Picture 1



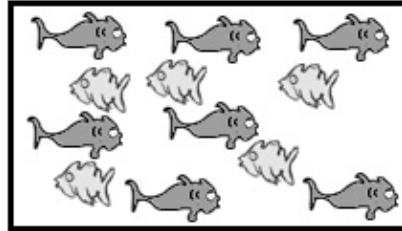
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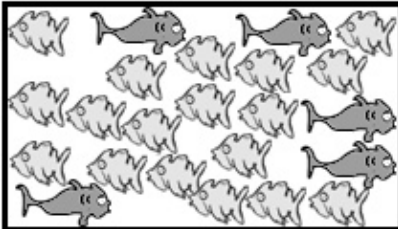
Picture 3



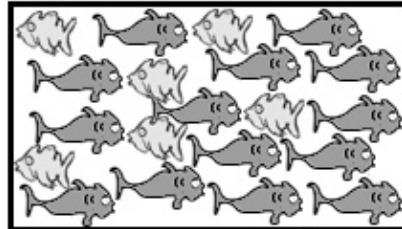
Picture 4



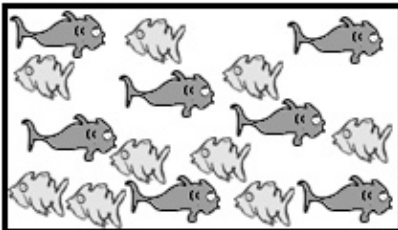
Picture 5



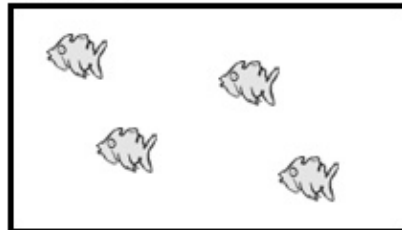
Picture 6



Picture 7



Picture 8



16. SONGS

Both of the following songs are slightly related to luck. It was difficult to find anything more closely related.

"Crystal Ball" by PINK

Drinking wine and thinking bliss, is on the other side of this
I just need a compass and a willing accomplice
All my doubts that fill my head cascading up and down again
Up and down and round again, down and up and down again.

Oh, I've had my chances and I've taken them all.
Just to end up right back here on the floor.
To end up right back here in on the floor.

Pennies in a well, a million dollars in the fountain of a hotel.
Fortune teller that says maybe you will go to hell.
But I'm not scared at all...hmm hmm hmm hmm hmm

The cracks in the crystal, the cracks in the crystal ball.

Sometimes you think everything is wrapped inside a diamond ring
Love just needs a witness and a little forgiveness
And a halo of patience and a less sporadic pace and
I'm learning to be brave in my beautiful mistakes.

Oh I've felt that fire and I've been burned
But I wouldn't trade the pain for what I've learned
I wouldn't trade the pain for what I've learned.

Pennies in a well, a million dollars in the fountain of a hotel.
Fortune teller that says maybe you will go to hell.

But I'm not scared at all...hmm hmm hmm hmm hmm

Of the cracks in the crystal, the cracks in the crystal ball.

Irony, irony, this hate and love, hate and love

What it does to me, what it's done to me.

What is done...done

Pennies in a well, a million dollars in the fountain of a hotel.

Broken mirrors and a black cats cold stare,

Walk under ladders on my way to hell, I'll meet you there.

But I'm not scared at all, hmm...I'm not scared at all.

Of the cracks in the crystal, the cracks in the crystal ball

Video available at <http://www.youtube.com/watch?v=jmgXcjYQ-II>

Accessed 2 April 2011

“Lucky” by Jason Mraz

Do you hear me,
I'm talking to you
Across the water across the deep blue ocean
Under the open sky, oh my, baby I'm trying
Boy I hear you in my dreams
I feel your whisper across the sea
I keep you with me in my heart
You make it easier when life gets hard

I'm lucky I'm in love with my best friend
Lucky to have been where I have been
Lucky to be coming home again
Ooohh oooh oooh oooh oooh oooh oooh

They don't know how long it takes
Waiting for a love like this
Every time we say goodbye
I wish we had one more kiss
I'll wait for you I promise you, I will

I'm lucky I'm in love with my best friend
Lucky to have been where I have been
Lucky to be coming home again
Lucky we're in love every way
Lucky to have stayed where we have stayed
Lucky to be coming home someday

And so I'm sailing through the sea
To an island where we'll meet
You'll hear the music fill the air
I'll put a flower in your hair

Though the breezes through trees
Move so pretty you're all I see
As the world keeps spinning round
You hold me right here right now

I'm lucky I'm in love with my best friend
Lucky to have been where I have been
Lucky to be coming home again
I'm lucky we're in love every way
Lucky to have stayed where we have stayed
Lucky to be coming home someday

Ooohh ooooh ooh ooh ooh ooh ooh ooh
Ooooh ooooh ooh ooh ooh ooh ooh ooh

Video available at <http://www.youtube.com/watch?v=acvIVA9-FMQ>

Accessed 2 April 2011

Glee version at <http://www.youtube.com/watch?v=7Tt2u-S7NTs>

Accessed 2 April 2011

17. GAME ABOUT SOCIAL INEQUALITIES

An educational proposal from Intermon-Oxfam includes a board game which combine random and socio-economic aspects. It would be extremely useful to work with cultural aspects. Unfortunately, it's not been translated into English, but the board itself has no language on it, so only the cards should be modified. Available in chapter 5: La cursa de la teva vida at

http://www.intermonoxfam.org/cms/HTML/espanol/2547/Superior_CAT.pdf