

- 1. The Guide on language camps** may be used by teachers as a school language camp activity.

Proposed camp activities:

- promote interactive working methods, cooperative learning;
- develop transversal competences: thinking and learning to learn; cultural competence, interaction, and self-expression; taking care of oneself and managing daily life; multiliteracy (including media and information literacy); ICT competence; working life competence and entrepreneurship; participation, involvement and building a sustainable future;
- include various language learning strategies (cognitive; metacognitive; social/affective) and language use strategies (interactive; interpretive; productive);
- have interactive content, e.g. links/QR-codes with games, songs, or other forms to consolidate language, involve different modalities of students (visual, kinaesthetic, acoustic, etc.).

- 2. The guide “Ukrainian for All”** will help teachers to:

- develop further understanding of the curriculum
- plan for meeting the needs of diverse learners
- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members
- plan for instruction and assessment that support student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

- 3. Textbook kit for grade 1:**

- consists of an “ABC” book, Workbook, and Teacher's Guide
- is based on the Ukrainian State Standard of Primary Education and current National Curriculum, taking into account content areas related to the objectives of the syllabus in language and literature (acting in interactive situations; interpreting texts; producing texts; understanding language, literature, and culture; language use as support for all learning)
- has an age-appropriate, compelling narrative story that would be the leitmotif for the whole textbook
- includes various language learning strategies (cognitive; metacognitive; social/affective) and language use strategies (interactive; interpretive; productive)
- searches for the possibilities for the inclusive environment, catering to every person without distinction of any kind, such as race, color, sex, language, religion, political or other opinions, national or social origin, property, birth, or other status (e.g. disability, age, family status, sexual orientation, health status, place of residence, economic and social situation, etc.). The textbook kit does not include discriminatory statements/images, that shape stereotypical perceptions
- considers different types of assessment/evaluation.

- has an interactive content

(<https://drive.google.com/drive/u/0/folders/1XIWmNNWtdVsgxZmYF8aIJCtAA2eJgYM8>).

- has a modern design which is interesting for students.

#### **4. Materials for distance learning will help teachers:**

- to plan and conduct online learning and teaching

- to implement Bloom's taxonomy in educational process

- to engage students using interactive strategies, methods and techniques

- with tips on how to establish and support the emotional connection with students online.

- with tips on how to help student with writing essay (for External Independent Exam), interactive methods to engage students.

- with materials on student's self-assessment.

These products include information on the human rights and the Sustainable Development Goals that could be used for discussions, essays, etc.