



VE PROJECT : *A taste of Spain and Poland, healthy lunchboxes.*

❖ PROJECT SUMMARY

- ❖ This virtual exchange project connects students from Spain and Poland to explore cultural differences through food, focusing on the lunchboxes children bring to school. Through a combination of synchronous and asynchronous activities, students introduce themselves, share what they usually include in their lunchboxes, and compare eating habits between both countries while practicing English in meaningful communicative situations.



The project begins when the Spanish teacher finds Pete the Cat, a blue cat, in the school playground. Curious about their new visitor, students learn how to ask simple questions in English, such as his name, age, and how he feels. Pete explains that he is very hungry and wants to prepare a lunch, but he does not know what children usually eat at school.



To help him, Spanish and Polish students collaborate by sharing their lunchbox ideas and creating drawings using half lunchbox templates, which are combined to form shared lunchboxes between both classrooms in a final e-book. During the project, Pete the Cat travels to Warsaw as the project mascot and continues his mission with the Polish students. At the end of the project, students vote for the healthiest lunchbox, which is then shared with the wider school community.



❖ INVITED CRITERIA

This Virtual Exchange project was designed according to the invited criteria for early language learning and intercultural education. The project addresses several key areas:

1. **Appealing and age-appropriate topics:** The topic of lunchboxes, food, and healthy eating is highly relevant and motivating for 6–7-year-old learners because it connects directly to their daily lives and routines. The use of Pete the Cat as a mascot adds a playful and engaging storytelling element that increases motivation and participation.
2. **Cross-curricular content:** The project integrates English, Science, Health Education, Art, and Digital Competence. Students learn food vocabulary and communication skills while also exploring healthy eating habits and creating artistic products collaboratively.
3. **Inclusivity and diversity:** All students were able to participate according to their needs and school regulations. While Spanish students recorded videos, Polish students created drawings and visual presentations due to data protection policies. This ensured equal participation and respected different contexts and needs.
4. **Intercultural and plurilingual practices:** Students explored similarities and differences between Spanish and Polish eating habits and school routines. They used English as a lingua franca for communication while also being exposed to cultural elements from both countries.
5. **Early literacy development:** Students practised reading simple words, recognising food vocabulary, following worksheets, and producing simple written labels and visual descriptions connected to their lunchboxes.
6. **Creative and innovative methodology:** The project used storytelling, project-based learning, communicative games, collaborative tasks, and multisensory activities. Pete the Cat provided a narrative thread that connected all activities and increased student engagement.
7. **Language scaffolding:** Teachers modelled vocabulary and sentence structures before each task using songs, flashcards, repetition, games, and guided speaking activities. This support helped students participate confidently in English.
8. **Collaboration:** Students collaborated locally in pairs and groups and internationally with their partner class through synchronous and asynchronous exchanges.
9. **Authentic communication:** Students used English meaningfully to introduce themselves, ask questions, describe food, express preferences, and interact with real international peers.
10. **Meaningful use of technology:** Digital tools such as Padlet, Google Meet, WhatsApp, Canva, and interactive whiteboards supported communication, collaboration, and the creation of final products.

11. Visible outcomes and community impact: The project resulted in collaborative lunchboxes, videos, photos, and a digital eBook that could be shared with families and the wider school community to promote healthy eating habits and intercultural awareness.

❖ **TARGET LEARNERS**

The project was designed for first-grade primary school students aged 6–7 years old from Spain and Poland. The learners were beginner-level English language students who were developing basic communicative competences through meaningful and highly scaffolded activities.

The students came from multicultural educational contexts and had different linguistic backgrounds. Due to their young age, activities were designed to be highly visual, interactive, and multisensory, incorporating movement, songs, games, storytelling, and collaborative learning.

The learners participated in both synchronous and asynchronous activities adapted to their cognitive and linguistic development. English was used as a tool for real communication with international peers in authentic contexts.

❖ **PARTNERS**

The project was carried out collaboratively between two schools, located in Murcia (Spain) and Warsaw (Poland).

The project was developed by student teachers from:

- University of Warsaw
- University of Murcia

The collaboration involved mentor teachers, trainee teachers, and primary school learners working together through online communication and collaborative classroom activities.

❖ **GOALS**

- To promote intercultural awareness between Spanish and Polish students.
- To develop communication skills in English in authentic contexts.
- To encourage healthy eating habits among young learners.

- To foster collaboration between students from different countries.
- To integrate digital tools into the learning process.

❖ **CROSS-CURRICULAR AREAS**

The project integrated several curricular areas in a holistic and meaningful way:

English as a Foreign Language (EFL):

Students developed vocabulary related to food, healthy eating, and personal information while practising speaking, listening, and simple literacy skills through authentic communication.

Science / Health Education:

Learners classified foods into healthy and unhealthy categories and reflected on healthy eating habits and balanced lunchboxes.

Art:

Students designed and created collaborative lunchboxes using drawings, colouring materials, and visual compositions.

Digital Competence:

Students used digital platforms and communication tools such as Google Meet and WhatsApp to communicate and collaborate internationally.

Social and Citizenship Education:

The project promoted intercultural understanding, teamwork, empathy, respect for diversity, and cooperation between students from different countries.

Music and Movement:

Songs, rhythm activities, and dances such as the Macarena were incorporated to support language learning and student engagement in a playful way.

❖ **PRODUCTS**

The project resulted in several collaborative and multimodal products:

- Student introduction videos and visual presentations in padlet: <https://padlet.com/isacava04/a-taste-of-spain-and-poland-jgd04jgozgruf0e7>

- Selecting information worksheets completed after watching partner videos/ drawings presentations:

Name											Other 
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

- Collaborative song:

Song lyrics: *The food in my lunchbox*

(Melody: *The Wheels on the Bus* <https://youtu.be/F7x3IR7r8YU>)

Verse 1

The food in my lunchbox is good for me,
Good for me, good for me,
The food in my lunchbox is good for me,
It is healthy!

Verse 2

I like grapes in my lunchbox,
Yes, I do
Yes, I do,
I like grapes in my lunch box, yes,
They are healthy!

Verse 3

I don't like candy every day,
Every day, every day,
I don't like candy every day,
It isn't healthy!

Verse 4

I like carrots and I like cheese,
I like cheese, I like cheese,
I like carrots and I like cheese,
They are healthy!

Verse 5

Pete the Cat says, healthy food! !
healthy food, healthy food!
Pete the Cat says, healthy food!
Healthy food, hooray!

- Collaborative international lunchboxes created by Spanish and Polish students.



- Photos and short videos documenting the working process: <https://youtube.com/shorts/6JBZfzah95E?feature=share>
- A digital collaborative eBook showcasing the final healthy lunchboxes: <https://canva.link/ea2skudy4ygkymt>
- Oral presentations during synchronous sessions.
- Shared Padlet spaces containing videos, photos, and project documentation: <https://padlet.com/isacava04/a-taste-of-spain-and-poland-jgd04jgozgruf0e7>

- Final intercultural online meetings promoting authentic communication and collaboration.

❖ TASKS

The first task is an asynchronous activity in which students record a short introduction video. Before recording, students practise simple communicative functions in class such as greeting, give personal information like their names, ages, or country and describe their lunchbox, with the following linguistic exponents: “My name is...”, “I am (six) years old”, “I am from (Spain/ Poland/ other country)”, and “In my lunchbox I have got (a banana and a sandwich)”. Moreover, before carrying out the activity, the food vocabulary was scaffolded and practised in previous sessions through flashcards, games, songs, and controlled speaking activities. The vocabulary introduced included: pizza, bread, fish, oranges, tomatoes, chicken, melon, bananas, coconut, strawberries, biscuits, beans, carrots, olives, grapes, kiwis, salad, soup, juice, sandwich, cheese, and candy. This previous practice helped students feel more confident and prepared to participate in the virtual exchange activities using English. Then, the teacher records each student a short video introducing themselves, showing the food in their lunchbox, and explaining at what time they usually eat their snack at school. Teachers upload the videos to Padlet so that partner students can watch them (See materials-task 1.1). The Polish students carried out a similar activity; because, due to data protection regulations, they did not have permission to record videos. Instead, they introduced themselves through drawings and visual presentations showing their lunchboxes and favourite foods. This allowed both groups to participate in the exchange while respecting privacy regulations. After watching the videos and observing the drawings, students complete a “selecting information” worksheet. In this activity, they identify and classify the food items that appear in their international partners’ lunchboxes by placing ticks in a chart (See materials- task 1.2.) Through this task, students compare similarities and differences between Spanish and Polish lunchboxes while practising food vocabulary and comprehension skills in English. Finally, the class discusses which foods are healthy or unhealthy and compares eating habits in both countries.

The second task is the first synchronous activity carried out through Google Meet. Students from Spain and Poland meet online for the first time and begin the session by singing a warm-up song prepared by the teachers. Afterwards, they participate in communicative games to practise food vocabulary and speaking skills. In the “Hot Potatoes” game, students pass Pete the Cat, the project mascot (See materials- task 2.1), while music is playing. When the music stops, the students, one Spanish and one Polish, who are holding Pete ask and answer questions using food flashcards (See materials- task 2.2.), such as “Do you like apples?”, “Is pizza healthy?”. Then,

students, in groups of five, participate in a “Chinese whispers” competition in which they pass short food-related sentences from one student to another, for example, “In my lunchbox, I have got cheese and melon” using visual flashcards (See materials-task 2.3.). Through these activities, students practise listening and speaking skills while interacting with their international peers in a fun and motivating way.

The third task is an asynchronous collaborative activity focused on creating lunchboxes. (See materials-task 3) Due to the different number of students in each class, the Spanish students worked in groups of five, while the Polish students worked in pairs. Each group worked cooperatively and made decisions together about the food items they wanted to include in their half lunchbox in order to create healthy lunchboxes. Students discussed ideas, selected healthy food collaboratively, and created a final composition representing one half of the lunchbox template. Afterwards, the two halves were combined to create collaborative international lunchboxes.

During the process, teachers took photos and short videos to document the activity. These materials were uploaded to Padlet so that students from both countries could observe the working process of their international partners.

The final task was the second synchronous session and it focused on international collaboration and oral presentations. The session was carried out through a WhatsApp video call, which was projected onto the Interactive Whiteboard by using the SMART Mirror application. This allowed all students to clearly see and interact with their international partners during the activity and also improved the audio quality compared to the first video call. Students began by greeting each other while showing the flags of Spain and Poland, creating a welcoming and intercultural atmosphere. Then, working in international groups, each group presented their collaborative lunchbox to the rest of the class. Students described the food included using simple English structures such as “It has got an apple”, identified whether the food was healthy or unhealthy (“It is healthy / It isn’t healthy”), and expressed their preferences (“I like cheese”). After the presentations, students voted to choose the healthiest lunchbox. As a symbolic closing activity, the collaborative eBook containing all the lunchboxes created during the project was given to Pete the Cat, the project mascot. Afterwards, all the students danced the Macarena together, creating a fun and motivating moment that strengthened the connection between both groups. Finally, to end the video call, each student shared their favourite hobby. This final interaction helped students get to know each other better and realise that, despite living in different countries, they share many similar interests.

❖ ICT TOOLS

- Padlet (to upload and watch introduction videos and to upload the final E-book).
- Google Meet (for the first synchronous online meeting).
- Whatsapp and Smart Mirror (used during the second video call).
- Camera to record videos and take photos.
- Interactive whiteboard for classroom interaction during live sessions.
- External microphone to improve audio quality during the second synchronous session.
- Canva (to create the final collaborative eBook with the students' lunchboxes).

❖ MATERIALS / RESOURCES

Task 1:

1.1.

<https://padlet.com/isacava04/a-taste-of-spain-and-poland-jgd04jgozgruf0e7>

1. 2. Selecting information chart to complete while watching the videos in the first asynchronous activity.

Name: _____

Group											Other 
1.											
2.											
3.											
4.											
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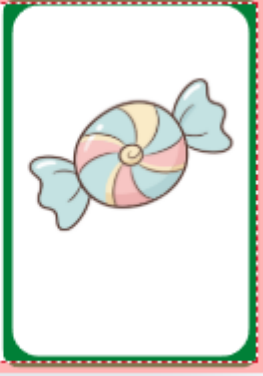
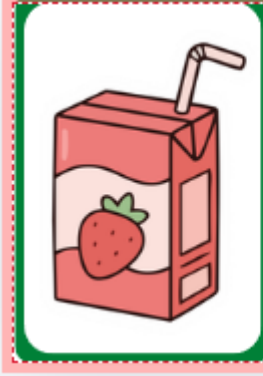
TASK 2.

2.1 Our project mascot, Pete the Cat:



2. 2. Hot potato flashcards:



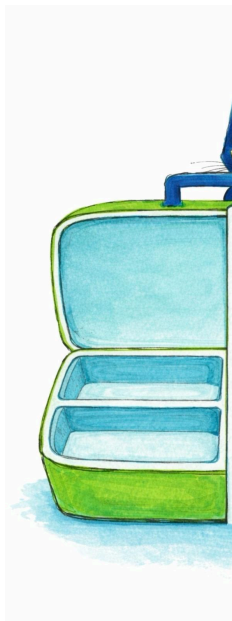


2.3. Flashcards for Chinese whispers:





Task 3:





(In the padlet there are videos of the creating process).

❖ REFERENCES/LINKS/MORE INFORMATION:

Padlet

link:

<https://padlet.com/isacava04/a-taste-of-spain-and-poland-jgd04jgozgruf0e7>

Video summarising the storyline of the project and showcasing the final collaborative eBook: <https://youtube.com/shorts/6JBZfzah95E?feature=share>