



VE PROJECT : The Atlas of Real and Imaginary Species

❖ PROJECT SUMMARY

The Atlas of Real and Imaginary Species is a 4-step Virtual Exchange project that connects primary school students through a collaborative, CLIL-based exploration of English, art, and environmental science.

Moving systematically from Lower-Order to Higher-Order Thinking Skills (LOTS to HOTS), the project begins with a live, synchronous “Wild Animals Domino Game” to activate foundational vocabulary, followed by a second live meeting “Collaborative Fantasy Animal Drawing”, where teams use spoken English negotiation to design a unique creature.

The collaboration then shifts asynchronously as students write structured paragraphs describing their designs and swap texts to complete a “Tactile Crafting” challenge, decoding their peers' words to create a 3D model from crafting materials without visual aids.

Finally, students analyze their crafted animals to deduce real-world habitats, evaluate ecological threats, and formulate simple, actionable solutions to protect both real and fantasy wildlife, culminating in a shared conservation campaign that bridges creative imagination with real-world environmental science.

❖ INVITED CRITERIA

Criterion 1: Appealing and age-appropriate topics	The project uses a blend of real and fantasy animals to capture the natural curiosity of 8-10-year-olds, matching their cognitive transition from imaginative play to logical reasoning. This high-interest theme reduces language anxiety and keeps students motivated throughout the exchange.
Criterion 2: Cross-curricular content	This CLIL-based approach integrates English (L2) with Science (habitats and ecology) and Fine Arts (3D modeling), promoting holistic learning.
Criterion 3: Inclusivity and different forms of otherness	The project values all learners by offering multiple ways to succeed, allowing students who may struggle with writing to succeed through tactile crafting or drawing. Students get to work together in groups, giving them the opportunity to divide tasks based on their skills and preferences, as well as support one another.
Criterion 4: Intercultural practices and plurilingual expression	Students develop intercultural awareness by acting as "teachers" for their peers, sharing a few words of their native languages during synchronous meetings to foster a plurilingual classroom environment.
Criterion 5: Early literacy skills	Students build reading and writing competencies through a "text-to-craft" information gap, where they must decode peer-written descriptions to build

	their models. Furthermore, students develop functional literacy by learning to use modal verbs like "must" and "mustn't" to formulate strong, actionable calls for environmental protection.
Criterion 6: Curriculum innovation through creative approaches	The project uses Project-Based Learning (PBL) and STEAM methodologies to move away from textbook-centered instruction. By using a Virtual Exchange format, it introduces novel, tech-enhanced ways for primary students to engage with global peers.
Criterion 7: Activation of children's creativity and higher order thinking skills (HOTS)	Beyond memorization, the project requires students to analyze traits and create original solutions for environmental preservation. This challenges them to solve problems and express their own ideas through complex, creative tasks.
Criterion 8: Language scaffolding	Teachers provide both content and language support through visual anchors and structured sentence frames to help students navigate communicative hurdles.
Criterion 9: High degree of children's agency	Students exercise agency by making all key decisions regarding their fantasy animal's design and abilities, shifting the teacher's role from instructor to facilitator.
Criterion 10: Different forms of collaboration	The project utilizes a mix of local peer teaching within the classroom and international groups to achieve common goals.
Criterion 11: Synchronous and asynchronous communication	The project balances real-time synchronous live meetings for negotiation and asynchronous text-to-craft exchanges.
Criterion 12: Opportunities for authentic language use	Students employ multimodal communication, including oral negotiation, written descriptions, and visual art, to solve an authentic "information gap" challenge.
Criterion 13: Creative, meaningful, and responsible use of diverse technological tools	The project purposefully integrates digital platforms for collaborative drawing and video conferencing to bridge the gap.
Criterion 14: Visible results in the form of digital, multimodal and/or handmade products	The project results in tangible outcomes, including collaborative digital drawings, handmade 3D models, and posters which showcase the students' learning process.
Criterion 15: Wider community impact	The project extends its influence by sharing the final "Protect Our Animals" campaign with the school community, raising awareness about environmental issues beyond the classroom. The posters also focus on things students themselves can do to help have a better impact on the environment, which can be implemented in their homes.

❖ TARGET LEARNERS

The target learners are primary school students aged 8-10 at a Beginner (A1) level of English. In both classes English is taught as the first second language in school for multiple lessons a week.

❖ **PARTNERS**

The partnership consists of two primary schools, working together through a Virtual Exchange to bridge their classrooms. The project is led by two student-teachers from different backgrounds who are collaborating to integrate Virtual Exchange practice into the primary classrooms.

❖ **GOALS**

This project aims to:

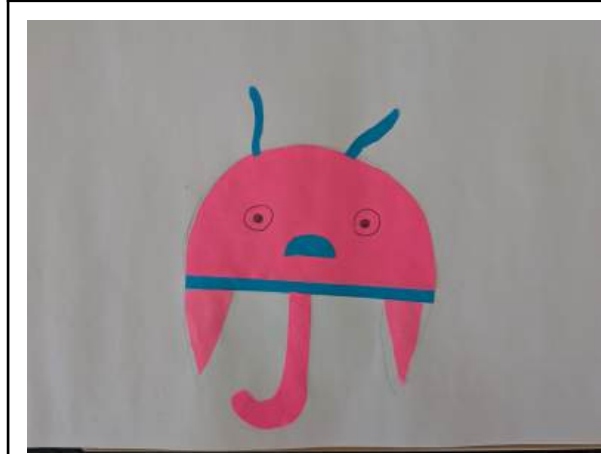
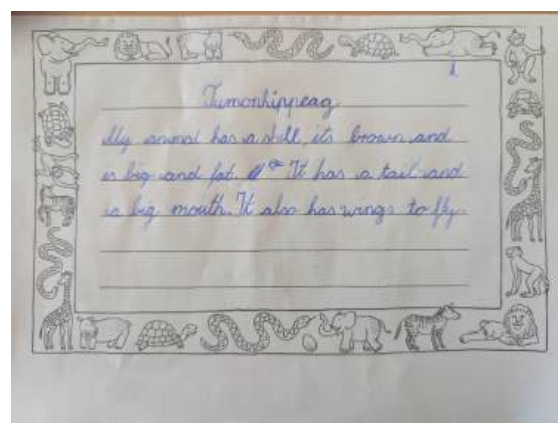
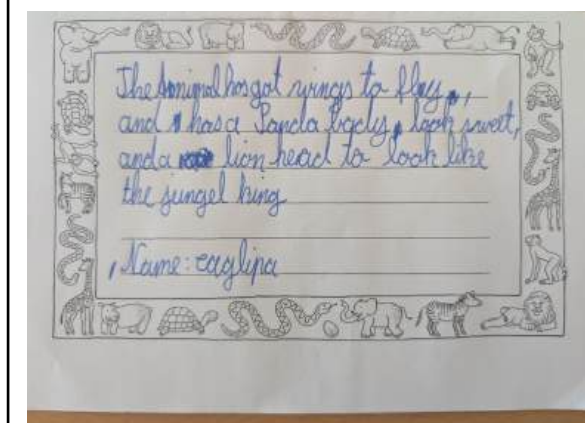
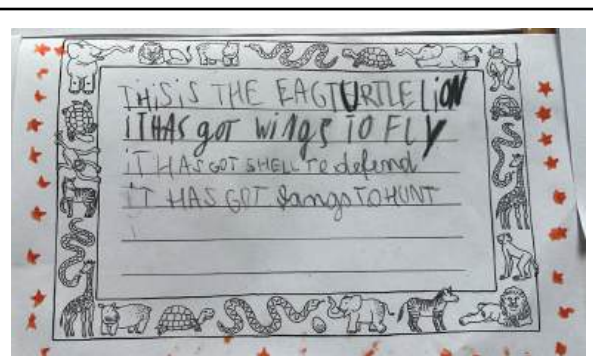
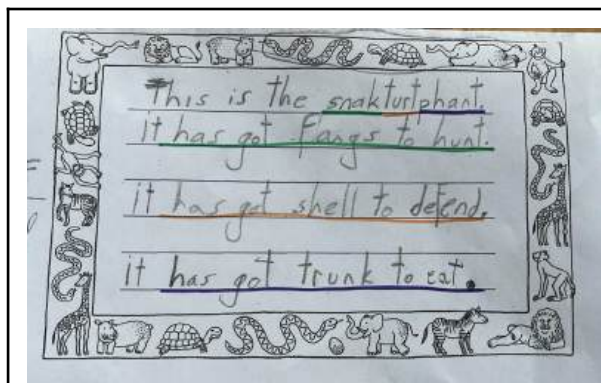
- Develop learners' understanding of wild animals and their habitats
- Cultivate the understanding that animals, habitats, and humans are all connected
- Raise learners' awareness of environmental problems caused by human actions
- Develop English language skills through meaningful communication
- Foster a sense of responsibility towards nature and cultivate sustainable behavior

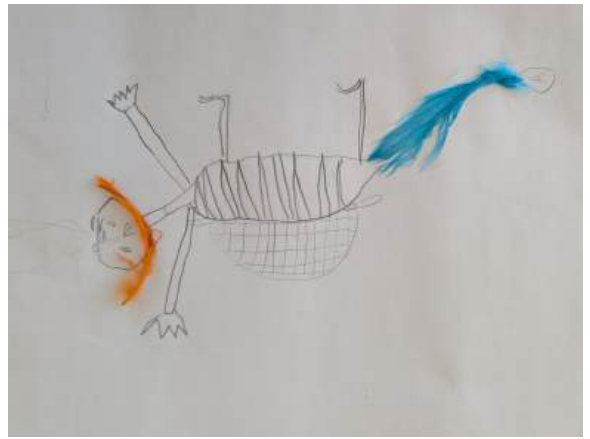
❖ **CROSS-CURRICULAR AREAS**

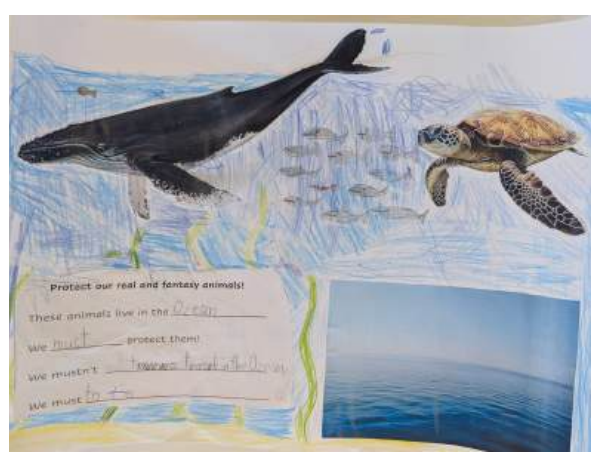
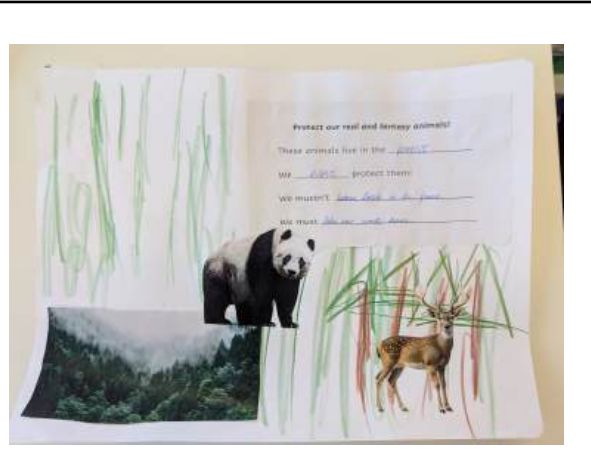
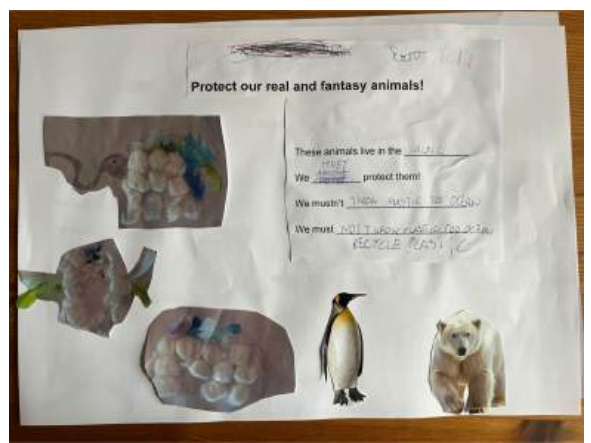
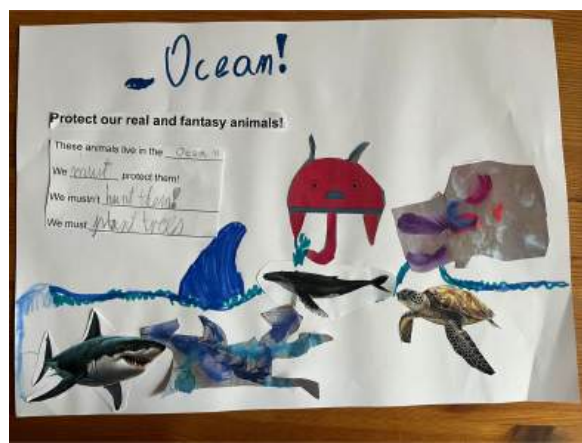
- Science
- Art and Design
- Digital competency
- Geography
- Global citizenship
- Intercultural communication

❖ **PRODUCTS**

- Real wild animals labelling diagrams
- Animal riddles
- Written descriptions of fantasy animals
- A tactile 3D models of fantasy animals
- "Protect Our Real and Fantasy Animals" posters
- Digital encyclopedia "The Atlas of Real and Fantasy Wild Animals"







❖ TASKS

- Wild animals domino game
- Collaborative fantasy animal drawing
- Writing a description and tactile crafting
- Habitat deduction and environmental solutions

❖ ICT TOOLS

- Personal computer
- Web-camera
- White board
- Projector

❖ MATERIALS / RESOURCES

- ❖ Crafting materials to create fantasy animals
- Posters
- Markers
- Crayons
- Pencils
- Glue

❖ REFERENCES/LINKS/MORE INFORMATION:

- Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge University Press.
- INVITED Project. (2023). *INVITED criteria for VE projects in early language education*.



