

# Eight Social Distancing Classroom Games for Kids to Learn English while having Fun!

**1** Let's do this...  
How do you...?

Write down a list of instructions then ask the children to stand up or stay sitting down. Call out each instruction and ask the students to act out the movements.

Eg. *How do you brush your teeth?*  
*How do you wash your hands?*  
*How do you brush your hair?*



**2** Make a show me book with Social Distancing Vocabulary

Give students the template for the Social Distancing Mini book. Ask them to fold it (fill it in and colour). Then play *Show me a mask* (students show the mask), *show me hand sanitizer* (students show hand sanitizer). Ask the students to use an envelope to keep their mini books.



**3** Make vocabulary show me book

Ask students to take a piece of A4 paper and fold it in half then in half again like a zig zag. Ask them to number each page 1, 2, 3, 4, 5, 6, 7, 8. For example, on page 1 write *My Farm Animals vocabulary book by Marco*. Then ask them to draw a farm animal on each page. The teacher can give them the animals. Then play 'show me the cow' and students show the cow (for example and repeat with other animals). You can repeat this with other lexical sets.



**4** Move like an animal

Ask the students to stand up. Show a flash card of an animal or call out the name of the animal. The students move like the animal. Say 'Freeze' and they all stand still.

Eg. *Move like a bird.*  
*Move like an elephant.*  
*Move like a snake.*



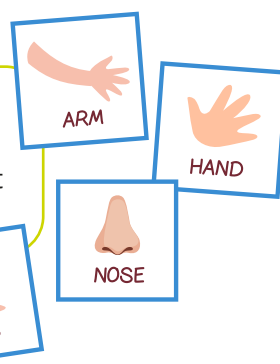
**5** Simon Says

Standing in front of the class the teacher can be Simon. Simon tells the students what they must do. However, the students must only obey commands that begin with the words 'Simon Says.' If Simon says, 'Simon says touch your nose,' then players must touch their nose. If Simon says 'touch your nose' they mustn't touch their nose. If they do they are out! The winner is the last student.



**6** Body bingo

Students pick 10 squares on the bingo card and put a cross by them. Call the body part and students point to the part of the body, then if they have it cross it out. The winner is the student who crosses out a whole line (vertically or horizontally).



**7** Make a festivities mini book for Hallowe'en

Use the templates attached. Read the words to the students. Students colour in the pictures and complete the words.

**Hallowe'en** – Black Cat. Witch's hat. Spider's web. Cauldron. Ghost. Bat. Jack O' Lantern. Pumpkin.

**Hallowe'en** Ask the students to show you the Black Cat, show you the Ghost etc. At the end ask students to show you their favourite word.



**8** Make a festivities mini book for Christmas

**Christmas** – Stocking. Snowflake. Christmas Tree. Bauble. Christmas Presents. Snowman. Father Christmas.

**Christmas** Ask the students to show you the Snowflake, show you the Bauble etc. At the end ask students to show you their favourite word.





# Social Distance Greetings



Air  
Hug



Elbow  
Bump



Air  
High Five



Toe  
Tap



Blow a  
Kiss



Make  
a Heart



Dance  
Wiggle



Wave  
Hello



# Social Distance Greetings



Jazz  
Hands



Wink



Give the  
Peace Sign



Say  
Hello



Salute



Hip  
Bump



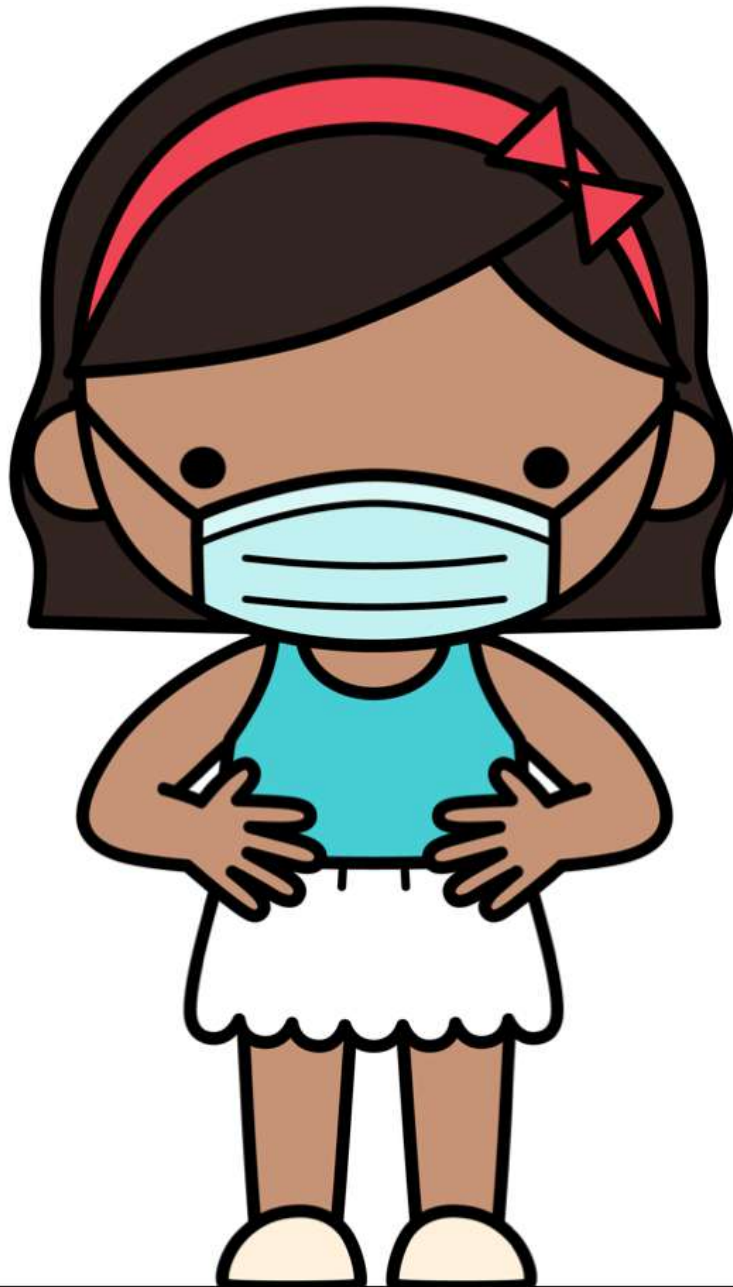
Thumbs  
Up



Bow



# Air Hug





# Air High Five





# Blow a Kiss





# Dance Wiggle





# Elbow Bump





# Toe Tap





# Make a Heart





# Wave Hello



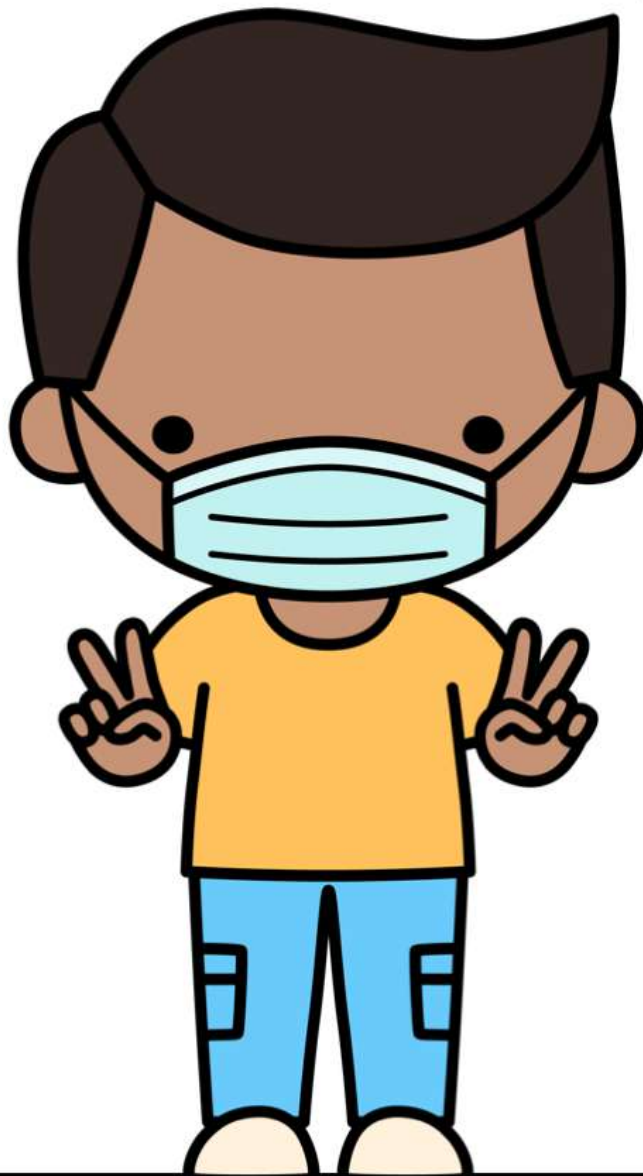


# Jazz Hands





# Give the Peace Sign





# Salute



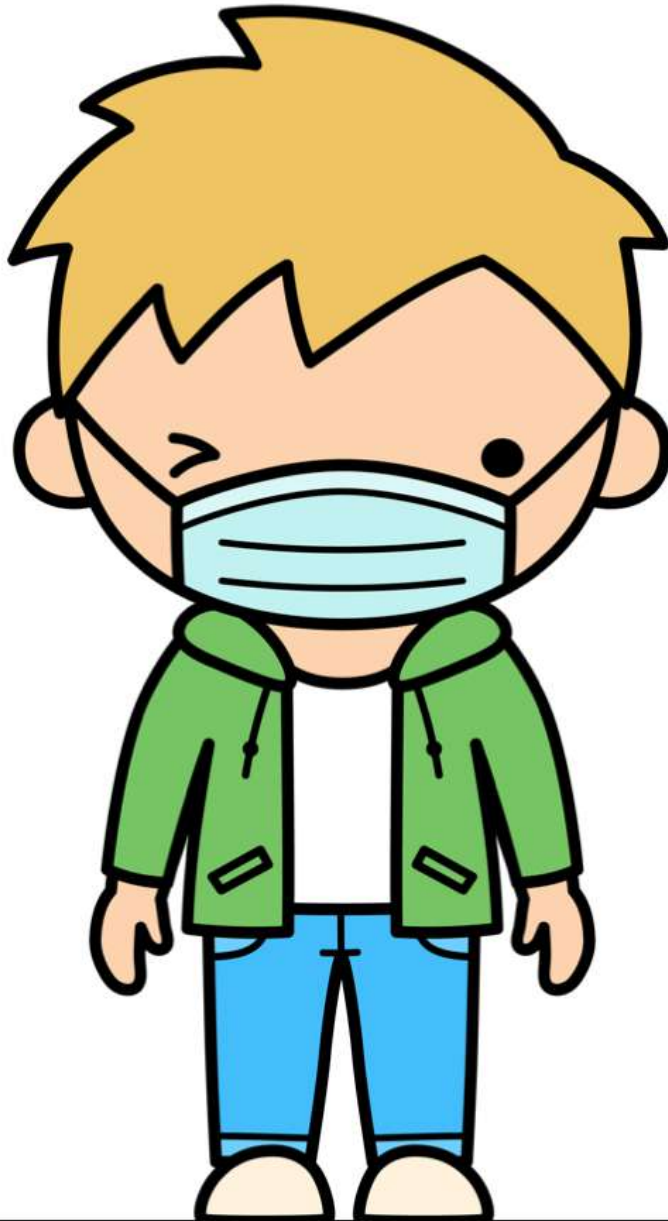


# Thumbs Up



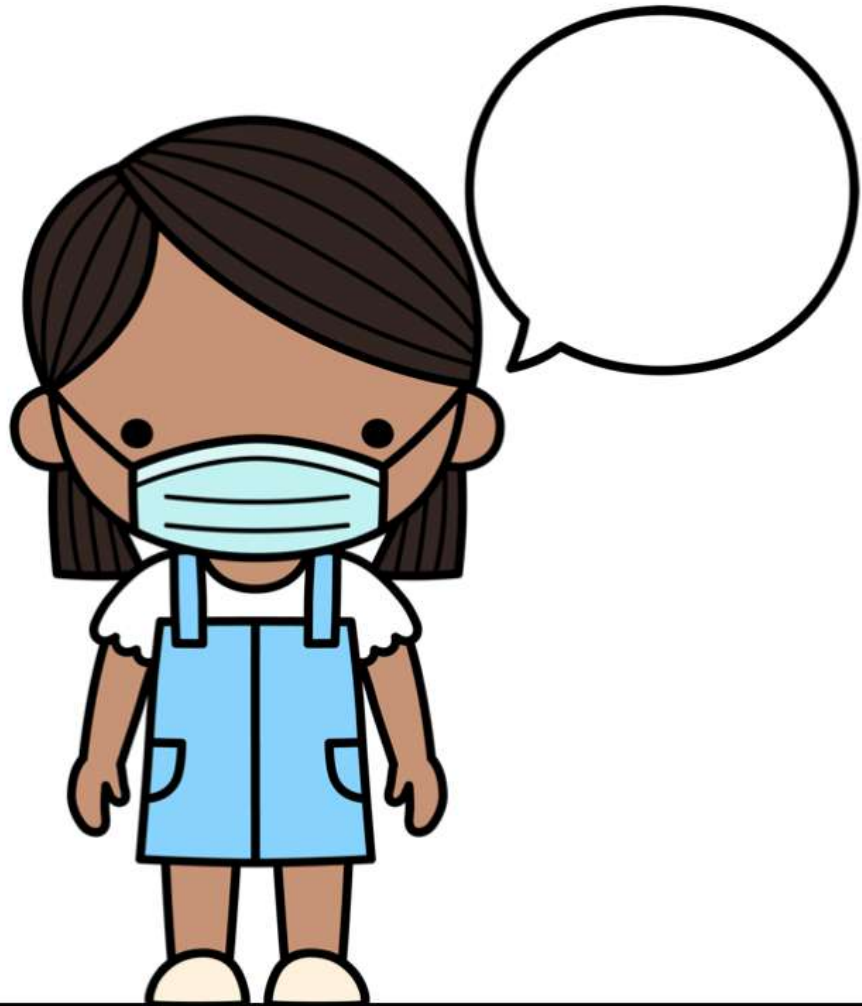


# Wink





# Say Hello





# Hip Bump





# Bow





# Without a Mask Versions



# Primary Font Versions



# Social Distance Greetings



Air  
Hug



Elbow  
Bump



Air  
High Five



Toe  
Tap



Blow a  
Kiss



Make  
a Heart



Dance  
Wiggle



Wave  
Hello



# Social Distance Greetings



Jazz  
Hands



Wink



Give the  
Peace Sign



Say  
Hello



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Hip  
Bump



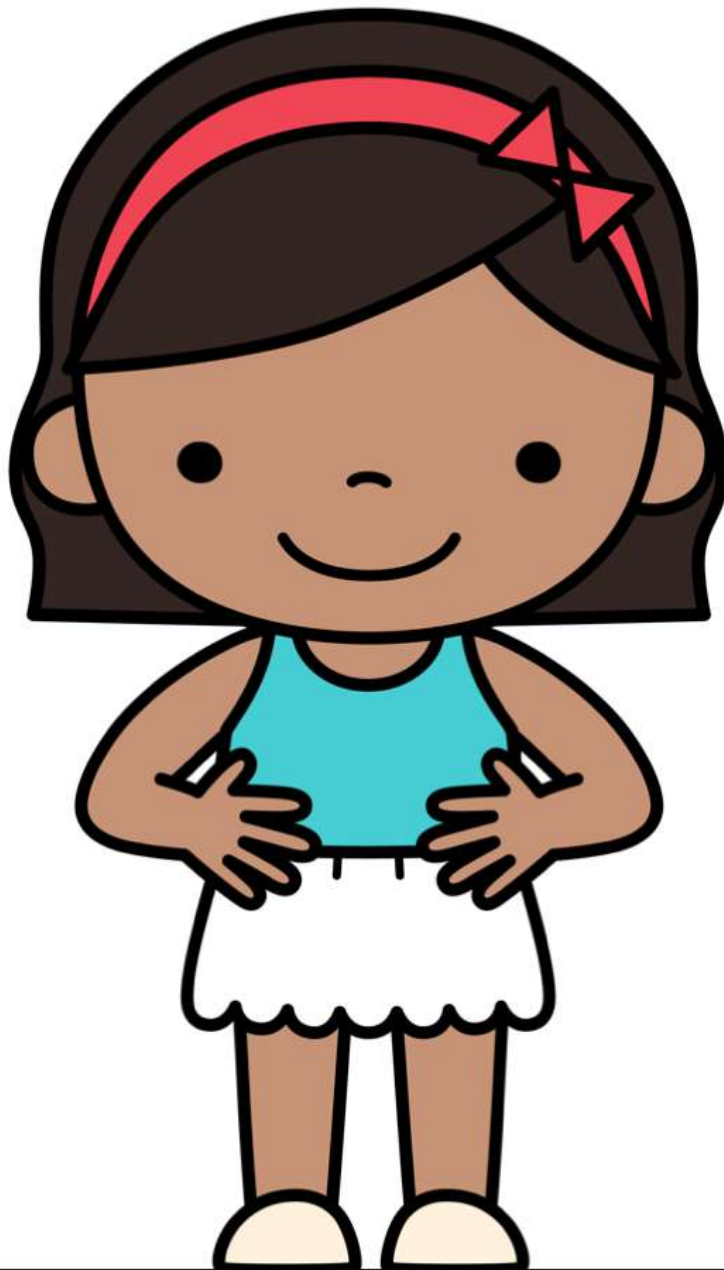
Thumbs  
Up



Bow

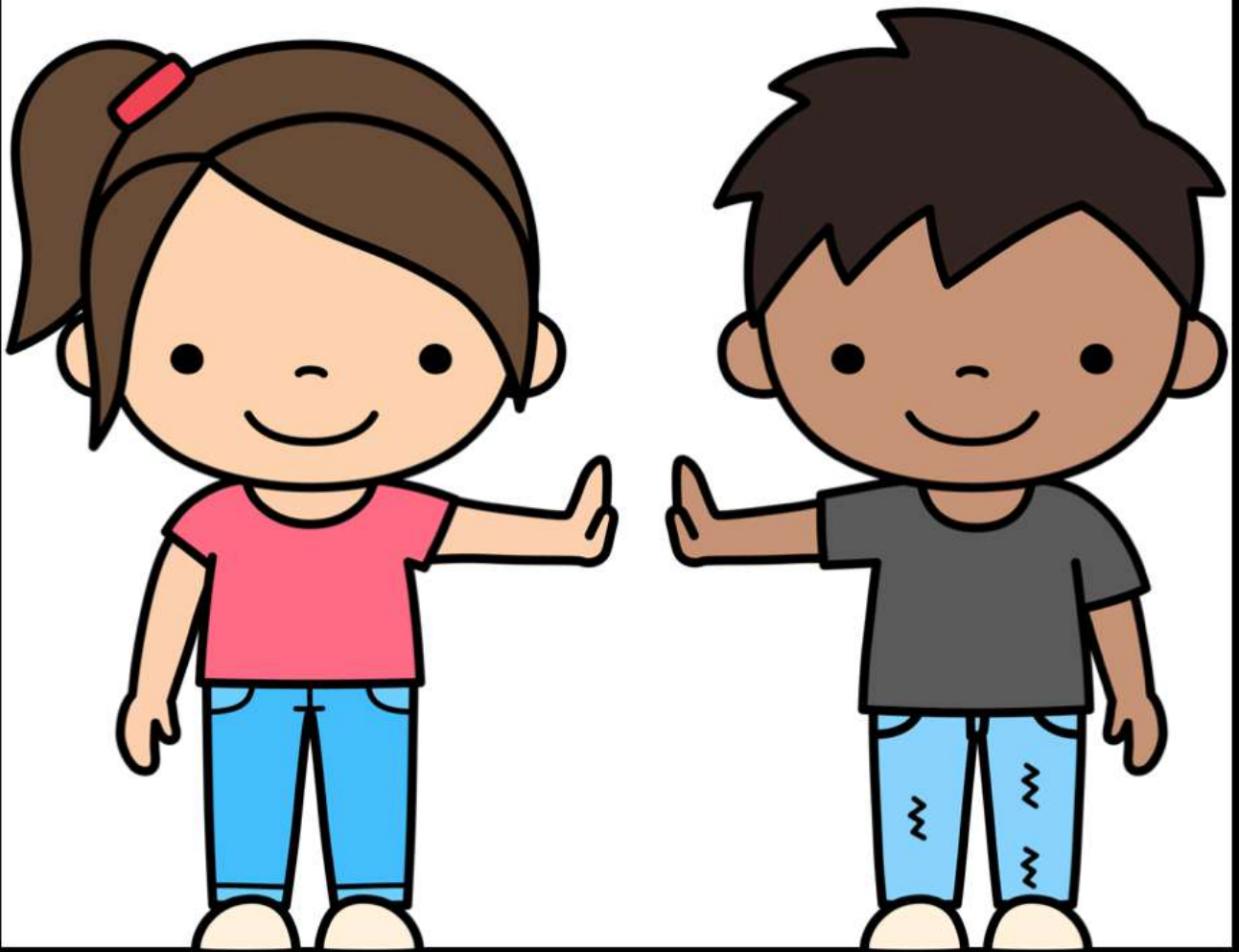


# Air Hug



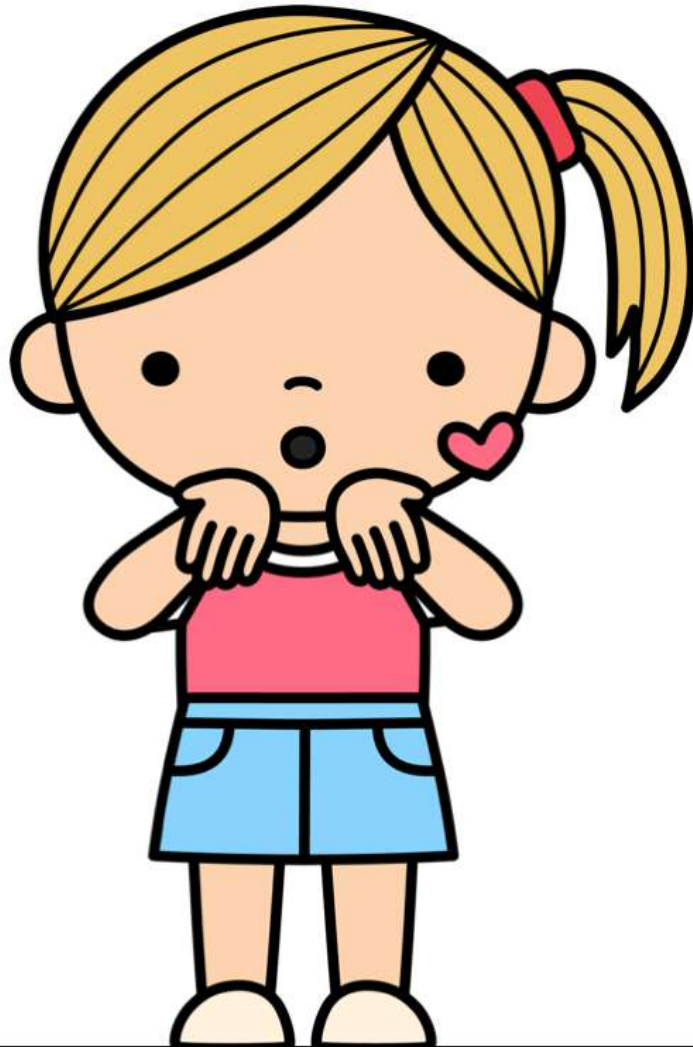


# Air High Five





# Blow a Kiss





# Dance Wiggle





# Elbow Bump



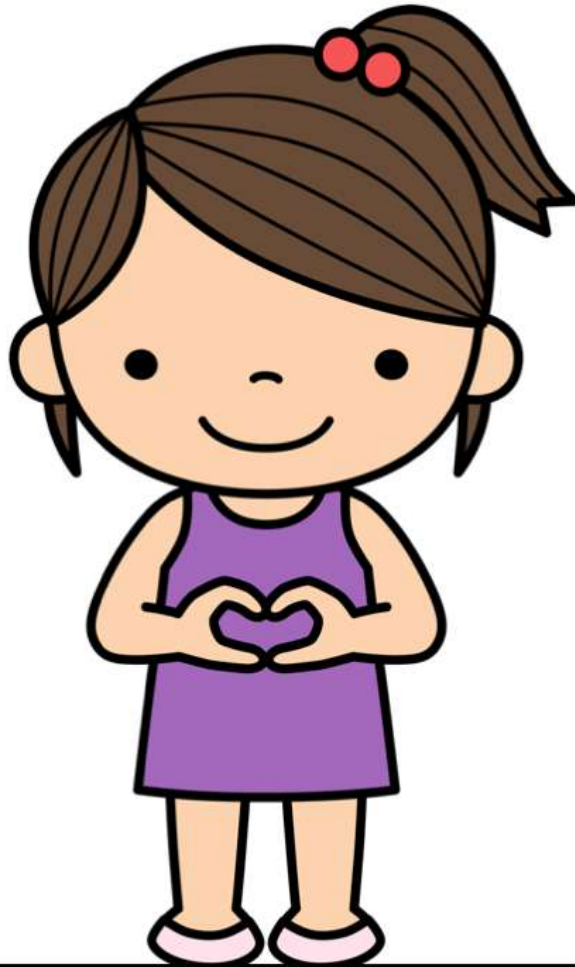


# Toe Tap



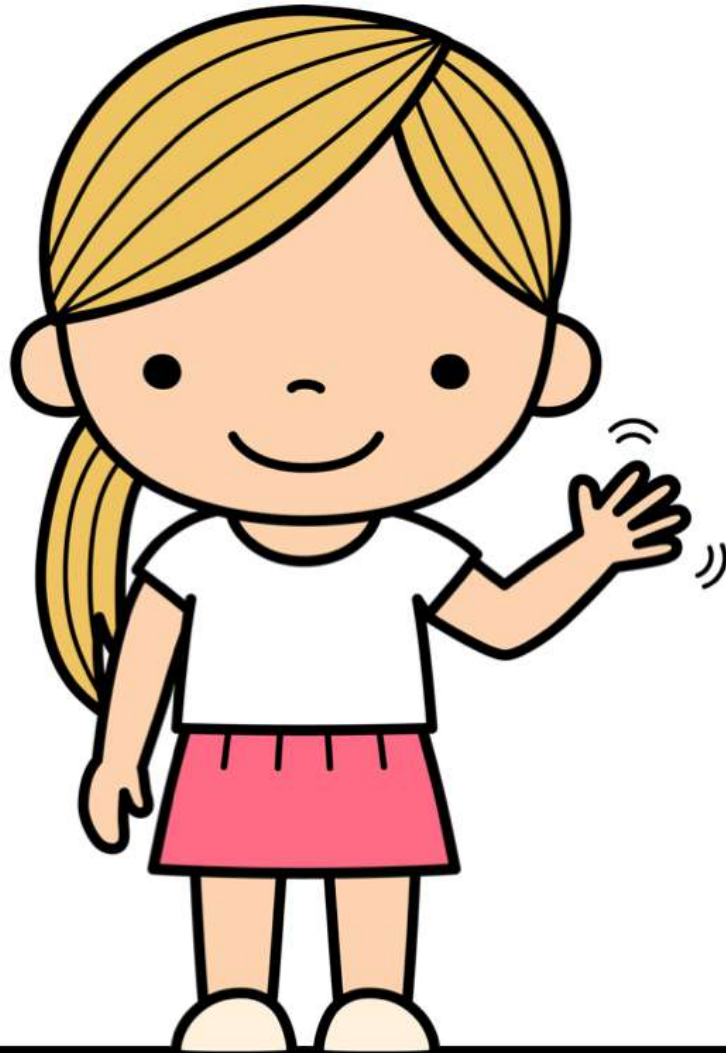


# Make a Heart





# Wave Hello



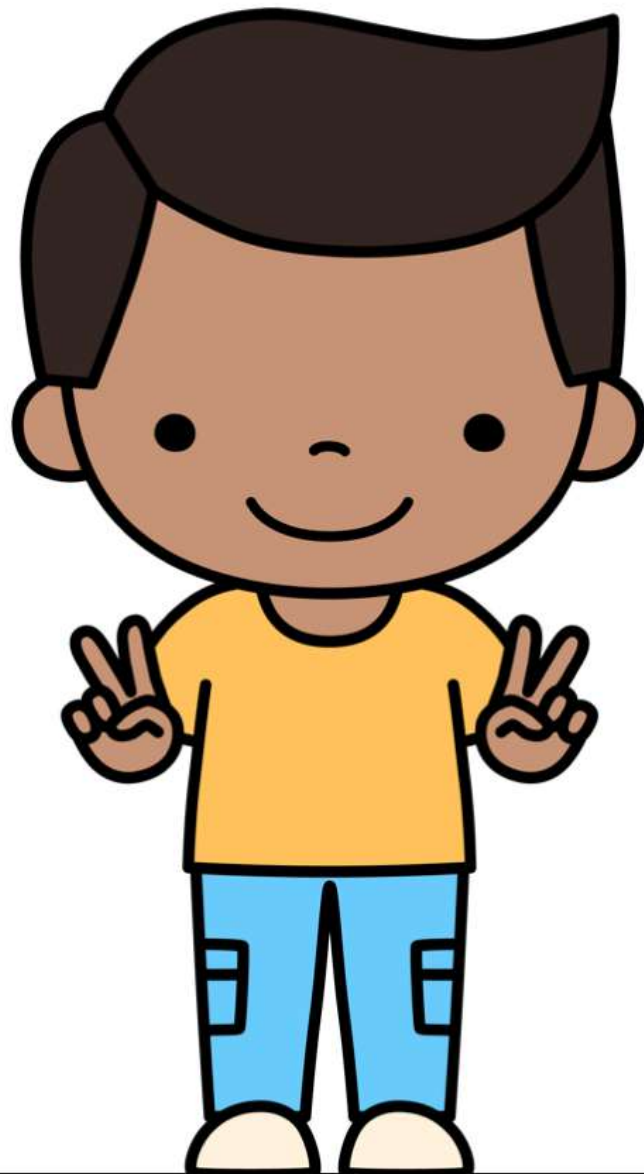


# Jazz Hands



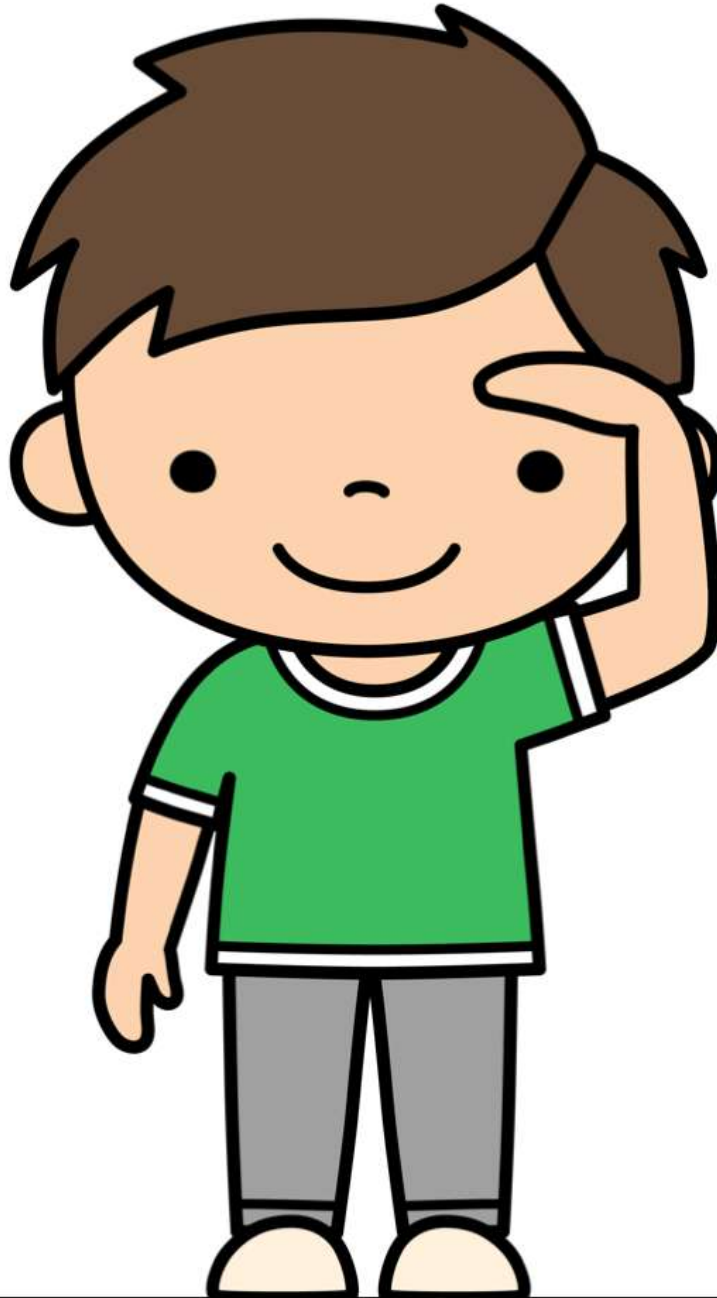


# Give the Peace Sign



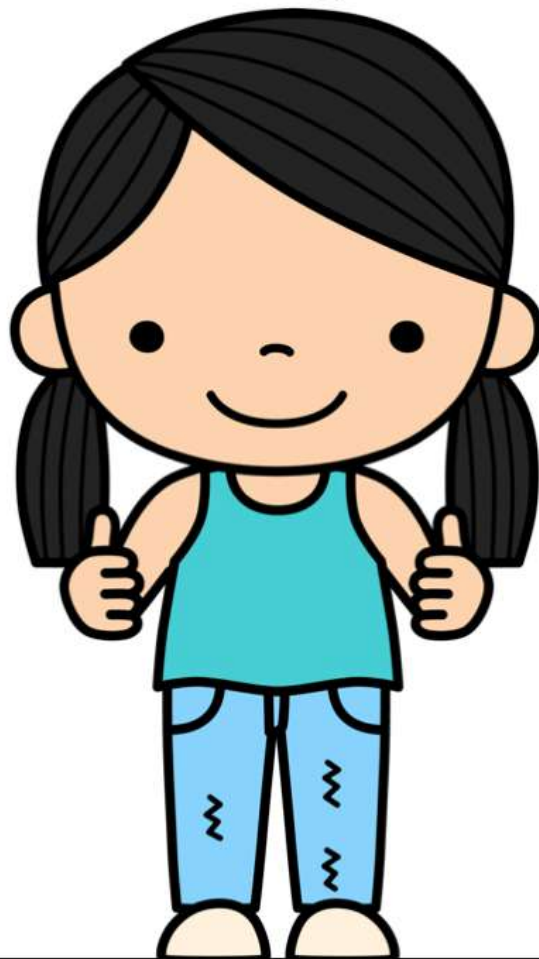


# Salute



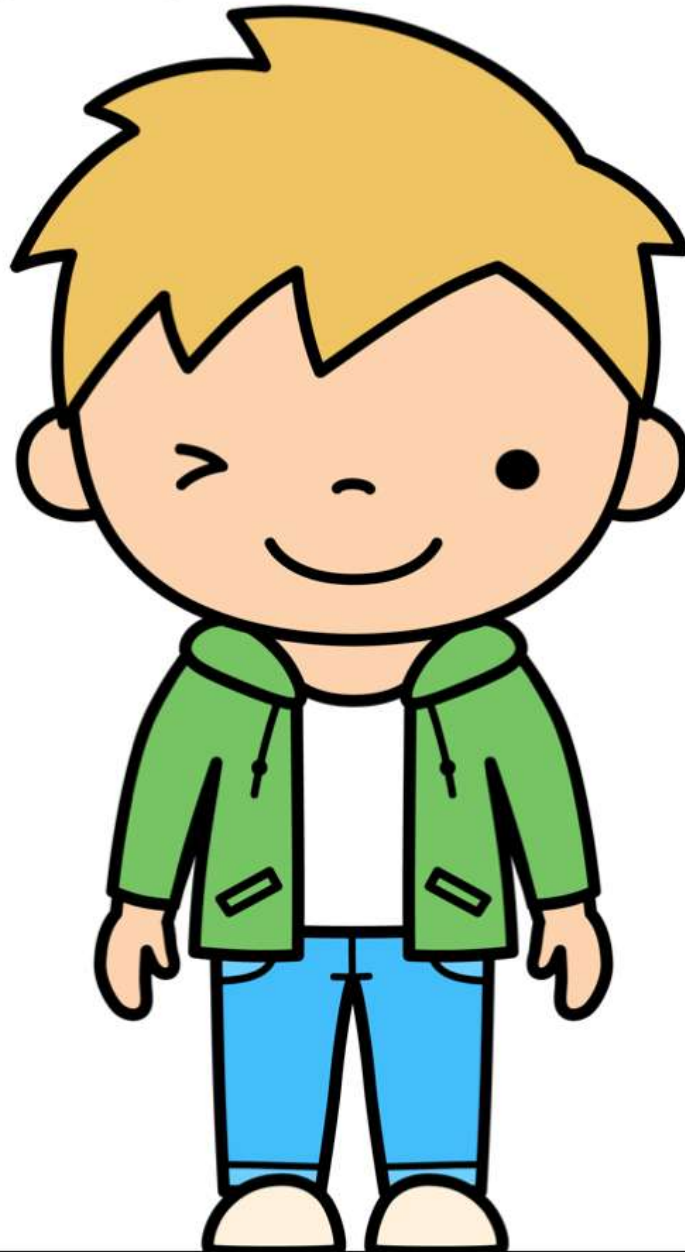


# Thumbs Up



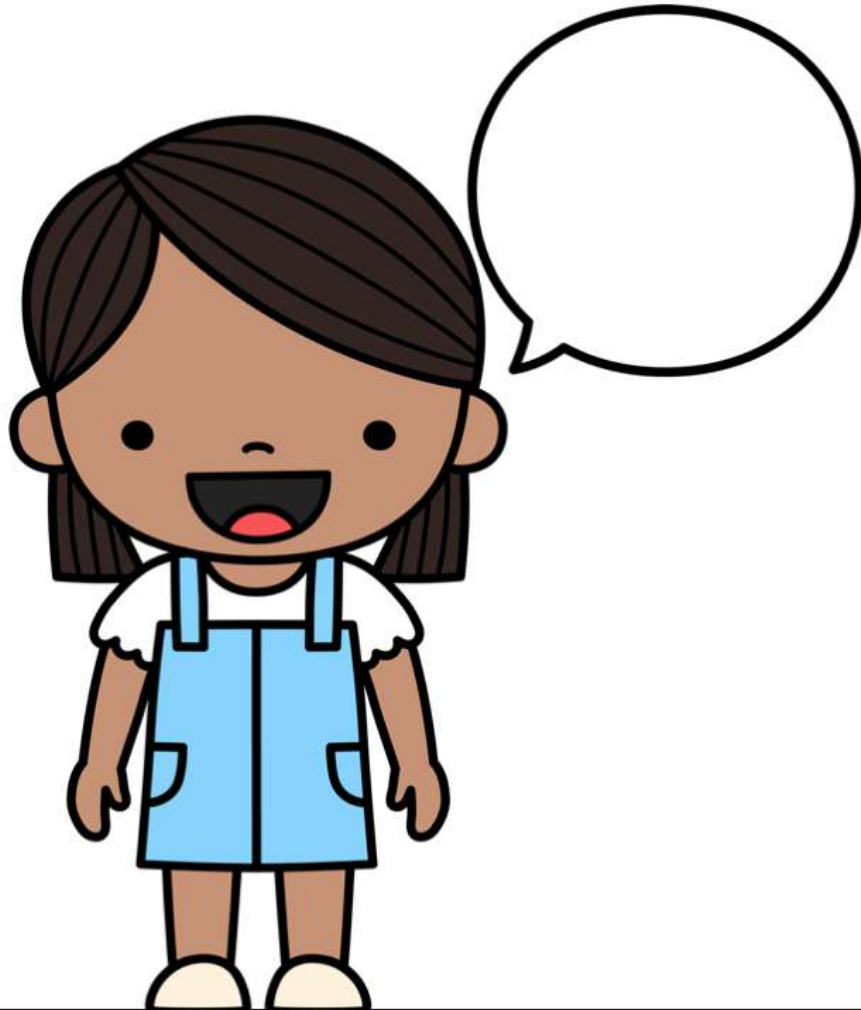


# Wink





# Say Hello



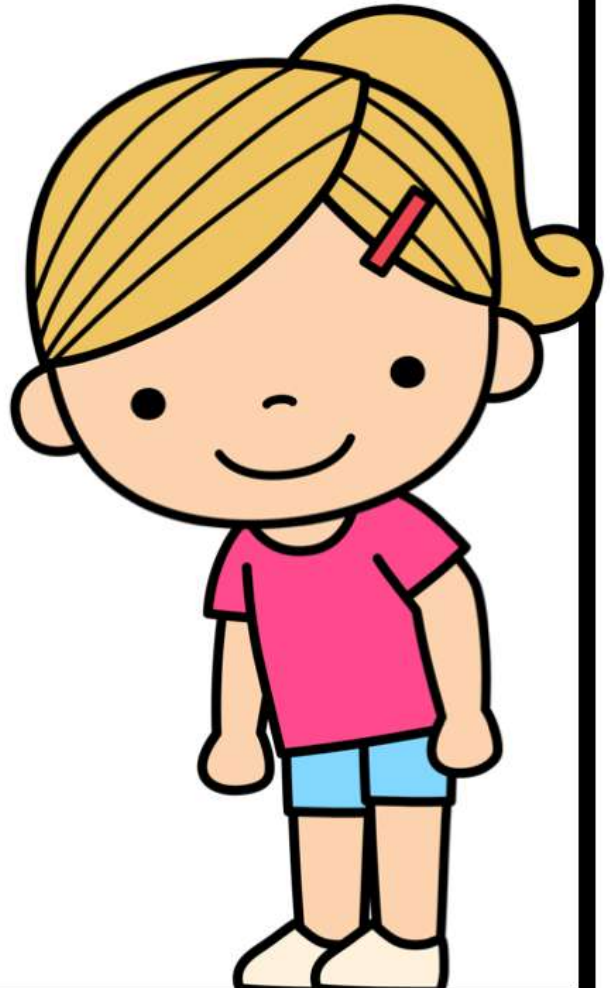
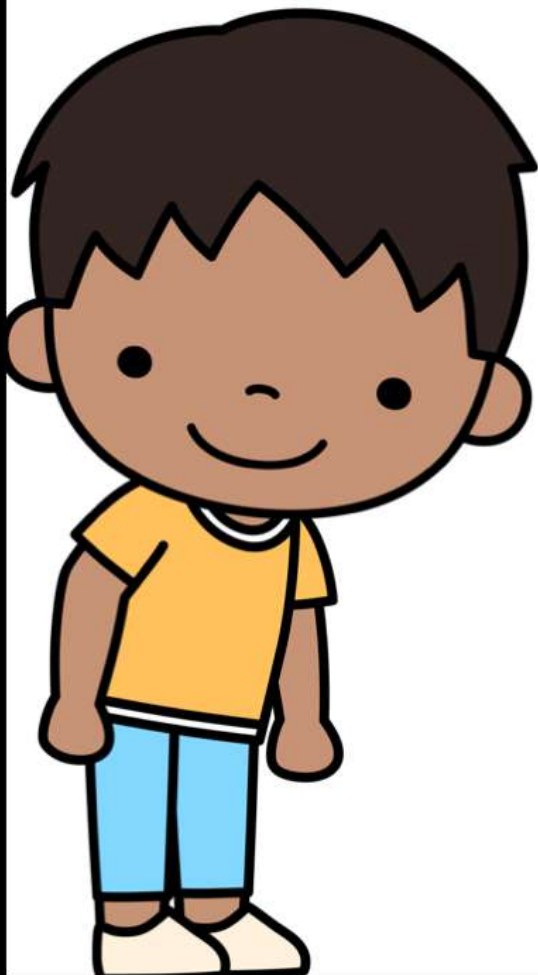


# Hip Bump



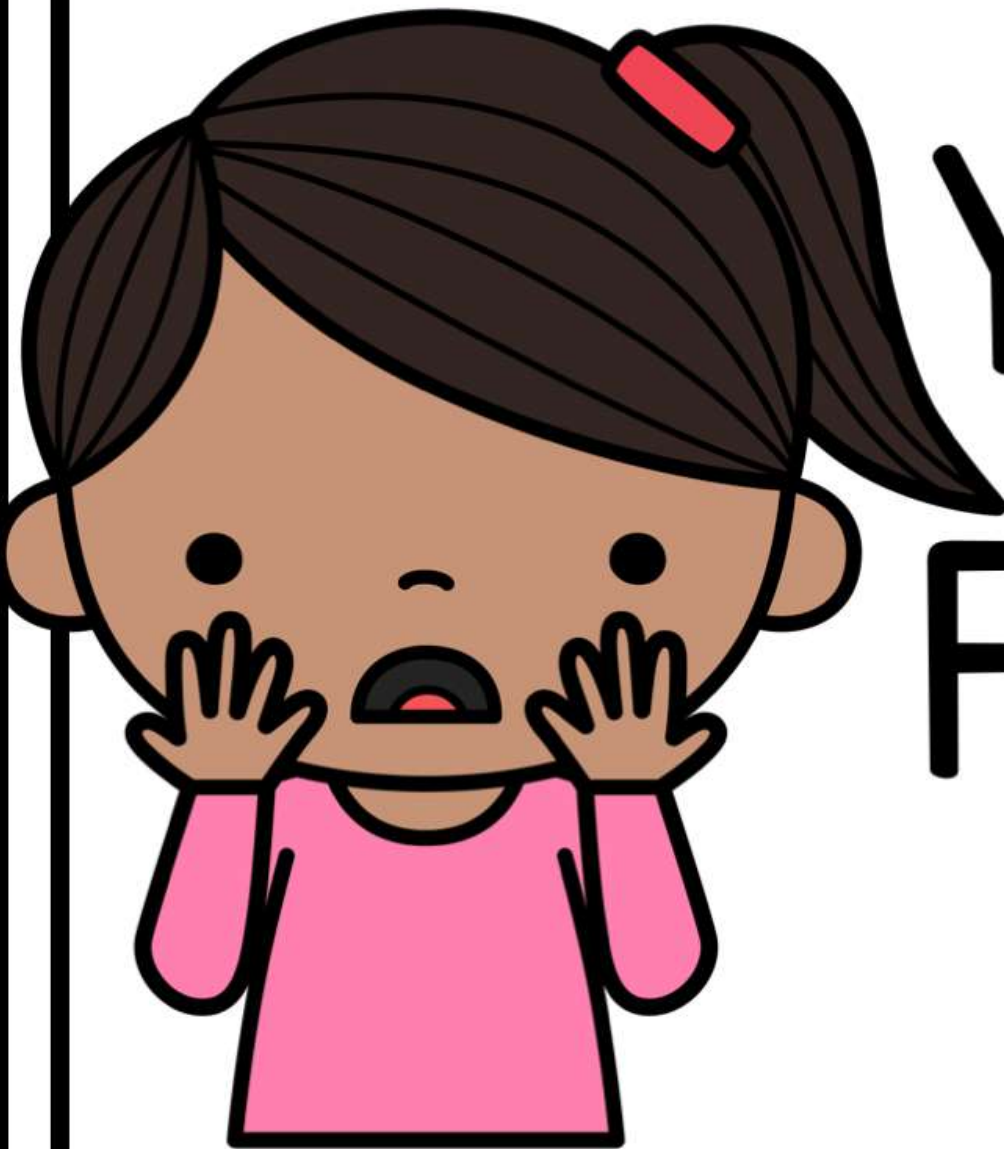


# Bow



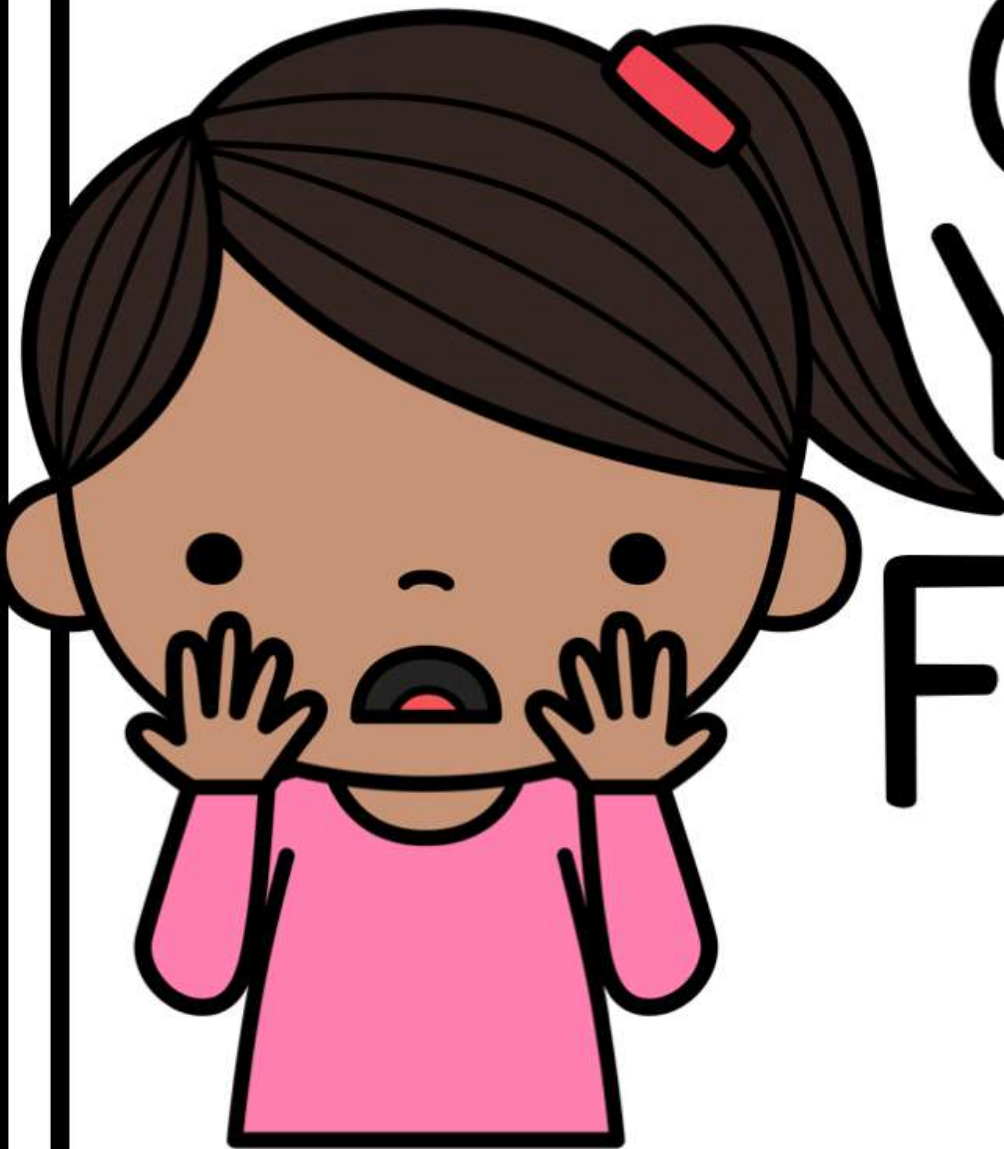


# Don't Touch Your Face





Keep Hands  
Off  
Your  
Face





# Wash Your Hands



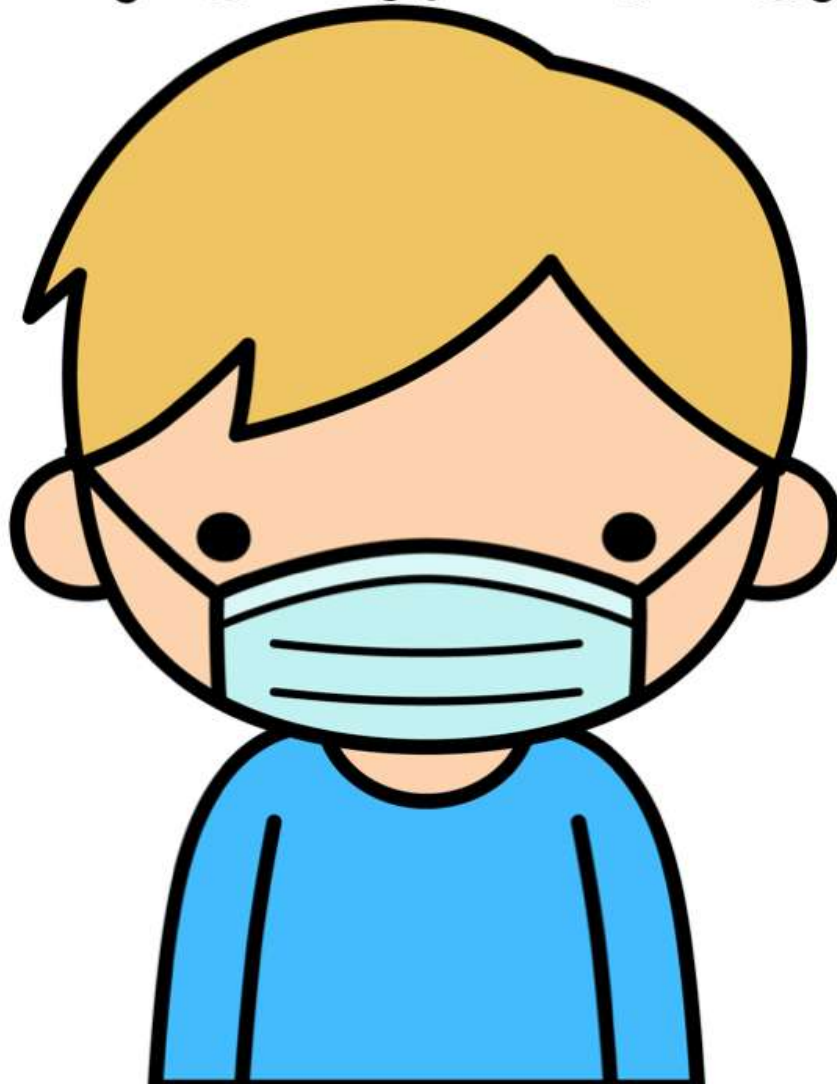




use  
**Sanitizer**



Keep Your  
Mask  
On Your Face



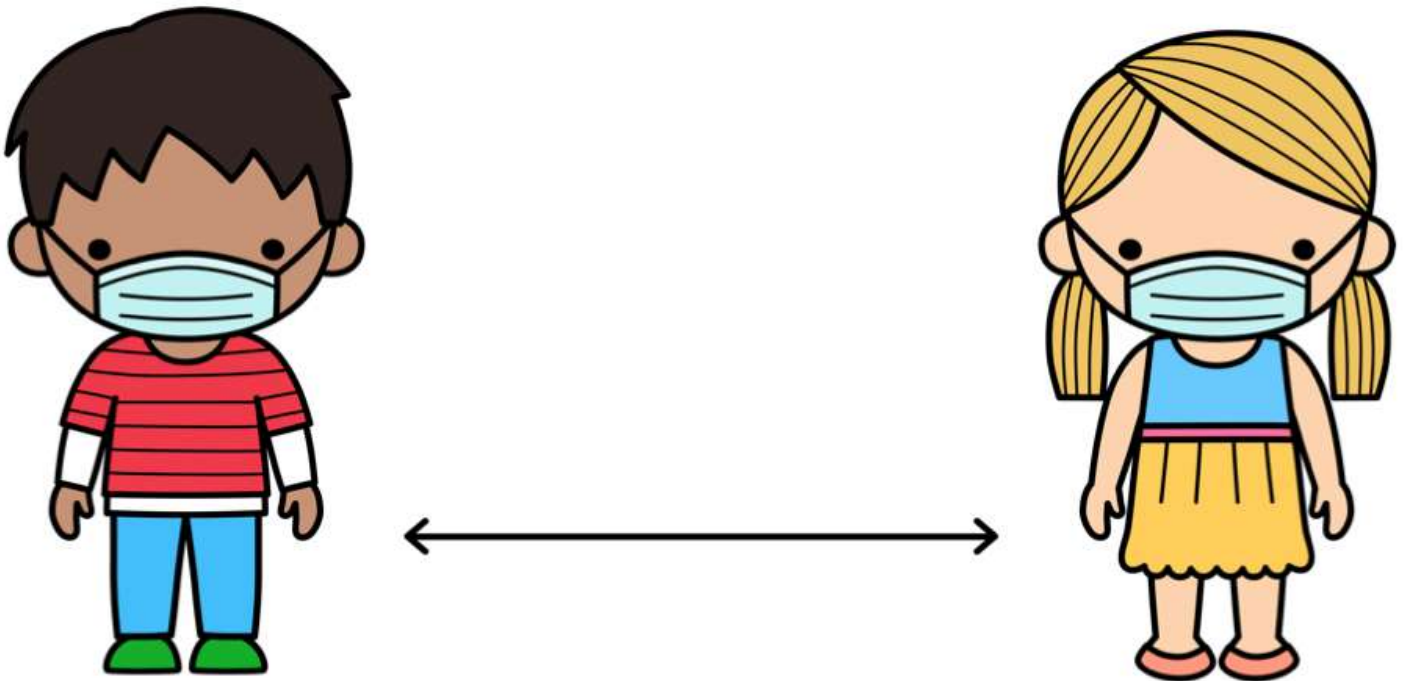


# Masks Need to Cover Your Nose & Mouth



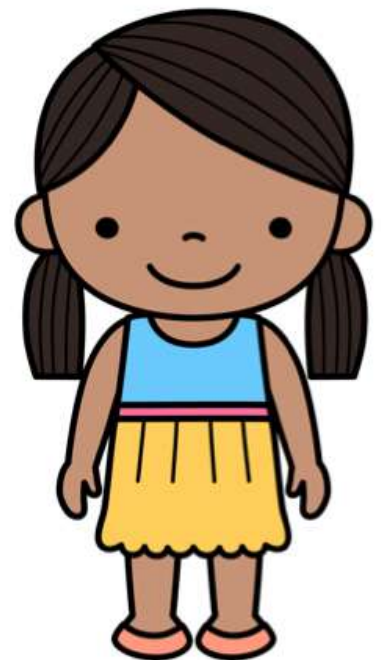
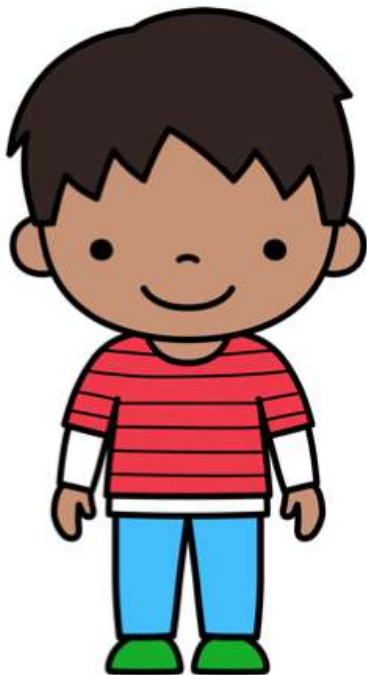


# Social Distance





# Social Distance





# Social Distance





# Social Distance





Tell the  
Teacher  
If You  
Don't  
Feel  
Well



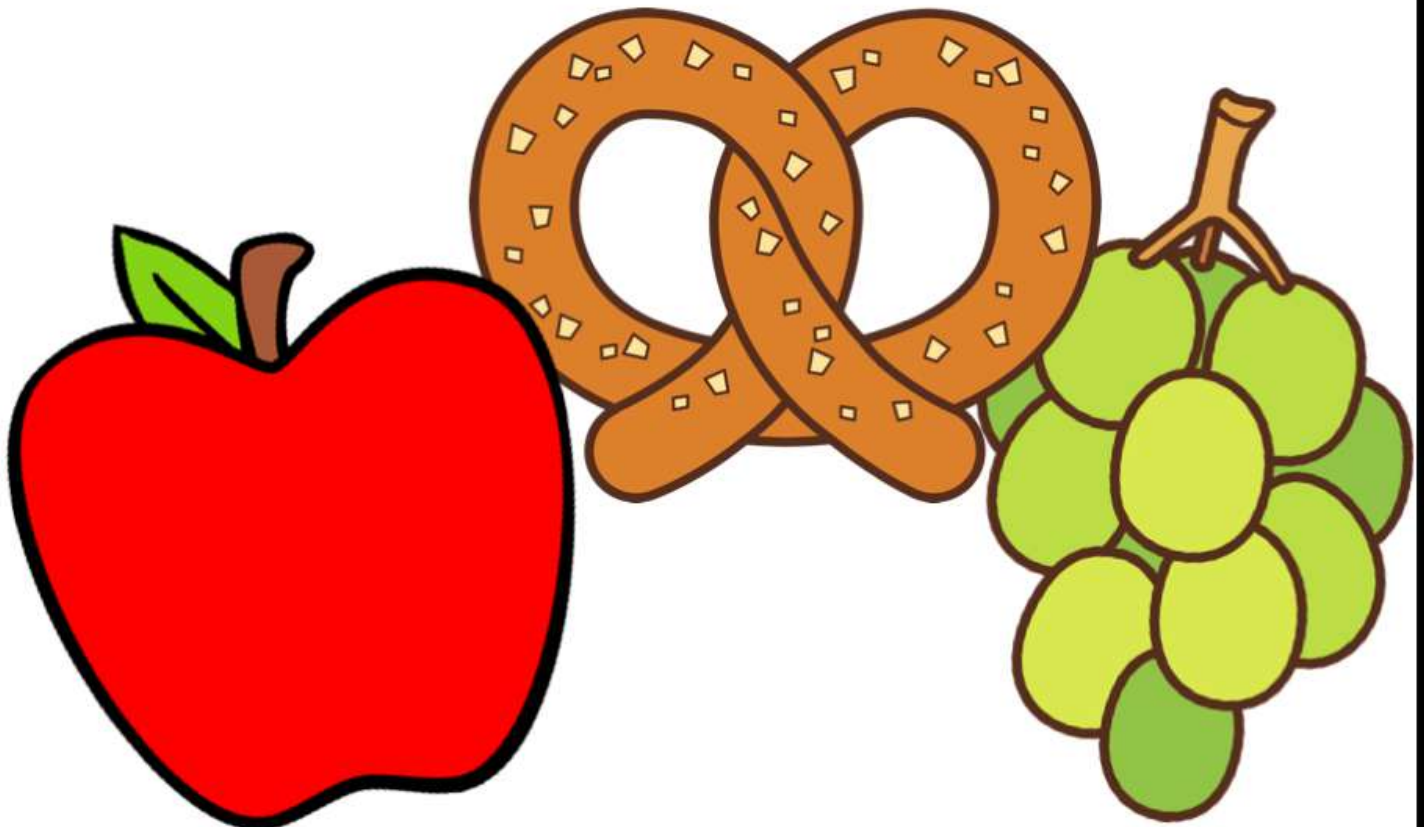


# Keep Your Area Clean



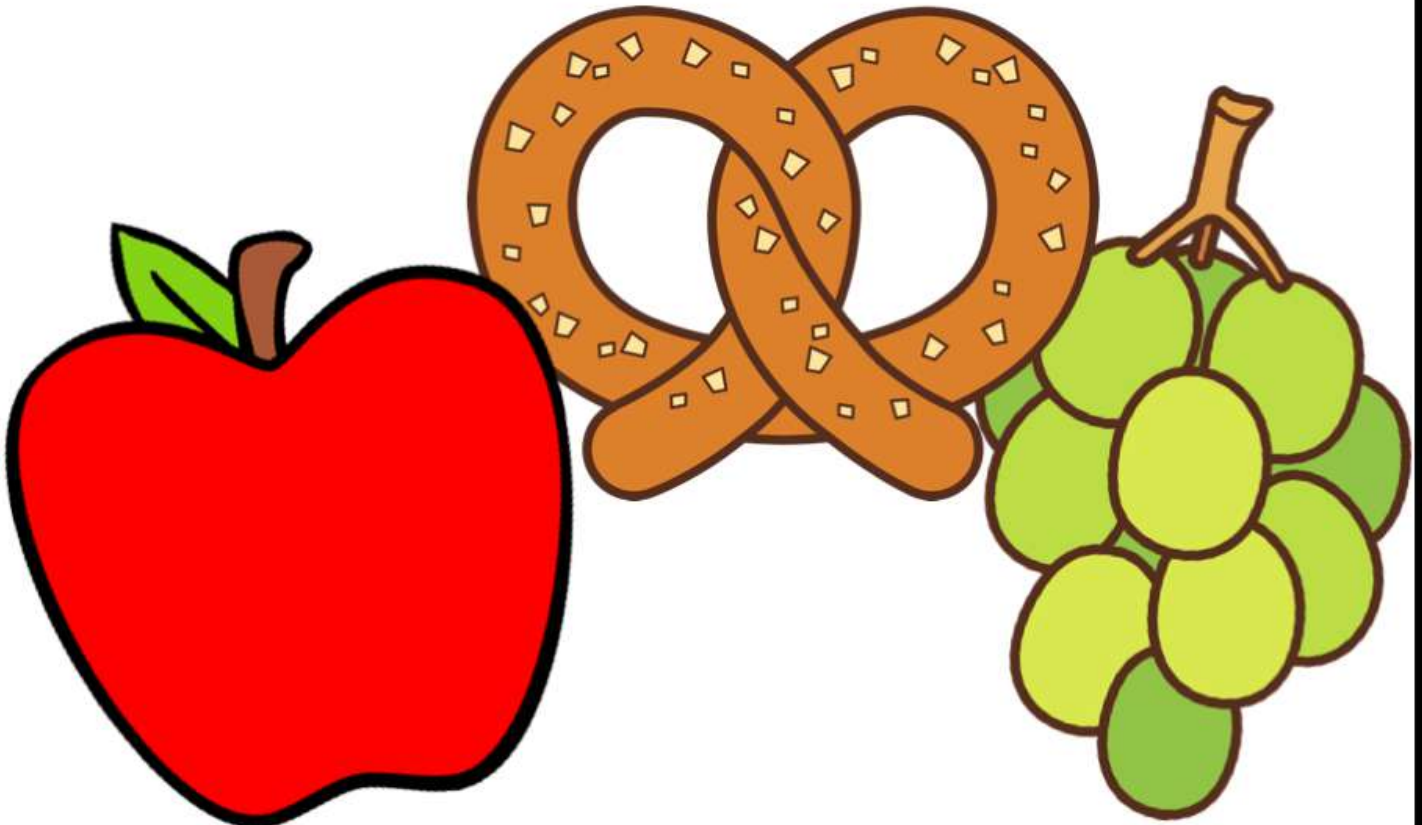


# Eat Your Own Food





# Don't Share Food





# Don't Share School Supplies





# Use Your Own School Supplies







Stay Home  
When You  
Aren't Feeling  
Well





Help  
Others Stay  
Healthy





Remember  
Your Mask  
When You Leave  
Your Seat





# Raise Your Hand to Leave Your Seat





# Cover Your Sneeze Or Cough





Keep  
Your Mask in a  
Bag When You  
Are Not Using It





# Do Not Share Masks





# Line Up Using Social Distance



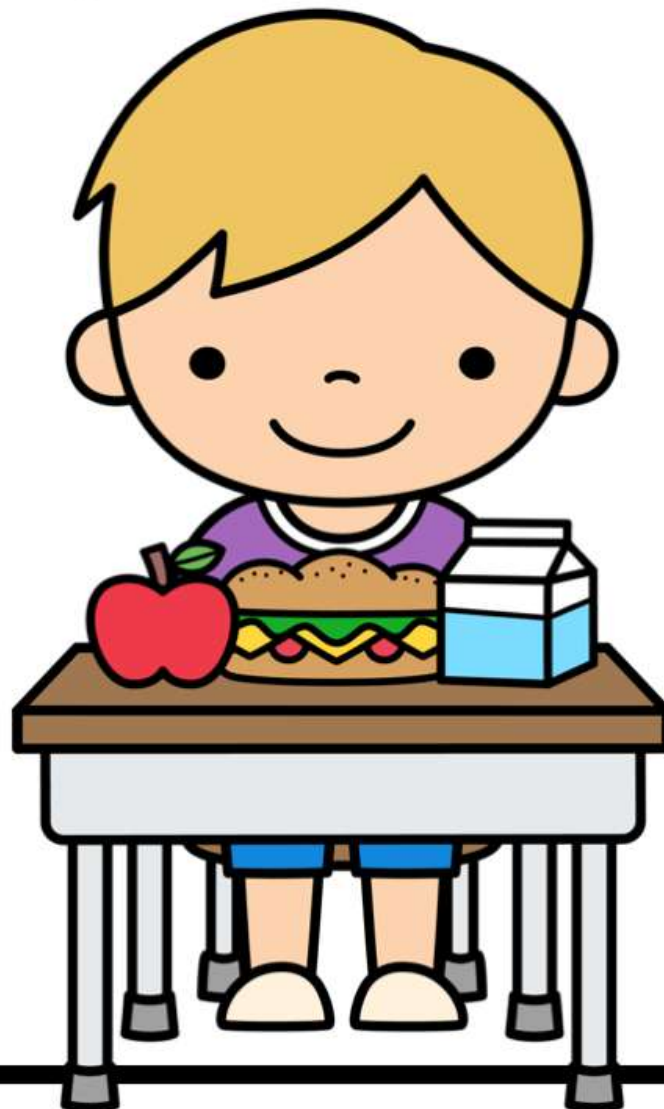


# Get Your Temperature Checked





# Eat Your Food At Your Desk





**MASK**



**WASH MY  
HANDS**



**HAND  
SANITIZER**



**MY  
MINI BOOK**



**PAPER  
TISSUES**



**WATER**



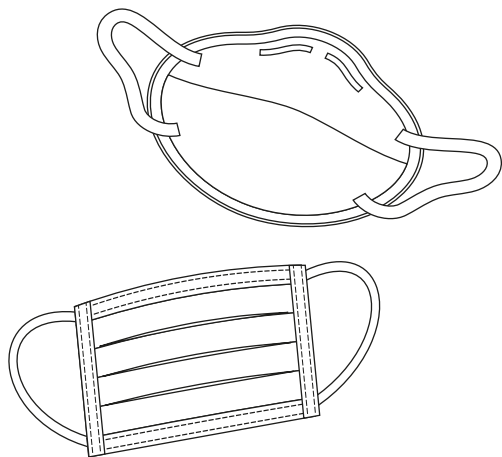
**PAPER TOWEL  
DRYER**



**LIQUID  
SOAP**



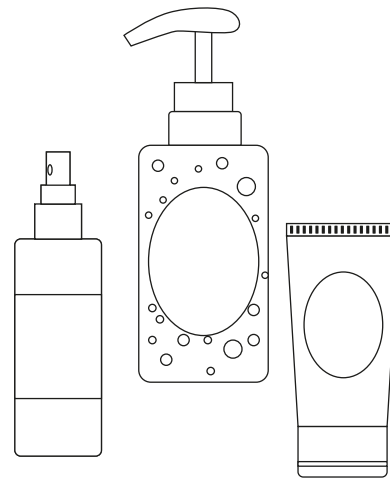
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W \_ \_ \_ M \_  
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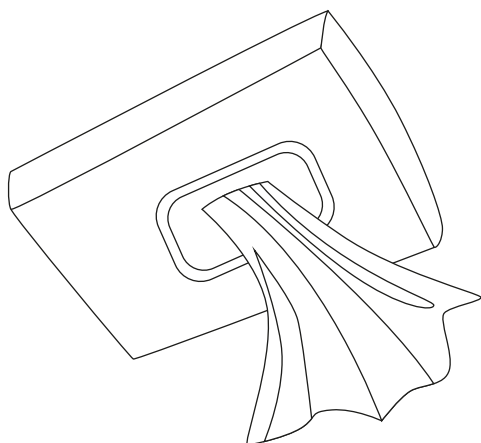
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S \_ \_ \_ \_ \_



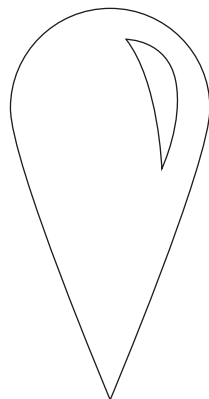
# MY MINI BOOK



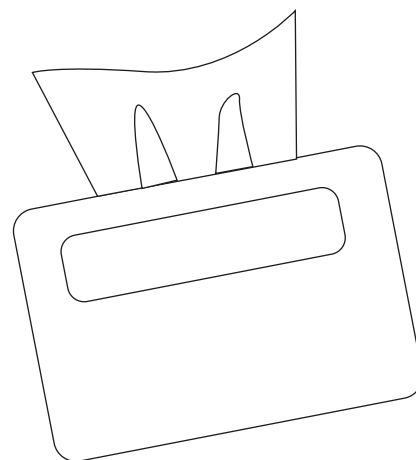
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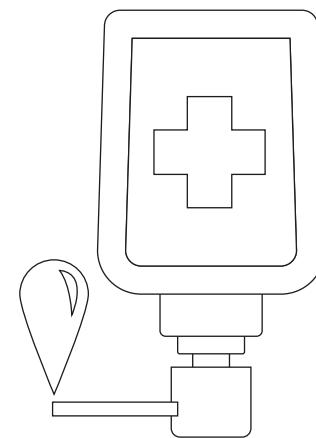
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# SUGGESTIONS FOR USING THE 'SOCIAL DISTANCING VOCABULARY MINI BOOK'

## INSTRUCTIONS:

1. Give each student a copy of the pdf of the Mini Book in English.
2. Show the students to watch as you fold the Mini Book (see diagram).  
Then ask them to listen and do and you show them again and they fold the book with you.
3. Students fold the page in half. Then fold each part of the book along the lines to make a zig zag book – which opens and closes like a zig-zag.
4. Students write their name on the cover of the Mini Book.



The idea of the Mini Book is to introduce students to some of the new vocabulary and social distancing concepts in an unthreatening way and also to help with motor skills (folding).  
Some best practices like thorough handwashing are always good so the teacher can also reinforce this concept.

### ACTIVITY 1.

**LISTEN AND POINT** to the words (the teacher says the word and the students repeat together out loud).

- Mask
- Hand Sanitizer
- Wash my hands
- Hand Sanitizer
- Liquid Soap
- Paper Tissue
- Paper Towel /Dryer

**LISTEN AND REPEAT** to the words (the teacher says the word and the students repeat together out loud).

- Mask
- Hand Sanitizer
- Wash my hands
- Hand Sanitizer
- Liquid Soap
- Paper Tissue
- Paper Towel /Dryer

### ACTIVITY 2.

#### SHOW ME THE...

The teacher says: - Show me the liquid soap.  
The students fold the book to show the image of the liquid soap and hold it up.

Then the teacher says: - Show me "Wash my hands".  
The students hold up the page with "Wash my hands".

Students can also take it in turns to be the teacher and call out a word.

### ACTIVITY 3.

#### MAKE A MINI BOOK

For older children you can use the "Make a Mini Book" worksheet.  
Write the words on the board and ask the students to fill in the gaps on their worksheet.

- M\_ \_ \_ → Mask
- H\_ \_ \_ S\_ \_ \_ \_ \_ → Hand Sanitizer
- W\_ \_ \_ M\_ H\_ \_ \_ \_ → Wash my hands

Students can colour in the pictures.  
Read out the words and ask the students to repeat the words.

### EXTENSION

Other vocabulary

- Visor
- Elbow bump "the new handshake"

The teacher could also show a real mask, paper tissue, bottle of hand sanitizer, liquid soap, water, paper towel. Students can store their Mini Books in an envelope in the back of their text book or exercise book.



# Be CreA(c)tive for a Sustainable Future!

Take the opportunity to get involved, informed and have your say!



## CREATIVE WRITING COMPETITION 2020

M. Grazia Maglione – M. Antonietta Ortenzi  
Liceo «Teresa Gullace», 11th December 2019



**2<sup>nd</sup> MULTILINGUAL EDITION**  
**CREATIVE WRITING COMPETITION 2020**



**ÊTRE CRÉA(C)TIF POUR UN AVENIR DURABLE**

**SER CREA(C)TIVOS PARA UN FUTURO SOSTENIBLE**



# AGENDA 2030 SDGs FOR A SUSTAINABLE FUTURE





# AGENDA 2030 SDGs FOR A SUSTAINABLE FUTURE



*The coming years will be a vital period to save the planet and to achieve sustainable, inclusive human development.*

António GUTERRES Secretary-General of the United Nations

<https://www.un.org/sustainabledevelopment/development-agenda/>

<https://vimeo.com/181766755>

<https://go-goals.org/>

[The story of Frieda](#)



# GOGoals GAME





# GOGoals GAME







# LET'S PLAY TOGETHER!



## GOAL 1 – NO POVERTY

How can you tell that someone is living in poverty?

- a) The person doesn't have a smartphone
- b) The person is not able to fulfil their basic needs, including food, healthcare, education among others
- c) The person is not well dressed





# LET'S PLAY TOGETHER!



## GOAL 3 – GOOD HEALTH

Is enough food produced in the world to feed everyone?

- a) No, because I get hungry all the time
- b) Enough healthy food is produced, but not enough sweets and fizzy drinks
- c) There is enough food but not everyone can afford to buy food



# LET'S PLAY TOGETHER!



## GOAL 4 – QUALITY EDUCATION

Most of the children who do not go to school live on which continent?

- a) Europe
- b) Asia
- c) America
- d) Africa



# LET'S PLAY TOGETHER!



## GOAL 5 – GENDER EQUALITY

Only one country in the world has  
more women than men in parliament in 2017.  
Which country is it?

- a) The United Kingdom
- b) Norway
- c) France
- d) Rwanda
- e) Peru



# LET'S PLAY TOGETHER!



## GOAL 10 – REDUCED INEQUALITIES

We can fight inequalities by:

- a) Making sure that all children have access to a good education
- b) Making sure that everyone is wearing the same clothes
- c) Making sure that everyone watches the same TV



# LET'S PLAY TOGETHER!



## GOAL 11 – SUSTAINABLE CITIES AND COMMUNITIES

In 2030, what percentage of the world's population will live in urban areas?

- a) 60%
- b) 100%
- c) 20%



# ACT FOR A SUSTAINABLE FUTURE!



## We the People for the Global Goals

How can we take actions for a sustainable future?

Let's see how green celebrities are actively involved in promoting sustainability and safeguarding the planet.



# ACT FOR A SUSTAINABLE FUTURE!



What is Leonardo Di Caprio fighting for?





# ACT FOR A SUSTAINABLE FUTURE!



What is Leonardo Di Caprio fighting for?

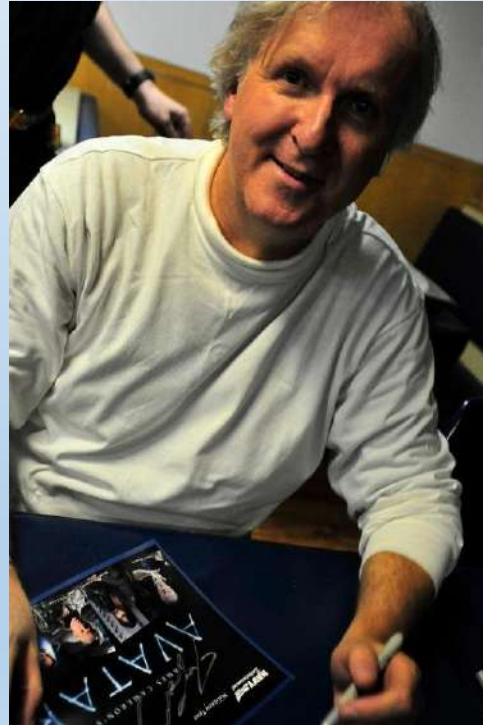




# ACT FOR A SUSTAINABLE FUTURE!



What is James Cameron's main concern?





# ACT FOR A SUSTAINABLE FUTURE!



Why have Coldplay put their plans to tour their new album on hold?





# Be CreA(c)tive for a Sustainable Future!



Take the opportunity to get involved, informed and have your say!

## TOPICS

1. Ensure good health and promote well-being (SDG 3)
2. Develop quality education (SDG 4)
3. Reduce poverty, hunger and other inequalities (SDGs 1, 2, 5, 10)
4. Take action to fight climate change and use clean energy (SDGs 6, 7, 13)
5. Promote peaceful and inclusive communities and societies (SDGs 11, 16)
6. Safeguard life below water and on land (SDGs 14, 15)



# IDEAS FOR SDG 3

## Ten daily suggestions



Don't smoke.	Be more active. Go for walks at lunchtime or cycle to work.	Heart disease remains the number 1 killer. Educate yourself on the causes and symptoms of heart disease as well as other Non-Communicable Diseases.
Eat a healthy diet and drink a lot of water.	Be part of increasing awareness of, and support for, mental health ailments such as depression, substance abuse or Alzheimer's.	
Never stop learning. Engaging in work or educational activities helps lift older people out of depression. So, learn a new language, read a lot, set up a book club.	HIV/AIDS is not over. Protect yourself. Test yourself.	Breastfeed. It is natural and the best source of nourishment for babies. Breastfeeding protects infants from illnesses, has long-term benefits for children and it benefits mothers.
Get enough sleep.	Make time for yourself and your friends.	



# IDEAS FOR SDG 3

Create a poster



**I SUPPORT  
GOAL 3  
GOOD HEALTH  
AND WELL-BEING**





# IDEAS FOR SDG 3

My action to help achieve SDG 3 is...



My action to help achieve the Global Goals is:

<http://worldslargestlesson.globalgoals.org/>

WORLD'S LARGEST LESSON  
In Partnership with  
unicef  
With thanks to  
The British Library

#WorldsLargestLesson



# IDEAS FOR SDG 3

What does good health and well-being mean to you?





# IDEAS FOR SDG 4



*"In some parts of the world, students are going to school every day. It's their normal life. But in other parts of the world, we are starving for education... it's like a precious gift. It's like a diamond..."*



Malala Yousafzai



# IDEAS FOR SDG 4

Write a story...



## CARMEN'S STORY

Carmen and her two brothers were not going to school. They each helped their parents on the farm and did not have enough money to attend school. That changed when the State opened a new school that gave them free education. All children from their community were able to study. Not only that, they also learned about seeds, techniques to improve irrigation of their crops, and other useful skills. It was, in short, a school where everyone was treated equally, no matter if they were girls or boys, rich or poor. Everyone had the same right to study.



# IDEAS FOR SDG 4

Create a comic about the value of education...



A SPECIAL ADVENTURE TO SUPPORT SUSTAINABLE DEVELOPMENT GOALS

**CHAKRA THE INVINCIBLE**

CREATED BY  
**Stan Lee, Sharad Devarajan and Gotham Chopra**

EDITED BY  
**Sharad Devarajan**

GRAPHIC INDIA Founders  
**SHARAD DEVARAJAN (CEO)  
GOTHAM CHOPRA  
SURESH SEETHARAMAN**

For POW! Entertainment  
CHAIRMAN & CHIEF CREATIVE OFFICER  
**STAN LEE**  
DIRECTOR & CHIEF EXECUTIVE OFFICER  
**GILL CHAMPION**  
CHIEF FINANCIAL OFFICER  
**BICK LE**

SPECIAL THANKS  
Raju Wolfe, Jennifer Wolfe, Laura Quinn, Kim Lupari, Sean Southey, Natabara Rollosson, Will Kennedy, Shannon O'Shea, Sonia Yeo, Olav Kjørven, Paul Hilder, Jessy Tolkan, Jolo Talocchi, Brian Lightbody, Anu Sachdev, Cristina Colon, Alex Heikens, Callie King-Guffey, Christine Kleuth, Shannon O'Shea, Sonia Yeo, Naima Ritter, Amresh Chandra, Allison Ballwood, Emily Laurie

WRITTEN BY  
**Ashwin Pande**

ART BY  
**Thiago Vale**

COLORING BY  
**S. Sundarakannan**

LETTERING BY  
**Aditya Bidikar**

PRINT PRODUCTION BY  
**Nilesh S. Mahadik  
Rakesh B. Mahadik**

**Who is Chakra The Invincible?**

Raju Rai lives in Mumbai and takes on a part-time job assisting the eccentric and strange scientist, Dr. Singh. Raju puts on a highly experimental prototype suit created by Dr. Singh that is designed to activate the points of energy in the body called chakras, giving Raju amazing superpowers and turning him into Mumbai's superhero protector - **CHAKRA THE INVINCIBLE!**

Leela is Raju's neighbor and best frenemy. She loves to tease Raju, but is also the closest friend he has. Apart from Dr. Singh, she is the only one who knows the secret of Raju's superhero alter ego as Chakra! Leela is also the superhero **Mighty Girl** and has super-speed and super-strength!

CHAKRA THE INVINCIBLE SPECIAL GLOBAL GOALS STORY™ & © 2014 Graphic India Pvt. Ltd. & POW! Entertainment Inc. Graphic India Pvt. Ltd., 28 Bala Pash Road, New Con Court, Singapore. POW! Entertainment Inc. All names, characters, events, and locales in this publication are entirely fictional. Any resemblance to actual persons, living or dead, or events or places, without explicit intent, is coincidental. No portion of this book may be reproduced by any means (digital or print) without the written permission of Graphic India Pvt. Ltd., except for review.

STAN LEE and SHARAD DEVARAJAN present:  
**CHAKRA THE INVINCIBLE & MIGHTY GIRL**

IT'S REALLY GREAT TO GET OUT OF MUMBAI FOR ONCE, DON'T YOU THINK, LEELA?

YES, RAJU! WE GET TO SEE AND LEARN HOW SCHOOLS AROUND THE COUNTRY WORK!

DON'T WANDE OFF, KIDS. WE'RE GOING TO BE TAKEN ON A TOUR OF THE SCHOOL NOW.

CLAIM: THESE CHILDREN ARE FROM MUMBAI WHO'VE COME TO LEARN ABOUT OUR SCHOOL. SAY NAMASTE, EVERYONE.

NAMASTE!

Hi, I'm RAJU!

AND I'M LEELA!

EXCUSE ME, SIR, THIS IS A PRETTY BIG VILLAGE BUT THERE ONLY SEEM TO BE A FEW CHILDREN HERE...

YES... WHY IS THAT?

THE SAD TRUTH IS NOT EVERY CHILD IN THE VILLAGE GETS TO COME TO SCHOOL.

REALLY? HOW COME?



# IDEAS FOR SDG 4

**A school project...**

to ensure inclusive and equitable quality education and promote lifelong opportunities for all.'

<https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources/quality-education>





# IDEAS FOR SDG 4



**Right to education...**  
**Be aware of your ethical footprint**

Critical thinking / Problem posing – solving skills

Think of your own experience with school.

If you were unable or not allowed to attend, what would you do instead?

Would you be as happy without the opportunity to learn?



# IDEAS FOR SDG 5





# IDEAS FOR SDG 5



## Resources to teach Gender Equality

Using news: protests against domestic violence

Write an article / essay or give a speech on gender equality and women's empowerment

[Cards about women in history](#)

Write a written / oral report about women in the world

<https://www.participatelearning.com/blog/4-ways-to-teach-about-gender-equity-in-your-classroom/>

<https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs/sdg-5-gender-equality>

[From Where I Stand](#)



# IDEAS FOR SDG 10



**To reduce inequalities focus on:**

The Universal Declaration of Human Rights

<https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=23871&LangID=E>

The UN Convention on the rights of children

<https://www.unicef.org/what-we-do>

What are human rights?

[Ted Talk](#)



# IDEAS FOR SDG 10



## Some useful lesson plans

[Human Rights and the Global Goals](#)

[The World Is Not Equal. Is That Fair?](#)



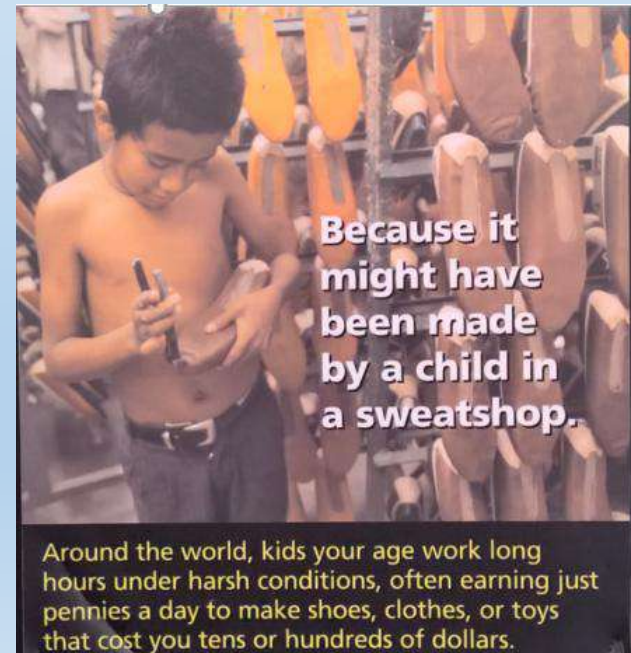
# IDEAS FOR SDG 10



## Right to childhood... Be aware of your ethical footprint

Child labour is one of the most pressing issues facing children around the world.

Learn more about how children are used to produce many things we commonly use today.





# IDEAS FOR SDG 10



Write a newspaper article about the challenges children face in enjoying their rights.

Write an imaginative “Future News” headline and article dated 30 years from now when all children have equal access to all their rights all over the world, and how this was achieved.

Create a poem on your own vision of a future of childhood.



# IDEAS FOR SDG 10



Create a poster / lapbook about the rights for children.

Write a rap or song that describes your vision of the future of childhood.

Write a booklet about how to respect and protect children's rights (class project).



# IDEAS FOR SDG 11

What makes a welcoming and inclusive community?





# IDEAS FOR SDG 11



## How can we build a sense of community?

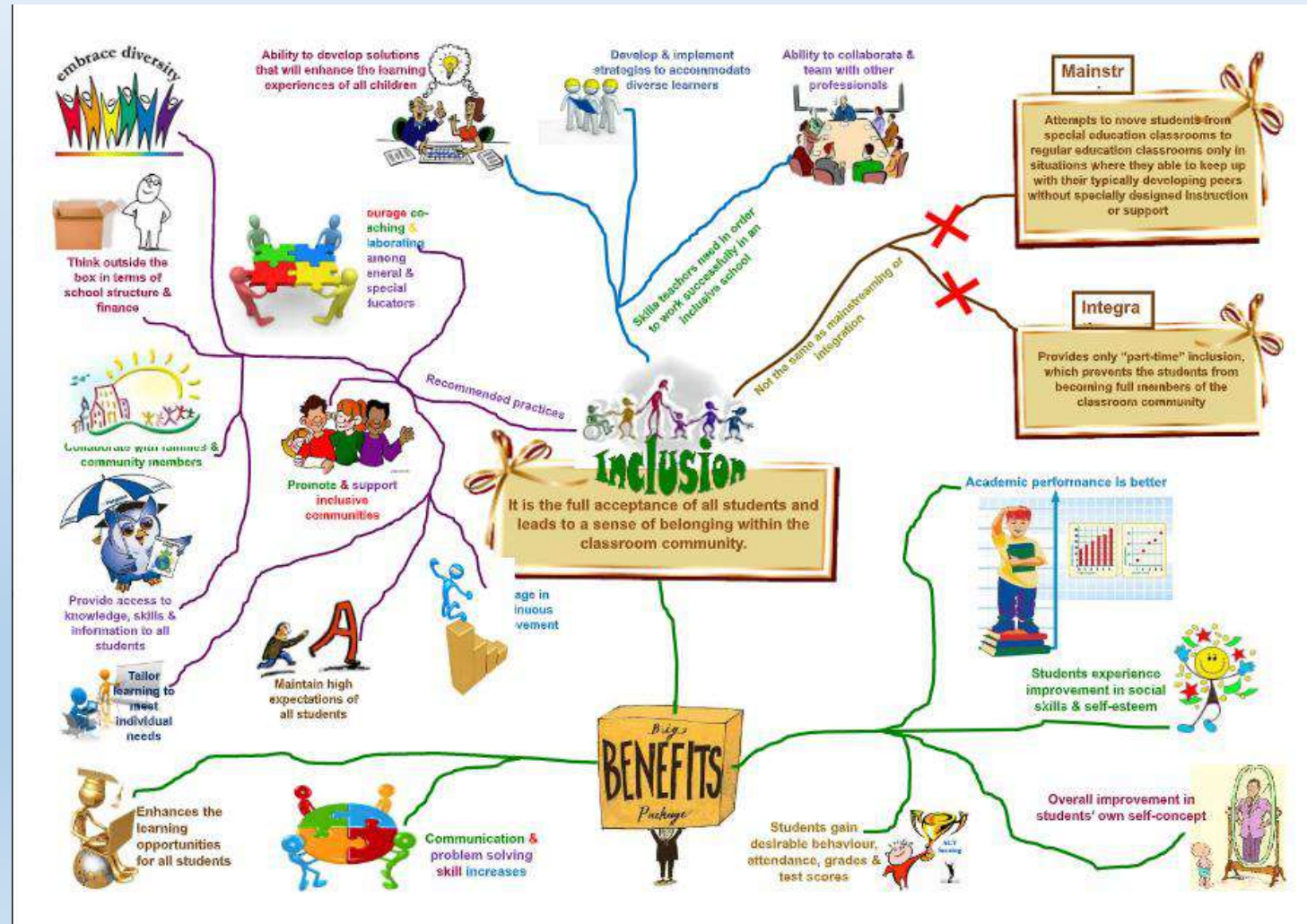
- 1) Get engaged in activities organized in your community.
- 2) Take care of seniors.  
Help them in their daily chores. Share with them a bit of your time.
- 3) Help people in need.  
Join a local charity. Help your neighbours. Be kind and smile at people.
- 4) Do something for the environment.  
Visit the parks and help clean them. Create activities to be carried out.
- 5) Share your ideas and concerns and help strengthen your community.  
Contribute to the local newspaper. Join an association
- 6) Visit your local library. Find information about the place where you live.  
Create or join a book club.



# IDEAS FOR SDG 11



Create a map / spidergram / slogan about your idea of inclusive community





# IDEAS FOR SDG 11

Imagine you are in someone else's shoes...



**In their shoes**

OXFORD  
UNIVERSITY PRESS

Person / character:	Event / situation:
<b>Thoughts</b> What are you thinking?	<b>Feelings</b> How are you feeling?
<b>Values</b> What is important to you?	<b>Physical sensations</b> What can you see / hear / taste / smell / feel?
<b>Hopes / goals</b> What do you want?	<b>Fears</b> What are you afraid of?

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# IDEAS FOR SDG 11



Write an article on how to make the area where you live more sustainable





# IDEAS FOR SDG 13

Have your say !



<https://www.youtube.com/watch?v=Elv-c3ZTkYg>



# IDEAS FOR SDG 13



**Create 3-5 minute speech about what can be done  
in your area to fight climate change!**

- Set a purpose
- Select the main ideas
- Provide supporting material
- Plan the introduction
- Prepare a conclusion
- Prepare an outline
- Focus on body language
- Use rethorical devices

<https://www.englishspeecheschannel.com/english-speeches/greta-thunberg-speech>



# IDEAS FOR SDG 13

To get involved, be informed!



## The Effects of Climate Change





# IDEAS FOR SDG 13

**Resources for kids and not only!**



[Tiki the Penguin](#)

[The 3 R's of Recycling](#)

[Climate Kids](#)

[Simon says Save the Climate](#)



# IDEAS FOR SDG 14

To get involved, be informed!



- Causes
- [Discuss questions](#)
- Resources ([Example](#) - [Example](#))
- [A Plastic Ocean](#) ([educational support kit](#))



# IDEAS FOR SDG 14



Write a story: Imagine you are a fish and narrate what you can see around you.

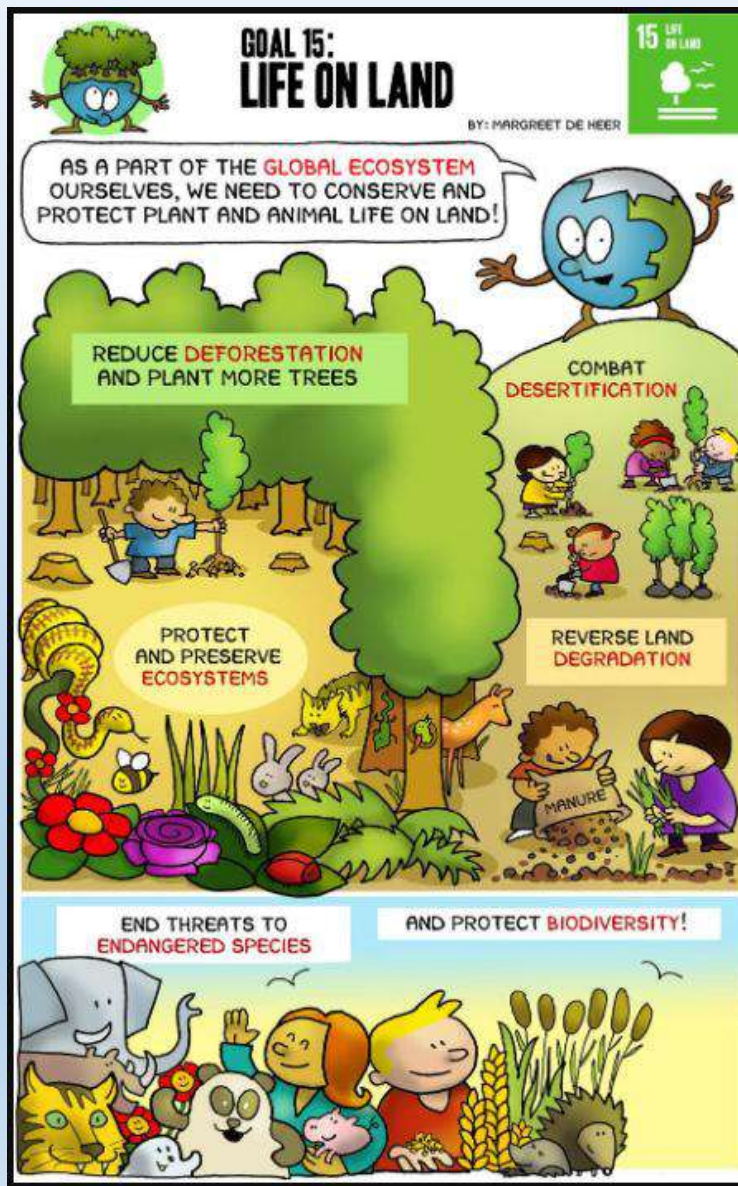
Write a report about the sea problems connected with the Mediterranean Sea and possible solutions.

You are a modern Ulysses: describe your voyage in the Mediterranean Sea in a poem, story, comic strip, song.

Draw a poster / lapbook about the endangered sea species with a short text.



# IDEAS FOR SDG 15





# IDEAS FOR SDG 15





# IDEAS FOR SDG 15



## Resources to be used in the classroom

<https://en.unesco.org/themes/education/sdgs/material/15#primary>

<https://globaldimension.org.uk/wllgoal/life-on-land/>



# USEFUL LINKS

<https://www.globalschoolsprogram.org/ted-talks>

<https://skepticalscience.com/greta-thunberg-tedx.html>

[https://www.youtube.com/watch?time\\_continue=23&v=o08ykAqLOxk&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=23&v=o08ykAqLOxk&feature=emb_logo)

<https://developmenteducation.ie/blog/2017/09/5-videos-sustainable-development-goals-worth-view-useful-ted-talk/>

<https://www.unicef.org/stories/ted-talk-how-we-can-help-young-people-build-better-future>

<https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources>

<https://en.unesco.org/themes/education/sdgs/material/>



# USEFUL INFO

[REGOLAMENTO](#)

[SCHEDA ISCRIZIONE](#)

[OUR WEBSITE](#)

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# A MERRY SUSTAINABLE CHRISTMAS





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