



# COMENIUS MULTILATERAL SCHOOL PARTNERSHIP

## What's up Mr Nobel? - discovering countries through their scientific traditions

- Kindergarten Slantse Veloko Tornovo Bulgaria
- Kirkkojärven koulu Espoo Finland
- Szkola Pozstawowa numer II Pulawy Poland
- Clubul Copiilor Zimnicea Zimnicca Romania
- Escola Estel Sant Guim de Frexent Calatalonia Spain
- Hermodsdalsskolan Malmö Sweden
- Akbez İnönu İlköğretim Okulu Hatay Turkey

*- fun and learn -  
pedagogical methods*





## BULGARIAN METHODS FOR LEARNING IN KINDERGARTEN

### *Guidance in the natural and social world*

*The main purpose of preschool education and education in orientation in natural and social world: Introducing the child to the subject and social environment through age-appropriate forms of activity, orientation in human values that have personal sense of life, providing opportunities to the child for free expression and acquiring a culture of behavior, preservation and promotion of children's individuality, development of creativity.*

The main goal that we set for the orientation in the natural world- is to introduce children to the world of natural objects, places and events and awareness of available correlations and dependencies between them.

The tasks we set to ourselves to solve this main goal are:

- 1.Improvement of perceptions of living and nonliving nature, accessible to the child.
- 2.Operating with general notions of natural objects and acquiring practical and cognitive skills for orientation in the natural environment.
3. Understanding of the principle of conservation and variation in the representatives of the „living“ in the nearby environment .
- 4.Provision of strategies for consideration, observation, investigation and modeling of natural objects and subjects from the nearby environment.
- 5.Awakening the children's curiosity and curiosity, inquisitiveness and observation.

6.Formation of environmental culture and defending the right of life and the preservation of living organisms. Effective orientation of the child in the natural world is achieved by applying appropriate system of pedagogical methods of interaction that ensures joint activities for adults and children.The system includes methods of different groups - object-operative; experimenting- practical, information-cognitive, game-conversion and others., which perform a specific function in orientation in the world.

By intentionally examination of natural subjects and objects ,expression of interest by the child is achieved to their relevant signs and features.That is how the child takes a large amount of ideas and knowledge about the surrounding world. On this basis the child develops skills in investigation - directly and indirectly, by which the child improves their ideas for signs and features ,for morphological and functional features of objects from nature and recognizes their basic needs. Very important is the monitoring method - short, systematic and repeatedly distributed material.

By demonstration of pictures and videos a selective presentation of materials , that illustrate the different conditions of natural objects and changes in them is provided. On this basis, the ieas of children for visually presented connections and relationships -systematise, generalize and improve . Understanding the causal realations available in the environment and their corresponding signs occurring in changing the conditions in which the objects or subjects exist, is realized through the systematic inclusion of the children in the experimentation or simple trials. By using of models and modeling - material, schematic and graphical, an intensive development of the child's mental activity is achieved, assimilating sustainable ways of knowing important and characteristic properties, relations of objects and subjects, occurrences and events in the environment. Improvement of perceptions and skills for practical cognitive activity is achieved through the use of exercises / reproductive, productive- intermodal, creative /. Informational and cognitive broadening and clarifying of the experiment in a verbal plan is implemented through lectures, reading stories and fiction. An interest in the beauty of nature is created, a positive emotional evaluative attitude towards natural objects is edu-

cated, readiness for environmental behavior and adequate forms of communication.

The most comprehensive and universal tool for development of children in pre-school age is the game / staging, sketches, games with rules /. It helps to test and expression of different strategies for structuring the knowledge and skills, to unite ideas and to build a complex and balanced picture of the world.

Orientation of the child in the natural world is realized through the use of various didactic tools that perform different functions. In the organized forms of pedagogical interaction aimed at orientation in the natural world, a set of visual didactic material is used:

- natural subjects and objects from nature - fruit, seeds, leaves, twigs, flowers, shells and more.
  - images of natural subjects and objects modeled by different materials / paper, cardboard, plastic, etc. /
  - graphical and schematic materials, models, diagrams, drawings, symbols, mazes, etc.
- Suitable for use in required situations didactic tools are:

# Didactic games: slides, visuals - from plastic material or cardboard to consolidate the ideas and concepts / „Wild and domestic animals“, „Seasons“, etc. /. Assembly plot pictures, mazes, computer games / children's encyclopedias, books of riddles, poems and more.

# Mazes with cognitive tasks - picture series / for supplemented the missing piece in a serial or rhythmic line /

# Entertaining picture tasks

# Materials necessary for independent practical -research activities / jars, cups, straws, balloons, stones, fabric samples, spices, seeds etc /

# Materials for the realization of joint projects

# Drawing books, coloring, connectivity, fencing

In terms of content, the orientation in the natural world affects the cyclical problems in living organisms - beginning, growth, development, end and new beginning. The vital processes of bio- and zoorepresentatives in different periods of their development and adaptability in seasonal changes is also important. As a traditional, the formation of a generalized notions of wild and domestic animals can be determined: wintering and migratory birds, fruit and vegetables and

more.

Through research and practical transforming activity, the child finds out the basic processes in living organisms - respiration, nutrition, excretion, movement, growth, development, reproduction. They characterize precisely the living nature and contrast it to the inanimate.

The importance of information and knowledge regarding the elements of inanimate nature is established. In the program documentation from the last 15 years - the air, water, soil, physical phenomena such as heat and motion of bodies, a place is considered. A world practice is to enable the child in preschool age to see the „invisible“ air, to find variables and constants of water and the movement of bodies, which is achieved by children experimentation, in all its possible variations in kindergarten.

The reasonable, meaningful personal knowledge helps the child to believe in its „cognitive powers“ and to promote among their coevals. Develops the ability in the future pupil of setting objectives and tasks and to seek strategies, to find the familiar and interesting in the world around him.

## Formation of mathematical view in the children from preschool age

*The main objective of the mathematical preparation for school is-the child to enter the complex world of abstract mathematical objects and relations through special cognitive environment for educational interaction. In the kindergarten children are prepared for such complex mathematical concepts such as number, , figure, equation, etc., which they will absorb at school .To every mathematical concept corresponds an elementary mathematical notion, that is associated with a particular technique / rule, algorithm /*

*The system of mathematical knowledge in kindergarten reveals the basic mathematical concepts and their respective ways of action. This system contains of several training tasks:*

1. On the base of active interaction with multiples, the child begins to see the common properties of objects, regardless their different external appearance.
2. Forming a general idea of the concept of „number“.
3. Forming a concrete idea of the numbers from 1 to 10.
4. Forming an idea of symbolic mathematical system / digit numbers, signs for accumulation and deduction, signs comparing numbers, arrows, codes, etc. /
5. Forming elementary notions of geometric shape and geometrical figure / circle, square, triangle, rectangle /
6. Developing practical skills to measure quantities / length, volume, mass, time /, forming an initial idea for basic unit and measurement dependencies.
7. Forming basic spatial concepts of location, relations, directions. Development of skills for orien-

tation in space.

8. Forming time elementary concepts and practical acquaintance with measuring time.

In kindergarten we use several kinds of training methods:

### I. Practical methods

1. Exercise - refinement, expansion and systematization of notions, forming skills and habits by repeatedly performing certain actions.
  - Collective exercise with character of illustrations. Various materials are used for consolidation of knowledge / boards, pictures, labyrinths ,applications with geometric shapes / . Matching techniques are collectively produced for reinvention, counting, measuring, comparing, etc.
  - individual exercises with an operational didactic material / models of real subjects, plastic figures, didactic cards, school books and notebooks, and more.
  - Didactic game with reinforcement functions, mathematical games, mobile, music and games with constructive mathematical content.
2. Demonstration by the teacher of didactic means and ways of action / algorithms /.
3. Modeling-leading contemporary method of mathematical training, which essence consists of creating mathematical models and relations and their use in the development of mathematical ideas in the children.

II. Game method is a major method for stimulating cognitive activity of the child. Children can solve „ mathematical problems „ only if they are translated into understandable „child“ language. Such a translation of mathematics in the kinder-



garten are the so called „mathematical games.“

1. Games of comparison, developing analytical thinking:

- Games for description / coding / properties of objects
- games for referencing objects in a property
- games for the identification of objects
- games for referencing objects „each other“ in quantified terms

2. Games for classification aimed at generality of thinking:

- Games for additive classification
- games for multiplicative classification
- games for detecting abnormal principle of classification

3. Games for ranking objects that promote a sense of rhythm and algorithmic thinking:

- Games „rhythmic sequence“ in a rule
- Games „serial sequences“ in a rule

4. Games for understanding the conservation of quantity, shape, volume:

- games for understanding quantitative invariance
- games for the understanding of geometric invariance
- games for understanding storage volume

5. Games „Geometric and spatial models“ developing spatial imagination and modeling skills:

- „Geometric patterns and constructors“ / tangram, geometrical thinking, drawing /
- „Maze“ from space – schematic, tabular - Schematic and verbal type
- „Grid“ - orientation in a grid of squares

6. Games „Convert Machine“ to develop schematic thinking:

- Games for converting objects under „command“
- games for the transformation of objects by the inverse of the given action / reverse of the machine /
- Games for detecting the action of an input subject and converted subject
- Games „Computing Machinery“ accumulation and deduction up to 10.

Games with mathematical content are classified and according to the didactic material:

# Subject games - use of natural materials, mass subjects, models, toys

# Press and graphical games implemented on wooden or celluloid base on which are depicted

maze of tables, charts, drawings.

# Verbal games which are construction of questions and answers. Riddles, rhymes, culminating in the question „What is it?“ Or „Name“, „Count“ and others are used.

III. Verbal methods

1. Explanation-verbal monologic method, which purpose is to clarify and supply certain information obtained from other methods.

2. Story- monological-verbal method for encoding literary texts of mathematical facts or relations between objects.

3. Conversation-verbal dialogical method in which questions are asked and answers from the children are demanded.

IV. Situational methods

1. Situational problem-child is placed in a problematic situation in the introduction of new knowledge or when there is a lack of skills to deal with a problem.

2. Situational illustration - realized through visual-practically methods: demonstration and modeling.



3. Situation-exercise, providing the children opportunity to re-create new knowledge and test their skills in situations similar to the illustrative situations and in new situations. Situateness in consolidation of knowledge is provided by suitable methods / games, exercises, experiments, modeling / and through the dynamics of didactic materials for children / boards, paintings, appliques, colorful albums, exercise books, shapes, numbers and cubes etc. /

**B** 4. Situation-problem has more complicated  
**U** character, because it is based on the autonomy  
**L** of childrens' thinking, imagination and child  
**G** creativity. The children is being given a problem/  
**A** practical or mathematical / without providing  
**R** external assistance to solve it. The child has to  
**I** reconsider the structure of the problem and seek  
 means to solve it. The independence in dealing  
 with solving the problem, stimulates the child to  
 deeper analysis and search for different solutions,  
 depending on its existing knowledge and skills.

5. Situation-evaluation –it is implemented system-  
 atically by requiring short answers and reason-  
 able arguments, analysis of children of children's  
 ideas for dealing with a problem analysis and  
 evaluation of each situation exercise, conduct  
 and evaluation of collective pictorial tests, oral  
 tests ,drawing tasks,rhythmic sequences and  
 more.

Knowledge and awareness of the purpose  
 and functions of objects in life and activity of  
 people and learning about occupations of adults

One of the main objectives of educators  
 in directing the preschool child in the "social  
 world" is focused on the effect on the child-  
 guidance in occupations of adults and the con-  
 struction of relationship between educator and  
 child in contacting the subject environment,as  
 a process of opening children's interests, skills,  
 values and needs. To achieve this goal it is very  
 important to involve the parents and the public  
 to our activity.

To achieve these goals and objectives, we  
 planned various activities to introduce to the  
 children of the kindergarten certain professions by  
 teaching situations, practical activities, observa-  
 tion visiting objects outside the kindergarten,  
 meeting people with different profession, exhibi-  
 tions of children creativity in the kindergarten,  
 forming different spots in study halls, participate  
 in gaming technology and entertainment festivals  
 and more.



# HOW TO GET STUDENTS TO ENJOY AND GET INTERESTED IN MATHS

## *Bingo for maths lessons*

The students draw a bingo table (3x3 squares) in their notebooks. They write nine numbers which the teacher has given them in random order in their tables. The teacher says one calculation at a time, the students count and cross the right answer in their own bingo table. When the student has three right answers (crosses) in a row, he shouts : Bingo! The winner gets a small prize, e.g. a sticker, a stamp.

Three examples of how to use the bingo:  
Multiplication and division with integers

Given numbers: -48, -9, -8, -7, 8, 9, 42, 56 ja 63  
Calculations:

$7 \cdot 9$	( 63 )
$-7 \cdot (-8)$	( 56 )
$-8 \cdot 6$	( -48 )
$72 : (-8)$	( -9 )
$-64 : 8$	( -8 )
$54 : 6$	( 9 )
$-32 : (-4)$	( 8 )
$6 \cdot 7$	( 42 )
$-63 : 9$	( -7 )

The length of circumference

Given numbers: 6,3 6,4 9,4 9,5 13 13,2 13,5 13,8 20 22 (cm)

Calculations: Count the length of circumference when...

the diameter is 2,0 cm	( 6,3 cm )
the diameter is 4,0 cm	( 13 cm )
the diameter is 7,0 cm	( 22 cm )
the radius is 1,5 cm	( 9,4 cm )
the radius is 2,10 cm	( 13,2 cm )
the radius is 2,20 cm	( 13,8 cm )

Count the length of radius when...

the length of circumference is 60 cm ( 9,5 cm )

the length of radius is 40 cm ( 6,4 m )

the length of diameter is 40 cm ( 20 cm )

the length of diameter is 27,0 cm ( 13,5 cm )

Multiplication of monomial

Given monomials:  $x^2$ ,  $2x^2$ ,  $5x^2$ ,  $6x^5$ ,  $15x$ ,  $-15x$ ,  $15x^2$ ,  $-15x^2$  ja  $-15x^3$

calculations:

$$5 \cdot 3x \quad (15x)$$

$$-5x \cdot 3x \quad (-15x^2)$$

$$-5x \cdot 3x^2 \quad (-15x^3)$$

$$-5x \cdot (-3x) \quad (15x^2)$$

$$-5 \cdot 3x \quad (-15x)$$

$$x \cdot x \quad (x^2)$$

$$2 \cdot x^2 \quad (2x^2)$$

$$2x^2 \cdot 3x^3 \quad (6x^5)$$

$$2x^2 + 3x^2 \quad (5x^2)$$

## *Maths*

A) Estimate:

How many litres of water go into the dish on the table? (there is a cubic decimeter on the table) Measure and check on the result by pouring the water into the cube. Answer: one litre goes into the cubic decimeter.

1 litre = 1 cubic decimetre (N.B. measure of capacity is equivalent to cubic measure)

Estimate:

There is a cone and a cylinder on the table (the heights and the radius of the bottoms are similar) If the cone is filled with water, how many times can you pour into the cylinder until it's full?

Measure this by pouring water from the cone into the cylinder. Answer: three times.

Formula: the capacity of a cone is one third of the capacity of a cylinder.

$$V = \frac{Ap \cdot h}{3}$$

*"Sinking the ship"*

Aim: to practise how to use the coordinate system

You play the game like normal sinking the ship –game but you use the coordinate system as your game board.

Pupils work in pairs. Every pupil draws two coordinate systems on a square-ruled paper. In the first coordinate system he draws his own ships, in the other the sunken ships (mark your hits using a cross/ a tick and your misses using a circle). The ships are drawn on the points, not on the squares. The ships which consist of several points are joined together with line segments so that it will be easier to see the ships.

The length of these ships can be e.g.

2 pcs ships made of four points

1 pc ship made of three points

2 pcs ships made of two points

1 pc ship made of one point

The ships are not allowed to touch each other and they can be placed vertically, horizontally or diagonally on the chart. When both pupils have drawn their ships, they can start playing the game. The pupils must not see each other's charts.

Taking turns the players ask the coordinate (e.g. 2, 3) where they want to shoot. After this the opponent tells if it hit or not. After a hit you get an extra turn. When a ship has a hit in each point, it will sink. The one who lost his ship will tell that to the opponent. And the winner is the one who first sinks all the ships on his pair's chart!





## HOW TO GET STUDENTS TO ENJOY AND GET INTERESTED IN ART

In Finland we art teachers tend to follow the art world and its phenomena and then reflect it in our teaching. That means for example the following:

I took my class (7<sup>th</sup> graders) to an exhibition of Jaume Plensa:

*In the darkest time of the year, the internationally acclaimed and awarded artist, who started his career in the 1980s, creates an exhibition in EMMA around the theme of light. The forty individual sculptures as part of installations created in 2004–2012 will fill most of the room for changing exhibition.*

*Shaped like human figures, torsos and heads will engage in discussions and dialogues in the spacious room opening up to the surrounding landscape. Plensa's sculptures shape the immaterial. Through the human figure, the artist explores universal themes*



*of life: love, despair, memory and language.*

In the art class the students then made plaster masks, being inspired from the white faces we saw in the exhibition. First we cut the plaster tape (used by doctors when needed to tie a serious injury in a leg etc.) into different sizes of pieces.

Then one student sat by another who was lying on a mattress on the floor. He/she dosed a piece of tape in the water and placed it on the other student's face which was greased with Vaseline. Little by little the face was covered; only the mouth and nose area was left uncovered so that the student could breathe. The extra pieces of tape had to be pressed by wet fingers, so that the surface became neat.

When the mask was dry it could be taken off. Some relaxing music was played in the classroom, too. All the students were enjoying and relaxing. This took two hours.

Afterwards the masks were trimmed by scissors and some extra pieces of plaster tape could be adjusted for example on eyebrow or cheekbone areas to give more form to the mask.

We didn't this time paint the masks which is possible as well as adding "hair" made of wool, string, bast or else. One can also glue almost anything on this kind of mask.

We left the masks white and then took some nice photos of the students wearing the masks and now we are planning to have an exhibition of the masks and photos.

### *Profits:*

This lesson doesn't require any special skills of a student. It is suitable for students over 10 years and even younger if they are not afraid of the technique.

It is like something extra to lie on the floor and someone is giving you a kind of a facial care.

The aim of the lesson is simply to enjoy and create something similar to what we saw in the exhibition by one's own hands.

### *Extra:*

To provide masks a teacher can as well show pictures of different cultures for example Chinese, African or Venetian.

It is a good idea first to study and draw a human face and its dimensions and measures. Picasso

also learned a lot from African masks while he was developing cubism... So why not to make a cubistic mask!?

Masks can be made from clay, pulp or wax etc. If pulp is used, students first cut and mould a supporter out of a garden net and after that they place the pulp.

With the help of these masks you can talk about expressions and how they express one's feelings and emotions. It's also possible to hide your real feeling behind a mask (an expression) so that you won't reveal yourself, isn't it?



# HOW TO GET STUDENTS TO ENJOY AND GET INTERESTED IN ENGLISH LANGUAGE

exercises for every student or using chalk and blackboard. In our school pupils are more and more using Smartboard and IT – technology when doing exercises like this. There they are able to use colours, animation and sounds, which makes it fun for everybody.

When learning languages we often use pedagogic methods which activate pupils to work together: they teach each other and learn from each other. We call this method for “Learning by doing” or “Co-operative learning”.

For example,  
When we start a new chapter (a new text) in our textbooks, we will do like this:

Pupils listen to the text on Smartboard or CD – pupils follow with their books.

Pupils repeat the words of the text after the tape (or the teacher). They have a look at the meaning of the words at the same time.

Pupils work in pairs and translate certain lines of the text. The teacher has given different lines to every pair of pupils. This takes about 5-10 minutes.

All the pairs translate the lines they had to work on to the whole class. In this way the whole text will be translated from English into Finnish.

The pupils work in pairs and make questions or other kinds of exercises about the text to the whole class:

- crossword puzzles
- missing words: pupils leave out some words from the text and the other pupils fill in the missing words
- secret words: the letters of the words are mixed up and the other pupils have to guess which of the words in the text the word is

For example: “GARENNIL” = LEARNING

All the exercises can be done in the traditional way using paper and pencil and copying the



# HOW TO GET STUDENTS TO ENJOY AND GET INTERESTED IN SPORT

*Pesäpallo (“Finnish baseball”) is a fast-moving bat-and-ball sport that is quite often referred to as the national sport of Finland.*

Pesäpallo is a combination of traditional ball-batting team games and North American baseball. The game was first developed by Lauri “Tahko” Pihkala in the 1920s. Pesäpallo has changed with the times and grown in popularity.

The rules of pesäpallo are quite complicated, but the idea of the game is simple. One team tries to score by hitting the ball and running through the bases, the other team tries to defend by catching the ball and putting the runners out. The key to the game and the most important difference between pesäpallo and baseball is the vertical pitching. Hitting the ball, as well as controlling the power and direction of the hit, is much easier. This gives the offensive game much more variety, speed and tactical dimensions than in baseball. The fielding team is forced to counter the batter’s choices with defensive schemes and anticipation, and the game becomes a mental challenge.

The manager has an important role in pesäpallo. The offensive and defensive strategies include several prepared plays for every situation. The manager leads his team’s offense by giving signals to the players with a multicolored fan. The defensive team play is directed by the manager’s orders and hand signals by the fielders.

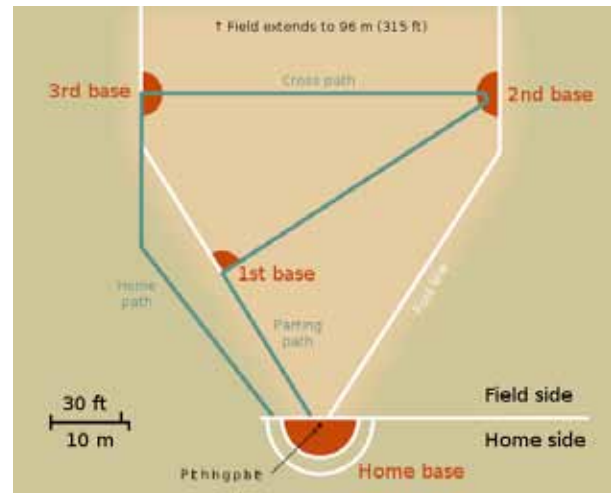
Pesäpallo was a dem-



onstration sport at the 1952 Summer Olympics, held in Helsinki, Finland.

## RULES

A modern competition game is played in two periods of four innings each. A period is won by the team which scores more runs in its offensive half-innings. If each of the teams wins one period, the game will be decided by a super inning



(extra period), which consists of one inning and, if necessary to break the tie, of a special scoring contest.

During an inning both teams take turns playing offense (batting) and defense (fielding). The defensive team has nine players on the field. The offensive team can use three jokers (designated hitters) during one half-inning in addition to the nine players in the regular batting order. The offensive team can continue batting until

three players have been put out or one round of the batting order has been completed without at least two runs scored.

The batter and the pitcher face each other in the home base, on opposite sides of the circular plate. The pitch is delivered by throwing the ball directly upwards above the plate, to a height of at least 1 meter over the head of the pitcher.

The batter has three strikes available on his turn at bat. A fair hit does not force him to advance; he can use all three strikes at bat before he becomes a runner. A

pitch counts as a strike if the batter takes a swing at the ball or if the umpire rules the pitch legal. If the pitcher delivers a bad pitch (ball), the batter is granted a walk to the first base only if the field is empty. If there are runners on the field, the point runner is granted a walk to the next base for the second bad pitch. A pitch is ruled bad if the ball does not fall on the plate, if the pitch is too low, or if the pitcher commits a violation.

A hit is foul if the ball first touches the field outside of the boundaries. The batter or the runners cannot advance on a foul hit.

If the fielders get control of the ball before it touches the field, the hit is a catch, and all runners who tried to advance on that play are caught. Players who have been caught are removed from the field, but they do not count as outs.

After the batter becomes a runner, he must try to advance safely to the first base. The runner reaches safety on a base by touching the base area before the ball is thrown to a fielder in the base. If the ball gets to the base first, the runner is put out and removed from the field. The batter is also put out if his third strike is foul hit. A runner on a base is forced to advance if the next runner reaches safety on the same base.

The offensive team scores a run when a runner returns safely to the home base after advancing safely through all three field bases. If a batter advances to the third base on his own fair hit, he scores a home run. He can then stay on the third base and try to score again as a regular runner by reaching the home base on a later play.

## EQUIPMENT

### HELMET

Each player is required to wear a helmet when playing in an offensive inning. If a player sets at bat without a helmet an out can be marked for the team. The pitcher and the outfielders are not required to wear a helmet.



### GLOVE

The glove is used to ease catching the ball when playing a defensive inning. The glove used in pesäpallo differs from the one used in baseball both in characteristics and in appearance. The glove is made of leather although some manufacturers use different kinds of synthetic fibers on the back side. The inside of the glove is always made of thick leather and the main differences between gloves lie in the amount and quality of padding, the thickness of the

leather, the size of the glove and its shaping. The ball is caught into the glove's cup between the thumb and the index finger. Sometimes, however, the ball hits the palm and a properly designed glove can prevent injuries. Other devices to catch the ball are not allowed.

### BAT

The bat is a round, tapered cylinder. Previously the bats used in pesäpallo were made of wood. These were fairly brittle and did not last very long when used to hit such a heavy ball. Now, wooden bats are only used in children's games and the bats used in adult's games are made of a mixture of glass fiber and carbon fiber. Top players use 2–5 bats during a season.

The biggest differences between bats lie in the



weight, center of gravity, flexibility and length. The maximum length of the bat is 100 centimeters. When using a children's ball the maximum length of the bat is 90 centimeters.

### *SPIKES*

The use of spikes - like in running - is not required to play pesäpallo. However, they do help the player substantially in rapid situations. Especially when playing on modern artificial grass fields - it is very slippery to ordinary sport shoes.

### *BALL*

Pesäpallo is only played with balls approved by Pesäpalloliitto. The circumference of the ball has to be 21.60-22.20 centimeters. The weight of the ball varies by series:

- Men's ball 160-165 grams
- Women's ball 135-140 grams
- Junior ball 95-100 grams

The ball is yellow and balls approved by Pesäpalloliitto have a stamp.

## HOW TO GET STUDENTS TO ENJOY AND GET INTERESTED IN SCIENCE BIOLOGY

### *Topic: The Structure of a Fish*

1. We go fishing in the nearby river. Also the worms are being digged by the pupils. (two lessons)
2. The fish are cleaned in the biology classroom under the teacher's supervision. The fish are prepared and examined using microscopes. At the same time pupils can see a picture of a fish's structure and of the different parts on the smart-board. (one lesson)

Homework will be to learn the structure of a fish from the book.

Integration between subjects: The fish can be prepared for lunch in a home economics lesson.

In Finland it's typical that a learning situation is concrete, illustrative and the pupils learn by doing. These also benefit different kinds of learners, e.g. pupils with learning problems, immigrants etc.



## FUN AND LEARN IN ENGLISH

### LESSON PLAN 1

TIME: 45 minutes

SUBJECT: Vocabulary items connected with clothes: shirt, dress, skirt, trousers, hat, socks, blouse, scarf, jumper.

AIMS OF THE LESSON:

1. to present vocabulary connected with clothes,
2. to make the memorization of the new words easier

MATERIALS: pictures of clothes, word flash-cards, handout (see App. page 63)

SOURCES: Adapted from Stepping Stones  
PROCEDURE

WARM UP:

Teacher says "Good morning". "How are you?"

Teacher checks the register.

Teacher asks about students' homework.

Teacher introduces the topic: Today we are going to learn the names of different items of clothing.

Teacher writes on the blackboard the subject of the lesson.

PRESENTATION

The teacher begins the presentation by showing some pictures to the students. Different

Items of clothing are presented in these pictures. Each word is repeated by the teacher twice for the students to hear the correct pronunciation of it.

T: This is a skirt.

T: a skirt

Now the teacher asks the students to repeat after her/him

T: a skirt.

Ss: a skirt

The teacher gives each student a picture of a skirt to be cut out and glued into copy book. After doing this the teacher writes the word "a skirt" on the blackboard for students to copy the correct spelling. Now the teacher asks the students to say the word that is written under the drawings in their copybook.

Ss: a skirt.

The next items are presented in the same way. The teacher does not provide a picture of each new item of clothing but students have to draw themselves.

Activity 1.

The teacher distributes handouts with crossword puzzles and explains that the students are to complete them. They are provided with picture clues. The teacher checks the crossword puzzle to see if the students have suc-

**P** proceed in the task. A volunteer writes the answers on board for all the students to check and correct mistakes ( see App )

**O** Activity 2.

'True/false' game

Time: 5 minutes

**L** Aims: to increase the mental engagement.

**A** Description: Children 'stand up' or 'sit down' according to the words told by the teacher. If the word agrees with the picture, children 'stand up', if not children 'sit down'.

Preparation: flashcards with clothes

In class:

1. The teacher is a leader and stands with some flashcards of clothes. The children sit on the chairs.
2. The teacher says: ' This is a skirt.'while the picture showing a jumper.
3. It is false, so that children 'sit down'.
4. Then the teacher says: 'This is a jumper' showing the flashcard with a jumper.
5. It is true, so that children 'stand up'.
6. The teacher tries to catch them out by doing it at speed.

## **D** LESSON PLAN 2

SUBJECT: Names of colours: red, blue, green, yellow, white,black, orange, purple.

AIMS OF THE LESSON:

- to present the names of different colours
- to make the memorization of the new words easier

- to practise vocabulary connected with colours

MATERIALS: flashcards,

SOURCES: Adapted from "The English Junior" magazine

WARM UP:

The teacher says "Good morning". 'How are you?"

The teacher checks the register.

The teacher asks about students` homework.

The teacher introduces the topic: Today we are going to learn names of different colours in English.

The teacher writes on the blackboard the subject of the lesson.

## PRESENTATION

The teacher shows each of the colour cards in turn and says each one two or three times.

T: Now, listen carefully...

Red.....red.....red.....

Blue.....blue.....blue

The teacher sticks each colour card on the board and says the colours once or twice again.

T: Listen again...

Red.....red.

Blue.....blue.

Green.....green. etc.

The teacher gets the class to repeat the new words a few times and checks the pronunciation carefully.



T: red

Ss: red

T: yellow

Ss: yellow, etc.

The teacher sticks the word cards under the appropriate colour on the board, and has the class read it aloud without distorting the pronunciation. Firstly, the teacher chooses two or three individuals to say it, then gets a chorus repetition so that everyone in the class has the opportunity to associate the written form with the pronunciation.

Ss 1: red

Ss 2: yellow

All class: red, yellow, etc.

The teacher tells the students to open their copybooks and draw some object they associate with these colours and copy the words from the board into their copybooks under their own drawings.

#### Activity 1.

Each student is given a handout with nine pictures and a name of the colour printed next to each of them. The students have to colour the pictures accordingly.

After five minutes the teacher checks if they have done the activity well.

Next the teacher points to each of the pictures and asks chosen students to spell out the names of the colours again (see App. page 64)

#### Activity 2.

“Change places”- the game

Time: 10-15 minutes

Aims: - to practise listening skill- the names of the colours

- to practise speaking

Description: The children change places according to the instructions given by the leader.

Preparation: Put chairs in a circle: enough for every child.

In class:

1. The teacher is the leader and stands in the middle whilst the children sit on the chairs around the teacher.

2. The teacher says for example: ‘Change places if you are wearing green’. All those wearing green must change places. At the same time the teacher tries and sits down on one of the chairs.

3. The child left standing is the leader and must say: ‘Change places if you are wearing....’, etc.

‘Body writing’ game.

Time: 15 minutes

Aims: - to associate the spoken and written forms of names of colours

- to build the cooperation between the members of the groups

Description: In groups, the children make words connected with colours with their body.

First the teacher have to form two groups ' Making random groups to music'

1. The teacher puts on some music with a strong beat, and lets all the children bounce around to it.
2. The teacher turns down the volume and call out 'Groups of six'. The children gets into six as quickly as they can.

In order to score the game the teacher draws a ladder going up a tower on the board. For each point the team go a rung up. The first team to get to the top wins.

In class:

1. Children are divided into two groups.
2. The teacher explains that they are going to form words (the names of the colours) with their body.
3. The teacher says 'blue' and gives the children a minute to organize themselves. When they are ready, the teacher goes around the groups saying which word has correct spelling and gives one point to winners.
4. The teacher repeats the game several times.

### LESSON PLAN 3

SUBJECT: Parts of the body: eyes, ears, nose, mouth, head, shoulders, knees, toes

AIMS OF THE LESSON:

- to present vocabulary connected with parts of the body
- to memorize words easier connected with parts of the body
- to practise words connected with the

parts of the body

MATERIALS: Xerox copies prepared by the teacher,cassette, recorder

SOURCES:' I can sing' the book with songs.

PROCEDURE:

WARM-UP:

The teacher says 'Good morning'. 'How are you?'

The teacher checks the register.

The teacher asks about students` homework.

The teacher introduces the topic: Today we are going to learn parts of the body.

The teacher writes on the blackboard the subject of the lesson.

PRESENTATION:

The teacher sticks a big picture of Tomek on the blackboard. The teacher points and says each part of the body two or three times clearly.

T: Now listen carefully. This is Tomek and these are his parts of the body.

Eye.....eye.....eye

Nose.....nose.....nose, etc.

The teacher gets the class to repeat the new words a few times and checks the pronunciation carefully.

T: eye

Ss: eye

T: nose

Ss: nose, etc.

The teacher writes the name of the parts of the body on the blackboard, and has the class

read it aloud without distorting the pronunciation. First the teacher chooses two or three individuals to say it, then gets a chorus repetition so that everyone in the class has the opportunity to associate the written form with the pronunciation.

Ss 1: head

Ss 2: arm

All class: head, arm, etc.

The teacher asks the children to repeat and touch the parts of the body after him\her.

T: head and shoulders, knees and toes,  
eyes, ears, mouth and nose

The children repeat and touch these parts of their body.

#### Activity 1.

The teacher asks the children to stand up and turn on the tape. The teacher asks the children to sing and touch the parts of the body.

The song begins with the words:

' Head and the shoulders, knees and toes,  
knees and toes.

Eyes and ears and mouth and nose, mouth  
and nose.....'

Everybody sings and touches the parts of the body.

#### Activity 2.

Each student is given a handout with a picture of Tomek and the words of parts of the body next to him. The students have to draw lines

connected the parts of the body with the right words. Then they may to colour the picture.

#### Activity 3.

The 'Bingo' game

Time: 5 minutes

Aims:

- to practise vocabulary connected with different names of part of the body
- to familiarise the written form of different items
- to improve listening skills

Description: Each child has in front of him\herself a bingo chart. They also have squares of paper on which the parts of the body are drawn. The students are to cover five squares in the chart with appropriate picture.

Preparation: handout with the game and twelve paper square (see App. page 65)

In class:

1. The teacher reads the names of parts of the body in a random order.
2. When the students hear the word which is covered with the picture on their chart, they uncover it.
3. The student who first uncovers the whole chart is the winner.

#### Activity 3.

The 'Robot' game

Time: 5 minutes

Aims:

- to practise vocabulary connected with naming the parts of the body
- to practise listening skill
- to practise speaking skill

Description: The pupils give instruction to his\her robot (one of the pupils)

First the teacher have to form pairs ' Using ribbons'.

1. The teacher holds a bunch of ribbons.
2. The children each take an end.
3. The teacher lets the ribbons go.
4. The children hold the same ribbon form a pair.

In class:

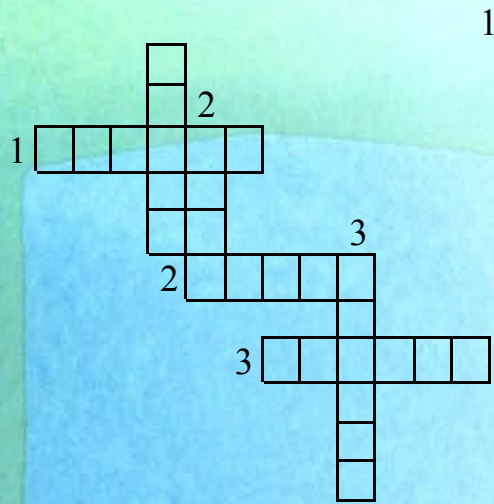
1. Students stand in pairs.
2. One student is 'a robot' another is 'an inventor'.
3. The 'inventor' says: ' Touch your head '. If his\her 'robot' does this instruction correct now 'the inventor' become 'the robot' and 'the robot' is 'the inventor'.

Appendices

Word flashcards:

t-shirt	skirt	Blouse
shirt	dress	shorts
sweater	shoes	trousers

Clothes crossword:



Down:

1.



2.



3.



Across:

1.



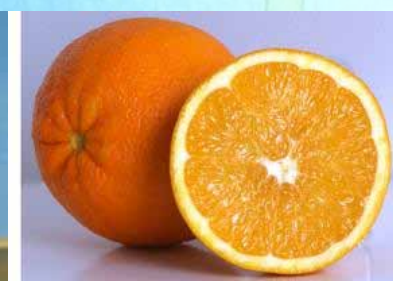
2.

3.



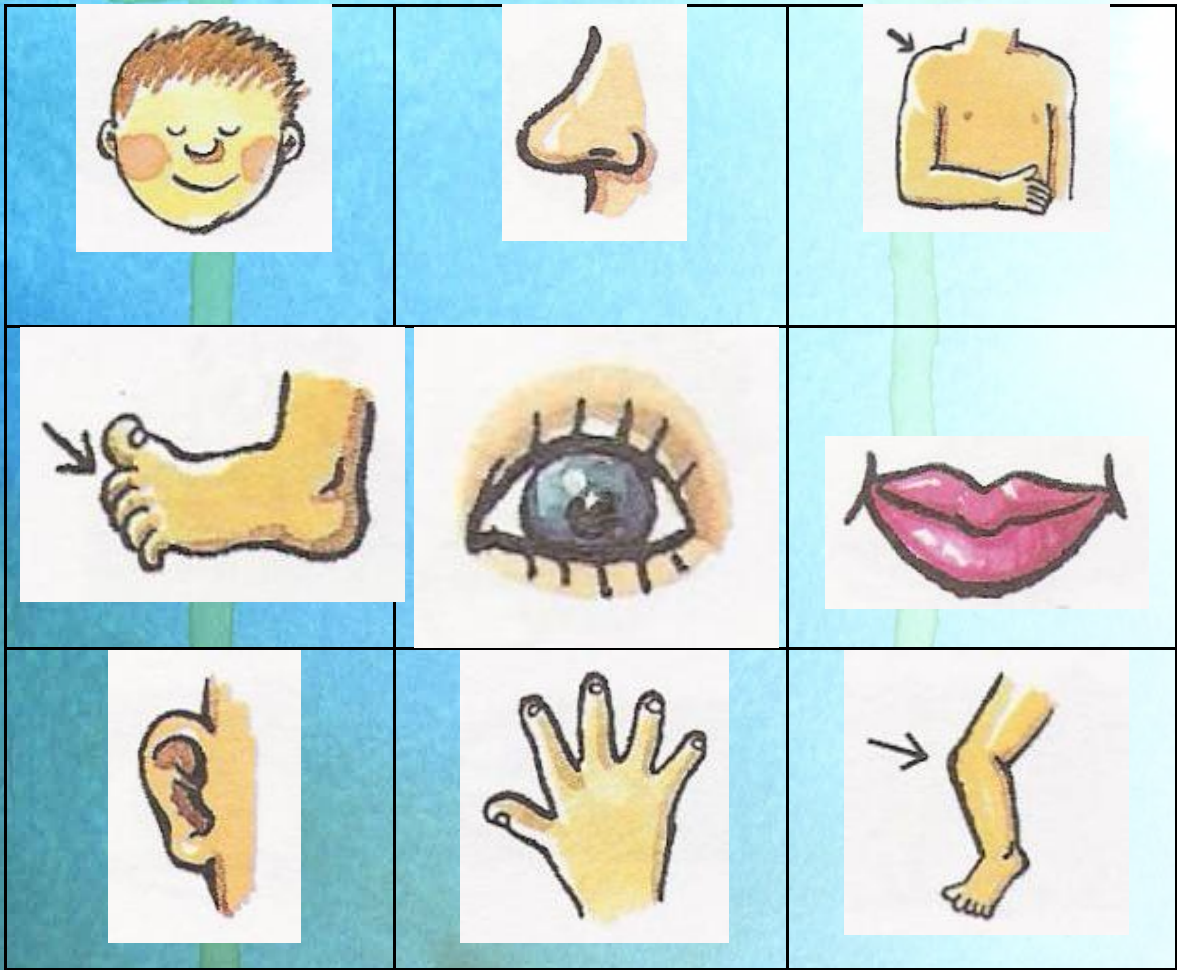
Word flashcards:

red	blue	pink
	orange	yellow
white	green	violet



Colour the picture:  
Bingo chart:

head	shoulder	toes
knee	eye	
ear	nose	hand



# P O L A N D

## 3. Teaching listening to teenagers in practice

### 3.1. Lesson 1. They're too casual

Main aims:

- to practice new vocabulary by matching the words with the pictures,
- to practice the pronunciation of new words by reading the dialogue,
- to practice determiners: too and enough through asking and saying what is wrong with the clothes,
- to ask and talk about what clothes you like and do not like.

Materials:

CDs; CD player; copies of the activities designed by the teacher; pictures taken from [www.szafa.com.pl/sza8.htm](http://www.szafa.com.pl/sza8.htm) and from Clip Organizer; photos

Stages	Procedure	Aims	Time	Interaction Pattern
Warm up	Teacher asks Ss to describe what they are wearing using Present Continuous Tense (see App. 1a), for example: <i>What are you wearing now? I am wearing a red T-shirt, blue jeans and black shoes.</i>	to revise the names of the clothes, to revise the names of colours, to revise Present Continuous Tense.	2 minutes	T – Ss
Presentation	Teacher sticks to the board a big picture of wardrobe with pictures of clothes around it in order to introduce new clothes, patterns and styles (see App. 1b).  Teacher plays the recording several times for Ss to listen and repeat new words. Than she checks Ss' understanding of the words.	to present new vocabulary connected with clothes, patterns and styles, to practice pronunciation of new words by choral repetition, to practice listening by listening the names of new words.	8 minutes	T – Ss



Practice	<p>Teacher distributes copies with the activity (see <i>App. 1c</i>) and asks Ss to work in pairs. Students' task is to describe clothes according to the example. After checking answers, teacher points out that some answers may use different words as more than one answer may be acceptable, for example: <i>short skirt</i> and <i>plain skirt</i>.</p> <p>Teacher asks Ss to look at and talk about the photo: <i>Where is it now?, Who is there?, What are the people doing?</i> (see <i>App 1d</i>)</p> <p>Students are asked to listen to the dialogue in a shop. Then they have to say who likes: <i>the baggy trousers, the flowery dress, the plain blue mini-skirt, the stripped cardigan</i>.</p> <p>Students read through the sentences and then repeat them after the teacher . Teacher points out the use of <i>not</i> with <i>enough</i> (<i>not smart enough</i>).</p>	<p>to practice new vocabulary through matching the words with the pictures,</p> <p>to practice listening skill through listening to the dialogue,</p> <p>to practice speaking skill through saying about clothes.</p>	15 minutes	Ss – T
	<p>Then students answer the <i>Think about language questions</i>.</p> <p>Students are given copies with activity (see <i>App. 1e</i>) and their task is to ask and say what is wrong with the clothes, using <i>too</i> or <i>not... enough</i> and the adjectives. Students work in pairs. Teacher monitors and points out any errors for the pairs to correct.</p> <p>Teacher asks students to listen and complete the dialogue (see <i>App. 1f</i>).</p>			

Production	<p>Teacher distributes copies with an activity where students' task is to complete the conversation in the picture. Teacher asks students to read aloud the conversation in order to check it (see App. 1g)</p> <p>Teacher divides students into pairs and distributes worksheets to the students. They have to follow the cues and write a conversation. Then they act it out (see App. 1h).</p>	<p>to practice listening skill through listening and completing the dialog,</p> <p>to practice writing skill through writing a dialog,</p> <p>to practice speaking and listening skills through acting out the dialog,</p> <p>to encourage students to work in pairs.</p>	8 minutes	Ss – Ss
Consolidation	<p>Students are given copies with the exercise (see App. 1i) and are asked to unscramble the words to find the pattern and unscramble the names of each item of clothing. They have to write the letters in the spaces to find the secret word.</p> <p>Students are asked to talk about clothes they wear at the weekend, to go to a party or on holiday.</p>	<p>to practice new vocabulary,</p> <p>to practice speaking by talking about clothes they wear.</p>	10 minutes	Ss - Ss
Homework	<p>Students are asked to write about clothes. <i>What sort of clothes do you like wearing? When I go out with my friends I like wearing... What sorts of clothes don't you like? I don't like...or...</i></p>	<p>To practice vocabulary and structure by writing about clothes.</p>	2 minutes	Ss

### 3.2. Lesson 2. Food in the UK and the USA

Level: Elementary

Main aims:

- to practice vocabulary connected with food by asking and answering questions,
- to practice Present Simple, Present Continuous, going to future by putting the verbs in brackets in the correct form,
- to practice adverbial phrases of time by answering the questions,
- to practice countable and uncountable nouns,

- to ask and talk about food during the discussion,
- to improve listening skills through watching and listening the film about food in the UK and the USA.

Materials:

Video; video cassette; pictures adapted from [www.hajduk.pl/images/pieczarki.jpg](http://www.hajduk.pl/images/pieczarki.jpg); activities designed by the teacher; activities adapted from Snap TV (2003).

Stages	Procedure	Aims	Time	Interaction Pattern
Pre-listening activities	<p>Teacher shows pictures with mushrooms, olives, ham, chips and tomatoes (see <i>App. 2a</i>) and asks students to name the food.</p> <p>Teacher gets students to think about what they eat and drink at the main meals of the day: breakfast, lunch and dinner. Students answer the questions: <i>Is it healthy food? What time do they eat these meals? Do they think people in the UK and the USA eat and drink the same things, or are they differ? What do you already know about food in the UK and the USA?</i></p> <p>Teacher distributes copies with the activity (see <i>App2b</i>) and asks students to answer the questions. Then a volunteer reads aloud the answers.</p>	<p>to revise the names of food and drink,</p> <p>to revise Present Simple Tense in order to answer the questions,</p> <p>to revise adverbial phrases of time,</p> <p>to revise countable and uncountable nouns.</p>	10 minutes	T - Ss

<p>While-listening activities</p>	<p>Teacher plays the video with the sound turned down and asks students to name the different types of food as they see them (see App. 2c). The list includes: <i>beans, broccoli, carrots, chips, eggs, flour, hamburger, maple syrup, milk, mushrooms, oil, pancakes, pizza, salmon, salt</i>. Students name aloud the food.</p>	<p>to revise the names of food,  to revise Present Simple in order to answer the questions,  to practice <i>going to</i> future by watching a video and correcting the sentences,</p>	<p>20 minutes</p>	<p>T - Ss</p>
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	<p>Teacher plays the first section twice and then asks questions: <i>Are Jeanette's family American or English? Where do they live? What kind of food is salmon? What are they going to have for dinner?</i></p> <p>Teacher distributes copies with activity (see App. 2d) and students' task is to correct sentences while watching the video. After some time students read aloud the sentences.</p> <p>Teacher asks students: <i>What are the pancake ingredients?</i> and then they have to complete the pancake recipe with the correct verbs during listening and watching the video (see App. 2e).</p> <p>Teacher gives students copies with the word box. Students' task is to find the five ingredients of a traditional English breakfast (see App. 2f).</p> <p>Teacher plays the video again. Students listen carefully and find a word beginning with 'A', then a word beginning with 'B', and so on. Teacher demonstrates with these words: <i>American, but, cooking, dinner...</i> (see App. 2g). Students write the words on the board.</p>	<p>to revise verbs by completing a pancake recipe while watching a video,</p> <p>to practice vocabulary connected with food through a word box,</p> <p>to practice listening by finding words beginning with the letters of the alphabet.</p>		
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### Appendix 1a

What are you wearing now?

Activity is designed by the teacher.

### Appendix 1b

Describe the clothes.

Activity is designed by the teacher.  
Pictures are taken from: [www.szfa.com.pl/sza8.htm](http://www.szfa.com.pl/sza8.htm) and from Clip Organizer



### Appendix 2a

What are the names of the food?



mushrooms



ham



olives



hamburger

### Appendix 2b

Answer the questions.

1. What do you usually eat and drink...  
at breakfast in the morning?.....  
at lunch?.....  
at dinner in the evening?.....  
as a snack during the day?.....
2. Who usually cooks the food in your home?  
.....
3. How often do eat fast food? What do you like?  
.....
4. Do you like foreign food? Which foreign food do you like?  
.....

### Appendix 2c

Name the different types of food as you see them.

1 2 3 4 5

6 7 8 9



Brokuly zawierają sulforatan - substancję w właściwościach przeciwnowotworowych.  
źródło: Saazay.gov



1. beans
2. broccoli
3. carrots
4. chips
5. eggs

6. mushrooms
7. oil
8. pancakes
9. salmon

Activity is adapted from Snap TV (2003: 32)

## Appendix 2d

Correct these sentences.

1. Jeanette' family are English.  
*Jeanette's family are American.*
2. Jeanette's family live in Wales.  
*Jeanette's family live in England.*
3. Jeanette and her father are preparing the food for tonight's meal.  
*Jeanette and her mother are preparing the food for tonight's meal.*
4. They're going to have baked salmon, vegetables and boiled rice.  
*They're going to have baked salmon, vegetables and boiled potatoes.*



5. Jeanette is going to cook some vegetarians.

*Jeanette is going to cook some vegetables.*

6. They're going to have ice cream for dessert.

*They're going to have pancakes for dessert.*

7. Jason is making pancakes.

*Jeanette is making pancakes.*

8. Jeanette always has maple syrup with her vegetables.

*Jeanette always has maple syrup with her pancakes.*

9. Jeanette doesn't eat fruit.

*Jeanette doesn't eat meat.*

After some minutes the students read aloud the sentences.

Activity is adapted from Snap TV (2003: 26)

## Appendix 2e

Complete the pancake recipe with the correct verbs:

1. First, .....four ounces of flour...( *take* )
2. .... a hole in the centre of the flour...( *make* )
3. .... two eggs...( *add* )
4. Some milk...
5. A tiny bit of salt...
6. Now .....the ingredients...( *mix* )
7. .... a little oil in a frying pan...( *put* )
8. I always..... maple syrup with my pancake.( *have* )

Activity is adapted from Snap TV (2003: 32)

## Appendix 2f

Find the five ingredients of a traditional English breakfast in the word box.

B	A	K	E	D	B	E	A	N	S
A	F	R	I	E	D	K	S	R	A
C	B	R	E	A	D	K	D	V	U
O	G	R	O	S	T	U	M	I	S
N	R	O	E	G	G	S	M	M	A
G	H	E	N	R	I	E	T	D	G
E	M	J	O	N	W	R	E	F	E
O	U	S	O	N	L	E	S	P	S

1. baked beans

2. fried bread
3. egg
4. bacon
5. sausage

## Appendix 2g

Listen carefully and find a word beginning with 'a', then beginning with 'b', and so on. Then write them on the board.

## Appendix 2h

Put the verbs in brackets in the correct form: present simple or present continuous.

1. Jeanette and her family (come).....from the USA.(*come*)
2. Jeanette and her mother (prepare).....the food for tonight's meal.(*are preparing*)
3. Jason (watch).....them.(*is watching*)
4. Jeanette is in the kitchen . She (cook).....vegetables.(*is cooking*)
5. Jeanette's mother (pre-  
pare).....the fish for tonight.  
(*is preparing*)
6. Jeanette is a vegetarian. She (not  
eat).....meat.(*does not eat*)
7. Jeanette (like).....maple syr-  
up on her pancakes.(*likes*)
8. Jason (not cook).....anything  
at the moment.(*is not cooking*)

## Appendix 2i

Read the text and answer the ques-  
tions.

'Spotlight on school meals'

All students in Britain eat lunch at school

every school day. Some students bring packed lunches of sandwiches, cakes and fruit from home. Most students eat the food that is cooked in the school kitchens. They eat their lunch in the dining hall. They choose their food from the cafeteria. The cafeteria is like a buffet with many different kinds of food on it. Schools must offer many different kinds of food because many students have special diets. Some students are vegetarians. Muslim and Jewish students do not eat pork and some other religious groups



have special diets.

1. Which meal do school students eat at school? *They eat lunch at school.*
2. How often do they eat lunch at school? *They eat lunch at school every day.*
3. What do some students bring from home? *Some students bring packed lunches from home.*
4. What food do they usually bring? *They usually bring sandwiches, cakes and fruit.*
5. Where do they eat their lunch? *They eat their lunch in the dining hall.*
6. Where do they choose their lunch? *They choose their lunch from the cafeteria.*
7. Why must schools offer different kinds of food? *Schools offer different kinds of food because many students have special diets*



Activity is adapted from Snap TV (2003: 26)

## Appendix 2j

A student's poster.

A poster was prepared by one of the students

## FUN AND LEARN SPORTS

*Hopscotch- game type*  
*“Feet”- name*

Type of activity:

jumping game

Group size: small group of children (4-6)

Time: 5 minutes

Aims: to try to step on foot one of the child

Description:

1. Children are staying in the circle.
2. The children jump far away one time.
3. One child tries to tread into a foot another child .
4. The child whose foot was trodden goes out of the game.
5. The winner is the child who protects his/her feet from stepping his/her feet down (Photo 3).

*Skipping game- type of game*

**Group size:** two children or more

**Age:** from 7 to 10

**Place:** Playground or gym

**Procedures:**

1. One person would be jumping and say this rhyme:

I like coffee, I like tea,

I like (person’s name) to jump with me.

2. That person joined the first person so that two were jumping. And the new jumper says the same rhyme (only changing the name of the person she/ he likes).

Skipping game- type of game

**Group size:** two children or more

**Age:** from 7 to 10

**Place:** Playground or gym

*Skipping game- type of game*

**Group size:** two children or more

**Age:** from 7 to 10

**Place:** Playground or gym

**Procedures:**

1. One person would be jumping and say this rhyme:

I like coffee, I like tea,

I like (person’s name) to jump with me.

2. That person joined the first person so that two were jumping. And the new jumper says the same rhyme (only changing the name of the person she/ he likes).

*T shirt design***Design Brief:**

To design and make a t-shirt that is a visual response to the Comenius project.

**Rules:**

The design must include the “Discovering countries through their scientific traditions”  
The design must have a “scientific theme”  
It must be wearable and durable  
It should be affordable to make - yet look good  
The design must be bold and eye-catching  
The t-shirts should come in a variety of sizes from small to extra large so to fit different age groups of kids and teachers at our school

*Materials and resources*

## Design stage:

Paper

Pencils

Rubbers

Sharpeners

Coloured pens and pencils

T-shirt template

Tracing paper

Images / objects to draw from relate to the healthy theme

*Creating stage:**White/other choice t-shirts in varying sizes*

Fabric paint

Newspaper

Newsprint

Paint brushes

Paint pallets

Water pots

Fabric pens

Transfer maker

Camera

Printer

*Lesson**plan*

Learning outcomes:

Pupils will learn / learn about the following:

The design process  
Respond to a design brief  
Health and wellbeing  
How to simplify images  
Using a range of media  
Using a range of technology and ICT  
Create images and objects  
Show an understanding of their properties  
The visual elements  
Convey ideas, thoughts and feelings  
Create material  
Show accuracy of representation  
Develop ideas  
Communicate  
Create an imaginative design solution  
How to create a repeat pattern  
How to use fabric paint  
How to transfer images onto fabric  
Discuss their thoughts and feelings  
Give constructive comment on their own and other' work

Step 1: Talk through design brief with pupils, show pupils different logo designs. Get pupils to draw from objects and images that link in with the scientific or famous scientists theme.

Step 2: Drawings- adding bright colours.

Step 3: Trace from drawings from previous step and transfer the images on a t-shirt template. Pu-



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pils will be required to come up with 2 different designs. Pupils should look at layout, imagery and text and develop their designs further.

Step 4: Pupils draw out their final design and present it to the class.

Step 5, 6 and 7: Pupils then paint / transfer their design onto their t shirt.

Step 8: Pupils will prepare the t-shirt exhibition and can vote for favourite one.





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Didactic project

Teacher : Cozaru Alexandru

Education Unit : Children Club Zimnicea

Class: VII (seven grade ) ; Place: On sport ground

Necessary material: handball ball ,timer,whistle and gymnastic bank

1. Games "Countries"

2.Handball:

*the repetition of the roll at the gate of the bounce*

3.The development of resistance:

*Browse the torrent of a practical route with 6 stations*

\*Objectives:

1. To act to increase athletic performance sample
2. Driving actions, to make the structures and the various efforts
3. Increasing aerobic capacity of effort

Lesson	Content lesson	Time of effort	Draft methodological instruction	Notes
<b>1. The collective organisation of students</b>	1. Report 2. Posting frequency and length; 3. announcement of the lesson topics; 4. exercises for front bands and attention	3 min	In line one row Is passed to the absences booklet teacher Attention to the fulfillment of the order	
<b>2. Preparing the body for the effort</b>	1 Running easy around the land; 2. Running with ankle, game 3. Running with step added; 4. Running with knees up; 5. Running with the leg to swing back. 6. Race pitch bounced; 7. Running with step jumped; 8. Running with knees up – step gone	8 min	Column number one  In line 4	Attention to the execution of the flight to the step skipped



**Didactic project**

Teacher: Cozaru Alexandru - Unit : Children Club Zimnicea

Object: Sport Fizic education - Class: 3 grade

Lesson tems:-Complex of excercises - -Driving the ball among obstacles

Lesson Type : Skill training to drive the ball through obstacles - Training to drive with ball through obstacles

- workforce development;
- development of energy

Operational objectives:

- O1 - to run correctly – the mechanism of driving the ball through obstacles;
- O2 – to run properly the complex of exercises;
- O3 – to educate the spirit of team.

\*Methods and procedures: conversation, observation, explanation, demonstration, correcting ..etc..

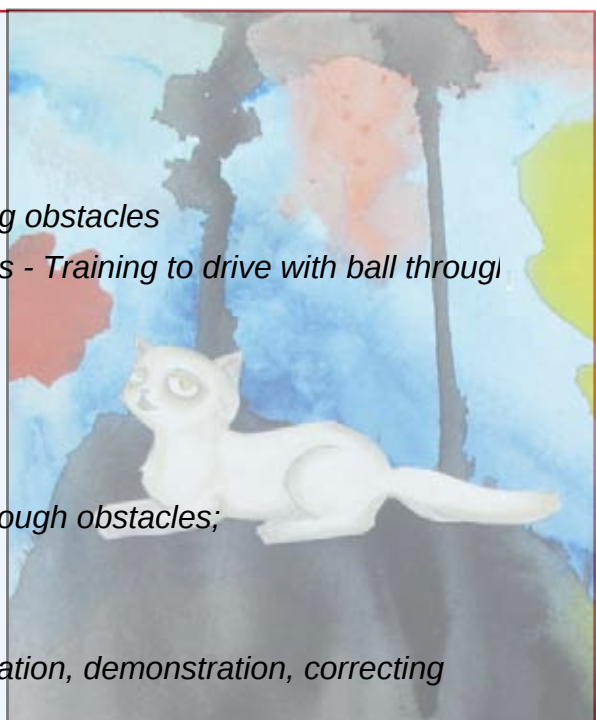
\*Tools and materials: ball, whistle, the hurdles

\*Teaching strategies: inductive

\* From of organization: front-single

\* Duration: 50 minutes

Sport education for primary classes



Steps	Content	How	Time	Methodic Information	Evaluation
1.	Assembly, alignment -Checking equipment -Report -Announcement thems -Turns on the way to the left, to the right and to the left  a) Went and walked-away normal;	In-line on a row   In one column	3 min	In-line on a line by itself, the Assembly.  To-your left ! To your right!   Straight back!	Train the students and the interest for the activity.  The correctness of the exercises performed.  The frequency of the movement.



## *Eating healthy - Prof. Mariana Buican*

Proper nutrition to students outlines three main meals per day: breakfast, lunch and dinner. Let's see what rules must be followed. School performance of a child in primary school is greatly influenced by its proper nutrition and daily activity.

Breakfast is very important as well. Some small schools are demanding or picky eaters when it comes to breakfast, but a snack is healthy for maintaining energy. The food served in canteens should be healthy and tasty. Towards the end of the day, family dinner is a milestone that deserves shared with family members.

### Breakfast is important

Students need a rich food to have a healthy diet. As such, we must encourage every morning to have breakfast. A restful sleep at night, followed by a hearty breakfast will help the school to be active and to concentrate in school.

### Meal breaks from school

Some schools and kindergartens offer to their students' canteens should have a pretty varied menu, based on at least one hot meal, one serving of fruit, salads, juices and carbonated water. However, the food we choose for baby can be quite expensive and high in calories, but with a small amount of nutrients. One of the options for school is to prepare a package from home. Here's a suggestion: a sandwich with cheese, chicken, a lettuce leaf and a small box of milk.

### Lunch break - what foods to avoid

Foods that contain many preservatives, added sugar and the salt must be eaten very in small enough quantities. Foods that students should avoid during your lunch break are:

- Chips, sweet biscuits, muesli bars or bars with sponge
- fruit bars, dried fruit or jelly
- energizing juices and non-alcoholic beverages

### Snacks from colleges

Occasional snacks offered by colleagues are quite common especially at this age. You can allow your school to eat these foods occasionally, at parties, special events or with family members. It is best to limit the money they spend at school or on the way home.

Occasional snacks are not bad at all. But consumed daily, you will find that:

- Not eating enough nutritious foods
- Children become obese and overweight
- Spend money - it's much more economical to prepare at home two or three sedvisuri
- You lose the opportunity to teach students who are the healthiest foods

### Family dinner

For students, family dinner is a good opportunity to discuss and share activities during the day and the events that occurred. Family dinner is the best time for these discussions. Below are our suggestions when family dinner:

- Make free meals discussions
- Remove as much as possible elements of distraction such as television, radio or telephone
- Let the children say they are tired, and do not contradict about how to eat, put them to help, to enjoy cooking and enjoy participate.
- Let the kids help with meal preparation and shopping

Teach few simple rules of nutrition, an example would be that milk makes bones stronger. School period is the most appropriate for scholars who want to have a proper diet that includes learning about healthy food, nutrition and the body's reactions about sports.



Pedagogical project - **Electrical phenomena in nature**

Lesson plan:

Place: Clubul Copiilor Zimnicea

Children age: 12-16 years old

Objectives: children must know the electrical phenomena of nature, how to recognize an imminent Lightning, how to protect themselves if they are in different situations and places, protecting electronics in the house.

Materials: images, INTERNET information, own experience, stories.

Lightning, an electrical discharge, which is released from mature clouds, is an exciting and even beautiful natural phenomenon with many different forms, shapes and colors. Every minute of every day 1,800 thunderstorms are taking place somewhere on the earth, releasing around 100 lightning bolts apiece. During these storms, it is likely that 1 person out of every 700,000 will be struck by lightning.

Though the amount of people struck by lightning might appear very minor, lightning is one of the leading natural disaster caused deaths all over the world. The survivors of lightning strikes often suffer from long term memory loss, attention deficits, sleep disorders, numbness, dizziness, stiffness in joints, fatigue, muscle spasms, irritability, and depression.

A single lightning bolt is very powerful, releasing enough energy to light a 100-watt light bulb for more than three months. This electrical surge is created by a buildup and discharge of positively charged and negatively charged electrical energy. Air rising and descending from the thunderstorm and water and ice particles separate the positively charged areas and the negatively charged areas. The lightning strike begins as an invisible channel of electrically charged air trying to get to the ground. Then a surge of electricity from the ground moves upwards, creating a lightning strike.

Forked Lightning- Forked lightning is one of the most visible parts of a thunderstorm. The lightning stroke is branched and usually follows a zigzagging pattern. Forked lightning can go from cloud-to-ground, cloud-to-cloud, or cloud-to-air. The lightning mostly travels from cloud-to-cloud and only goes from the cloud to the ground 20% of the time. Cloud-to-air is the most uncommon form of forked lightning, but when it does happen it may appear that the lightning appears from no where if the sky above the cloud is clear and the lightning may reach up to ten miles away from the cloud.

## R CARTING

### O Lesson plan

M Theme: Turn left and right - Moving the cart by pushing

A Objectives:

1. fashion ensemble
2. Specific position for turn
3. appreciation of the orders
4. The orders for
5. Correct image for the motion

N Development of the activity

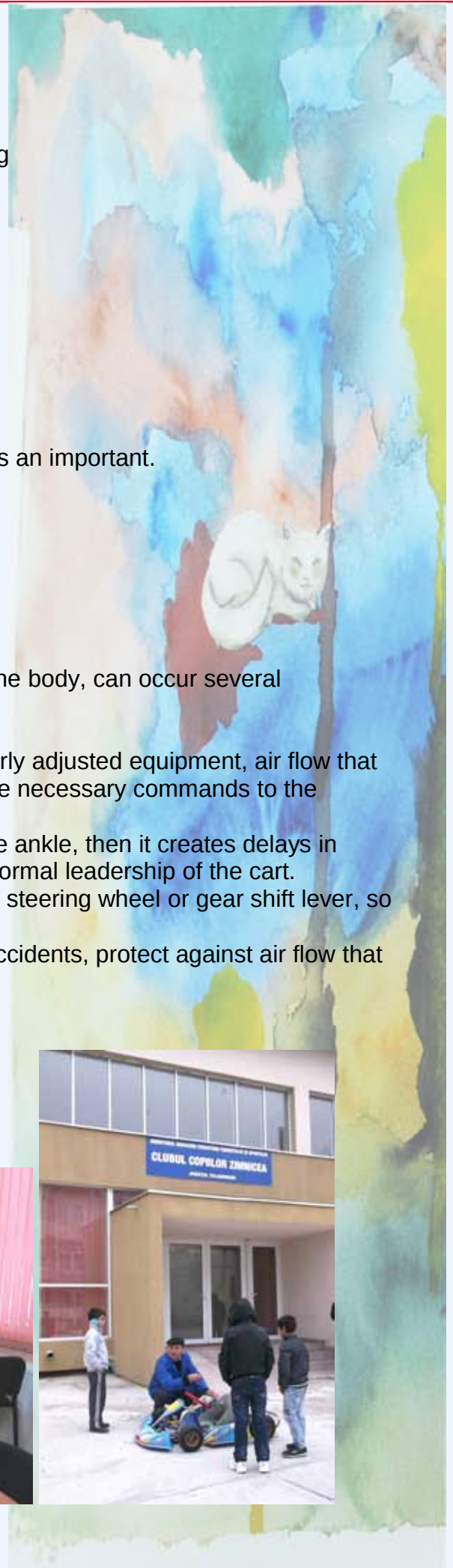
A For proper development of the theme the pilot outfit has an important. It consists of the following:

- Shoes encompassing set on foot ankle
- Suits or tight-fitting overalls
- Full helmet or normal helmet and goggles motorcycle
- Gloves

If all is not normal fashion or it is not exactly fitting for the body, can occur several irregularities.

#### Examples:

- While driving at cruising speed, if fashion is not properly adjusted equipment, air flow that forms during the move, prevents the pilot to execute the necessary commands to the optimum time.
- If the shoes are not set on foot and does not cover the ankle, then it creates delays in orders pressing or clicking uncontrolled, leading to abnormal leadership of the cart.
- Gloves are designed to prevent slipping hands on the steering wheel or gear shift lever, so this means timely execution of orders.
- Full helmet or normal helmet prevent goggles Moto accidents, protect against air flow that is formed while driving.
- Correct position on cart.



# R CARTING

## O Lesson plan

M Theme: Decree 328/1996 on public roads

General Provisions

Objectives:

- A
1. Elements for getting on the road.
  2. Rules for the movement of vehicles on public roads
  3. Pre-selection of vehicles near intersections
  4. Priority for moving: Right of the way
  5. Coping

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- For a better understanding of the concepts, in the classroom are specific references, it gives definition to the meaning of children

- Example: a communication path is a road on the land. This for example is designed by Liberty Street, that has traffic lanes, markings, sidewalks, etc..

- The student must reproduce in their words these notions.

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A Describe the path elements with examples. It enumerates categories of roads: communal, national and county, and his highway.

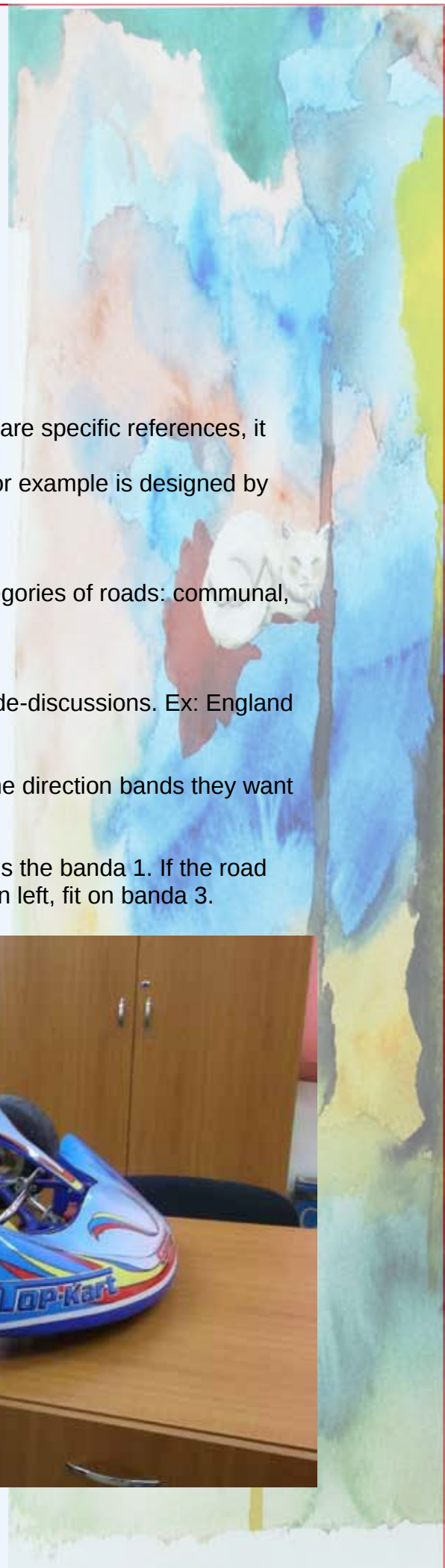
- In Romania vehicles are driven on the right side of the road.

Are examples of countries where traffic is carried on the left side-discussions. Ex: England

It enumerates the traffic lanes and discuss these

Before reaching the intersection, the vehicles, depending on the direction bands they want to follow, make pre-selection.

Example: the vehicles are to move to the right and head signals the banda 1. If the road has 3 lanes, cars that go before fit banda 2, and those who turn left, fit on banda 3.



## **Plan lesson: Microsoft Word**

### **Using computers**

### **Lesson type: practice**

Microsoft Word is one of the most popular word processing programs on computers today. Most computers in school computer labs use Microsoft Office, which contains Microsoft Word. The easiest way to teach this program is learning by doing. We teach students in small groups and by working with them to learn how to type, print, and save a document. For high school students, we teach them about some of the other features of Microsoft Word such as building a table or creating a mailing list, insert pictures, etc. Microsoft Word is easy to use, and many of students have used it at home before they get to computer lab or classroom.

### **Practice on computer**

- Show students how to open a new document. Open a drop down-menu, and select NEW or NEW Document. Once students have the document open, show them how to choose the type and size of the font they want to use.
- Show students how to make sure the margins and spacing are correct on their document. Point out the top of the Microsoft Word page, where several different options available. When they want to check margins and set the spacing to single or double, they need to look in the Page Layout or Paragraph menu. It is also useful to use Ruler from View to set up the margins.
- Type a document. While the children are typing a sample document, they can see how delete, make changes in document, introduce spaces, paragraphs, use Tab, Backspace, Delete etc.
- Save the document. This is a very important skill to teach the students. Students need to learn to save the document to the hard drive and to back it up on a flash drive for secure reasons. Microsoft Word allows creating different folders to store documents. On display computer, students can see how to create a new folder and give it a title once they have chosen SAVE AS. Type the title of the document they just typed and save it in the new folder they just created. Then give to students a chance to practice this as you walk around the room and observe. Difference between SAVE AS and SAVE. You will also want to show your students how to save their document to a flash drive. This is a good time to talk to students about backing up their work.
- Close the document and exit Microsoft Word. Show students what will happen if they try to exit the program or close the document without saving it first. The word processing program will prompt students as to whether or not they want to save the changes to their new document.

Lesson project

Subject: Electronic Construction  
 Grade: Cls a VI a a VII a  
 Lesson Title: LED and LED application  
 Lesson aim: Knowledge of LED and application  
 Lesson Type: acquiring knowledge and skills training  
 Lesson Duration: 2 hours

LED

LED Applications

Presentation :

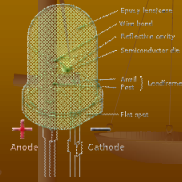


Symbol



Description and explanation operation

A LED (light-emitting diode in English, meaning light-emitting diode) is a semiconductor diode that emits light in the forward-biased pn junction. The effect is a form of electronic display



**LED bulbs** are not new in the world of technology. Have been presented as an alternative to traditional lighting bodies a few years ago. Have entered the market, but were successful only the low power used in lamps, various lamps and ambient lighting.

An equivalent LED bulb consumes about 80% less than a 100W classic bulb. But what's even more interesting is that such a luminaire has a lifespan of up to 22 years.

automotive



domestic lighting



Street lighting



Bright text display



Public clock



Signaling



Signs

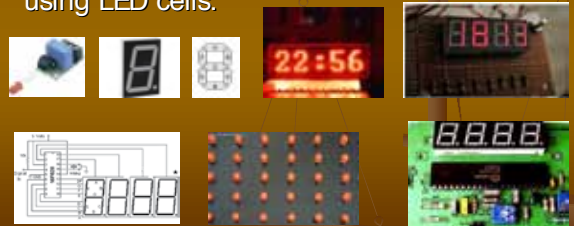


LED cells (Digital)



Practical application

- Students will perform electrical connections for making text and numbers using LED cells.



**Plan lesson: Microsoft Paint Brush****Subject: Using computers****Lesson type: practice**

Microsoft Paint, Paintbrush, is a basic computer art program that comes with Microsoft operating systems. The software is designed for the beginner computer artist to learn the basics before moving on to more complicated programs. Teacher can start by explaining the features and allowing students to practice.

**Practice on computer**

Show students which program icon is Paint and open paint by double-clicking on the icon. Many students might already know the icon, but never assume they do. Some students might not know Microsoft operating systems if they are used to another system, or they might not recognize Paint.

Point out the drawing area on the screen. Show students the drawing area by drawing a line or image across it. The drawing area is the canvas. Use Image and Attributes to establish the canvas size.

Explain the ribbon at the top of the page. Free Form, Select, Erase, Fill with color, Pick color, Magnifier, Pencil, Brush, Airbrush, Text, Line, Curve, Shapes. Show to students the options on the ribbon and point out which are the main features they should remember. Students should know where to find pencils, paint brushes, typing features and color selection on the ribbon.

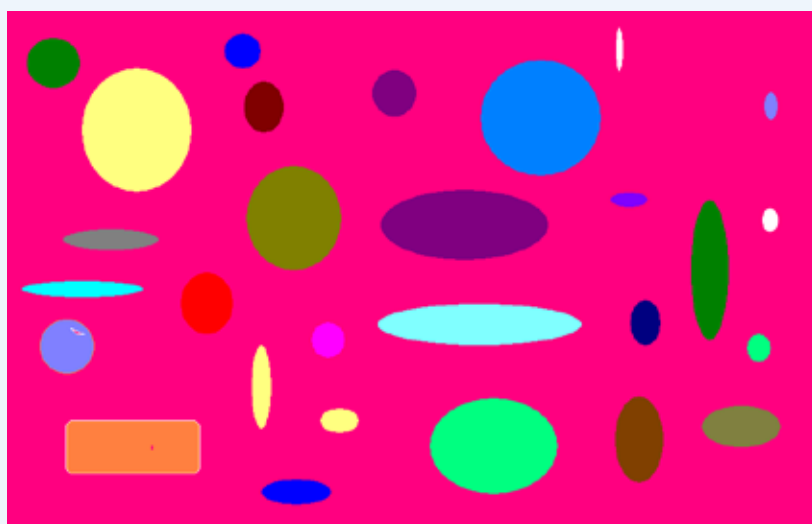
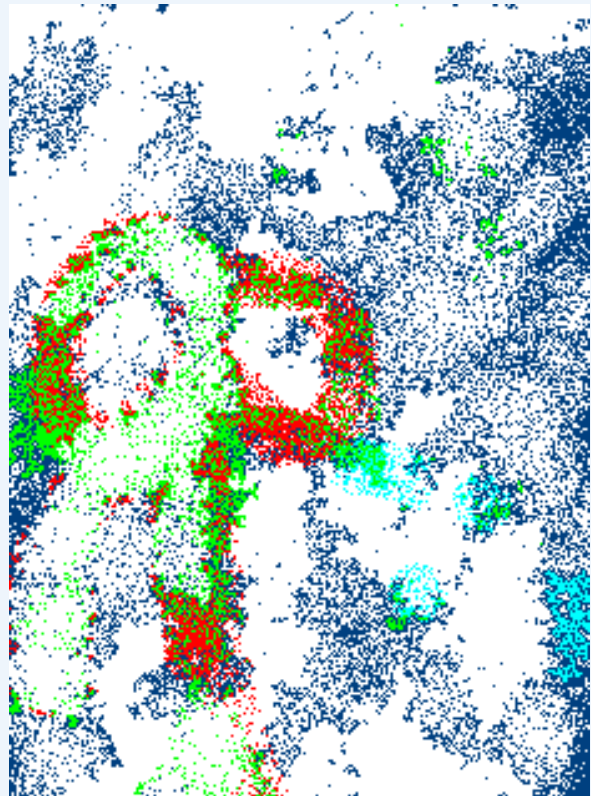
Demonstrate to students how to save an image. Saving an image requires pressing the "Paint" button in the upper left corner, which is a rectangular icon. Select File, Save as, Save, difference between them.

Teach students about the different brush, pencil and color options available. Show students what each brush or pencil can do and how it works by selecting the brush or pencil and then drawing across the page where students can see the results. Show the eraser tool between the brushes and pencils to teach students how to erase mistakes.

Show students how to make custom colors. Colors in Paint are limited, but it is possible to create a custom color. Open the drop-down menu and select with click on "Colors," then "Edit Colors." Select colors from the color rainbow or adjust the colors as preferred and select "Add to Custom Colors."



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# PEDAGOGICAL METHODS

## ESTEL SCHOOL

afternoon and they can be in each activity the time they want. Teachers observe the evolution, development and the learning of each pupil.

### *Languages:*

“Apadrinament Lector”- One of the objectives of this activity is helping young learners to improve their reading and acquire more fluency, speedy and understanding. We join five years old kids to 5<sup>th</sup> grade and 1st grade to 6<sup>th</sup> grade. The activity lasts half an hour per week. Teachers choose pupils to make pairs taking into account their personal characteristics. We mix up the youngest with the eldest and the last one has got the responsibility of taking care of the youngest evolution, always supervised by tutors. When they finish a book they have to fill in a worksheet with some information and questions about they have been reading. There is always the possibility to talk about if the pupil has enjoyed the book or not. At the end of the term we give the readers a symbolic certificate as a prize of their work.

### *Maths:*

Pupils have five Maths sessions per week. One of these sessions (an afternoon) pupils work in corners.

Previously teachers have decided the categories or blocks we want to work with our pupils. We take two grades and we mix all the pupils up. Then we split up them into three groups about 10-12 pupils each one. The corners are Language, Maths and English-Music. Every group work in a corner every week but they have to take them into turns, so, they are going to work Maths corners one afternoon every three weeks. The activities are related to Arithmetic's, Geometry, Measure, Problem solving... Each pupil chose the activities they want to practise that

### *History, Geography and Science:*

At least once a year work on projects that means each class chose a topic pupils are very interested in knowing deeply. Teacher is the guide but students explain what they really know about this content (initial evaluation) and what more information they want to complete their knowledge. Pupils can use different kind of resources: internet, books, magazines, newspapers, oral transmission (they can ask for personal experiences of their own families, friends...). They work individually and collectively. The whole class select the main information with the help of the teacher. We include all the subjects we can in the project. Sometimes the final result can be a power point, a mural, writings, articles... We not only assess the content but also the learning process. Finally we can compare the difference between what we knew at the beginning and what we know at the end.

### *Physical Education:*

The teacher thinks of some motor skills: passing and bouncing the ball, different kind of jumping, speed, resistance, strength... We split up the whole class in 4 or 5 zones so we can work in a very small group of pupils in each area. Not all the activities have the same intensity and that's made on purpose to take care of children's resistance. We spend the same time in each activity, not more than 10 minutes per activity. Pupils pass through all zones taking in turns without resting. They pay attention to the teacher sign when they have to change the exercise. Pupils helps teacher arranging the class, picking up the material and tidying up.

*Arts*

We use a lot of artistic techniques in our art and craft classes with all kind of materials. Sometimes we imitate the style of some authors as Picasso, Gaudi, Calder and Kandinsky... We try to make them (pupils) very creative, to improve their fine motor skills and to make them express feelings through art. The children decide in assembly how to celebrate and decorate the school during feast days as Halloween, Saint George, Carnival, Christmas Traditions and Easter. This is one of the ways our arts and crafts sessions have sense because we relate the festivity to what our children want to do in this special celebration.

# Hermodsdalsskolan

## Malmö Sweden



### *Working together*

Let the students work in pairs. Place them back to back and let one of them describe a picture or an instruction that has been handed out. The other student is then supposed to draw what is described. Then let them switch.

### *Puzzling a text together*

Cut an interesting or funny text into pieces, then let the students, in pairs, put it together again. Finish this assignment by letting them read it out loud in front of the class. An alternative option is that they act it out as if it was a play.

### *Alternative test*

Hand out a sign, with YES on one side and NO on the other, to the students. Let them stand on one side of the classroom, while you ask questions that they answer with the help of the sign. With every right answer the students take a step forward with the goal of reaching the opposite wall.

### *The Group test model*

Nowadays it is very important for the students to learn how to collaborate and be able to develop and share ideas. That is why a group of 4-5 students can take a test together, instead of doing it individually. They love it and you will find remarkable results. This kind of exercise has shown to strengthen students who usually are not successful in tests.

### *The Creative Wordbox*

This model can be used in all school subjects. Its aim is to make the students self-confident when performing in front of other people. The teacher fills a box with words (written on a paper) on a specific topic, for example biology - names of animals or plants. When a student has picked up a word from the box she or he tries to describe it as well as possible, making the rest of the group to guess the word. The student who gives the right guess will be the next one picking up a new word. The words can be prepared by students as homework.

# HOW TO GET STUDENTS TO ENJOY AND GET INTERESTED IN...



## MATHPOLY

**SUBJECT:** Mathematics

**AIM:** General revision of any topic in an enjoyable way

**AGE:** It is appropriate both for primary school grade and secondary school grade

**Group size :** 6-20

**MATERIALS:** A board game that prepared by the teacher and a dice.



### PROCEDURE:

- Group the students in 4-5 students (according to your group size)
  - Each group chooses a small thing like a sharpener, an eraser ect. to represent the group.
  - Each group has 100 point at the beginning.
  - Each column has different shapes and there are question cards of these shapes
  - Each question has a different point according to its difficulty
  - The groups roll the dice in turn and move on the board according to the number on the dice. The players should answer a question of the cards with the same shape of the column they have moved. If the player can answer the question correctly, the group get point of the question. Otherwise, the group point will decrease as much as the question's point.
  - The group who has reached the point fixed at the beginning of the game first is the winner.
- NOTE: The questions can diverse according to topic studied before.



*SUBJECT : English*

*AIM : To use language actively more than classroom items in front of crowd in an enjoyable way.*

*AGE : 11+*

*Group size : 6-24*

*PROCEDURE :*

Group the students in 4-6 ( according to your class number) and match 2 groups.

Choose a well-known topic that has two opposite ideas. ( e.g. TECHNOLOGY: foe or friend? )

Inform the groups about their topic and give them at least one week to have some preparations (pictures, songs, videos, presentations, articles, interviews, books, slogans etc, anything supports their idea. )

Arrange the classroom sitting suitable for the debate : the debater in the middle , the spectators sitting around them and the "JURY" in front of the whole class.

Form the JURY either from the students or teachers.

The groups start to support their ideas by showing evidence and their materials in turn. They try to disapprove the other groups ideas.

Each group asks questions to each other related to topic at the end.

The group who is able to convince the JURY and the spectators that their idea is true is the winner.



NOT: Two separate class may also debate . It can create more compatible atmosphere between students.

## WE HAVE A MESSAGE

*SUBJECT: Science*

*AIM: to consolidate the topic by role playing*

*AGE: It is appropriate both for primary school grade and secondary school grade*

*Group size : 10- 30*

### *PROCEDURE:*

Group the students in 5.

Each group stand on the board in a line.

Each group member has a role as they are organs of a system. (the roles of the students can change according to topic you study .)

The teacher writes a message on a paper and this message is sent to brain from an organ to another. When the brain get the message , it reads it and write an appropriate reaction on a paper and sent it to the related organ. The organ that is responsible for acting the message get the message and give the reaction.

The spectators try to guess the organs names and the message given.



*SUBJECT: Art*

*AIM: Drawing picture of a song by using some techniques.*

*AGE: It is appropriate both for primary school grade and secondary school grade*

*Group size : It doesn't matter*

*MATERIALS: It is up to technique you will use*

### *PROCEDURE:*

Teacher informs the students about the topic and materials they should have at least one week before.

Teacher asks some questions related to song he/she choose to call students' attention.

Students listen to song and they sing the song if they know it.

Then the students draw a picture of their feelings or whatever they remember about the song by using related technique .

The Works of the students exhibited on the Wall ( the song of this work is " GÜL PEMBE = Pink Rose in English" from a famous singer Barı MANÇO.)

