



CO-FOUNDED BY THE ERASMUS+ PROGRAMME OF THE EUROPEAN UNION

ERASMUS+ STRATEGIC PARTNERSHIP PROJECT 2014-1-LV01-KA201-000431_1

“HOW TO MAKE EDUCATION PROCESS ATTRACTIVE TO THE TEENAGERS
OF THE 21ST CENTURY”

A GUIDE OF A MODERN TEACHER

CREATED BY THE TEACHERS OF:

- GROBIŅAS GYMNASIUM (LATVIA)
- 4 GYMNASIO OF THESSALONIKI (GREECE)
- BARTUVOS PROGIMNAZIJA (LITHUANIA)
- STADTTEILSCHULE MÜMMELMANNENBERG (GERMANY)
- IIS LICEO “BOCCHI-GALILEI” (ITALY)
- KAVAKLIDERE ORTAOKULU (TURKEY)

**welcome
καλώς ήρθατε
willkommen
laukiamas
benvenuti
gaidits
hosgeldiniz**



ERASMUS

**how to make
education
attractive to
the teenagers
of 21st century**

SCHOOLS PARTICIPATING

- 4th Gymnasium Thessaloniki
- Stadtteilschule Mümmelmannsberg
- Bartuvos Progimnazija
- Iis Liceo "Bocchi-Galilei"
- Grobinas Gimnazija
- Kavaklidere Ortaokulu



GROBIŅAS ĢIMNĀZIJA



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There have been a great number of changes in education systems worldwide recently. Schools used to be the source of knowledge, a place where children were educated more or less without parental control. Schools used to prepare learners for exams. Thus, teaching was mostly exam preparation or exam training tended, especially in the final years of the secondary schools.

The learners of the 21st century need innovative methods in the teaching process. Students say they are motivated by solving real-world problems. They often express a preference for doing rather than listening. In this century :

- learning has risen to the level of authenticity when it asks students to work actively with abstract concepts, facts, and formulae inside a realistic and highly social context
- critical thinking has become a necessity in the learning process
- students must know how to use a variety of resources
- collaboration has become an integral part of learning
- learners must reflect on their learning, both individually and as a team
- Interdisciplinary perspective has entered education
- students must get accustomed to integrated assessment that reflects real-world evaluation processes
- students must be competitive in the global job market.

These demands make teachers change their teaching methods in the lessons and out of class activities. Project partner schools each has a good experience that can be shared with the others. But education methods develop and new — more innovative ones - are needed in the 21st century school.

The main objectives of the project “ How to Make Education Process Attractive to the Teenagers of the 21st Century “ were :

- to improve the capacity of the partner school staff based on the needs of the 21st century
- to modernize the study process
- to work out a manual “ A Guide of a Modern Teacher” consisting of innovative methods on interdisciplinary teaching
- to pilot the created courses in all the participating countries
- to identify and analyze good practices of the partner schools in the field of teacher training
- to strengthen mutual understanding among European nations through getting to know the cultures of the participating countries.

6 partner schools — Grobina gymnasium (Latvia), Bartuvos progimnazija (Lithuania), Stadtteilschule Mummelmansberg (Germany), IIS Liceo “Bocchi-Galilei” (Italy) , 4 Gymnasio of Thessaloniki (Greece) and Kavaklidere Ortaokulu (Turkey) - participated in the project. Each school has its strengths and best practices to share with the partners. The project worked in 2 directions — sharing good practices and creating innovative methods how to make the teaching process more attractive.



There were 6 training/ learning/teaching activities where teachers taught lessons applying creative methods and shared their experience with the colleagues from partner schools:

- Creative methods in organizing students' out of class activities and career education
- Creative methods to motivate students to learn
- Creative methods in teaching exact subjects
- Integration of subjects (CLIL)
- Creative methods of inclusive education and peer teaching
- Creative methods in teaching humanities

Teachers of different subjects showed activities applying interesting methods that could make the learning process more interesting for our 21st century teenagers. The methods were tried out during the learning/teaching activities in an international class consisting of 3 students from each partner country. After each lesson taught by an international teacher they had to evaluate the lesson. That helped the teachers improve the created lesson. Project partners piloted all the lessons at their schools.

ACTIVITIES ON HOW TO CREATE STUDENT'S
MOTIVATION TAUGHT IN TURKEY







Erasmus+

Erasmus + project Nr. 2014-1-LV01-KA20 Teaching/learning activity

„How to Make Education |Process Attractive to the Teenagers of the 21st Century”
“Stop and Swap”

Taught by Inge Doerry and Anja Reuchsel (Germany)
in Anakara Kavaklidere Secondary School on February 25, 2015
during Teaching/Learning activity 1

German teachers' activity (teachers: Inge Doerry and Anja Reuchsel)

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
	Learning vocabulary with “stop and swap”	Learning new words in a cheerful and sociable way	1. <u>introduction of new words</u> (students sit in a semicircle in front of blackboard)	large cards with pictures and cards with words (names of animals) Sellotape or magnets	5-10'

	<p>chorus reading</p> <p>stop and swap</p>	<p>all students practise pronunciation</p> <p>practising new words (meaning and pronunciation) while moving around and talking to others</p>	<p>- picture cards on blackboard</p> <p>- activation of known words (students name the animals they already know, teacher places cards with names of animals under the respective picture)</p> <p>- teacher adds new words</p> <p>- chorus reading for pronunciation</p>	<p>25 small cards(if there are 25 students), each with a picture of one of the animals on the board</p> <p>CD player with song, e.g. "Happy" by Pharrell Williams</p>	<p>5-10'</p>
<p>quiz with fly swatters</p>	<p>checking knowledge of vocabulary with fun, movement and competition</p>	<p><u>2. stop and swap</u></p> <p>- distribution of small cards to students (one each)</p> <p>- introduction of stop and swap method (teacher and one volunteer student)</p> <p>- students go round, ask each other "What is this?" and answer "It's a/an..."; then swap cards</p> <p>Music is started as soon as "stop and swap" begins.</p> <p>(teacher moves around, too, listening, correcting and helping)</p>	<p>5-10'</p>		

		<p>Music is stopped by teacher when “stop and swap” ends.</p> <p>Students go back to their seats.</p> <p><u>3. quiz</u></p> <ul style="list-style-type: none"> - dividing class into two groups - one member of each group comes to the board and gets a fly swatter - teacher says, “show me a (name of animal)” - student who hits the correct picture first, gets a point for his group 		

Stop and Swap (annotations)

- The method was used here with very simple words. If the students are familiar with the method it can be used with more difficult vocabulary.
- The method can also be used for practising sentence structures or grammar, e.g.:
 - A: Have you ever been to.../ Have you ever done... - B: Yes, I have. I was....
 - A: Today I eat spaghetti. – B: Yesterday I ate spaghetti.
 - etc.
- In other subjects “stop and swap” can also be used, e.g. for explaining chemical, political or other terms.
- The method helps increasing the amount of speech of every student (even shy ones) while reducing the amount of speech of the teacher
- The method promotes communication and cooperation among students.
- The movement implied in the method “stop and swap” helps making students active learners instead of passive listeners.

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Hamel: are-all.



Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education Process Attractive to the Teenagers of the 21st Century?”

Latvian Teaching/learning activity in Ankara February 24, 2015.

Taught by Santa Karule and Santa Ligute.

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
1.	Not only watch, but also see!	Motivate the students answer the question WHY? Through one's personal experience understand connection between nature and people (interdependence). In order to understand connection you have to learn to think and make conclusions.	<ol style="list-style-type: none"> 1. <u>Make 3 groups using three different signs for a group.</u> 2. <u>Choose an envelope with pictures.</u> 3. <u>Make up a story following the given plan about the place you can see in the picture.</u> <ol style="list-style-type: none"> 1. Where on the Earth can you find the place seen in the picture (continent, part of the continent). Mark it in the world map. 2. What is the weather like there? (Air temperature, precipitation (rain/snow/hail etc.)) 3. What plants are there (natural areas)? 	<ol style="list-style-type: none"> 1. Three different symbols 2. Pictures of different places 3. Paper, markers 	<ol style="list-style-type: none"> 1. forming groups – 6 min 2. choosing an envelope – 2 min 3. making up the story – 17 min 4. presenting the story – 15 min

			<p>4. How and from what do people build their houses, why in that way?</p> <p>5. What do people do?</p> <p>6. Maybe you have noticed other interesting things there?</p> <p>4. Tell others about this unusual place – <u>group work presentation.</u></p>	
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<http://www.adventures.lv/manyaras-ezers-un-ngorongoro-krateris-izbaudiet-savannas-krasas/>

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Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education Process Attractive to the Teenagers of the 21st Century”

Greek Teaching/learning activity taught by Sidiropoulou Maria

Title: Discovering my self-image
(Think positive)

in Ankara on February 24, 2015

Nr.	Topic	Objectives of the activity	Stages of implementation	Materials needed	Timing
1.	Confronting Difficulties with ease	<ol style="list-style-type: none"> 1. Positive and negative messages, student discovery, identification and understanding, and the resulting impact. 2. Enhancing self-esteem. 3. Confronting bad disposition. 4. Realization that everyone can contribute to happiness. 5. Encourage exchange of personal experiences. 6. Teaching students to give and receive positive messages 7. Positive behaviours 	<ol style="list-style-type: none"> 1. That's life! 2. A sunny day! 3. Think positive 4. Cycle of positive messages 5. Poster of positive messages 	Paper, pencil, ruler, markers, colored pencils, colored pens, photocopies, cd player, internet connection, projector	<ol style="list-style-type: none"> 1. Team building (17/12) 2. That's life (14/1) 3. A sunny day (21/1) 4. Think positive (28/1) 5. Cycle of positive messages (4/2) 6. Poster of positive messages (11/2) 7. Resume (18/2)

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2. ELIPSY – OKANA, 1996, «Στηρίζομαι στα πόδια μου», for teachers
3. [Http://www.pt-schools.gr/programs/depps](http://www.pt-schools.gr/programs/depps)



Teaching/learning activity Lithuanian team 2015-02-25

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
1.	Concentration exercise for the beginning of the lesson „Applause“	<ol style="list-style-type: none"> 1. Develop students visual, auditory and motor senses. 2. Develop group work and attention of the individual students. 	<ol style="list-style-type: none"> 1. All participants (the teacher too) sit in a circle. You have to explain the rules of the game. Ask the students to put their hands on their knees (if the students are sitting in front of the desk they have to put their hands on them). You have to put your right palm on 	<ol style="list-style-type: none"> 1. All participants (the teacher too) sit in a circle. 2. Activities need nineteen chairs. 3. Board and chalk. 	<p>The task's time depends on the number of participants and their skills.</p> <ol style="list-style-type: none"> 1. First stage of the task 10 minutes.

			<p>your right knee and your left palm on your left knee. The game starts anticlockwise. The teacher starts with a slap on his right knee and says „one“. The second student slaps on his left knee at first and says „two“, then on his right one and says „three“. The third student does the same action as the second student but says „four“, „five“. In such way, slaps go round the circle like a wave followed by counting. After 2-3 circles are completed and slaps successfully reach the first students he can change the direction of the wave and the game</p>		
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			<p>goes clockwise.</p> <p>2. The next stage of the game (strengthen auditory senses). All even numbers have to be pronounced quietly and all odd numbers have to be pronounced loudly.</p> <p>3. The last stage of the task (strengthen only auditory and motor senses). All students have to close their eyes. The student have to listen to the numbers and wait for their turn when to count and slap. The teacher plays with opened eyes in order to control the process and to see the mistakes of the students.</p>	<p>2. Next stage of the task 5 minutes.</p> <p>3. Last stage of the task 5 minutes.</p>
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http://www.academia.edu/12168304/MOKYMOSI_MOTYVACIJA_MOKANTIS_MOKYKLOJE_LEARNING_MOTIVATION_IN_SCHOOL

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Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education |Process Attractive to the Teenagers of the 21st Century”

Teaching/learning activity n.6

“ The wool thread”

Taught by Paola Pellegrinelli and Tumiatti Irene (Italy)

in Anakara on February 25,2015

during Teaching/Learning activity 1

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
1.	<p>Teachers: Paola Pellegrinelli and Tumiatti Irene</p> <p>Date: 25th February 2015</p>	<ol style="list-style-type: none"> To develop divergent thought To increase the capacity to differentiate without stopping at reality To be able to find alternative solutions To help the expression of one's own vision of emotions To be able to reflect 	<ol style="list-style-type: none"> Divide students into pairs Give the wool thread and give instructions for the activity 5 minutes of movement with music Fill in the reflection form (3.) 	<ol style="list-style-type: none"> Wool thread Music Copies of the forms 	20 minutes

		upon a complex situation in a creative way (2.)		
		6. To urge young people to listen to each other		

(1) Bibliography

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- Daniel Goleman, *Lo spirito creativo*, Rizzoli, Milano, 1999.
- Maurizio Mercurio, *La fabbrica delle idee*, Franco Angeli, Milano, 2007.
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- Paola Marmocchi- Claudio Dall'Aglio- Michela Zannini, *Educare le Life Skills*, Erickson, Trento, 2004.
- Carl Ramson Rogers, *Libertà nell'apprendimento*, Giunti Barbera, Firenze, 1974.

(2) Creativity

- According to the latest studies it is difficult to explain in an unequivocal way what creativity consists of. Creativity has often been identified with intelligence and later on with the particular characteristic of "production of new ideas", the ability to create new combinations. The creative subject is able to find new solutions starting from known data through a process of inductions and deductions. According to Guilford, creativity presents the following characteristics: FLUIDITY, the ability to produce different ideas starting from a particular stimulus; FLEXIBILITY, the ability to move quickly from one frame of thought to another one; ELABORATION, the capacity to associate the data through fluency and flexibility in an original way; EVALUATION, the ability to retain information in order to use it in a suitable context. The creative person is better at handling feelings, impulses, emotions thanks to a strong sense of SELF that does not give way to conventional patterns of behaviour and wants to assert its own personality.
- You can also define a creative person as critical, motivated by curiosity, reliable and determined, not conventional, independent, full of interests, intuitive and empathetic.
 - Rogers asserts that creativity is that boost, inborn in every human being, that gives us the opportunity to express all our abilities totally. Bruner noticed that all creative persons present frames of thought and positions which are apparently conflicting but coexistent, good balance between instinct and reflection, between

interest and detachment. Since childhood creative people have lived in an environment that ensures freedom and autonomy in decision-making. Creativity is easier to develop when a personality presents those characteristics of fluency that allow a continuous reorganization of the subjective life.

- All young people should be given the opportunity to be curious about the world around them.

After

Did I allow
myself to be
led?

(3) Reflection form

you've done the

exercise, answer the following questions:

How was the
task carried
out?

What have I
learned from
this activity?

What solutions did I
find to avoid the
thread bending or
breaking?



Turkish Teaching/learning activity in Turkey, in February 2015.

Nr.	Topic	Objectives of the activity	Stages	Materials	Timing of each step
	Angel Wings by Ferda Oral (in Turkey) Date :24 February 2015	Warming up Developing awareness Discussing and exchanging opinions on related topic Creative Thinking &Positive awareness practicing about friendship and World Peace	1)Teacher introduces herself and explains the students that if they focus on positive feelings, they make them realize. 2)So She wants them to feel themselves like an angel that gives the world positiveness. 3)Teacher brings the list of positive feelings and positive attitudes on a small board.Students choose 2 of them one bye one. 4)When everybody finishes it, they come on stage.They wear wings like an angel and explain why they want to give the two positive feeling to the World	Cardboard Angel wings Colourful small papers List of positive feelings Adhesive	5 minutes 10 minutes 20 minutes 5 minutes

			5) At last, they stick the positive feeling/attitude on the very big flower on board. 6) When everybody finish, ask them their feeling during the activity		
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Books of Osho Ganj Yayınları |

Hayal Alemleri/İbni Arabi William Chittick

Articles of Ferda Oral about Personal development on <http://blog.milliyet.com.tr/BloggerHakkında/?UyeNo=2996997>

ACTIVITIES ON CAREER EDUCATION TAUGHT IN LITHUANIA





		<p>questions → symbol: ? and there are cards with possibilities to answer → symbol: ! To minimize language problems on the answer card is also the question)</p> <p><u>3. speed dating</u></p> <ul style="list-style-type: none"> - teacher gives the first signal - students start the conversation 		
Differentiation		<p>Multitasking activity (to ask question, to listen to each other, to answer and to take notes)</p>	<ul style="list-style-type: none"> - students fill in the grid on their worksheet (keywords) - teacher rings the bell and students start moving to the next seat and starting a conversation with a new partner 	18'
		<p>movement</p>	<ul style="list-style-type: none"> - procedure goes on as long as every student got a chance to answer the questions. - teacher moves around listening and helping. <p><u>4. Worksheet</u></p> <ul style="list-style-type: none"> - teacher asks students about their information/keywords of their interview partners 	5-8'

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<http://www.dailywritingtips.com/creative-writing-101/>

<http://www.writertreasure.com/creative-writing-101/>

Additional info:

- “Speed dating” is a method used to increase communication among students about a certain topic. All students are actively involved. It could be either used to repeat a topic or to speak about a new theme. The method has to be well prepared and explained by the teacher. The students do not sit in a circle on chair, they sit at tables facing each other. The task is structured and time limited, therefore it is important that students are focused and work quick. The classic version of this method is “ball race”.

(<http://schuelerecke.net/schule/das-kugellager-eine-schuleraktive-und-kommunikative-unterrichtsmethode/>

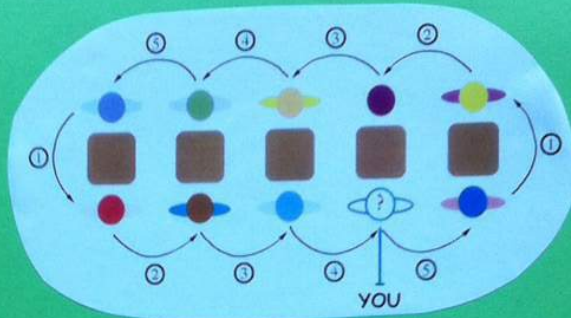
www.bpb.de/system/files/pdf/EOUJQ6.pdf

<http://www.facultyfocus.com/articles/effective-teaching-strategies/using-speed-dating-model-enhance-learning/> (in English!))

- Memo game: “What is this?” by Antje Damm

SPEED-DATING

STEP 1



STEP 2

EXAMPLE



1) What is your name?
2) How old are you?
3) Where are you from?

What is your name?
1) My name is ...
How old are you?
2) I am ... years old.
Where are you from?
3) I am from ...

STEP 3



1:30 min



As the worksheets are in German here you find the English translation:

The heading of the picture of the puzzle:

Who can I ask for an internship?

Heading of the „to do list“:

What are the next steps on your way to an internship?

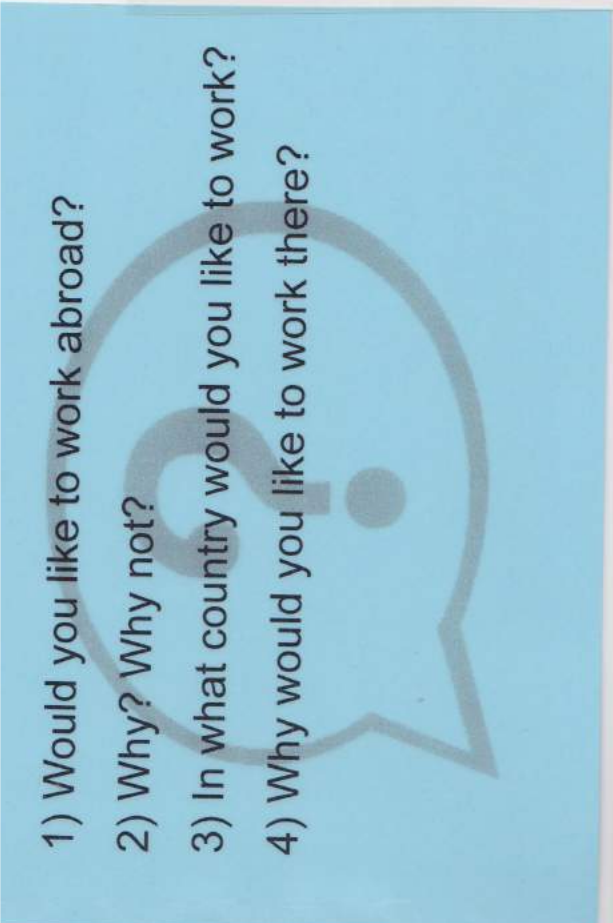
name

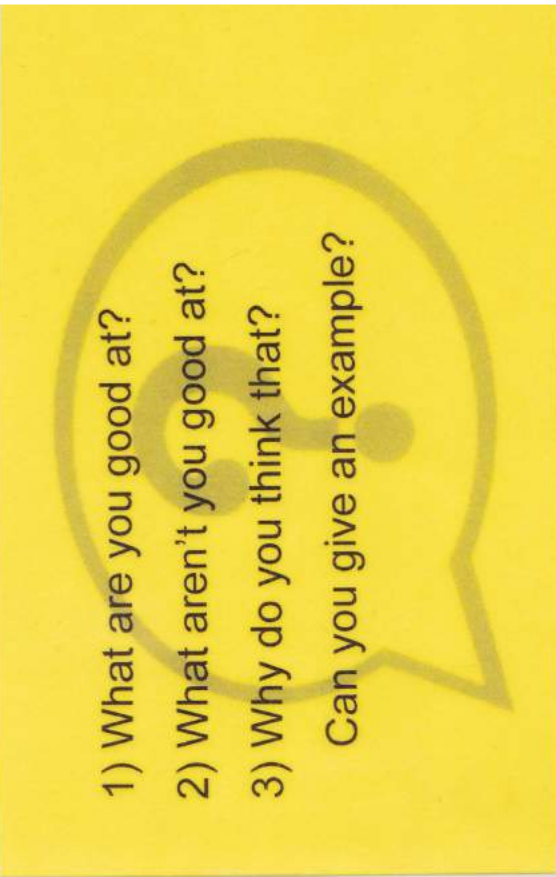
completed

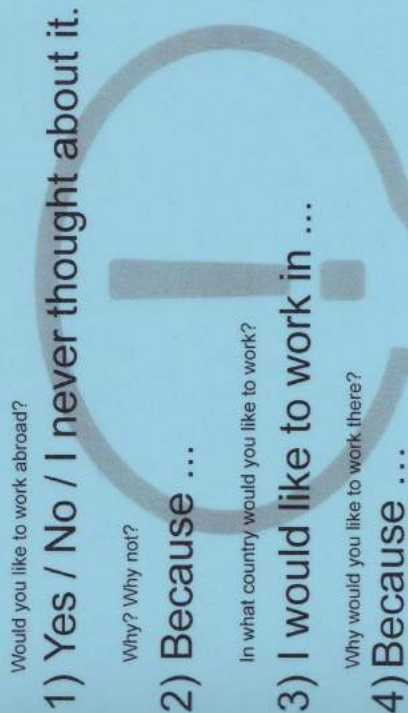
date of completion

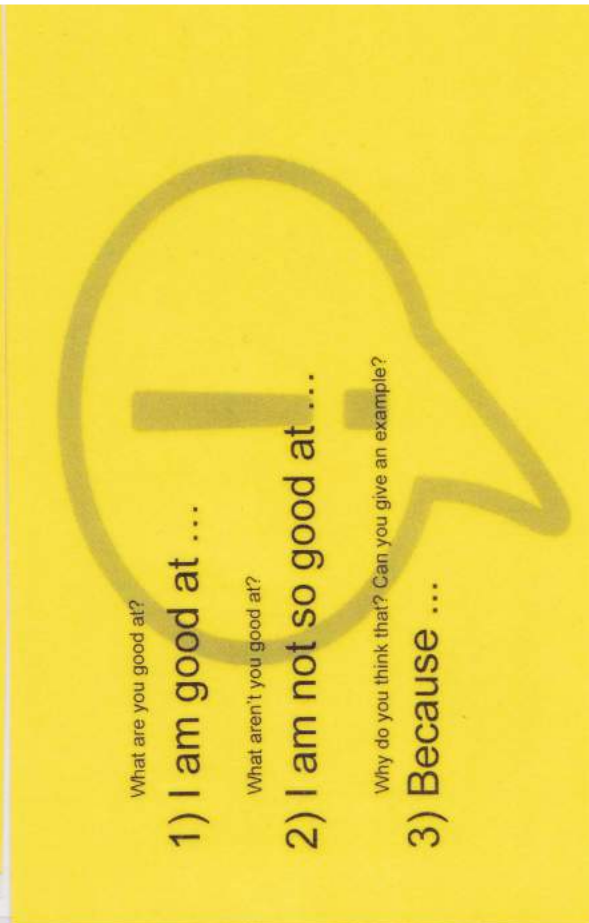


Name	going abroad to...	good at ...	not good at ...	dreamjob	work experience in ...

- 
- 1) Would you like to work abroad?
 - 2) Why? Why not?
 - 3) In what country would you like to work?
 - 4) Why would you like to work there?

- 
- 1) What are you good at?
 - 2) What aren't you good at?
 - 3) Why do you think that?
- Can you give an example?

- 
- Would you like to work abroad?
- 1) Yes / No / I never thought about it.
- Why? Why not?
- 2) Because ...
- In what country would you like to work?
- 3) I would like to work in ...
- Why would you like to work there?
- 4) Because ...

- 
- What are you good at?
- 1) I am good at ...
- What aren't you good at?
- 2) I am not so good at ...
- Why do you think that? Can you give an example?
- 3) Because ...

Have you already done a work experience?

1) I have done a work experience for ... weeks.

When?

2) When I was in ..th grade.

Where?

I did my work experience in/ at ...

What did you like about it?

3) I especially liked ... because ...

What did you not like about it?

4) I did not like ... because ...

What is your dreamjob?

1) My dream job is ...

I would like to become a ...

What do you like about it?

2) I like about it, that ...

What are you doing to make your wish come true?

3) I am trying to get good grades in ...
I am going to apply for ...
I am working on ...

1) Have you already done a work experience?

2) When? Where?

3) What did you like about it?

4) What did you not like about it?

1) What is your dreamjob?

2) What do you like about it?

3) What are you doing to make your wish come true?



Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education |Process Attractive to the Teenagers of the 21st Century”

Taught by Ayperi Ferda Oral on March 25,2015 in Lithuania

Nr.	Topic	Objectives of the activity	Stages of implementation	Materials needed	Timing of each step
2.	Career Planning with mentors	<p>Warming up Developing awareness</p> <p>Discussing and exchanging opinions on related topic practice</p> <p>Creative Thinking & practicing about future career</p>	<p>Introduction</p> <p>Presentation</p> <p>Practice</p> <p>Production</p>	<p>Cardboard</p> <p>Adhesive</p> <p>Scissors</p> <p>Marker</p> <p>Pictures</p>	<p>5 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>15 minutes</p>

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Lesson Plan “Career Planning”

- 1) Teacher introduces herself and give flowers to each students.
- 2) According to the colour of flowers students divided into 4 groups.(4 or 5 students for each group)
- 3) Teacher started to talk about her career .And mentioned 4 mentors in her life.
- 4) Students tries to find the mentors according to clues.
- 5) Teacher gives each group a very inspirational saying of each mentor.
- 6) Each group tries to put the words into the correct order.
- 7) Each group think about saying's message to humanity and share it with the whole class.(all saying about reaching goals ,dreaming ,awareness)
- 8) Teacher makes a brief summary of all 4 messages .Then , she says dreaming is the first step to realize it.
- 9) She prepares PICTURE POOL in which there are hundreds of pictures about career,positive thinking ,success etc.
- 10) Students prepare their own DREAM MAP choosing pictures from the pool.
- 11) As evaluation she asks their feeling about the map.

Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education |Process Attractive to the Teenagers of the 21st Century.”

Taught by Alda Cinkus, Ilona Toropova, Indra Kalniņa, Sanija Dīcmane, Elizabete Blumfelde, Rebeka Jozepa and Anna Albrekte (Latvia)
in Skuodas Bartuva pro-gymnasium on March 25, 2015

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Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
1.	Career education	<ul style="list-style-type: none"> To create students' understanding about career education taking into consideration one's characteristic features 	<p>Step 1 4 tables are put in each corner of the classroom representing 4 workshops.</p> <p>Step 2 Divide the students in 4 groups. Each group has to participate in all 4 workshops.</p> <ul style="list-style-type: none"> Workshop 1 "Knowledge in my portfolio" Workshop 2 "Dress me for a job interview" Workshop 3 " A new company offers a job" Workshop " Guess my profession" <p>Step 3 The leader of each workshop explains the rules of the task to the group. In case of need he helps the group to do the task. The task lasts for 5 minutes.</p> <p>Step 4</p>	<p>Workshop 1: 10 portfolios made from A4 format paper for different professions, 50 pieces of 7x4 cm cards, pens or pencils.</p> <p>Workshop 2: 4 dolls made of cardboard, different coloured papers, pencils, white paper, markers, scissors, glue</p> <p>Workshop 3: models of public enterprises, 100 pieces of 4x 7 cm cards, pens or pencils.</p>	<p>Step 1 the classroom is arranged as 4 workshops before the activity starts</p> <p>Step 2 2 min.</p> <p>Step 3, Step 4 5 min.x 4= 20 min.</p> <p>Step 5 8 min.</p>

		<p>After a signal the groups move to the next workshop. They take the created materials with them.</p> <p>Step 5 When all the groups have visited all 4 workshops, the groups present their created materials.</p> <p>Step 6 Students are asked to fill in the reflection form .</p>	<p>Workshop 4: A 5 format sheets of paper with names of professions on them, pins to attach the cards on students' backs</p>	<p>Step 6 3 minutes</p>
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 - http://www.quintcareers.com/job_skills_values.html "What Do Employers Really Want? Top Skills and Values Employers Seek from Job-Seekers"
 - <http://www.edb.gov.hk/index.aspx?langno=1&nodeID=2206> "Children's Career Needs at Different Developmental Stages"
 - <http://education.qld.gov.au/students/service/career/principles.html> "Career Education programme"
 - <http://www.edb.gov.hk/index.aspx?nodeID=2266&langno=1/> Career team in secondary schools
 - http://careerplanning.about.com/cs/choosingacareer/a/cp_process.htm
 - <http://www.tcd.ie/Careers>



Erasmus+

Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education Process Attractive to the Teenagers of the 21st Century?”
 Greek teaching/learning activity taught by Sofia Stagiopoulou
 and Polyxeni Pavlou

Title: Whom are you going to ask about a profession you like or inspires you (Career education)
 in Lithuania on March 25, 2015

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
	Incentive (stimuli) in relation to professions. In these stage of the presentation the teachers presented the topic to the students	Mobilization Motivation Creative thinking Cooperation Students (in groups of 4-5) are asked to prepare an answer about the question that the teachers already made and specifically about “Whom are you going to ask about a profession you like?”	<ol style="list-style-type: none"> 1. Brainstorming 2. Team work 3. Presentation 4. Valuation <p>In order to let the students express them self effortlessly we proceeded to the brainstorming activity and then we wrote down in the board their answers.</p> <p>In the following stage we categorized the results based on their answers and four categories were created.</p> <p>Next, on each group was given cardboards and markers in order to elaborate on their answers they gave before.</p> <p>During these procedure students were discussing about the topic and they had the chance to get to know each</p>	<p>Marker</p> <p>Adhesives</p> <p>Pens</p> <p>Notice board</p>	<p>10 min</p> <p>15 min</p> <p>15 min</p> <p>5 min</p>

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			<p>other.</p> <p>Later each group took the initiative to name their team and then each team picked one person to present all the comments that were listed on the cardboard.</p> <p>All the chosen leaders of the groups were raised up on the board and each one represented their ideas.</p> <p>In addition we marked with circles all the common answers.</p> <p>In the following stage of the presentation each student that attended the class was able to share with the others his/ her ideal job and what would they probably be the questions that they would make on someone who already practise their model –profession.</p> <p>At last, the students were asked to convey the emotions they felt during the activity with one word and also what was their impression on the topic also using one word.</p> <p>This will enable us to understand if the activity pleased them or motivated them.</p>	
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Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education |Process Attractive to the Teenagers of the 21st Century”

Lithuanian teaching/learning activity in Lithuania March 24,2015 by Žydrone Žukauskaitė.

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
1.	Career education	<ol style="list-style-type: none">To find out what is the type of your intellectTo find out what profession is the best for you	<ol style="list-style-type: none">The teacher introduces the topicThe students are asked to stand up and look for the pieces of puzzle, which are hidden in the classroom. The objectives of activity are written on these puzzles.Each student writes the dream profession on the piece of paperThe teacher explains how to fulfil the questionnaire.	<p>2 pieces of colored (A4) paper, sticky tape</p> <p>A small piece of paper for each students The copies of the questionnaire for each student</p>	<p>1 min.</p> <p>2 min.</p> <p>1 min. 15 – 20 min.</p>

			<p>Students are filling the questionnaire and finding out what is the type of intellect.</p> <p>5. The teacher gives a card, where is written the type of intellect, on the other side – the professions, what are the best for this type of intellect. Students find out does his or her dream profession matches with his type of intellect.</p> <p>6. The summary of the activity</p>	<p>The cards for each student</p>	<p>5 min.</p> <p>2 min.</p>
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Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education Process Attractive to the Teenagers of the 21st Century?”

Teaching/learning activity presented by Italy in Lithuania

Nr.	Topic	Objectives of the activity	Stages of implementation	Materials needed	Timing
1.	Group work to produce a sketch/poster/song (during the meeting in Lithuania the task was the production of a sketch to illustrate the title of the Erasmus+ project “How to Make Education Process Attractive to the Teenagers of the 21st Century”	<p>Students (in groups of 6-8) are asked to prepare a sketch (or produce a poster, but any other sort of role game will do), to do which they will need to negotiate their roles within the group.</p> <p>The type of group activity itself is not important: what matters is that they are given a task which they have to accomplish, each one according to their own abilities.</p> <p>This will enable them to practice their:</p> <ul style="list-style-type: none"> • Negotiating skills • Leadership skills • Ability to understand the others • Creativity • Entrepreneurship <p>At the end of the activity they will show their product</p>	<p>Presentation: the teacher explains the task (the product they have to produce)</p> <p>Brainstorming: all the students of the group put forward their ideas on how to carry out the task</p> <p>Selectioning ideas/making decisions: they select the best ideas (the figure of a leader is supposed come out here);</p> <p>Producing the product itself, according to the personalities and skills within the group (talents and personalities of single students will emerge here)</p> <p>Rehearsing (if the product is a sketch/song...)</p> <p>Performing (if the product is a sketch/song...)</p>		<p>5 minutes</p> <p>5 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>10 minutes</p>

	<p>to the rest of the class.</p> <p>After that they will be explained that the real aim was not so much the production of their product (sketch/poster/song...), but rather their assumption of a role within the group, since what they did and the way they felt might tell them something about their skills, inclinations and future choices in their career.</p> <p>In order to reflect on their position within the group and the way this may be related to their future career, they will be given a list of questions with possible interpretation (see below)</p>	<p>Reflection: did they choose their role, or was it the others who chose it? was it well suited to their personality? Did they learn anything about themselves which they did not expect? Have they learnt anything about their inclinations? How do they think what they have discovered about themselves will help them in their future career? Would they like to have the role of a leader/to be led/to be creative/to dance/to sing/to act?</p> <p>More ideas about reflection are to be found in the attached list of questions</p>		5 minutes
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- Paola Marmocchi- Claudio Dall'Aglio- Michela Zanni, *Educare le Life Skills*, Erickson, Trento, 2004.
- Carl Ramson Rogers, *Libertà nell'apprendimento*, Giunti Barbera, Firenze, 1974.

Worksheet

- What was my role? Did I help in finding the ideas, or did I follow what the others decided? (=would I like to have a leading role in my future job, or do I prefer being guided?)
- Did I use my creative and artistic skills? (=would I like to have a creative job?)
- Was I involved in finding the idea for what we did, or did I solve practical problems? (=would I prefer to have a practical job, or a job which involves my mind?)
- Was I helped by the time limits, or was I stressed by them? (=how would I feel about working under pressure?)
- Did I take initiative, or did I negotiate my ideas with the group? (=would I prefer to work independently or in a team?)
- Did I enjoy acting in front of other people (=how do I feel about being at the centre of attention?)
- Did I use new technologies or traditional instruments? (=Am I attracted by technology?)
- Did I like doing something new? (= how do I feel in a new/unexpected situation?)







EXACT SUBJECT LESSONS TAUGHT IN GREECE





Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
	<p>“Linear functions”</p> <p>Change of representation linear functions from numerically with a grid, graphically with a diagram to symbolically with a mathematical term</p>	<p>Introduction to provide content-, time- and methodical-related transparency</p>	<p>(students enter classroom)</p> <ul style="list-style-type: none"> - teacher explains the aim of the lesson with the help of the prepared posters 	<p>Teacher posters:</p> <ol style="list-style-type: none"> 1. Finding teams 2. Fill in the grid 3. Fill in the coordinates and connect them 4. Name the functions 	<p>5’</p>
	<p>Finding partners in a sociable and communicative way</p>		<ol style="list-style-type: none"> 1. <u>Finding teams</u> - teacher hands out one card with a number to each student - students get in a circle holding their cards - students start to look for the other team partners, communicate and discuss to find the correct 5 teams, 	<p>Cards with numbers (posters with covered teams for help if needed)</p>	<p>10’</p>

			each with 4 students. - students sit down in the correct teams.		
	Work in groups, prepare presentation of the posters		- teacher hands out one poster for each group 2. <u>Fill in the grid</u> - students fill their numbers in the grid in ascending and descending order 3. <u>Fill in the coordinates and connect them</u> - students fill in the coordinates in the system of coordinates and connect them to two functions 4. <u>name the functions</u> - students fill in the slope and the point of intersection with y-axis of both functions to name them	Posters (teacher's posters get fixed at the board or wall for orientation/help – focussed by teacher if needed)	20'
	Presentation of the posters		- each team present their poster to other students and explain the way how they solve their 4 steps		5'

Additional info:

Numbers used (for "Finding teams"):

- | | | | | |
|----|--------------------|---------------|----|----------------|
| 1. | 9, 11, 13, 15 | $y = 2x + 7$ | or | $y = -2x + 17$ |
| 2. | 16, 18, 20, 22 | $y = 2x + 14$ | or | $y = -2x + 24$ |
| 3. | -14, -13, -12, -11 | $y = x - 15$ | or | $y = -x - 10$ |
| 4. | -2, 0, 2, 4 | $y = 2x - 4$ | or | $y = -2x + 6$ |
| 5. | -7, -3, 1, 5 | $y = 4x - 11$ | or | $y = -4x + 9$ |

Other required sheets to prepare posters:

send a request to:

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dirk.paetzold@schulnetz-gsm.de

Bibliography

"Funktioniert's? - Denken in Funktionen" (Timo Leuders/Susanne Prediger, PM Heft 2, 2005)
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Topic	Objectives of the activity	Stages of implementation	Materials needed	Timing
Right division	<ol style="list-style-type: none"> To interest students in mathematics. To put mathematics knowledge into practice. 	<ol style="list-style-type: none"> The teacher divide students in to groups of two. The students solve elementary task "There are 20 sweets in the box. How to divide them for 4 students? The teacher raises the question: How to divide if the sweets are different? The short acting of the students. Two students divide chocolate. The teacher watches, comments and directs the 	<ol style="list-style-type: none"> Multimedia, tool Chocolate, coin 	<p>6 min.</p> <p>3 min.</p> <p>5-7 min.</p>

			4. The students consolidate the method of "Right division" in groups.	7-9 min.
			5. On the screen the students watch filmed material, how to use the method of "Right division", when something is divided in more than two parts.	3 min.
			6. Evaluation "What mark I would write for myself for the work in the lesson?"	2 min.
			3. Baskets with sweets, coins	

Bibliography

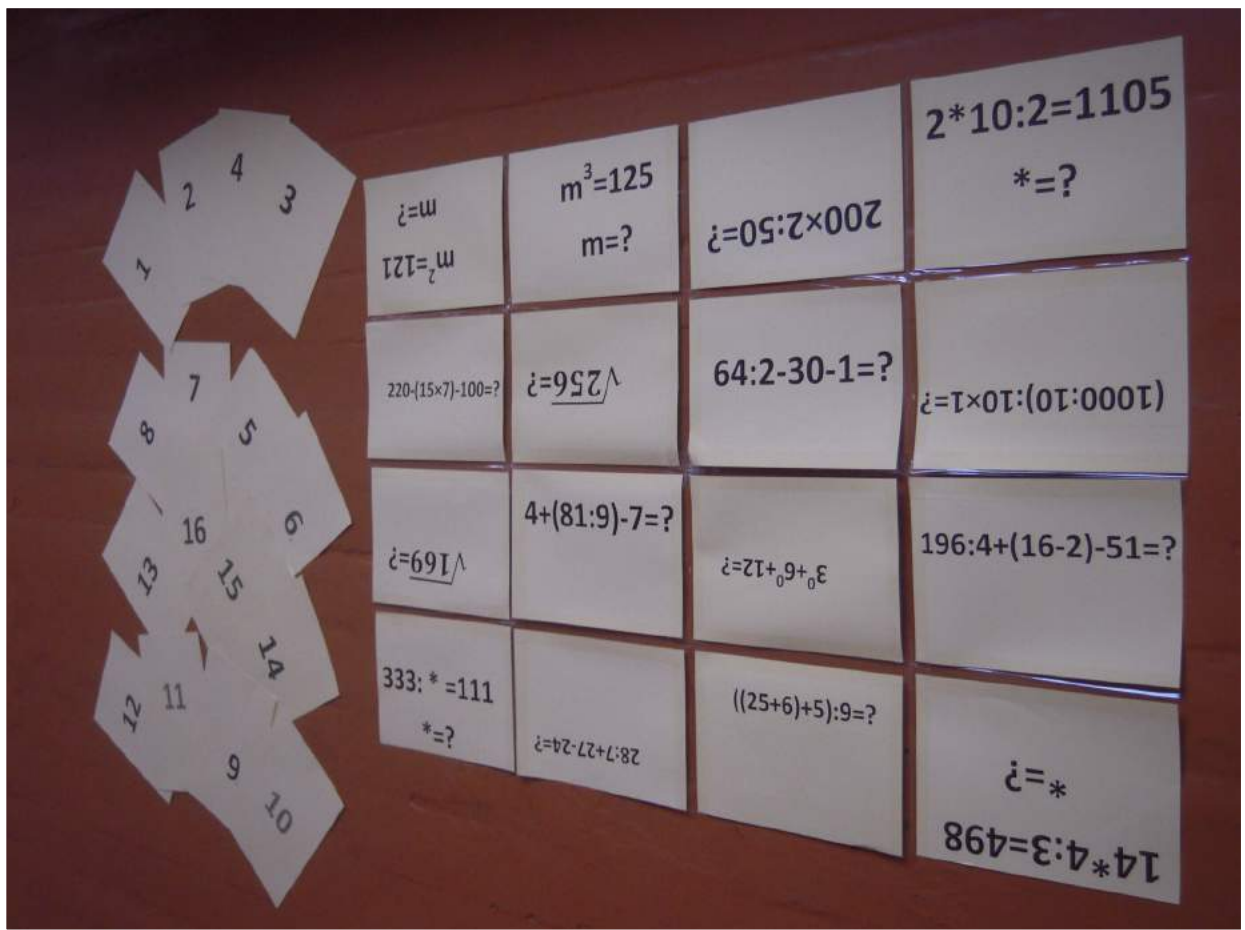
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Subject	Aim of the lesson	Sequence of lesson in steps	Required materials in each step	Time
Doing sums and practical modelling of geometrical shapes	Develop and improve basic skills and knowledge of doing sums and modelling geometric shapes	<p>The lesson consists of 3 parts</p> <p>Stage 1 - individual game "Bingo"</p> <p>Students receive worksheets with tasks and Bingo cards with answers of the tasks in squares. Students do sums step by step, find right answers in the Bingo answer card and cross it out. The goal is to fill a vertical, horizontal, or diagonal line on the card. Students shout "Bingo!" when they get a full row.</p> <p>Stage 2 - group game "I can. We can. We do it."</p> <p>Students are divided into 3 teams, each group gets rules of the game. The rules of the game are explained by the students from Latvia. Students get 16 tasks and 16 different cards with answers. Students discuss together, do sums and cover every task with the right</p>	Worksheets, pencils	10-15 min
			Students are divided into three groups. Students receive sheets of paper and pens for doing the sums.	10-15 min

		<p>answer card. Students work in groups and help each other. The first team who solves all the tasks is the winner.</p> <p>Stage 3 -spatial (three-dimensional) modelling of geometric figures</p> <p>Students model geometric figures of the given materials – modelling clay, different forms of wooden sticks. The task is to model figures that students see around themselves - in everyday life, at school, at home. That is a creative task where every student can show his imagination and manifest himself how he wants.</p>	<p>Each student receives materials for the task.</p>	<p>15-20 Min</p>
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Game "Bingo"

640	340	200	4500	9
420	105	23	41	0
81	69	34	320	46
87	600000	5	83	85
175	297	80	18	8

1. $25+43+15=?$
2. $(12 \times 12) - (11 \times 11) = ?$
3. $(17+3) \cdot 5+5=?$
4. $16+(4+2) \cdot 3=?$
5. $290-(81+34) = ?$
6. $26^*4.2=1342 \quad *=?$
7. $90.5=?$
8. $5085-5039=?$
9. $17 \times 20=?$
10. $(291-15) \cdot 191=?$
11. $876543-276543=?$
12. $(351-36) \cdot 3 \times 1=?$
13. $9 \times (4+6) \cdot 3=?$
14. $198+2+54+2+41=?$
15. $6 \times 70=?$
16. $15 \times 15-25=?$
17. $425-(125+300) = ?$
18. $(13-8) \times 4+60=?$
19. $(3 \times 3) - (2 \times 2) = ?$
20. $46+* = 87 \quad *=?$
21. $20 \times 4 \times 4 = ?$
22. $759:11=?$
23. $*-210=430 \quad *=?$
24. $3 \times 3 \times 3 \times 3 = ?$
25. $45 \times 100 = ?$



Erasmus+

Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education |Process Attractive to the Teenagers of the 21st Century”

Lesson taught by Turkish teacher Ayperi Ferda Oral in September 2015

Nr.	Topic	Objectives of the activity	Steps of activity	Materials needed for each step	Timing of each step
2.	Creative Mathematics	<p>Warming up Developing awareness Discussing and exchanging opinions on related topic practice Creative Thinking & practicing about future career</p>	<p>1) Brain storming about the use of maths 2) Presentation of a video “night before math test” 3) Explaining “ Variable and Expressions” 4) Doing some exercises with volunteers 5) Dividing the students into 5 groups according to their choices 6) Explaining the game (There is a dice and they throw the dice and they have to do mathematical calculation to move their pawn. The game continue till the one reach the end.) 7) Playing “ Math Game “ in groups 8) Each group will have one winner and get the prize.</p>	<p>Math Game (check the picture)</p>	<p>10 minutes 10 minutes 5 minutes 15 minutes</p>

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<http://blog.milliyet.com.tr/BloggerHakkında/?UyeNo=2996997>

<https://www.youtube.com/watch?v=XZHim74k7CA>



Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
1.	DNA the molecule of life	<ol style="list-style-type: none"> 1. Develop group work. 2. Understand the importance of DNA for life. 3. Learn information about the DNA structure. 4. Be able to make their own DNA model. 	<ol style="list-style-type: none"> 1. Teacher welcomes students and introduces herself. 2. Four groups of five students are made. 3. Students discuss with their teacher about DNA and its role to the existence of life. 4. A DNA model and explanation of its 	<ol style="list-style-type: none"> 1. A brochure of three pages for each student with pictures, information and activities about DNA. 2. A package of transparent sheets. 3. Permanent markers with different colours (red, blue, green, black). 4. A ruler. 5. A role of sticky tape. 	<ol style="list-style-type: none"> 1. Forming groups (3 minutes). 2. Dialogue about the role of DNA (7 minutes). 3. Showing a DNA model and explaining its structure (8

			structure is given.		minutes).
			<p>5. Three activities: First, students fill in the blanks of a text with given words. This text is about the structure of DNA. Second, students will try to find the message which is included in the DNA triplets. Third, students will make their own DNA model using simple materials.</p>		4. First activity. Fill in the blanks of the text (4 minutes).
					5. Second activity. Try to find the message (8 minutes).
					6. Third activity. Make a DNA model (10 minutes).

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Teaching/learning activity presented by Italyin Greece

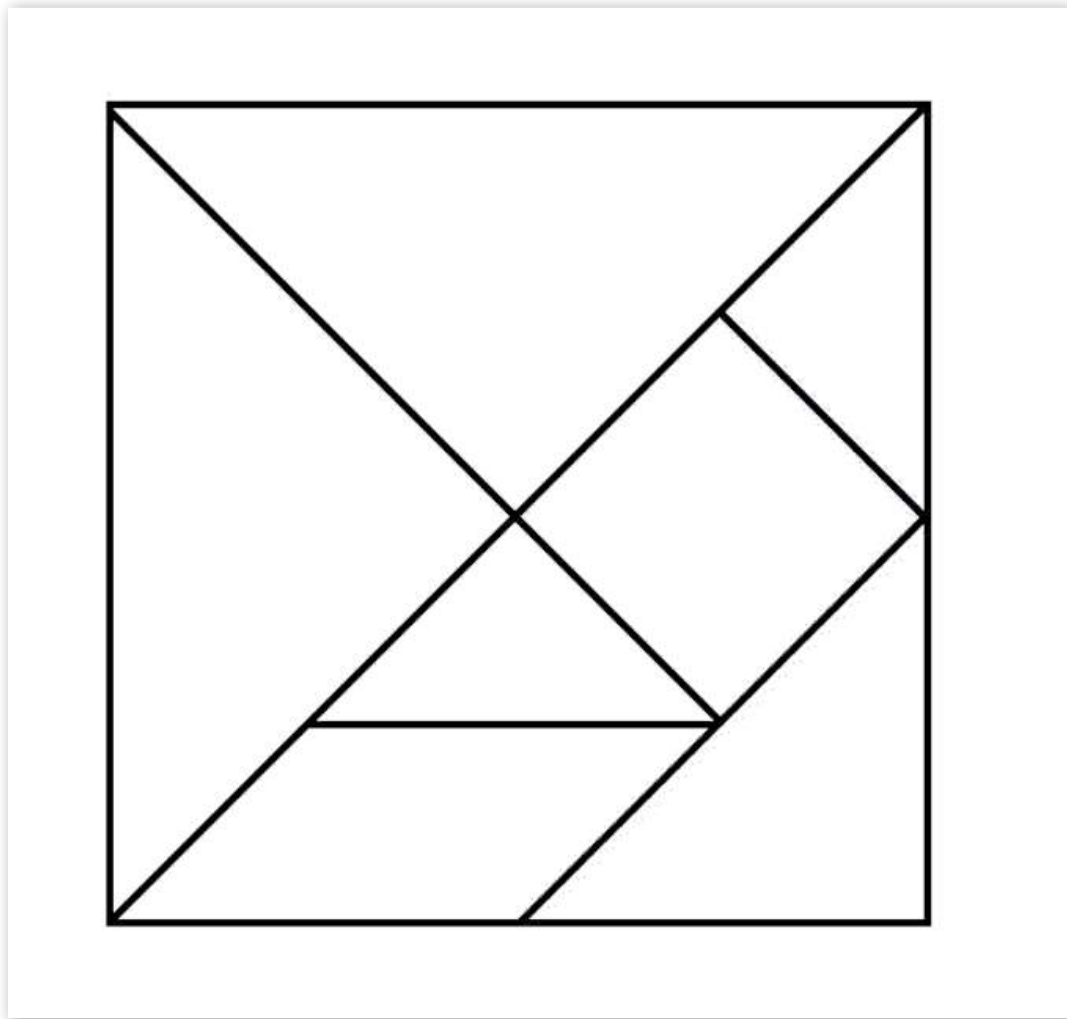
Nr.	Topic	Objectives of the activity	Stages of implementation	Materials needed	Timing
1.	The Pythagorean Theorem with Tangrams	1. How to prepare a Tangram.	<p>1. The teacher explains what a tangram is.</p> <p>The students make a tangram folding a square piece of paper, in order to obtain one square, one parallelogram and five triangles (two small ones, two large ones and one medium triangle).</p>	1. Paper squares, scissors, pencil.	<p>2 min.</p> <p>12 min.</p>

		<p>2. Play and have fun with Tangram.</p> <p>3. Using tangrams as an introduction to the Pythagorean Theorem.</p>	<p>2. The students try to build some shapes with the pieces of tangram as directed by the teacher.</p> <p>3. The teacher groups students in threes and gives each group three white sheets of paper and four tangram sets.</p> <p>Each team makes the following steps.</p> <p>a. Place one of the small triangles in the center of one of your white papers and trace a line around it. Label the longest side of the triangle "C" (hypotenuse) and the other two sides "A" and "B".</p> <p>b. Use tangram pieces to form a perfect square along each side of the triangle you have drawn. Trace a line around the squares, making sure they are attached to the sides of the triangle. You're your group, discuss how the perfect squares of "A" and "B" combined make</p>	<p>2. Paper squares, scissors, pencil.</p> <p>3. Three sheets of white paper, four tangram sets, pencils, rulers.</p>	<p>6 min.</p> <p>2 min.</p> <p>2 min.</p> <p>6 min.</p>
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			<p>a perfect square on side "C".</p> <p>c. Repeat Steps a. and b., on the two other sheets of white paper using first the medium and then the large triangle</p> <p>d. Compare the three drawings. Discuss the relationship of the areas of the squares along each leg of the right triangle to the area of the square along the hypotenuse.</p> <p>4. The students will notice that there is a direct relationship between the square on the hypotenuse and the squares on the other two legs, and try to write an equation to represent the relationship like this $a^2 + b^2 = c^2$.</p>		<p>8 min.</p> <p>4 min.</p> <p>3 min.</p>
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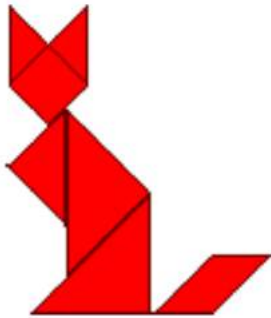
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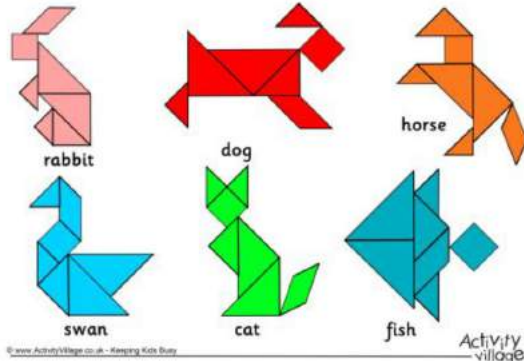




SOLUTION

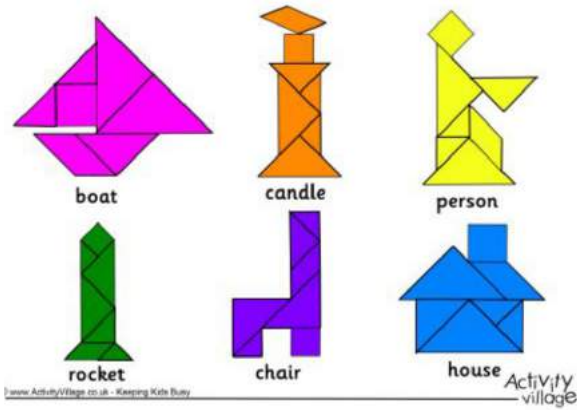
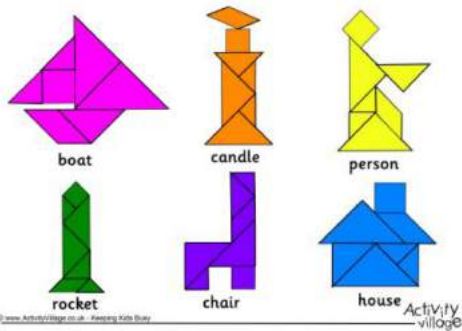


ANIMALS with TANGRAM



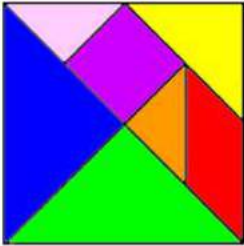
SHAPES with TANGRAM

SHAPES with TANGRAM



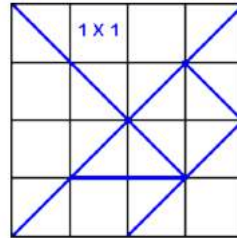
TANGRAM

"seven boards of skill"



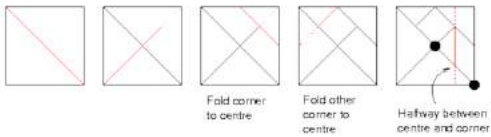
It is a puzzle consisting of seven flat shapes, called **tans**.

Building a tangram with ruling lines is very simple, but ...how can we prepare one **without ruling lines?**



MAKING TANGRAMS

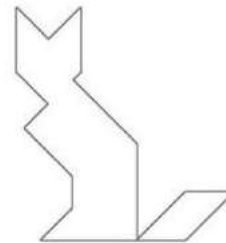
Here's a simple way to make a Tangram **without any measuring or ruling lines**. All you need is a square of paper and some scissors to cut out the shapes when you've finished folding. Follow the steps shown in each diagram and remember that every fold you make is to find half of a shape or line.

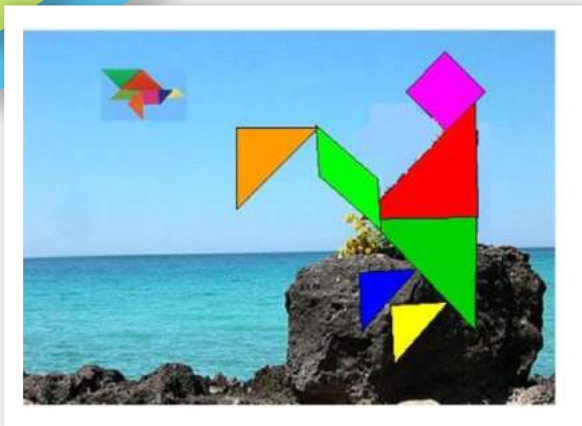


PLAY WITH YOUR TANGRAM

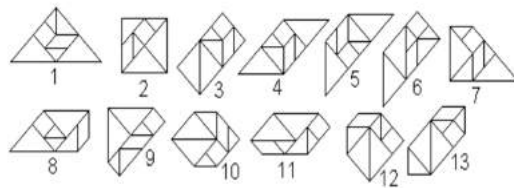
Now you can play around and make lots of pictures and puzzles - like a cat, a dog, a boat, a house, a person, a rocket or a rabbit.

Can you build a cat?





Convex Figures



Surprising: There are **only 13** convex figures you can build from tangram pieces.

The PYTHAGOREAN THEOREM with Tangrams

- **Purpose:** Using tangrams to introduce the Pythagorean Theorem.
- **Objective:** Students will use tangrams as an introduction to the Pythagorean Theorem.
- **Materials:** Tangram set (four), paper, pencil

Each group of students will follow the following steps

Step 1

Place one of the **small** right triangles in the center of your paper and trace a line around it.

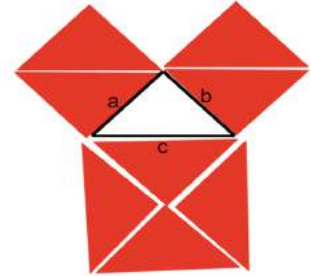
Label the longest side of the triangle "C" (hypotenuse) and the other two sides "A" and "B".

Step 2

Use tangram pieces to form a perfect square along each side of the triangle you have drawn. Trace around the squares, making sure they are attached to the sides of the triangle. How many small triangles were used on sides "A" and "B"? How many small triangles are needed to make the square on side "C"? Discuss how the perfect squares of "A" and "B" combined make a perfect square on side "C".

SMALL TRIANGLE AND PERFECT SQUARES

- Two small triangles on the sides A and B
- Four small triangles on the Hypotenuse C.



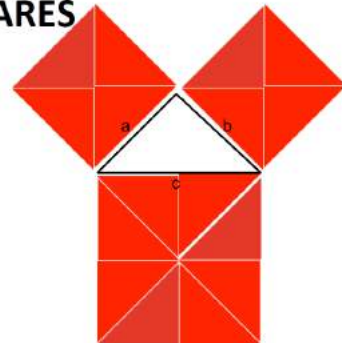
The sum of the areas of the squares on the legs is equal to the square of the hypotenuse.

Step 3

Repeat Steps 1 and 2 using the **medium** triangle. Can the perfect squares be made by using **only** the small triangles? How many triangles are used on sides "A" and "B"? How many small triangles would be needed for side "C"?

MEDIUM TRIANGLE AND PERFECT SQUARES

- Four small triangles on the sides A and B
- Eight small triangles on the Hypotenuse C.



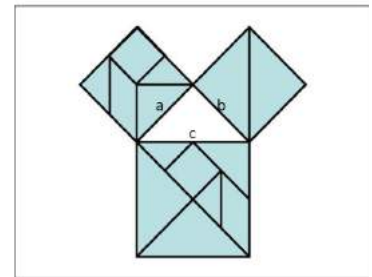
The sum of the areas of the squares on the legs is equal to the square of the hypotenuse.

Step 4

Repeat the activity using the **large** triangle. Determine how many triangles would be needed for sides "A" and "B", (two large triangles or five of the smaller pieces) and for side "C" (all seven tangram pieces).

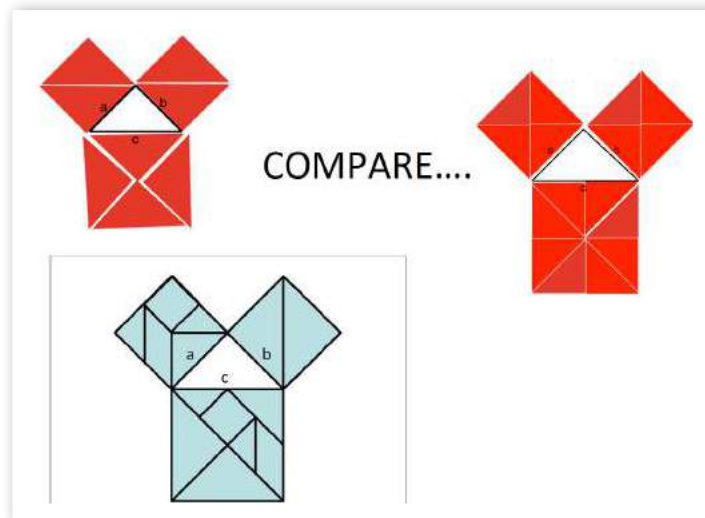
LARGE TRIANGLE AND PERFECT SQUARES

- Two large triangles or five of the smaller pieces on the sides A and B.
- and for side C you will need all the seven pieces of a Tangram set.



Step 5

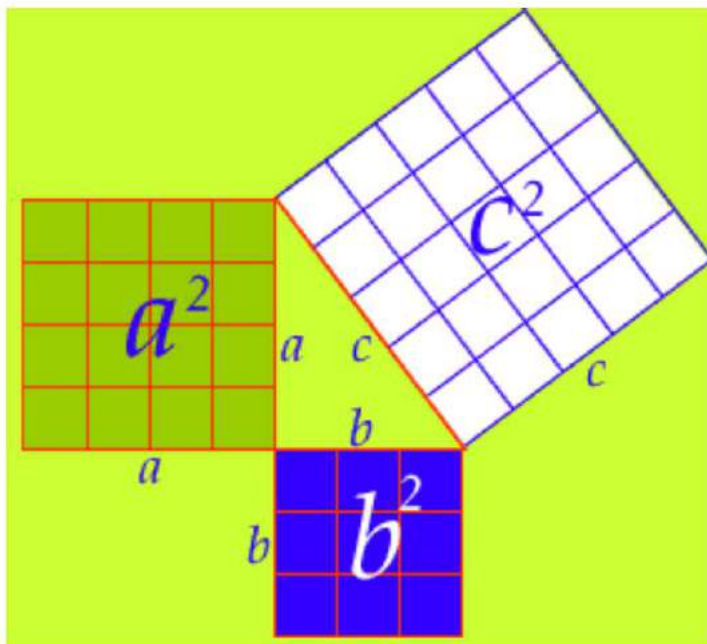
Compare the three drawings. Discuss the relationship of the areas of the squares along each leg of the right triangle to the area of the square along the hypotenuse. The sum of the areas of the squares on the legs is ALWAYS equal to the square of the hypotenuse.



Step 6

Use the formula for area to find the areas of the squares on all three sides. Now try to write an equation to represent the relationship.

The Pythagorean Theorem



$$a^2 + b^2 = c^2$$





TEAM-TEACHING ACTIVITIES IN LESSON
TAUGHT IN GERMANY






Teaching/learning activity taught by the Italian team in Hamburg.

Places of interest in London; Cooperative learning using the Jigsaw method

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approx. timing of each step
	British culture: places of interest in London	<p>1. <u>Active participation of students in the learning process</u> by using a cooperative learning method, to <u>make students responsible for their own and their classmates' learning</u>, providing the opportunity for them to <u>reflect on the learning process</u>.</p> <p>2. To create a system of <u>positive interdependence</u> where social skills are called into play.</p> <p>3. To encourage listening and involvement, thanks to the jigsaw method, where <u>each</u></p>	<ol style="list-style-type: none"> 1. <u>Divide class into "base groups"</u>, here, with 3 islands of 6 desks each, (for the purposes of this Erasmus+ project, with one student from each country, otherwise, 4-5 groups of 4-5 students, according to perceived class needs/ other criteria (socialization, different abilities or skills etc.)). 2. <u>Warm up: presentation of activity to raise interest and elicit required vocabulary and relevant knowledge.</u> 3. * Give 1 "brochure" to each student. Get them to write the names of the base group members on the front (Guide by.....). <u>Explain that they are going to work together on the macro-topic (Places of interest in London) to do ex. 1 using the info provided to the class on ppt "slide 1"</u> (or photocopy "slide 1"). 4. <u>When they have finished, explain that next they will next have to do ex. 2 and 3 on the back of the photocopy, but for this they are going to divide into new "expert groups" to acquire the information on different "micro-topics". First, they need to read the assignment and understand the tasks.</u> 5. <u>Now separate the "base groups" and form new "expert groups"</u> of 3 students each, for them to become "experts" on the micro-topic: here, an assigned attraction, from A to F. 6. <u>In the new "expert groups", students are each given identical information on the different micro topics: here, assigned attractions. They should read the information silently, then discuss it together to check that they have understood everything.</u> 	<p>Desks and chairs</p> <p>Blackboard/IWB or similar</p> <p>Pens, 18 photocopies of information/contents that are the focus of the lesson (here map-brochures of London) with information gaps.</p>	<p>3 mins</p> <p>5 mins</p> <p>5 mins.</p> <p>8-10 mins.</p>

		<p><u>member's efforts are essential to a successful outcome.</u> If a piece of the jigsaw is missing, the outcome cannot be successfully achieved. Therefore <u>students come to value each other as contributors to their learning.</u></p>	<p>Then, together, they should prepare to present the information back to their base group (possibly with focus questions as a guide).</p> <p>7. Students return to their base groups and answer the questions in ex. 2 and 3 - descriptions and fun facts about the attractions – by asking their peer “experts” for the required information.</p> <p>8. When the groups have completed the tasks, there can be a final quiz to check that information has been found correctly (possibly with rewards for winning groups).</p> <p>9. Evaluation by students.</p> <p>* For this lesson, a brochure has already been prepared, to save time. In different contexts, the base group could/should choose their own way of presenting the final product (ppt., poster, brochure etc.), planning together how to include images, text and acquired knowledge in a personalised way.</p>	<p>8-10 mins</p> <p>6-7 mins.</p> <p>3-4 mins</p>
	<p>Bibliography www.jigsaw.org</p>			<p>44 mins.</p>

WESTMINSTER ABBEY	WESTMINSTER ABBEY	WESTMINSTER ABBEY
		
<p>WHAT IS IT?</p> <p>Westminster Abbey is <u>one of the most important churches in Britain.</u></p>	<p>WHAT IS IT?</p> <p>Westminster Abbey is <u>one of the most important churches in Britain.</u></p>	<p>WHAT IS IT?</p> <p>Westminster Abbey is <u>one of the most important churches in Britain.</u></p>
<p>DESCRIPTION</p> <p>The Abbey has <u>more than a thousand years of history.</u> It is the church where royal coronations, funerals and <u>weddings</u> often take place. The famous <u>Coronation chair, made of wood,</u> has been used for over 700 years. Some of the most significant British writers, poets, musicians, artists, scientists and explorers are commemorated here, including <u>William Shakespeare, Charles Darwin and Isaac Newton.</u> A special area in the church called <u>“Poets Corner”</u> is dedicated to them.</p>	<p>DESCRIPTION</p> <p>The Abbey has <u>more than a thousand years of history.</u> It is the church where royal coronations, funerals and <u>weddings</u> often take place. The famous <u>Coronation chair, made of wood,</u> has been used for over 700 years. Some of the most significant British writers, poets, musicians, artists, scientists and explorers are commemorated here, including <u>William Shakespeare, Charles Darwin and Isaac Newton.</u> A special area in the church called <u>“Poets Corner”</u> is dedicated to them.</p>	<p>DESCRIPTION</p> <p>The Abbey has <u>more than a thousand years of history.</u> It is the church where royal coronations, funerals and <u>weddings</u> often take place. The famous <u>Coronation chair, made of wood,</u> has been used for over 700 years. Some of the most significant British writers, poets, musicians, artists, scientists and explorers are commemorated here, including <u>William Shakespeare, Charles Darwin and Isaac Newton.</u> A special area in the church called <u>“Poets Corner”</u> is dedicated to them.</p>
<p>FUN FACTS</p> <p>The back of the precious Coronation chair, which is made of wood, is covered with <u>graffiti done by schoolboys in the 18th and 19th centuries.</u></p>	<p>FUN FACTS</p> <p>The back of the precious Coronation chair, which is made of wood, is covered with <u>graffiti done by schoolboys in the 18th and 19th centuries.</u></p>	<p>FUN FACTS</p> <p>The back of the precious Coronation chair, which is made of wood, is covered with <u>graffiti done by schoolboys in the 18th and 19th centuries.</u></p>

PHASE 1

BASE GROUPS

1. GET INTO 3 GROUPS OF SIX – ONE STUDENT FROM EACH COUNTRY , FOLLOWING INSTRUCTIONS FROM THE TEACHER → THIS IS YOUR “BASE GROUP”.
2. WRITE THE NAMES OF THE 6 GROUP MEMBERS ON THE FRONT OF THE BROCHURE WHERE IT SAYS “ A TOURIST MAP AND GUIDE OF PLACES OF INTEREST IN WEST-MINSTER by.....”
3. WORK TOGETHER USING THE INFORMATION FROM **SLIDE 1** TO COMPLETE **EXERCISE 1**. YOU NEED TO LOCATE THE PLACES OF INTEREST ON THE MAP AND WRITE THEIR NAMES IN THE LEGEND/KEY.

PHASE 2

EXPERT GROUPS

4. NOW SEPARATE INTO NEW “EXPERT GROUPS” OF 3 STUDENTS EACH. EACH NEW GROUP HAS A DIFFERENT PLACE OF INTEREST TO STUDY, AND STUDENTS SHOULD TRY TO BECOME “EXPERTS” ON THE ASSIGNED ATTRACTION. LATER YOU WILL HAVE TO DESCRIBE YOUR ATTRACTION TO YOUR ORIGINAL BASE GROUP.
5. TOGETHER , READ THE INFORMATION AND BE SURE THAT YOU UNDERSTAND IT. CHECK WITH EACH OTHER OR WITH THE TEACHER FOR ANY PARTS OR WORDS YOU DON’T UNDERSTAND. **DO NOT WRITE ON THE CARDS**. TOGETHER, TRY TO ANSWER THE QUESTIONS ABOUT YOUR ASSIGNED PLACE OF INTEREST. **THIS PHASE IS ONLY ORAL/VERBAL**. TEST EACH OTHER TO BE CERTAIN THAT YOU CAN PRESENT YOUR ATTRACTION TO YOUR BASE GROUP.
6. GIVE THE INFORMATION CARDS AND QUESTIONS BACK TO THE TEACHER AND RETURN TO YOUR ORIGINAL BASE GROUP

PHASE 3

BASE GROUPS

7. BACK IN YOUR ORIGINAL BASE GROUPS, YOU NOW NEED TO DO EXERCISES 2 AND 3 ON THE BACK OF THE BROCHURE. **TAKE IT IN TURNS TO ASK QUESTIONS TO EACH EXPERT**, ON EACH DIFFERENT ATTRACTION, SO THAT YOU CAN COMPLETE THE DESCRIPTIONS IN EXERCISE 2. IS IS NOT A DICTATION EXERCISE FOR THE EXPERT, BUT AN INTERACTIVE PHASE. FOR THE QUESTION “WHAT IS IT?”, YOU HAVE TO FILL IN THE GAPS; FOR THE DESCRIPTIONS, YOU HAVE CHOOSE BETWEEN TWO OPTIONS. USE THE QUESTIONS GUIDE IF NECESSARY.
8. NOW DO EXERCISE 3 ON “FUN FACTS”. DISCOVER WHICH “EXPERT” HAS THE INFORMATION FOR EACH PICTURE, AND ASK WHAT THE CONNECTION WITH THE ATTRACTION IS

PHASE 4

QUICK QUIZ TO CHECK INFORMATION

9. THE WHOLE GROUP DOES A QUICK QUIZ TO CHECK THAT THE INFORMATION IS CORRECT. THE GROUP THAT CAN GIVE THE HIGHEST NUMBER OF CORRECT ANSWERS WINS A PRIZE.

BIG BEN

WHAT IS BIG BEN THE POPULAR NAME FOR?

WHAT IS THE CLOCK FAMOUS FOR?

HOW OFTEN DO THE BELLS RING?

WHAT IS "BEN" REALLY THE NAME OF?

ON WHAT DATE IS BIG BEN PARTICULARLY IMPORTANT?

WHY?

THE LONDON EYE

WHAT IS IT?

WHEN DID IT OPEN?

IT WAS A TEMPORARY ATTRACTION, SO WHY HAS IT REMAINED?

HOW FAR CAN YOU SEE FROM THE TOP?

WHO IS IT SPONSORED BY TODAY?

BUCKINGHAM PALACE

WHAT IS IT?

WHICH PART OF THE PALACE IS ONE OF THE MOST FAMOUS IN THE WORLD?

WHY?

WHAT FLAG CAN YOU SEE AT THE PALACE IF THE QUEEN IS AWAY?

WHAT DO TOURISTS COME TO SEE IN THE FRONT COURT?

TRAFALGAR SQUARE

WHAT IS IT?

WHAT DOES THE NAME OF THE SQUARE COMMEMORATE?




WHAT MONUMENT IS THERE IN THE SQUARE?




WHAT ANIMALS ARE THERE AT ITS BASE?




WHAT DO A LOT OF PEOPLE CELEBRATE HERE?




QUICK QUIZ




1. **What is the name** of the river that goes through London?
2. There are 32 capsules on the London Eye – so **why do the numbers go up to 33?**
3. **Which famous** black door has no handle?
4. **What is the name of the road** that goes from Trafalgar Square to Parliament Square?
5. **Which important chair** in Westminster Abbey is over 700 years old?
6. What is “Big Ben” **really the name for?**
7. **Which part** of Buckingham Palace is particularly famous? Why?
8. What ceremony in Trafalgar Square does the Mayor of Norway take part in every year before Christmas?
9. If you can see the Union Jack on top of Buckingham Palace, **what does it mean?**
10. **Where can you find a statue to commemorate William Shakespeare?**

BIG BEN	BIG BEN	BIG BEN
		
<p>WHAT IS IT?</p> <p>“Big Ben” is the popular name for the clock tower at the Houses of Parliament</p>	<p>WHAT IS IT?</p> <p>“Big Ben” is the popular name for the clock tower at the Houses of Parliament</p>	<p>WHAT IS IT?</p> <p>“Big Ben” is the popular name for the clock tower at the Houses of Parliament</p>
<p>DESCRIPTION</p> <p>The clock is world famous for its precision and the bells ring every 15 minutes. People call the clock tower “Big Ben” but in fact, “Ben” is really the name of a big bell inside the tower. It is particularly important on 31st December because Londoners look to Big Ben at midnight, to begin celebrations for the New Year.</p>	<p>DESCRIPTION</p> <p>The clock is world famous for its precision and the bells ring every 15 minutes. People call the clock tower “Big Ben” but in fact, “Ben” is really the name of a big bell inside the tower. It is particularly important on 31st December because Londoners look to Big Ben at midnight, to begin celebrations for the New Year.</p>	<p>DESCRIPTION</p> <p>The clock is world famous for its precision and the bells ring every 15 minutes. People call the clock tower “Big Ben” but in fact, “Ben” is really the name of a big bell inside the tower. It is particularly important on 31st December because Londoners look to Big Ben at midnight, to begin celebrations for the New Year.</p>
<p>FUN FACTS</p> <p>Every year mechanics adjust the clock using an old penny! If the clock is going fast, they put a penny on the pendulum, and if it is going slow, they remove it.</p>	<p>FUN FACTS</p> <p>Every year mechanics adjust the clock using an old penny! If the clock is going fast, they put a penny on the pendulum, and if it is going slow, they remove it.</p>	<p>FUN FACTS</p> <p>Every year mechanics adjust the clock using an old penny! If the clock is going fast, they put a penny on the pendulum, and if it is going slow, they remove it.</p>
<p>QUESTIONS:</p>		

TRAFALGAR SQUARE	TRAFALGAR SQUARE	TRAFALGAR SQUARE
		
<p>WHAT IS IT?</p> <p>Trafalgar Square is a large pedestrian square in the heart of London.</p>	<p>WHAT IS IT?</p> <p>Trafalgar Square is a large pedestrian square in the heart of London.</p>	<p>WHAT IS IT?</p> <p>Trafalgar Square is a large pedestrian square in the heart of London.</p>
<p>DESCRIPTION</p> <p>The name "Trafalgar" commemorates Britain's victory at sea Battle of Trafalgar in 1805. An important monument here is a tall column, with a statue of the victorious Admiral Nelson on top, and four lions around its base. There are also two fountains, and on the north side of the square is the National Art Gallery. A lot of people celebrate New Year/the start of summer here, because from the square you can see and hear Big Ben striking midnight.</p>	<p>DESCRIPTION</p> <p>The name "Trafalgar" commemorates Britain's victory at sea Battle of Trafalgar in 1805. An important monument here is a tall column, with a statue of the victorious Admiral Nelson on top, and four lions around its base. There are also two fountains, and on the north side of the square is the National Art Gallery. A lot of people celebrate New Year/the start of summer here, because from the square you can see and hear Big Ben striking midnight.</p>	<p>DESCRIPTION</p> <p>The name "Trafalgar" commemorates Britain's victory at sea Battle of Trafalgar in 1805. An important monument here is a tall column, with a statue of the victorious Admiral Nelson on top, and four lions around its base. There are also two fountains, and on the north side of the square is the National Art Gallery. A lot of people celebrate New Year/the start of summer here, because from the square you can see and hear Big Ben striking midnight.</p>
<p>FUN FACTS</p> <p>Every year Norway gives London a Christmas tree, to thank Britain for its help in the second World War. It is placed in the centre of Trafalgar Square and there is a Christmas lighting ceremony, in the presence of the Mayor of Oslo.</p>	<p>FUN FACTS</p> <p>Every year Norway gives London a Christmas tree, to thank Britain for its help in the second World War. It is placed in the centre of Trafalgar Square and there is a Christmas lighting ceremony, in the presence of the Mayor of Oslo.</p>	<p>FUN FACTS</p> <p>Every year Norway gives London a Christmas tree, to thank Britain for its help in the second World War. It is placed in the centre of Trafalgar Square and there is a Christmas lighting ceremony, in the presence of the Mayor of Oslo.</p>

BUCKINGHAM PALACE	BUCKINGHAM PALACE	BUCKINGHAM PALACE
		
<p>WHAT IS IT?</p> <p>Buckingham Palace is <u>the official London residence of the Queen.</u></p>	<p>WHAT IS IT?</p> <p>Buckingham Palace is <u>the official London residence of the Queen.</u></p>	<p>WHAT IS IT?</p> <p>Buckingham Palace is <u>the official London residence of the Queen.</u></p>
<p>DESCRIPTION</p> <p>Buckingham Palace is very big, with 775 rooms. <u>The balcony</u> is one of the most famous in the world, <u>because the royal family appears here on special occasions,</u> like weddings or jubilees. There is always a flag on top of the Palace – when the Queen is in residence, it’s her personal flag, when <u>she’s away, it’s the Union Jack.</u> Tourists come to Buckingham Palace to see <u>the traditional Changing of the Guard</u> in the front court.</p>	<p>DESCRIPTION</p> <p>Buckingham Palace is very big, with 775 rooms. <u>The balcony</u> is one of the most famous in the world, <u>because the royal family appears here on special occasions,</u> like weddings or jubilees. There is always a flag on top of the Palace – when the Queen is in residence, it’s her personal flag, when <u>she’s away, it’s the Union Jack.</u> Tourists come to Buckingham Palace to see <u>the traditional Changing of the Guard</u> in the front court.</p>	<p>DESCRIPTION</p> <p>Buckingham Palace is very big, with 775 rooms. <u>The balcony</u> is one of the most famous in the world, <u>because the royal family appears here on special occasions,</u> like weddings or jubilees. There is always a flag on top of the Palace – when the Queen is in residence, it’s her personal flag, when <u>she’s away, it’s the Union Jack.</u> Tourists come to Buckingham Palace to see <u>the traditional Changing of the Guard</u> in the front court.</p>
<p>FUN FACTS</p> <p>Other important inhabitants of Buckingham Palace are <u>the Queen’s favourite dogs, her Corgis.</u> They are free to run around where they want.</p>	<p>FUN FACTS</p> <p>Other important inhabitants of Buckingham Palace are <u>the Queen’s favourite dogs, her Corgis.</u> They are free to run around where they want.</p>	<p>FUN FACTS</p> <p>Other important inhabitants of Buckingham Palace are <u>the Queen’s favourite dogs, her Corgis.</u> They are free to run around where they want.</p>

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<p>NUMBER 10, DOWNING STREET</p>	<p>NUMBER 10, DOWNING STREET</p>	<p>NUMBER 10, DOWNING STREET</p>
		
<p>WHAT IS IT?</p> <p>Number 10, Downing Street is <u>the official residence and office of the British Prime Minister.</u></p>	<p>WHAT IS IT?</p> <p>Number 10, Downing Street is <u>the official residence and office of the British Prime Minister.</u></p>	<p>WHAT IS IT?</p> <p>Number 10, Downing Street is <u>the official residence and office of the British Prime Minister.</u></p>
<p>DESCRIPTION</p> <p>People all round the world recognize the <u>famous black door</u> of the house where the government meets and works. It is not very big and looks like <u>an ordinary house on an ordinary street.</u> There is always <u>a police officer in front of the door,</u> to check ministers and visitors who go in and out. The police officer also asks staff inside to open it for visitors – this is necessary because <u>there is no handle</u> on the door!</p>	<p>DESCRIPTION</p> <p>People all round the world recognize the <u>famous black door</u> of the house where the government meets and works. It is not very big and looks like <u>an ordinary house on an ordinary street.</u> There is always <u>a police officer in front of the door,</u> to check ministers and visitors who go in and out. The police officer also asks staff inside to open it for visitors – this is necessary because <u>there is no handle</u> on the door!</p>	<p>DESCRIPTION</p> <p>People all round the world recognize the <u>famous black door</u> of the house where the government meets and works. It is not very big and looks like <u>an ordinary house on an ordinary street.</u> There is always <u>a police officer in front of the door,</u> to check ministers and visitors who go in and out. The police officer also asks staff inside to open it for visitors – this is necessary because <u>there is no handle</u> on the door!</p>
<p>FUN FACTS</p> <p>Another inhabitant of number 10, Downing Street is <u>Larry, the cat.</u> He was saved from a cats’ home and <u>has the official task of catching mice!</u> He even has an official title: Chief Mouser!</p>	<p>FUN FACTS</p> <p>Another inhabitant of number 10, Downing Street is <u>Larry, the cat.</u> He was saved from a cats’ home and <u>has the official task of catching mice!</u> He even has an official title: Chief Mouser!</p>	<p>FUN FACTS</p> <p>Another inhabitant of number 10, Downing Street is <u>Larry, the cat.</u> He was saved from a cats’ home and <u>has the official task of catching mice!</u> He even has an official title: Chief Mouser!</p>



Erasmus+

Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education |Process Attractive to the Teenagers of the 21st Century”

Teaching activities on cooperative learning in mathematics and languages

Taught by Anita Poriņa and Ilze Poprocka (Latvia) in Hamburg Gesamtschule Mümmelmannsberg. on December 4, 2015

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
1.	The sum of exterior angles in a polygon	To develop and improve cooperative learning method where all the participants learn something new and also develop social communication. Each student in a group is a teacher and a learner at the same time.	<ol style="list-style-type: none"> 1. Students sit in groups of 4 or 5. 2. Each student chooses a part of the theme to be acquired in the lesson. 3. All the students who have chosen the same part of the theme discuss it together and prepare for explaining it to the other members of the group. 4. The “experts” return to their initial group and explain their part of the theme. Thus a puzzle of the theme is created. 5. Each group presents their part of the puzzle. 6. The teacher summarizes the work done. 	Students are given worksheets and pens.	<p>1 minute</p> <p>1 minute</p> <p>6 minutes</p> <p>4 minutes</p> <p>4 minutes</p> <p>4 minutes</p>

2.	Classroom reading	Develop and improve students' reading skills on the basis of cooperative learning	<p>The lesson consists of 3 stages:</p> <ol style="list-style-type: none"> 1. Stage 1 – Reading in a circle. Students stand in a circle and draw a text. They read their texts and students stand in the circle in the circle according to the contents of the text. Students ask each the words they do not understand. 2. Stage 2 – individual work. The text is placed in different places of the classroom. Students are given 3 minutes to read the text again, now as a whole text. 3. Stage 3 – remember the correct information. Students divide into 2 teams and play the game "Do you remember the main information?" 	Worksheets are distributed to the students.	10-15 min
				Students will divide in groups and will act as a team. The game will be placed on a poster. Students will run to the poster and answer the questions. The team which gives correct answers and are quicker will win. The teacher acts as a judge.	3 min
					10 min

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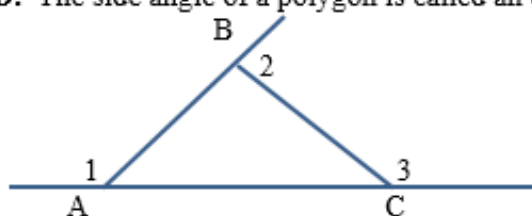
D. 2 angles are called side angles if they share one side, but the 2 other sides form an extended angle.



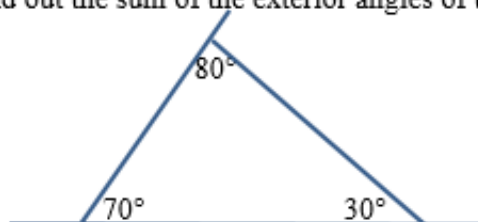
T. The sum of side angles is 180° .

$$\sphericalangle ABD + \sphericalangle DBC = 180^\circ$$

D. The side angle of a polygon is called an exterior angle of a polygon

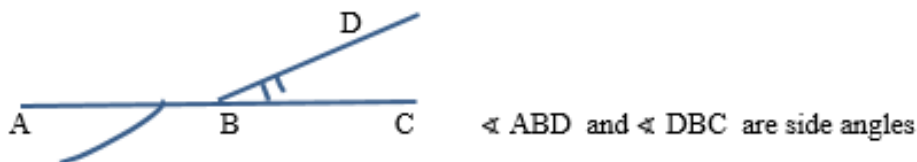


Task - Find out the sum of the exterior angles of the polygon.



1. Calculate the exterior angle of each polygon's angle.
2. Calculate the sum of the exterior angles of the polygon.
3. Do all polygons have the same characteristics of exterior angles? Justify your answer.

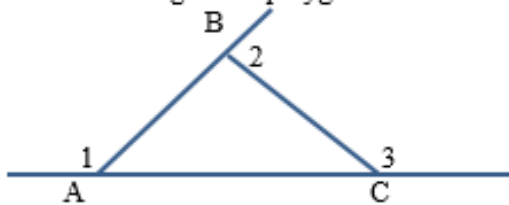
D. 2 angles are called side angles if they share one side, but the 2 other sides form an extended angle.



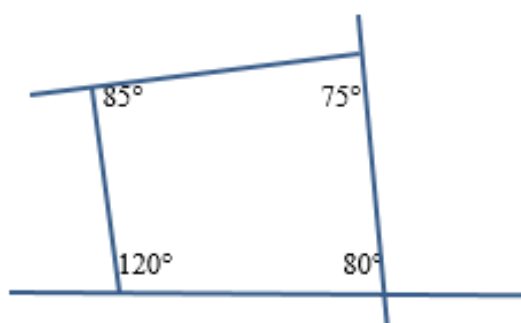
T. The sum of side angles is 180° .

$$\sphericalangle ABD + \sphericalangle DBC = 180^\circ$$

D. The side angle of a polygon is called an exterior angle of a polygon

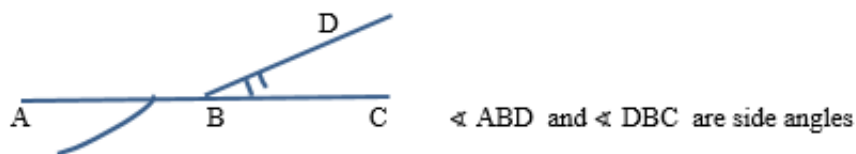


Task - Find out the sum of the exterior angles of the tetragon.



1. Calculate the exterior angle of each tetragon's angle.
2. Calculate the sum of the exterior angles of the tetragon.
3. Do all tetragons have the same characteristics of exterior angles? Justify your answer.

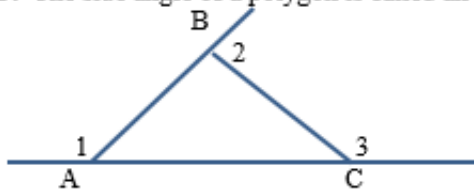
D. 2 angles are called side angles if they share one side, but the 2 other sides form an extended angle.



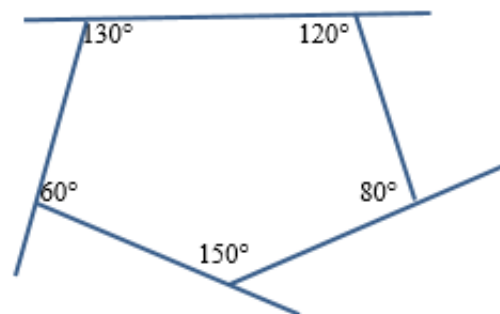
T. The sum of side angles is 180° .

$$\sphericalangle ABD + \sphericalangle DBC = 180^\circ$$

D. The side angle of a polygon is called an exterior angle of a polygon

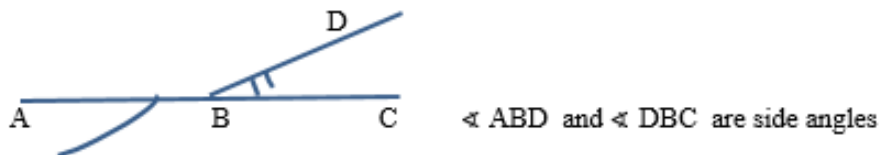


Task - Find out the sum of the exterior angles of the pentagon.



1. Calculate the exterior angle of each pentagon's angle.
2. Calculate the sum of the exterior angles of the pentagon.
3. Do all pentagons have the same characteristics of exterior angles? Justify your answer.

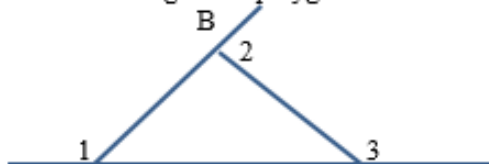
D. 2 angles are called side angles if they share one side, but the 2 other sides form an extended angle.



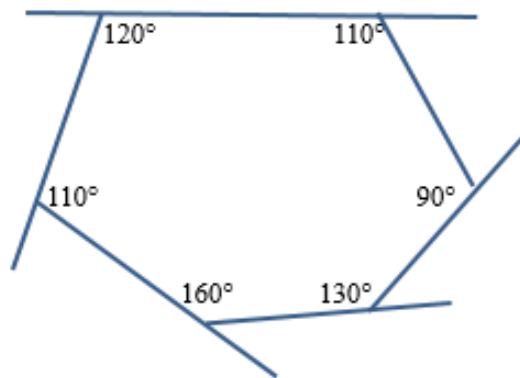
T. The sum of side angles is 180° .

$$\sphericalangle ABD + \sphericalangle DBC = 180^\circ$$

D. The side angle of a polygon is called an exterior angle of a polygon



Task - Find out the sum of the exterior angles of the hexagon.



1. Calculate the exterior angle of each hexagon's angle.
2. Calculate the sum of the exterior angles of the hexagon.
3. Do all hexagons have the same characteristics of exterior angles? Justify your answer.

Latvia is a small country with a little amount of inhabitants.

About a million and a half people live in Latvia. About 60% of them are Latvians, 25% Russians and the rest are Belarussians, Ukrainians and others.

Latvia is located by the Baltic Sea, which is also called the Amber Sea, because ambers can be found at the seaside.

Latvia's neighbour countries are Estonia, Lithuania, Belarus and Russia.

Rīga is the capital of Latvia, which is well-known for its beautiful buildings built in style of art nouveau.

In 2011 we celebrated Rīga's 810th birthday.

There is a Monument of Freedom placed in Rīga which represents our independence.

Latvia was formed in the 18th November, 1918.

Latvia was owned by the Soviet Union for 50 years.

In 2004 Latvia joined the European Union.

41 % of Latvia's area is covered with forests. We are blessed with many rivers, lakes and the quiet nature. We've been called one of the greenest countries in THE WORLD.

The widest waterfall in Europe is called Ventas Rumba and it is located in Latvia, in the middle of a river Venta. It's about 270 metres wide.

Our typical foods are peas with fat, carrot-breads and the sour porridge, we eat tons of candies

The biggest candy fabric in Latvia is „Laima” where chocolate, cakes and other sweets are made. Maybe it's the chocolate that has affected sports development in our land. They say our sports fans are the very best.

Ice hockey, basketball and bobsleigh are the most popular sports in Latvia that always gathers a lot of fans and unites Latvians.

Many teens in Latvia do sports, attend arts and music schools. They also meet their friends and go to the cinema.

John's feast, Christmas and Easter are the most waited holidays. In John's we jump over bonfires, eat tons of cheese, beans and the grown-ups drink beer. We sing together, this holiday is the most Latvian thing ever.

How many people live in Latvia?

By what sea is Latvia located?

What are Latvia's neighbour countries?

What's the capital of Latvia?

How old is the city?

What great symbol of Latvia is located in Rīga?

In which year was Latvia formed?

How long did Latvia belong to the Soviet Union, before getting back its independence?

Which union Latvia belongs to the moment?

What's the percentage of Latvia's area covered with forests?

What's the name of Europe's widest waterfall?

What is the typical food in Latvia?

What's the biggest candy fabric in Latvia?

What are the most popular sports in Latvia?

How do the youngsters in Latvia spend their free time?

What are the mostly waited holidays in Latvia?

Did you learn something new about Latvia?



Erasmus+

Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education |Process Attractive to the Teenagers of the 21st Century.”

“A picture story”

Teaching/learning activity no.3

Taught by Inge Doerry and Eva Robinson (Germany)

in Germany on December 2nd, 2015

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
	<p>“A picture story – Mister Moonwalker”</p> <p>Describing pictures to a partner via a method of peer teaching and writing an end of the story.</p>	<p>Finding partners in a cheerful, sociable and creative way</p>	<p>1. <u>finding a partner</u> (students are outside of the classroom)</p> <p>- teacher hands out one card to each student</p> <p>- students start to look for the</p>	<p>“What is this?” Memo game</p>	<p>4’</p>

		<p>other pair. Two students form a working pair.</p> <ul style="list-style-type: none"> - students take a seat; they sit next to each other <p><u>2. warm-up/teaser</u></p> <ul style="list-style-type: none"> - picture no.1 is shown through a keyword method on the smartboard (only parts of the picture are seen for a while) - students come up with their ideas and teacher collects - picture no.1 is unveiled <p><u>3. introduction of the "peer teaching method"</u></p> <ul style="list-style-type: none"> - teacher explains and gives instructions. <p><u>4. the method and the pictures</u></p> <ul style="list-style-type: none"> - students, having the red sticker have to describe the picture to the partner who have 	<p>On each table are two stickers, one in green and one in red.</p> <p>bell, picture no.1</p> <p>Smartboard file or big example of the stickers</p>	<p>2'</p> <p>2'</p> <p>10'</p>
<p>Multitasking activity (to listen to each other, to look for details, to tell sth.)</p>				

		<p>Multitasking activity (to listen to each other, to look for details, to tell sth.)</p>	<p>their eyes closed.</p> <ul style="list-style-type: none"> - teacher puts picture no.2 away. - teacher rings the bell . students tell the teacher what they imagine the picture looks like. - picture no.2 is unveiled . teacher and students give feedback (conclusion: also/all details are important) - the same procedure goes on with picture no.3 <p><u>5. writing part</u></p> <ul style="list-style-type: none"> - after picture no.3 the teacher asks the students to finish the story. - the students who need help to start a story, some words to 	<p>picture no.2</p> <p>bell</p> <p>worksheet</p>	<p>7-10'</p>
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	Differentiation	develop ideas are given	envelope with words	
		<p><u>6. presentation</u></p> <ul style="list-style-type: none"> - students and teacher sit together in a circle - a few volunteers read out their end of the story - teacher unveiled the end of the true story by letting 3-4 students guess the end while they feel what is inside of a little bag (playing cards) - teacher shows picture no 4. and inside of the bag. 	<p>bag, playingcards</p>	6'

Additional info:

- peer teaching → look at presentation of Eva Krogmann-Falke and Eva Robinson

- Memo game: "What is this?" by Antje Damm



Erasmus+

Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education Process Attractive to the Teenagers of the 21st Century”
 Greek teaching/learning activity taught by Polyxeni Pavlou
 Title: Feeling the people with special needs
 in Hamburg on November 30 – December 4 , 2015

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
	Feeling the people with blindness	The goal is for them to understand the difficulty blind people are facing cause of the reduced vision	<ol style="list-style-type: none"> 1. We are separating the students into couples. 2. Making a circle and holding our hands we tell our name. 3. The one of the couple close his/her eyes and he touches the hand of the person he/she is going to play with and then, with closed eyes he/she touch the hair and the arms of other students to imagine the shape of each other, looking for their partners. 4. The same with the other student. 	Small ribbons (18) Cones (12) Ropes (12, about 1.5m each) Hula hoops (12)	5 min 3 min 4 min 4 min 4 min 3 min 12 min 12 min

			<p>5. Then we put down to the floor circles with stretched rope and cones.</p> <p>6. One of the couple cover his/her eyes and the partner guides him/her through the obstacles</p> <p>7. One holds the hand of the other and gives orders about how to walk over ropes and cones (=life's difficulties)</p> <p>8. After the ending of the exercise we change roles</p>	

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3. Weinberg R & Gould D (1999) Foundations of Sports and exercise psychology. Campaign II. Human kinetics
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6. Weinberg R & Gould D (1999) Foundations of Sports and exercise
7. Στάλθηκε από το iPhone μου



Teaching/learning activity of Lithuanian team in Hamburg, Germany 2015.12.01

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
1.	The ways you move your body are the language of their own.	<p>Provide students with a possibility to improve their skills of expressing themselves through dance, as well as aesthetics experience. Teach them to describe an appearance by using movements instead of words, perform tasks in work groups, and strengthen their personal responsibility and cooperation skills.</p> <p><i>Note: if a class has special needs students, they learn only the S1 element and form a separate line in the</i></p>	<p>1. All participants (including the teacher) form lines.</p> <p>2. Learning the first part of the dance (6 elements)</p> <p>*S1 1-8 side/ cross/side/touce/ diagonal</p> <p>*S2 1-8 Turn left, shuffle back L, rock back R, step forward L, shuffle</p> <p>*S3 1-8 step forward, hold, ¼ turn, hold, ½ turn L step, step forward, in diagonal, shuffle in diagonal</p>	<p>1. Stereo system</p> <p>2. Music recording/ MP3 player</p> <p>3. A room suitable for dancing activities.</p>	<p>1.45 mins for the activity.</p> <p>2. 30mins for learning an element of the dance.</p> <p>*S1 -5min</p> <p>*S2 -5min</p> <p>*S3 -5min</p> <p>*S4 -5min</p>

Nr.	Topic	Objectives of the activity	Steps of activity	Materials needed for each step	Timing of each step
2.	Peer Group Activity	Warming up Developing awareness Review of Previous Religiional Knowledges Creative Thinking & practicing about positive attitudes Finding the similarities of all Religions	1)As a warm up activity, teacher writes general conceptions of Religions on board 2)Let students match them with their synonyms 3)Divide the class into 4.Each groups choose their leaders. 4)Teacher give questions to each groups ,want them to answer themselves. 5)When they finish to answer , the leaders bring the answer. 6)2.turn the teacher gives each group list of attitudes and personality adjectives. 7)She wants them to find positive attitudes	List of Holy People in History List of Positive/ Negative Attitudes Cartoon Flowers Markers	5 minutes 10 minutes 10 minutes 15 minutes

			8)At the end , Students write the positive attitudes on flowers and Plant the attitudes on the field. (This is what prophets wants us to do, find the positive attitude and use it in our life.)	

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- Articles of Ferda Oral about Religion& Personal development
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Group Red

Lie
 Dirtiness
 Peace
 Rudeness
 Cruel
 Greedy
 Selfish
 Generosity
 Pessimistic
 Bossy
 Jealous
 Crime
 Safety
 Pollution
 Wisdom
 Wilderness
 Barbarousness
 Love
 Murder
 Robbery
 Burglary

Cruel
 Greedy
 Arrogant
 Gratefulness
 Pessimistic
 Jealous
 Annoyed
 Pureness
 Dishonest
 Stupid
 Light
 Wilderness
 Barbarousness
 Richness
 Murder
 Robbery
 Burglary
 Unfairness
 Injustice
 Grudge
 Egotism
 Damn

Stubborn
 Bossy
 Honor
 Bored
 Clumsy
 Self sufficiency
 Worried
 Forgiveness
 Afraid
 Truth
 Mercy
 Illeteracy
 Petulan
 Wilderness
 Barbarousness
 Murder
 Robbery
 Burglary
 Unfairness
 Injustice
 Grudge Damn

Nasty
 Boorish
 Insistent
 Carefree
 Creativity
 Whimsical
 Racism
 Ignorance
 Thankfulness
 Wilderness
 Barbarousness
 Murder
 Robbery
 Burglary
 Awareness
 Unfairness
 Majesty
 Injustice
 Faith
 Grudge
 Egotism
 Damn

Group Orange

Poverty
 Useless
 Magnificiency

Group Blue

Selfish
 Powerfulness
 Vain

Group Purple

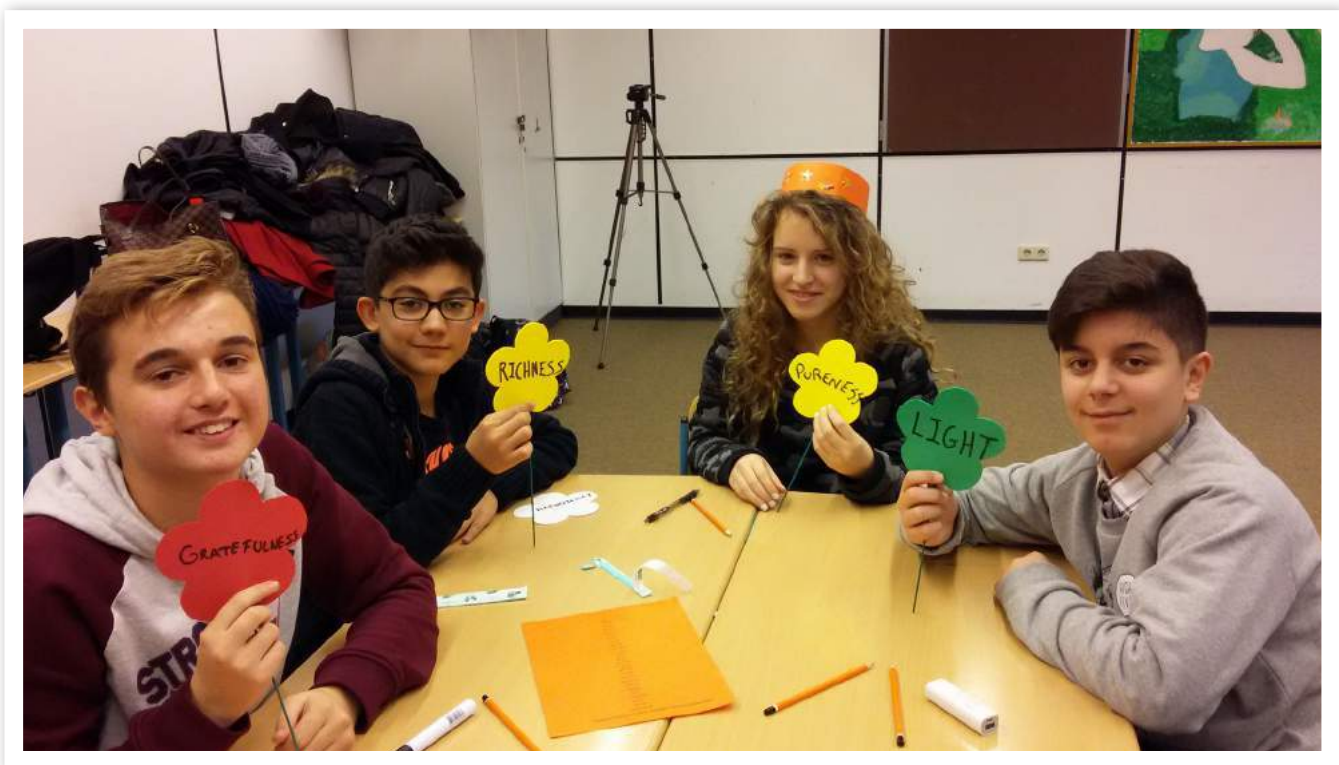
Suspiciousness
 Illegal
 Coward











HUMANITARIAN SUBJECT LESSONS TAUGHT IN ITALY





Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of steps
1.	<p>“Romeo and Juliet” in a different light. In the book, a movie, dance and music.</p>	<p>1. By watching a piece of the movie students will be able to understand and evaluate the relationship between young people during the renaissance and nowadays.</p> <p>2. Students will recognise and explain expressions of love in drama “Romeo and Juliet” as well as other genres. Will be asked to name and elaborate on a few hobbies of the youth.</p> <p>3. The students will improve their English skills by discussing given topics.</p>	<p>1. Creating intrigue – raising interest – a video clip “What is love”(created in advance)</p> <p>2. Introducing the theme, objectives and tasks.</p>	<p>Recording – interview with people of different ages.</p> <p>Explained written and orally:”So from this clip we can see, that the question “what is love” has been and will always be a relevant one. Today, just after the Valentine’s day has passed, we would like to invite you to talk about love in our lesson which focuses on – Romeo and Juliet seen differently in a book, a movie, a dance, in music and the present” .</p>	<p>2 mins. for intrigue</p> <p>2 mins. for tasks and objectives</p>

<p>3. Form 3 international groups and take seats.</p>	<p>Every nationality receives cards of 3 different colours, mixed groups will be formed by picking cards randomly.</p>	<p>2 min.</p>
<p>4. A teacher presents the "Romeo and Juliet" tragedy, as well as tasks that have to be done throughout the lesson.</p>	<p>"Romeo and Juliet has been written by Shakespeare during the renaissance and is known throughout the world as an anthem to love and youth. Many other works of art portray exactly these topics as well. But what do we know about it?"</p>	<p>3 min</p>
<p>5. Three tasks for discussing about the movie are introduced and explained(one task per team).</p>	<p>Statments in envelope I (renaissance): 1. Fascination at first sight. 2. Wish and obligation to continue family traditions. 3. Romeo's passion is fatal for him and for his loved one.</p>	<p>3 min</p>
<p>6. Watching "Romeo and Juliet" (First Kiss, 1968)</p>	<p>Video recording https://www.youtube.com/watch?v=EH7FqcjkmPE</p>	<p>4 min</p>

			<p>7. Discussion in the topic of "Behaviour, feelings and features of youth in the renaissance" (communication between Romeo and Juliet)</p>	<p>"When Romeo comes to the Capuleti palace, he has feelings for a girl named Rosalina. What does his behaviour during the feast suggest you? And what about it in the garden of Juliet? How do we see Juliet in this scene? What was Shakespear's trying to achieve by picturing Juliet in this way?"</p> <p>Key words for discussion are given on the board:</p> <ul style="list-style-type: none"> - passion - tenderness and sadness - nature mirrors feelings 	<p>8 min</p>
			<p>8. Research of main characters in different genre sources.</p>	<p>Video:</p> <p>1 ballet "Romeo and Juliet" – extract from the balcony pasade deux (The royal ballet https://www.youtube.com/watch?v=zWBVa2m_4Fs)</p> <p>2 "Romeo and Juliet" Phantom of the opera – a time for us https://www.youtube.com/watch?v=qqbBSxX228I</p>	<p>1 min</p> <p>1 min</p>

			<p>9. Discussion of modern youth features (3 tasks-one per team)/observations recognized in previously seen footage.</p>	<p>Statements in envelope II(current): 1. Unable to nurture emotions 2. External human beauty is above everything 3. Morality is underrated.</p>	<p>3 min</p>
			<p>10. Conversation – discussion “Are the features of renaissance era still relative today?” Comparing statements from envelopes I and II (describing renaissance and current youth features(conversation should be coordinated by a teacher)</p>	<p>Key questions are given: – Can we cherish feelings? – What a young person values the most – inner or outer beauty? – Can we confirm that there is a beauty cult? Why? – Is it true that morals lost their value?</p>	<p>8 min</p>
			<p>11. Subjective and emotional reflections. (answer to the question asked in the beginning of the lesson WHAT IS LOVE)</p>	<p>3 envelopes - each for team-containing 2 different translations of original phrase from “Romeo and Juliet” LOVE IS A WISE MADNESS 6 already printed sentences (made like small puzzles) and distributed in 3 envelopes for each team:</p>	<p>6 min.</p>

				<p>Meilė-tai išmininga beprotybė (LT)</p> <p>Mīlestība-tas ir gudrs ārprāts (LV)</p> <p>Ο Έρωτας είναι σοφή τρέλα. Ο erotas ine sofi trela (GR)</p> <p>L'amore è una saggia follia (IT)</p> <p>Liebe ist ein weiser Wahnsinn (GER)</p> <p>Aşk, bir deliliktir (TUR)</p> <p>Student's evaluation template.</p> <p>2 min</p>
			12. The summary of the activity.	

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<https://www.youtube.com/watch?v=EH7FqjkmPE>
https://www.youtube.com/watch?v=zWBVa2m_4Fs
<https://www.youtube.com/watch?v=qqbBSxX228I>



Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education Process Attractive to the Teenagers of the 21st Century”

Greek teaching/learning activity taught by Fani Kitsidou- Gkountara

and Maria Sidiropoulou

Title: *The influence of Byzantium in the Western Europe through the ecclesiastical architecture and painting: Saint Apollinaire (Ravenna) and St. Mark (Venice)*

in Adria on February 15 – 19, 2016

Nr.	Topics	Objectives of the activity Students will:	Steps of the activity	Materials needed for each step	Approximate timing of each step
	<ul style="list-style-type: none"> - History of art - History - Architecture - Painting - Mosaics - Religion 	<ul style="list-style-type: none"> - Learn about the Byzantine art and its influence in northern Italy - Understand the concept of evolution (change, continuity or discontinuity) in the field of art - stress the importance of art as a source of historical research - compose oral-written texts (language skills), make comments, descriptions and analyses about art 	<ol style="list-style-type: none"> 1. acquaintance with students 2. general guidance on the course of the lesson 3. students watch the first video (Saint Apollinaire) 4. students watch the second video (Saint Marc) 5. students complete the worksheets 6. students present their work in the whole class 	<ul style="list-style-type: none"> - pencils - video projector - computer 	<ol style="list-style-type: none"> 1. 3 min 2. 3 min 3. 5 min. 4. 5 min. 5. 12 min. 6. 12 min.

Bibliography

<https://el.khanacademy.org/>



Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education |Process Attractive to the Teenagers of the 21st Century”

Topic:

- The circular flow of income in the economy and the financial crisis

Learning outcomes:

- Students are able to explain what the different players in the economy do and what their jobs are
- Students are able to explain how the different players in an economy interact with each other
- Students are able to explain how the money flows within the economy and how an upward cycle works
- Students are able to explain how an external shock (crisis) affects the economy
- Students are able to name the correct terms for a circular flow of income and are able to attach the terms to the respective arrows

+

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Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
1.	Warm-Up	Students reactivate prior knowledge. Students know the general goals and the topic of the lesson.	<ul style="list-style-type: none"> • Show headline of Flipchart “Players in the economy” • Asking students: “Who are players in the economy” • Help by saying “Where do your parents go to in the morning?”, “Who is actually producing 	Flipchart: Players in the economy Students in circle	10

2.	Round 1 of the game (guided by teachers)	Students learn the rules of the game.	<p>things in an economy?"; "Who is providing money for investments?" and "Who is leading everything?"</p> <p><u>Preparation</u></p> <p>1 student = bank, 1 student = government, 6 students = employed households, 4 students = unemployed households, 3 students = factories</p> <p>Money endowment of factories: 72 "money" (= 1 bank note) each</p> <p><i>Note:</i></p> <p>It may be necessary to provide factories with extra money during the process in order for them to pay all the wages. This can be done by the teachers relatively freely.</p> <p><u>Phases - explanation</u></p> <ol style="list-style-type: none"> 1. <u>Production</u> -> 6 students (2 for each factory = employed households) make cars out of Lego 2. <u>Payment of wages /</u> 	Lego, play money, Flipchart: Phases Students divided into four groups	15
	Students play the game for the first time.				

			<p><u>salary</u> -> factories pay salaries to workers (6 each)</p> <p>3. <u>Consumption</u> -> some workers buy cars (3 cars can be bought)</p> <p>4. <u>Payment for consumption</u> -> those workers who buy cars have to pay the 2 money to the factories (3 cars have to be paid)</p> <p>5. <u>Tax</u> -> every worker has to pay 2 money to the government</p> <p>6. <u>Benefits/social welfare</u> -> the state gives 1 money to each person who is out of work</p> <p>7. <u>Savings-Paying into the bank account</u> -> the workers can decide to put money in the bank</p> <p>8. <u>Taking out a loan</u> -> that money is used to give money to the factories from the bank</p> <p>9. <u>Investment</u> -> The factories build a new production facility for 10 money, there can be working 2 more people</p>	

3.	Round 2 of the game (students by themselves)	Students can run the phases independently.	Students do the second round by themselves.	Lego, play money, Flipchart: Phases Students divided into four groups	10
4.	Round 3 of the game (shock)	Students understand how a crisis affects phases 3-9.	<p>Students do the cycle themselves until the end of 3.2 (after "payment of wages").</p> <p>Phases (part I)</p> <ol style="list-style-type: none"> 1. Production 2. Payment of wages / salary <p>Then the teachers kick in: <i>Crisis comes up</i>. Bad mood in the economy. Other phases are affected -> Discuss in each phase how!</p> <p>Phases (part II)</p> <ol style="list-style-type: none"> 3. Consumption -> down 4. Payment for consumption -> down 5. Tax -> down 6. Benefits/social welfare -> up (more unemployed) 7. Savings-Paying into the bank account -> down 8. Taking out a loan -> down 9. Investment -> down 	Lego, play money, Flipchart: Phases Students divided into four groups	10

5.	Round 4 of the game (post-crisis economy)	Students understand how a crisis affects phases 1 and 2.	<p><i>"After crisis economy"</i></p> <p>Phases</p> <ol style="list-style-type: none"> 1. Production -> down 2. Payment of wages / salary -> down <p>Ending of round 4: Bad consumption mood, fear of the future, unemployment rises rapidly</p> <p>-> Uncertainty</p>	<p>Lego, play money, Flipchart: Phases</p> <p>Students divided in four groups</p>	5
6.	Theory, Summary, End	<p>Students know the terminology of the circular flow of income.</p> <p>Students can assign the terms to the different phases.</p>	<p>Teachers show flipchart "circular flow of income" without keywords. Students should label the arrows. In the end the students should summarize how the economy is affected in the different phases.</p>	<p>Flipchart: Circular Flow of Economy</p> <p>Students in circle</p>	10

Players in the economy



3 factories



1 banker



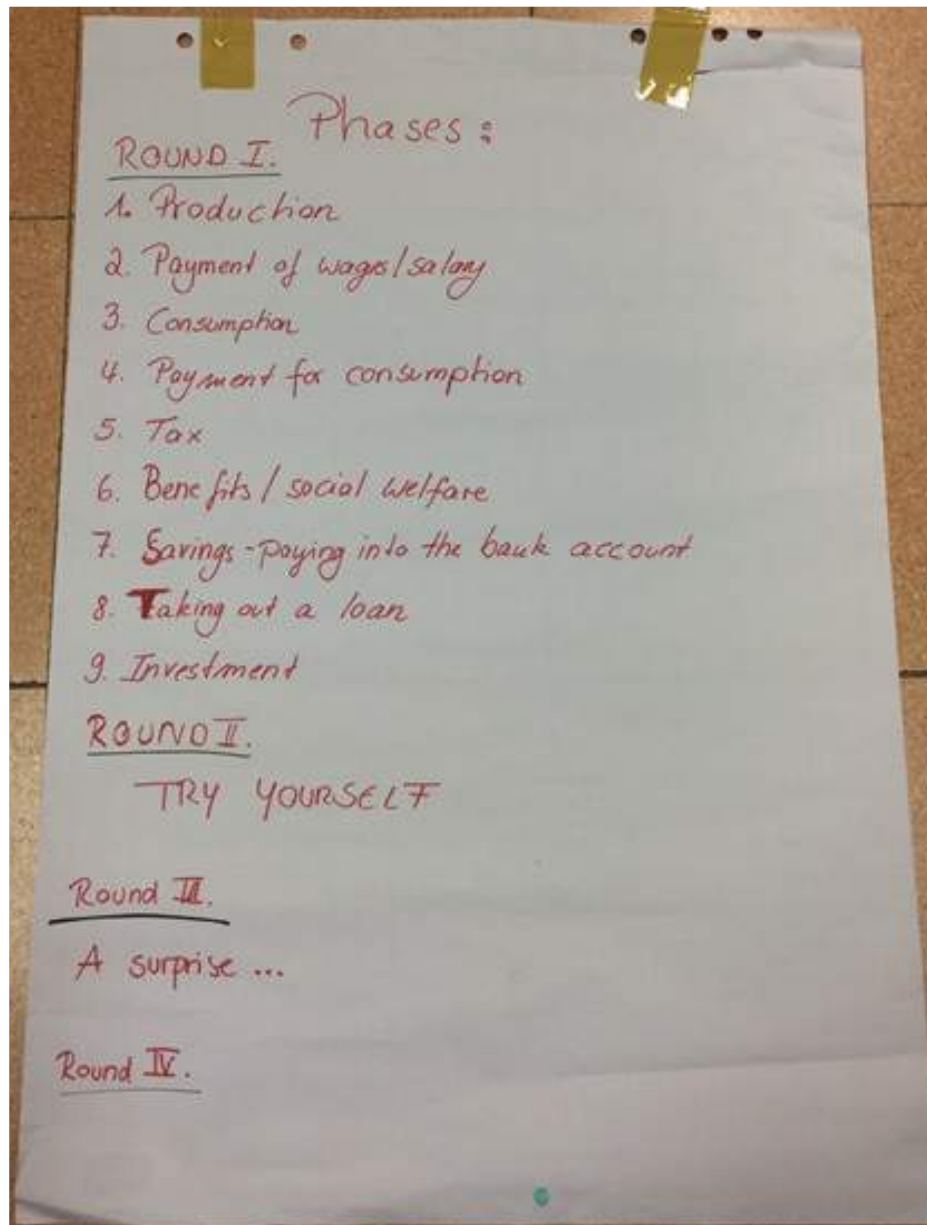
1 government



households

6 workers

4 unemployed people



Phases :

ROUND I.

1. Production
2. Payment of wages/salary
3. Consumption
4. Payment for consumption
5. Tax
6. Benefits / social welfare
7. Savings - paying into the bank account
8. Taking out a loan
9. Investment

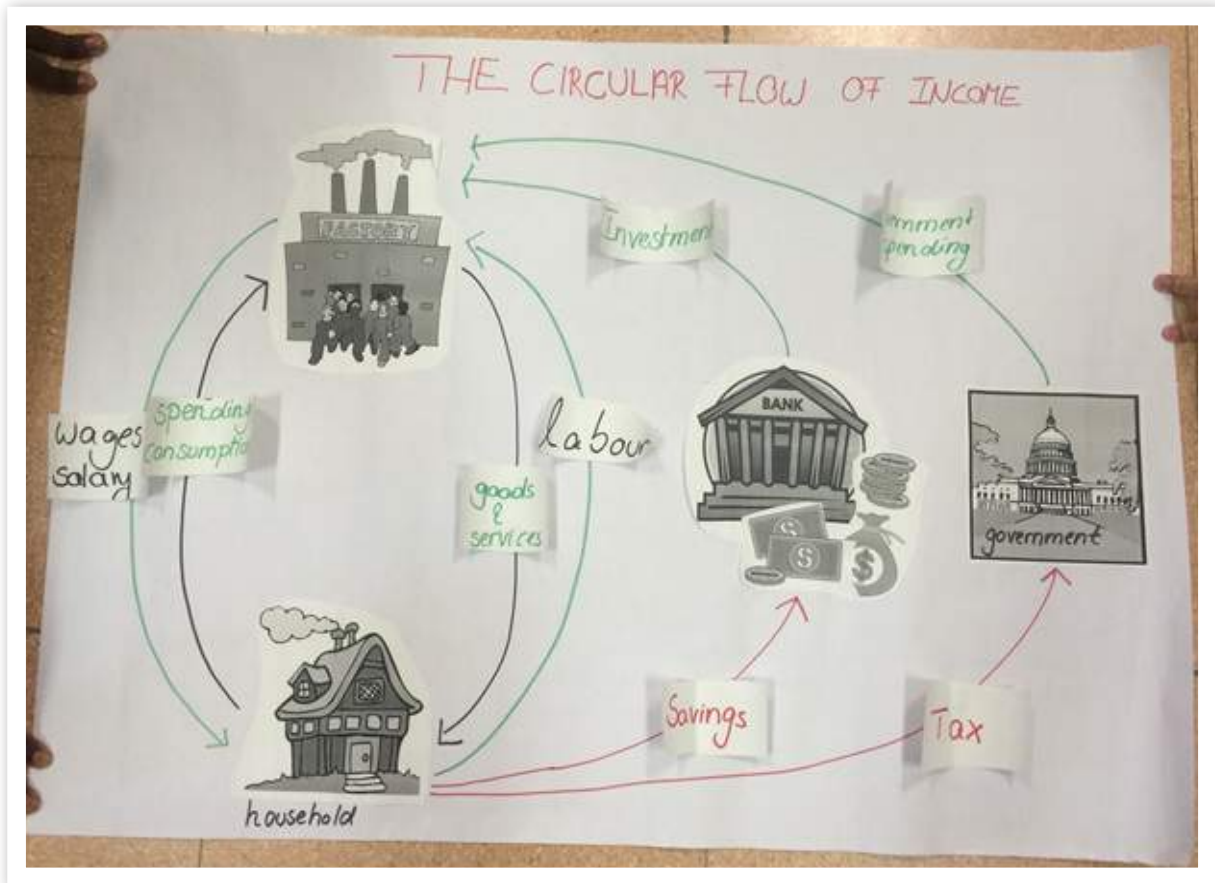
ROUND II.

TRY YOURSELF

Round III.

A surprise ...

Round IV.





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Erasmus + project Nr. 2014-1-LV01-KA201-000431,
“How to Make Education Process Attractive to the Teenagers of the 21st Century”
 Italian teaching/learning activity taught by Pierluigi Sichirolo
 Adria, February 15 – 19, 2016

Title: The Roman sculpture between art and propaganda

Nr.	Topics	Objectives of the activity	Materials needed for each step	Steps of the activity	Approximate timing of each step
	<ul style="list-style-type: none"> • Art history • History • Sculpture • Architecture 	Students will: <ul style="list-style-type: none"> • learn about the relationship between art and propaganda in Roman art • to know the influence from Greek to Roman art • understand the importance of Art as a source of historical comprehension • compose oral-written texts (language skills), make comments, descriptions and analyses about art 	<ul style="list-style-type: none"> • pen and sheets • video projector • computer • internet connection for both the teacher and students • student's personal cell phones or tablets (or one pc for each student) 	Acquaintance with students and organization of the groups Introduction to the contents of the lesson Students watch the first video (Augustus of Prima Porta) Students watch the second video (Altar of Augustan Peace) Students work in groups and complete the worksheets Students individually answer to the questions proposed by teacher	3 min 5 min 5 min 10 min 15 min 7 min
				Total	45 min

Bibliography

Video Ara Pacis Augustus

<https://www.youtube.com/watch?v=kiMNT18c4Ko>

Video Augustus of Prima Porta

<https://www.youtube.com/watch?v=3i8iou6tXqY>



Erasmus+

Erasmus + project Nr. 2014-1-LV01-KA201-000431 “How to Make Education Process Attractive to the Teenagers of the 21st Century”

Latvian teaching/learning activity taught by Vintra Pūķe

Title: Edward Lear’s Life and Creative Work

in Adria on February 15 – 19, 2016

Nr.	Topics	Objectives of the activity Students will:	Steps of the activity	Materials needed for each step	Approximate timing of each step
<ul style="list-style-type: none"> - English poet Edward Lear - Poetry - Compliments - Acting - Writing a poem 	<ul style="list-style-type: none"> - Learn about the English poet Edward Lear, his biography and one of his most popular poems - Learn giving and accepting compliments - Create and act a mini-play based on the poem - Write a love poem 	<ol style="list-style-type: none"> 1. Get acquainted with the students 2. Give an accept a compliment 3. Quiz about E. Lear’s life and creative work 4. Introduction to E. Lear’s poem “The Owl and the Pussy-Cat” (video) 5. Students work in groups and prepare a mini-play based on the poem 6. Students write a love poem based on the given template and present it to the classmates 	<ul style="list-style-type: none"> - pens, pencils - video projector - computer with the Internet access - screen 	<ol style="list-style-type: none"> 1. 2 min 2. 3 min 3. 10 min 4. 5 min 5. 10 min 6. 5 min 	

Bibliography

- Edward Lear “The Owl and the Pussy-Cat”
- <http://www.poetryfoundation.org/poem/171941>
- <https://www.youtube.com/watch?v=2gAFxIjU8TY#t=40.017>
- <https://www.youtube.com/watch?v=ulo-yIKM-as>



EDWARD LEAR

“Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and the hands are
blue
And they went to sea in a sieve.”

Erasmus + project Nr. 2014-1-LV01-KA201-000431
“How to Make Education Process Attractive to the
Teenagers of the 21st Century”
Latvian teaching/learning activity taught by Vintra Pūķe
Title: Edward Lear's Life and Creative
Work in Adria on February 15 – 19, 2016

Quiz

1 Edward Lear was:

- a) American
- b) English
- c) Irish

2 Edward Lear was born in:

- a) 1912
- b) 1855
- c) 1812

3 Edward Lear died in:

- a) 1888
- b) 1992
- c) 1940

4 Edward Lear was not a(an):

- a) artist and illustrator
- b) musician
- c) author and poet
- d) doctor

5 He was born in a:

- a) Royal family
- b) middle-class family
- c) lower class family

6 In his family there were..... children.

- a) 3
- b) 10
- c) 21

7 As an artist he was really good at painting:

- a) portraits
- b) nature
- c) abstract art

8 Edward Lear was best at playing the :

- a) accordion
- b) piano
- c) flute
- d) guitar

9 In literature he represented the genre of:

- a) novels
- b) detective stories
- c) children's literature

10 All his life he suffered from:

- a) sugar diabetes
- b) epileptic seizures
- c) pneumonia

11 Edward Lear died in:

- a) Italy
- b) England
- c) France

12 Edward Lear's most famous poem is

- a) There was an Old Lady of Hull
- b) The Owl and the Pussycat
- c) Cold are the Crabs

The Owl and the Pussy-Cat

BY EDWARD LEAR

I

The Owl and the Pussy-cat went to sea
In a beautiful pea-green boat,
They took some honey, and plenty of money,
Wrapped up in a five-pound note.
The Owl looked up to the stars above,
And sang to a small guitar,
"O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are,
You are,
You are!
What a beautiful Pussy you are!"

II

Pussy said to the Owl, "You elegant fowl!
How charmingly sweet you sing!
O let us be married! too long we have tarried:
But what shall we do for a ring?"
They sailed away, for a year and a day,
To the land where the Bong-Tree grows
And there in a wood a Piggy-wig stood
With a ring at the end of his nose,
His nose,
His nose,
With a ring at the end of his nose.

III

"Dear Pig, are you willing to sell for one shilling
Your ring?" Said the Piggy, "I will."
So they took it away, and were married next day
By the Turkey who lives on the hill.
They dined on mince, and slices of quince,
Which they ate with a runcible spoon;
And hand in hand, on the edge of the sand,
They danced by the light of the moon,
The moon,
The moon,
They danced by the light of the moon.

PLAY

Narrator I: The Owl and the Pussy-cat went to sea
In a beautiful pea-green boat,
They took some honey, and plenty of money,
Wrapped up in a five-pound note.
The Owl looked up to the stars above,
And sang to a small guitar,

Owl: "O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are,
You are, You are! What a beautiful Pussy you are!"

II

Narrator II: Pussy said to the Owl,

Pussy: "You elegant fowl!
How charmingly sweet you sing!
O let us be married! too long we have tarried:
But what shall we do for a ring?"

Narrator II: They sailed away, for a year and a day,
To the land where the Bong-Tree grows
And there in a wood a Piggy-wig stood
With a ring at the end of his nose,
His nose, His nose,
With a ring at the end of his nose.

III

Pussy and Owl: "Dear Pig, are you willing to sell for one shilling
Your ring?"

Piggy: "I will."

Narrator III: So they took it away, and were married next day
By the Turkey who lives on the hill.
They dined on mince, and slices of quince,
Which they ate with a runcible spoon;
And hand in hand, on the edge of the sand,
They danced by the light of the moon,
The moon, The moon,
They danced by the light of the moon.



Edward Lear

Quiz

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- c) Cold are the Crabs

1. Distribute a hand-out with the steps of a cinquain delineated;

CINQUAIN POEM

Line 1: Write a noun.

Line 2: Write two adjectives describing the noun on Line 1;

Line 3: Write 3 words ending with -ing (action words) that describe what the noun on Line 1 might do;

Line 4: Write a phrase describing the noun on Line 1; and

Line 5: Write a synonym of the word on Line 1.

Example: "My Wonderful Valentine"

Mother
kind, helpful
caring, loving, sharing
– a special person in my life
friend



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Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education Process Attractive to the Teenagers of the 21st Century”

Lesson taught by Ferda Oral (Turkey) in February 2016 in Adria

Nr.	Topic	Objectives of the activity	Steps of activity	Materials needed for each step	Timing of each step
2.	Philosophy	<p>Warming up Developing awareness about philosophy Brainstorming about happiness Introducing philosophers Make group Let them find unscramble sentence of a philosopher about happiness. Explaining the idea of philosophers group by group. Do a list of philosophers' advice</p>	<p>1)As a brainstorming , teacher asks “What is happiness?” “Is it possible to be happy forever?” 2) Introduce philosophers who wrote about eternal happiness. 3)Divide the class into 5.Each group try to put an unscramble sentence about happiness. 4)When all groups are ready , they explain the meaning of the sentence. 5)At the end the teacher writes the formula of happiness according the students feedback & philosophers thoughts .</p>	<p>Names of philosopher on cards Small Information about philosophers on cards Cartoons Glue for each group</p>	<p>5 minutes 10 minutes 10 minutes 15 minutes</p>

Bibliography

Holy Books

Kur'an-ı Kerim

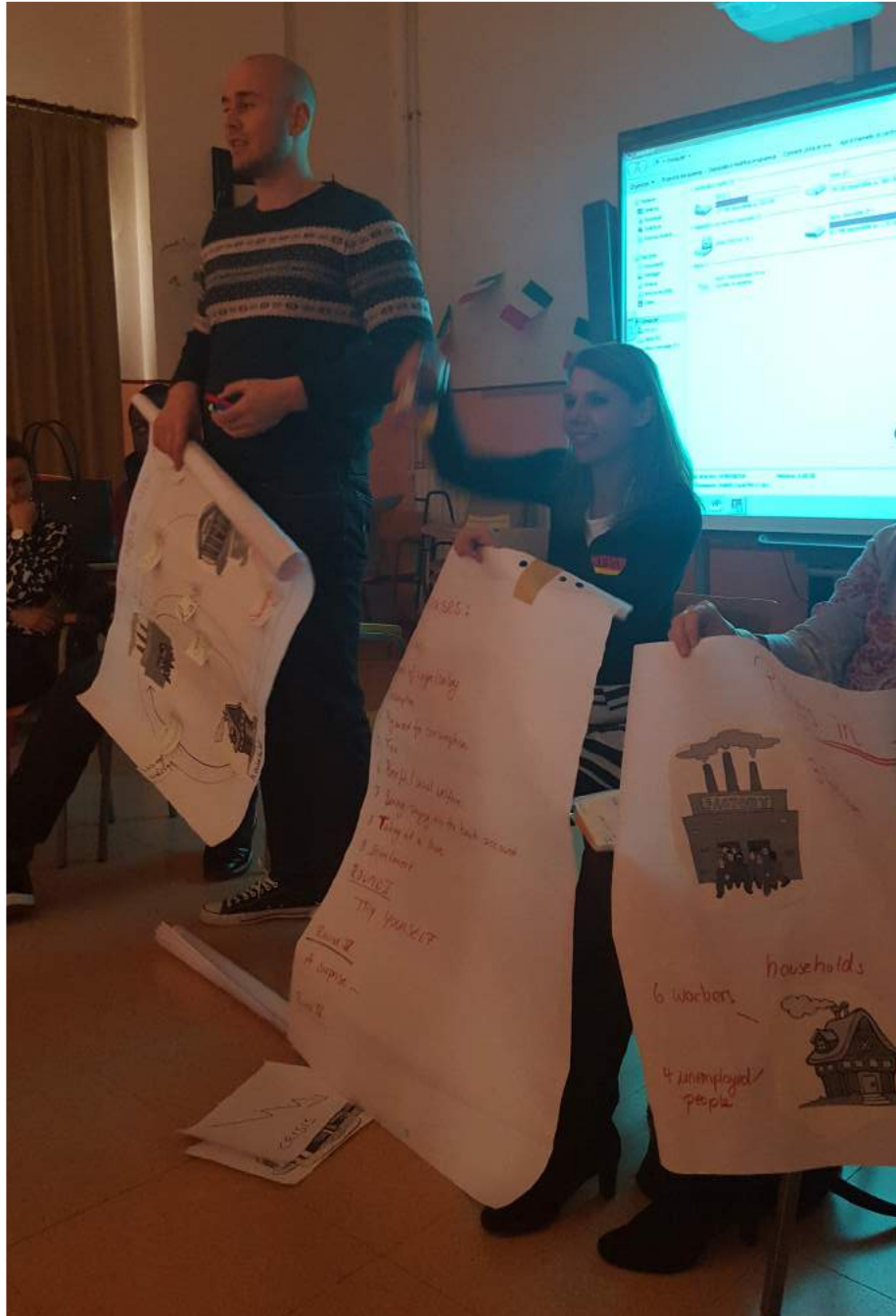
Bible

Books about Sufism

Mukaddime by Abdülkerim Cili

Articles of Ferda Oral about Religion & Personal development

<http://blog.milliyet.com.tr/BloggerHakkinda/?UyeNo=2996997>



DIFFERENT SUBJECT LESSONS TAUGHT IN LATVIA



Teaching/learning activity taught by Italian team in Latvia.

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
1.	Why religions so much loves symbols?	Understand symbols as a part o human communications and understand why they are used in religious purview	1 st step Explaining the topic of the lesson	Black board and chalk	5-7 min
		Religions talks about an unexplainable experience	2 nd step Making an experience Taste the smell of the spice and try to explain to the other students what it is alike.	2 nd Step A spice or an natural aroma the students hardly can recognize or know, eventually something “outlandish” to touch. (In this case you need to blindfold the student that will touch the item) I will use a spice: fenugreek.	5 min-7min
		Explaining three words: “experience”, “symbol”,	3 rd step To three students will given	3 rd Step 3 cards with explanations of	5-10 min

		“intuition”	at the beginning of the lesson three cards with the explanation of the three words. They will explain	the words	
	The sun is one of the most important religious symbols in the history of religions	4 th step Presenting the symbol of sun	4 th step Computer and projector Pictures of the symbol of sun in different religions	2-3 min	
	A symbol is like a word: it is not appearance it has a meaning	5 th step Students will make three groups, each group must find as many meanings as possible for the symbol of sun and then they will try to explain them	Some pencils and some papers	15 min	

Bibliography

1. Encyclopedia Britannica or similar for the terms: Symbol, Experience, Intuition.
2. Goldberg E. The Big Symbols Book: The ultimate dictionary for Symbols in mythology, cultures and religions.
3. Jung K.G. Man and his symbols.

Turkish Lesson in Latvia

Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education Process Attractive to the Teenagers of the 21st Century”

Taught by the Turkish team in Latvia on April 19, 2016.

Nr.	Topic	Objectives of the activity	Steps of activity	Materials needed for each step	Timing of each step
	COMMON AND PROPER NOUNS BY AYLİN AKGÜN	<ul style="list-style-type: none"> • Warming up • Developing awareness • To identify proper and common nouns in sentences • To correctly add capitalization in sentences with both proper and common nouns. • To correctly colour the worksheets 	<ul style="list-style-type: none"> • Divide class into 4 groups. • Mention the meaning of noun (proper and Common) • Giving examples both common and proper nouns. • Ask students for giving some examples about nouns that they have already known. • Each group says a proper and a common noun that they remember • Teacher hands some worksheets about the topic. • One of the worksheet will be coloured by each group 	<ul style="list-style-type: none"> • Markers • Crayons • Worksheets 	<p>5 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>15 minutes</p>

			and which group finishes first , they will win a prize.	
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Bibliography

<http://grammar.yourdictionary.com/parts-of-speech/nouns/common-and-proper-noun.html>

<http://www.ingersoftware.com/content/grammar-rules/nouns/proper-noun/>

Oxford Practice Grammar Book

Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education Process Attractive to the Teenagers of the 21st Century”
 Greek teaching/learning activity taught by: Polyxeni Pavlou and Michail Gerakis in Grobina on April 17 – 22 , 2016

Title: Olympic Games

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
	Get a first view in ancient and modern Olympic Games. (In this stage the teachers read a text to each team of students)	<ul style="list-style-type: none"> • Creative and critical thinking • Cooperation Students (in two groups of 10 persons) are asked to cooperate and prepare answers to asking questions and specifically making a text about modern and ancient Olympic Games	<ol style="list-style-type: none"> 1. Making teams 2. Read the text 3. Preparing the cards with the questions 4. Giving write answers 5. Presentation 6. “Find the differences” 7. Evaluation At first the teams prepare the cards with the questions. In second step they organize the answering cards. In the following stage they create something like a text with the answers. During this procedure students discuss about the right order of the text and they have the chance to cooperate. After this step, each team must fix together	<ol style="list-style-type: none"> 1. Text 2. Plastic cards with questions and answers 3. Plastic cards with pictures about the Olympic Games 4. Sticky tack 5. Colourful pencils 	5 min 15 min 20 min 3 min 5 min

			the text with given pictures. They create a short "comic" story with the cards	
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BIBLIOGRAPHY

1. The Ancient Olympic Games, Athens. The Greek Federation of the ancient Olympic Games, 1997
2. Olympia, Athens, B. Giannikos and B. Kaldis 1998
3. Athens 96- The Golden Olympics. Athens Epikinonia Ltd
4. Greece- Sports and Culture, Athens, Cosmopress
5. Athlitismos- Ideides kai pragmatikotita, Exantas
6. Epathla. Panou Valavani, Erevnites



Erasmus+

Erasmus + project Nr. 2014-1-LV01-KA20 Teaching/learning activity

„How to Make Education Process Attractive to the Teenagers of the 21st Century”

Let's explore the nature!

Taught by Anna Dulbinska (Latvia) in Grobina gymnasium on April 19, 2016

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
	Diversity of species – outdoor activity	<p>Recognising and describing different species of trees, animals, insects</p> <p>Practising vocabulary of biological terms (species, linden, measure etc.)</p> <p>Building social skills in an international student group</p>	<p>1. Introduction - teacher explains how the lesson will be organised (outdoor activity, group work, filling in worksheets, presenting)</p> <p>2. Make six groups of 5-6 people:</p> <p>Group one and two watch the diversity of organisms in a square. (each group makes their own square)</p> <p>Group three and four – monitor the signs of life in the pond.</p>	<p>Group 1&2 – 4 thin sticks in order to make a square when stuck into the earth, a pen</p> <p>Group 3&4 – a magnifying glass, a jar, a butterfly net, a pen</p> <p>Group 5&6 – a measuring tape, a pen</p>	<p>3 min</p> <p>2 min</p>

			Group five and six– determine tree species and its parameters (each group finds and measures different trees)		
			3.Each group takes one worksheet and materials needed for the activity		
			4..All groups go out and do their tasks (see worksheet)		1 min
			5.After filling in the worksheet, groups meet and compare data (Group 1&2, 3&4, 5&6)		20 min
			6..All groups present their work to the other students and make conclusions		4 min
					12 min

Bibliography

Sausiņa Līga. Bioloģija 7.klasei. Zvaigzne ABC, 2005.

GROBINA GYMNASIUM

Outdoor activity

MONITORING THE SIGNS OF LIFE IN THE POND

Group members:

1. _____
2. _____
3. _____
4. _____

Mentor- *Anna*

Tasks:

1. To monitor organisms living in the pond:
 - find insects and their signs of life,
 - find molluscs, crayfish and other individuals.
2. Write down your observations in the table below!

The group of organisms	The number of organisms	What do they do
Insects		
Molluscs		
Other		

Compare your data with the other group!

Present your work to the other students!



Spiders



Waterlily



Pond skater



Tadpole



Frog



Snails

April 18, 2016

LATVIA
GROBINA GYMNASIUM

Outdoor activity
DIVERSITY OF ORGANISMS IN A SQUARE

Group members:

1. _____
2. _____
3. _____
4. _____

Mentor- *Seīna Krista*

Tasks:

1. Make a 1m x 1m big square!
2. Find out the number of the organisms in this square:
 - count all plants,
 - count all animals,
 - count lichens and monitor its signs of life!

Organism groups	Approximate number of organisms	What do these organisms do
Plants		
Animals		
Lichens		

Compare your data with the other group!

Present your work to the other students!



Lichens



Earthworm



Moss



Mole



Ant

LATVIA
GROBINA GYMNASIUM

Outdoor activity

DETERMINATION OF TREE SPECIES AND ITS PARAMETRES

Group members:

1. _____
2. _____
3. _____
4. _____

Mentor- *Elizabete*

Tasks:

1. Find out the thickness of a tree 1,30 m from the ground:

- use measuring-tape,
- write down figures in the table!

2. Find out how old is a tree:

- the perimeter of the tree divide by 2,5. Use a calculator,
- the number you got is the approximate age of the tree, because a tree grows about 2,5 cm a year,
- the result you got write in the data table below!

Tree species	Tree thickness	Tree age

Compare your data with the other group!

Present your work to the other students!

April 19, 2016





Erasmus+

Erasmus + project Nr. 2014-1-LV01-KA201-000431 „How to Make Education |Process Attractive to the Teenagers of the 21st Century”

Teaching/learning activity of Lithuanian team in Grobina, Latvia 2016.04.19

Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
1.	<p>Handicraft Activity “Friendship Bracelet”</p> <ol style="list-style-type: none"> 1. Be able to make bracelets by following instructions of a simple technique and using given supplies. 2. Choose and match colours correctly. 3. Learn to be creative, conscious, opt for quality in every phase of the making of this project. 	<p>Making of bracelets Learn “makrame” technique of making knots Use given information and supplies Work together, better in pairs(method Student To Student) Complete, present and evaluate your bracelet</p>	<p>Present topic, task and goal of the lesson. Introduce working technique, weaving history, ways of using. Explain work process, provide supplies and demonstrate weaving in “makrame” technique. Individual work. Teacher instructs the pairs, reminds of the goal of the</p>	<p>Topic, task and goal displayed on the screen. Show needed supplies and weaving technique on the screen. Show needed supplies (breads, knits, scissors, glue)on the tables. Video showing all the process.</p>	<p>2 mins. 3 mins. 5 mins 30 mins</p>

			<p>lesson.</p> <p>Reflect on the results from different aspects (professionally as well as emotionally) and help students evaluate their work.</p> <p>Discussing results, thanking students for their work.</p>	<p>“Student To Student” working method. Screen displays work process.</p> <p>Sharing impressions of the lesson, exchange of bracelets (if wanted)</p> <p>Compilation of lesson evaluation sheet.</p>	<p>3 mins</p> <p>2 mins</p>
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Bibliography

<http://jolanta-jovena.blogspot.lt/2012/07/makrame-draugystes-aprankes.html>

<https://www.youtube.com/watch?v=t53fbZN2yQg>

<http://www.rankdarbiunamai.lt/2012/01/makrame-technika/>



FRIENDSHIP BRACELETS

GOAL

**Make a bracelet using
the colours of your
national flag**

TASK

- **Learn “makrame” technique of making knots**
- **Use given information and supplies**
- **Work together (method Student To Student)**
- **Complete, present and evaluate your bracelet**

SUPPLIES

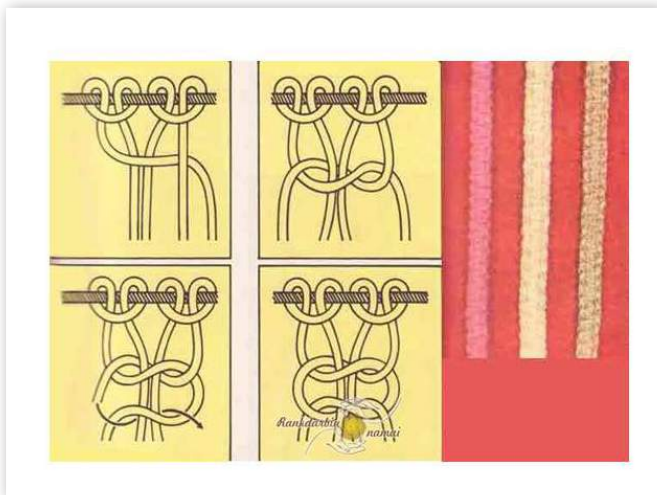
- **A string**
- **Beads**
- **Scissors**
- **Glue**
- **Adhesive Tape**

BRACELET EXAMPLES





“MAKRAME” KNOT



VIDEO



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Nr.	Topic	Objectives of the activity	Steps of the activity	Materials needed for each step	Approximate timing of each step
1.	<p>Creative Writing in a group</p> <p>Using music to warm-up their imagination and creativity</p>		<p><u>1. introduction</u></p> <p>Teacher gives instructions by showing pictograms and telling the students what to do.</p> <p>Students sit at group tables of 5 (depends on the size of the group)</p> <p><u>2. warm-up and “think”</u></p> <p>- (optional) to warm-up the students and to make them familiar with the first step of the method the students can listen to the music with closed eyes and just let their imagination flow (first pictures come up)</p> <p>- Teacher turns on the music (without lyrics) and</p>	<p>pictograms</p> <p>- classical music</p>	<p>2’</p> <p>3’</p>

		<p>instinct impulse</p>	<p>students draw whatever they associate with the music - with closed eyes (!).</p> <ul style="list-style-type: none"> - Teacher gives instructions for the next step by using pictograms again. - Students have to keep on drawing or to paint over the parts they want to highlight while the music is playing - with open eyes (!). - Students have to write down words on little cards which come to their mind when they listen to the music again. <p>3. <u>"pair"</u></p> <ul style="list-style-type: none"> - Teacher gives instruction by using pictograms again. - Students now have to look for other students having the same coloured paper on which they have drawn their picture. They move to the group tables which are signed with the corresponding colour. - Students exchange and explain their "painting/picture" and words to their group members. - Students start to arrange the pictures and words in order to build up a story/poem... 	<ul style="list-style-type: none"> - paper (4 different colours- depending on the size of the group) - pens <p>-cards</p>	<p>3°</p> <p>3°</p> <p>3°</p>
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					At least 10'
		movement			Depending on the time left

Additional info:

- **think-pair-share:** is a method used in context of cooperative learning. There are three parts: think, pair and share. Due to the individual and cooperative parts of learning there is a variety in the lesson or in a part of a lesson. In the part of individual learning the students deal with the exercise on their own and are preparing for the next steps, the cooperative ones.

You can use this method for complex topics or just a simple repetition of a topic, as a starter of a lesson or a using it a whole lesson. This method supports the development of social learning and it is said that it helps students to understand and remember the topic easier.

Important is a clear time management, clear structure and a fixed group and team constellation. It is also easy to use icons to show the different steps (nonverbal communication).

<http://www.bpb.de/lernen/grafstat/grafstat-bundestagswahl-2013/148908/think-pair-share>

- **creative writing:** is a good way to express feelings, thoughts and ideas instead of a simple information reproduction. Most of the times this way of writing is without any correction or it is up to the students if they want the teacher to have a look through their text. It frees the students and stands out of the typical lesson, which is perfection orientated. Students can write with joy and without any pressure to get good grades. Although it can be difficult and challenging for some students, the outcome is immense.

Different ways can be used and help the students to start their writing process for instance: music, pictures and items/objects. There is also no time - limit and the whole idea and implementation of creative writing in the schedule is up to the teacher.



Project song created by all the project partners

Turkey

LET'S LISTEN TO THE STORY / THIS IS THE SONG FOR EVERYBODY 2X
WE ARE THE UNION COMPANY / WE ARE THE UNION COMPANY 2X
LATVIA GREECE AND TURKEY / ITALY GERMANY LITHUANIA 2X
EUROPEAN POSITIVE ENERGY / EUROPEAN POSITIVE ENERGY 2X

Lithuania

WE STAND ALL TOGETHER, THERE IS SO MUCH WE WANT TO SHOW
WE LEARN ALL TOGETHER, THERE IS SO MUCH WE WANT TO KNOW
WE ARE THE UNION COMPANY / WE ARE THE UNION COMPANY 2X
LATVIA GREECE AND TURKEY / ITALY GERMANY LITHUANIA 2X
EUROPEAN POSITIVE ENERGY / EUROPEAN POSITIVE ENERGY 2X

Greece

LOVE IS AN OPEN DOOR, SAY NO HATRED SAY NO WAR
LOVE IS THE KEY, THAT'S ALL WE NEED AND NOTHING MORE
THIS IS OUR STRENGTH AND GUARANTEE
JOIN OUR HEARTS IN UNITY
LIVE TOGETHER IN HARMONY
WE ARE THE UNION COMPANY
LATVIA GREECE AND TURKEY / ITALY GERMANY LITHUANIA 2X
EUROPEAN POSITIVE ENERGY / EUROPEAN POSITIVE ENERGY 2X

Germany

GET TO KNOW EACH OTHER WITH OPEN ARMS AND OPEN HEART
FRIENDSHIP IS A TREASURE, LET US KEEP IT, LETS BE SMART
WE ARE THE UNION COMPANY / WE ARE THE UNION COMPANY 2X
LATVIA GREECE AND TURKEY / ITALY GERMANY LITHUANIA 2X
EUROPEAN POSITIVE ENERGY / EUROPEAN POSITIVE ENERGY 2X

Italy

LOVE, IS ALL AROUND US, WE CAN FIND IT EVERYWHERE
BE A FRIEND TO EVERYONE, ALL TOGETHER WE CAN SHARE
WE ARE THE UNION COMPANY / WE ARE THE UNION COMPANY 2X
LATVIA GREECE AND TURKEY / ITALY GERMANY LITHUANIA 2X
EUROPEAN POSITIVE ENERGY / EUROPEAN POSITIVE ENERGY 2X
WE ARE THE POSITIVE ENERGY!

Latvia

ERASMUS TIES US ALL TOGETHER, PLAYING GAMES AND HAVING FUN
WE ARE LIKE A FAMILY : ONE FOR ALL AND ALL FOR ONE.
WE ARE THE UNION COMPANY / WE ARE THE UNION COMPANY 2X
LATVIA GREECE AND TURKEY / ITALY GERMANY LITHUANIA 2X
EUROPEAN POSITIVE ENERGY / EUROPEAN POSITIVE ENERGY 2X
WE ARE THE POSITIVE ENERGY!



Erasmus + project Nr. 2014-1-LV01-KA201-000431 1 „How to Make Education Process Attractive to the Teenagers of the 21st Century“

Meeting held in _____

ACTIVITY PRESENTED BY _____

The form is a circular diagram divided into five segments by lines radiating from the center. The segments are labeled with text boxes around the perimeter:

- Top-left: *It was interesting*
- Top-right: *It was new*
- Bottom-right: *I would like to do it again at my school*
- Bottom: *It made me think*
- Bottom-left: *It was good fun*

In the center of the circle is a thumbs-up icon. Below it are three smiley face icons: a happy face (☺), a neutral face (☹), and a sad face (☹).



