



## *From Knowledge to Competences*

*Project co-funded by the Erasmus+ Programme -  
Strategic Partnership of the European Union*

*(Strategic Partnership for Schools)*

Project-Number: 2017-1-RO01-KA219-037318

# *Interactive and non-formal teaching methods used in classroom practice*



## **Teacher Training Course**

Botoşani, 2019

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2017-2019

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## **I. INTRODUCTION TO INTERACTIVE TEACHING METHODS**

In order to raise the teachers' awareness of students' needs to achieve strong basic "key competences" in literacy, numeracy and communication in a foreign language, as well as to change the students' attitudes towards their own or other cultures, teachers need to adapt and improve their own practice, create new approaches, methods and tools and develop new learning environments.

Our intention is to develop a course which will help teachers to upgrade their professional knowledge in relation to didactic skills, to adapt their teaching techniques and introduce innovation in primary and secondary school education. The course contains some of the most common interactive and non-formal teaching methods used by the participants in their teaching practice.

The overall aim of the course is to prepare teachers to differentiate their teaching methods and techniques in order to reach out to all children, especially those highly exposed to school failure: children with disabilities and children from low-income homes.

### **Main Objectives**

- developing resources and didactic materials to improve the professional skills of the teachers;
- a better integration of interactive and non-formal teaching methods in every day practice;
- promoting the development of teaching competences by exchanging best practices in the classroom and sharing experiences with teachers in seven European countries.

### **Target Audience**

This course is designed to educational staff (teachers, teacher trainers, school and education managers, educational counsellors, other school staff) and other people interested.

It is useful not only for those who are at the early stages of their professional development, but also for the educational staff who wants to have a better knowledge of the challenges of teaching and desire to acquire knowledge of teaching approach and methods of teaching in primary and secondary schools.

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The editorial team is multinational which gives a European dimension to the product and a real opportunity to exchange best practices among teachers from seven European countries.

### **Structure**

The course is divided into 2 modules:

**Module I** refers to 17 interactive teaching methods/strategies used by authors in their current practices in teaching Languages, Mathematics and Science.

**Module II** contains 12 non-formal activities, working methods and tools that can be adapted to specific contents.

Each method comprises the following components: a description, planning, delivery and evaluation of teaching and learning activities and practical examples (with photos).

In accordance with the project aims the course is designed in two versions – the first version of the course is a face-to-face version, which can be used in teacher education courses on site or in teacher-training workshops and a second one which will be uploaded on eTwinning platform, freely available to any other interested teachers/teacher trainers, parents and any other stakeholders.



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## I. CLASIFICATION OF TEACHING-LEARNING METHODS

The teaching-learning methods are a set of step-by-step procedures which the teacher/student uses in a conscious, controlled and deliberate way as flexible tools to teach/learn and solve problems.

The didactic strategy is defined as an integrated composition that reflects the set of teaching methods, means and techniques chosen to form/develop competencies. It is vital in any pedagogical act as it organizes the learning experiences according to pertinent psycho-pedagogical criteria.

These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a teaching method to be appropriate and efficient it has to be in relation with the characteristic features of the learner and the type of learning it is supposed to bring about.

Davis (1997) suggests that "the design and selection of the teaching methods must take into consideration not only the nature of the subject but also how students learn."

### **Interactive didactic strategies**

The new trends in the use of didactic strategies describe their interactive nature, given by the creative and formative potential of new e-learning technologies. Group learning provides a framework for the beneficial exploration of these interactive methods, primarily because "interactive strategies aim to optimize communication" (Ion-Ovidiu Pânișoară, 2009).

Group activity is stimulating at the individual level, generating a contagious and competitive behaviour.

Interactivity requires both competition – defined as the "motivational form of self-assertion" and cooperation that is a "socially oriented activity in which the individual collaborates with others to achieve a common goal" (Ausubel, 1981).

They are not antithetic; both involve some degree of interaction, as opposed to the forms of individual behaviour.

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The specialty literature refers to taxonomies, operating with multiple classification criteria:

Classification criteria	Types of methods
<b>1. The degree of learning management</b>	<ul style="list-style-type: none"> <li>- Algorithmic methods - directed learning activity</li> <li>- Semi-algorithmic methods - activity with the possibility of self-organization</li> <li>- Heuristic methods - creative activity</li> </ul>
<b>2. Ways of learning</b>	<ul style="list-style-type: none"> <li>- Learning by reception</li> <li>- Learning by discovery</li> <li>- Learning through practical action</li> <li>- Learning through creativity</li> </ul>
<b>3. The way the activity is organized</b>	<ul style="list-style-type: none"> <li>- Frontal method</li> <li>- Group learning</li> <li>- Pair activity</li> <li>- Individual learning</li> </ul>

Other classifications can be made according to the main teaching function:

**Interactive teaching-learning methods in group:**

- Reciprocal teaching
- Jigsaw
- Dramatic learning
- Heuristic conversation
- Case study
- Didactic game

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**Methods of consolidation, systematization and assessment of knowledge:**

Conceptual maps  
Cognitive chains  
Fish skeleton

**Problem solving methods by stimulating creativity:**

Brainstorming  
The round table  
Group interview  
Case study  
Critical Incident  
Phillips 6/6  
Thinking Hats  
Creative Controversy

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## II. MODULE ONE

### INTERACTIVE TEACHING METHODS



THE GALLERY WALK  
THE CUBE  
THE PYRAMID



BRAINSTORMING  
PROBLEM – SOLVING  
QUESTION & ANSWER SESSIONS



TEACHING USING APPS (GOOGLE MAPS)  
TEACHING THROUGH MUSIC



DEBATE  
SIMULATION



LEARNING BY DOING  
CREATIVE WRITING



TEACHING THROUGH TECHNOLOGY (GOOGLE FORMS & KAHOOT)  
DISCOVERY LEARNING



MINDMAPPING  
SCIENTIFIC METHOD (THE EXPERIMENT)

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### III.A. ROMANIA

#### 1. GALLERY WALK

##### Description of the method:

"Gallery Walk" is a method of cooperative learning which encourages students to express their own opinions. The students' products are displayed in a gallery, presented and supported by the group's representative, the "guide", in order to be evaluated and discussed by all participants, regardless of the group they belong to. The gallery walk involves interactive and formative assessment of the products made by groups of students. At the end of the walk, each team re-examines their results by comparison with the solutions seen by the others, using the list of comments made by those who visited their "stand", etc.

This technique motivates learning and brings a major involvement of learners.

"Gallery walk" aims to express personal views on the subject. Students should be taught to listen, to understand and to accept or reject the ideas of the others by demonstrating the validity of their own work. The method stimulates the participants' creativity, collective and individual thinking and develops the social competences of the participants, intercommunication and mutual tolerance, and respect for each other's opinions.

##### Steps involved:

- 1) Students are divided into groups of 4-5 members, depending on the number of students in the class;
- 2) The teacher introduces the contest/topic and the tasks to students;
- 3) Each group realizes a product on the topic previously presented;
- 4) Their products are displayed on the walls of the classroom;
- 5) The leader of the group is going to present the products displayed to all students;
- 6) All the products are analysed;
- 7) The groups re-examine their own products compared to the others, after the gallery walk is completed.

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**Benefits:**

- attracts and stimulates the pupils' interest;
- promotes the interaction among the participants, leading to a more active learning and concrete results;
- stimulates the effort and productivity of the individual and facilitates self-discovery and self-evaluation;
- creates a dynamics of the group with favorable influences on the level of pupils' personality and the team workers are able to apply and synthesize knowledge in various and complex ways;
- develops and diversifies the students' skills and social abilities;
- minimizes the emotional blockage of creativity.

**Limits:**

- the tendency to comply with the group's opinion;
- the tendency of group dominance by certain students, led by leaders;
- marginalization or self-isolation of pupils who share other opinions;
- non-involvement of some students;
- apparent clutter;
- developing a possible group dependence in solving the tasks;
- occurrence of conflicts among students;
- generates a "group thinking".

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## LESSON PLAN

**SUBJECT: Math**

**CLASS: 4<sup>th</sup> grade**

**TOPIC: Solving multiple operations problems;**

**AIM: Developing learning and problem-solving skills through interactive teaching methods;**

**TEACHING STRATEGIES:**

**Methods and procedures: conversation, explanation, gallery walk method, exercise;**

**Teaching aids: flip chart, markers, and post-its;**

**Class organization: in groups.**

The class (25 pupils) is divided into 5 non-homogeneous groups of 5 pupils, ensuring a stimulating ambience. Each group chooses a leader who will write down the rationale for solving the problem, presenting it at the end of the activity during the evaluation process.

At the beginning of the activity, the teacher tells the pupils the task: solving an arithmetic problem using as many ways of solving as possible.

**Problem:** Three schools participate in a sports contest. The first school participates with 156 pupils; the second school participates with 3 times more pupils and the third school with 235 pupils less than the second school.

How many pupils are participating in the sports competition in total?

To accomplish the learning task, pupils will go through several stages:

### **1. Reading and understanding the data of the problem**

Pupils will find out what the data of the problem is, how it relates to each other, what is the requirement of the problem and its unknown element.

The text of the problem will be read by the teacher once, then by the students, in silence, without disturbing the other groups. The problem will be repeated several times, either in groups or individually, until it is well understood by all members of the group.

The text of the problem will be read out expressly, highlighting certain data and the connection between them, as well as the question of the problem.

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Then, the data of the problem is written as follows:

**3 schools ... sports competition ... pupils**

**School I ... 156 pupils**

**School II ... 3 times more pupils than School I**

**School III ... 235 less students than School II**

How many students are participating in the sports competition?

## **2. Understanding the problem**

Students will clearly delineate the data of the problem, the relations among them, and will formulate the right questions in order to find out the final solution of the problem.

The elements of the problem will be clearly delineated as well as the hypothesis and the conclusion of the problem by reading and rereading the text, and through discussions among all members of the group.

## **3. Analysing the problem and preparing the solving plan**

- a. How many pupils in School 2 participate in the competition?
- b. How many pupils in School 3 participate in the competition?
- c. How many pupils participate in total?

This stage eliminates the insignificant elements from the point of view of mathematical requirements and builds the connecting path among the problem data and its unknown element. Pupils translate the problem into mathematical relations and the connection among them through data analysis exercises, basically discovering the solution to the problem. Some groups may analyze the problem synthetic, other groups analytical; others could do it in both ways.

### **Synthetic analysis of the problem:**

**School I ... 156 pupils**

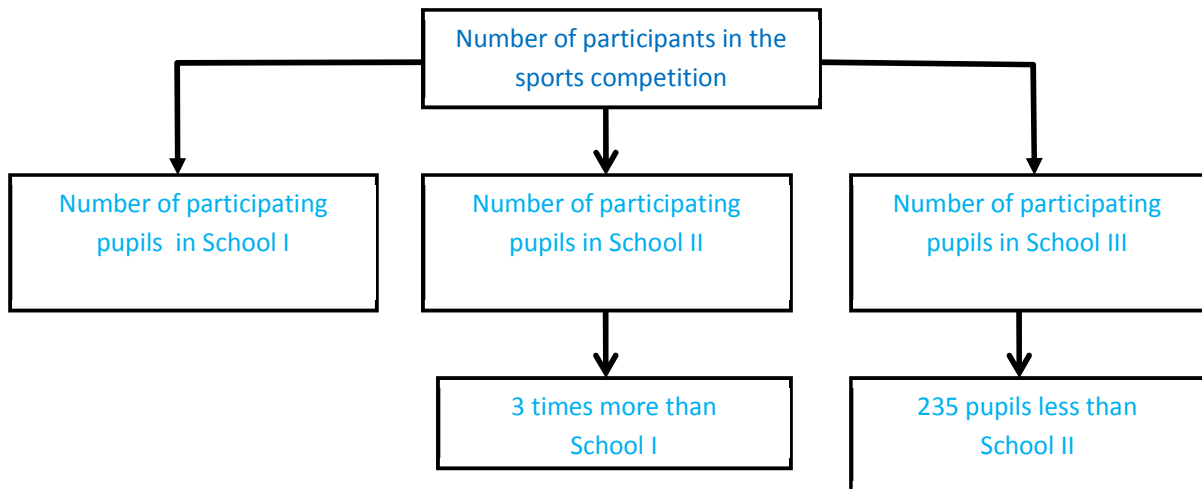
**School II.... 3 times more pupils than School I -  $(156 \times 3 = 468)$**

**School III ... with 235 pupils less than School II  $(468 - 235 = 233)$**

How many pupils are participating in the sports contest?  **$(156 + 468 + 233 = 857 \text{ pupils})$**

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**Analytical analysis of the problem:**



$$\text{Total pupils} = 156 + (156 \times 3) + (156 \times 3 - 235)$$

Pupils issue solutions to the problem and write them down on big sheets of paper which are displayed on special boards or even on the walls of the classroom like in an exhibition (hence the name of the method).

During the gallery walk each group leader presents the final product, answer the questions his colleagues from other groups may ask.

The "visitors" may write comments, ideas, criticism, and solutions at the bottom of sheets displayed. At the end of the tour, each team re-examines and compares the solutions found by others, using the list of comments made by those who visited their "stand" etc.

***Bibliography:***

Pânișoară, Ion-Ovidiu *"Effective Communication"*, Polirom Publishing House, Iași, 2015;

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## LESSON PLAN

**CURRICULUM ARIA: Mathematics and Science**

**SUBJECT: Chemistry**

**CLASS: VII**

**UNIT OF LEARNING: Corp. Substance. Mixture**

**TOPIC: Pollution of water, air and soil**

**TYPE OF LEARNING: Consolidation and systematization of knowledge**

### GENERAL AND SPECIFIC COMPETENCES:

- Assessing the consequences of chemical processes and the action of chemicals on humans and on environment;
- Applying the personal safety rules in the Chemistry lab and the environment protection measures;
- Assessing the risk factors and recognizing the importance of certain chemical species;
- Assessing the risk factors resulting from putting into practice certain chemical reactions and recognizing their importance.

### OPERATIONAL OBJECTIVES:

- O1 - to identify causes of pollution and their consequences on environment and humans;
- O2 - to recognize different types of pollution;
- O3 - to exemplify various polluting materials and substances;
- O4 - to collect selectively;
- O5 - to know and apply the measures of preventing environmental pollution;
- O6 - to use language elements specific to the topic.

### TEACHING STRATEGIES:

- a) Procedural resources: directed dialogue, observation, explanation, deductive discovery, the gallery walk;
- b) Material resources: Ppt presentation, posters, flyers, displays;
- c) Informational resources: computer, video projector, Internet access.

***Bibliography:*** Fatu Sanda, Stroe Felicia and Stroe Constantin, *Chemistry textbook, 7th grade*, Corint Publishing House, 1999

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**CONTEXT:** The activity takes place in the Chemistry lab, with the whole class, within the Chemistry Teachers Meeting.

Content of the teaching process	Assessment
<p>Students prepare themselves for the lesson; The guests are introduced and it is explained the purpose of their presence; The objectives of the lesson are presented to the students; Brief revision of the knowledge previously acquired (the clusters on the board);</p> <p><b>1. The soil:</b></p> <ul style="list-style-type: none"> <li>- dumping garbage at random;</li> <li>- chemical fertilizers in agriculture;</li> <li>- detergents and other chemicals;</li> <li>- insecticides used against pests;</li> <li>- acid rains;</li> <li>- industrial accidents;</li> <li>- rotting animals;</li> <li>- fires;</li> <li>- agricultural and industrial waste.</li> </ul> <p><b>2. Water:</b></p> <ul style="list-style-type: none"> <li>- polluting substances brought by soil washing;</li> <li>- animal and vegetable scraps;</li> <li>- household water discharged into flowing water;</li> <li>- ship oil spills (into the Black Sea);</li> <li>- spillage of industrial waste;</li> <li>- hot water from thermal power stations</li> </ul> <p><b>3. Air:</b></p> <ul style="list-style-type: none"> <li>- gases;</li> <li>- smoke;</li> <li>- dust;</li> <li>- ash</li> </ul> <p><b>4. Other types of pollution:</b> Sound pollution - pollution by strong noises of any nature. Natural pollution: earthquakes, volcanoes, hurricanes, fires, floods, lightning, storms, winds.</p>	<p>Observation of students' interest</p> <p>Short-term evaluation</p> <p>Formative assessment through practical tasks</p> <p>Oral formative assessment</p>

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Photo Gallery



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## 2. THE CUBE

### Description of the method

The Cube is a method used to study a topic from a different perspective. You need a cube whose sides are covered with paper of different colours. On each side of the cube there is written one of the following instructions: *describe*, *compare*, *associate*, *analyze*, *apply* and *argue*. You can work in pairs or in small groups. Students answer to the tasks in 3-4 minutes for each side of the cube and their answers are discussed afterwards.

This teaching method provides the opportunity to develop the skills needed for a complex and integrative approach.

### Benefits:

- determinates conscious students' participation and their maximum involvement in solving the tasks;
- allows the differentiation of learning tasks;
- forms intellectual work skills;
- improves students' logical thinking;
- increases the motivaton for learning;
- encourages learning efficiency (learners learn from each other);
- fosters scientific research;
- develops communication and cooperation skills.

### Limits:

- requires longer time for task solving;
- creates noise;
- facilitates learning errors;
- there is no precise control over the quantity/quality of the knowledge acquired by each student.



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### 3. THE LEARNING PYRAMID

The Learning Pyramid (or The Snowball) method is an interactive teaching-learning method used to solve a problem, involving each student and group formation, with collective negotiation and acceptance of the solution.

#### Stages:

- 1) The teacher presents the problem and the objectives of the lesson;
- 2) **Stage of individual work:** for 5 minutes the students find a solution to the problem in question;
- 3) **Stage of pair work:** discussions of the solutions until a single solution is accepted;
- 4) **Stage of large group work:** discuss solutions until a single one is accepted;
- 5) **Collective solution reporting stage;**
- 6) **Decision-making stage and evaluation.**

#### Benefits:

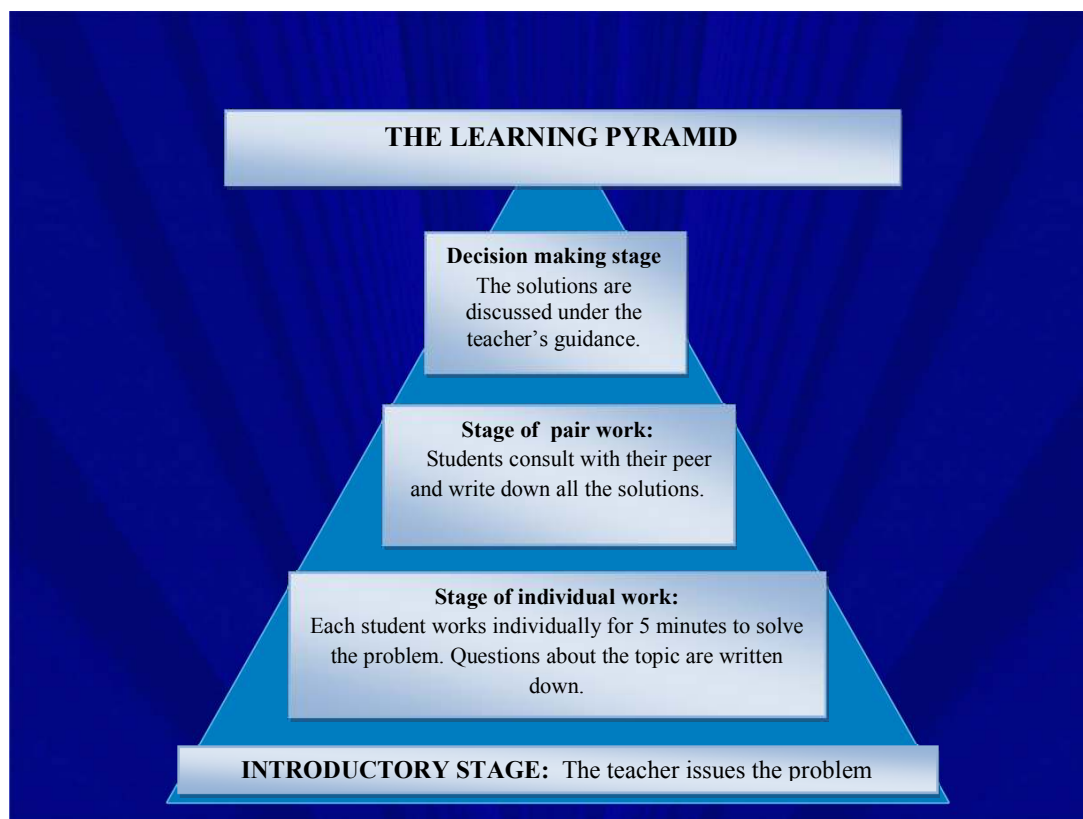
- involves the whole class in formulating solutions, facilitates the inclusion of children with special educational needs;
- fosters cooperative learning, team spirit development;
- increases self-confidence, active and voluntary involvement in lessons;
- testing ideas, self-evaluation and evaluation;
- encourages argumentation, negotiation and communication;
- stimulates active listening, acceptance of other solutions, assuming and presenting them in front of their peers;

#### Limits:

As any other interactive method, there is the risk of partial involvement of more comfy or disinterested students in the lesson - the teacher's attention may be directed towards the children who are in difficulty.

- Difficulty in assessing each student's contribution.

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## LESSON PLAN

**CURRICULUM ARIA: Mathematics and Science**

**SUBJECT: Chemistry**

**CLASS: VII (13-14 years old)**

**UNIT OF LEARNING: Structure of atom**

**TYPE OF LEARNING: Consolidation of knowledge**

**General Objective: (according to the school curricula)**

2. Investigating the way chemical substances or systems act.

**Operational Objective:**

2.2. Formulation of hypotheses regarding the structural characteristics of different atoms, ions and molecules.

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**Conditions:**

- ✓ Heterogeneous classes with different styles and levels of learning, minimum 2 capable students of performance and minimum 2 students with assimilation/understanding or learning problems;
- ✓ Students are accustomed to interactive methods, have acquired working skills, and are interested in the game.

**Resources:**

- ✓ Time: 50 minutes
- ✓ Content: textbook, curricula, PIP, Internet
- ✓ Procedures: individual work, in pairs, in large groups
- ✓ Materials: notebooks, blackboard, worksheets, colours, pens, paper.

**Strategy:**

- ✓ Methods and procedures: brainstorming, problem-solving, explanation, the learning pyramid
- ✓ Means: notebooks, whiteboard, cards, colours, felt pens, paper.

1. **Introduction:** the teacher provides the learning environment and presents the subject and the aim of the lesson. Introduces the problem – 5 minutes.

2. **Stage of individual work:** students find their own solutions to the problem – 10 minutes.

- ✓ Ask the students to write the first 10 words that come to their mind when thinking about the atom.
- ✓ Ask them to make at least 5 sentences using the words related to the structure of the atom and underline the words they have previously written and circle those they didn't use.

3. **Stage of pair work:** discussing the solutions, debate and resulting in a unique solution – 5 minutes.

- ✓ Ask the students to check the 5 sentences in pairs. A student tells his sentences to his pair who puts a valid sign for each true sentence. Then, the roles are reversed.
- ✓ Then the students are asked to write the structure of the atom as complete and correct as possible with the help of the sentences they previously wrote, working in pairs.

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4. **Stage of large group work:** the solutions are discussed until a single solution is accepted – 10 minutes.
  - ✓ Then there are formed groups of 6 students. The structure of the atom is checked and the answer is written on the flipchart. The students work on the sodium, magnesium, sulphur, chlorine, potassium and calcium atoms structures – each student will have a chemical element. Each correct answer, after the group checks and additional explanations are given, will be written on the flipchart.
5. **Collective solution reporting stage** – 5 minutes.
  - ✓ The leaders of the groups present the solutions and write them on the whiteboard – display of answers, comparison and evaluation.
  - ✓ Summarize the lesson – conversation, additional explanations and self-evaluation.
6. **Decision-making stage and evaluation**
  - ✓ The teacher checks the displayed results.
  - ✓ Students 11, 12 and 13 in the school roll will shape the structure of the carbon, nitrogen and oxygen atoms and they will be evaluated.



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### III.B. TURKEY

#### 4. BRAINSTORMING

##### Description of the method:

Brainstorming is a method of effectively using the brains to storm a problem. Its goal is to encourage students to focus on a topic and contribute to the free flow of ideas, developing as many ideas as possible in the shortest possible time. The teacher may begin a brainstorming session by posing a question or a problem, or by introducing a topic. It is not as much about the quality of the ideas but as the quantity of the ideas presented.

Brainstorming is usually used in the beginning stages of a project, when the possibilities for achieving the project have not been clearly defined yet. It is also a very useful way to come up with creative ideas in product development or production methods.

##### Steps involved:

- 1) Define your problem or issue as a creative challenge. This is extremely important.
- 2) Give a time limit. We recommend around 25 minutes, but experience will show how much time is required.
- 3) Once the brainstorming starts, participants speak out solutions to the problem while the facilitator writes them down - usually on a whiteboard or flip-chart for all to see. All the ideas are accepted, there is no room for criticism.
- 4) Once the time is up, the facilitator selects the five ideas which he/she likes best. Make sure everyone involved in the brainstorming session agrees.
- 5) Write down five criteria in order to judge which ideas can solve your problem best. It is advisable that criteria start with "should", e.g: "it should be cost effective", "it should be legal" or "it should be possible to finish before July 15", etc.
- 6) Give each idea a score from 0 to 5 points, depending on how well it meets each criterion. Once all of the ideas have been scored for each criterion, add up the scores.

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- 7) The idea with the highest score will best solve the problem. Keep a record of all the selected ideas and their scores in case the idea which scored the most points turns out not to be workable.

**Benefits:**

- A brainstorming session is often the last resort when other techniques and methods do not deliver the desired solutions.
- There are only a few basic rules to follow. These are easy to learn and perform. Once the rules are accepted by all participants, any barriers to creativity fall quickly.
- In addition, the cost of brainstorming sessions is very low in relation to the output. The biggest advantage is the high amount of generated ideas. The advantage of the “outsider ideas” is multiplied when you use *tricider* (a web-based tool to generate and evaluate ideas and to support class discussion <https://www.edidaktik.dk/en/tricider-i-undervisningen.html>). Thus you can reach people with whom you would otherwise never come into contact.
- The ideas are not criticized or rejected during a brainstorming session; interesting proposals can be refined gradually.
- Finally, joint brainstorming improves the working atmosphere. Working creatively motivates participants.

**Limits:**

- it promotes strong arguments;
- it's not always effective;
- it's not always the right choice for everybody.

Some people panic at the thought of speaking in front of a group, but they can come up with excellent ideas when in one-on-one meetings.



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## LESSON PLAN

**SUBJECT: English**

**CLASS: 8th**

**TOPIC: Camping-vocabulary revision**

**AIM: improving topic related vocabulary, rising up the students' awareness of the importance of outdoor activities**

**TEACHING STRATEGIES:**

**METHODS AND PROCEDURES: explanation, conversation, brainstorming.**

**CLASS ORGANIZATION: in groups (of at least 4 or 5 students)**

The teacher introduces the topic of the lesson and encourages the students to give answers to simple questions related to camping: "How many times have you gone camping?", "Did you enjoy it?", "Where have you gone camping?", "What's the best weather for going camping?" and so on. The teacher allows them to verbally share their experiences about different aspects of camping.

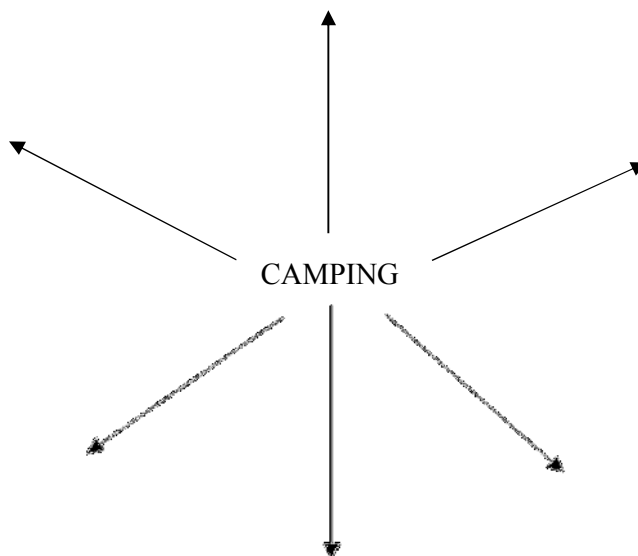
The teacher will ask the students to come up with as many words/phrases as they can about camping and sets a time limit – 10 minutes, but experience will show how much time is required. Once the brainstorming starts, participants say as many words or phrases connected to camping as they can while the teacher is writing them on the whiteboard for all to see. There must be absolutely no criticizing of ideas, of course. Once the time is up, the teacher selects the best words or phrases and makes sure that everyone involved in the brainstorming session agrees.

The teacher writes down some criteria in order to organize which words are the most appropriate to the topic. Examples of criteria: "it should be a material", "it should be a piece of equipment", "it should be a tool we can use during camping" or "it should be an activity related to camping"... etc.

At the end of the lesson, the teacher clarifies any possible issues and chooses the answers that best match with the topic.

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THE TASK: Brainstorm on camping and camping amenities.



Here is a list of possible words/phrases:

compass	insect
map	hike
matches	caravan
pocketknife	adventure
rope	bug spray
sleeping bag	cooking
pitch a tent	fishing
torch	canoeing
teenagers	canteen
relaxing activity	bike
buddies	first aid kit
equipment	flash light
burn a campfire	fishing pole
trekking	forest
a backpack	fire
mountain	axe

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## 5. PROBLEM SOLVING

### **Description of the method:**

Problem solving is a teaching strategy that employs the scientific method in searching for information. Students are presented with problems which require them to find either a scientific or technological solution. It is a student-centred strategy which requires students to become active participants in the learning process. The purpose is to train the students in the act of reasoning, help them to gain and improve the knowledge, solve puzzling questions, and overcome the obstacles in the attainment of the stated objectives.

### **Steps involved:**

- 1) Formulating and assessing the problem: the nature of the problem should be made very clear to the students so that they can find the right solutions for the problem.
- 2) Collecting relevant data and information: the students should be stimulated to collect data in a systematic manner; full cooperation of the students should be encouraged. The teacher may suggest some ideas: extra books to read, educational trips, etc.
- 3) Organizing data: students should be asked to sift through the material in order to decide what is important and what is not.
- 4) Drawing conclusions: After organizing data discussions should be held collectively and individually so that the students themselves can provide the best solutions. It is important to make sure that judgment is made only when sufficient data is collected.
- 5) Testing conclusion: no conclusion should be accepted without being properly verified. The corrections of the conclusion must be supported by convincing arguments.

This approach is used most often in Math and science classes. The students may be sensitive to any puzzling or difficult situation. Having defined the problem clearly, appropriate solution is required.

The most plausible scientific guess is then followed by undertaking by a suitable investigation technique such as performing an experiment or gathering data through direct observations. Finally the students come up with conclusions.

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**Benefits:**

- the student's active involvement serves as a strong motivation for learning;
- problem-solving develops higher level thinking skills;
- it develops a keen sense of responsibility, originality and resourcefulness which are essential for independent study;
- the students are more appreciative of the scientists' achievements;
- it develops critical thinking, open-mindedness and wise judgment;
- the students learn to accept the others' opinions.

**Limits:**

- it involves mental activity only;
- small children do not possess enough background information, therefore they fail to participate in discussions;
- students may not have adequate reference books and other resources;
- it requires well-trained teachers to provide effective guidance and knowledge to students;
- it is a time consuming process, teachers may find it difficult to complete the syllabus.

## LESSON PLAN

**SUBJECT: Physics**

**CLASS:7<sup>th</sup> grade**

**TOPIC:Motion**

**AIM:To make the students aware of the mechanisms and principles of motion.**

**TEACHING STRATEGIES:**

**METHODS AND PROCEDURES: explanation, eliciting answers, discussion,problem solving, experiment, brainstorming**

**CLASS ORGANIZATION: This can be done either in groups or with the whole class.**

**Procedure:**

Present the following problem to the students: *How can you put some eggs into drinking glasses without touching either the eggs or the glasses?*

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**Materials needed:**

- ✓ 4 raw eggs;
- ✓ 4 drinking glasses filled with water (it is preferable that the glasses have a wider top and do not taper). The glasses should be about  $\frac{3}{4}$  full.
- ✓ 4 rolled playing cards. Roll the cards so that the shorter sides are at the top and bottom and tape shut.
- ✓ 1 cafeteria-style tray.

Have the students identify the limits and possible problems they may encounter (the eggs are unstable; the tray is in the way, etc.).

Find out what they know about the problem and decide what they need to learn – they know that the glasses are set in a square pattern, the tray is placed on top of the glasses and the eggs have already been placed on the top of each rolled card. They also know they can't touch the eggs or glasses but can touch the tray and the cards, etc.

The teacher initiates a brainstorming session in order to find the solution to the problem. Consider the pros and cons of each solution suggested by the students and let them debate as a class. Most of the solutions will probably refer to balancing the eggs on the cards while moving the tray.

Finally, the right solution will come up: hit the tray with a swift strong hit, the cards are light enough to fly off and the eggs will fall straight into the glasses.

Discuss with the whole class why the experiment was successful.

## **6. QUESTION-ANSWER METHOD/SOCRATIC METHOD OF TEACHING**

### **Description of the method:**

This method is quite important. By asking questions, the teacher makes an attempt to ascertain and evaluate the knowledge of students concerning a specific topic. This method ensures students' active participation who are encouraged to ask and answer questions.

About this method a well-known ELT writer said "If the teacher does not know the answer he should admit it and either he asks the students to find it in the text-book or offers to

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find out the answer himself. No teacher can answer all the questions. The students should be asked such questions which compel them to think a certain issue over. If the student cannot give full answer to the question, his partial answer should be accepted as well, and another student may improve upon it. The teacher should keep record of the latest authoritative works and advise students to use them in the learning process".

This method is a useful strategy at all the levels of education.

**Steps involved:**

- 1) Prepare questions and arrange them in a logical sequence.
- 2) Present the questions in such a manner so as to stir curiosity among the learners.
- 3) Ask new questions by linking them with the learners' response.

**Benefits:**

- while asking questions, the teacher keeps in mind the abilities, needs and interest of the learner;
- involves the learners' participation towards the subject matter and in teaching acts;
- helps in achieving cognitive objectives and bringing knowledge at conscious level;
- encourages classroom verbal interaction;
- helps to develop the students' power of expression;
- can be used to reflect students' background and attitude;
- is quite handy to the teacher when no other suitable teaching method is available;
- is suitable to shy students.

**Limits:**

- requires a lot of skill on the part of the teacher to prepare good questions, and arrange them logically;
- cannot be used to teach the whole content-matter;
- there is no freedom for imaginative answers;
- may sometimes warm the atmosphere in the class;

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## LESSON PLAN

**SUBJECT: English**

**CLASS:7th**

**TOPIC: Auxiliary verbs (review)**

**AIM: Using correctly the auxiliary verbs in interrogative and negative sentences**

**TEACHING STRATEGIES**

**METHODS AND PROCEDURES: conversation, explanation, question-answer method**

**AIDS: textbook, worksheets**

**CLASS ORGANIZATION: whole class**

The teacher focuses on auxiliary verb usage by making a number of statements in verb tenses the students are familiar with. He asks students to identify the auxiliary verb in each case. He asks the students to explain the pattern of interrogative and negative sentences (i.e. Auxiliary verb-Subject-Verb). Have students give a number of examples in different tenses.

The students get worksheets with gap-filling and asking-questions exercises. The students are asked to pay attention to the use of time expressions as a key to understanding the correct usage of verb tenses. The teacher asks the students to do the first exercise on their own. Then, he writes a few sentences on the whiteboard. The students have to build questions to which different words in the sentence are the answers.

For example: *I usually take the subway to work.*

*Possible questions: How do you get to work?*

*How often do you take the subway to work?*

*What means of transport do you take to get to work?*

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Organize students into pairs. For the second exercise the students have to provide a suitable question for the given answer. Each pair should come up with possible questions.

Follow-up: checking the questions at random.

In order to introduce the third exercise on the worksheet, the teacher may suggest a verb inversion game using various tenses (i.e. Teacher: I live in the city. Student: Where do you live? etc.) Then, the teacher asks the students to complete the missing information in exercise C by asking their partner questions.

## WORKSHEET

### **A. Fill in the gap with the correct helping verb. Base your answers on the time expressions in each question.**

1. When \_\_\_\_\_ she usually leave for work in the morning?
2. Where \_\_\_\_\_ they stay on vacation last summer?
3. What \_\_\_\_\_ he doing for school at the moment?
4. \_\_\_\_\_ you continue to study English next year?
5. Who \_\_\_\_\_ you going to visit when you go to Greece next summer?
6. How often \_\_\_\_\_ you usually go to the movies?
7. When \_\_\_\_\_ you get up last Saturday?
8. How long \_\_\_\_\_ she lived in your city?

### **B. Ask an appropriate question for the following answers:**

1. A steak, please.
2. Oh, I stayed at home and watched TV.
3. She is reading a book at the moment.
4. We are going to visit France.
5. I usually get up at 7 o'clock.

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6. No, he is single.
7. For about 2 years.
8. I was washing up when he arrived.

**C. Ask questions in order to fill the gaps with the missing information:**

***Student A***

Frank was born in \_\_\_\_\_ (where?) in 1977. He went to school in Buenos Aires for \_\_\_\_\_ (how long?) before moving to Denver. He misses \_\_\_\_\_ (what?), but he enjoys studying and living in Denver. In fact, he \_\_\_\_\_ (what?) in Denver for over 4 years. Currently, he \_\_\_\_\_ (what?) at the University of Colorado where he is going to receive his Bachelor of Science next \_\_\_\_\_ (when?). After he receives his degree, he is going to return to Buenos Aires to marry \_\_\_\_\_ (who?) and begin a career in research. Alice \_\_\_\_\_ (what?) at the University in Buenos Aires and is also going to receive \_\_\_\_\_ (what?) next May. They met in \_\_\_\_\_ (where?) in 1995 while they were hiking together in the \_\_\_\_\_ (where?). They have been engaged for \_\_\_\_\_ (how long?).

***Student B***

Frank was born in Buenos Aires in \_\_\_\_\_ (when?). He went to school in \_\_\_\_\_ (where?) for 12 years before moving to \_\_\_\_\_ (where?). He misses living in Buenos Aires, but he enjoys \_\_\_\_\_ (what?) in Denver. In fact, he has lived in Denver for \_\_\_\_\_ (how long?). Currently, he is studying at the \_\_\_\_\_ (where?) where he is going to receive his \_\_\_\_\_ (what?) next June. After he receives his degree, he is going to return to \_\_\_\_\_ (where?) to marry his fiancé Alice and begin a career in \_\_\_\_\_ (what?). Alice studies Art History at the \_\_\_\_\_ (where?) and is also going to receive a degree in Art History next \_\_\_\_\_ (when?). They met in Peru in \_\_\_\_\_ (when?) while they \_\_\_\_\_ (what?) together in the Andes. They have been engaged for three years.



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### III.C. PORTUGAL

#### 7. INTERACTIVE TEACHING BY GOOGLE MAPS

Interactive learning in the classroom helps students prepare more successfully for the real world. Engaged learners who actively participate in their own education are more likely to remember more from a lesson and then use newly acquired skills in different situations.

Although interactive learning sounds like something that might require advanced technology, it's actually a pedagogical technique with a fairly simple definition. The interactive approach to any learning content encourages students to interact with each other and with the subject matter. Due to this interactive approach students become part of the lesson rather than acting like passive sponges ready to absorb the information. Interactive education involves a variety of techniques that range from lessons that require conversational skills to extensive project-based learning units that can cover an entire grading period.

The method in question also provides plenty of opportunities for educators to come up with fun and engaging lesson ideas. It develops higher-level thinking skills while increasing student engagement and learning retention. It also helps teachers to meet all the demands of the individual learning styles of students including in their teaching activity different types of media. Educators just have to find the right tools among thousands of apps products available.

*Google Maps* (or *My Maps*) allows the students to create maps, not just read and use them, becoming digital map creators. Paper maps are getting obsolete in our days. Sure they'll still be around for a while, but the present generations of students might never touch a paper map and never have to be frustrated with trying to fold it back up, worry about ripping it or whether or not it's up dated. Now it's time to embrace a new digital mapping world for the sake of our students and their future.

We're talking about real skills here! You can create a route by yourself. Using *My Maps* we are able to create a route from point A to point B and get a really close approximation of the driving/walking time.

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### **Description of the method:**

*Google Maps* is an online mapping app that provides street maps, a route planner for travelling on foot, by car, bike or public transport and an urban business locator in numerous countries around the world.

You should use this tool to teach students asking for or giving directions. Students will feel engaged in the activity because they are dealing with real life situations and not something out of a book. At the same time, to introduce a bit of humour, make students speak like a robot, pretending to be a GPS system or simply be the little yellow man in Google Maps Street View. The students' interaction with this app is very intuitive and they can understand the concept and memorize the vocabulary, faster and more effectively. Even the difficulty with the bilateral coordination (right/left) will be overcome with the help of the robot exercises.

### **Use:**

First familiarize yourself with the app at home. Then explain it to your students and introduce a few exercises/dialogues with directions. Make each student repeat the vocabulary required to ask for/give directions and let them practise the robot/GPS acting on the map.

### **Steps involved:**

- 1) Play a few dialogues with directions as models for students to understand how they should ask for/give directions.
- 2) Ask the class write down the expressions and vocabulary used.
- 3) Draw some signs on the board with the main words needed to give directions (e.g. turn right/left, go ahead, etc.)
- 4) Show them *Google Maps* app and practice a few short routes so that they understand how it works. Use the little yellow man to street view.
- 5) Explain how the GPS system works and practice the *robot walk*. They will really love this part!
- 6) Divide the class in pairs and ask each pair to write a dialogue. They must place themselves at the front gate of the school and choose where to go from there. One of them should pretend to look for information on the GPS app.

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- 7) Then ask each pair to go in front of the class and invite the third person in the class to be the GPS system or the little yellow man in Google Maps Street View.
- 8) Encourage the students role-play the dialogue while the third person moves around as in the map, following their instructions. Have the map projected on the wall and use a piece of the dialogue with it as if it were his/her GPS app.
- 9) After all pairs have done this activity, ask them to prepare a dialogue without saying where they go and set this as a game activity. The first person who guesses the destination will be awarded a prize. Don't forget to leave the Google map app on so that they can follow the directions live.
- 10) As a homework assignment, have each pupil do the route from school to their homes. If possible, have them do it with the help of the app and bring it the following lesson in order to present it to the class.

**Benefits:**

- flexible, adaptable, easy planning beforehand by using tools on the Internet;
- an enjoyable, fun and engaging learning process;
- appropriate for students with disabilities if teachers include images, video, and audio text in their presentation (learners with hearing/vision impairment benefit from visual presentations or audio performance, respectively);  
money and time-saving, thanks to the use of online tools and materials, you need just an interactive whiteboard, internet connection, and of course, an appropriate software;
- increases student-teacher engagement thus boosting student's performance in the end;
- allows learners not only to learn by interacting but also to develop positive feelings about achieving knowledge and innovative skills;
- enhances autonomous learning and develops high thinking skills. It improves students' digital skills (the so-called Millennials generation has grown with technology almost every day of their lives, so it is safe to say that they are very proficient and used to it).

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**Limits:**

- big costs of IT infrastructure;
- resistance to change and general mentality towards the reform in education;
- slow advancement pace (based on the chosen learning technique or method, the usage of technology in teaching can often make students focus on less important things with less and put an emphasis on the already acquired knowledge);
- teachers and students can be overworked and overwhelmed (interactive methods require a significant amount of work for the teacher, especially in the primary stages);
- risk of plagiarism on the part of the students.

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## LESSON PLAN

**SUBJECT: English**

**CLASS: 7th**

**TOPIC: Asking for and giving directions**

**AIM: developing learning skills and problem-solving skills through interactive methods**

**TEACHING STRATEGIES:**

**METHODS AND PROCEDURES: explanation, role playing, exercises and writing activity.**

**TEACHING AIDS: computer with internet access, maps online (Google Maps), board and markers, recorded dialogues;**

**CLASS ORGANIZATION: individual and in pairs**

The class (20 pupils) listens to 3 dialogues of people asking for or giving directions. The students write down the expressions used for asking and giving directions.

The teacher writes the adequate essential vocabulary with corresponding signs on the board. Then, he/she presents *Google maps* app and explains how to use projecting a map on the board and giving examples of different possible destinations. After that, the teacher asks 2 students to go to the board and act a dialogue where one of the students is at the main gate of the school and the other one wants to have lunch at McDonalds', but he doesn't know how to get there and looks for directions on his GPS. Simultaneously, in order to involve more students and have their attention, the teacher can ask a student to be the GPS (he/she will have to act as a robot). He/she pretends to be the little yellow man navigating the street view.

*You can do this exercise to refer to other destinations.*

Then, the teacher asks the students to write down a dialogue, in pairs, but without mentioning the destination. The objective is to have every student go to the board to play the GPS (which they really love) and follow the directions given by the students in order to guess the destination. If possible, turn it into a competition with a prize at the end.

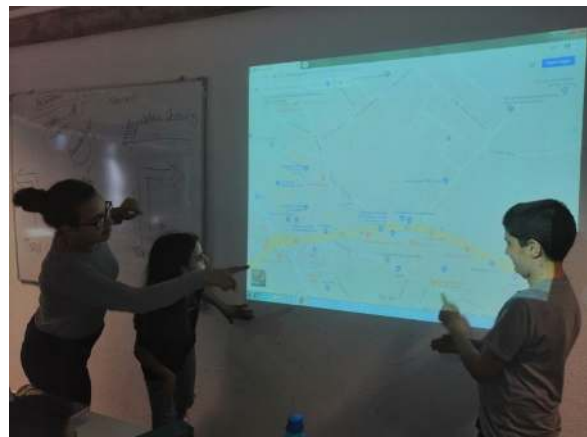
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As a follow-up activity, the teacher can ask each student to use Google maps to show the way to/from school from/to their homes. Have them write the directions down.

The activity can be done in pairs, in order to make all the students able to ask for or give directions.

The teacher can assess the students' attention, understanding and correct use of vocabulary and grammar structures.



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## **8. TEACHING GRAMMAR THROUGH MUSIC**

### **Description of the method:**

Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect of a language.

Songs sung in English are listened to around the world and students feel real progress in their level of English language when they sing along with the chorus or when they understand the meaning of what, at first, seemed to be a constant stream of words.

Songs provide a valuable source of authentic language and there are hundreds of ways to exploit them in the classroom. The internet made finding the lyrics of songs easy enough. A search on Google with the name of the band, the song title and the word 'lyrics' will bring up a selection of sites you can use. Once you have copied and pasted the lyrics into a Word document it becomes quick and easy to produce an effective worksheet.

Using music to teach grammar to ESL students can be both fun and productive.

You have to make sure to choose songs with lyrics written correctly from a grammatical point of view, which highlight certain key grammar issues.

Use well known songs as teaching resources.

### **Use:**

There is a multitude of ways to use music in teaching languages. There are all sorts of learning activities you can use: classic gap-filling exercises, spotting the mistakes, ordering the verses, translating, writing the next verse, true-false statements, circling the antonyms/synonyms of the given words, drawing a cartoon story follow-up, etc.

### **Steps involved:**

- 1) Divide the song into parts and draw each action on a card (each action is in the Present Continuous - the verb tense you intend to teach);
- 2) Give the shuffled cards to a group of students and ask them to stand up;
- 3) The remaining students must pay attention to the following activity because they are going to correct possible mistakes;

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- 4) While listening to the song, each student holding a card must take a place in line accordingly to the order of the actions in the song;
- 5) Then play the song again so that the group of students without cards can correct possible mistakes;
- 6) When the order is finally correct, make each student memorize his/her verse;
- 7) The students without cards must memorize the remaining lines of the song (divide it among them);
- 8) Play the music again but without the lyrics to allow the students to practice the verb form you are teaching;
- 9) Give the students a handout with the lyrics of the song but without the verb structure;
- 10) Students complete the lyrics;
- 11) Write one key sentence of the song on the board and make the students revise the grammar structure you are teaching;
- 12) Divide the class in groups of 3 or 4 and ask them to write a follow-up verse using the given structure;
- 13) Have each group rehearse and sing their verse to the class.

**Benefits:**

- boosts students' confidence in learning English;
- keeps students engaged and excited throughout the class;
- influences vocabulary retention;
- connects teaching to familiar topics, like music;
- promotes interaction among students, leading to a more active learning with positive results;
- creates the dynamics of the group with favourable influences on the level of students' personality;
- favours team work, the students are able to apply and synthesize knowledge in various and complex ways;
- is suitable to all levels of teaching.

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### **Limits:**

- the tendency of certain students to dominate the group;
- non-involvement of shy students;
- dislike of/unfamiliarity with the song;
- allows the pop culture, music and songs take over the lesson;
- generates noise.

### **Recommendations:**

1. Use songs that your students are familiar with.
2. Ask students to recognize certain grammar structures in the lyrics of that song.
3. Ask students to find other grammar structures already taught.
4. Promote teamwork during the learning process.

### ***Bibliography:***

*Mark Hancock*, Cambridge University Press, 1999

*Music and Song (1992)* Murphey, T. Oxford University Press

*The Effect of Using Songs On Young Learners and Their Motivation for Learning English*,  
Nihada Delibegović Džanić, University of Tuzla

## **LESSON PLAN**

**SUBJECT: English**

**CLASS: 7th**

**TOPIC: The Present Continuous**

**AIM: developing learning and problem-solving skills through interactive teaching methods**

**METHODS AND PROCEDURES: music listening, explanation, standing physical activity, exercise, creating;**

**TEACHING AIDS: song, hand-out, cards, projector, board and markers;**

**CLASS ORGANIZATION: individual, in pairs and in groups**

**LESSON OBJECTIVE:** This lesson introduces the Present Continuous Tense to beginning ESL students. It requires 90 minutes, and gives practice with reading and writing, as well as listening and speaking. Students will recognize and use the present continuous tense to make oral & written statements like “she’s reading” with few or no errors (excluding spelling).

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### Introduction (5 min.)

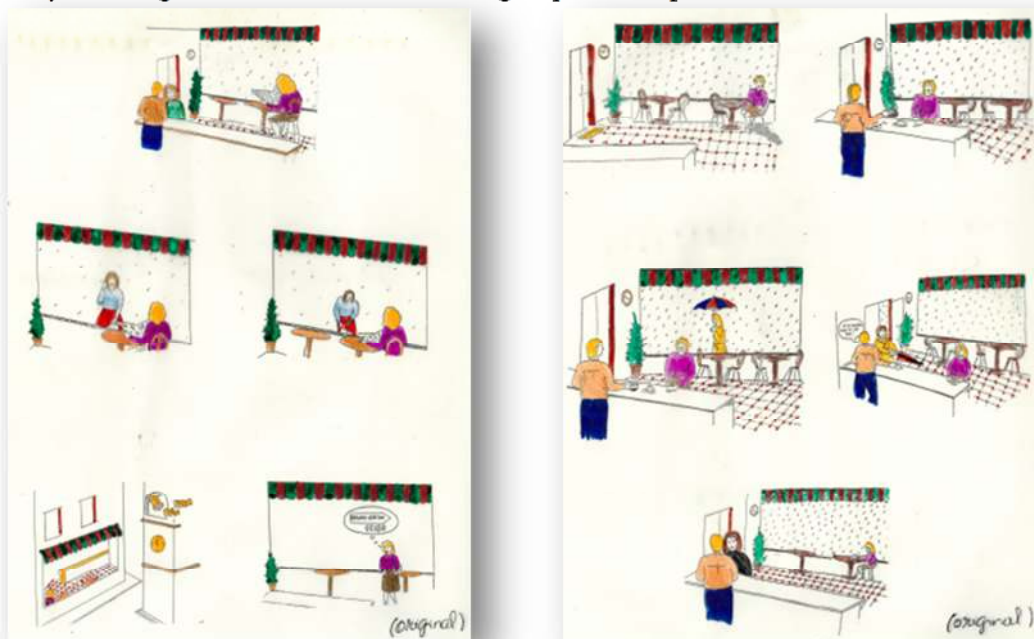
Introduce the Present Continuous using some general example sentences such as:

- ✓ We are now having an English class;
- ✓ You are all sitting;
- ✓ You are listening to me;
- ✓ I am speaking to the whole class;

Let the students know you are going to introduce a verb tense which is used for actions taking place at the current moment (now, as I speak, at this moment, etc.). Announce “Today we are practising the present continuous tense.”

### Presentation (10-15 min.)

- ✓ Tell your students to stand up in two groups.
- ✓ Let them know they are going to listen to a song which tells a story.
- ✓ Ask one group to step aside and listen carefully.
- ✓ Hand over a card to each student in the other group and ask these ones to place themselves in a line according to the actions in the song.
- ✓ The remaining group must correct the colleagues if they make a mistake.
- ✓ Play the song 2 or 3 times to allow both groups to complete their tasks.



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This activity is supposed to create some noise and laughter in the classroom for the students are physically involved in a learning process.

### **Guided Practice 1 (15 min.)**

When the story line is correct, make each student in the group with the cards memorize their lines and ask the other group to memorize the remaining lines.

Play the song again and help the pupils with this activity by repeating with them. The whole class will then be asked to sing the song together.

### **"Tom's Diner"**

I am sitting in the morning  
At the diner on the corner  
I am waiting at the counter  
For the man to pour the coffee

And he fills it only halfway  
And before I even argue  
He is looking out the window  
At somebody coming in  
"It is always nice to see you,"  
Says the man behind the counter  
To the woman who has come in  
She is shaking her umbrella

And I look the other way  
As they are kissing their hellos  
And I'm pretending not to see them  
And instead I pour the milk

I open up the paper  
There's a story of an actor  
Who had died while he was drinking

It was no one I had heard of  
And I'm turning to the horoscope  
And looking for the funnies  
When I'm feeling someone watching me  
And so I raise my head

There's a woman on the outside  
Looking inside  
Does she see me?  
No she does not really see me  
'Cause she sees her own reflection

And I'm trying not to notice  
That she's hitching up her skirt  
And while she's straightening her stockings  
Her hair has gotten wet

Oh, this rain  
It will continue through the morning  
As I'm listening to the bells of the cathedral

I am thinking of your  
voice.....

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### Guided Practice 2 (15 min.)

After this, ask the students to sit, and give them a hand-out with the lyrics but without the verb structure for them to complete.

#### Suzanne Vega "Tom's Diner"

\_\_\_\_\_ in the morning  
At the diner on the corner  
\_\_\_\_\_ at the counter  
For the man to pour the coffee  
  
And he fills it only halfway  
And before I even argue  
\_\_\_\_\_ out the window  
At somebody coming in  
  
"  
\_\_\_\_\_  
\_\_\_\_\_"  
Says the man behind the counter  
To the woman who has come in  
\_\_\_\_\_ her  
umbrella  
  
And I look the other way  
As \_\_\_\_\_ their hellos  
And \_\_\_\_\_ not to see  
them  
And instead I pour the milk  
  
I open up the paper  
There's a story of an actor

Who had died while  
\_\_\_\_\_  
It was no one I had heard of  
  
And \_\_\_\_\_ to the  
horoscope  
And looking for the funnies  
When \_\_\_\_\_ someone  
watching me  
And so I raise my head  
  
There's a woman on the outside  
Looking inside  
\_\_\_\_\_  
?  
No she does not really see me  
'Cause \_\_\_\_\_ her own reflection  
  
And \_\_\_\_\_ not to notice  
That \_\_\_\_\_ her skirt  
And while \_\_\_\_\_ her  
stockings  
Her hair has gotten wet  
  
Oh, this rain  
It will continue through the morning  
As \_\_\_\_\_ to the bells of the  
cathedral  
\_\_\_\_\_ of your voice...

Then project the hand-out and ask different pupils to go to the board to complete the blanks.

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### Practice (30 min.)

Write one key sentence of the song on the board and make the students resume the grammatical structure you are teaching and copy it down into their notebooks.

Point out the rule: We form the present continuous tense with the verb “be” and an active verb with an “-ing” ending. (Write on the board: “Present continuous tense: be + ing.”). Divide the class in groups of 3 or 4 and ask them to write a follow-up strophe using the given structure. Circulate to help and to check tense use. Then have each group rehearse and sing their part to the class.

### Photo Gallery



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### III.D. BULGARIA

#### 9. SIMULATION

##### Description of the method:

Simulation is a type of a game activity in which students engage and adopt social roles that place them in different positions. This makes them show certain qualities and skills – to be compassionate, to react adequately to changing situations, to be tolerant and strict to themselves. Simulation helps students develop their teamwork skills. In the simulation, participants perform certain activity in terms as close as possible to real situations. The method is useful when some tasks require practice, and it is not possible to practise the activity. The method allows participants to put into use the learning outcomes. Simulation can only be a part of the activity.

##### Benefits:

- attracts and stimulates the interest of students;
- increases the interest in learning and the subject matter;
- encourages interaction and communication between participants, leading to more active learning and concrete results;
- creates the ability to develop teamwork skills (communication and collaboration skills)
- develops and diversifies the students' skills and abilities (including social skills);
- appeals to students' emotions;
- increases learning motivation;
- builds behavioural skills.

##### Limits:

- complying with the group's opinion;
- domination of certain students in the group, leadership;
- isolation of students who share other opinions;
- non-participation of some students;
- disorder, chaos - noise is created;
- emergence of conflicts among students.

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## LESSON PLAN

**SUBJECT: Biology and Health Education**

**CLASS: VII**

**TOPIC: Man's Role for Conservation of Biodiversity**

**OBJECTIVE: Developing learning skills by engaging in different social roles**

**Developing problem- solving skills,**

**Developing teamwork skills through interactive methods;**

**METHODS AND PROCEDURES: lecture, discussion, simulation;**

**ORGANIZATION OF THE CLASS: distribution in groups according to the students' preferences.**

Pre-preparation and distribution of students for "role play" is required. For this purpose, the class (22 students) is divided into 3 non-homogeneous groups with almost the same number of students performing the roles of "environmentalists", "doctors" and "journalists", with one student taking the lead role.

The students pick up the group number getting their social role and tasks. For 10 minutes, each group study additional literature on the problem and prepare their simulation. Each group chooses a speaker. At the beginning of the activity, the teacher announces the topic of the debate "Threats to biodiversity and conservation measures".

Students in the three groups have 10 minutes to write, systematize, substantiate and give their opinion on the topic, in accordance with their social role.

### Photo gallery



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## 10. DEBATE

### Description of the method:

The debate is a formal discussion on a particular topic, presenting positions and arguments in which one side of a question or statement (thesis) is first considered, and then the opposite viewpoint (antithesis) is discussed.

The debate, as a method, allows for the display of opposing positions expressed by the students involved. The more informed and prepared the participants are, the more qualitative and in-depth the debate is.

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### **Benefits:**

- improves critical-thinking skills;
- improves the ability to graciously state one's point;
- acquires better poise, speech delivery, and public speaking skills;
- develops students' self-confidence;
- increases the interest in learning and the subject matter;
- improves students' skills to listen to each other;
- develops teamwork skills (communication and collaboration skills);
- promotes interaction and communication among participants.

### **Limits:**

- considering the group's opinion;
- domination of certain students in the group, leadership;
- isolation of students who share other opinions;
- passivity of some students;
- disorder, chaos - noise is created;
- the emergence of conflicts among students.

### ***Bibliography:***

*Application of Interactive Methods in Natural Science Education*, Shumen University "Episkop Konstantin Preslavski", Shumen, 2016

*Didactic Games in Teaching Biology and Health Education in the Secondary School*, Sofia University "St. Kliment Ohridski" Biology Faculty

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## LESSON PLAN

**SUBJECT: Man and Nature**

**CLASS: V**

**TOPIC: The Unity of the Organisms on Earth**

**OBJECTIVES: developing public speaking skills developing critical thinking and teamwork skills promoting tolerance and understanding**

**METHODS AND PROCEDURES: discussion, debate**

**ORGANIZATION OF THE CLASS: distribution in groups by lot, not by students' wish**

The topic of the debate is given to the students in the preparatory part and the class (29 students) is divided into groups.

There are two groups: "for" and "against", the members of the groups are chosen by lot. Each group chooses one representative. Both groups have the same number of participants (7) who are involved in the debate and a 5- student jury is selected out of the other students.

The jury familiarize with the criteria for assessing the whole process, see if the arguments are correct as content, if they match the defended positions, if important arguments are left out, and check the quality of the presentation in terms of culture, originality, persuasion, attractiveness, and attitude towards the opponent. The rest of the students make up the audience of the debate. One of them can be appointed as the head of the debate.

The debate goes as follows:

- 1) The debate is led by a supervisor;
- 2) Participants speak in turn, every participant (without the first one) has to first respond to the arguments made by the opposing team and then make his own argument within 3 minutes;
- 3) The discussion goes on until the arguments are exhausted;
- 4) Once both teams have spoken, the audience is given the opportunity to question their peers. Once the audience has asked questions, the leaders of the two teams are allowed, within 4 minutes, to present their statements;

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- 5) Assessment takes place after the end of the debate;
- 6) The jury votes each performance with the help of cards with numbers from 1 to 6, made in advance;
- 7) The jury justifies their assessment which can also be discussed.

The topic of the debate: "Unity of the Organisms on Earth"

**Instructions for the first team the so-called "approving team" or "for team"**

The team seeks evidence and justifies the allegation of unity of the organisms on Earth. To successfully debate, the participants point out and justify the similarities between organisms in terms of: cellular construction, structure of cells, general plan for the construction of multicellular organisms, and running of the vital processes - nutrition, respiration and excretion.

**Instructions for the second team - "the disapproving team" or "against team"**

The team looks for evidence and justifies the claim of diversity on Earth's organisms. To successfully debate, the participants point out and justify the differences between organisms with regard to number of cells building the body, structure of plant, animal and fungal cells, bodies performing basic life processes and running of the vital processes: nutrition, respiration and excretion.

**Photo Gallery**



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III.F ITALY



### 11. LEARNING BY DOING Do.Re.Mat.

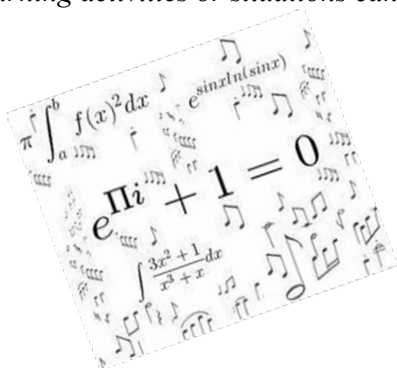
"If one considers the training process of an individual in his or her education from primary school to secondary school, mathematics is the only scientific subject that is treated with continuity. Therefore, it represents a particular paradox: on the one hand, it is the subject considered difficult par excellence, on the other hand it is the only curricular matter on which the pupil can progressively mature a scientific thought. In scientific thought it is fundamental for the conscious growth of young people, as it consolidates the attitude of asking themselves why things are like that. By means of mathematics and modelling, they can identify and examine those complex bonds that characterize reality, the different way we approach life in our contemporary society.

Musical education is defined as an articulated discipline, with its own disciplinary model and able to provide cognitive and metacognitive instruments of interpretation and understanding. Musical education can be seen as a response to the evolving needs of the education and training system.

The activities carried out according to Do.Re.Mat. project and its particular uses in teaching, are closely related to the learner's environment, to his attitudes and personal values.

Teachers, as facilitators, are able to use a variety of teaching methods and tools, depending on the audience and the results they want to achieve.

*Learning activities or situations can be like this below:*



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Films or slide shows



Result demonstrations



### **Description of the method:**

Do.Re.Mat, in fostering mathematical skills, recovers the cultural horizon of music and it also pursues the important objective of motivating young people to study along with building a system of skills, attitudes, motivations and learning abilities. Do.Re.Mat method has at its core the laboratory. It therefore seems evident that the laboratory, by its own intrinsic virtues, is the environment that offers cognitive, interpretative and social tools to young pupils, helping them to rebuild an identity, more integrated and mature both individual and social, in the context of conscious citizenship. It is precisely the reason why the heart of the Do.Re.Mat method is the laboratorial activity in which for every mathematical issue a real mathematical-musical model is created allowing the students to listen, learn, and express themselves. They practice and invent. The laboratory is the place of interaction where the students can test themselves, their own abilities and their own way of experiencing reality”.

The procedure wants to underline the analogies between Music and Math, because people can develop abilities of intuition, analysis and logic thanks to the logic- deductive method and they can connect mathematical skills with musical ones, like the national education strategy training intends to. Nowadays the analogies are very important for didactics because they strengthen the relation between skills and knowledge. This method is useful because students can learn all about music and math at the same time.

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### **Steps involved:**

- 1) Students are divided into 3-4-groups of 4-5 students;
- 2) The teacher introduces the content/topic and the tasks to students;
- 3) Each group realizes a product on the topic previously presented;
- 4) Their products are displayed on the multimedia whiteboards of the classroom;
- 5) All the products are analysed;
- 6) The groups re-examine their own products compared to the others, after the gallery walk is completed.

### **Benefits:**

- is an activity which involves collaborative work;
- allows students to work in groups;
- adds value to students' abilities, considering their interests and their predispositions;
- involves students who find difficulty in concentrating and thinking in abstract terms.
- increases mathematical competences;
- develops self-discipline;
- facilitates the study of Math;
- gives the opportunity to students to appreciate the work of their peers.

### **Limits:**

- creates the tendency to comply with the group's opinion;
- leads to group dominance by certain students;
- isolates the students who don't have similar interests or abilities;
- creates noise and apparent crowd;
- develops possible group dependence in solving the tasks;
- generates possible conflicts among students;

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## LESSON PLAN

**SUBJECTS: Math-Music**

**CLASS: 6th, 7th and 8th grades**

**TOPIC: Solving multiple expressions combined with the music rhythm;**

**AIM: Valuing musical imagines, by means of invention and composition, useful for learning Math; developing the students' cooperative learning skills;**

**TEACHING STRATEGIES: problem-solving, Do.re.mat method,**

**The activity is based on a laboratory in which students perform a musical series in arithmetic and an arithmetical series in music.**

**AIDS: laboratory and textbook**

### **Expectations**

- ✓ Connect each image with an expression;
- ✓ Compose, read and play a musical series;
- ✓ Do operations;
- ✓ Invent musical series and arithmetical operations.

Each student will share his work with the rest of class, facilitating the comparison and analysis of their products.

### **Stages of activity:**

#### **Activity 1**

- ✓ Consider the following operation:

$$4/16 + 1/4 + 2/8 + 1/4 + (2/16 + 1/8) \times 2 + 2/8 + 1/4 + 1/8 + 2/16 + 1/4 + (4/16 + 1/4) \times 2 + 1/2 =$$

- ✓ Calculate the result (4)
- ✓ Represent the operation in musical form
- ✓ Play the song “We will rock you” sung by Queen
- ✓ Represent in numbers the series  $(1/8 + 1/8 + 1/4) \times 60$
- ✓ Calculate the result (30)

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4



Rock you! We will rock you! Oh! We will rock you, oh!

Rock you! We will rock you! Rock you! Rock you!

Rock you! We will rock you! Oh! We will rock you! Oh!

Rock you! We will rock you! Rock you! Rock you!

12

Unis. *mf*

Bud - dy, you're a boy, make a big noise, play - in' in the

Unis. *mf*

street, gon - na be a big man some - day. You got

13

WE WILL ROCK YOU – TTBB

**Activi**

Straight lines and melodic lines - the goal of the activity is to help the student to become familiar with another part of the note: the pitch. Notes have got pitch and duration. This can be noticed when different sounds are played during a musical execution: it seems that music goes in different ways. This is what we call melodic line.

**Find analogies**

Associate two straight lines with two melodic lines -this type of activity wants to encourage the search of analogies enabling students to transform geometrical concepts into musical ones and vice versa and make a metaphor. Music and math speak the same language: music uses terms like “lines” to describe emotions. A melodic line is not a straight line, but it

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helps them picture how a straight line is. We can look at music through “the eyes of the math” to discover the math in music.

### **Phases of activity:**

- ✓ Play Symphony IX by Beethoven;
- ✓ Mark the staff to highlight the pitch.

Final product: Multimedia presentations of the students’ work, which can reveal countless and sometimes unexpected connections between music and mathematics.

### **Checking criteria**

At the end of the lesson, each team presents their work, which is corrected and evaluated according to some specific assessing criteria: experimental ability in terms of autonomy, dexterity and working method, level of interaction with peers, participation, commitment, involvement and personal contribution.

The teacher gives the students a feedback questionnaire in order to assess whether their expectations have been met, to find out the strengths and weaknesses of the laboratory, to measure the general satisfaction regarding the activity. The results of the feedback questionnaire may be an indicator of the students’ willingness to repeat the experience.

### **Conclusions**

The present activity was intended to explain how often science and the various forms of art are intertwined, leading to fascinating results and hidden interconnections.

Mathematics and science in general, needs imagination and inspiration. The scientific studies can become inspiration for artists, whose inventiveness, can create unexpected bonds between art and science. This tendency to unite rather than to divide is proper to art as to science. An innovation that does not spread and does not become a shared cultural heritage is like a piece of music that is not heard or a painting that cannot be admired.

This is why looking for connections, broadening your vision, comparing seemingly distant areas leads to fascinating results, with positive effects both in education and in life.



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### 13. CREATIVE WRITING

“Creative writing is considered to be any piece of writing, fiction, poetry, or non-fiction, that goes outside the bounds of normal professional, journalistic, academic, and technical forms of literature. Works which fall into this category include novels, epics, short stories, and poems. Writing for the screen and stage, screenwriting and playwriting respectively, typically have their own programs of study, but fit under the creative writing category as well.” (*Wikipedia*)

#### Description of the method

Creative writing is any form of writing which stems from the creativity of mind: fiction, poetry, nonfiction and more. The purpose is to express something, whether it be feelings, thoughts, or emotions.

There are two kinds of creative writing: good and bad or effective and ineffective. Bad/ineffective creative writing cannot make any impression on the reader. It won't achieve its purpose.

The best way to increase your proficiency in creative writing is to write, write compulsively, but you should know certain things which may help you to start with the right “hand”:

- ✓ there are **no set rules for writing** and the students can write whatever they like;
- ✓ creative writing should be fun;
- ✓ do not have to focus on spelling, grammar or syntax;

In creative writing, the student is told what to write about and not how to write.

#### ***How to teach creative writing?***

- 1) **Read to your students**, no matter how old they are, so that they know what high quality writing sounds like.
- 2) **Choose some familiar fairy tales, stories or nursery rhymes.** Write a list and ask students to tell you from whose point of view the story/ the poetry is written.
- 3) **Discuss** which story/poetry elements tell you who is telling the story.
- 4) **Identify** the characters in the story and discuss about their personal features.
- 5) **Give** students the opportunity to edit and revise their work.

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- 6) **Start** each lesson with **warm-activities** such as: find as many adjectives as possible to replace the word “good“, give examples of strong verbs in order to avoid the overuse of the verb “to be“, practise on run-on sentences and sentence fragments, use figurative language, etc.

In order to encourage the students who enjoy writing, the teacher can ask them to join a writing club. The teacher should keep in mind not to limit the access of the students, to welcome anyone who wants to join and to allow them to choose their own topics. Students may feel reluctant and threatened by a blank piece of paper and the request to write. However, by choosing the right activities, the teacher can help them to overcome their fears and improve their creative writing skills.

**Benefits:**

- improve verbal and written skills;
- improves their ability to come up with alternative solutions;
- broadens the students’ thought processes;
- develops students’ creativity and originality;
- builds self-confidence and gives a feeling of self-accomplishment.

**Limits:**

- Not everyone can teach creative writing;
- Is not appropriate for all school subjects;
- Difficult to assess the students’ works;
- Time consuming.

## LESSON PLAN

**TITLE: In the world of emotions: Poetry**

**CLASS: VII**

**Learning to promote**

The student knows how to play with words. Learn to use the right terms at the right time to make descriptions and express emotions. Use logic to manipulate events and create sequences. It sets the imagination in motion to invent facts and create the necessary tension.

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### **Use of language in order to express thoughts and convey emotions.**

#### ***Knowledge***

- ✓ the characteristic elements of poetry;
- ✓ the contents of the poem with classification of the typology;
- ✓ the style of poetic language and the intervention of "emotions".

#### ***Skills***

- ✓ using the elements and use roles;
- ✓ creating new situations;
- ✓ applying some essential rules in the construction of the verse.

#### ***Standards of Learning***

- ✓ interpret and decode the elements of the various types of poetry;
- ✓ use the typology of poetic texts in the simplest forms;
- ✓ ability to understand and use metaphors and comparisons.

### **LABORATORY ACTIVITIES**

- ✓ Collective observation of a landscape;
- ✓ Reading of texts in which compliance with punctuation marks and the correctness of voice modulation are essential;
- ✓ Proposal to use the language to express feelings and emotions in front of the beauty of the environment.

### **AIDS AND TEACHING SUPPORTS:**

- ✓ Poetry books, audio-visual aids, iconographic images, posters.

### **METHODOLOGIES**

- ✓ frontal lessons (interactive - operative). Guided discussions;
- ✓ reading and exhibition of poetry;
- ✓ formal and content analysis of the texts;
- ✓ identification of the characteristics of the poetic genre;

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- ✓ use of strategies to foster fantasy;
- ✓ analysis of landscape features;
- ✓ choice and illustration of the most significant views.

### UNIT TASK

Everyone intervenes in the composition of a poem knowing to respect the scene and the characteristics of the landscapes. Use your skills both in the individual creative phase and during the group activity.

### CHECKS:

- ✓ Production of a poem - Discussions on the choice of the topic
- ✓ Illustration of the idea on billboards.

### RATING

- ✓ *Level 1*
  - basic instrumental difficulties;
  - discreet participation;
  - sufficient motivation for laboratory work;
  - proposals not always in line with the performance of the express action.
- ✓ *Level 2*
  - instrumental skills and more than sufficient understanding;
  - good motivation for laboratory work;
  - quite intelligent proposals;
  - good ability to invent verses.



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### III.E ESTONIA

## **14. TEACHING THROUGH TECHNOLOGY (GOOGLE FORMS & KAHOOT)**

### **Description of the method**

Google forms are widely used to create surveys easily and quickly since they allow us to plan events, ask our students questions and collect diverse types of information in a simple and efficient way. Forms are among the internet's most versatile tools - it only takes a few minutes to make one for free. It's one of the simplest ways to save data directly to a spread sheet, and it's the best Google Sheets' spread sheets sidekick. Google forms allow us to include different types of tasks such as giving short answers, ordering paragraphs, creating dropdown lists and multiple checkboxes, linear scale, multiple choice grids of questions, etc.

When you need to gather data for your spread sheets, a form is your best friend.

Google Forms is a tool that allows collecting information from users via a personalized survey or quiz. The information is then collected and automatically connected to a spread sheet. The spreadsheet includes the survey and quiz responses. In Settings, users can make changes that affect all new forms, such as always collecting email addresses.

### **Benefits:**

- a free on-line tool, that allows you to collect information easily and efficiently;
- can create surveys to ask your students information about various topics;
- you only need a Google account to create a Google form;
- simple to use; The What-You-See-Is-What-You-Get interface makes it easy to drag and drop form elements and organize them based on actions or events;
- stores the feedback received so we can analyse it in detail;
- is integrated with Google spreadsheets therefore we can access to a spread sheet view of the collected data;
- can be sent by email, integrated into our website or sent via links to social networks.

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### **Limits:**

- needs Internet connection;
- limited design customization – however, advanced users can change the design to use the tool for a greater number of purposes;
- needs security precautions – the user has to create a good password and protect it in order to increase the level of security;
- certain limitations regarding the properties of this tool: it accepts texts up to 500 Kb, images up to 2 Mb. The limit for spread sheets is 256 cells or 40 sheets.

**Kahoot** is a game-based learning platform, free for teachers and students. A Kahoot game/quiz can be played on smartphone, laptop and computer either individually or in a group. This is an online game and therefore requires a good internet connection.

It's possible to create fun learning games in minutes followed by a series of multiple choice questions. The format and number of questions are entirely up to the teacher. It's possible to add videos, images and diagrams to the questions in order to increase the students' engagement.

Kahoot is best played in a group setting, for example, in a classroom. Players give answers using their own devices, while the game is displayed on a screen in front of them. It creates a 'campfire moment' encouraging players to look up and enjoy together. The platform not only offers millions of games but also gives you the chance to create your own Kahoot game. Creating and solving topic- related exercises stimulate the students to get closer to the content taught during lessons and motivate them to put into practice the acquired knowledge. It is always awesome for students!

The students find Kahoots on [www.kahoot.it](http://www.kahoot.it). For further instructions please access <https://kahoot.com/what-is-kahoot/>

**Sources:** [https://en.wikipedia.org/wiki/Google\\_Forms](https://en.wikipedia.org/wiki/Google_Forms)

<https://zapier.com/learn/google-sheets/how-to-use-google-forms/>

<https://www.mydatascope.com/blog/en/2018/06/15/advantages-and-disadvantages-of-google-forms/>

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## LESSON PLAN

**SUBJECT: English**

**CLASS: 7**

**TOPIC: Famous British People**

**OBJECTIVES OF THE LESSON: 1) get to know the famous British people learn using Kahoot quiz;**

**2) learn how to use and create a Kahoot-game/quiz;**

**TIME: 90 minutes + homework**

### **Procedure:**

The students' first task is to recognize some specific famous people with the help of Kahoot game chosen by the teacher <http://bit.ly/2Vt1Grx>.

Then the students are divided into groups of three using Random Team Generator. Each group is in charge of one particular field of activity: music, literature, history, film, politics, etc. The teacher has distributed the fields to the groups in advance.

The students have to agree upon five celebrities among those included in their questionnaire. The main condition for choosing a celebrity is that all the members of the group should have heard of him/her.

Before creating their own quiz, the students need to create accounts. Then they review the different stages and possible options for creating the quiz.

Usually the students chose the traditional multiple choice option and agree that the questions need to be simple, e.g. Who is he/she? , Where was he born? , Where did he live? , etc. It takes an hour to complete the selection of celebrities and information regarding them.

At home, the students can complete and / or improve their quiz.

The Kahoot-games are to be presented the next English class.

### **Feed-back of the activity:**

- 1) students improve their digital skills by creating Kahoot quizzes by themselves;
- 2) students improve their English writing skills ( making questions in English);
- 3) students broaden their cultural horizon with new knowledge about famous people;

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## LESSON PLAN

**SUBJECT:** English

**CLASS:** 9

**TEXTBOOK:** Key English 9, Unit 4

**TOPIC:** Canada **AIM OF THE LESSON:** creating a Kahoot-game on the topic of Canada

**METHODS AND PROCEDURES:** explanation, using IT technology

**AIDS:** Smartphone, laptop, Internet connection, video projector

**CLASS ORGANIZATION:** in groups of four or five students groups

**TIME:** 90 minutes (two lessons)

The students can bring their own device (BYOD) or they can use the PC in the classroom. They will continue their work at home.

**Steps:** The teacher introduces the topic of the lesson by playing the video entitled "10 best places to visit in Canada" <https://www.youtube.com/watch?v=pdluztbsabc>. The teacher presents the aim of the lesson: creating a **Kahoot-game on the topic of Canada**.

Using Teamgenerator <https://www.jamestease.co.uk/team-generator/> the teacher divides the class in groups.

- ✓ Group I has got the task to create a Kahoot-game about Montreal;  
<https://kahoot.com/>
- ✓ Group II has got the task to create a Kahoot-game about „Famous Canadians“;  
<https://kahoot.com/>
- ✓ Group III has got the task to create a Kahoot-game regarding „Key facts about Canada“  
<https://kahoot.com/>
- ✓ Group IV has got the task to create an interactive Canada-map using ThingLink app;  
<https://www.thinglink.com/>
- ✓ Group V deals with the vocabulary of the unit creating a Quizlet-task;  
<https://quizlet.com/>

The students carry out their task throughout the entire lesson. The next English class the students present the games they created and together with the teacher they analyse and correct the grammar and vocabulary mistakes they made.

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The home assignment is to create a quizlet on vocabulary they used.

<http://bit.ly/2E0aD1k>.

**Feedback of the activity:**

- 1) students improve their digital skills by creating Kahoot quizzes by themselves;
- 2) students improve their English writing skills (making questions in English);
- 3) students broaden their cultural horizon with new knowledge about Canada.

## **15. DISCOVERY LEARNING**

### **Description of the method**

Discovery learning is a kind of teaching that is based on the student finding things out for themselves, looking into problems, and asking questions. Essentially, it's all about students coming to their own conclusions and asking about things that might not make particular sense. Students will undergo discovery learning when they are looking at their own experiences and knowledge in their studies, and enquiring about further information to improve their understanding. Discovery learning will also be used in terms of answering controversial and tricky questions, asking other people what they think, and generally discussing things. Experiments are also key to discovery learning, for instance in sciences, where students will be able to experience science right in front of them - and discover things that may occur, which hence prompts them to ask the question 'why?'

It has been proven that discovery learning is an incredibly effective method of teaching special needs students, and is perfect for allowing students to have a productive learning environment that promotes questioning things, discussing ideas, and getting involved. Discovery learning also has a part in getting special needs students involved in normal, conventional educational curriculum - indeed, this means that discovery learning can play a key part in getting special needs students in the same classroom as 'regular' students, studying the same things, and sitting the same kinds of exams. This means that special needs students will not feel estranged, and will not feel like their education is particularly different to anybody else's. In the long run

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this provides a moral boost for special needs students, whilst also enhancing their education and the education of the other students sharing their class.

**Benefits:**

- develops curiosity;
- develops the ability to ask great questions;
- engages all the senses;
- learns how to learn and finds learning in everything;
- observes the world through different lenses;
- has positive effects on retention of information at six weeks after instruction versus that of traditional direct instruction;
- develops inquiring minds and the potential for life-long learning;
- integrates mathematics, language and speech, movement, music and crafts in one activity;
- promotes the students' exploration and collaboration with teachers and peers to solve problems;
- needs minimal teacher's guidance;
- solving problems with multiple solutions, use of hand-on materials, minimal repetition and memorization;
- children are also able to direct their own inquiry and be actively involved in the learning process which helps with student motivation;
- develops children's social skills, judgment, and written and oral expression skills;
- involves students with special educational needs in conventional school curriculum.

**Limits:**

- requires longer time for task solving;
- creates noise;

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- facilitates learning errors;
- there is no precise control over the quantity/quality of the knowledge acquired by each student;
- topics are meant for the first stages of students;
- creates cognitive overload;
- may result in potential misconceptions;
- makes it difficult for teachers to detect problems and misconceptions;
- many teachers lack the necessary methodological training (which is not a disadvantage of the method as such).

***Linkography:***

[https://en.wikipedia.org/wiki/Discovery\\_learning](https://en.wikipedia.org/wiki/Discovery_learning)

<https://www.learning-theories.com/discovery-learning-bruner.html>

<https://accelerance.co/discovery-learning/>



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**III.G POLAND**

## **16. MINDMAPPING**

### **Description of the method:**

“Mindmapping” is an easy way to brainstorm thoughts organically without worrying about order and structure. It allows to visually structure of ideas to help with analysis and recall. “Mindmapping” is a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept or subject using a non-linear graphical layout that allows the user to build an intuitive framework around a central concept. A mind map can turn a long list of monotonous information into a colorful, memorable and highly organized diagram that works in line with your brain's natural way of doing things.

### **How to draw a mind map:**

- 1) start in the middle of a blank page, writing or drawing the idea you intend to develop. It is good to use the page in landscape orientation;
- 2) develop the related subtopics around this central topic, connecting each of them to the centre with a line;
- 3) repeat the same process for the subtopics, generating lower-level subtopics as you see fit, connecting each of those to the corresponding subtopic.

### **It's good to:**

- ✓ use colours, drawings and symbols copiously;
- ✓ keep the topics labels as short as possible, keeping them to a single word – or, better yet, to only a picture;
- ✓ vary text size, colour and alignment. Vary the thickness and length of the lines. Provide as many visual cues as you can to emphasize important points.

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### **Benefits:**

- avoids dull and linear thinking;
- increases creativity and productivity because it's an excellent tool to let students generate more ideas, identify relationships among the different data and information, and effectively improve memory;
- allows generating creative and even unique ideas in less time. It gives students the freedom they need when brainstorming so that the flow of ideas is not blocked or hampered like linear thinking does;
- is a great way to categorize and organize the brainstormed ideas and identify their relationships. By using a single page or space students can already place a huge amount of information and check its connections. Making connections is easier to do because they have all the information about a particular topic in a single glance. It can even help to discover new relationships among seemingly unrelated ideas and information;
- enhances memory and retention by using colours, images and keywords. It's easier to remember information this way rather than reading long sentences. The use of colours, images, and keywords also help make learning more interesting and fun so students become more motivated to remember important details.

### **Limits:**

- may be difficult for those who are very logical in the way they think. In brainstorming, for example, mind mapping encourages students to let the flow of ideas go freely. For logical people it is hard to trust their intuitive side because logic is telling them that this way of thinking is not possible;
- requires active participation of the students. They have to know that mind maps provide a self-explanatory information and structure that can be understood best by the person or people who took part in making it.

So it might be a little difficult for other people who did not witness the activity to make complete sense out of the mind map.

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## LESSON PLAN

**SUBJECT:** English language

**CLASS:** 7

**TOPIC:** How to care about environment?

**METHODS AND PROCEDURES:** conversation, explanation, mindmapping method, exercise;

**TEACHING AIDS:** paper sheets, markers, video on YouTube;

**CLASS ORGANIZATION:** in groups

Teacher presents students subject of the lesson. Then they make a conversation what is the environment in their opinion. Teacher turns the movie about environment on YouTube and after that he explains students the task. The class (24 pupils) is divided into 6 groups of 4 pupils. Every group get sheet of paper with the word “ENVIRONMENT” in the middle. Student should discuss with their groups about environment and write their conclusions in three categories: protecting, types, problems.

After 7 minutes every group present the others their mindmaps. At the end of the lesson students display their mindmaps on the boards in the classroom.

### Photo gallery

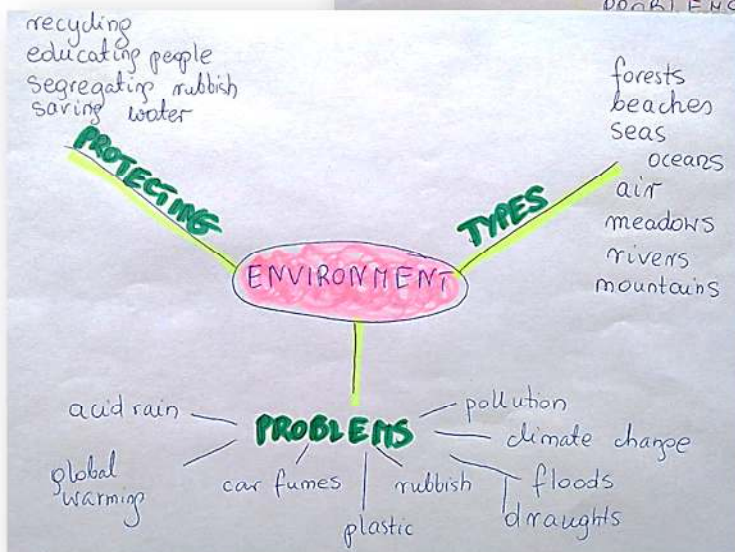
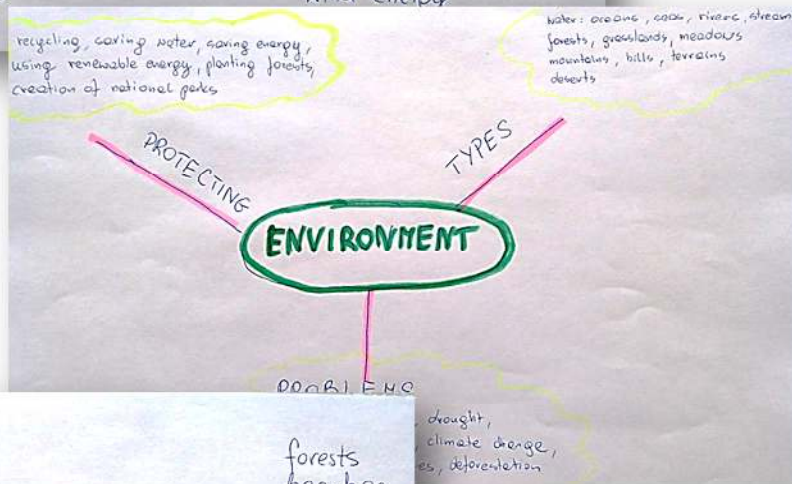


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global warming	acid rain	rubbish
climate change	car fumes	rubbish dumps
floods	pollution	endangered species
droughts	ozone holes	<del>culture</del>
landslide	x plastic	cutting down rainforests

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recycling	segregating rubbish	saving energy
reusing	reducing eating meat	alternative sources of energy
reducing	saving water	solar energy
educating people		kind energy



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## **17. SCIENTIFIC METHOD (THE EXPERIMENT)**

### **Description of the method:**

The experimental method is usually considered to be the most scientific of all methods, the 'method of choice'.

An experiment is a study of cause and effect. It differs from non-experimental methods in that it involves the deliberate manipulation of one variable, while trying to keep all other variables constant.

### **Benefits:**

- it is based on empirical evidence;
- it is proof and verification;
- found by reasoning and observation;
- reliable at finding the truth;
- scientists are impartial;
- cautious - with theories that are backed up.

### **Limits:**

- nothing has full knowledge of the world;
- senses can deceive us - science only provides us with an incomplete picture of the world;
- scientists can never be completely unbiased;
- science isn't free from error;
- no way of knowing what is real - some things could be illusions;
- theories have to sometimes be interpreted e.g. data is interpreted.

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## LESSON PLAN

**SUBJECT: Chemistry**

**CLASS: 6**

**TOPIC: Density of liquids.**

**TEACHING STRATEGIES:**

**METHODS AND PROCEDURES: conversation, explanation, experiment;**

**TEACHING AIDS: water, sugar, food colouring, laboratory utensils, notebooks, pens.**

**CLASS ORGANIZATION: in groups**

The teacher divides the class into five groups of four students. Each group of students organizes a place to work. The teacher gives students instructions for making experiments and the necessary instruments, as well as explaining what to do.

Students perform experience according to teacher's instructions. Groups should be given three glass scoops, a beaker, a spoon, a glass of sugar,  $\frac{1}{2}$  l of water and three-color food dyes.

The students pour half a measure of water and then pour in 10, 20 and 30 tablespoons of sugar and mix. Then add a food colouring to the liquid - to each other color. Slowly pour the liquid of each colour into the beaker. After a while students can see that the liquids in different colors have separated – the one with the highest density is located at the bottom, while the one with the lowest density – at the very top. Throughout the experiment, the teacher controls the pupils' work and provides additional explanations.

After the students have done their experiments, the teacher asks students what this type of dependence is called and asks them to write it in their notebooks.



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#### IV. INTRODUCTION TO NON-FORMAL TEACHING METHODS

In the 70's the concept of "lifelong learning" began to be used, that "was to be the 'master concept' that should shape educational systems (UNESCO 1972:182). What emerged was an influential tripartite categorization of learning systems. It's best known statement comes from the work of Combs with Prosser and Ahmed (1973)."

According to them the three types of education are:

Formal education: the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training.

Informal education: the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment - from family and neighbours, from work and play, from the market place, the library and the mass media.

Non-formal education: any organised educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives.

(<http://infed.org/mobi/what-is-non-formal-education/>)

From the etymological point of view, the word "non-formal" has its origin in the Latin "nonformalis", taken with the meaning "outside of special / officially organized forms for a certain kind of activity". Non-formal denotes a less formalized educational reality, but always with normative-educational effects.

##### **Main characteristics of the non-formal education:**

- it is varied, flexible and optional;
- differentiates the content, methods and tools of work according to the interests and abilities of the participants;
- capitalizes on the entire learning experience of the participants.

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These types of activities are performed in the socio-cultural environment as means of entertainment, spending time constructively or resting actively. They are intended for all ages, both children and adults.

**Advantages of using non-formal education:**

- ✓ is focused on the learning and not on the teaching process, soliciting the participants in different ways;
- ✓ has a curriculum at choice, flexible and varied, offering the participants diverse and attractive activities, depending on their interests, special aptitudes and aspirations;
- ✓ contributes to the widening and enrichment of the general and specialized culture of the participants, including activities meant to complete their studies;
- ✓ ensures a rapid updating of information from different fields, aiming at maintaining the interest of the general public, offering flexible alternatives to all ages and professional training, emphasizing the immediate applicability of knowledge and not their memorization;
- ✓ employs the new communication technologies, taking into account the progress of the society;
- ✓ responds to the needs and requirements of lifelong learning;
- ✓ is based on many active/interactive and diversified learning methods;
- ✓ allows the accumulation of new knowledge, skills and attitudes;
- ✓ supports the personal development of individuals/groups;
- ✓ represents primarily learning through new experiences and allows the use of previous experiences;
- ✓ may lead to the recognition of the acquired competences;
- ✓ involves a process of reflection;
- ✓ can produce a change for the better for both the participants and the community.

Therefore... non-formal education can be described, among others, as: holistic, inclusive, diverse, multicultural, continuous, formative, complementary, challenging, stimulating, fun,

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unconventional, interactive, participatory, voluntary, optional, non-directional, sustainable, flexible, attractive, applicable, accessible, adjustable, innovative, creative, dynamic, positive...

and it is organized within:

- non-governmental organizations (regardless of profile);
- governmental organizations;
- schools and universities;
- vocational education and training centres;
- child care and protection centres;
- students' cultural houses and clubs;
- institutions such as: museums, theatres, cultural centres, libraries, cinemas, cultural houses;
- professional associations, trade unions;
- church etc.



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## NON-FORMAL TEACHING METHODS/ACTIVITIES



PUBLIC CAFÉ  
FACEBULL



CULTURAL WORKSHOP  
GAMES (BOARD GAMES)



GETTING TO KNOW ACTIVITIES (FOLKLORIC RANCH)  
(RHETORICAL CONTEST)



CREATIVE WORKSHOP - WHO IS WHO?  
ROLE-PLAY



FIVE FINGERS ACTIVITY (FROM I TO US)



TEAM BUILDING ACTIVITIES (3 MONKEYS and CLASSIFY THIS)



TREASURE-HUNT  
JUGGLING

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**V.A ROMANIA**

## **1. PUBLIC CAFÉ**

### **Description of the method:**

One of the main problems we face today is the motivation of the students for active and conscious learning. Although it has many benefits, technology has alienated people, isolated them and led them to a general state of comfort. There is plenty of information, while the answers come without much effort, but especially without the important process of self-introspection.

Public Café is a method of active dialogue, information exchange and finding creative action solutions. In general, the public café is used to debate upon a particular topic, in a relaxed manner, allowing the participants to interact and know each other better.

The relaxed atmosphere of a café stimulates free and creative thinking, involving all participants, even the most timid ones, in dialogue.

The participants sit at tables of 4-5 people, each table discussing an aspect of the topic in question, and obviously serving coffee, tea and refreshments. Each table deals with one issue of the topic which remains the same throughout the activity.

At each table one of the participants is the "host". After a first round of 20-30 minutes, the participants move to other tables where they will discuss the issues debated by the other groups, while the hosts stay at their original places all the time. The host introduces the newcomers into the conversation and takes care that the dialogue takes place logically and constructively.

The number of rounds depends on the size of the group so that the whole process does not take more than 3-4 hours. Finally, a whole-group discussion session can be held in order to share the conclusions.

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The participants should be people who can come up with innovative ideas, who are able to look at the topic addressed from a multitude of points of view. The more various the participants' experience is the more valuable the dialogue and ideas can be.

**Benefits:**

- stimulates free and creative thinking;
- allows interaction and close relationships between participants;
- stimulates the involvement in the dialogue of all participants, even of the most timid ones;
- generates new ideas, facilitating innovation.

**Limits:**

- takes much time;
- needs trained people (the host of the café should be familiar with the topic of the debate and have the ability to synthesize and integrate the results of the discussions)

***Linkography:***

[http://www.eycb.coe.int/composito/chapter\\_4/4\\_6.asp](http://www.eycb.coe.int/composito/chapter_4/4_6.asp)

<http://www.nonformalii.ro/metode/cafenea-publica>

## ACTIVITY PLAN

**Context:**

The Public Cafe is an active method of dialogue, meant to bring people together. It takes place in a well-organized environment, under pre-arranged conditions and it is prepared in detail. It is a method which allows that a topic of interest for the participants to be subjected to a debate, without formal pressure. The participants may be students, teachers, parents, but also other interested people.

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**Topic:** "Why do (don't) we learn?" was the debate topic for the pupils in the fourth grade.

**Preparation:** The preparation of the activity involved establishing the right framework (a public cafe in town) and ensuring the best conditions for conducting it, according to the participants' age; the students were served with tea, hot chocolate or soft drinks.

Once the day and the time of the meeting were decided, a formal invitation was sent to the parents, so that everyone interested in the activity could attend. Posters were made announcing the event both at school and in the local community; there were also made badges for the pupils, labels for tables and flyers presenting the activity. The pupils had flipchart sheets and markers, too.

#### **Organizing the activity:**

The participating pupils sat at tables in groups of 5 (one of them being designated the host pupil), each table discussing an aspect of the problem in question. In our case, the issues approached were: *Why do we learn? Why don't we learn? Positive/negative factors, Who is to blame?, Who do we ask for help? and Wishes.*

The issue chosen for each table remained the same throughout the whole activity as well as the host pupil. Every every 20-30 minutes, the participants exchanged tables and they were introduced to the issue in question by the host pupil. The role of the host pupil was to keep the conversation flow.

For example, at the table *Who is to blame?*, there were brought various accusations (written down on the flipchart by the host): *the younger brother disturbs me; I can not concentrate; Dad plays on the computer and distracts me; my mother is never satisfied; my grandmother makes me take a nap and this annoys me; the teacher always gives us homework; I do not like school, who invented it?; I am guilty... I always start doing my homework late and I am tired.* This pupil who timidly dared to blame himself for his poor school achievements brought him the silent admiration of those at the table.

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At the table *Positive/negative factors* there were brought up the learning conditions provided by the children's families, the parents' interest in their education or the consequences of their absence (in the case of those working abroad), the family expectations, etc. As a negative factor influencing the learning process was mentioned... *God, who does not help us when we need.*

The role of parents and other interested parties is to provide an outside view on the topic in question, bringing more objectivity and stimulating open communication. In our case, because of the pupils' age (9-10 years old), the presence of their parents was discreet and the other persons were limited to observing certain aspects of the activity. The role of the teacher is to be a mediator who guides the participants towards a constructive dialogue.

### **Recommendations:**

It is recommended that the whole process should not last more than 3-4 hours, depending on the size of the group, but also on the age of the children involved. In our case, the time proved to be short, because the atmosphere was relaxed, there was no pressure and nobody rejected or judged the others' ideas.

Make sure that the host students have got enough time to write down the conclusions which will be presented to the participants at the end of the activity.

For older students this type of activity might be followed by a debate.

### **Photo Gallery**



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**CAFENEUA PUBLICĂ**  
GRĂDINARIU DARIA  
gazdă 

 **Tot educație.**  
**Nonformală**

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## 2. FACEBULL ( adapted from Gruppo No Hate Speech Centro StudiSereno Regis)



### Summary

FACEBULL is a role-play whose aim is to bring out the issue of violence developing in social networks.

Its aim is not to demonize internet and social networks, but to make young people think and meditate on how they should use the web and the consequences that any of their actions can have on both virtual and real life.

**Facebull**, then, wants to educate the youth for a more positive use of social networks.

### Topics addressed

- ✓ Communication
- ✓ Peer Education
- ✓ Social Inclusion

**Method:** Role play

**Duration:** 60-90 min

**Target group:** The activity is appropriate for students who are at least 13 years old.

### Objectives:

- ✓ Understand the relational and communicative dynamics that develop on the web;
- ✓ Think about the consequences that published images or videos and posted comments can have on both virtual and real life;
- ✓ Realize the importance of careful assessing the images and comments we post, because once they are online, they can no longer be removed;
- ✓ Reflect on the difference between real friends and followers;
- ✓ Become prepared for a more informed use of the web.

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- ✓ **Materials and resources:** A4 sheets, markers, magazines, scissors, glue, sticky notes, a board for displaying materials.

**Activity:**

All participants are given a sheet of paper, markers, magazines and newspapers from which they will cut out images, articles or words. With the material made available, everyone will build their own profile and their own page, including first name and surname (real or fake), photos, comments, articles which are representative for themselves.

Time: 20-25 min.

Once stage 1 is completed, each one, in silence and with the help of post-its will make comments on the pages of the other participants.

During stage 2, some of the participants, who have been previously assigned a specific role, will move through their mates' profiles and post comments, positive or negative.

Time: 10 min.

Stage 3 - The debriefing session focuses on the analysis of the participants' pages. In order to facilitate this time of sharing and reflection, the facilitator can ask the participants if something particular has happened during the activity and if they feel uncomfortable or embarrassed about the comments posted on their pages. They are invited to read the comments and express their thoughts (but no one is forced to do it).

The facilitator must take care to point out that people's behaviour may result from a role attributed to some participants, who will be then invited to describe their action and the comments left. Then there will be a discussion on the experience that each one may have in real life, on any cases of cyber-bullying which they attended and the role they played in that situation (as actors or spectators): "have you ever witnessed this type of situations?"; "have you ever played the role assigned to you?"; "do you recognize yourself in some other role?"; "how did you react?".

Time: 30-35 min.

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### **Outcomes:**

Thanks to the dynamism of the activity and the opportunity to give space to imagination, the participants have the chance to think about the violence developing online and compare the ideas they have (even if they are contradictory) about its consequences on the users. Unlike what we thought at the beginning, young people know the security measures taken by Facebook and other social networks too.

### **Evaluation:**

**Facebull** is an effective, useful tool for analyzing the web and its dynamics. It gives us the chance to engage young people in a debate in a participatory and creative way. If the activity is proposed to large groups, it is necessary a previous preparation of materials and procedure. It is important to think about the way you want the participants to communicate to each other during the activity, the type and the number of roles you intend to assign, etc.

Finally, make sure that all profiles are commented.

For English teachers it is a good chance to revise and improve their students' vocabulary connected to social networks. So, at the end of the lesson, the teacher may ask the students to write words they have learned connected to the topic.

e.g.

- |                           |                   |
|---------------------------|-------------------|
| ✓ log on                  | ✓ save the data   |
| ✓ user                    | ✓ post            |
| ✓ Internet                | ✓ virtual reality |
| ✓ networking              | ✓ tag             |
| ✓ icon pictures           | ✓ hashtag #       |
| ✓ to click on (a picture) |                   |

### ***Bibliography:***

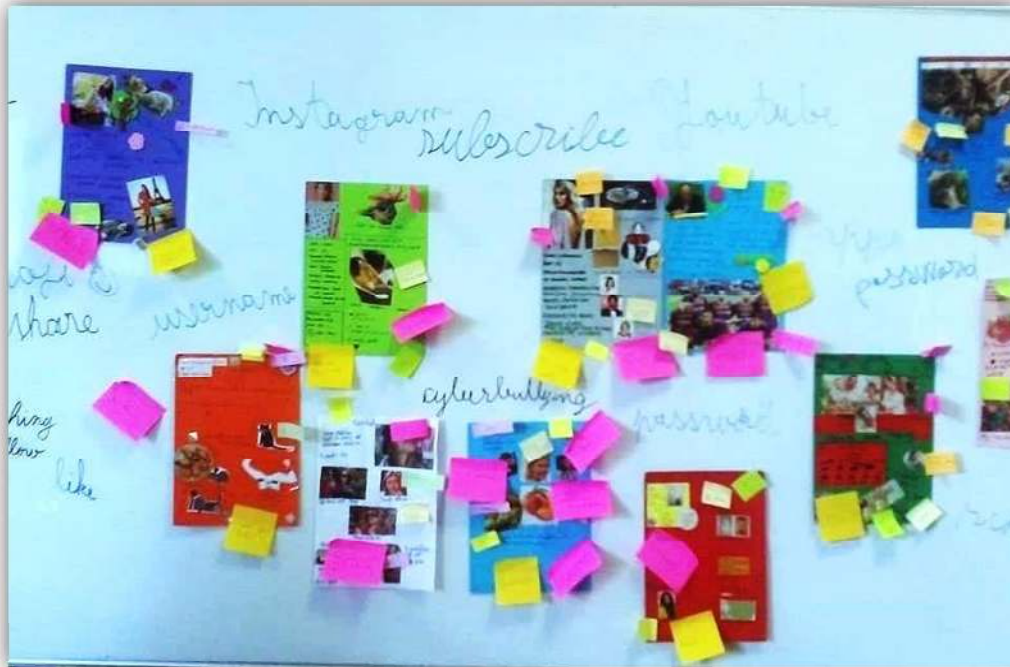
*Getting in Touch with the Cyber-Youth*, Training Course, toolkit for participants, Centro Studi Sereno Regis

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Photo Gallery



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**V.B TURKEY**

### **3. GETTING TO KNOW ACTIVITIES**

#### **ACTIVITY PLAN**

**ACTIVITY: GET TO KNOW EACH OTHER (Intercultural workshop)**

**TOPIC: How to make Turkish Coffee**

**TARGET GROUP: Adults**

**AIM: To integrate culture into education, to boost the participants' interest in other cultures, to learn patterns or words in Turkish language, to know each other better in cultural contexts.**

**TEACHING STRATEGIES:**

**METHODS AND PROCEDURES: conversation, explanation, repetition.**

**ORGANIZATION: in groups (at least of 4 or 5 persons) or as one group if the size of the group allows.**

**Procedure:**



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Start the activity with a few icebreakers to get everyone relaxed and comfortable. You find interesting suggestions about icebreakers and how to use them on [https://www.mindtools.com/pages/article/newLDR\\_76.htm](https://www.mindtools.com/pages/article/newLDR_76.htm)

### First Stage

Introduce the topic to the audience so that everyone can understand it and give the participants the opportunity to ask questions if further details are necessary.

In the first stage theoretical background is provided to the participants by means of questions such as: Have you ever been to Turkey? What did you like best? Do you know anything about the Turkish customs? etc.

Then the facilitator reads a short text about the importance of coffee for the Turkish people.



### Second stage

The facilitator presents the technique of making Turkish coffee using genuine ingredients (authentic Turkish coffee) and specific kitchenware: coffee pot, cups, a tray, some Turkish delights accompanied by some traditional Turkish music.

The facilitator chooses two volunteers to participate in the coffee making activity. The participants have to practise and perform the task following the indications given by the trainer.

During the process, the facilitator introduces the participants to some Turkish patterns, expressions or words. For example: **Afiyet olsun** (Good Appetite), **kahve** (coffee) etc.



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A unique feature of the activity is telling the fortune by looking into the cups and reading the coffee grounds. It is a well known Turkish custom to tell the fortune after drinking coffee in order to make the conversation more familiar and friendly. This creates a special atmosphere among the participants.

Next, the facilitator makes groups of 3 or 4 persons and asks the participants to describe their traditions regarding eating and drinking habits.



The activity goes on with short dialogues among the participants, exchanging information about different habits and customs. After the discussions, each participant writes a key word related to the topic on the board.

#### **Follow-upstage**

The participants receive a questionnaire at the end of the activity in order to express their opinions about the usefulness and benefits of the workshop. This kind of feedback is the only way to learn and improve for the next time.

#### ***Bibliography:***

Non-Formal Learning Handbook for Volunteers and Volunteering Organisations, by ICYE International Office, May 2007

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#### **4. GAMES (BOARD GAMES)**

Generally speaking, social games mean a competitive activity between at least two players, based on face-to-face interaction, achieved in a time and space, without an external purpose, or a material gain, except the pleasure of playing. The goal of the game may be, for example, navigating in the shortest possible time on a route or collecting a certain number of resources, which can be achieved by observing a certain set of rules accepted by the players by mutual agreement.

Most games involve the players' participation throughout the game; the goal of the players is to collect winning points (often unknown to other players) rather than remove the other players from the game. American games are an exception to this, because they try to eliminate the others from the game (such as Risk or Monopoly).

The roll-out of this type of games is generally based on the use of dice (the games have a good luck component), a strategic move from the players (dominated by the strategic or tactical element) or a skill action (based on the dexterity component).

Generally, social games can be attractive and educative for very different target groups. By knowing the various types of games and the skills they develop, the needs of different target groups could be addressed. Therefore, board games address to a wide target group: families with children, sedentary youths who need direct contact with other young people, people having different cultural backgrounds, self-reliant people, people in the same professional environment who communicate outside their working place, any persons whose leisure time could be diversified through different games as an alternative to television, computer and so on.

It is important that the game of society itself places all the players on the same level, beyond social and ethnical origin, religious beliefs and - above all - beyond previous knowledge. During the game, everyone is in a certain way equal, everyone has the chance to win a certain game or enjoy equal opportunities for fun or learning.

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**Benefits:**

- foster direct socialization among participants facilitating the individual learning process;
- activate motivational and emotional processes not just cognitive ones;
- experience behaviours or emotions in a symbolic setting;
- facilitate learning by experimentation;

Unfortunately, board games are rarely used as a method in formal education, as well as in non-formal one.

Using games at school implies:

- ✓ investing a great amount of time to prepare it;
- ✓ adapting the games to a particular theme or to some aspects that the teacher wants to develop.

As a non-formal teaching method, it is difficult to use one for a large number of children, knowing that single board game implies an average of 4-6 people. It is relevant that the teacher has to match the objectives of the lesson to the rules of the game, which also takes quite a long time.

**Linkography:**

<http://www.nonformalii.ro/metode/jocuri-de-societate>

<http://www.nonformalii.ro/metode/jocuri-de-societate/ce-presupune-aplicarea-metodei>

[http://www.eycb.coe.int/compasito/chapter\\_4/4\\_6.asp](http://www.eycb.coe.int/compasito/chapter_4/4_6.asp)



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## V.C PORTUGAL

### **5. GETTING TO KNOW ACTIVITIES (FOLKLORIC RANCH)**

FOLKLORE RANCH: this activity allows students of different ages to interact and exchange experiences, to find out more about different music and traditional dances in Portugal.

This type of activity involves students` parents and even grandparents in a joint effort to keep traditions alive. It also develops a healthy attitude towards entertainment and life in general.

#### **Benefits:**

- develops young people`s cultural awareness of Portuguese traditions;
- teaches tradition through entertaining activities;
- helps preserving and strengthening the cultural inheritance;
- broadens knowledge about parents` and grandparents` free time activities;
- brings traditional values back to life;
- develops auditory and motor skills;
- identifies, recognizes and uses traditional musical instruments;
- practises dance choreographies, working on motor memory;
- develops interdisciplinary experiences;
- diminishes generation gap.

#### **Limits:**

- attendance may be inconsistent;
- requires a lot of practice and time;
- it is not easy to evaluate students` performance;
- not all teachers are trained in this area;
- travelling costs are not always convenient to participants if the activity takes place in a different town.

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## ACTIVITY PLAN

**TARGET GROUP:** all ages

**TOPIC:** Portuguese Culture and Traditions

**Aim:** To make students develop a general sense of the Portuguese culture and dancing traditions as well as traditional musical instruments and songs.

### OBJECTIVES:

- ✓ promoting exchange of cultural knowledge between generations;
- ✓ developing motor and physical synchronization.
- ✓ practising a healthy and happy lifestyle;

### PROCEDURE:

The trainer asks the participants to listen to a piece of traditional instrumental music, and gives information about its origin, composer and its significance. The activity is more appealing if the teacher uses a short recorded material (documentary film, video) illustrating the musical instruments, the folk outfit and the dance moves (choreography).

It is up to the teacher`s mastery to make the students get involved and practise the dance moves.

### Photo Gallery



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6. **RHETORICAL CONTEST** belongs to a wide range of after school programs which are optional. This type of activity has a flexible timetable allowing the participation of a large number of students. It can be adapted to meet any individual needs and interests within different kinds of clubs or activities.

**Benefits:**

- increases curiosity;
- develops critical reflection;
- develops communication skills;
- practises interpretative/argumentative concepts;
- stimulates taking a stand;
- promotes self-determination and self-confidence;
- develops emotional, ethical and social awareness;
- accepts and argues different points of view;
- confronts ideas and perspectives, respecting other opinions;
- enriches knowledge and attitudes;
- stimulates the transfer of competences into different areas: school, family, society.

**Limits:**

- attendance is inconsistent and the activity does not reflect the students' performance;
- teachers are experienced but not trained in this particular area;

***Bibliography:***

Ahmed M, *Critical educational issues and NFE*, Prospects, 1983

BholaH S, *NFE in perspective*, Prospects, 1983

Callaway A, *Frontiers of out of school education*, in Brembeck C S & Thompson T J (eds.), *New strategies for educational development: the cross-cultural search for nonformal alternatives*, Lexington, Mass. Lexington Books, 1973

Heather L. Ainsworth M.Sc., Sarah Elaine Eaton, Ph.D, *Formal, non-formal and informal learning in the science*

***Linkography:*** <http://trawcoe.com/non-formal-education-vs-formal-and-informal-education/>

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## LESSON PLAN

**SUBJECT:** Citizenship Education

**CLASS:** 9<sup>th</sup>

**TOPIC:** The influence of religion in today's society

**AIM:** educating people in citizenship and human rights through an understanding of the different religions existing in today's society.

boosting the participants' interest in different religions,

**OBJECTIVES:** equipping young people to deal with situations of conflict and controversy knowledgeably and tolerantly and helping students to understand the consequences of their actions; teaching the students skills regarding self-expression in public to an effective degree.

**TEACHING STRATEGIES**

**METHODS AND PROCEDURES:** The methods and approaches chosen are based on student - student or teacher - student interaction, conversation, rhetorical debate.

**AIDS:** drawings, songs, poems, different kinds of written material are excellent tools for understanding the concepts of citizenship, democracy, justice, freedom, tolerance and peace.

**CLASS ORGANIZATION:** four teams of 3 students.

**Procedure:** At the beginning of the lesson, the teacher divides the class into teams of three. Then she introduces the discussion topic and tells the students which teams are **pro** and which are **con**. Then the students are given some time to research the topic, to discuss it within the team and find a method to present their opinions to the class. One student in each team is the spokesperson.

Each pro team presents their work for no more than 5 minutes followed by the replies from the con team who presents their own arguments. There are 2 rounds of discussions; the winner of the first round meets the winner of the second round.

The jury (teacher, guests, and other students) will decide upon the winning team. The winning team is the one who has the best arguments presented in the most convincing way.

**Note:** Before having the contest the teacher may ask students to come up with ideas for topics of discussion. This way, you will get to know their worries and interests.

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Through this game, the class will deal with many different ways of introducing, discussing, defending, or arguing in favour or against an issue.

Take advantage of the students' imagination. Allow them to amaze you with the inventive methods they use to get their opinion through.

Don't forget to have a prize for the winning team!



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**V.D BULGARIA**

## **7. CREATIVE WORKSHOP - WHO IS WHO?**

**TOPIC: knowing yourself and the others**

**LEVEL CEFRL: A2 – B2**

**AGE OF STUDENTS: 17**

**GROUP SIZE: 10-30 students**

**TYPE OF ACTIVITY: workshop**

**OBJECTIVES:**

- 1) Improving English communication skills;
- 2) Boosting creativity;
- 3) Fostering collaborative learning.

**METHODS:** discussion, questions and answers;

**MATERIALS:** passport hand-outs for all students, a CD player, CDs, felt pens;

**DURATION:** Phase1: 30 min, Phase 2: 15 minutes.

### **Description:**

The activity consists of two phases - Active part and Debriefing. The students create passports and discuss their feelings afterwards. The working language is English.

### **Phase1: 30 min.**

The students sit in a semi-circle. There is a box of felt-tip pens in the middle of the room. The teacher gives them instructions. Each student is given a hand-out. Then they have to create a photo and fill in the main passport sections (name, town and country).

Before finishing creating the fake passports, the teacher plays some background music on the CD player. While the music is on, the students exchange passports. When the music stops, they start drawing the faces. Then the music is on again, passports are exchanged again and thus they consequently draw the eyes, the nose, the lips, the hair and other features (glasses, scars, etc.). Each photo is created by different students. After that they are divided into small groups and are asked to fill in the other sections of the passport by asking and answering questions. The

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other sections are: address, languages, hobbies and interests, what do you want to change in your country, motto. Finally each passport goes back to its holder.

In the **Debriefing phase** the teacher asks the students to express their feelings in one or two words (e.g. How did you feel during the activity?). Then the most common feelings are discussed.

**Benefits:**

- stimulates creativity;
- encourages communication in English;
- practises specific and useful vocabulary;
- motivates students in the process of learning;
- builds teamwork and collaboration;
- generates attractive final products.

**Limits:**

- It is better to be done with students who do not know each other very well however it is not a major drawback if students know each other.



***Bibliography:***

Training Course, *The Power of Non-formal Education*, Portugal, 2018

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## 8. ROLE PLAY

Role-playing is the changing of one's behaviour to assume a role either, unconsciously to fill a social role, or consciously to act out an adopted role. The term is used more loosely in four senses:

- 1) To refer to the playing of roles generally such as in a theatre, or educational setting;
- 2) To refer to taking a role of an existing character or person and acting it out with a partner taking someone else's role, often involving different genres of practice;
- 3) To refer to a wide range of games including role-playing video game (RPG), play-by-mail games and more;
- 4) To refer specifically to role-playing games.

The role play method is an effective tool for raising awareness about the cases when human rights are violated, such as: the right to life, the right to liberty and freedom, the right to make medical decisions for yourself, the right to freedom of thought, the right to the pursuit of happiness etc.

The method allows the participants to play out different roles in which different individuals / groups saw their rights violated and the way in which the situation can be fixed.

### **Outcomes:**

- ✓ increases awareness of the challenges in the communities where students live;
- ✓ increases awareness of the possible solutions to the challenges in the local communities;
- ✓ increases confidence in students' power to make a change;

### **Benefits:**

- Role playing develops creativity and face-to-face communication in English. It is easy to adapt it to various topics and fosters teamwork and collaboration, attracts and stimulates the students' interest in learning, making the learning process more enjoyable.

### **Limits:**

- some learners may be reluctant to role playing.

**Linkography:** <https://en.wikipedia.org/wiki/Role-playing>

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## Ethics at the Workplace

### Description of the activity:

The activity is a combination of theory, technology and group work that converge in order to enable the participants to reflect on their behaviour and to determine them to make a change for the better, both for themselves and for the others. This combination of theory and practice aims at involving the participants in all stages of meaningful learning: acquiring new information, seeing the information put into practice, performing a similar activity by themselves and, eventually, reflecting on their own learning outcomes.

**SUBJECTS: English and Citizenship;**

**CLASS: 11 (17 years old);**

**TOPICS: Ethics in the workplace**

**LEVEL CEFRL: B1 - B2**

**AGE OF STUDENTS: 16-19**

**DURATION: 90 minutes**

**GROUP SIZE: 5-15 students**

**AIM:** Empowering the students to make a change for the better both for themselves and for the others in various contexts and situations.

### OBJECTIVES:

- 1) Improving English communication skills;
- 2) Developing entrepreneurial skills;
- 3) Stimulating personal development;
- 4) Fostering creativity and collaborative learning.

**TEACHING METHODS:** explanation, role-plays, question & answer session.

**TEACHING MATERIALS:** power point presentation, computer, projector, whiteboard or flipchart, markers, post-it notes.

### Step 1: Presenting the concepts

The teacher presents the concepts of ethics at the workplace. Then, the teacher introduces the 12 Ethical Principles for Business Executives: honesty, integrity, loyalty, fairness, leadership,

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promise-keeping and trustworthiness, concern for others, respect for others, law-abiding, commitment to excellence, reputation and morale and accountability. The students listen and ask questions.

### **Step 2: Group work and role play**

The teacher assign 5 roles to the students: an NGO, a bakery, an online store, a minimarket and the Town Hall. The participants agree on a common set of rules at their workplace. Then, the teacher gives each role different challenges that the students have to deal with in a creative way.

The participants perform different roles, depending on the work place that was assigned to them and the challenges they encountered.



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**V.E ITALY**

## **9. THE FIVE FINGER ACTIVITY (FROM I TO US)**

**TYPE: Reflection activity**

**GOAL: To get feedback from participants of previous activities, summarize each student's newly acquired competences and skills.**

**NUMBER OF PARTICIPANTS: 1-30**

**TIME: 20 - 30 minutes (depends on the number of participants)**

**TEACHING AIDS: paper, markers, quiet space.**

**Rules:** Participants are asked to draw their hand on a paper. For each finger of the hand there is a specific question, but questions can vary.

**e.g.**

- ✓ What did you like most?
- ✓ What didn't you like?
- ✓ What is the most important thing you've learnt so far?
- ✓ Did you discover anything new about yourself and if so, what is it?
- ✓ A significant detail for you.

After everyone writes their answers, the students are invited to share and reflect.

**Recommendations:** The facilitator should monitor the activity. Depending on a size of a group participants are asked to present what they wrote either on one finger or on all of them.

### **Benefits:**

- fosters communication within the group;
- improves the students' active listening skills;
- leads to improved group cohesion;
- stimulates the students' creative thinking;
- promotes peer learning within (while drawing) and outside the group (during the presentations of the other groups);
- is a lot of fun and does not require expensive materials.

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**Limits:**

- may be some difficulties with newly-formed groups.

***Bibliography:*** "Non-formal education - Life-skills education"

***Linkography:*** <https://ank.ee/wp-content/uploads/2018/04/MenthorsLAB.2.pdf>

## ACTIVITY PLAN

**TITLE:** Five Fingers

**GOAL:** facilitating the youngsters/learners to get to know each other in an artistic way.

**NUMBER OF PARTICIPANTS:** 1-30

**TIME:** 20 - 30 minutes (depends on the number of participants)

**AIDS:** A4 paper, A3 paper, cardboard, markers, thread, glue, coloured napkins, quiet space.

**Description:**

The class/group of students is divided into small groups of four. Participants are asked to draw their hand on a sheet of paper and introduce himself/herself using the outline of their own palm. Each finger of the hand corresponds to a certain issue:

- ✓ main hobby;
- ✓ something he/she is really good at;
- ✓ the thing that is the most important in his/her life;
- ✓ his/her future plans;
- ✓ something he/she would like to change about themselves.

Then, each student presents his own palm map to the group. Afterwards, they are required to integrate all the presentations graphically, making a common drawing that includes features from all the group members.

Finally, each group presents their end result and the process through which they made that particular drawing.

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## STEP BY STEP PROCESS:

### Step 1: Drawing the palm outline

**Trainer's activity:** The trainer divides the class in groups of four.

### Student's activity:

Each student takes a piece of A4 paper on which he/she draws the outline of his/her palm. Starting from the thumb, he/she writes the following inside the outline of each finger:

- ✓ their main hobby;
- ✓ something they are really good at;
- ✓ the thing that is most important in life for them;
- ✓ one plan for the future;
- ✓ something they would like to change about themselves.

The thing they would like to change about themselves should be written on the smallest finger, so as to be psychologically comfortable.

### Step 2: Integrating the four “palms” in a joint drawing

**Trainer's activity:** The trainer tells the participants to present the palm outlines to one another within the groups. The trainer instructs the students to listen to their colleagues very carefully as, later on, they will have to agree on a common graphic representation that suits all the group members. They have to negotiate a shared graphical representation for the four different palm outlines.

The trainer insists that the students needn't be primarily concerned with the artistic quality of the drawing but with conveying the message through it.

The trainer presents all the materials the students need (A3 format paper, crayons, markers, thread, glue, coloured napkins) and checks if they have understood the task in order to create a representative drawing. If necessary, the trainer can help the students with ideas.

### Student's activity:

The students present the palm outlines to one another within the small groups. They ask one another question and agree on a common representation. Then, they proceed to put

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their ideas into practice. They also agree on a logo that synthesizes the concept of the common drawing.

In order to make the drawing more attractive, the students can use non-conventional materials, too. In order to boost the participants' imagination, there can be some music in the background.

At the end of the activity, the teacher asks the students to explain how they came up with the idea for the drawing, what the meaning of the logo on the drawing is and how each member is represented in the final product.

### **Outcomes:**

The tangible outcome is the joint drawing of each group. The intangible outcomes are more important, though:

- ✓ better communication within the group;
- ✓ improved active listening skills;
- ✓ better integration in the group by means of collaborative work.

Moreover, even the members who tend to be isolated in the class/group will feel important and worthwhile.

This activity is one of the most successful team-building activities. It can be implemented with large groups (over 25 participants) and it is extremely entertaining when the groups are larger as, during the presentation phase, the participants can see a wide range of artistic work having been put into practice.

But it also has got some limitations because the success of this activity is due to the fact that the students have a common background and history.

With newly-formed groups there may be some difficulties because the members know nothing about one another.

**Notes for further use:**

I implemented this tool last academic school year with the students to whom I taught the elective course "Non-formal education - Life-skills education". The drawings resulted from group work were extremely diverse in terms of artistry and content. The most artistic drawings featured a seascape/ a volcano or a sun with its rays. The students have really enjoyed the process of creating these drawings.

The tool can be developed in many ways. The participants could choose another form of artistic expression, such as: a song with lyrics, a poem, a play, a sketch, a mime show etc to illustrate them as individuals in a group. One participant in the workshop that I presented mentioned that he would like to see how a mime can be used instead of a drawing in order to illustrate the group as a whole. The participants mentioned that they can implement this tool in their current work as it is really usable.



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**V.F ESTONIA**

## **10. TEAM BUILDING ACTIVITIES (3 MONKEYS & CLASSIFY THIS)**

Team-building games and activities are a great tool for helping students learn how to work together, listen carefully, communicate clearly, and think creatively (out of the box). They also give the students the chance to get to know each other, build trust as a community and, best of all, have some fun.

The technique called “the 3 wise monkeys” has been designed based on a well-known proverb “see no evil, hear no evil, speak no evil”.

The idea is that students take on the role of the 3 monkeys: Mizaru, who sees nothing; Kikazaru, who hears nothing; and Iwazaru, who speaks nothing.

**TITLE: 3 Monkeys**

**TYPE: Team building**

**GOAL: Working together on one goal, increasing creativity**

**NUMBER OF PARTICIPANTS: 3 people in one group, no limit for number of groups**

**TIME: 15 minutes for groups work, 20 minutes for a reflection.**

**AIDS: blindfolds, ear plugs, a table, different items.**

**Rules:** There should be groups consisting of three people - one can only hear (has got a blindfold), another one can only see (but cannot speak) and the third one sees and hears, but can only talk.

**Context:** The three students stand around a table where there are placed different ingredients: butter, flour, bananas, chocolate flakes, olives, etc., and bowls, plates or spoons as well. The “blind monkey” stands at one side of the table facing the stuff on the table, the other two monkeys stand on the other 2 opposite sides, facing each other.

The instructions for performing the task are communicated to “the speaking monkey” by the “silent monkey” through gestures, who, at his turn, transmits them to the blind one. (e.g. on your left there is a bowl. There are 3 bananas in it. Take one. Now peel it.)

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The “blind monkey” is supposed to follow the instructions as well as he can; he is allowed to touch the things on the table until he takes the right ones, he is given additional directions when he takes a wrong item (move to your right/left, pick up the plate, place on the top, etc.) and encouraged every time he does the correct move being guided throughout the entire process by the “speaking monkey”.

The same method is used in the scouts camps in order to enhance the team cohesion: the scout unit is split into small groups of 3 and the blindfolded monkey gets instructions to retrieve an object.

**TITLE: Classify this**

**TYPE: Team building**

**GOAL: Thinking outside of the box**

**NUMBER OF PARTICIPANTS: 5 people in one group, no limit for number of groups**

**TIME: 10 minutes for each group**

**Description:**

Arrange random objects on your desk - anything from paper clips to an umbrella or to jewelry (there can be placed up to 25 different objects in total).

The teams of students must categorize these objects on a piece of paper, even when there is no obvious connection among them. The facilitator can decide on the number of categories or he can let each team to decide. When the time is up, a participant from each group presents their list and explains the logic behind it.

This type of team building exercise helps students think outside of the box.

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**V.G POLAND**

## **11. TREASURE HUNT**

### **Description:**

Treasure hunt is one of many types of games for players who try to find hidden objects or places by following a series of clues. Treasure hunt games may be an indoor or outdoor activity. Outdoors it can be played in a garden; indoors it can be played in a specific room, which would make the work of hiding the clues more difficult.

A simple treasure hunt starts with one clue. This is often a short message, possibly in rhyme (but it could be a picture, a question etc.). The clue gives you some information about where to go to find the next clue - and that clue will in turn lead you to another one (and so on) until finally you reach the end of your quest.

### **Good to know:**

- ✓ first plan the route by selecting about six locations in a sequence (if possible, around the whole school, rather than just within the classroom). Each location needs to have a hiding place in which you can hide a small piece of paper with a clue;
- ✓ write a starter clue that will give your students a hint at the first location. Then write clues that will guide students from location 1 to location 2, from 2 to 3 and so on. Some clues shouldn't be too easy to figure out;
- ✓ hide the clues, in accessible but not very evident places. In the classroom, give the first clue to a group of 3-4 students and let them read, discuss and try to find the next one, following your trail;
- ✓ if there are more students, set them off in separate groups, with a five minute gap between.

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**Benefits:**

- allows students to practice problem-solving skills;
- exercises both the body and the mind - treasure hunts reinforce problem-solving skills and there are good exercise for the body;
- promotes teamwork and social interaction. In a treasure hunt the participants have to work together to solve clues and get to the final destination.

**Limits:**

- some students have difficulty in working in teams;
- the weather can ruin your plans and if you plan tasks in a classroom students may not have enough space and feel uncomfortable.

## LESSON PLAN

**SUBJECT: Math**

**CLASS: 7**

**TOPIC: Geometry – revision**

**TEACHING STRATEGIES**

**METHODS AND PROCEDURES: conversation, treasure - hunt method, exploration, exercises**

**TEACHING AIDS: work sheets, envelopes, sticks, folding rules**

**CLASS ORGANIZATION: in groups**

Teacher welcomes the students and explains them that they will work in 3 groups. Each group has to do the following 4 tasks but in a different order.

First, each team gets one envelope with a Math problem.

Once the group solves it they will move to the place where the next clue is hidden. The process goes on until they finish all the tasks and they can go back to the starting place.

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**Examples of tasks:**

- 1) Find the biggest tree in the square near the school. Diameter of this tree is 125cm. **Folding rule** will help you to measure the diameter. Then, go forward 500 meters, cross the street and you will find the next clue.
- 2) Calculate the volume of the cube with a length equal to the result of the operations given below. Then go and find a wooden sculpture of a man. Under it there is the next clue.

1	→	+ 3
x 8	→	- 8
÷ 3	→	x 5
- 4	→	÷ 9
x 4	→	x 4

- 3) Find 10 sticks. Build a figure with them. Take a picture, name it and calculate the perimeter. Next clue is under the bench near the pond (a map of the surroundings can be useful).
- 4) The perimeter of the pond is 30 m. What is the length of the longer side of the pond, if the shorter one is 7m long?

Stand with your back to the bench, go forward 15 meters and find another clue in an envelope... At some point the participants will find a note saying: "This is the end of your treasure hunt. Congratulations. Go back to the meeting place."

The team who comes first to the meeting place wins the 1<sup>st</sup> prize.

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## Photo Gallery



## 12. JUGGLING

Juggling can be included in the so-called street animation, but due to its powerful influences in the development processes of the individuals is considered a non-formal teaching/learning method.

According to Education World several teachers and administrators noticed that "the students' schoolwork has improved since the kids learned how to juggle. Improvements in concentration, eye-hand coordination, fine motor skills, reading, and behaviour are just some of the benefits of juggling".

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### **Benefits:**

- juggling stimulates the following types of abilities (at least):
  - psychomotor (requires good coordination of the body, especially the hand-eye coordination, which over time helps the participants to know better their own body and discover and exceed their limits);
  - cognitive (in order to succeed, juggling practitioners must first understand and then decompose the movement in order to understand how to use it correctly and how to imagine new patterns);
  - affective (by setting and exceeding some goals, as well as by working with other practitioners, it leads to a series of positive emotions);

In addition, due to the use of the whole body, even if you are left or right-handed, you will have to use both hands, and in this way, both hemispheres of the brain are involved.

- increases self-esteem and self-confidence;
- improves interpersonal skills;
- has got therapeutic value for children (even adults) with attention deficit and/or hyperactivity;
- improves behaviour - juggling releases the energy and asserts identity.

Many schools in the United States that include juggling courses report significant improvements in class dynamics, including the most difficult classes.

### **Limits:**

- takes a lot of perseverance and practice;
- practice needs much time;
- is time consuming if you make your own set of balls.

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**JUGGLING WITH BALLS** is an ancient art in which the performer usually uses balls of different colours (blue, red and green) so he can identify the balls in the air. In order to practise the performer needs to find a comfortable position with his feet aligned with his shoulders.

At the beginning, the performer starts with a single ball. He throws the ball from one hand to another through the air, so as to describe a circle arc in front of him at about eye level. Gradually, he is getting used to the weight and texture of the ball.

As he improves his performance at throwing a single ball, he will start to move his arms in a smooth circular motion.

Now, he can take the second ball - he keeps one ball in each hand then throws the first ball to the left at eye level. Before the ball reaches the left hand, he throws the ball from the left hand horizontally to the right hand and grabs it. He keeps the movement of the hands open. He is supposed to throw the second ball only when the first ball reaches its maximum height. The only difference between this movement and the one with three balls is the third ball. Only when he controls the movement with two balls it is time to add the third ball.

The performer holds two balls in his left hand and one ball in his right hand. He starts with his right hand and throws the ball (the blue one) to his left hand. It is important that the ball should reach the height of his eye-level. Then, he throws the second ball (the red one) to his right hand when the blue one is low and lands in his left hand. From the maximum height (near the eyes) he has about one second.

When the red ball approaches the right hand, he throws the third ball (the green one) up back to the left hand. Then he catches both balls. It is a bit tricky because he has to catch and throw at the same time and it takes a lot of practise.

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## Photo Gallery

Pictures taken during the workshop within the ERASMUS + partnership *From Knowledge to Competences*, held by Grzegorz Pruszkowski in Botoșani, May 2018.



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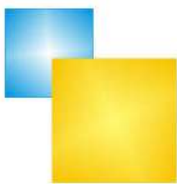
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