

Erasmus+



clil

BILINGUAL EDUCATION
A STEP AHEAD



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8	GRADINITA PROGRAM PRELUNGIT PERLUTELE MARI	MIHAI VITEAZU, 56; 900191 Constanta RO22 - Sud-Est / Romania	+40241485009	www.perlutelemarii.ro
9	SCOALA GIMNAZIALA NR. 5 ARAD	Str. Udrea Nr. 22; 310171 Arad RO42 – Vest / Romania	+40257228378	www.scoalagimnaziala5arad.weebly.com
10	ASOCIATIA DE PARINTI PERLUTELE MAGICE	AUREL VLAICU, 100; 900075 Constanta RO22 - Sud-Est / Romania		
11	ASOCIATIA CREATIVE HUMAN DEVELOPMENT	Str. SIRETULUI NR. 63, Constanta; RO22 - Sud-Est / Romania	+40722782072	www.educatiecreativa.ro
12	BAHÇEŞEHİR KOLEJİ GAZİANTEP ORTAOKULU	Binevler Mah. 57 Nolu Sk. No: 5 Şahinbey 27060; TRC11 – Gaziantep / Turkey	+903423600045	www.bahcesehir.k12.tr
13	SAMSUN BUYUKSEHIR BELEDIYESI	Pazar Mah. Necipbey Cad. No: 35 Ilkadam TR831 – Samsun / Turkey	+903624316090	www.samsun.bel.tr
14	TEKKEKOY 19 MAYIS ORTAOKULU	19 Mayıs Mah. Hacı Ali Ekinci Blv. Tekkeköy 55300; TR831 – Samsun / Turkey	+903622563272	http://ondokuzmayisortakulu.meb.k12.tr

edukacja dwujęzyczna / bilingual education

Katalog Dobrych Praktyk

PRZEDSZKOLA / SZKOŁY / INSTYTUCJE WSPOMAGAJĄCE EDUKACJĘ

Good Practice Catalogue

PRESCHOOLS / PRIMARY SCHOOLS / INSTITUTIONS SUPPORTING EDUCATION



clil

BILINGUAL EDUCATION
A STEP AHEAD



Erasmus+

The project called 'Bilingual Education - a Step Ahead' bases on bilingual education and CLIL methodology.

Implementing these two ideas into the project and school everyday work we help our teachers and students improve their key competences, language skills and motivate them for further development of international relations by means of EU projects like Erasmus+ and/or eTwinning. Knowing that the idea of CLIL is quite unknown to wider publicity our actions also aim at promoting this methodology among other teachers, students and their parents in our countries and beyond them.

Aims of the project

Participants promote the professional development of educational staff (knowledge and skills) within CLIL and bilingual education;

Moreover they:

- compare teaching methods in different European countries;
- develop and increase their skills on bilingual education learning the CLIL methodology;
- improve their skills on project management and team collaboration;
- improve skills in creating educational resources at pre-school and primary level used for bilingual teaching (themes: Arts and Crafts, Music, Science, PE and Maths) with ICT use;
- develop their skills of writing curricula and methodological resources for bilingual education (CLIL);
- improve their language skills;
- improve their professional profile and increase motivation for further bilingual teaching development;
- promote a close cooperation within and between regional educational and cultural organisations.

The collaboration with partners other than schools (language centres, museum, parents' association, educational association) will aim to create small ecosystems of CLIL learning, constructing links with the surrounding community.

Activities and indicators of achievement:

- study visits - 6/a project, 70 mobilities;
- theme sets realised by teachers with children/pupils - 5/a project, 50 lesson plans;
- issue of Good Practices Catalogue - 2 editions;
- issue of Preschool Curriculum - CLIL - pre-school level;
- issue of Primary School Curriculum - CLIL - primary school level;
- issue of Methodological Guide for Preschool Teachers of CLIL - pre-school level;
- issue of Methodological Guide for Primary School Teachers of CLIL - primary school level;
- Digital Platform - one in the project;
- Europass Language Passports - 40 certificates;
- Conferences promoting CLIL - 2 (at the end of each year);
- 200 participants of the conferences including 40 school parents;
- webinars about CLIL methodology - 4/a project;
- Research on bilingualism in partner countries - twice/a project;
- Exhibitions about the partners and the project - twice/a project;
- new instruments of evaluation (checklists, surveys, questionnaires, charts, etc.) for individual, peer and team evaluation used in CLIL formative assessment approach - 30/a project (attached to the lesson plans);
- DVD with photos/films about partners and project activities - once a year (for every conference);
- Workshops for parents interested in teaching English at home - 4/ a project;
- Training sessions teachers + parents + methodologist - 2/a project;
- Project website - one in a project;
- bilingual classes at preschools/schools - 3 times/a week/a school;
- bilingual classes at educational and cultural centres - 4/a project/a school.



Το πρόγραμμα ονομάζεται «Δίγλωσση εκπαίδευση - Ένα βήμα μπροστά» και βασίζεται στη δίγλωσση εκπαίδευση και τη μέθοδο CLIL.

Με την εφαρμογή αυτών των δύο ιδεών στο σχέδιο εργασίας και την καθημερινή εργασία στο σχολείο, βοηθάμε τους εκπαιδευτικούς και τους μαθητές μας να βελτιώσουν τις βασικές τους ικανότητες, τις γλωσσικές δεξιότητες και τους παρακινούμε για περαιτέρω ανάπτυξη των διεθνών σχέσεων, όπως προγράμματα της ΕΕ, το Erasmus + ή / και το eTwinning.

ΣΤΟΧΟΙ ΤΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ

Οι συμμετέχοντες προωθούν την επαγγελματική ανάπτυξη του εκπαιδευτικού προσωπικού (γνώσεις και δεξιότητες) εντός της μεθόδου CLIL και μέσω της δίγλωσσης εκπαίδευσης.

Επιπλέον:

- συγκρίνουν τις μεθόδους διδασκαλίας σε διάφορες ευρωπαϊκές χώρες
- αναπτύσσουν και αυξάνουν τις ικανότητές τους στη δίγλωσση εκπαίδευση εκμάθησης της μεθόδου CLIL
- βελτιώνουν τις δεξιότητές τους στη διαχείριση έργων και την ομαδική εργασία
- βελτιώνουν τις δεξιότητες τους στη δημιουργία εκπαιδευτικών πόρων στην προσχολική και την πρωτοβάθμια εκπαίδευση που χρησιμοποιούνται για τη δίγλωσση διδασκαλία (Γνωστικά Αντικείμενα: Τέχνη και Εικαστικά, Μουσική, Φυσική, Φυσική Αγωγή και Μαθηματικά) με τη χρήση Τεχνολογίας Πληροφορικής και Επικοινωνιών (ICT)
- αναπτύσσουν τις δεξιότητές τους στη δημιουργία προγραμμάτων σπουδών και μεθοδολογικών μέσων για τη δίγλωσση εκπαίδευση (CLIL)
- βελτιώνουν τις γλωσσικές τους δεξιότητες
- βελτιώνουν το επαγγελματικό τους προφίλ και αυξάνουν τα κίνητρα για περαιτέρω ανάπτυξη της δίγλωσσης εκπαίδευσης
- προωθούν τη στενή συνεργασία εντός και μεταξύ των περιφερειακών εκπαιδευτικών και πολιτιστικών οργανισμών.

Η συνεργασία με συνεργάτες εκτός σχολείων (γλωσσικά κέντρα, μουσεία, σύλλογοι γονέων, εκπαιδευτικοί οργανισμοί) έχει ως στόχο να δημιουργήσει μικρά οικοσυστή-

ματα της εκμάθησης CLIL, δημιουργώντας δεσμούς με την περιβάλλουσα κοινότητα. Οι προκλήσεις και η αποστολή που πηγάζει από τον τρόπο σκέψης και αντιμετώπισης της μεθόδου CLIL, θα έχουν στόχο να επιφέρουν αλλαγές, με βάση τις ανάγκες της κοινότητας. Οι δραστηριότητες της μεθόδου CLIL θα επιδιώξουν να λάβουν χώρα σε μεικρή πραγματικότητα: συνδυάζοντας την τοπική συνεργασία με την εικονική και την ανταλλαγή πληροφοριών μεταξύ των εμπλεκόμενων εκπαιδευτικών, τα σχολεία και τους οργανισμούς ανάμεσα σε άτυπες ομάδες εκπαιδευτικών, από έναν ισότοπο κοινωνικής δικτύωσης που κανείς μας δεν είχε την ευκαιρία να δοκιμάσει παλαιότερα σε τέτοιο βαθμό.

ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ ΚΑΙ ΔΕΙΚΤΕΣ ΑΠΟΔΟΣΗΣ:

- Εκπαιδευτικές επισκέψεις- 6/ένα σχέδιο εργασίας, 70 δραστηριότητες κινητικότητας
- Θεματικές δραστηριότητες που πραγματοποιήθηκαν από δασκάλους σε συνδυασμό με τα παιδιά/ μαθητές -5/ ένα σχέδιο εργασίας, 50 προγράμματα μαθημάτων
- Έκδοση ενός Καταλόγου Ορθών Πρακτικών - 2 εκδόσεις
- Έκδοση προγράμματος σπουδών για την προσχολική ηλικία - CLIL- προσχολικό επίπεδο
- Έκδοση προγράμματος σπουδών για το δημοτικό σχολείο - CLIL- επίπεδο δημοτικού σχολείου
- Έκδοση του Οδηγού Μεθοδολογίας για δασκάλους προσχολικής ηλικίας με τη μέθοδο CLIL - προσχολικό επίπεδο
- Έκδοση του Οδηγού Μεθοδολογίας για δασκάλους δημοτικού σχολείου με τη μέθοδο CLIL - επίπεδο δημοτικού σχολείου
- Ψηφιακή Πλατφόρμα - μία στα πλαίσια του σχεδίου εργασίας, 200 μοναδικοί επισκέπτες
- α) Διαβατήριο Γλωσσών Eurorpass - 40 πιστοποιητικά
- Συνέδρια για την προώθηση της μεθόδου CLIL - 2 (στο τέλος κάθε σχολικής χρονιάς)
- 200 συμμετέχοντες των συνεδρίων συμπεριλαμβανομένων 40 γονέων και κηδεμόνων
- Online σεμινάρια (webinars) σχετικά με τη μέθοδο CLIL - 4/ ένα σχέδιο εργασίας
- Έρευνα σχετικά με τη δίγλωσση στις χώρες εταίρους - δύο φορές/ ένα σχέδιο εργασίας
- Εκθέσεις σχετικά με τους συνεργάτες και το έργο - δύο φορές/ ένα σχέδιο εργασίας
- Νέα μέσα αξιολόγησης (λίστες ελέγχου, έρευνες, ερωτηματολόγια, διαγράμματα, κλπ) για ατομική, ομότιμη και ομαδική αξιολόγηση που χρησιμοποιείται στη

διαμορφωτική προσέγγιση αξιολόγησης της μεθόδου CLIL- 30/ ένα σχέδιο εργασίας (που επισυνάπτεται στο πρόγραμμα του μαθήματος)

- DVD με φωτογραφίες/ ταινίες σχετικά με τους συνεργάτες και τις δραστηριότητες του προγράμματος- μια φορά το χρόνο (για κάθε συνέδριο)
- Εργαστήρια για γονείς που ενδιαφέρονται για τη διδασκαλία Αγγλικών από το σπίτι - 4/ μία εργασία
- Εκπαιδευτικές Συνεδρίες με δασκάλους, γονείς και μεθοδολόγους (A8) - 2/ένα σχέδιο εργασία
- Ιστοσελίδα - μία στο πρόγραμμα, 800 επισκέπτες
- Δίγλωσσες τάξεις σε παιδικούς σταθμούς- 3 φορές/μία εβδομάδα/ ένα σχολείο
- Δίγλωσσες τάξεις σε εκπαιδευτικά και πολιτιστικά κέντρα- 4/ένα σχέδιο εργασίας/ ένα σχολείο



İki dilde eğitim –bir adım önde- adlı proje iki dilde eğitim ve CLIL metodolojisi üzerine temellendirilmiştir.

Erasmus + ve eTwinning gibi AB projeleri bizim öğretmen ve öğrencilerimizin uluslar arası ilişkilerin gelişmesine ,dil becerilerinin gelişmesine ve motivasyonlarının artmasına yardımcı olmaktadır.Bildiğiniz üzere CLIL bu metodolojiyi ve eylemlerinin amaçlarını hem kendi ülkesinde hem de diğer ülkelerde tüm öğretmen ,öğrenci ve veliler arasında yaymayı amaçlamaktadır.

Projenin amaçları:

CLIL ve iki dilde eğitim projesi içindeki eğitim personeli (bilgi ve beceriler) mesleki gelişimlerini teşvik etmek için

- Farklı Avrupa ülkelerinde öğretim yöntemlerini karşılaştırmak
- CLIL metodolojisini öğrenmek ve iki dilde eğitim becerilerini arttırmak ve geliştirmek
- Proje yönetimi ve takım çalışması becerilerini geliştirmek
- İki dilde eğitim için kullanılan okul öncesi ve ilköğretim düzeyinde eğitim kaynakları hazırlama becerilerini geliştirmek (Resim ve El işi,Müzik,Fen Bilgisi,Beden Eğitimi ve Matematik gibi)
- İki dilde eğitim için yazma becerilerinin ve metodolojik kaynakların geliştirilmesi
- Dil becerilerini geliştirmek
- Profesyonel profilini geliştirmek ve iki dilde eğitim motivasyonunu arttırmak ve geliştirmek
- Bölgesel eğitim ve kültürel organizasyonlar arası işbirliğini teşvik etmek
- Okullar dışındaki ortakların (Dil merkezleri, müze, veli derneği ve eğitim derneği gibi) toplumla bağlarını kurmak ve CLIL öğrenme ortamı oluşturmaktır. CLIL metodu ile düşünmek toplumun ihtiyaçlarına göre ve karşılaşılan zorluklara göre değişiklik kazanacaktır. CLIL faaliyetleri karışık gerçeklikleri barındırmaktadır.Yerel işbirliği ile sanal işbirliğini birleştirerek öğretmenler, okullar ve kuruluşlar arasında paylaşımı sağlamaktır.

Hiçbirimizin daha önce böyle gayri resmi kurumlarla sosyal bir ağ sitesi tarafından denenme şansımız olmamıştır.

Faaliyetler ve başarı göstergeleri:

- Çalışma ziyaretleri-6 / proje, 70 hareketlilik
- Çocuklar ,öğrenciler ve öğretmenler tarafından gerçekleştirilen tema setleri -5 / proje 50 ders planı
- İyi Uygulamalar Kataloğu -2 sürüm
- Okul öncesi müfredat yayını-CLIL-Okul öncesi düzeyi
- İlkokul müfredat yayını-CLIL- İlkokul düzeyi
- Okul öncesi öğretmenleri için metodolojik kılavuz yayını- CLIL- okul öncesi
- CLIL ilköğretim öğretmenleri için metodolojik kılavuz yayını-CLIL-ilkokul düzeyi
- Dijital platform,bir proje,200 ayrı IP ziyaretçi ,Europass dil pasaportu,40 sertifika
- Teşvik konferansları-2(her okul yılı sonu)
- 40 ı veli olmak üzere 200 konferans katılımcısı
- CLIL metodolojisi üzerine web seminerleri -4 /proje
- Ortak ülkelerde iki dilde eğitim araştırmaları -2 / proje
- ortaklar ve proje hakkında sergi -2 / proje
- CLIL değerlendirme yaklaşımında kullanılan bireysel ve takım değerlendirmeleri (kontrol listeleri,anketler,tablolar v.b)30 / proje
- Ortaklar ve proje ile ilgili film ve fotoğraflar ola DVD (yılda bir defa)
- Evde İngilizce öğretimiyle ilgilenen anne babalar için atölye çalışmaları -4 / proje
- Eğitim toplantıları öğretmenler ,veliler ,metodolojistler (A8) – 2 / proje
- Proje websitesi-projede bir kez – 800 IP ziyaretçisi
- Ana okulları ve okullarda iki dilde eğitim sınıfları -3kez / hafta / okul
- Eğitim ve kültür merkezlerinde iki dilde eğitim sınıfları – 4 / proje / okul.



Proiectul intitulat “Educația bilingvă: un pas înainte” se bazează pe educația bilingvă și metodologia CLIL.

Implementând aceste două idei în proiect și în activitățile zilnice din grădiniță/școală, îi ajutam pe profesorii și elevii noștri să-și îmbunătățească competențele cheie, abilitățile lingvistice și îi motivăm în vederea dezvoltării ulterioare a relațiilor precum proiectele Uniunii Europene, Erasmus+ și/sau eTwinning. Știind că ideea de CLIL este necunoscută publicului larg, acțiunile noastre, vizează și promovarea acestei metodologii printre alte cadre didactice, elevi și părinți, în țările noastre și altele.

OBIECTIVELE PROIECTULUI

Participanții promovează dezvoltarea profesională a personalului didactic (cunoștințe și abilități) în conformitate cu metodologia CLIL și educația bilingvă.

Mai mult decât atât, ei:

- compară metodele de predare din diferite țări europene;
- își dezvoltă și sporesc competențele în domeniul educației bilingve, învățând despre metodologia CLIL;
- își îmbunătățesc competențele de administrare a unui proiect și colaborare în echipă;

- își îmbunătățesc competențele de creare a resurselor educaționale la nivelele preșcolar și primar, utilizând predarea bilingvă și tehnologiile informatice și de comunicație (temele: Artă și Activitate practică, Muzică, Știință, Educație fizică și Matematică);
- își dezvoltă competențele de scriere a unui curriculum și a resurselor educaționale pentru educația bilingvă (CLIL)
- își îmbogățesc competențele lingvistice;
- își îmbogățesc profilul profesional și își sporesc motivația pentru dezvoltarea ulterioară în direcția predării bilingve;
- promovează o cooperare strânsă în cadrul organizațiilor educaționale și culturale la nivel regional.

Colaborarea cu alți parteneri decât unități de învățământ (centre de limbi străine, muzeu, asociație de părinți, consorțiu educațional) va viza crearea micilor ecosisteme de învățare CLIL și construirea legăturilor la nivelul comunității locale.

Provocările și misiunea care generează gândirea și experiența în direcția CLIL, vor viza să aducă o schimbare bazată pe nevoile comunității.

Activitățile CLIL vor căuta să aibă loc în realități eterogene: combinând colaborarea locală cu cea virtuală și partajarea cu profesorii implicați, unitățile de învățământ și organizațiile participante, în rândul grupurilor informale de profesori prin intermediul unei rețele de socializare pe care niciunul dintre noi nu a avut șansa să o încerce înainte într-o asemenea măsură.

ACTIVITĂȚI ȘI INDICATORI DE REALIZARE:

- Vizite de studiu – 6/proiect, 70 de mobilități;
- Seturi de teme realizate de către cadre didactice cu preșcolari/elevi – 5/proiect, 50 de planuri de lecție;
- Publicarea unui Catalog de bune practici – 2 ediții;
- Publicarea unui Curriculum pentru învățământul preșcolar – CLIL;
- Publicarea unui Curriculum pentru învățământul primar – CLIL;
- Publicarea unui Ghid metodologic pentru cadrele didactice din învățământul preșcolar pe metodologia CLIL;
- Publicarea unui Ghid metodologic pentru cadrele didactice din învățământul primar pe metodologia CLIL;
- Platformă digitală – 1/proiect; 200 de IP-uri ale vizitatorilor individuali;
- Pașaport Lingvistic European – 40 de certificate;
- Conferința de promovare a metodologiei CLIL – 2 (la sfârșitul fiecărui an școlar);

- 200 de participanți la conferință, inclusive 40 de părinți;
- Webinare pentru metodologia CLIL – 4/proiect;
- Cercetare în domeniul metodologiei CLIL – 2/proiect;
- Expoziții despre parteneri și proiect – 2/proiect;
- Noi instrumente de evaluare (listă de verificare, sondaje de opinie, chestionare, diagrame, etc.) pentru evaluare individuală, în pereche și colectivă utilizate în abordarea evaluării formative – 30/proiect (atașate planurilor de lecție);
- DVD cu fotografii/filme despre parteneri și activitățile proiectului – 1/an (pentru fiecare conferință);
- Ateliere de lucru pentru părinții interesați în predarea limbii engleze acasă;
- Sesii de pregătire pentru cadre didactice, părinți și metodiști – 2/proiect;
- Site-ul proiectului – 1/proiect; 800 de IP-uri ale vizitatorilor individuali;
- Activități/lecții bilingve la grădiniță/școală – de 3 ori/săptămână/ grădiniță/școală
- Activități/lecții bilingve la centre educaționale/culturale – 4/proiect/ grădiniță/școală.



Projekt zatytułowany „Edukacja dwujęzyczna – krok do przodu” opiera się na edukacji dwujęzycznej i metodologii CLIL.

Wprowadzając te dwie idee do projektu i codziennej pracy szkoły pomagamy nauczycielom i uczniom doskonalić kompetencje kluczowe, umiejętności językowe oraz motywujemy ich do dalszego rozwoju relacji międzynarodowych poprzez programy takie jak Erasmus Plus czy e-Twinning. Wiedząc, że metodologia CLIL nie jest szeroko znana, naszym celem jest również jej promowanie wśród nauczycieli, uczniów i ich rodziców w krajach partnerskich i poza nimi.

CELE PROIEKTU

Uczestnicy będą promować rozwój zawodowy kadry edukacyjnej (wiedza i umiejętności) w ramach CLIL i edukacji dwujęzycznej.

Ponadto:

- porównają metody nauczania w różnych krajach europejskich;
- rozwiną i zwiększą swoje umiejętności dotyczące edukacji dwujęzycznej i metodologii CLIL;
- usprawnią umiejętności zarządzania projektem i współpracy zespołowej;

- udoskonalą umiejętności tworzenia zasobów edukacyjnych na poziomie przedszkolnym oraz szkoły podstawowej, wykorzystywanych do nauczania dwujęzycznego (obszary: sztuka i rzemiosło, muzyka, przyroda, wychowanie fizyczne, matematyka) z zastosowaniem technologii TIK;
- podniosą umiejętności językowe;
- udoskonalą swój profil zawodowy, wzrośnie motywacja do dalszego rozwoju nauczania dwujęzycznego;
- będą promować bliską współpracę między regionalnymi instytucjami kulturalnymi oraz edukacyjnymi.

Współpraca z partnerami innymi niż szkoły (centra językowe, muzeum, stowarzyszenie rodziców, centrum edukacyjne) będzie miało na celu stworzenie małych „ekosystemów” nauczania CLIL, stworzenia połączeń w ramach wspólnoty lokalnej.

AKTYWNOŚCI I WSKAŹNIKI OSIĄGNIĘĆ:

- wizyty szkoleniowe – 6/projekt , 70 mobilności;
- obszary tematyczne realizowane z uczniami – 5/projekt, 50 scenariuszy zajęć;
- wydanie Katalogu Dobrych Praktyk – 2 edycje,
- wydanie Programu Nauczania dla Przedszkoli – CLIL poziom przedszkolny;
- wydanie Programu Nauczania dla Szkół Podstawowych – CLIL poziom podstawowy;
- wydanie Przewodnika Metodycznego dla Przedszkoli – CLIL poziom przedszkolny;
- wydanie Przewodnika Metodycznego dla Szkół Podstawowych – CLIL poziom podstawowy;
- Platforma Cyfrowa – jedna na projekt;
- Europass Pasporty Językowe – 40 certyfikatów;
- konferencje promujące CLIL – 2 (każda na koniec roku współpracy);
- 200 uczestników konferencji, włączając 40 rodziców szkolnych;
- webinars about CLIL methodology – 4/projekt;
- badanie na temat dwujęzyczności w krajach partnerskich – dwukrotnie w czasie projektu;
- wystawa dotycząca partnerów projektowych – dwukrotnie na projekt;
- nowe narzędzia ewaluacji (listy kontrolne, ankiety kwestionariusze, tabele, etc.) do indywidualnej, koleżeńskiej i zespołowej ewaluacji w ramach formatywnego oceniania – 30/projekt (dołączone do scenariuszy zajęć);
- DVD ze zdjęciami/filmami o partnerach i aktywnościach projektowych – raz w roku (na każdą konferencję);
- warsztaty dla rodziców zainteresowanych nauczaniem w domu – 4/projekt;
- sesje treningowe nauczyciele+rodzice+metodyk – 2/projekt;
- strona projektu – 1/projekt;
- zajęcia dwujęzyczne w przedszkolach / szkołach – 3/tydzień/szkoła;
- zajęcia dwujęzyczne w centrach kulturalnych i edukacyjnych – 4/projekt/szkoła.





Το σχέδιο εργασίας μας επικεντρώθηκε σε μια νέα προσέγγιση διδασκαλίας, τη μέθοδο CLIL (Ολοκληρωμένη Εκμάθηση Περιεχομένου και Γλώσσας). Δεδομένου ότι είναι ακόμα μια αρκετά άγνωστη μέθοδος σε πολλές περιοχές της Ευρώπης, ετοιμάσαμε ένα σύντομο άρθρο γι' αυτή.

Τι είναι η μέθοδος CLIL?

Η Ολοκληρωμένη Εκμάθηση Περιεχομένου και Γλώσσας (CLIL) είναι μια διδακτική προσέγγιση που βασίζεται στις ικανότητες ενός ατόμου και που κερδίζει πλέον έδαφος στα ευρωπαϊκά εκπαιδευτικά συστήματα. Η φιλοσοφία της μεθόδου αυτής είναι η διδασκαλία τόσο του γνωστικού αντικειμένου όσο και της γλώσσας, και αυτό αποτυπώνεται στη φράση «χρησιμοποιώ τη γλώσσα για να μάθω, και μαθαίνω να χρησιμοποιώ τη γλώσσα». Η Ολοκληρωμένη Εκμάθηση Περιεχομένου και Γλώσσας (CLIL) παροτρύνει τη χρήση αναλυτικών προγραμμάτων σπουδών που προωθούν τις σωστές διαπροσωπικές ικανότητες, την πολιτιστική ευαισθησία και την επικοινωνία, και τις γλωσσικές ικανότητες που είναι σε ζήτηση από τους σημερινούς εργοδότες.

Our project is concentrated on a new approach towards teaching that is CLIL. As it is still quite unknown in many areas of Europe, we have prepared a short article about the approach itself.

What is CLIL?

Content and Language Integrated Learning (CLIL) is a competence-based teaching approach that is gaining ground in European education systems. The idea is to teach both the subject and the language, and is captured in the phrase “using language to learn, learning to use language”. CLIL encourages the use of curricula which promote the right interpersonal skills, cultural sensitivity and communication, and language abilities which are in demand by today's employers.

Erasmus+



clil

BILINGUAL EDUCATION
A STEP AHEAD



Erasmus+

PRIMARY SCHOOL NEW PORES

The Primary School New Pores is located in New Pores in the southern side of Pieria. New Pores is a beautiful village nearby the sea. It combines clean sea, sunny weather and friendly people so it is a tourist attraction. The old village was built high on the mountain Olympus. The first houses of the village were built in 1775. The houses were made of stone and the people were farmers and breeders. At the time of Ottoman school in the Old Pores operated in the area of the village's church, Saint George. Later it worked in the building of the community and the first school was built in 1936 in the village square. It was stoned and there was only one teacher who was teaching all subjects to all students for all classes.

Later the residents descended from the mountain village to the sea and built the new village named New Pores in which they built a new school in 1976. Passing the years the students were increasing and finally in 1990 was built a new larger school which operates until today.

In the school work 6 teachers and our student's ages are between 6-12 years old. Also in the same building is the kindergarten.

Every year our students participate in interesting cultural, environmental programs designed by the teacher of each class elaborated with their students during the school year and at the end of the year he delivers to the operator of Pieria education Primary relevant material and activities from the children.



Also it participated in European programs such CAREM, FIESTA in previous school years and during the school years 2014-16 in BILINGUAL EDUCATION program A STEP AHEAD.

During the school years 2013-14-15 participated in the Regional Lovereading program organized by the Regional N / A DEPARTMENT / THMIAS & B / THMIAS SPC / UNION CENTRAL MACEDONIA and had attended many schools of Central Macedonia. Indeed it won one of the five prizes for better preparing posters and material.

Also it participated in sports competitions and during the school year 2014-15 for first time a student of our class VI won the gold medal and our school football team the league, giving great pleasure to all of us, students, teachers and parents.

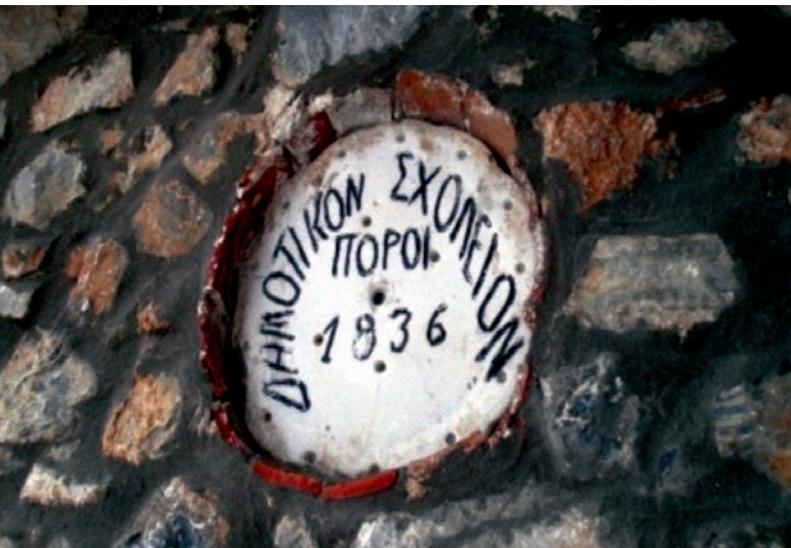
Generally effort is made by teachers and management to be an active, innovative and creative school with friendly and democratic climate for students.

The Parents Association is always near the school and helps it in every way.

It has a large courtyard with trees and soccer field, volleyball and basketball. The classrooms are spacious and pleasant. In school studied and a few students who come from other countries such as Albania. Even many students have mothers who come from other countries like Bulgaria, Serbia, so that our students already know and an other language except of Greek and they visit the countries of their mothers and come into contact with other cultures.

Tzimagiorgi Dimitra

The director



BILINGUAL EDUCATION: A STEP AHEAD

Lesson plan for children aged 6-8

Teacher: Tzimagiorgi Dimitra

Topic: How do I read the dates?

Subject: Maths

Group: 10-15 pupils

Age: 6-8 years old

Time: 120 or 180 minutes

General objectives:

- Learn to recognize numbers and their value.
- To be familiar with the concept of time-year and the year's measurements with dates.
- To be familiar with the chronological order, last year's-of this year-of the next one, that is to understand the meaning of before, now and after the temporal evolution of events.
- To learn how dates are read and practice their way of reading.
- To cultivate spoken discourse in mathematical concepts.
- To enrich their vocabulary with new concepts from Science and Mathematics.
- To cooperate in groups.

Didactic resources: paper sheets, a projector, cardboard papers, colored pencils.

WARM UP

Activity 1

Cards are displayed, with a projector to the students, with numbers from zero to five. For each card the teacher asks questions such as:

Which number is this?

What can you see in the picture?

How many fingers can you see?

Show me the number with your fingers.

For example:

- Which number is this?

- One

- What can you see? - One Bear, - Two Cats, - Three Rabbits, - Four Turtles, - Five Fish, - zero - Nothing.

Then a tab is demonstrated to the students with all the numbers from zero to ten. Students recognize the numbers, show them with their fingers, and read aloud.

Then a tab with boxes is displayed, containing triangles from zero to five. For each tab, the teacher asks the students:

How many triangles are there in this box?

And students respond measuring triangles aloud.

PROCEDURES

Activity 2

After that a tab is displayed with greeting cards for Christmas which shows the date of the year «2015».

In fact, in a tab we demonstrate in order, a greeting card of the previous year «2014», a postcard where the last year welcomes the new year «2015» and finally a postcard with the new year «2015».

The teacher asks questions such as:

- What celebration is depicted in the cards?
- Which numbers do you recognize?

And asks the students to read the numbers.

Then he asks:

- Which other numbers can I form with these number digits?
- How else could we read these numbers? Do you have a clue? Say it.

The most awaited answer because of the student's age is to say they can read them two by two, that is twenty (20) and fifteen (15). Perhaps some students might say three for example 2015 (two hundred and ten five) and a few students might say four for example 2015 (two thousand and ten five).

The teacher after hearing the students expressing their ideas, shows them how we could read two to two or three to three, or four-four and they practice with the digits of the previous year «2014» and the following year «2016».

Activity 3

Then the teacher, showing them the appropriate card with images of marriage and crowns, tells a love story about the number two (2) to zero (0) that resulted in marriage and created the family of twenty.

Then he asks students to tell the same story or a similar one for numbers one (1) to five (5) which finally got married and created the family of fifteen (15).

And the teacher completes the activity repeating the same story with the number twenty who knew, loved and married the number fifteen and named their new family with both names. They even named the year they married with the same name «2015» so as to remember it for ever.

Finally he says that the dates are generally read differently than numbers and they do exercises on the dates of the previous year, this year's and next years.

Activity 4

After that they work as a team and with the help of a projector the teacher displays a card with numbers in sequence and asks them to find and circle the numbers of the new year.

Activity 5

Here is a list with the following order of individual or group work. The teacher will decide what type of work he prefers, that is individual or group, depending on the age and educational level of the students in the following order:

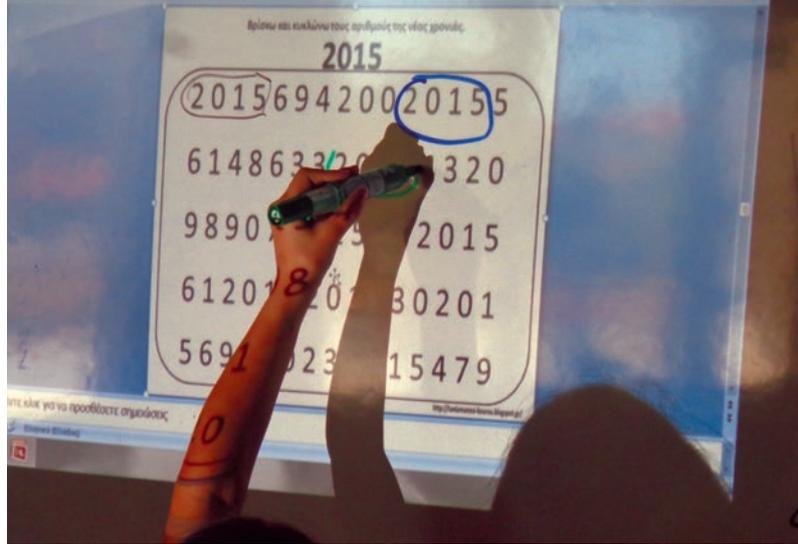
- Paint the numbers of the new year following the direction of the arrows.
- Try to write the numbers of the new year in the same manner.
- Cut and stick the numbers of the new year in the correct order on a card and paint it. The card in the middle says «Happy New Year». Students read aloud.
- Students are given a sheet with three stars. They write three different greetings for 2015 inside the three stars. Then they cut the stars and stick them on a paper in teams or individually. They hang the paper on a wall in their classroom and they decorate it.

FOLLOW UP

Concluding, cards are displayed by the teacher, with different ways of painting the numbers 2,0,1,5 as having within them different designs, houses, cars, stars and other or the numbers are painted as being people with clothes and hats or have pinned on them as many paintings and their value, that is the number four has four mice or four balloons. Students are asked to collectively draw a poster for the new year to which the figures 2015 have various forms and to decorate them with whatever they want, such as paintings, pictures from magazines, collages and more. They exhibit it in the classroom and then hang it on a wall of the classroom or the school entrance with a sign «Welcome 2015!!!».

Activity 6

Finally they sing the birthday song of 2015 in the class.





DHMOTIKO SXOLEIO NEOI POR N.OPPOI
/ GREECE



ΤΟ ΓΛΩΣΣΙΚΟ ΚΕΝΤΡΟ ΚΟΥΝΤΟΥΡΑ

Το Γλωσσικό Κέντρο Κουντουρά (KLC) είναι ένας πολυδιάστατος Εκπαιδευτικός Οργανισμός. Ιδρύθηκε στην Κατερίνη, μία όμορφη πόλη στους πρόποδες του Ολύμπου στη Βόρεια Ελλάδα, το 1977.

Δήλωση Πολιτικής Ποιότητας του KLC

Το Σχολείο μας δεσμεύεται να παρέχει εκπαίδευση υψηλής ποιότητας στους Σπουδαστές, διατηρώντας ένα σύστημα ποιοτικής διδασκαλίας και προσπαθώντας συνεχώς για τη βελτίωση των προγραμμάτων και των υπηρεσιών μας. Η αποστολή μας δεν είναι μόνο να ετοιμάζουμε τους Σπουδαστές μας για την απόκτηση πιστοποιήσεων στις γνώσεις αλλά και η γνώση της κουλτούρας της χώρας της οποίας τη γλώσσα διδάσκονται.

Διδασκόμενες Γλώσσες

Αγγλικά, Κινεζικά, Γαλλικά, Γερμανικά, Ιταλικά, Ισπανικά, Ρωσικά, Σερβικά, Βουλγαρικά, Πολωνικά, Ρουμανικά, Τουρκικά, Ινδικά, Αρχαία Ελληνικά για παιδιά, Νέα Ελληνικά για Αλλοδαπούς.

Προγράμματα:

- Παιδικά
- Σπουδαστές (ηλικίες 6-18 ετών)
- Ενήλικες
- Προετοιμασία Εξετάσεων

KOUNDOURA LANGUAGE CENTRE

Koundoura Language Centre is a Multidimensional Educational Institution. It was established in Katerini, a beautiful town at the foot of mountain Olympus in Northern Greece, in 1977.

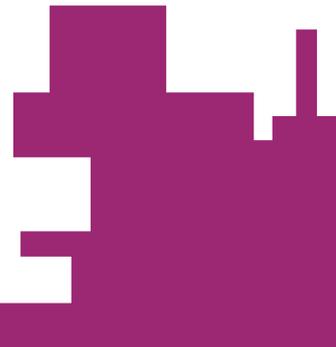
Koundoura Language Centre Quality Policy Statement
Our school is committed to providing high quality education and training to students by maintaining a quality assurance system and striving continuously to improve our courses and services. Our mission is not only to prepare our students for attainment of recognized diplomas in languages but also a cultural awareness of the country whose language they are studying.

Languages taught:

English, Chinese, French, German, Italian, Spanish, Russian, Serbian, Bulgarian, Polish, Romanian, Turkish, Hindi, Ancient Greek for children, Modern Greek for Foreigners.

Courses offered:

- Young Learners
- Students (aged 6-18)
- Adults
- All Certificate Examinations



ΠΛΑΝΟ ΜΑΘΗΜΑΤΟΣ Γλωσσικό Κέντρο Κουντουρά

Τάξη: D Senior

Group: 2

CEF επίπεδο: B1

Ημ/νία: 10/05/2015

Όνομα καθηγήτριας: έσποινα Φελεκίδου

Αριθμός Μαθητών: 12

Μέσος Όρος Ηλικίας: 13

Υλικά για χρήση: υπολογιστής και προτζέκτορας για PowerPoint παρουσίαση, CD player, καμβάδες 40x40, πιπέλα, τέμπερες, παλέτες, πλαστικά ποτηράκια, κουζινόχαρτο, μολύβια, στυλό, σβήστρες και χάρακες.

Σκοποί του μαθήματος: να προωθήσει υγιείς διαπροσωπικές σχέσεις μέσω της συνεργασίας, να βοηθήσει τους μαθητές να χαλαρώσουν απ' το καθημερινό βεβαρυμμένο τους πρόγραμμα, να αναπτύξει τη δημιουργικότητά τους, να διακοσμήσουμε την τάξη μας, οι μαθητές να εκφραστούν όχι μόνο μέσω της δημιουργίας, αλλά και να εκφράσουν και τα συναισθήματα τους χρησιμοποιώντας πιο πολύπλοκα επίθετα.

Αναμενόμενα Προβλήματα:

1. Οι μαθητές να μην τελειώσουν στην ώρα τους.
- 2.

Λύσεις:

1. Θα το τελειώσουν στον ελεύθερο χρόνο επόμενου μθμς.
- 2.

ΣΤΑΔΙΟ	ΔΡΑΣΤΗΡΙΟΤΗΤΑ	INTERACTIVE PATTERN	ΠΕΡΙΓΡΑΦΗ ΔΡΑΣΤΗΡΙΟΤΗΤΑΣ	ΩΡΑ
1	Ζέσταμα	1, 3	Η Κ. συστήνεται και εισάγει το νέο θέμα. Ζητά από τους Μ να δουλέψουν σε ζευγάρια και να ορίσουν την 'pop art'	5'
2	Παρουσίαση	1	Η Κ. εξηγεί και παρουσιάζει τι είναι η 'pop art'.	5'
3	Δραστηριότητα	1, 2	Η Κ. Παρουσιάζει πίνακες 'pop art' και ζητά από τους Μ. να τους περιγράψουν, όπως επίσης και τις σκέψεις τους όταν τους βλέπουν.	5'
4	Παραγωγή	4, 5	Οι Μ. προσπαθούν να δημιουργήσουν σε ομάδες 'pop art'.	30'
5	Επίδειξη	4, 2	Οι Μ. επιδεικνύουν το δημιούργημα τους στην τάξη.	5'

Ασκήσεις για το σπίτι: χωρίς ασκήσεις

Σημειώσεις/Πιθανές αλλαγές: Να θυμηθώ να φέρω στην τάξη σκίτσα, περιοδικά κι έγχρωμα χαρτάκια για να εμπνευστούν τα παιδιά και να έχουν τη δυνατότητα κολάζ.

Interactive Patterns:

1 = Κ > Τάξη, 2 = Μ > Μ στην τάξη ολόκληρη, 3 = Εργασία σε ζευγάρια, 4 = Ομαδική εργασία, 5 = Ατομική εργασία

LESSON PLAN

Koundoura Language Centre

Class: D Senior
Group: 2
CEF Level: B1
Date: 10/05/2015
Teacher's Name: Despoina Felekidou
Number of students: 12
Average age: 13

Material to be used: PC and projector for a PowerPoint presentation, CD player, canvases 40x40, paint brushes, temperas, pallets, plastic cups filled with water, kitchen paper, pencils, pens, rubbers and rulers.

Aim(s) of this lesson: to promote healthy interpersonal relationship between peers via collaboration on the project, to help students relax from their daily schedule by advancing their creativity skills at the same time, to decorate our class, to make students express themselves not only by painting but also verbally -by using more complex adjectives to describe art and their feelings.

Anticipated Problems:	Solutions:
1. Students may not finish their project on time.	1. They will finish it in their free time of another class.
2.	2.

STAGE	ACTIVITY	INTERACTIVE PATTERN	OBJECTIVE / DESCRIPTION OF THE ACTIVITY	TIME
1.	Warm up	1, 3	T introduces herself and the new topic. She asks Ss to work in pairs and try to give a definition of 'pop art'.	5'
2.	Presentation	1	T explains and presents to Ss what 'pop art' is	5'
3.	Activity	1, 2	T presents a number of 'pop art' paintings in class and asks Ss to describe them as well as their thoughts when they see them	5'
4.	Production	4, 5	Ss try in groups to create their own piece of 'pop art'	30'
5.	Demonstration	4, 2	Ss demonstrate their creation to class	5'

Assigned homework: no homework assigned

Post Teaching Notes / Changes: Remember to bring in class printed patterns and sketches on which students can work and create their own piece of 'pop art'.

Interactive Patterns:

1 = T > Class, 2 = S > S in whole class mode, 3 = Pair work, 4 = Group work, 5 = Individual work

ΚΕΝΤΡΟ ΞΕΝΩΝ ΓΛΩΣΣΩΝ ΚΟΥΝΤΟΥΡΑ

– ΣΧΕΔΙΟ ΜΑΘΗΜΑΤΟΣ

Επίπεδο τάξης: Αρχάριοι

Αριθμός μαθητών: 6

Ημερομηνία: 27/3/2015

Ομάδες: 1

Ηλικία μαθητών: 8-9 ετών

Όνομα καθηγήτριας: Έλενα Σαλματωνίδου

Τάξη: A-junior

Σύνθεση τμήματος: Αγόρια 1 Κορίτσια 5

Μάθημα: Μαθηματικά

Θέμα: Βασικά σχήματα

Υλικά: Υπολογιστής και προτζέκτορας, κάρτες με τα σχήματα, φύλλα εργασίας, μαρκαδόροι, χρωματιστά χαρτόνια, ραττάφιξ, ψαλίδια και κόλλες.

Γενικοί και ειδικοί στόχοι του μαθήματος:

Γενικοί στόχοι:

– Να μάθουν οι μαθητές τα βασικά σχήματα και τα χαρακτηριστικά τους (γωνίες, πλευρές).

– Να προωθηθούν οι υγιείς διαπροσωπικές σχέσεις μεταξύ των μαθητών, μέσω της συνεργασίας σε ομάδες.

Ειδικοί στόχοι:

– Να διασφαλιστεί η ορθή αναγνώριση και ο διαχωρισμός των σχημάτων μεταξύ τους, καθώς και η ικανότητα κατηγοριοποίησής τους.

– Να εισαχθούν τα ιδιαίτερα χαρακτηριστικά κάθε σχήματος.

– Να καταλάβουν οι μαθητές τις ιδιότητες κάθε σχήματος.

– Να μάθουν οι μαθητές το βασικό λεξιλόγιο που αφορά τα σχήματα, καθώς επίσης να διδαχθεί το τρίτο ενικό πρόσωπο του ρήματος «έχω» στα αγγλικά.

– Να εξοικειωθεί το μαθητικό δυναμικό με την ομαδοσυνεργατική εργασία και να προωθηθούν οι υγιείς διαπροσωπικές σχέσεις.

Χρόνος: Ένα μάθημα διάρκειας περίπου 50 λεπτών.

Στάδια μαθήματος:

Στάδιο	Χρόνος	Τύπος διάδρασης	Περιγραφή δραστηριότητας
Προ-οργανωτικό στάδιο	10 λεπτά	Δάσκαλος προς μαθητές	Χρησιμοποιώντας κάρτες εισάγουμε κάθε σχήμα ξεχωριστά. Ζητάμε από τους μαθητές να επαναλάβουν το όνομα κάθε σχήματος ατομικά και ομαδικά. Έπειτα ζωγραφίζουμε τα σχήματα στον πίνακα και ζητάμε από τους μαθητές να τα κατονομάσουν. Γράφουμε το όνομα κάθε σχήματος και ενθαρρύνουμε τους μαθητές να αναγνωρίσουν παρόμοια σχήματα στην τάξη τους. Εισάγουμε τις έννοιες των γωνιών και πλευρών με τη βοήθεια των καρτών. Αφήνουμε τους μαθητές να μετρήσουν το πλήθος των γωνιών και των πλευρών κάθε σχήματος και δημιουργούμε έναν συγκεντρωτικό πίνακα που θα παρουσιάζει τις πληροφορίες αυτές.
Εισαγωγή	2 λεπτά	Δάσκαλος προς μαθητές	Δείχνουμε ένα σύντομο βίντεο στον προτζέκτορα της τάξης, που αφορά τα βασικά σχήματα και τα ονόματά τους. Κατά τη διάρκεια της προβολής, ενθαρρύνουμε τους μαθητές να συμμετέχουν, τραγουδώντας τα ονόματα των σχημάτων. https://www.youtube.com/watch?v=zUfqgRtvaYQ https://www.youtube.com/watch?v=bJyySqvfYgE
Δραστηριότητα 1	8 λεπτά	Ατομική εργασία	Μοιράζουμε ένα φύλλο εργασίας σε κάθε μαθητή, όπου θα πρέπει να σχηματιστούν, να μετρηθούν και να χρωματιστούν τα γεωμετρικά σχήματα σύμφωνα με το παρεχόμενο υπόμνημα.
Δραστηριότητα 2	8 λεπτά	Μαθητής/τρια προς μαθητές (ολομέλεια)	Τοποθετούμε στην έδρα ένα κουτί παπουτσιών, στο οποίο έχουμε κόψει ένα τμήμα της μπροστινής και πίσω πλευράς. Στην μπροστινή πλευρά τοποθετούμε μια σειρά από πλαστικοποιημένα γεωμετρικά σχήματα σε διάφορα μεγέθη. Ζητάμε από τους μαθητές να έρθουν στην έδρα, να περάσουν τα χέρια τους μέσα από το κουτί, που τους εμποδίζει να δουν τα σχήματα, να διαλέξουν ένα από αυτά και αφού το ψηλαφήσουν, να το κατονομάσουν.
Δραστηριότητα 3	15 λεπτά	Ομαδική εργασία	Σε κάθε ομάδα μοιράζουμε χρωματιστά χαρτόνια..Σε κάθε χαρτόνι είναι σχεδιασμένη μια πλειάδα σχημάτων σε διαφορετικά μεγέθη. Κάθε ομάδα πρέπει να κόψει σε κάθε από τα χαρτόνια που έχει μπροστά της, ένα συγκεκριμένο τύπο σχήματος. Οι μαθητές χρησιμοποιώντας ratatafix, κολλάνε κάθε χαρτονένιο σχήμα κάτω από το σωστό όνομα. Υπάρχει ένας συγκεκριμένος αριθμός σχημάτων για κάθε κατηγορία, που αργότερα ο δάσκαλος γράφει στον πίνακα. Οι μαθητές ανατρέχουν στο αρχικό υλικό αν χρειαστεί να βρουν ένα σχήμα που λείπει. Με αυτή τη δραστηριότητα οι μαθητές στοχάζονται και αναδομούν τη νοητική τους απεικόνιση, αναφορικά με την κατηγοριοποίηση των σχημάτων.
Δραστηριότητα 4	7 λεπτά	Ομαδική εργασία	Σε χαρτί του μέτρου, έχουμε σχεδιάσει το περίγραμμα μιας πόλης που απαρτίζεται από τα βασικά γεωμετρικά σχήματα. Κατά συνέπεια, κάθε χαρτονένιο σχήμα λειτουργεί ως ψηφίδα ενός κολλάζ, που θα κρεμαστεί αργότερα στο τοίχο της τάξης.



KOUNDOURA LANGUAGE CENTRE – LESSON PLAN

Class Level: Beginners

Students: 6

Date: 27/3/2015

Group: 1

Students' Age: 8-9 years old

Teacher's Name: Elena Salmatonidou

Classroom: A-junior

Composition: Boys 1, Girls 5

Subject: Mathematics

Topic: The basic shapes

Materials & equipment: Projector and computer, flash-

cards, worksheets, colored markers, pieces of hard colored paper, patafix, scissors and glue.

Aims / Objectives of this lesson:

Aims:

- To make sure students learn the basic shapes (triangle, rectangle, square, circle) and their characteristics (angles, sides)
- To promote healthy, interpersonal relationship between peers via collaboration on a project.

Objectives:

- To ensure students are able to name each shape separately, discern the basic shapes, and have the ability of categorizing them



- To introduce specific attributes of the basic shapes.
- To help students understand the individual properties of each shape,
- To establish the vocabulary regarding shapes, as well as to teach the verb “have got”.
- To familiarize the students with working in teams and promote a healthy collaboration among peers.

Timing: A lesson of approximately 50 minutes.

Lesson Procedure

Stage	Time	Interaction pattern	Description of activity
Warm-up	10 minutes	Teacher to students	Using flashcards we introduce each shape separately. We ask the students to repeat the name of each shape chorally and individually. Then we draw the basic geometrical shapes on the board, ask the students to name them and write each name over the correct shape. We can also encourage students to identify such shapes inside their classroom. We introduce the meanings of angles and sides. After that, we allow the students to count the angles and sides of the drawn shapes and we create a chart on the board, including all the information deducted.
Intro-duction	2 minutes	Teacher to students	We show a short video using the projector in the classroom about basic shapes and their names. During the projection we encourage the students to sing along and repeat the names of the shapes. https://www.youtube.com/watch?v=zUfqgRtvaYQ https://www.youtube.com/watch?v=bJyySqvfYgE
Activity 1	8 minutes	Individual work	We hand out a worksheet to each pupil individually, where they have to trace, count and color the basic geometrical shapes. There will be a color key provided.
Activity 2	8 minutes	Student to students (whole class mode)	Onto the teacher’s desk we put a box of shoes in which we have already cut out a part of the frontal and the back facet. In the frontal side we put a range of laminated shapes of different sizes and forms. We ask students from each group to come to the teacher’s desk, put their hands through the box, fumble through the shapes, choose one, feel it, trace it with their fingers and name it.
Activity 3	15 minutes	Group work	In each group we hand out sheets of colored hard paper. In every paper, there is a mixture of shapes designed. We ask the group to cut out using scissors. There is one specific number of shapes for each category, which the teacher later writes on the board. After all the groups have finished their work, the pieces of hard paper are stuck on the board in order for deductions and comparisons to be made. Students retrace their original material to find a missing item or remove one. With this activity, students are able to reform and reconstruct their mental depiction regarding the classification of shapes.
Activity 4	7 minutes	Group work	On a large piece of fine paper reaching a meter, we have already designed the outline of a town constituted of basic geometrical shapes. Each group uses glue to stick the shapes of paper to their corresponding outline. As a result, each shape is used to form a collage.

Γενικά στοιχεία

Τα εκπαιδευτήρια ΠΛΑΤΩΝ, δραστηριοποιούνται στον τομέα της εκπαίδευσης από το 1997. Λειτουργούν τμήματα Νηπιαγωγείου – Δημοτικού – Γυμνασίου – Λυκείου, στα οποία φοιτούν τη σχολική χρονιά 2013-2014, συνολικά 520 μαθητές. Το διδακτικό προσωπικό αποτελείται από 50 δασκάλους και καθηγητές, 7 εκ των οποίων έχουν μεταπτυχιακά διπλώματα και 28 βοηθητικό προσωπικό (οδηγοί, συνοδοί, μάγειρες κλπ), σύνολο 78 εργαζόμενοι. Διαθέτουν 4 ιδιόκτητα λεωφορεία για τη μεταφορά των μαθητών, ενώ χρησιμοποιούν και 5 μισθωμένα λεωφορεία. Στα εκπαιδευτήρια λειτουργεί εστιατόριο στο οποίο σιτίζονται περίπου 250 από τους μαθητές.

Καινοτομία στην Εκπαίδευση

Η καινοτομία και η δημιουργικότητα στην εκπαίδευση είναι βασική επιδίωξη στο σχολείο μας, υλοποιείται δε με τις εξής δράσεις:

- Ανθρωπιστική προσέγγιση της διδακτικής διαδικασίας με στόχο την καλλιέργεια της κατανόησης, της μνήμης, της κριτικής σκέψης, της δημιουργικής σκέψης, της αξιολόγησης, της δημιουργικότητας και προσωπικότητας
- Συμβουλευτική, κατά την οποία κάθε καθηγητής αναλαμβάνει το ρόλο του συμβούλου σε επτά μαθητές καθ' όλη τη διάρκεια της χρονιάς με συναντήσεις ατομικές ανά εβδομάδα
- Ατομικές και ομαδικές εργασίες με θέματα που επιλέγουν, αναπτύσσουν και παρουσιάζουν οι μαθητές

- Λέσχες του Σαββάτου που καλύπτουν διάφορες κλίσεις ενδιαφέροντα των μαθητών. Μαθηματικών, Φυσικών επιστημών, Πληροφορικής, Ορχήστρας, Θεάτρου, Κεραμικής
- Εξωσχολικές δραστηριότητες, όπως κολύμβηση, ιστιοπλοΐα, πεζοπορία, σκι, εθελοντισμός
- Χρήση νέων τεχνολογιών στην εκπαίδευση, όπως Βιντεοπροβολείς, laptop, διαδραστικοί πίνακες, ηλεκτρονική πλατφόρμα διαχείρισης μαθησιακού περιεχομένου <https://moodle.educonlinux.eu/>

PLATON schools

PLATON schools are active in the field of education since 1997. The school consists of a Nursery school, a Kindergarten school, an Elementary, a Gymnasium a Lyceum, and a Centre for Lifelong Learning and about 650 students attended the school during the school year 2014-2015. The teaching staff consists of 73 teachers and professors, nine of whom have postgraduate degrees and 28 support staff (drivers, attendants, cooks, etc.), a total of 101 employees. Innovation in Education

Innovation and creativity in education are key objectives in our school and it is implemented by the following actions:

- Humanitarian approach to the teaching process aiming at fostering understanding, memory, critical thinking, creative thinking, evaluation, creativity and personality.
- Counseling, where each teacher assumes the role of a counselor for about seven students throughout the course of the year with individual meetings per week.
- Individual and group work with subjects that the students choose, develop and present.
- Saturday Clubs which cover different inclinations of the students interests such as Mathematics, Natural Sciences, Computer Science, Orchestra, Theatre, and Ceramics.
- Extracurricular activities such as swimming, sailing, hiking, skiing, volunteering.
- Use of new technologies in education, such as projectors, laptop, interactive whiteboards, electronic learning content management platform. <https://moodle.educonlinux.eu/>

Participation in many National and European Projects.



CLIL – ΠΛΑΝΟ ΔΙΔΑΣΚΑΛΙΑΣ

Ηλικία: 5η και 6η τάξη του δημοτικού

Αριθμός παιδιών: 15 – 20 μαθητές

Χρόνος διδασκαλίας: 45 λεπτά

Μάθημα: Μαθηματικά

Αντικείμενο διδασκαλίας: Στατιστική – Μέσος όρος

Λεξιλόγιο: μέσος όρος, διάγραμμα, ύψος, θερμοκρασία, τιμή, μοιράζω, προσθέτω

Γραμματική που θα εξασκηθεί:

– Χρόνοι: Ενεστώτας, Παρακείμενος, Συνοπτικός Μέλλωντας

Στόχοι:

– Γενικός στόχος : Να επικοινωνούν σε ένα δίγλωσσο περιβάλλον

– Να αντιληφθούν την έννοια του Μέσου Όρου

– Να αναγνωρίσουν την πρακτική του χρήση στην καθημερινή ζωή

– Να μπορούν να υπολογίζουν τον Μέσο Όρο

– Να δημιουργούν διαγράμματα

Πνευματικές δεξιότητες:

– Παραγωγικός συλλογισμός

– Οργάνωση

– Σύνδεση μεταξύ θεωρίας και πράξης

Εισαγωγή:

Ένας αξιόπιστος τρόπος να εξαγάμε συμπεράσματα είναι να διεξάγουμε μία έρευνα για το θέμα που μας ενδιαφέρει. Η στατιστική, και ειδικά η έννοια του Μέσου Όρου, είναι στις μέρες μας ένας δημοφιλής τρόπος να εξαγάμε συμπεράσματα από ποσοτικά δεδομένα. Όταν αυτά τα συμπεράσματα αποτυπώνονται σε ένα διάγραμμα, τότε τα κατανοούμε καλύτερα.

Έναρξη μαθήματος - γνωριμία:

Η εκπαιδευτικός συστήνεται στα παιδιά και εξηγεί ότι θα ακολουθήσει μία δραστηριότητα γνωριμίας. Ζητά από έναν μαθητή να έρθει στον πίνακα και να γράψει τα ονόματα όλων των μαθητών στην τάξη. Στη συνέχεια, η εκπαιδευτικός θέτει στα παιδιά ερωτήσεις, όπως:

Πόσα φρούτα τρώτε καθημερινά;

Πόσες ώρες βλέπετε τηλεόραση κάθε μέρα;

Σε κάθε ερώτηση, απαντάνε περίπου έξι μαθητές.

Δραστηριότητες:

– Η εκπαιδευτικός σημειώνει τις απαντήσεις των παιδιών δίπλα από τα ονόματά τους στον πίνακα και, έπειτα, δημιουργεί από ένα διάγραμμα για κάθε ερώτηση που έθεσε.

– Στη συνέχεια, η εκπαιδευτικός συζητά με τα παιδιά τη χρησιμότητα του Μέσου όρου, ώστε να παραχθούν συμπεράσματα για το σύνολο της τάξης. Δείχνει και εξηγεί τον τρόπο υπολογισμού του Μέσου Όρου, χρησιμοποιώντας τα δεδομένα που υπάρχουν στον πίνακα.

– Για να εμπειρωθεί καλύτερα η νέα γνώση, η εκπαιδευτικός μετρά το ύψος κάποιων παιδιών με τη χρήση μεζούρας. Τα υπόλοιπα παιδιά βρίσκουν το Μέσο Όρο του ύψους των παιδιών που μετρήθηκαν.

Αξιολόγηση:

Όσον αφορά την αξιολόγηση, θα ακολουθήσει ένα παιχνίδι. Το όνομά του είναι «Πού θα πάμε διακοπές;»

Η εκπαιδευτικός έχει πάνω στην έδρα πέντε κλειστούς φακέλους, ο κάθε ένας από τους οποίους αναγράφει έναν αριθμό από πάνω. Μέσα σε κάθε φάκελο υπάρχει ένας διαφορετικός προορισμός για διακοπές.

Τα παιδιά χωρίζονται σε πέντε ομάδες και η κάθε ομάδα παίρνει από την εκπαιδευτικό επτά κάρτες. Κάθε κάρτα δείχνει τη θερμοκρασία που θα έχει στον «μυστικό προορισμό» που θα πάνε διακοπές. Είναι μία κάρτα για κάθε μέρα της εβδομάδας που θα βρίσκονται σε διακοπές.

Η εκπαιδευτικός μοιράζει σε κάθε ομάδα χαρτόνια και μαρκαδόρους. Η κάθε ομάδα καλείται να χρησιμοποιήσει τα υλικά για να δημιουργήσει ένα διάγραμμα με τις τιμές από τις θερμοκρασίες που δείχνουν οι κάρτες. Έπειτα, καλούνται να υπολογίσουν τον Μέσο Όρο των τιμών θερμοκρασίας και να το δείξουν πάνω στο διάγραμμα.

Ο Μέσος Όρος που βρίσκει η κάθε ομάδα αντιστοιχεί σε έναν από τους κλειστούς φακέλους που βρίσκονται στην έδρα, σε αυτόν που αναγράφει τον ίδιο αριθμό πάνω του. Η κάθε ομάδα ανοίγει τον δικό της φάκελο και μαθαίνει ποιος είναι ο «μυστικός προορισμός» διακοπών!

Απαιτούμενα υλικά:

Χαρτόνια σε διάφορα χρώματα, Μαρκαδοροι, Ψαλίδια, Πίνακας, πέντε φάκελοι, πέντε αφίσες από τουριστικές περιοχές.

Ιδέα για δραστηριότητα - project:

Οι μαθητές χωρίζονται σε ομάδες. Η κάθε ομάδα επιλέγει μία διαφορετική τάξη του δημοτικού σχολείου για να κάνει έρευνα με θέμα: «Πόσες ώρες την εβδομάδα γυμνάζεσαι;». Δημιουργούνται διαγράμματα και βρίσκονται οι Μέσοι Όροι για κάθε τάξη του δημοτικού. Στη συνέχεια γίνεται αξιολόγηση των ευρημάτων και συζήτηση με θέμα αν υπάρχει αρκετή άσκηση στη ζωή των μαθητών του σχολείου και ποια βελτίωση θα μπορούσε να υπάρξει.

CLIL – Lesson plan by Vasiliki Dafkou

Age group/ level: Primary school /upper

Group size: 15-20 students

Timing: 45 minutes

Subject: Mathematics

Objective: Statistics - Average

Vocabulary: average, diagram, height, temperature, values

Grammar that is practiced:

– Tenses: simple present, present continuous, present perfect simple, future Simple

Aims:

- To communicate into a multicultural environment
- To comprehend the concept of “Average”
- To realize its practical use in everyday life
- To be able to calculate the “Average”
- To create diagrams

Thinking skills:

- Inductive thinking
- Organizational skills
- Connection between theory and practice

Introduction:

A reliable way to draw conclusions is by making a research on the topic you are interested in. Statistics, and especially the idea of average, is nowadays a popular way to extract conclusions from quantity values. All these data are organized into diagrams which offer us a better understanding.

Warm up:

The teacher introduces herself and explains that they are going to play a breaking-the-ice activity in order to get to know them better. She asks a student to stand up and write on the blackboard the names of all her/his classmates. Next, the teacher asks questions like:

How many fruits do you eat daily?

How many hours do you watch TV per day?

The students answer each question.

Activities:

- The teacher writes down students’ answers on the blackboard and creates a diagram corresponding to each question.
- Following that, the teacher discusses with the students the necessity of the concept of Average, in order to reach a conclusion that represents the entire class. She shows and explains how the Average is calculated using the information already provided as well as the meaning of Average as a concept.
- Regarding consolidation, the teacher gives examples through pictures shown on a projector and which depict the goals that popular football teams scored in the last 5 games. Students must find the Average of the goals scored in these 5 games for each team.
- Some of the students stand up and their height is measured. The rest of the class finds the Average of their classmates’ height.

Assessment:

As far as the assessment is concerned, we will play the game: “Where are we going for Holidays?”

The teacher keeps on her/his desk five (5) envelopes. A number is written on each envelope and a summer desti-



nation for Holidays is enclosed in each one of them.

The children are divided into groups of 4 and each group receives 7 cards. Each one of these cards displays the temperature that their “secret destination” will have in one of their seven-day stay.

The teacher also provides the groups with a paperboard and markers. Each group creates a diagram marking the temperatures on the cards. They afterwards calculate the Average and also mark it on the diagram.

This average matches one of the sealed envelopes on the teacher’s desk. Opening the envelope will reveal each group’s Secret destination.

Required resources:

Paperboards in different colors (big size), Markers, Scissors, board

Project ideas/ variations:

The students are separated into smaller groups. Every group chooses one Grade from their school and investigate the number of hours that each student exercises per week. They design diagrams and find out the average per grade, hence for the entire school. A discussion of the findings then follows.

CLIL – Σχέδιο Μαθήματος

Ηλικιακή Ομάδα/ Επίπεδο:

- Δημοτικό Σχολείο (9-10 ετών)
- Βασικές Γνώσεις Αγγλικής Γλώσσας, Μεικτής Δυναμικότητας Τάξη
- Α2 σύμφωνα με το CEF (Κοινό Πλαίσιο Αναφοράς για τις Γλώσσες του Συμβουλίου της Ευρώπης)

Αριθμός Μαθητών κάθε ομάδας: 16-20 μαθητές

Χρόνος Υλοποίησης: 45-50 λεπτά

Αντικείμενο: Καλλιτεχνικά (Αρχαιοελληνικά Αγάλματα)

Στόχοι:

- Γενικός Στόχος: Να αναπτυχθεί η επικοινωνιακή ικανότητα μέσω της πολυγλωσσίας και της πολυπολιτισμικότητας.
- Ειδικός Στόχος: Να γνωρίσουν και να κατανοήσουν διαφορετικές κοινωνικές συμπεριφορές οι οποίες θα τους φέρουν σε επαφή με διαφορετικούς πολιτισμούς.

Λεξιλόγιο:

- Χρώματα
- Μέρη του σώματος
- Λεξιλόγιο που αφορά τα υλικά: γλυπτό, πέτρα, άγαλμα, μάρμαρο, ρουχισμός, ύφασμα.
- Επίθετα που αφορούν την εξωτερική εμφάνιση: μακρύς, κοντός, ψηλός, γυμνός, ντυμένος, σγουρός, ίσιος, καλογυμνασμένος, ευθεία, πλισέ.

Γραμματική που θα χρησιμοποιηθεί:

Χρόνοι: Ενεστώτας Απλός, Ενεστώτας Διάρκειας.

Κριτική Ικανότητα:

- Σύνδεση της θεωρίας και της πράξης.

Περιγραφή:

Οι μαθητές θα έχουν μια σύντομη γνωριμία με τον Αρχαίο Ελληνικό Πολιτισμό όσον αφορά τα Αρχαιοελληνικά γλυπτά. Θα προβληθούν φωτογραφίες στο πανί προβολής και θα τους γίνουν ερωτήσεις όπως:

- Ποιος μπορεί να μου πει τι είναι αυτό;
- Μπορείτε να μου πείτε από που είναι;
- Πού θα μπορούσες να τα δεις. *(περίπου 10 λεπτά)*

Θα διδαχθούν για ένα συγκεκριμένο είδος γλυπτών που ονομάζονται «Κούρος» (νεαρός άνδρας) και «Κόρη» (νεαρή γυναίκα) και το πώς παρουσιάζονται στον Αρχαιοελληνικό πολιτισμό. Θα δοθούν συγκεκριμένες πληροφορίες αλλά όχι παρά πολλές έτσι ώστε να μπορέσουν να τις χρησιμοποιήσουν αργότερα. Οι πληροφορίες που θα λάβουν θα αφορούν κυρίως τα μαλλιά, τη δομή του σώματος, το ρουχισμό ή στην περίπτωση του Κούρου, το ότι

είναι εντελώς γυμνός, και τον τρόπο που στέκονται.

(περίπου 15 λεπτά)

Στη συνέχεια θα τους ζητηθεί να κάνουν παρόμοια αγάλματα με πηλό βασιζόμενοι σε αυτά που έχουν διδαχθεί.

(περίπου 25 λεπτά)

Δραστηριότητες:

Δημιουργία μικρών γλυπτών με πηλό.

Οπτικοακουστικά Μέσα:

Βιντεοπροβολέας (Projector), φορητός υπολογιστής (laptop), επιφάνεια προβολής, πηλός, φωτογραφική μηχανή, πίνακας, μαρκαδόροι για τον πίνακα, σφουγγάρι, οδοντογλυφίδες.

Ιδέες για περεταίρω εργασίες (Project)/ Παραλλαγές:

Οι μαθητές χωρίζονται σε ομάδες. Η κάθε ομάδα διαλέγει μια χώρα και ένα σχετικό αντικείμενο από τον συγκεκριμένο πολιτισμό για το οποίο θα ήθελε να μάθει και να φτιάξει.

Η κάθε ομάδα πρέπει να βρει φωτογραφίες σχετικές με το θέμα που διάλεξε.

CLIL – Lesson plan by Electra Binta

Age group/ level:

- Primary school (9-10 yrs old)
- Pre-Intermediate, Mixed Ability Class
- A2 according to CEF (Common European Framework)

Group size: 16-20 students

Timing: 45-50 minutes

Subject: Arts & Crafts (Greek Sculptures)

Objectives:



- General Aim: To develop communicative competence through multilingualism and multiculturalism.
- Specific Aim: To get to know and understand different social behaviours through foreign language which will bring them into contact with different cultures.

Vocabulary:

- Colours
- Body Parts
- Material words: sculpture, stone, statue, marble, cloth, fabric.
- Adjectives about appearance: long, short, tall, naked, dressed, curly, straight, well-built, straight ahead, pleated.

Grammar that is practiced:

Tenses: simple present, present continuous.

Thinking skills:

- Connection between theory and practice

Description:

Pupils will be shortly introduced to ancient Greek civilization concerning Greek sculptures. Pictures will be shown on the wall and then they will be asked questions such as:

- Who can tell me what it is?
- Can you tell me where this is from?
- Where can we see them? *(approx. 10 min)*

They will be taught about a specific type of sculptures called “kouros” (young male) and “kori” (young female) and how they are presented in the Greek culture. They will be given specific details but not too many so as they will be able to put them into practice later. The information that they will get concern mostly their hair, their body structure, their clothes or, in the kouros case, no clothes at all, and the way they stand. *(approx. 15 min)*

After that, they will be asked to make similar statues with clay based on what they have been taught. *(approx. 25 min)*

Activities:

Making small sculptures with clay.

Audiovisual Aids:

Projector, lap-top, screen, clay, camera, white-board, board markers, sponge, toothpicks.

Project ideas/ variations:

The students are separated into groups. Every group chooses a country and a certain object from the relevant culture that they would like to learn about and make.

Every group has to find pictures relevant to the topic they picked.





Projemiz CLIL olan öğretime yönelik yeni bir yaklaşım üzerinde yoğunlaştı. Hala Avrupa'nın birçok bölgesinde bilinmediğinden , bu yaklaşımın kendisi hakkında kısa bir makale hazırladık.

CLIL nedir?

İçerik ve Dili birleştiren öğrenme (CLIL), Avrupa eğitim sistemlerinde yer alan yeterlilik temelli öğretim yaklaşımıdır. Bu fikir hem ders hem de dili öğretmektir, ve "Öğrenmek için dil kullanma, Dili kullanmak için öğrenme" ifadesi yansıtılır.

CLIL , kişilerarası doğru becerileri, kültürel hassasiyeti ve bugünün işverenleri tarafından talep edilen iletişim ve dil yeteneklerini teşvik eden programların kullanımını özendirir.

Our project is concentrated on a new approach towards teaching that is CLIL. As it is still quite unknown in many areas of Europe, we have prepared a short article about the approach itself.

What is CLIL?

Content and Language Integrated Learning (CLIL) is a competence-based teaching approach that is gaining ground in European education systems. The idea is to teach both the subject and the language, and is captured in the phrase "using language to learn, learning to use language". CLIL encourages the use of curricula which promote the right interpersonal skills, cultural sensitivity and communication, and language abilities which are in demand by today's employers.

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A STEP AHEAD



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Gaziantep Bahçeşehir Koleji /Türkiye

Türkiye' nin Güneydoğu bölgesinde yer alan Gaziantep yüksek derecede sosyal-ekonomik güce sahiptir. Ekonomisi temel olarak sanayi, ticaret ve tarıma dayanır. Nüfusu yaklaşık bir buçuk milyondur.

Bahçeşehir Koleji 1994 İstanbul'da kurulmuştur. İstanbul, Adana, Alanya, Antalya, Aydın, Bursa, Bandırma, Burhaniye, Diyarbakır, Gaziantep, Kastamonu, Kocaeli, Konya, Mersin, Manavgat, Van, Yalova, Samsun ve Balıkesir gibi Türkiye' nin farklı yerlerinde 42 anaokulu, 27 ilk & orta okul ve 17 lisesi vardır.

Gaziantep Bahçeşehir Koleji 2008 yılında kuruldu ve Gaziantep' de en büyük okullardan birisidir. 1000 öğrencisi ve yaklaşık 100 çalışanı vardır. Okul öncesi, ilkököl, ortaokul ve lise eğitimi sağlar.

Çoklu zeka modülüne yönelik sınıfları içerir. Bu öğrenme stilleri farkları belirlemek ve bu farklılıklara göre eğitim şartları planı amaçlamaktadır.

Bahçeşehir Koleji Kurumlarında eğitim anaokulundan üniversiteye yapılan tüm yolculuğu kapsayan bir süreçtir. Bu çerçevede öğrenciler gerçek aydınlanma, refah ve yaratıcılıklarını ve bireysel ihtiyaçlarındaki problem çözme yeteneğini geliştiren öğrenme süreci doğrultusunda memnuniyeti garantileyen bir geleceğe hazırlanır.

Birinci hedefimiz, öğrencileri temel beceri ve yeteneklerini geliştirmek ve en üst düzeye yükseltmektir. Dil eğitimi okulumuzda çok önemlidir. Öğrencilere dil ve yeni kültürleri öğrenmeleri için fırsat yaratmak adına tüm kaynakları kullanmayı amaçlar. Bu nedenle, okulumuz yurt dışındaki diğer okullar ile iletişim halindedir.

Okulumuzda teknolojiyi kullanmak diğer önemli bir durumdur. Öğrenciler dersleri IPAD lerle işlemek gibi teknolojiyi doğru bir şekilde kullanmayı öğrenirler. Bunun yanında, Kodlama ve Robotik derslerinde kendi bilgisayar programları nasıl yaratacaklarını da öğrenirler.

Ek olarak, birçok yüzme, basketbol, futbol ve satranç madalyaları vardır. Akademik olarak Bahçeşehir Koleji Gaziantep' de her zaman birinci olan okuldur. Her yıl Eğitim Bakanlığı tarafından yapılan ulusal sınavlarda öğrencilerimiz sınavları birinci olarak geçmektedir.

Bu proje, ikinci uluslararası projemizdir. Birinci projemiz yeni kültürler tanıma ve kültürümüzü tanıtmaya hakkındaydı. Öğrencilerimizi çok heyecanlandıran bir projeydi. Unutulmaz anılarla geri döndüler. İlki gibi ikincisi de bizim için çok heyecan verici.

Gaziantep Bahçeşehir College /Turkey

Gaziantep – in the South East Region of Turkey – has high-socio-economic power. The economy is mainly based on industry-trade and agriculture in the region. The population is about a million and a half.

Bahçeşehir College was founded in İstanbul, 1994. It has 42 preschools, 27 primary & middle schools and 17 High schools in different areas of Turkey such as in İstanbul, Adana, Alanya, Antalya, Aydın, Bursa, Bandırma, Burhaniye, Diyarbakır, Gaziantep, Kastamonu, Kocaeli, Konya, Mersin, Manavgat, Van, Yalova, Samsun and Balıkesir.

Gaziantep Bahçesehir College was set up in 2008 and it is one of the biggest school in Gaziantep. It has 1000 students and the number of staff is about 100. It provides preschool, primary, middle and high school education.

It has classes oriented according to Multiple Intelligence Module. It aims to determine the differences of learning styles and plan the education terms based on these differences.

Education at Bahçeşehir College Institutions is a process which encompasses the complete journey from kindergarten to university. Within this framework, students are prepared for a future that guarantees true enlightenment, prosperity and contentment through learning process which develop the students' creativity and problem-solving abilities/skills in tune their individual needs.

Our primary goal is to develop and raise students' fundamental skills and abilities to the highest level. Language education is very important in our school. It aims to use all sources to create opportunities for them to learn languages and new cultures. Therefore, our school is in touch with the other schools abroad.

Gaziantep Bahçeşehir Koleji Resim Ders Planı

Konu: Renkler

Sınıf 1

ZAMAN	ÖĞRETMEN	ÖĞRENCİ	MATERYAL	YORUM
10 dk	Öğretmen "Hadi konu ile ilgili şarkıyı dinleyelim" der.	Öğrenci konu ile ilgili şarkıyı dinler.	Şarkı İpad	Öğrenci hem eğlenir hem öğrenir
5 dk	Öğretmen öğrencilere birer tane sabun verip üzerinde renk karışımlarını öğretir.	Öğrenci şarkıda geçen renk karışımlarını yapmaya çalışır.	Sabun	
15 dk	Öğretmen ana ve ara renkleri öğretir. Öğretmen 3arı (ana renkler için)3 çiçek (ana renkler için) çizer.	Öğrenci öğretmeni dikkatle dinler ve 3 arı 3 çiçek çizer. Öğrenci öğretmeni dinler ve direktiflere uymaya çalışır Öğrenci öğretmeni dinler.	Resim kağıdı Boya kalemi Suluboya	Bu öğrencilerin derse dahil olmalarını sağlayacak. Öğrenci derste eğlenecek. Öğrenci derse motive olacak ve öğrendiklerini dinleyip, konuşup tekrar edecek.

Gaziantep Bahçeşehir College Art Lesson Plan

Subject: Colors

Grade 1

TIME	TEACHER	STUDENTS	MATERIALS	COMMENTS
10 minutes	The T tells "Let's listen a song about colors".	The Ss start to listen.	Song Computer	The Ss both enjoy and learn thanks to the activity.
5 minutes	The T gives a soap to students and shows color mixing on it.	The Ss listen to T and do it.	Soap	
15 minutes	The T teaches main colors and middle colors. The T draws 3 bees as main colors and 3flowers .The T tells students "Let's paint flowers as main colors (yellow,red,blue) and bees as orange,green,purple".	The Ss listen to the T carefully. The Ss draw 3 bees and 3 flowers. The Ss listens to the T carefully. And The Ss try to learn what the T teaches them. The Ss listens to the T.	Art paper Crayons Watercolor	This will help them to interact with each others. The Ss will enjoy the activity. They will be motivated by the lesson and also they will practice what they have spoken, listened, understood.

Using technology is another important situation in our school. Students learn how to use technology correctly; such as having lessons with IPADS.

Besides this, they learn how to create their own computer programme in Coding and Robotic Lessons,too.

In addition to this, It has got a lot of swimming, basketball, chess medals. Academically it is always the first school in

Gaziantep. Every year our students pass the national exams prepared by Ministry of Education with high degree.

It is our second International Project, the first one was about learning new cultures and introducing our culture. It was the Project which made our students excited. They came back with unforgettable memories. Like the first one, second is very exciting for us, too.

SAMSUN KENT MÜZESİ

Samsun Kent Müzesi, Samsun insanının ve Samsun şehrinin ne kadar harika olduğunu hikayelerle anlatır. Müze, Avrupa'nın altıncı en prestijli müzesidir. (Luigi Micheletti Ödülü 2015)

Samsun Büyükşehir Belediyesi tarafından 2013 yılında kurulan Samsun Kent Müzesi, Türkiye'nin Karadeniz Bölgesi'nde bulunmaktadır. Devlet Demiryolları Evleri ve Samsun-Sivas Demiryolu Yapım ve Yönetim binası olarak 1928 yılında inşa edilmiş iki ahşap bina, müze olarak açılmıştır. Geçici sergiler için yeni bir galeri alanı inşa edilmiş, bu kısmın ana binaya bağlantısı sağlanmış, bina eski şeklini koruyarak, titizlikle restore edilmiş ve tasarımcılar odaların büyüklüğünü müzede sunulan temalara uyarlamıştır. Geçici sergiler ve öğrenciler için etkinliklerle desteklenmiş, bölgenin tarihiyle ilgili koleksiyonlar kronolojik olarak sunulmuştur. Müze, temalarıyla kentin tarihi, göçleri, yangınları ve doğal afetleri, ulaşımı, mimarisi, gelenek ve görenekleri, evlilik gelenekleri, sanatı, el sanatları ve tarımı dahil olmak üzere şehir kimliği ve bilinçli vatandaşlar oluşturmayı amaçlamaktadır. Müzeye ikinci olarak, kentin en önemli gelir kaynaklarından biri olan tütün hakimdir. Tütünün ticareti Osmanlı dönemine kadar gider ve müzede tütünün hikayesi tarlaya ekilmesinden bitmiş ürün olmasına kadar anlatılmaktadır.

Samsun Kent Müzesi, herhangi bir ticari amacı olmaksızın bir kentin değerlerini korumayı ve gelecek kuşaklara aktarmayı amaçlayan bir kurumun güzel bir örneğidir. Samsun'un sosyal hayatına entegre olarak, başarılı sergiler hazırlayan müze, çocuklar için de çeşitli etkinlikler sunar. Müzenin sloganı "Yaşayan Şehir, Yaşayan Müze" dir. Kentin geçmişi ile bugünü arasında bir köprü görevi görür. Samsun Kent Müzesinin Misyonu: Samsun'un tarihi ve mirası ile ilgili malzeme toplamak, korumak ve onları sergilemektir. Ziyaretçilere Samsun'un geçmişi ve bugünü ile dolu bir platform sağlamaktır. Öğrenme, ilham olma ve kültürel zenginliğin merkezi olmaktır.

SAMSUN CITY MUSEUM

The Museum tells the story of Samsun is a how great city and its people. The museum is six most-prestigious museums in Europe (Luigi Micheletti Award 2015).

Samsun City Museum is in the Black Sea region in Turkey which was established by the Samsun Metropolitan Municipality in 2013. The museum opened in two wooden buildings dating from 1928 which were built as the State Railway Houses and Samsun-Sivas Railway Construction and Management. The buildings connected by a newly built gallery for temporary exhibitions have been restored meticulously preserving the old structure and the designers have adapted the themes presented in the museum to the size of the rooms. Collections on the history of the region are presented chronologically, supplemented with temporary exhibitions and a series of activities for students. The museum aims to create a city citizenship conscience and city identity with themes including history, migrations, fires and natural disasters, transportation, architecture, customs and traditions, marriage customs, art, handicrafts and agriculture. The latter is dominated by tobacco, one of the most important sources of income in the area. The trade goes back to Ottoman times and its story is told from field to the finished product.

Samsun City Museum is a fine example of an institution protecting the values of a city and passing them to the next generations without any commercial purposes. The museum that offers children's activities and holds successful and intricate exhibitions as it is integrated into Samsun's social life.

The Museum motto is "Living City, Living Museum" and it serves as a bridge between the city's past and present.

Samsun City Museum Mission: To collect, preserve and display material relating to the history and heritage of Samsun. To provide a platform from which visitors can engage with Samsun, past and present. To be a centre of learning, inspiration and cultural enrichment.





SAMSUN KENT MÜZESİ
/ TURKEY

19 MAYIS SAMSUN

19 Mayıs Ortaokulu in Samsun has got 500 students in the age of 10-15 and employs 35 teachers. There are oriented classes according to Multiple Intelligence Module. It aims to determine the differences of learning styles and plan the education terms based on these differences. Language education is also very important. Children have four hours of English a week, the school employs two English teachers. They aim to use all sources they have to foster their students' interest and conscience of learning languages and new cultures. Therefore, the school is in touch with the other schools abroad. Our school was participating in 3 Comenius projects and the last project which aims bilingual education was a wonderful chance to study with foreign teachers who were specialists about English language.





Proiectul nostru se concentrează pe o nouă abordare în învățare denumită CLIL. Pentru că este o metodologie destul de necunoscută în multe zone din Europa, am pregătit un scurt articol despre metodologia în sine.

Ce este CLIL?

Content and Language Integrated Learning (CLIL) este o abordare a predării bazate pe competențe care câștigă teren la nivelul sistemelor educaționale din Europa. Ideea de bază a metodologiei constă în a preda deopotrivă subiectul și limba străină, și este perfect surprinsă de fraza: „folosind limba pentru a învăța și învățarea pentru a folosi limba”. CLIL încurajează curriculum-ul care promovează abilitățile interpersonale, sensibilitatea culturală și abilitățile de limbă și comunicare corecte, care sunt cerute de angajatorii de astăzi.

Our project concentrated on a new approach towards teaching that is CLIL. As it is still quite unknown in many areas of Europe, we have prepared a short article about the approach itself.

What is CLIL?

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Asociatia CREATIVE HUMAN DEVELOPMENT

Asociatia CREATIVE HUMAN DEVELOPMENT este o asociatie nonprofit, infiintata in anul 2009, cu sediul in Constanta, Romania.

Conform statutului sau, scopul Asociatiei este de a promova derularea de programe educationale si de sanatate, menite a dezvolta potentialul copiilor, tinerilor si adultilor. In atingerea scopului sau, asociatia a derulat, incepand cu anul 2010, o serie de programe permanente si proiecte anuale, dupa cum urmeaza:

- Programul **NEURON ENGLISH**, de invatare accelerata a limbii engleze, adresat copiilor si tinerilor cu varste intre 4 si 18 ani si adultilor;
- Programul **FASTRACKIDS**, de dezvoltare de abilitati de viata (**comunicare, creativitate, gandire critica, cooperare si incredere in sine**) pentru copiii cu varste intre 2 si 8 ani;
- Programul **SCIENCE**, de dezvoltare de abilitati stiintifice prin intermediul experimentelor, pentru copiii intre 4 si 8 ani;
- Programul **TECHNOKIDS**, de dezvoltare a abilitatilor TIC in randul copiilor si tinerilor cu varste cuprinse intre 6 si 18 ani;
- Campania anuala „**Read for the Record**” de sustinere a cititului de la varste mici, parte a campaniei internationale de sustinere a alfabetizarii derulata de Jumpstart International
- Proiecte de **Parenting**, pentru dezvoltarea abilitatilor parintilor de a relationa cu copiii si a-i educa eficient;
- **Proiecte de antreprenariat pentru copii si tineri.**

In aceste programe si proiecte au participat, in cei 5 ani de la infiintarea sa, un numar de peste 3000 de copii, tineri si adulti.

Asociatia are un personal de 10 angajati permanenti si 50 de voluntari pe care ii foloseste in programele si proiectele sale.



The Association CREATIVE HUMAN DEVELOPMENT

The Association CREATIVE HUMAN DEVELOPMENT is a nonprofit organization, founded in 2008, established in Constanta, Romania.

According to its Articles of Association, the goal of the association is to promote different educational and health programmes aiming to develop the full potential of children, teenagers and adults.

To fulfill its goal, the association have undertaken, starting with 2010, a serie of permanent programmes and annual projects, such as:

- **NEURON ENGLISH**, an accelerated English learning programme, adressed to children and teenagers aged 4 to 18 and to adults;
- **FASTRACKIDS**, a programme aiming to develop life skills such as **communication, creativity, critical thinking, cooperation and self-confidence**, adressed to children aged 2 to 8;
- **SCIENCE**, a programme aiming to develop scientific skills through different experiments, for kids aged 4 to 8;
- **TECHNOKIDS**, a programme aiming to develop IT&C skills for children and teenagers aged 6 to 18;
- Annual Campaign „**Read for the Record**”, supporting the early-age education and literacy, part of the international campaign „Read for the Record” organized by Jumpstart International;
- **Parenting projects**, to develop the parents’ skills to communicate non-violently with kids and educate them efficiently;
- **Entrepreneurship projects for children and teen-agers**.

More than 3000 children, teenagers and adults took part in the associations’ projects during the last 5 years. The association has a staff of 10 permanent employees and more than 50 volunteers involved in different programmes and projects.



ASOCIATIA CREATIVE HUMAN DEVELOPMENT
CONSTANTA / ROMANIA



GRĂDINIȚA PROGRAM PRELUNGIT PERLUȚELE MĂRII

GRĂDINIȚA P. P. PERLUȚELE MĂRII
children are happy!

“Educația este ceea ce supraviețuiește
după ce tot ce a fost învățat a fost uitat.”

B. F. Skinner

Iar noi facem educație de calitate!

GRĂDINIȚA CU PROGRAM PRELUNGIT „PERLUȚELE MĂRII” este una dintre unitățile de învățământ de prestigiu din orașul Constanța. Programul prelungit oferit (08:00 -18:00) vine în întâmpinarea nevoilor părinților care muncesc în centrul orașului, de aceea grădinița este foarte solicitată în acest sens. Cuprinde 8 grupe de preșcolari și 16 cadre didactice. Asigură un mediu stimulativ și securizant pentru creșterea și dezvoltarea preșcolarilor. Suntem interesați în a oferi o educație timpurie de calitate tuturor copiilor cu vârsta cuprinsă între 2,5/3 și 5 ani. Activitățile instructiv-educative desfășurate vizează dezvoltarea cognitivă, psihomotrică, emoțională și socială optimă pentru a asigura un debut școlar de succes. Grădinița este implicată în multe proiecte și parteneriate educaționale județene și naționale, bazându-se și pe un parteneriat solid și activ cu familiile preșcolarilor. Activitățile opționale cuprinse în Curriculumul la Decizia Școlii vizează în principal învățarea limbilor străine (limba engleză și limba franceză), fiind desfășurate de către cadrele didactice din unitate, posesoare a unor certificate lingvistice în domeniu.



GRĂDINIȚA PROGRAM PRELUNGIT PERLUȚELE MĂRII

PEARLS OF THE SEA EARLY CHILDHOOD INSTITUTION

"Education is what survives when what has been learned has been forgotten."

B. F. Skinner

And we always make quality education!

GRĂDINIȚA PROGRAM PRELUNGIT PERLUȚELE MĂRII is one of the best public early childhood institutions in Constanta, Romania (with 8 classrooms and 230 children). It is a 10 hour, 5 day program that provides a creative, supportive, nurturing learning environment for children (three meals and sleep session available). The kindergarten provides extensive opening hours that take account of the needs of working parents. The kindergarten staff is interested in offering a high quality early childhood education and care to all children from age three to age five. The programmes aim to develop the social and emotional competence and promote the cognitive, language, literacy and numeracy skills of pre-primary children to provide them with a fair start in primary school. The school council, the head teacher's team, the staff and the school community are involved in the school life and they work together. The families support the staff and collaborate in the projects. The School Parents' Association supports the carrying on of different projects initiated by school and our local community to develop at our students creative and free personalities.



GRADINITA PROGRAM PRELUNGIT PERLUTELE
MARIi CONSTANTA / ROMANIA

PLAN DE LECȚIE CLIL

Profesor: Agapie Daniela

Tema activității: Forme și culori

Domeniu de activitate: Știință – Activitate Matematică

Timp: 30 minute. **Grupa de vârstă:** 5 ani

Nivel: Preșcolari. **Număr de copii:** 25 copii

Obiectivele activității:

Învățarea formelor geometrice, a culorilor și a numărului.

Resurse materiale:

Cartonașe, fișe, creioane colorate, forme geometice

Obiectiv:

- Să identifice și să denumească formele în limba engleză;
- Să identifice și să denumească culorile în limba engleză;
- Să numere în limitele 1-10 în limba engleză.

Vocabular (în limba engleză): Numele formelor geometrice – cerc, triunghi, pătrat, oval, dreptunghi, inimă, culori, numere.

Elemente ale gramaticii limbii engleze: Can you see a ___?; Yes, I can!; What shape is it?; What colour is it?; It is a ____.; How many ____ are here?

INTRODUCERE

Copiii stau într-un cerc și cântă un cântec în limba engleză însoțit de mișcări “Shape Song”/„Cântecul formelor”.

SHAPE SONG

A circle, a triangle, a square, a heart.
Can you see a circle? Yes, I can!
Can you see a triangle? Yes, I can!
A circle, a triangle, a square, a heart.
Can you see a square? Yes, I can!
Can you see a heart? Yes, I can!
A circle, a triangle, a square, a heart.

CAPTAREA ATENȚIEI:

Aleg o formă geometrică. Copiii denumesc forma geometrică și culoarea acesteia (cerc, oval, triunghi, inimă, pătrat, dreptunghi). Se vor adresa următoarele întrebări: What geometric form is this? This is a.....(circle, oval, triangle, heart, square, rectangle). What colour is it? (red, yellow, blue, green)

ACTIVITATE

Copiii primesc 10 forme de plastic și le folosesc pentru a crea diferite structuri. Vor da un nume construcției lor și o vor descrie. Fișa de lucru se referă la formele geometrice, cum ar fi cercuri și pătrate, dar, de asemenea și dreptunghiuri și triangles. Pe fișa de lucru copiii urmează simple instrucțiuni de colorat enunțate în limba engleză, cum ar fi „Colour circles blue.”, „How many circles are there?” În continuare, copiii vor juca un joc numit „Atingeți forma”. Profesorul plasează forme în diferite colțuri ale sălii de grupă. Pentru a practica diferite cuvinte în limba engleză ce denumesc forme, profesorul rostește cuvântul și copiii alergă pentru a găsi și atinge forma dorită.

IDEI PENTRU PROIECT/ ALTERNATIVE

Prin desen, copiii sunt solicitați să redea cu ajutorul formelor învățate obiecte reale din mediul înconjurător.

Linkuri folosite

www.kids-pages.com/folders/flashcards/Shapes/page1.htm
www.education.com/worksheets/first-grade/geometry/

CLIL LESSON PLAN

Teacher: Agapie Daniela

Name of activity: Shapes and Colours

Subject: Maths.

Timing: 30 min. **Age Group:** 5.

Level: Preschool. **Group size:** 25 Students

Aims of the lesson:

Learning English words for shapes, colours and counting up to 10; Establish a solid foundation for future geometry skills.

Thinking Skills: Repetition words

Required resources: Flashcards, sheets, crayons, shapes.

Objective:

- Identify and name shapes;
- Identify and name colours;
- Count from 1 to 10.

Vocabulary: The name of the geometric shapes – circle, triangle, square, oval, rectangle, heart, colours, numbers.

Language: Can you see a ___?; Yes, I can!; What shape is it?; What colour is it?; It is a ____.; How many ___ are here?

INTRODUCTION

Children are in a circle and sing the song “Shape Song”.

SHAPE SONG

A circle, a triangle, a square, a heart.
Can you see a circle? Yes, I can!
Can you see a triangle? Yes, I can!
A circle, a triangle, a square, a heart.
Can you see a square? Yes, I can!
Can you see a heart? Yes, I can!
A circle, a triangle, a square, a heart.

WARM UP

Teacher shows children flashcards to identify and name them. Teacher asks children the following questions: What geometric form is this? This is a circle. (oval, triangle, heart, square, rectangle). What colour is it? (red, yellow, blue, green)

ACTIVITIES

Children get 10 plastic shapes and they use them to create different structures. They give a name to their construction and describe it.

The shape worksheet covers the geometric shapes, like circles and squares, but also cover, rectangles and triangles. Next, children follow simple coloring instructions, such as, “Colour the circles blue.”, “How many circles are there?” (blue for circle, yellow for oval, green for triangle, red for heart, pink for square, brown for rectangle).

Children will play a game called “Touch the shape”. The teacher places shapes in different corners of the class. To practice different shapes vocabulary words, teacher calls the word and children run to touch required shape.

PROJECT IDEAS/VARIATIONS:

A good way to help children learn shapes is to connect them to real things. Almost anything - houses, cars, boats, even pets - are made up of common shapes children are sure to recognize. Using circles, triangles, and rectangles at top of a page, they will make pictures of three different common things.

Useful Links

www.kids-pages.com/folders/flashcards/Shapes/page1.htm
www.education.com/worksheets/first-grade/geometry/

PLAN DE LECȚIE CLIL

Profesor: Nicoleta SAVU

Domeniu experiențial: Estetic-creativ

Tema: Semne de carte

Grupa de vârstă: 4-5 ani

Dimensiunea grupei: 20-25 preșcolari

Timp: 40 de minute

Obiectiv:

Până la sfârșitul activității, preșcolarii vor confecționa un semn de carte și își vor activa vocabularul cu noi cuvinte în limba engleză.

Vocabular:

book, bookmark, dog – doggy, cat – kitty, rabbit – bunny, mouse – mousy, pig – piggy, sheep.

Gramatica:

diminutivele animalelor date, onomatopee (woof, meow, squeak, baa, oink)

Propoziții simple enunțiatie și interogative:

“What is it?”, “It is a cat/dog/mouse/sheep/pig/rabbit.”,
“What does a cat/dog/mouse/sheep/pig/rabbit say?”,
“A dog says woof-woof.”, “A cat says meow-meow.”,
“A mouse says squeak-squeak.”, “A sheep says baa-baa.”,
“A pig says oink-oink.”, “A rabbit is silent.”, “Silence, please!”

Conținutul învățării:

– semn de carte;
– animalele domestice, sunetele lor, părți ale corpului;

Conținutul clil:

semn de carte, animale domestice, părțile componente ale corpului animalelor (cap, față, nas, ochi, coadă, labe), culori.

Abilități de învățare dezvoltate:

– atenție;
– înțelegerea instructajului verbal;
– memorie.

INTRODUCERE

Cereți preșcolarii să explice semnificația și utilitatea semnului de carte. Discutați modul în care oamenii folosesc semnele de carte. Se anunță tema activității și se enunță, pe înțelesul copiilor, obiectivele urmărite.

CAPTAREA ATENȚIEI

Profesorul și preșcolarii stau într-un cerc pe covor. Sunt arătate, pe rând, jetoanele și se cere preșcolarii să recunoască și să denumească animalele domestice. Este indicată reactualizarea cunoștințelor copiilor în privința animalelor domestice. În continuare, se oferă preșcolarii jetoane sau animale domestice de pluș. De fiecare dată când un animal domestic este menționat, se cere preșcolarii să sară în sus o dată și să imită sunetul specific acestuia. Se cere să se facă liniște, folosind diminutivele animalelor domestice (“Silence, doggy, silence!”).

ETAPELE ACTIVITĂȚII:

1. Lipiți urechile pe spatele feței animalului.
2. Lipiți capul pe corp/semnul de carte.
3. Lipiți botul animalului (un pompon colorat) pe față.
4. Lipiți ochii mobili pe fața animalului.
5. Pentru oaie, lipiți vata colorată pe cap.
6. Pentru pisici și câini, lipiți coada pe partea din spate a corpului/semnului de carte.
7. Pentru șoareci și porci, folosiți o tijă colorată de sârmă drept coada.
8. Opțional: Scrie-ți numele pe semnul de carte.

IDEI DE PROIECT/VARIANTE

Varianta 1

Preșcolarii aleg singuri materialele pentru a decora semnele de carte. Încurajați creativitatea! Cereți copiilor să folosească pâslă sau diferite tipuri de materiale textile pentru confecționarea semnului de carte.

Varianta 2

Cereți preșcolarii să confecționeze semne de carte legate de teme de vacanță specifice (Paște, Crăciun, Ziua Mamei, Ziua Îndrăgostiților).

RESURSE NECESARE

- cărți;
- jetoane (pisică, câine, șoarece, oaie, porc, iepure);
- animale de pluș (pisică, câine, șoarece, oaie, porc, iepure);
- carton colorat;
- șabloane (semn de carte tradițional ca dimensiuni);
- pastă de lipit;
- pompoane colorate;
- vată colorată pentru demachiat;
- chenille (tije de fire de sârmă maleabilă rasucite, în interiorul cărora se află fire textile sintetice);
- ochi creativi mobili;
- creioane.

CLIL LESSON PLAN

Teacher: Nicoleta SAVU

Subject: Arts & Crafts

Theme: Animal Bookmark

Age group/ level: 4-5 years

Group size: 20-25 preschoolers

Time: 40 mins

Objective:

By the end of the lesson students will make a bookmark and learn the meaning of new vocabulary words.

Vocabulary:

book, bookmark, dog – doggy, cat – kitty, rabbit – bunny, mouse – mousy, pig – piggy, sheep.

Grammar:

diminutive/pet name, onomatopoeia (woof, meow, squeak, baa, oink)

Short sentences and questions:

“What is it?”, “It is a cat/dog/mouse/sheep/pig/rabbit.”,

“What does a cat/dog/mouse/sheep/pig/rabbit say?”,

“A dog says woof-woof.”, “A cat says meow-meow.”,

“A mouse says squeak-squeak.”, “A sheep says baa-baa.”,

“A pig says oink-oink.”, “A rabbit is silent.”, “Silence, please!”

Content aim:

- choosing and assembling the bookmark;
- recognition of animals and their sounds, parts of the body and colours.

Language aim:

bookmark, animals, animal body parts (head, face, nose, eyes, tail, paws), colours.

Learning skills developed:

- flashcards training;
- verbal instructions;
- pasting and craft assembling.

INTRODUCTION

Ask students to define the word bookmark. Discuss how people use bookmarks. Tell students that they are going to make animal bookmarks.

WARM UP

Teacher and students sit in a circle in classroom. Teacher must attract students’ attention through activity. Teacher has all the flashcards ready. Teacher shows pictures to students and ask them to recognise the domestic animals. It is helpful to check whether students can recognise the animals so ask them what sound each animal makes. Give students cards showing different animals or stuffed animals. Each time their animal is mentioned, ask students to jump up and make the sound for that particular animal. Make a farm sound. Ask students to be silent by calling their animals using diminutiveness (“Silence, doggy, silence!”).

PROCEDURE

Students choose an envelope. There is everything they need to assemble the animal bookmark pieces. They assemble the bookmark according to the teacher’s dictation.

ACTIVITIES

Assembly Craft

1. Paste ears on the back of animal face.
2. Paste assembled head on body/bookmark.
3. Paste small nose (a ready-made pompon) on animal face.
4. Paste googly eyes to animal face.
5. For sheep, paste cotton-wool on its head.
6. For cats and dogs, paste tail on the back of body/bookmark.
7. For mice and pigs, use a pipe cleaner as tail. Poke it through the hole and tie it on the end so it can’t pull back out.
8. Optional: Write your name down in the body or behind the bookmark.

PROJECT IDEAS/VARIATIONS

Variation 1

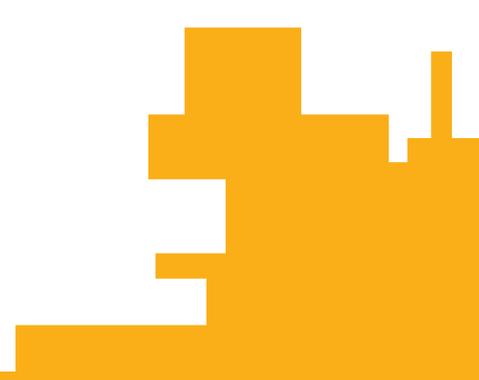
Let students choose materials to decorate their bookmarks. Encourage creativity! Have students make bookmarks from felt or from pieces of various types of material.

Variation 2

Have students make bookmarks related to themes of specific holidays (Easter, Christmas, Mother’s Day, Valentine’s Day).

REQUIRED RESOURCES

- Books;
- Flashcards (cat, dog, mouse, sheep, pig, rabbit);
- Stuffed animals (cat, dog, mouse, sheep, pig, rabbit);
- Cardstock or heavy construction paper;
- Bookmark templates (traditional sized bookmark measuring 2-3 inches wide; use a hole-punch to create a hole at the top of the bookmark for the mouse and pig ones)
- Glue sticks;
- Colourful ready-made pompons;
- Cotton-wool;
- Colourful pipe cleaner or chenille stem;
- Googly/wiggle eyes;
- Pencils.





GRADINITA PROGRAM PRELUNGIT PERLUTELE
MARIII CONSTANTA / ROMANIA

ROLUL PĂRINȚILOR ÎN EDUCAȚIA BILINGVĂ

Asociația de părinți Perluțele Magice Constanța

Învățarea limbii engleze încă de timpuriu este foarte importantă și esențială pentru devenirea copilului ca adult. Totodată acesta articol reprezintă punctul de vedere al părinților membrii ai **Asociației de părinți Perluțele Magice**. Activitățile de predare a limbii engleze din grădiniță reprezintă un criteriu foarte important pentru părinți în alegerea unei instituții de educație timpurie pentru copil. La ședințele școlare, părinții împărtășesc unul cu celălalt viziunea și visurile pentru proprii copii. Părinții doresc ca aceștia să obțină o educație bună, să aibă acces la programe bilingve și multiculturală excelente, să aibă multe opțiuni profesionale. Dar ce este mai important, toți acești părinți vor ca proprii copii să devină adulți bilingvi.

Este foarte important ca atunci când copii încep să învețe limba engleză ca pe a doua limbă, instituția școlară trebuie să aibă în părinți parteneri de predare pe care să se poată baza. Părinții trebuie ținuti la curent cu progresele făcute de copii în ceea ce privește învățarea limbii engleze. Bilingualismul reprezintă abilitatea de a folosi două limbi și implică atât înțelegerea, cât și vorbirea, nu obligatoriu cu același nivel de fluentă. Există o recunoaștere globală a beneficiilor bilingvismului atât în plan cognitiv, personal, dar cât și social. Bilingualismul sporește stima de sine a copiilor, cât și încrederea, dezvoltă motivația pentru a învăța, sporește inteligența și constituie baza învățării a celei de-a doua limbi străine. Mai mulți de 70% din populația lumii vorbește mai mult decât o singură limbă. Astfel, pentru mulți copii poate părea la fel de natural să crească însușindu-și două limbi străine, la fel cum și-ar însuși o singură limbă.

Educație bilingvă îi învață pe copii limba engleză și le dă o șansă să o exerseze în timp ce ei învață, de asemenea, subiecte precum matematică, științe, arte, muzică. Limbajul reprezintă una dintre cele mai importante aptitudini pe care le achiziționează copilul preșcolar, acesta fiind totodată un element cheie în însușirea unei bune educații în școală și mai apoi în mediul universitar.

Astăzi, limba cu cea mai largă circulație este engleza, astfel încât cunoașterea ei este un lucru absolut necesar pentru fiecare om modern. Stilurile de învățare a limbii engleze au evoluat și ele, oferind metode care să îmbine plăcutul cu utilul.

În condițiile transformărilor pe care le cunoaște lumea contemporană în perioada globalizării, a interferențelor și interdependențelor de tot felul, învățarea, cunoașterea și folosirea limbilor străine reprezintă o condiție a progresului, a unei integrări reușite, atât la nivel individual, cât și la scară socială, în structurile de succes ale mileniului III. Cu cât primii pași în această direcție sunt făcuți mai devreme, cu atât șansele de succes sunt mai mari.

Un bun și valoros program preșcolar implică familiile copiilor în moduri semnificative și respectuoase în activitatea grădiniței. La Grădinița Perluțele mării părinții sunt într-adevăr implicați în programele de educație timpurie. Părinții se simt responsabili. Este un sentiment bine de

știut că profesorii ne doresc în sala de grupă, să ne jucăm și să lucrăm cu preșcolarii și să le fim de ajutor. Familiile sunt binevenite și invitate să participe la activitățile școlare într-o varietate de moduri. Profesorii respectă rolul părintelui ca prim învățător al copilului și prim expert în ceea ce privește copilul. Părinții care se simt bine-veniți în grădiniță reprezintă o resursă puternică, în stare să îmbunătățească educația copiilor lor. Când grădinița și familia lucrează împreună, preșcolarii reușesc în viață și comunitățile sunt mai puternice. Învățarea limbii engleze ca limbă suplimentară în primii ani are o importanță majoră și un mare impact asupra debutului școlar al viitorului copil. Ca părinte, de asemenea, trebuie să spun că este tot mai evident, cu fiecare an care trece, că dascălii fac tot posibilul pentru a-și spori cunoștințele și practica de predare în scopul sprijinirii în mod corespunzător a nevoilor de învățare ale copiilor. Totuși, trebuie subliniat că interesul pentru învățarea și cunoașterea limbilor străine este determinat de realitățile lumii de astăzi și anume: globalizare, importanța multilingvismului în edificarea unei noi Europe sub sigla UE, sporirea șanselor individului de a beneficia de oportunitățile oferite de fenomenele menționate, precum și necesitatea ca într-o asemenea lume să fie formați și educați indivizi care acceptă că există și alte culturi și pentru a exista în viitor. Toleranța și efortul de înțelegere a celor care sunt diferiți este singura alternativă care asigură progresul și prosperitatea comunității umane.

Ca o concluzie aș sublinia faptul că timpurile noastre sunt favorabile învățământului de limbi străine, cât și studiului, ca o consecință firească a tuturor elementelor implicate de acestea. Există suficient loc pentru noi concluzii, noi abordări, metode, procedee, tehnici, sau activități cu o largă aplicabilitate în cazul unei largi palete de situații educaționale și tipuri de învățământ lingvistic incluzând și învățământul preșcolar.

ROLE OF PARENTS IN LANGUAGE EDUCATION

Perluțele Magice Parents' Association Constanța

Learning English is very important from early childhood and essential for children becoming full-grown adults. However this article shows the view of **Perluțele Magice/ Magic Pearls Parents' Association of Perluțele mării/ Pearls of the Sea Kindergarten**. Teaching English to kindergarten children represents a very important reason for choosing an early education institution for children.

At school meetings, group of parents share with each other their vision and dreams for their children.

Parents want their children to get a good education, to have access to excellent bilingual, multicultural preschool programs, to have many choices of professions. But more important, all of these parents want their children to be fully bilingual as adults. It is important when children start to learn English as a second

language, school institution to have a strong partnership with parents. Parents need to be kept informed of their children's progress in learning English.

Bilingualism is the ability to use two languages, and involves both understanding and speaking, not necessarily with the same degree of fluency, but in either language. There is now a worldwide recognition of the social, personal and cognitive benefits of bilingualism. Bilingualism increases children's self-esteem and confidence, enhances motivation for learning, increases cognition, strengthens family relationships and provides a strong basis for learning the second language. Over 70 per cent of the world's population speaks more than one language. Thus for many children it is as natural to grow up speaking more than one language as it is to grow up speaking one.

Bilingual education teaches English to children and gives them a chance to practice it while they also learn subjects like Math, Science, Arts, Music. Language is one of the most important skills you acquire as a preschooler, which is also a key element in acquiring a good education in school and then in academia. Today, the most widely spread language is English, so knowing it is absolutely necessary for every modern man. English language learning styles have evolved their methods combining learning with pleasure. The globalization and interdependence interference of all sorts, learning, knowledge and use of foreign languages is a prerequisite for progress, the successful integration at both the individual and social scale nowadays. The first steps in this direction must be made earlier possible, for the chances of success to be higher.

A good preschool program values and involves families in meaningful and respectful ways in the activities of the kindergarten. At **Perluțele mării/Pearls of the Sea Kindergarten** parents are really involved in the early childhood programs. Parents feel responsible. It is a good feeling to know that teachers want us in classroom, to play and work with preschoolers and help teachers. Families are welcomed and invited to participate in school activities in a variety of ways. Teachers respect the parent role as first teacher of the child and prime expert on the child. Parents who feel welcome in kindergartens are a powerful resource that can better their children's education. When kindergartens and families work together, preschoolers



succeed in life and communities are stronger. Learning English as an additional language in the early years has a major importance and a great impact on future child's school start. As a parent I must also say that with every year passing by it is more and more obvious that educators do their best to increase their own knowledge awareness and teaching practice to appropriately support the children's learning needs.

However, it must be stressed that the interest for learning and knowledge of foreign languages is determined by the realities of the world today, namely: globalization, the importance of multilingualism in building a new Europe under EU logo, increasing the chances of individuals to benefit from opportunities offered by the above-mentioned phenomena, and the need for such a world to be trained and educated individuals who accept that there are other cultures and to exist in the future. Effort tolerance and understanding of those who are different is the only alternative that ensure progress and prosperity of human community. As a conclusion we - Parents' Association - would say that the present time is favorable to foreign language education and study as a natural consequence of all elements involved in it. There is still enough place for conclusions and new approaches, methods, processes, techniques, or specific activities with a wide applicability to the great variety of learning situations and language teaching in all types of education, including preschool.

SCOALA GIMNAZIALĂ NR. 5 ARAD

Scoala Gimnazială Nr. 5 Arad este situată pe strada Udrea, nr. 22, cod 310171. Numărul elevilor este în jur de 1100, iar al profesorilor 59. Elevii sunt împărțiți în 35 de clase, 19 pentru învățământul primar și 16 la gimnaziu. În școală sunt 26 de clase mari și moderne, 4 laboratoare (chimie, fizică, biologie și informatică). De asemenea sunt 3 clase amenajate pentru limbile moderne (engleză, franceză, germană), una pentru limba română, una pentru istorie și una pentru religie. Școala are și o sală de sport și două terenuri de sport, o bibliotecă ce conține 16400 de volume și o sală de festivități cu 250 de locuri.

Caracteristica fundamentală a școlii este calitatea personalului didactic, personal bine pregătit științific și didactic, format în spiritul interesului pentru nou, pentru propria dezvoltare profesională și pentru cercetare oglindită în zeci de mobilități ale cadrelor didactice prin proiectele **Comenius, Leonardo de Vinci, Erasmus+**. Toți elevii au astfel acces la un proces educativ de calitate, organizat și susținut de un personal interesat de muncă, promovând educația centrată pe elev.

MIDDLE SCHOOL NO 5

Our Middle School No 5 is situated at no.22, Udrea Street, postal code 310171. The number of the pupils is almost 1100 and there are 59 teachers. The pupils are divided in 35 classes, namely 19 for the primary school and 16 for the middle school. One can find both 26 large and up-to-date classrooms for teaching process, and 4 laboratories (the Chemistry lab, the Physics lab, the Biology lab and the IT lab). There are also 4 Art subjects departments for foreign languages (English, French, German), one for the Romanian lessons, one for the History subject and the last one for Religion studies. The School is also endowed with 2 sport grounds and 1 library containing 16400 books. There is a festival hall which has 250 seats. Our students are taken care by the school doctor and nurses in a special small school clinic for human health and dental problems.

The most important feature of the school is the quality of its teaching staff. The teachers are highly trained, equipped with subject knowledge and pedagogical skills, open to new ideas, showing interest in their professional development and research thing that can be proved by the high number of **Comenius, Leonardo de Vinci, Erasmus+** mobilities the teachers of our school took part in.

PROIECT DE LECȚIE

Argument

Lecția își îndreaptă atenția spre crearea de păpuși îmbrăcate în costume populare românești. Activitatea este adaptată elevilor de vârstă școlară mică, care cere o atență observare a formei, culorii și decorațiunilor și precizie în decuparea lor. O prezentare PowerPoint este arătată copiilor pentru a o folosi ca ghid. Pentru a crea păpușile, elevii adaugă detalii și colorează șabloanele, apoi le decupează și le lipesc. Activitatea este distractivă și poate fi îmbunătățită folosind imaginația.

Disciplina: arte și tehnologii

Titlul lecției: Păpuși îmbrăcate în costume populare românești

Nivel: Elementar A1

Structuri gramaticale: Present simple, present continuous

Vocabular: jucării, părțile corpului

Obiective: La sfârșitul lecției elevii vor fi capabili să:

- Utilizeze cuvintele care denumesc părțile corpului;
- Formuleze propoziții afirmative folosind verbul have got/a avea
- Utilizeze vocabularul asimiliat pentru a realiza un portret fizic și să-l descrie oral;
- Creeze obiecte combinând diverse metode de lucru;
- Manifeste creativitate în realizarea sarcinilor de lucru;

Limba obligatoriu: Elevii vor

1. Asimila cuvinte cheie: cap, umeri, genunchi, tălpi, corp, mâini, ochi, păr, brațe, picioare;
2. Folosi verbul to have/a avea pentru a-și descrie corpul
3. Înțelege vocabularul specific în context

Mediul cultural: Elevii vor

- intra în contact cu tradițiile și cultura românească

Conexiuni interculturale: Conexiuni Crosscurriculare

Științe: Părțile corpului

Muzică și mișcare: Cap, umeri, genunchi și degete

Resurse: video proiector, tabla, cretă colorată, fișe, șabloane, prezentare power point

Evaluare: formativă, orală, observare sistematică

DESFĂȘURAREA LECȚIEI

SPARGEREA GHEȚII

Obiective

- pregătirea elevilor;
 - crearea unei atmosfere plăcute pentru învățare
- Profesorul desenează pe tablă o pânză de păianjen, iar elevii sunt întrebați la ce se gândesc atunci când aud cuvântul „JUCARIE”.



Activitatea 1 (Introducere) – 15 min.

Obiective:

- conștientizarea elevilor asupra noțiunilor pe care urmează să le învețe;
 - motivarea elevilor prin mijloace de personalizare;
- Elevii sunt anunțați că vor vrea o jucărie, mai precis o păpușă.
- Profesorul desenează un cerc pe tablă și cere elevilor să denumească obiectul. (Ce credeți că este? Este o minge? Este un ou?)



Profesorul desenează elementele feței: ochi, nas, gură, urechi, păr. Profesorul practică noul vocabulary. Profesorul le arată elevilor niște cartonașe cu părțile corpului. Profesorul dezvăluie încet fiecare cartonaș și îi pune pe elevi să își arate părțile corpului. (Când profesorul arată cartonașul cu imaginea „cap”, fiecare elev trebuie să își atingă capul).

Activitatea 2 – 15 min.

Obiective:

- Să exerseze vocabularul: cuvinte care exprimă părțile corpului
 - Să cânte un cântec și să execute comenzile date de profesor
- Elevilor li se cere să completeze un rebus, după care vor executa câteva jocuri:

Jocul 1

„Profesorul spune”-este jocul „Simon spune”, dar utilizând cuvântul „profesor”. Profesorul spune de ex. „Atinge-ți genunchii!” Profesorul execute comanda, iar elevii repetă. Se folosește același joc pentru: ochi, gură, picioare, umeri etc. După câteva exemplificări, elevii repeat același joc, din ce în ce mai repede. Când un elev face o greșală, el va fi trimis la loc. Ultimul care rămâne în joc este câștigătorul.

Jocul 2

<http://learnenglishkids.britishcouncil.org/en/word-games/find-the-pairs/human-body>

Cântec: Head, shoulders, knees and toes

Elevii se ridică. În timpul cântecului, profesorul și elevii face toate acțiunile cerute de cântec. Profesorul se asigură că elevii execută comenzile cerute. La un moment dat, versurile vor fi rostite din ce în ce mai repede, iar elevii vor executa în ritmul cântecului, încercând să nu greșească.

Activitatea 3 – 45 min.

Obiective:

- Să își dezvolte abilitățile de tăiere/decupare/lipire
- Să asambleze părțile decupate pentru a obține produsul final

Profesorul prezintă un PowerPoint despre costumele populare românești

Elevii sunt informați că vor face o păpușă îmbrăcată în costum popular românesc

Elevilor li se prezintă materialele cu care vor lucra: fire textile pentru păr, biluțe de amporă pentru cap, carioca colorate, ace, ochi mobile, bețe pentru frigărui. Hainele păpușii vor fi un șablon de carton, pe care elevii vor desena motive naționale românești, având ca model costumele din PowerPoint.

FIXAREA CUNOȘTINTELOR

Activitatea 4 – 15 min.

Obiective:

- Să exerseze noțiunile legate de corpul uman și de trăsăturile fizice
 - Să se încurajeze comunicarea
- Elevii își prezintă păpușile create, utilizând vocabularul învățat, utilizând prezentul simplu al verbului, „a avea”

EVALUARE ȘI FEEDBACK

La final, calitatea produselor va fi evaluată utilizând calificative ca: excelent, minunat, deosebit, foarte bine.



LESSON PLAN

Overview

The Art activity focuses on creating puppets that are wearing Romanian folk costume.

The activities are appropriate for small pupils, requiring careful observation of shape, color and decoration, and accuracy in cutting out. A PowerPoint presentation is provided for the children to use as guide. To make the puppets, children add detail and color the templates and then cut out and glue them. The activity is fun to do and can be enhanced imaginatively.

Subject: Art and crafts

Topic: Puppets dressed in Romanian folk costumes

Level: Elementary

Vocabulary: toys, parts of the body

Aims:

With the completion of the lesson students will be able to:

- To practise names of body parts;
- To form affirmative statements using the verb have got;
- To use the newly acquired vocabulary in order to make a physical portrait and describe it orally;
- To create objects, combining different methods;
- To show creativity in carrying out the tasks

Language obligatory: Students will

1. Acquire key vocabulary: head, shoulders, knees, toes, body, hands, eyes, hair, arms, legs
2. Use verb „to have” to describe their body

Language compatible:

Students will be able to:

1. Understand more specific vocabulary in context

Cultural background: Students will

- Get in touch with Romanian culture and traditions

Making connections: Crosscurricular extensions

Science: The Parts of the Body

Music and movement: Head, shoulders, knees and toes

Teaching aids:

projector, whiteboard, colored pieces of chalk, handouts, templates, ppt. presentation

Assessment: formative, oral, systematic observation

PROCEDURE

WARM-UP

Aims:

- To warm-up students;
 - To create a pleasant atmosphere for learning
- The teacher draws on the whiteboard a spidergram and the pupils are asked what are they thinking about when they hear the word „TOY”

Activity 1 (Lead-in) – 15 min.

Aims:

- To make Ss aware of the items they will learn;
 - To motivate Ss by means of personalization
- The students are announced that will create a toy, namely a puppet.

The teacher draws a circle on the blackboard and asks students to name the object. (What is it? Is it a ball? Is it an egg?).

The teacher draws the face elements – the eyes, nose, mouth, ears and the hair. T drills the new vocabulary. The teacher shows flashcards of the parts of the body. T slowly reveal each flashcard and have students touch their part of the body (so, when T shows the “head” flashcard get everyone to touch their heads).

Activity 2 – 15 min.

Aims:

- To practice vocabulary: words for external parts of the body
- To sing a song and execute the commands given by teacher

Ss are asked to fill in a crossword puzzle worksheet

Game 1 “Teacher Says”.

This is the game “Simon Says” but using the word “teacher”. T goes straight into the game by saying “Teacher says touch your (knees)”. T does the action and make sure everyone else follows along. T does a few more “touch your eyes, touch your toes”, etc. Then at some point gives a command without the “Teacher says” part (e.g. “Touch your mouth”). First time round, everyone will touch their mouth, so make it very clear that they shouldn’t do this when T doesn’t say “Teacher says”. After a while Ss will get the hang of it. The game will be played faster and faster. When a student makes a mistake they have to sit the rest of the game out. The last student standing is the winner.

Game 2

<http://learnenglishkids.britishcouncil.org/en/word-games/find-the-pairs/human-body>

Song: Head, shoulders, knees and toes

Everyone stand up. As the song plays the teacher sings and does all the actions, touching each part of her body with two hands in time with the song. T makes sure her students are following along. It’s easy and fun so the students will love doing this. Each verse gets faster so by the last verse it will be frantic but great fun.



Activity 3 – 45 min.

Aims:

- To develop the cutting and pasting skills
- To assemble small parts for end product

The teacher presents a PowerPoint about the popular costumes from Romania. Pupils are told that they are going to make a Romanian puppet.

The teacher shows the materials to be used during the lesson: wool thread, scissors, glue, carton templates, colored markers, pins.

The teacher explains the procedure: the styrofoam ball will be the head. On it pupils will draw the mouth, nose and eyes. The wool thread will be used for the hair, and the templates for the clothes. The clothes will be decorated by pupils.

FOLLOW-UP

Activity 4 – 15 min.

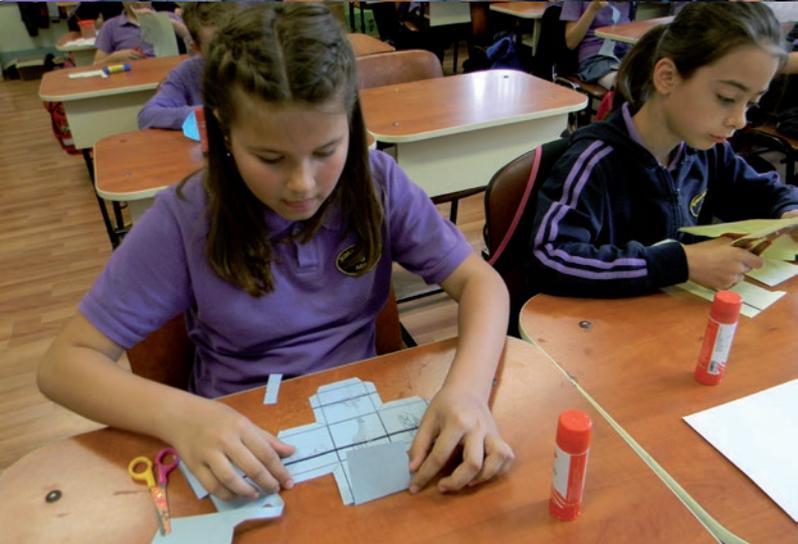
Aims:

- To provide Ss further practice in describing physical appearance;
- To encourage communication

Pupils present their puppet using the vocabulary acquired and the Present Simple of the verb “have got”

ASSESSMENT AND FEEDBACK

The quality of the children's art work will be assessed in the same way as a normal art lesson, alongside comments such as excellent, good work, great job.







Nasz projekt koncentruje się wokół nowego podejścia do nauczania, jakim jest CLIL. Jako że to pojęcie nadal nieznane w wielu regionach Europy, przygotowaliśmy krótki artykuł o tym podejściu samym w sobie.

Czym jest CLIL?

Content and Learning Integrated Learning (w skrócie CLIL) to metoda oparta na uzdolnieniach, która zyskuje uznanie w systemach edukacyjnych w całej Europie. Głównym założeniem jest nauczanie przedmiotowe i językowe jednocześnie, a idealnie zawiera się w zdaniu „używać języka, by uczyć i uczyć, by używać języka”. CLIL zachęca do wykorzystywania tych elementów program nauczania, które wzmacniają właściwe umiejętności interpersonalne, wrażliwość kulturową oraz zdolności językowe i komunikacyjne, tak pożądane przez dzisiejszych pracodawców.

Our project is concentrated on a new approach towards teaching that is CLIL. As it is still quite unknown in many areas of Europe, we have prepared a short article about the approach itself.

What is CLIL?

Content and Language Integrated Learning (CLIL) is a competence-based teaching approach that is gaining ground in European education systems. The idea is to teach both the subject and the language, and is captured in the phrase “using language to learn, learning to use language”. CLIL encourages the use of curricula which promote the right interpersonal skills, cultural sensitivity and communication, and language abilities which are in demand by today’s employers.

Erasmus+



clil

BILINGUAL EDUCATION
A STEP AHEAD



Erasmus+

PRZEDSZKOLE MIEJSKIE NR 152 W ŁODZI

Przedszkole Miejskie Nr 152 w Łodzi jest zlokalizowane w dzielnicy Łódź-Polesie na osiedlu mieszkaniowym Rekinia – Piaski. Baza placówki to: 5 przestronnych, nowoczesnie wyposażonych sal, gabinet wspierania rozwoju i terapii, gabinet logopedyczny oraz sala ruchowa. Atutem przedszkola jest rozległy ogród wzbogacony o liczne nasadzenia roślin ozdobnych i iglaków, na którym wydzielono obszary:

1. rekreacyjno zabawowy – wyposażony w urządzenia sportowo-rekreacyjne
2. przyrodniczo doświadczalny z wydzielonymi strefami edukacyjnymi: zmysłów, twórczego działania, doświadczeń, relaksu i dzikiej łąki. Ogród to także miejsce do spotkań z rodzicami i mieszkańcami osiedla. Organizujemy tam: Pikniki Rodzinne, Śniadania Na Trawie, zawody sportowe, akcje społecznościowe, plenery artystyczne, ekologiczne itp.

Do przedszkola uczęszczają dzieci w wieku od 3 do 6 lat. Wszystkie grupy są zróżnicowane wiekowo. Zgodnie z koncepcją pracy przedszkola i realizowaną ideą edukacji włączającej (włączanie dzieci o specjalnych potrzebach edukacyjnych do grup ogólnych/masowych) w przedszkolu zatrudnieni są specjaliści: logopeda i terapeuta.

Ofertę edukacyjną przedszkola wzbogacają zajęcia z jogi i gimnastyki ogólnorozwojowej.

Kierunki pracy przedszkola wyznaczają idee zawarte w koncepcjach humanistycznych, w których człowiek samodzielny sam decyduje o własnej aktywności, sam też ustala i realizuje kolejność wyznaczonych działań, przez co staje się ich podmiotem. Podmiotowość zakłada – z jednej strony – świadomość odrębności w stosunku do innych ludzi, jak i otaczającego świata, ale z drugiej oczekuje umiejętności kierowania własnym postępowaniem, przestrzegania norm prawno-moralnych oraz odpowiedzialności za podejmowane decyzje.

Kształtujemy w dzieciach świadomość społeczną i demokratyczną, upowszechniamy i promujemy zdrowy i aktywny styl życia determinujący aktualne i przyszłe zachowania, tworzymy warunki do rozwijania u dzieci kompetencji kluczowych w tym min. językowych. Promujemy „wychowanie do samodzielności” jako istotnego kierunku edukacji humanistycznej. Nasze działania opieramy na czterech filarach edukacji humanistycznej:

- Uczyć się, aby być
- Uczyć się, aby wiedzieć
- Uczyć się, by móc oddziaływać na siebie i swoje środowisko
- Uczyć się, aby żyć wspólnie – edukacja włączająca

Nasze priorytety:

- Jestem istotą społeczną – społeczna i demokratyczna edukacja;
- Jestem częścią przyrody – moje ciało i mój umysł, moje środowisko;
- Jestem tym, czym się odżywiam – higiena i kultura żywienia;
- Jestem animatorem ruchu – sprawność, radość, bezpieczeństwo;
- Jestem członkiem społeczności europejskiej.

W ramach priorytetów jw. propagujemy:

- Edukację włączającą (włączanie dzieci o specjalnych potrzebach edukacyjnych do grup ogólnych);
- Edukację dla demokracji (rozwijanie samodzielności, ak-



- tywności twórczej – świadomej i odpowiedzialnej osobowości (min. Plan Daltoński, Dziecięca Rada Przedszkola);
 - Dwujęzyczność (realizacja podstawy programowej w języku polskim i języku angielskim – CLIL/IMERSJA)
 - Edukację zdrowotną – zdrowe odżywianie, sport, turystykę i rekreację;
 - Edukację przyrodniczo – ekologiczną;
 - Technologie TIK oraz nauki ścisłe.
- Przed wszystkim uczyliśmy się razem i nawzajem od siebie, szanując każdą indywidualność.

KINDERGARTEN NO. 152 IN ŁÓDŹ

Kindergarten no. 152 is located in Łódź-Polesie. This part of the city called Retkinia was built in the 70s. The Kindergarten has 5 spacious, modern classrooms, developmental therapy office, speech therapy office and gym. The advantage is large garden with numerous plantings of ornamental plants and conifers and separated areas:

1. playground – equipped with sports equipment
2. experimental educational zones: the senses, creative activities, experiences, relaxation and nature. The garden is also a meeting place for parents and inhabitants of the closest area. As much as possible we organize there family picnics, sports competitions and another events.

Children ages 3 to 6 are attending to our Kindergarten where all groups are diverse by age. Another important thing is inclusive education (inclusion of children with special needs into general groups) Specialists-speech therapist and the developmental therapist are supervising work in the groups and having extra therapy sessions for special needs children.

We also offer extra free activities for all children- yoga classes and PE classes provided by specialist.

Directions of our work is determined by the ideas contained in the conception of the humanities in which every person stand-alone decides about his own activities and also establishes and implements the order of the assigned tasks, which becomes their subject.

This idea of education is realized by Dalton's Plan and Children Council chosen by democratic vote.



Subjectivity is assumed - on the one hand - awareness of distinctiveness in relation to other people and the world around us, but on the other expects ability to lead the own behaviour, compliance to legal and moral standards and own responsibility for own decisions.

We develop in the children the democratic awareness, disseminate and promote a healthy and active lifestyle (which is a very important determinant of current and future behavior) we create conditions to develop in children the key competences in the future life. We promote "education of self-reliance" as an important direction of humanistic education.

All our actions are based on four pillars of humanistic education:

- Learn to be
- Learn to know
- Learn to do (be able to work in teams)
- Learning to live together – inclusive education

Our priorities:

- I am a social being – a social and democratic education;
- I am a part of nature – my body and my mind, my environment;
- I am what I eat – hygiene and nutrition;
- I am an animator of movement – agility, joy, safety;
- I am a member of the European community.

Within the priorities above we also promote:

- Inclusive education (inclusion of children with special needs to regular groups);
- Education to the Democracy (developing self-reliance, creative activity – a conscious and responsible personalities (Dalton's plan a Children Council);
- Bilingualism (implementation of the curriculum in Polish and English – CLIL/ immersion);
- Educate to health – healthy eating, sport, tourism and recreation;

- Educate to nature and being eco;
- Technologies ICT and science.

First of all, we learn together and from each other respecting each individuality.

SCENARIUSZ ZAJĘĆ: MOJA ULUBIONA ZABAWKA

Nauczyciel: Krystyna Milcarz.

Wiek dzieci: Przedszkole (4-6 lat)

Wielkość grupy: 15 osób. **Czas:** 40 minut

Potrzebne pomoce: papierowe symbole zabawek (miś, samolot, samochód, wróżka, kucyk), kontury wybranych zabawek (miś, lalka, samolot, pociąg, piłka, samochód, wróżka, kucyk, kołocki), białe kartony, 5 misek, farby plakatowe, kubeczki z wodą, puzzle z obrysem zabawek, mokre chusteczki, MP3 player, Piosenka „The toy song”

Temat: „Moja ulubiona zabawka”

Cele ogólne:

- Zrozumienie techniki malowania 10 palcami;
- Rozwijanie kreatywności oraz indywidualnych zdolności twórczych;

Dzieci:

- Nazywają/wskazują nazwy zabawek i ich kolory
- Poprawnie nazywają zabawki po angielsku
- Wiedzą jak malować używając 10 palców
- Rozwijają umiejętność pracy w zespole

Słownictwo i proste pytania:

„Czy znasz tę zabawkę?"/„Jaka to zabawka?“, „Czy znasz ten kolor?“, „To jest...“, „Włóż/Umocznij palec do/w farby/ie“, „Ułóż puzzle“, „Podzielmy się na pięć zespołów”

Rzeczowniki i przymiotniki:

- miś, lalka, samolot, pociąg, piłka, wróżka, samochód, konik, klocki
- niebieski, żółty, czerwony, zielony, brązowy, fioletowy, biały



Czasowniki:

– śpiewać, witać, siadać, szukać, układać, moczyć/wkładać,

Rozgrzewka

Powitanie dzieci. Nauczycielka przedstawia dzieciom pacynkę pieska, która ma dla dzieci list. Nauczycielka czyta list i zawartą w nim prośbę do dzieci o pomoc w odnalezieniu zabawek, które wyszły na spacer i nie mogą odnaleźć drogi do domu. Dzieci, czy możecie pomóc?

Piosenka „The toy song”

Hello, girls and boys
play a game with me
Look at all the toys
come and play with me
I want to play with my doll
play everywhere
with a book or teddy bear
come and play with me
Hello, girls and boys
play a game with me
with a puppet and a train
come and play with me
I want to play with my doll
play everywhere
with a book or teddy bear
come and play with me

<https://www.youtube.com/watch?v=OuUQ1DbDgic>

Wprowadzenie

Dzieci siedzą w półkolu. Losują z pudełka emblematy (miś, samolot, samochód, wróżka, koń). Dzieci dzielą się na pięć grup według wylosowanych emblematów. Odszukanie zagubionych zabawek. Każda zabawka ma kopertę, w której ukryte są puzzle (sylwety zabawek). Grupa układa puzzle i nazywa obrazek.

Ćwiczenia

Zabawa „Zaczarowany worek”

Nauczycielka zaprasza kolejno wybrane dzieci, które losują słoiczki z farbami. Nazywają kolory. Objasnienie sposobu wykonania pracy. Będziemy używali do malowania farb plakatowych i naszych dziesięciu palców. Nabieramy farbę na palec i malujemy. Na jednym palcu może być tylko jeden kolor. Wybierzcie dowolne kolory i bawcie się dobrze! Indywidualna praca dzieci

Podsumowanie

Zwiedzanie z pacynką pieska „Galerii prac dzieci” – nazywanie powstałych prac.

Zabawa „Kolory”

Dzieci stoją w rozсыpcie na dywanie. Nauczycielka włącza muzykę podczas której dzieci poruszają się po klasie. Gdy muzyka cichnie nauczyciel wymienia nazwę koloru, dzieci odszukują w klasie zabawkę, sprzęt, meble w wymienionym kolorze.

LESSON PLAN: MY FAVOURITE TOY

Teacher: Krystyna Milcarz

Age Group/ Level: Preschool (4-6 years old)

Group size: 15 pupils. **Timing:** 40 minutes

Required resources:

paper symbols of toys (teddy bear, plane, car, fairy, pony)
outline of the toys (teddy bear, doll, plane, train, ball, car, fairy, pony, blocks), white cartons, 5 bowls, poster colors
water cups, puzzles with the outlines of the toys, wet wipes
MP3 player “The toy song”

Theme: My favourite toy

General objective:

- Understand how to paint using 10 fingers
- Develop creativity and individual creative abilities

Children:

- Identify/indicate the names of the toys and colors
- Properly name the toys (in English)
- Get to know how to paint by using 10 fingers
- Develop the ability of teamwork

Vocabulary and simple questions:

“Do you know this toy?” / “What is it?” / “Do you know that color?” / “This is...”, “Dip finger in the paint/water”, “Make the puzzle”, “Let’s make five teams”.

Nouns/Adjectives:

- teddy bear, doll, plane, train, ball, fairy, car, horse, pads
- blue, yellow, red, green, brown, purple, white

Verbs:

- sing, welcome, sit down, find, make, dip, paint

Warm up

Welcome kids. Introduce to the puppet- The Dog. He is having a little surprise for children- the letter. Teacher is reading the letter. In the letter the Dog is asking for help- toys went out for a walk and can’t find the way back home. Children, can you help?



The toy song

Hello, girls and boys
 play a game with me
 Look at all the toys
 come and play with me
 I want to play with my doll
 play everywhere
 with a book or teddy bear
 come and play with me
 Hello, girls and boys
 play a game with me
 with a puppet and a train
 come and play with me
 I want to play with my doll
 play everywhere
 with a book or teddy bear
 come and play with me

<https://www.youtube.com/watch?v=OuUQ1DbDigc>

Introduction

Children sit in a semicircle. They draw lots from the box (pictures of teddy bear, plane, car, fairy, horse). Children are divided into five groups. The task is to find the lost toys. Each lost toy has an envelope with the puzzles to make. Children make puzzles into own teams. They name the toys from the pictures.

Activities

The game "Magic bag"

The teacher invites children to the bag. Each child gets one paint and name it.

Explanation – how to do the work. We will use poster paints to paint and also we will use your ten fingers. Choose a finger paint color, dip your fingers in the paint and then to the paper. The most important rule is: one finger- one color. Remember

that please! You can choose every color you like. Have fun!

Individual children's work

Summary

The Dog (puppet) is visiting "Gallery of children's works" - naming the results.

Game "Colors"

When teacher stops the music and says the name of the color children need to seek the toys, equipment furniture in this color.

LESSON PLAN: THE FARM

Teacher: Jagoda Przybysz

Age Group/ Level: Preschool (3-6 years old)

Group size: 20-25 pupils

Timing: 45-60 minutes

Required resources:

pictures of the animals and the baby animals, animal cards (5 sets), flashcards, bricks, Super Simple Songs CD (3), stamps, clock

Theme: The farm

General objectives:

- Building/develop/preserve knowledge about the inhabitants of the farm, the elements of nature and buildings
- Making a collections of the same and different objects
- Learning to count up to 10

Children:

- identify/indicate the animals and baby animals that live on a farm (horse, foal, duck, duckling, pig, piglet, cow, calf, sheep, lamb, chicken/rooster/chick)
- finding pairs
- count to identify the quantity of a collection
- identify quantities in small collections of the same and different objects and in different
- investigate and names attributes of collections, in particular, their kind and color

Vocabulary:

sitting quietly, crossed legs, hand up to speak, lips closed, ears listening, eyes looking, running in place, arm circles, hoping, jumping jacks, squats, toe touches, horse, duck, pig, cow, sheep, chicken, foal, duckling, piglet, calf, lamb, chick, window, chimney, door, house, let's count, find the pairs

Language classroom and daily routines language:

Good morning, How are you today? How is the weather today? Thank you. I am...., Calendar, What is the month?, What is the day of the week?

Warm up:

1. The Song Hello Hello!

Hello, hello. [Wave one hand, then the other hand.]

Can you clap your hands? [Clap.]

Hello, hello. Can you clap your hands?

Can you stretch up high? [Stretch towards the ceiling.]

Can you touch your toes? [Bend down and touch your toes.]

Can you turn around? [Turn around.]

Can you say, "Hello"? [Wave, then say, "Hello"]

Hello, hello. Can you stamp your feet? [Stamp your feet.]

Hello, hello. Can you stamp your feet?

Can you stretch up high? Can you touch your toes?

Can you turn around? Can you say, "Hello"?

Hello, hello. Can you clap your hands?

Hello, hello. Can you stamp your feet?

2. How are you today? Conversation

Introduction:

1. Distribution of children into small groups of 3-4 people.

Teacher choose 6 leaders of the teams by giving the pictures of the animals to each leader. (Teams of the horses, ducks, pigs, cows, sheep, roosters/chicken). Leader on the team will be mom or dad for the baby animals. Other children receive little cards with images of baby animals- foal, duckling, piglet, calf, lamb, chick. At a signal from the teacher leaders (moms and dads) are supposed to find their children (baby animals). Children making a own families.

2. Welcome the different groups of animals, do exercise (running in place, arm circles, hoping, jumping jacks, squats, toe touches)

3. Each group receive animal cards. Some of them are from the farm (10). Children have to find them and count how many they have (also another animals). Matching the animals with the numbers. Finding the matching pairs in a other groups.

4. Teacher shows the flashcards- name them. Children repeating new words and selecting good ones (window, chimney, door). Counting the elements in the classroom.

5. Teacher shows the colorful bricks. Each group is taking 10 blocks of each color (green/yellow/blue/red).

Activities:

Children receive instruction from teacher about the task (in polish)- build the house for animals

Instructions for children:

Build house as a team using available blocks. Remember to put one pair of the door(2), 2 pairs of the windows (4) and 1 chimney on the right place. Remember, every member of the team need to stay active, listen to your leader and be nice to each other. You have 15 minutes. If you need help let me know by hand up! Good luck!

Summary:

1. Presentation of the houses built by all groups. Name/ indicate and counting the selected building elements (windows, door, chimney).

2. Summary of the work each of the group, make by children, leaders and teacher.

3. The promise of free time after the classes. Request for use English names during the play.

4. children gets stamps



PRZEDSZKOLE MIEJSKIE NR 206 W ŁODZI

W Przedszkolu Miejskim nr 206 w Łodzi dzieci uczą się i bawią w 8 grupach w tym 4 grupach integracyjnych. Łącznie opiekujemy się 175 dziećmi w wieku od 3 do 5 lat w tym 20 niepełnosprawnymi do lat 8.

Przedszkole ma usunięte bariery architektoniczne, posiada dobrze wyposażoną salę gimnastyczną, bogatą bazę dydaktyczną oraz różnorodne, atrakcyjne kąciki zainteresowań i zabaw, dające dzieciom możliwość wyboru działań. Atutem przedszkola jest ogromny, częściowo zalesiony, ogród posiadający przyrodniczą ścieżkę dydaktyczną i atrakcyjny plac zabaw, dający wiele ciekawych możliwości zajęć i zabaw na świeżym powietrzu.

Każde dziecko jest traktowane przez nas indywidualnie, dostrzegamy jego aktualne potrzeby, możliwości i zainteresowania, staramy się sprawić by dzieci czuły się bezpieczne i szczęśliwe.

Rozwijamy dziecięce zdolności, stwarzając dzieciom warunki udziału w różnorodnych konkursach, przeglądach i festiwalach.

Najważniejszymi kierunkami naszej pracy jest:

- edukacja twórcza i regionalizm
- edukacja ekologiczna i profilaktyka
- edukacja dwujęzyczna i edukacja ku demokracji poprzez działalność „Rady Dziecięcej”.

Staramy się poszukiwać nowatorskich metod i form pracy z dzieckiem. Preferujemy te które wzbogacone są indywidualnym podejściem do dziecka, opartym na wielozmysłowym wspieraniu jego aktywności i możliwości rozwojowych. Pracujemy z dziećmi Autystycznymi, z zespołem Downa, dziecięcym porażeniem mózgowym i innymi specyficznymi problemami rozwojowymi.

Realizujemy wiele projektów dofinansowywanych w pozytywnych grantach celowych, m.in. współfinansowanych przez Unię Europejską, instytucje ogólnopolskie i lokalne (np. program Erasmus +, programy ekologiczne, działania twórcze).

Jesteśmy współorganizatorem Międzynarodowego Festiwalu Sztuki Małego Dziecka (impresje współfinansowanej przez Ministerstwo Kultury i Dziedzictwa Narodowego).



THE KINDERGARTEN NO. 206 IN ŁÓDŹ

In the Kindergarten No. 206 in Lodz children learn and play in 8 groups including 4 integration groups. Our teachers take care of total 175 children aged 3 to 5 years, including 20 disabled until 8 years old.

Kindergarten has removed architectural barriers, has a well-equipped gym, a rich and varied educational facilities, attractive corners of interests and activities that give children a choice of activities. The advantage of the preschool is huge, partly wooded, garden having a didactic path and an attractive playground that gives a lot of interesting possibilities for classes and outdoor activities. Each child is treated individually, we see its current needs, abilities and interests, we try to make the children feel safe and happy. We develop children's abilities, giving them the conditions for participation in various competitions and festivals.

The most important directions of our work is:

- Creative education and regionalism
- Environmental education and prevention
- Bilingual education and education towards democracy through the activities "of the Council of Children".

We are trying to look for innovative methods and forms of work with the child. We prefer those that are enriched with an individual approach to the child, based on multi-senses supporting its activity and development opportunities. We work with autistic children with Down syndrome, cerebral palsy and other specific development problems.

We realize many projects supported by the acquired grants targeted, among others, co-financed by the European Union, national and local institutions (eg. Erasmus + environmental programs, creative activities).

We are a co-organizer of the International Festival of Arts Early Childhood (event co-financed by the Ministry of Culture and National Heritage).

BILINGUAL EDUCATION: A STEP AHEAD

Zajęcia wg. metody CLIL opracowała Paulina Dubilas

Temat: Barwy tęczy. Liczba dzieci: 15-25

Wiek: 4-5 lat. Czas: 30-40 min.

Cele:

- Rozwijanie mowy i myślenia wg clil.
- Rozbudzanie kreatywnej postawy dziecka.
- Zapoznanie z techniką plastyczną malowania na mydle.

Cele językowe:

Wprowadzenie słownictwa: primary colours (barwy podstawowe), secondary colours (barwy pochodne) oraz rzeczownika tęcza, the rainbow (tęcza), the rainbow fairy (tęczowa czarodziejka).

Środki dydaktyczne:

- płyta cd, odtwarzacz, chusta animacyjna;
- plansze demonstrujące: tęczę, symbole pogodowe: deszcz, słońce, wiatr, burza, śnieg, kolory: biały, czarny, szary, pomarańczowy, czerwony, żółty, zielony, niebieski, granatowy, fioletowy;
- słoiki z wodą zabarwioną na żółto, czerwono i niebiesko;
- farby tempery i farby akrylowe, pędzle, mydło w kostce z namalowanymi dwoma kolorami podstawowymi nałożonymi na siebie jako wzór, mydło w kostce dla każdego dziecka;
- plastelina i klisze w barwach podstawowych.

Rozgrzewka

Piosenka na powitanie ilustrowana ruchem.

„Chodźcie do koła zabawa was woła,

Wszystkich tutaj zapraszamy, bo za chwilę zaczynamy „ Zabawa z chustą animacyjną i piłką-celujemy w kolor...

Wprowadzenie

Tęczowa czarodziejka – opowieść

Odwiedziny tęczowej czarodziejki, która przyszła do dzieci po pomoc. Jej przyjaciele słońce i deszcz zamówili na jutro tęczę a czarodziejka zgubiła swoją różdżkę... wczoraj rano kiedy jeszcze miała różdżkę wyczarowała trzy magiczne słoje z farbami w kolorach żółty, czerwony i niebieski, ale to za mało żeby namalować tęczę. Dlatego tęczowa czarodziejka prosi dzieci aby jej pomogły, ale czy dzieci wiedzą jak?

Procedury

1. Czarodziejka zadaje dzieciom pytania w języku angielskim. Rozmowa na temat tęczy wzbogacona planszami demonstracyjnymi:

- Co to jest? Pokaz ilustracji tęczy i wprowadzenie nazwy w języku angielskim.
- Kiedy można zobaczyć tęczę? Pokaz ilustracji symboli pogodowych i próba łączenia ich w pary tak aby odnaleźć właściwe słońce i deszcz dzięki którym mamy tęczę.

– Jakie kolory ma tęcza? Plansze z kolorami biały, czarny, szary, czerwony, pomarańczowy, żółty, zielony, niebieski, granatowy, fioletowy. Dzieci wybierają kolory które według nich pojawiają się w tęczy.

Wniosek:

Tęcza to 7 kolorów czerwony, pomarańczowy, żółty, zielony, niebieski, granatowy, fioletowy.

2. Barwy podstawowe i pochodne.

Podział barw na podstawowe to te, które wyczarowała już tęczowa czarodziejka i poszukiwanie możliwości stworzenia potrzebnych kolorów. Dzieci na prośbę czarodziejki podają własne sposoby pozyskania nowych kolorów.

3. Zabawa badawcza.

Dzieci mają do dyspozycji dwa stanowiska gdzie mogą dokonać mieszania barw:

- plasteliną w podstawowych barwach (dzieci samodzielnie mieszają plastelinę i uzyskują nowe barwy);
- klisze w podstawowych barwach (nakładanie na siebie klisz skierowanych w kierunku światła).

Wniosek:

Barwy podstawowe to żółty, czerwony, niebieski.

Barwy pochodne powstają na skutek mieszania barw podstawowych i są to:

Pomarańczowy (żółty+czerwony),

Fioletowy (niebieski+czerwony),

Zielony (żółty+niebieski).

Nazywanie kolorów w języku angielskim.

Napełnienie brakującymi kolorami (mieszanie barw) czarodziejskich słoików dla czarodziejki.

Follow up

Podziękowania dla dzieci i prezent od tęczowej czarodziejki każde dziecko otrzymuje kostkę mydła na której maluje swoją mini tęczę. Przy użyciu farb akrylowych pędzlami nakłada na mydło dwie wybrane barwy podstawowe tak aby powstała jedna pochodna

BILINGUAL EDUCATION: A STEP AHEAD

CLIL Lesson plan by Teacher: Paulina Dubilas

Topic: Colours of the rainbow. **Group:** 15-25 pupils.

Age: 4-5 years old. **Time:** 30 -40 minutes

General objectives:

- improving speaking and thinking;
- improving creativity;
- teaching the technique of painting on the soap;

Language Aim:

- The rainbow, The rainbow fairy, primary colours and secondary colours.

Didactic resources:

- CD, CD player, sling animation;
- rainbow on the board, the weather symbols (rain, sun, wind, storm, snow), the colours (white, black, grey, orange, yellow, red, green, blue, navy blue, purple);
- jars full of yellow, red and blue water;
- paints, brushes, soaps, plasticine, plates films.

Warm up

„Good morning” – motion animated song

„Come to the circle, the fun calls you

We welcome to all, and the moment we start!”



The game with sling animation and the ball – throw the right colour...

Introduction

Rainbow fairy – tale

The Rainbow Fairy came to kids for a help. The sun and the rain ordered the rainbow for tomorrow, but unfortunately the fairy lost her magic wand... Yesterday, when she has had her wand yet, she enchanted three jars full of RED, YELLOW and BLUE colours. But unfortunately, they weren't enough to paint the rainbow. That's why the rainbow fairy asks children to help her. Do you all know how to do it ?

Procedure

1. The rainbow fairy asks the pupils some questions in English.

- What is this? T shows the rainbow.
- When can you see a rainbow? What should we combine to get a rainbow? Then T shows the weather symbols, tries to join them in variety of ways until the pupils give a right answer.
- What colours are in the rainbow? T shows the flashcards with different colours: white, yellow, orange, red, blue, green, purple, black, navy blue, grey, pink. Ss choose the colours that the rainbow consists of.

To sum up:

The Rainbow consists of 7 different colours: red, orange, yellow, green, blue, navy blue, purple.

2. Primary and secondary colours.

Primary colours are these, enchanted by the rainbow fairy and the secondary colours? Ss try find their solution.

3. Research. Ss can use two positions to mix the colours:

- plasticine in primary colours (they can mix them)
- plates films with primary colours (they can put one on the other to get a secondary colour)

Secondary colours are those, which come from the mixture.

To sum up:

The primary colours: yellow, red, blue

The secondary colours come by mixing

the primary ones:

Orange (red + yellow)

Purple (red + blue)

Green (yellow + blue)

Naming the colours in English.

Mixing the colours for the rainbow fairy

in the jars.



Follow up:

Thanking Ss and giving them the gifts from the Rainbow Fairy. Each pupil gets a soap where needs to paint his/her mini rainbow. Using the primary colours, Ss paint two lines and then they get one, extra, secondary colour line.

SCENARIUSZ ZAJĘĆ w oparciu o Koncepcję Wczesnego nauczania matematyki przez zabawę „W Krainie Liczb” wg Gerhard Friedrich, Viola de Galgóczy, Barbara Schindelbauer oraz Billiguel Education CLIL

Opracowały: Agnieszka Unczur-Tracińska, Marzena Rutkowska, Karolina Michałek

Temat: W krainie liczb. Wprowadzenie liczby 5.

Wiek dzieci: 3-4 latki. **Ilość dzieci:** cała grupa

Cele ogólne:

- Kształtowanie umiejętności liczenia w zakresie 5
- Wdrażanie i rozwijanie umiejętności logicznego myślenia przy użyciu języka angielskiego

Cele operacyjne:

- przeliczają w zakresie 5, w języku polskim i angielskim.
- układają z różnych elementów figurę geometryczną – pięciokąt.
- tworzą liczbę „5” z innych liczb.
- rozwiązują zagadki

Środki dydaktyczne: Liczby Willy’ego, ogrody liczbowe wraz z domkami i wyposażeniem, Bajka – Urodziny Pani Burmistrz – 5, magnetofon, płyta CD, globus, mapa, przybory kojarzące się z poszczególnymi kontynentami (pałeczki chińskie, flaga Unii Europejskiej, orzech kokosowy, kangur, kapelusze), czapka wróżki niezapominajki, pięciokąty z papieru, farba do malowania dłoni, druciki kreatywne

i koraliki, poduszki, naturalne owoce (banan, pomarańcza, kiwi, kiść winogron, ananas), droga liczbowa

Wprowadzenie

Na stoliku leżą dostępne pomoce: klocki, spinacze, kasztany, guziki, szyszki, gwiazdki, pięciolinia, piórka itp.

Przebieg:

1. Powitanie piosenką zapraszającą do Krainy Liczb i przejście po liczbowej drodze (pomoc gości – narysowanie 5 piegów).
2. Budowanie ogrodów od 1 do 4 (przypomnienie słówek ang. od 1 do 4, elementów domów i ogrodów oraz ich mieszkańców).
 - przyporządkuj kształty ogrodów do odpowiednich domków,
 - policz okna w domu nr 1...,
 - wskaż dach, komin, okno, flagę,
 - wybierz spośród ilustracji zwierzątko, które mieszka w ogrodzie Jedynki i Dwójki
 - czy pamiętasz ile życzeń mógł spełnić Neptun?,
 - czy pamiętasz co przydarzyło się Czwórcze?
3. Wystuchanie bajki o liczbie 5.
4. Rozwiązanie problemu przez dzieci – w jaki sposób stworzyć liczbę 5 z poznanych już liczb.
5. Dokończenie bajki i pokazanie na globusie 5 kontynentów.
6. Budowanie ogrodu 5.
 - który domek będzie Piątki – policz okna,
 - przynieś dach, maszt, flagę, wieżę z klocków,
 - czy wiesz jak będzie wyglądał ogród Piątki?
7. Ułóż pięciokąt np. z ciał, z drucików kreatywnych itp.
8. Zabawa ruchowa „Pięć poduszek”.
9. Piosenka ilustrowana ruchem „Pięć paluszków rączka ma”.
10. Odbijanie pomalowanych dłoni (5 paluszków) na pięciokątach kolorowych.

11. Rozpoznawanie owoców 5 zmysłami (nazywanie owoców po angielsku) – zagadki

- policz owoce,
- odszukaj żółty owoc,
- dotknij owoc największy,
- dlaczego jemy owoce?,

Podsumowanie zajęcia

Tworzenie pociągów, dołączając odpowiednią ilość wagonów, tak aby pociągi były 5 wagonowe – sprawdzenie ułożenia wagoników przez chętne dzieci (policz wagony).

Odjazd pociągu na urodziny Pani Burmistrz Piątki.

Śpiew urodzinowej piosenki Happy Birthday MS Five (poczęstunek ciasteczkami w kształcie pięciokąta lub pięcioramiennej gwiazdki).

Za każdym razem, kiedy coś się nie uda, znaczy to, że nastrobił skrzat Psotnik Przewrotnik, wtedy przywołujemy zaklęcie Wróżkę Niezapominajkę:

„Mały Psotnik Przewrotnik płacze wszystko w świecie liczb Niezapominajko przyjdź, złe zaklęcie odpędź w mig!”

LESSON PLAN according to the Concept of learning maths through playing: 'Let's visit Numberland' Gerhard Friedrich, Viola de Galgóczy, Barbara Schindelbauer and Bilingual Education CLIL.

Plan by Teachers: Agnieszka Unczur-Tracińska, Marzena Rutkowska, Karolina Michałek

Topic: Let's visit Numberland. Introducing number 5.

Age: 3-4 years old

Numbers of pupils: whole group (about 25)

General objectives:

- Improving counting to 5
- Introducing and improving logical thinking skills through using English language.

Didactic resources: Let's visit Numberland with all the equipment, Fairytale – Five Town-Mayor's Birthday, CD player, CD, the globe, a map, different things connected with the continents (chop stick, coconut, the map of the European Union, a kangaroo, a hat), a hat of fairy Forget-me-not, the paper pentagons, paints, creative filaments, beads, pillows, fruits, counting path.

Process

On the table, there are available things: blocks, clip, chestnut, stairs, buttons, cones, stave.

1. Saying hello with the song 'welcome to Numberland' and going on the counting path (the guests need to paint 5 dots on children's face).
2. Building the gardens from 1 to 4 (remaining vocabulary from the previous units which are connected with the numbers 1-4)
 - put the shape to the correct house number
 - count windows in the house no 1...
 - show me a roof, a chimney, a window and a flag,
 - choose the animals which live in the garden of number 1 and 2
 - how many wishes could the Neptunium come true?
 - what happened to number 4?
3. Listen to the tale about the number 5
4. Resolving the problem – what way can you make number? Use the numbers that you have already known!
5. Carrying on the tale and showing 5 continents on the globe
6. Building the garden number 5
 - which house does the number 5 own?
 - bring me a roof, a mast, a flag, and the tower blocks, please.
 - how does the number 5's garden look like?
7. Try to make number 5 of creative filaments
8. Game with activities „Five pillows”.
9. Song with activities „My hand has got five fingers”.
10. Reflecting five, painted fingers on a colorful pentagons,
11. Recognize fruits using five senses (naming fruits in English) – riddles
 - count fruits, please
 - find a yellow fruit,
 - touch the biggest fruit,
 - why do we eat fruit?

To sum up

Making the trains of 5 wagons – counting wagons by pupils
The train is going to the Town-Mayor's Birthday Party singing Happy Birthday Song! (the pupils eat little cookies in a shape of pentagon)

Every time, that something goes wrong, that means that the rascal came and made some jokes. Then, we need to call our fairy Forget-me-not:

Hodgepodge, what a dare,
tricks my numbers from here to there,
come to help, Forgetmenot,
chase that rascal from this lot!



SZKOŁA JĘZYKOWA RAINBOW ENGLISH W ŁODZI

istnieje od 2006 roku. Przez ten okres doszliśmy do momentu, gdy mamy jasność kierunku, w jakim zmierzamy w naszym rozwoju. Od trzech lat naszą pasją jest CLIL oraz wszystko, co jest jego elementem składowym: rozwój kompetencji XXI wieku, odejście od oceniania jak i nauczanie międzyprzedmiotowe. Jesteśmy pierwszą szkołą językową w Łodzi, która realizuje program National Geographic Learning. W tym samym czasie stale doskonalimy program nauczania, by nasze zajęcia odpowiadały potrzebom dyslektyków, których jest wielu wśród naszych uczniów.

Zdajemy sobie sprawę ze zmian w sposobie uczenia się młodych ludzi, którzy coraz więcej czasu spędzają online i w ten sposób chcą się uczyć. Nie bez powodu nazywani są „digital natives”, stąd nasze działania skierowane są na pracę z nowoczesnymi technologiami: tablicami interaktywnymi, smartfonami i tabletami. Mamy też serwis ze słówkami online, więc nasi uczniowie uczą się wszędzie.

Z tym bagażem doświadczeń tym bardziej jesteśmy szczęśliwi, że możemy aktywnie uczestniczyć w projekcie „Bilingual Education – a Step Ahead”, który jest dla nas szansą na dalszy rozwój, nawiązanie współpracy z partnerami zagranicznymi jak i lokalnymi. Głęboko wierzymy, że owoce naszej współpracy przełożą się na zmiany w sposobie edukacji, które są nam tak bliskie.

RAINBOW ENGLISH LANGUAGE SCHOOL IN ŁÓDŹ

Rainbow English Language School has been founded in 2006. During that time we have worked out the direction of our development. For the last three years we have been fascinated by CLIL and everything that involves it: development of XXI century competences, withdrawing from traditional testing and grading pupils' progress as well as concentration on cross-curricular teaching. We are the first language school in Łódź that realises National Geographic Learning Programme. In the meantime we are still improving out teaching methodology, so that the lessons we offer were suitable for dyslexic students who attend our courses.

We are aware of the changes taking place in learning styles of young people, who are spending more and more time online and want to learn in such a way. Accurately they are called “digital natives”, therefore our activities are aimed at using the latest technologies: interactive whiteboards, smartphones and tablets. We provide an online vocabulary service, thus our students can learn everywhere they are.



Being so experienced we are more than happy to participate actively in Erasmus Project „Bilingual Education – a Step Ahead” that is a chance for further development, establishing cooperation with local and foreign partners. We firmly believe that the outcomes of our cooperation will generate changes in educational systems that are so close and important to all of us.

PLAN ZAJĘĆ: Warholising healthy food

Przedmiot: Sztuka

Tytuł: Warholising healthy food

Grupa wiekowa: 8-9 lat

Liczba uczniów: 10-15

Czas: 90 minut

Wprowadzenie: Dzieci uczą się wyróżniania grup produktów oraz potrafią określić jak zdrowe są produkty każdej z grup. Przygotowują piramidę żywieniową, która w wizualny sposób ułatwi przyswojenie wiedzy. Na koniec zajęć każdy z uczniów wykonuje pracę prezentującą zdrową żywność w „warhol’owskim” stylu.

Cele zajęć:

- Uczniowie potrafią określić i wymienić produkty, które lubią / nie lubią;
- Zyskują umiejętność przydzielania wybranych produktów do sześciu podstawowych grup żywieniowych: produktów zbożowych, nabiału, owoców, warzyw, produktów mięsnych oraz słodczy. Dowiadują się, w którym miejscu piramidy żywieniowej należy umieścić każdą z grup;
- Uczniowie zapoznają się z twórczością A. Warhola, szczególnie z jego najbardziej znanymi obrazami. Dzięki tej wiedzy potrafią wykonać prace plastyczne w stylu „warholowskim”.

Słownictwo:

Obligatoryjne: grain, dairy, fruit, vegetables, protein, sweets, pyramid.

Uzupełniające: apple, banana, bread, cake, carrot, chicken, cauliflower, cereal, cheese, chocolate, cucumber, egg, fish, fizzy drink, garlic, grapes, ice cream, meat, milk, onion, orange, pasta, peach, pear, pepper, pineapple, potato, rice, strawberry, sweets, tomato, yoghurt.

Struktury gramatyczne:

– I like... / I don't like... - konstrukcja.

– Rzeczowniki policzalne i niepoliczalne.

Umiejętność logicznego myślenia: uczniowie zastanawiają się jak można podzielić produkty na sześć grup oraz jak ulokować każdą z grup w piramidzie żywieniowej.

Wymagane narzędzia:

Karta pracy – „I like... / I don't like...” – jedna dla każdego ucznia. Zestaw zdjęć produktów (wyciętych przed zajęciami) dla każdego dziecka i identyczny zestaw produktów dla każdej z grup. Wykres przygotowany wcześniej na dużym kartonie lub narysowany na tablicy i kolorowe paski – słupki naszego wykresu. Zestaw sześciu kolorowych okręgów dla każdej grupy. Karteczki z nazwami grup produktów.

Karty pracy z piramidami (rozmiar większy niż A4) – jedna dla każdej grupy.

Obrazy A. Warhola – wydrukowane lub wyświetlane na monitorze/rzutniku.

Magiczne pudełko wypełnione różnorodnymi zdrowymi produktami (o kilka więcej niż liczba uczniów).

Karta pracy „Warholising healthy food” – jedna dla każdego z uczniów.

Rozgrzewka (20 minut)

Każde dziecko otrzymuje zestaw zdjęć wybranych produktów oraz kartę pracy z tabelą „Lubię/Nie lubię”

Każdy z uczniów decyduje, które produkty lubi, a których nie oraz umieszcza je w odpowiednich miejscach w tabeli. Nauczyciel umieszcza na tablicy duży karton z przygotowanym wcześniej pustym wykresem.

Uczniowie „głosują” wypełniając wykres wskazujący ich preferencje żywieniowe. Następnie wspólnie ustalają, czy takie żywienie jest zdrowe, czy nie.

Ćwiczenia**Grupowanie (15 minut)**

Nauczyciel dzieli dzieci na grupy. Każda z grup otrzymuje identyczny zestaw zdjęć produktów. Każda z grup dostaje także sześć kolorowych papierowych okręgów (każdy w innym kolorze). Uczniowie zastanawiają się jak podzielić produkty na grupy.

Nauczyciel rozdaje uczniom karteczki z poprawnymi nazwami grup produktów: produktów zbożowych, nabiału, owoców, warzyw, produktów mięsnych oraz słodczy. Uczniowie mają kilka minut na przyporządkowanie nazw i poprawki.

Wszyscy wspólnie rozmawiają na temat swoich pomysłów, poprawiają błędy.

Piramida żywieniowa (20 minut)

Nauczyciel rozdaje uczniom karty pracy ze szkieletem piramidy żywieniowej (minimum rozmiar A3). Uczniowie zastanawiają się do czego posłuży im przygotowana piramida,

gdy zgadną, zapisują tytuł („The food pyramid”) u góry.

Uczniowie przenoszą swoje produkty z wcześniej przygotowanych zbiorów do piramidy. Kiedy nauczyciel sprawdzi poprawność wykonanego zadania, dzieci przyklejają wszystkie zdjęcia produktów wewnątrz piramidy.

Andy Warhol (5 minut)

Nauczyciel pokazuje dzieciom wybrane prace A. Warhola. Pyta, czy uczniowie je rozpoznają.

Nauczyciel opowiada o twórczości A. Warhola, skupiając się na dziełach ukazujących zwykłe przedmioty codziennego użytku.

„Warholise me!” (25 minut)

Nauczyciel pokazuje uczniom magiczne pudełko, w którym ukryte są pewne produkty.

Każde z dzieci losuje z pudełka jeden produkt.

Każdy z uczniów dostaje kartę pracy (obszar podzielony na cztery równe części), na której maluje wylosowany przez siebie produkt w stylu „warholowskim”.

Podsumowanie i ocena (5 minut):

Uczniowie zawieszają swoje obrazki na tablicy tworząc w ten sposób galerię zdrowej żywności w stylu A. Warhola.

Przydatne linki:

www.artsy.net/artist/andy-warhol

LESSON PLAN: Warholising healthy food

Subject: Art

Objective: Warholising healthy food

Age group: 8-9 years old/ lower primary school

Group size: 10-15

Timing: 90 minutes

Introduction: Children learn about groups of food and how healthy each group is. They prepare a food pyramid to make it more visual and understandable. In the end everyone prepares a painting representing one healthy product in “Andy Warhol’s style”.

Aims of the lesson:

- Ss are able to decide and list products which they like and don't like;
- Ss are able to divide products into six groups: grain, dairy, fruit, vegetables, protein, sweets, and also decide where this groups should be situated on a food pyramid;
- Ss get information about Andy Warhol and his most popular paintings, and they are able to create warholised healthy food paintings.

Vocabulary:

Content – obligatory: grain, dairy, fruit, vegetables, protein, sweets, pyramid.

Content – compatible: apple, banana, bread, cake, carrot, chicken, cauliflower, cereal, cheese, chocolate, cucumber, egg, fish, fizzy drink, garlic, grapes, ice cream, meat, milk, onion, orange, pasta, peach, pear, pepper, pineapple, potato, rice, strawberry, sweets, tomato, yoghurt.

Grammar:

- I like... / I don't like... sentences.
- Countable and uncountable nouns.

Thinking skills: Students think how to divide food into six groups and how to “order” this groups in the food pyramid.

Required resources:

A worksheet – I like... / I don't like... – one for each student.

A set of products (cut before the lesson) for each child and a set of the same products for each group.

A chart prepared before or drawn on the board and colourful strips – posts for our chart, cut adequately to a number of students taking part in the lesson.

A set of six colourful circles cut out from paper (to make groups of products) – one set for each group.

Slips of paper with the proper group names: grain, dairy, fruit, vegetables, protein, sweets.

The food pyramid worksheets (size bigger than A4) – one for each group.

Pictures of Andy Warhol's art – printed or shown by means of a computer.

The box filled with some healthy products (a few more than the number of students in the group).

A worksheet “Warholising healthy food” – one for each student

Warm up (20 minutes):

Each child gets a packet with some photos of different products and a worksheet with a table “I like/I don't like”. Everyone thinks for a minute about his/her preferences.

Thangs a big piece of paper (with the chart framework drawn before) on the board.

Ss prepare a chart showing which food the biggest number of students like and then decide if it is healthy or not.

Activities

Grouping (15 minutes)

T divides children into pairs or groups. Each group gets the same set of pictures showing different products. T gives them also six round pieces of paper (each in different colour) and they think how they should group their products. T gives the children slips of paper with the proper group names: grain, dairy, fruit, vegetables, protein, sweets. Now they have 2-3minutes to correct their groups of products.

All check together if the activity has been done properly.

Food pyramid (20 minutes)

T gives the children worksheets with the food pyramid drawn (bigger ones, A3 format would be enough). T asks them if they know what it would be. When they guess, each group writes the title (“The food pyramid”) on top. Ss move the groups of food products, created by them before, from the circles to the pyramid. As soon as T checks if it is done without any mistake, they can stick the products to the sheet.

Andy Warhol (5 minutes)

T shows the children a few most popular pictures of Andy Warhol's art. T asks them if they recognise these images or people/products shown.

T tells them a few words about Andy Warhol presenting him as the man who transformed many familiar, everyday objects and images, such as comic books and advertisements, into art.

“Warholise me!” (25 minutes)

T shows the Ss a magic box in which some products are hidden.

Each S draws one product out of the box.

Now everyone gets a worksheet where he/she draws or paints a picture of the product in Warhol's style. To make it easier Thangs some examples of Warhol's art on the board/whiteboard.

Assessment (5 minutes):

The children hang on their pictures on the board to make a gallery of warholised food paintings.

Useful links:

www.artsy.net/artist/andy-warhol

PLAN ZAJĘĆ: Healthy food and LEGO blocks

Przedmiot: Nauka i Sztuka

Tytuł: Healthy food and LEGO blocks

Grupa wiekowa: 10-11 lat

Liczba uczniów: 20

Czas: 90-120 minut

Wprowadzenie: uczniowie rozwijają swoją wiedzę na temat grup produktów oraz tego, jak zdrowa jest każda z nich. Wypełniają kwestionariusz i przygotowują piramidę żywieniową, by powtórzyć słownictwo. Na koniec, w grupach przygotowują zdrowy talerz, tworząc posiłek składających się z potrzebnych składników.

Cele zajęć:

- Uczniowie potrafią wymienić produkty które w ostatnim czasie jedli/nie jedli, dzieląc je jednocześnie na grupy i wskazując, które z nich są zdrowe, a które nie.
- Uczniowie są w stanie podzielić produkty na sześć grup: zbożowe, nabiał, owoce, warzywa, mięsne, słodczyce, i zdecydować, w którym miejscu piramidy te grupy powinny zostać umieszczone.
- Uczniowie wykorzystują swoją wiedzę i wyobraźnię do stworzenia zdrowych talerzy z wykorzystaniem Lego, ilustrując zasady zdrowego żywienia.

Słownictwo:

Obligatoryjne: fat, dairy, fruit, vegetables, protein, sweets, pyramid, beans, cereal,

Uzupełniające: różnorodne nazwy potraw i produktów typowych dla region zamieszkania: e.g. apple, banana, bread, cake, chicken, cauliflower, cheese, chocolate, cucumber, egg, fish, fizzy drink, grapes, ice cream, meat, milk, onion, orange, pasta, pear, pepper, pineapple, potato, strawberry, tomato, yoghurt, chips, crisps;

Struktury gramatyczne:

– Konstrukcje: I have eaten... / I haven't eaten...

Umiejętności logicznego myślenia: Uczniowie zastanawiają się jak podzielić produkty na sześć grup oraz decydują, w którym miejscu piramidy te grupy powinny zostać umieszczone.

Wymagane narzędzia:

Książka „The Very Hungry Caterpillar” Eric’a Carle lub komputer z dostępem do Internetu;

Kwestionariusz dla każdego z uczniów z nazwami różnorodnych potraw i produktów, które dzieci mogły jeść w ostatnim tygodniu; długopisy, klej, mazaki;

Dużo klocków LEGO – uczniowie mogą przynieść swoje klocki z domu; ilustracja z piramidą żywienia;

Puzzle z obrazem drzewa, przygotowane za pomocą blockposters.com

Ilustracja zdrowego talerza.

Do zadania dodatkowego – małe karty obrazkowe z różnorodnymi produktami.

Rozgrzewka (10 minut)

Uczniowie słuchają opowiadania „The Very Hungry Caterpillar” Eric’a Carle.

Nauczyciel prosi uczniów, aby opowiedzieli co każdego dnia jadła gąsienica i w jakiej ilości, dlaczego w sobotę rozboleła ją brzuch?

Ćwiczenia**Kwestionariusz (20 minut)**

Każdy uczeń otrzymuje wykres z nazwami różnorodnych produktów. Poproszony jest o zaznaczenie każdego produktu, który jadł w tym tygodniu.

Każdy przez chwilę zastanawia się nad swoimi posiłkami.

Chętni opowiadają nauczycielowi jakie owoce / warzywa / słodczyce / produkty zbożowe / mięsne jedli oraz jeśli pamiętają – ile razy.

Nauczyciel pyta uczniów jakie ilości danych produktów powinniśmy spożywać, aby pozostać zdrowym. Zależnie od poziomu, ta rozmowa może odbywać się w j. angielskim lub ojczystym.

Piramida żywniowa (20 minut)

Nauczyciel pokazuje uczniom obraz ilustrujący piramidę żywienia i prosi o nazwanie wszystkich sześciu kategorii oraz wyjaśnienie dlaczego znajdują się w określonym porządku. Jeśli uczniowie dobrze radzą sobie z j. obcym nauczyciel może zadać dodatkowe pytania – dlaczego każda z grup jest ważna dla naszego zdrowia (np. węglowodany są źródłem energii dla mięśni).

Nauczyciel prosi uczniów, by podzielili się na grupy 4-5 os. Nauczyciel rodząje uczniom zestawy kart, które są puzzlami tworzącymi obraz drzewa. Każda z grup musi złożyć obraz i skleić ze sobą wszystkie elementy.

Grupy otrzymują nazwy grup produktów i dopasowują do nich różnorodne produkty.

Uczniowie konstruują piramidę żywieniową ze swoich drzew.

Zdrowy talerz (40-50 minut)

Nauczyciel pokazuje uczniom ilustrację zdrowego talerza. Wyjaśnia, że jest to inna forma prezentowania piramidy żywieniowej, ponieważ każdy talerz musi zawierać każdą z grup produktów.

Uczniowie dzielą się na grupy trzyosobowe i konstruują talerze z wykorzystaniem klocków LEGO.

Każda z grup prezentuje swój talerz, podając nazwę swojej potrawy i kategoryzując ją.

Ćwiczenie uzupełniające (20-30 minut)

Piramida żywniowa z klocków LEGO

Jeśli uczniowie będą chętni, można poprosić ich o zbudowanie piramidy żywieniowej z wykorzystaniem LEGO. Do tego zadania przydadzą się małe karty obrazkowe.

Podsumowanie i ocena (10 minut):

Uczniowie prezentują swoje konstrukcje LEGO klasie i opisują je – tłumacząc czy potrawa ta jest zdrowa.

Przydatne linki:

Eric Carle – reads his book – <https://youtu.be/vkYmvxPOAJI>
Narzędzie do cięcia puzzli – <http://www.blockposters.com/>

LESSON PLAN: Healthy food and LEGO blocks

Subject: Science& Art

Objective: Healthy food and LEGO blocks

Age group: 10-11 years old/ Upper primary school

Group size: 20 students

Timing: 90-120 minutes

Introduction: Ss activate their knowledge on groups of food and how healthy each group is. They fill in a questionnaire and prepare a food pyramid to revise vocabulary typical for each group. In the end working in groups they build a healthy plate designing the meal with all necessary ingredients.

Aims of the lesson:

- Ss are able to decide and list products which they have and haven't eaten recently, divide them into groups of products and indicate which of them were healthy or unhealthy.
- Ss are able to divide products into six groups: grain, dairy, fruit, vegetables, protein, sweets, and also decide where this groups should be situated on a food pyramid;
- Ss use their knowledge and imagination to construct a healthy plate by means of LEGO blocks that will illustrate the rules of healthy diet.

Vocabulary:

Content – obligatory: fat, dairy, fruit, vegetables, protein, sweets, pyramid, beans, cereal,

Content – compatible: various names of dishes and products typical of the region you live: e.g. apple, banana, bread, cake, chicken, cauliflower, cheese, chocolate, cucumber, egg, fish, fizzy drink, grapes, ice cream, meat, milk, onion, orange, pasta, pear, pepper, pineapple, potato, strawberry, tomato, yoghurt, chips, crisps;

Grammar: I have eaten... / I haven't eaten... sentences.

Thinking skills: Students think how to divide food into six groups and how to "order" these groups in the food pyramid. Ss design a meal including only healthy foods.

Required resources:

A book "The Very Hungry Caterpillar" by Eric Carle or a computer with the Internet access;

A questionnaire for each child with names of different dishes and foods they might have eaten that week;

pens, glue, felt tips;

Lots of LEGO blocks – they might bring some from home; an illustration of a food pyramid;

Sets of sheets which are jigsaw puzzles with a picture of a tree on, prepared by means of blockposters.com

An illustration of a healthy plate (numerous to choose from available online). For the follow-up activity sets of small flashcards with various foods on.

Warm up (10 minutes)

Ss listen to the story "The Very Hungry Caterpillar" by Eric Carle.

T asks the whole group to say what the caterpillar ate each day and in what quantities; why the caterpillar suffered from a stomach ache on Saturday?

Activities

Questionnaire (20 minutes)

Each child gets a chart with names of different food products and are asked to tick the ones they have eaten that week.

Everyone thinks for a minute about his/her meals.

Teacher asks volunteers to say what fruit / vegetables / sweets / cereal / meat they have eaten and how many times if they remember.

T asks the whole group to say what quantities of each food we should consume to stay healthy; whether there are any harmful foods on their lists which they have eaten, etc. Depending on the L2 level such a discussion can be in both L1 and L2.

Food pyramid (20 minutes)

T shows the Ss a picture illustrating a food pyramid asking them to name all food categories and explain what their position on the pyramid means. If Ss seem confident both in L2 and content T may ask them to say why each food category is important to our health (e.g. carbohydrates as a source of energy for muscles);

T asks children to divide into groups of 4-5 people.

T gives the children sets of sheets which are jigsaw puzzles with a picture of a tree on. Each group must put the picture back together and stick the sheets.

Groups are given names of food groups and they have to list various products of this category on their trees.

Ss may construct the food pyramid of their trees, but in that case you have to prepare some blank colourful sheets to fill in empty spaces at the bottom of the pyramid OR prepare trees of different size.

Healthy plate (40-50 minutes)

T shows the Ss an illustration of a healthy plate. They explain that this is another way of presenting a food pyramid as such a plate should include all healthy food groups.

Tasks the Ss to make groups of 3 people and construct plates with LEGO blocks.

Each group presents their plate naming the dishes and categorising them into the right food group.

Follow-up (20-30 minutes)

Food pyramid of LEGO blocks

If the Ss are really eager to construct and T in not time limited, a nice idea would be to ask Ss to build a food pyramid with LEGO. For this task you will need a lot of small flashcards with food both healthy and unhealthy.

Assessment (10 minutes):

The Ss present their LEGO constructions to the rest of the class and describe them in terms of healthy diet and food pyramid.

Useful links:

Eric Carle – reads his book – <https://youtu.be/vkYmvxPOAJI>

An online tool to cut pictures into jigsaw puzzles – <http://www.blockposters.com/>



SZKOŁA PODSTAWOWA NR 41 IM. WŁ. JAGIEŁŁY W ŁODZI

Do naszej szkoły uczęszcza 519 uczniów w wieku od 6 do 12 lat, którzy uczą się w 23 oddziałach. W szkole pracuje 44 wysoko kwalifikowanych nauczycieli, którzy realizują zajęcia dydaktyczne w wymiarze od 18 do 26 godzin.

Budynek szkoły został odnowiony w zeszłym roku. Obok szkoły znajduje się boisko do piłki nożnej, siłownia i plac zabaw dla dzieci. W szkole znajdują się 22 pracownie i większość z nich jest wyposażona w tablice interaktywne. Po lekcjach uczniowie mogą pójść do biblioteki, w której znajdują się komputery z dostępem do Internetu. Oprócz zajęć obowiązkowych w szkole ma miejsce wiele zajęć pozalekcyjnych, rozwijających zainteresowania uczniów, co pomaga im w osiągnięciu wysokich wyników w sprawdzianach kompetencji.

Nasza szkoła słynie z gimnastyki artystycznej. Jesteśmy jedyną szkołą w Łodzi gdzie dziewczynki mogą trenować gimnastykę artystyczną. Zawodniczki, które ćwiczą w Szkolnym zawodniczki Kubie Sportowym zwyciężają w polskich jak i międzynarodowych zawodach.

W poprzednich latach realizowano różne projekty dofinansowywane przez Unię Europejską, instytucje ogólnopolskie i lokalne. Obecnie szkoła jest zaangażowana w projekty Erasmus + : Bilingual Education A Step Ahead oraz School education staff mobility.

PRIMARY SCHOOL NO 41 NAMED WŁADYSŁAW JAGIEŁŁO THE KING OF POLAND

There are 519 students who learn in 23 classes at two levels. The age of our pupils is 6 - 12. There are 44 well - qualified teachers working at school. They teach from 18 to 26 hours a week.

The school building was renovated last year. Outside the school there is a pitch, the gym and a playground for young children. There are 22 classrooms and most of them is equipped with interactive whiteboards. After lesson students can go to a school library equipped with computers with access to the Internet. Apart from classes there are many extra-curricular activities at school developing students' interests which helped them achieve high scores in test of competences that are at the end of primary school.

Our school is famous for modern gymnastic. We are the only school in Lodz where modern gymnastic is trained. Players who train in Students Sports Club are winners in Polish and international competitions.

In previous years different projects co - financed by the European Union, national and local institution were realized at our school. In these days the school is involved in two Erasmus + projects: Bilingual Education A Step Ahead and School education staff mobility.



TEMAT: MUZYKA

Cel : zwierzęta w muzyce

Wiek: 4 klasa (9 - 10 lat)

Liczebność grupy: 25 uczniów

Czas trwania zajęć: 45 min

Cele lekcji: Czy można muzyką opisać zwierzęta?

Czy zwierzęta mogą być inspiracją dla kompozytorów?

Odgłosy wydawane przez zwierzęta w piosence.

Gramatyka: czas teraźniejszy prosty (dawanie instrukcji),

Ewaluacja: dyskusja w grupie

Działania: magnetofon; głosy zwierząt oraz utwory:

“Taniec piskląt w skorupkach” z cyklu obrazki z wystawy M.Musorgski, “ Łabędź” z cyklu “Karnawał zwierząt” C.Saint-Saens, “Lot trzmiela” M.Rimski-Korsakow, “Duet kotów” G.Rossini.

Obrazki: instrumenty - harfa, fortepian, wiolonczela, kontrabas, śpiewający człowiek, orkiestra symfoniczna, orkiestra dęta, jeleń, łos, kret, małe kurczaczki, koty w różnych nastrojach, łabędź, trzmiel

Słowa piosenki, chusta animacyjna, magnesy, 4 muchy na patykach

Potrzebne środki: magnetofon, klasa

Słownictwo: nazwy zwierząt, głosy zwierząt: ryczenie, kwiczenie, miauczenie. Czasowniki: pływać, latać, skakać, pełzać. Nazwy instrumentów: fortepian, harfa, wiolonczela. Liczebniki główne i porządkowe.

Wstęp:

Zwierzęta mogą wydawać różne odgłosy. Zwierzęta można opisać zarówno słowem jak i rysunkiem, ale także muzyką. Jak robią to kompozytorzy? Czy za pomocą instrumentów?, Czy komponują specjalne melodie?, Czy szukają innych środków wyrazu - jakich?

Lots:

Zgadnij co słyszysz? - Zagadki z odgłosami zwierząt.

Jakie zwierzęta znasz? - Uczniowie wymieniają angielskie nazwy zwierząt, które znają, następnie nazywają zwierzęta pokazane na obrazkach.

Które zwierzęta są duże?, Małe?, Mają rogi?, Latają?, Nie mają nóg i rąk mają ogon, duży nos, skrzydła, długą sierść, dziób



Jakie instrumenty znamy? Nagranie - obrazek - nazwa (obrazki zostają na tablicy)

Hots:

Czy uważasz, że jeśli zwierzęta wydają dźwięki, to mogą one być nazwane muzyką?

Jak się czujesz słuchając odgłosów wydawanych przez zwierzęta? Rozbawiony?, Zdenerwowany?, Zrelaksowany?, Podniecony?, Zmartwiony?, Znudzony?, Zainteresowany?, Szczęśliwy?, Smutny?

Czy można naśladować głosy zwierząt używając instrumentów? Czy umiecie nazwać instrumenty?

Jakich instrumentów możemy użyć? - Pokażcie im i powiedzcie jak można ich użyć?

Działania:

1. Piosenka: "stary MacDonald farmę miał" - uczniowie śpiewają i naśladowują odgłosy zwierząt

2. Uczniowie słuchają "Tańca piskląt w skorupkach"

Co to jest za zwierzę? Opisz wielkość, sposób poruszania się, dźwięki jakie wydają. Jak się poruszają?

Uczniowie pokazują używając gestów i dźwięków ruszanie skrzydłem, kłapanie dziobem, ruszanie kuperkiem, przeskakują z nogi na nogę.

Jakie instrumenty słyszymy?

3. Uczniowie słuchają "duet kotów"

Co to za instrument? Na tablicy znajdują się obrazki kotów w różnych nastrojach, uczniowie słuchają "duetu kotów" ponownie i jaka jest prawidłowa kolejność obrazków przedstawiających nastroje i zapisują odpowiedzi na kartkach; dwie osoby prezentują swoje propozycje.

Nauczyciel proponuje temat rozmowy "o czym koty rozmawiają?"; Troje uczniów poddaje swoje propozycje.



4. Uczniowie słuchają utworu "Łabędź".

Nauczyciel pyta uczniów: co to jest za zwierzę?, Jak się porusza?

Zabawa z chustą animacyjną - uczniowie toczą piłki na chustce zgodnie z muzyką.

5. Uczniowie słuchają utworu "lot trzmiela" i odpowiadają na pytania: co to za zwierzę?, Jak się porusza?

Uczniowie naśladowują ruch trzmiela w czwórkach - 2 czwórki prezentują ruch trzmiela używając much na długich patykach.

6. Podsumowanie:

Jakich nowych słów nauczyliście się?

Czego nowego dowiedzieliście się na lekcji?

Co było najzabawniejsze?

Jaki nowy dźwięk wydawany przez zwierzęta poznałeś na lekcji?

Co ci się najbardziej podobało?

SUBJECT: MUSIC

Objective: animals in music

Age: 4 class (9 - 10 years old)

Group size: 25 students

Timing: 45 min

Aims of the lessons:

Can the animals be described by the music?

Can the animals became the inspiration for composers?

The sounds of animals that are used in the song

Grammar: present simple (instructions),

Assesment: group discussion

Activities:

tape recorder, sounds of the animals, a piece of music "Chic's dance in the shells" from cycle "Pictures from the exhibition" by M.Mussorgsky; "Swan" from cycle animals' carnival" by C. Saint-seans; "The flight of the bumblebees" by M.Rimski-Korsakow;"Cat's duet" by G.Rossini

Pictures:

Instruments: harp, piano, cello, contrabass, singing man, symphony orchestra, brass band

Animals: deer, moose, small chicks, cats in different moods, swan, bumblebee, Lyrics, animation scarf, magnets, 4 flies on sticks

Required resources: tape recorder, classroom

Vocabulary: names of animals, sounds of animals: roar, quick, moew;

Verbs: swim, fly, jump crawl;

Names of instruments: piano, harp, cello, cardinal & ordinal numbers

Introduction:

Animals can make different noises. Animals can be described also using the words, the pictures and the music. How do the composer do that? - Do they use instruments or do they compose special music? Or do they looking for different means of expression? - What means of expression?

Lots:

What can you hear and guess? - Riddles with animals' sounds;

What animals do you know? - Students say names of animal which they know then they call animals showed in the picture.

Which of the animals are big?, Small?, Have thorns?, Fly?, Haven't got legs and hands

Has a tail, big nose, wings, long hair, beak

What instrument do we know? - Recording - picture - name (the pictures are on the blackboard)

Hots:

If animals makes sounds, do you think they can be called music?

How do you feel listening to animals? Funny? Nervous? Relaxed, excited, worried, bored, interested in, happy, sad?

Can we play sounds of animals on the instruments? Can we describe the name of the instruments?

What instruments can we use? - Show me and tell me how we can use them?

Activities:

1. Song: the old mcdonald had a farm - we sing and make sounds

2. We are listening to "chic's dance in the shells"

What kind of animal is it?

Describe size, way of movement, sound. How do they move?

Students show using gestures moving with wiggle wings, snapping beak, moving the rump, skipping from one leg to the other.

What instruments can we hear?

3. Students listen to "cats' duet"

What instrument is it?

On a blackboard there will be pictures of cats in different moods, pupils listen to the "cat's duet" once again and think what correct order of moods is going to be. Students write their suggestions on sheets of paper; 2 persons present their suggestions.

The teacher suggests a chat's topic: "what are cats talking about?"; 3 Students give their suggestions.

What are the cats talking about?

4. Students listening to "swan"

The teacher asks students: what animal is it, how does it move?

Games with animated scarf - pupils roll the ball on the scarf according to music,

5. Students listen to "the flight of the bumblebees"

The answer questions: what animal is it?, How does it move?

Students imitate movement of bumblebee in fours - 2 fours present it using flies on long sticks

6. Sum up:

What new words did you learn?

What new did you learn in the classroom?

What was the funniest?

What new animal sound do you know from this lesson?

What did you like the best on this lesson?

CLIL – SCENARIUSZ ZAJĘĆ

Grupa wiekowa: Drugi stopień nauczania (6 klasa)

Ilość uczniów: 16-20 uczniów

Czas: 90 minut

Temat: Kurs wymiany obcych walut.

Słownictwo: waluta, banknot, moneta, wymiana, dodać

Wstęp:

Lekcja jest o pieniądzach, które są używane w różnych europejskich krajach. Nawet jeśli niektóre kraje należą do Unii Europejskiej to nie mają tej samej waluty - euro. Uczniowie podczas lekcji zapoznają się z różnymi banknotami i monetami, a także będą używać matematycznych obliczeń niezbędnych przy wymianie jednej waluty na inną.

Na początek:

Nauczyciel przedstawia siebie. Uczniowie piszą swoje imiona na kartkach przygotowanych przez nauczyciela.

Lekcja zaczyna się od krótkiej prezentacji niektórych europejskich banknotów i monet. Nauczyciel wskazując na zdjęcia monet i banknotów pyta uczniów, czy rozpoznają którąś z walut.



Nauczyciel także dowiadyuje się czy uczniowie kiedykolwiek używali takiej waluty. Celem tego zadania jest zaktywowanie uczniów, rozwinięcie ich wcześniejszej wiedzy oraz przedstawienie im tematu lekcji.

Zadania:

Nauczyciel wyjaśnia różnicę pomiędzy systemami monetarnymi krajów biorących udział w CLIL Projekcie. Polska: złoty; Rumunia: rumuńskie leje; Grecja: euro; Turcja: turecka lira

Nauczyciel pokazuje zdjęcia niektórych walut używanych w Europie. Następnie nauczyciel pyta uczniów w jakich okolicznościach niezbędna jest wymiana pieniędzy.

Używając tablicy interaktywnej nauczyciel pokazuje w jaki sposób korzysta się z systemu monetarnego podczas pobytu w obcym kraju.

Podczas wycieczki do Polski niezbędna będzie wymiana złotych na grosze i groszy na złote. Również jeśli podróżuje się do innych krajów europejskich można rozmieniać euro na centy i zamieniać centy na euro.

Nauczyciel pokazuje uczniom mapę Europy podzieloną na 4 części. Uczniowie muszą skupić się na krajach, które biorą udział w Programie Erasmus+ - Turcji, Grecji, Rumuni i Polsce. Po wykonaniu każdego ćwiczenia uczniowie mogą odkryć jedną część mapy. Dodatkowo mogą połączyć walutę z odpowiadającym jej krajem.

Nauczyciel wyjaśnia następujące ćwiczenie: jesteś w restauracji, spójrz na jadłospis i odpowiedz na pytania:

Jakich monet potrzebujesz, aby kupić ołiwki?

Które z dwóch dań będą razem kosztowały 100 centów?

Masz do wydania 20 euro. Wybierz z jadłospisu dania, które chciałbyś zjeść i zapisz ich koszt w euro, złotych i tureckich lirach.

Podsumowanie:

Nauczyciel dziękuje uczniom za pracę. Pyta ich czy mają jakieś pytania dotyczące lekcji, walut lub być może Polski.

CLIL - LESSON PLAN

Age group: Upper Primary School (6th Grade)

Group size: 16-20 students

Time: 90 minutes

Subject: Exchange rates of foreign currencies.

Vocabulary: currency, note, coin, exchange, add

Introduction:

The lesson is about money that is used in different European countries. Even though some countries belong to the



European Union (EU), they don't have the same currency – Euro. The students will get acquainted with different notes and coins and also they will use some Maths calculations to exchange one currency for another.

Warm up:

The teacher introduces herself. Students write their names on the name cards prepared by the teacher.

The lesson starts with a short presentation of some European notes and coins. The teacher points at pictures and asks children if they recognize any of the currencies. She also gets to know whether students have ever used this kind of money. This warm up activity aims at activating and developing students' prior knowledge and introducing them to the topic.

Activities:

The teacher explains the differences between the monetary units of the countries that take part in the CLIL Project. Poland: Zloty; Romania: Roman lei; Greece: Euro; Turkey: Turkish Lira.

The teacher shows some pictures of currencies used in Europe. Then, the teacher asks the class in what circumstances we need to exchange our money.

Using the interactive board the teacher shows how to use some monetary units while visiting a foreign country.

During the trip to Poland It would be useful to change Polish zloty into grosz and grosz to zloty. Also if you travel to different European country you can change euro to cents and cents to euro.

The teacher asks the students to do the exercise: change these zloty into grosz.

The teacher shows the European map that is divided into four parts. The children have to focus on the countries that take part in our Erasmus + programme – Turkey, Greece, Poland and Romania. After each exercise the students can look under one part on the map. Additionally, they have to match the right money/currency with the country.

The teacher explains the following exercise: Look at this menu and answer these questions, you are in the restaurant:

Which coins would you need to buy some olives? Which two items will cost 100 cents? You have 20 € to spend. Choose what you would like from the menu and write down the total cost in Euro, Zloty and Turkish Lira.

Finally, students are divided into groups. Their task is to do/solve the jigsaw puzzle 'schubित्रix'.

Summary:

The teachers appreciate the students' work. They ask the class do they have any questions about lesson, currency or maybe Poland.



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