Teaching strategies of the Erasmus+ project PLAY, BE FREE! 2015 – 2017

This project was financed by the European Union.

Participating schools:

Základní škola, Praha 2, Londýnská 34 in Prague, the Czech Republic

SOU "Sv. Sv. KIRIL I METODII" in Smolyan, Bulgaria

Zespol Szkol przy ul. GRUNWALDZKIEJ 9 in Łowicz, Poland

Scuola secondariadi 1° grado PADRE PIO in Altamura, Italy

Selected teaching strategies from Základní škola, Praha 2, Londýnská 34 in Prague, the Czech Republic

The main pillars of education at our school are developing key competences, individualizing learning process, verbal evaluation, partnership, cooperation and teamwork, integration of subjects, week as a planning unit and working with various sources of information.

More information about the system at Londýnská can be found in this presentation:

https://prezi.com/w0tz-gh9i4vg/ochutnavka-z-londynske/?utm_campaign=share&utm_medium=copy

Following selected teaching strategies are therefore hand in hand with the main pillars of education at our school.

Discussions

This method is based on the communication skills of pupils and their ability to express their opinion and to listen carefully what are other participants saying. Changing ideas in the classroom and stating their arguments help pupils to depend their understanding of a problem and come together to a conclusion of a discussed issue.

Before acquiring discussion techniques, pupils can start with practising their skills in a dialogue. A dialogue is very often the right means to activate pupils. A discussion is more demanding, because more people are involved, more ideas are to be dealt with and the students need to follow the set of rules. The main rules are; respect different opinions, concentrate on the topic and be disciplined. This technique is therefore more suitable for older or intermediate students.

For a discussion to be effective, it may be a good choice to start in smaller groups for students to gain confidence in the discussion techniques. If carried out appropriately, a discussion has the effect of broadening the understanding of the topic and its context; it also strengthens the cooperation among students.

There are more variations of this strategy and it is desired for them to be carried out in our classrooms, because a democratic discussion is necessary in democratic societies.

One type of a discussion is a **debate**. Students work individually or in groups debating chosen topic. It is useful if students are given time for preparation of their arguments and supporting ideas.

Specific form of a discussion is a **snowball**. The aim is again to broaden the knowledge of selected topic and see it from different perspective. Students are given different information which they firstly discuss in pairs, then they make groups of four and gradually they make the groups bigger and bigger, after that the topic is discussed in the class as a whole. The big advantage of this form is that every student participates in the discussion.

Drama

This strategy has its beginnings in the ancient cultures. Pupils can learn actively when being part of a play. There are two types of drama; structured (based on a script) and unstructured (absence of a detailed script/improvisation). It is very important to give students enough time for a preparation and for final evaluation after the realization. This strategy provides overall development of a student´s personality with the emphasis on creativity. Pupils learn through direct experience and their practice. An important point is that pupils involve not just their intellect but also their emotions and body.

Teachers use this strategy in different forms such as individual or collective games, planning and preparation of a play and stage, developing students´ speaking and presentation skills. The script of the play can be based on a story, theme or everyday situations.

Mind mapping

This strategy is used very often at Londýnská in various classes. During this strategy, ideas are graphically organized and it is easier to see mutual relations among them. It is easier to see logical links of a problem and it also provides a bigger picture of an issue. It helps pupils to think systematically.

Mind maps are useful when new topic is established, preparing for lessons, writing down notes, revising or when pupils need to solve a problem. The process usually starts with one topic or word written in the middle of a page. Gradually, related ideas are added. Their relation is represented by lines or arrows. Pictures, symbols or colours can be also helpful. The ideas need to be shortened into sentences, phrases or just words.

Selected teaching strategies from St. St. Kyril and Methodius School, Smolyan, Bulgaria in form of lesson plans

Cooperation for innovation and the exchange of good practices

Strategic Partnerships for Schools

Literature Session

School information: Secondary school St. St. Cyril and Methodius in the town of Smolyan has a 161-year history. It has the largest number of students and teaching staff in the municipality and it is a base school to Plovdiv University Paisius of Hilendar, branch Smolyan. The school has several profiles: Humanitarian profile with intensive study of English, and Information Technology profile. Secondary school St. St. Cyril and Methodius is a school with deep traditions, new ideas and rich opportunities.

Cultural and educational range: Humanities, Public Disciplines and Literature, subject: Bulgarian Language and Literature, applicable to students from V to XI grade

Lesson Type: Summary and Literature Review

General Objective: Summarizing knowledge of literature, creating own thesis and arguments, public speaking

Summary: The motive for making a simulating lawsuit in the lesson of literature with students in an interactive educational environment - a courtroom - is to develop a positive learning attitude among students, to enhance interest in the subject and realize the practical applicability of knowledge, to achieve a sense of responsibility, significance and teamwork satisfaction, and to understand and realize the authority of the different institutions.

The emphasis is on consolidating the knowledge of Bulgarian language and literature, and building and developing social and civil competences. Students gain competency based on experiences, learning through a simulated role play. The lesson is applicable to each age group at each stage of learning.

Students' roles in the simulated trial: judge, jury, lawyer, prosecutor, advocates, witnesses and observers.

Object / group: Twenty students from secondary school "St. Cyril and Methodius "- Smolyan
Three of the taught at school fairy tales are selected. Three teams of students are formed. In each of the teams the roles are distributed. Questions about the author, the topic, the characters, and the lesson have been given in advance.

Time for every team: 20 minutes

The following pedagogical goals are set in the lesson:
- Create the conditions for active learning by experiencing a real situation.
- Conduct a discussion based on the preparation done preliminary in class and between the students in the teams.
- Develop skills to use linguistic means adequate to the situation of communication, express statements and argumentation in public speaking, reflecting on issues related to life situations.
- Form social skills that are especially important for the socialization of the personality - communication, teamwork, cooperation, respect for the opinion of others.

Tales taught at school:

Fairy tale, Author:	Characters:	Questions:
The French Tale "**Master Cat, or Puss in Boots, or The Booted Cat**" by Charles Perrault	The three brothers, The cat, The ogre	What inheritance did the youngest son receive? Does the master cat follow a fair course?
The Bulgarian folk-tale "**The Golden Girl**"	The father, The golden girl, The step-daughter	Which actions turn the girl into golden?
The Danish Tale "**The Ugly Duck**" by Hans Christian Andersen	Mother duck, The little ducks, The different duckling, which turns into a white swan	Is it fair or unfair when the others attack the ugly duckling for being different? What choices does the duckling make? What difficulties does the duckling go through?

There is wisdom in the tales of every nation, which is passed down from generation to generation. The idea is students to create their own thesis, which they can prove through arguments.

Prepared by Dafinka Nikolova - Bulgarian Language and Literature Teacher

Smolyan

Topic: <u>Musical messages to Space</u>

(music lesson for the 5th grade)

duration: 45 min

Competences as a result of the teaching – learning process:	Concepts:
Students should understand the role of Bulgarian folk music within the world' s musical heritage and wealth	Melody; majorand minor sounding;author's and folk music; composer; performer

Aims of the lesson:

Students should:

> ➢ Acquirebasicknowledge of author's and folk music;
> ➢ Understand the role of Bulgarian musical folk art within the world's musical culture;
> ➢ Practice and learn to sing author's and folk songs as well as songs from other countries

Musical materials:

> ❖ for singing: Bulgarian folk songs by choice; songs from other countries
> ❖ for listening: "Izlel e DelyuHaidutin" – performed by ValyaBalkanska; music by choice

Methods Activities	Stages of the lesson
	1. Reviewing old knowledge. 2. Introducing the theme:

Singing **Discussion** **Work with a text from the student's book.** **Listening to music.** **Work with a map.** **Singing**	• Singing a song by choice • Discussion: Music – one of the few universal languages that needn't be translated neither on our planet nor beyond it. For that reason musical pieces have been picked out as messages to extra – terrestrial civilizations. While carefully examining the list of musical pieces it is important for the children to find out familiar names of composers and to emphathise again their great contribution for the development of the world culture. The main stress should be laid on the huge portion of folk music and comment on the fact that it is folk music that bears the individual, the different, the unique. During the lesson the students have at their disposal a map of the world on which they can point to the countries from where the characteristic musical examples have been picked out. In this way children get an idea about the variety of music recorded on the Golden Plate. What is most important is to draw the students´ attention to the fact that the traditional culture of all Europe is represented by two examples: English dance music and the Bulgarian folk song Izlel e DelyuHaidutin which shows the high value and significance of the Bulgarian folklore. Students sing song by choice.
Conclusion	**3.Generalizing the new knowledge:**
	Generalizing is carried out on the basis of the questions given in the student's book

P. S.

In 1977 the American space station Voyager was launched. It carried a golden plate containing musical messages of mankind to Space.

The plate contains 27 musical pieces from different countries in the world. Among these recordings are compositions by Mozart, Bah, Bethoven and others; musical pieces from Mexico, Peru, India, China, Japan, Australia, England and other countries. One of the items on the list, number 19, reads:

Bulgaria – Izlel e DelyuHaidutin – shepherd's song

This folk song is performed by ValyaBalkanska

Lesson designed by **KrasimiraChurtova – music teacher**

St. St. Kiril I Metodii School

Smolyan, Bulgaria

History

Topic: Cultural heritage of Ancient Thrace

Lesson for the 5th grade

duration: 45 min

Competencies as expected results of education	Concepts:
A student describes the objects of Thracians cultural heritage included in the list of UNESCO: the Grave of Kazanlak, the Grave of the village of Sveshtari the region of Razgrad. A student recognizes significant Thracians treasures: Vulchitransko and Panagjursko treasure.	Material and intangible heritage

Goals of lesson:

- Students have to understand both material monuments of Thracians heritage and intangible elements as to ponyms , hydrodynamics , testivals , holidays and customs , which demonstrate deep cultural acceptance in the history of present Bulgarian land.
- Organize their knowledge for both graves in the list of UNESCO comparing them – location, date origin, shape decoration etc.
- Think about Thracians heritage not just like unique valuable cultural monuments – bearers of important historical information for the native history.
- Recognise disgusting consequences of immamars because of destruction of Thracians heritage . Develop active citizen position of irritability to this unlawful , criminal activity and respect the efforts work of archaeologists.
- Develop skills for extraction of information from different symbols and images. Practice skills for work in Internet.

Methods Activities	Stages of the lesson
Group works based on prescriptions	1. Students are divided on teams which have specific particular tasks (developing presentations and verbal messages) on the problems and tasks of the lesson.The goal of the lesson is to let students work in a spirit of cooperation to have better social skills and skills for critical thinking and creativity.Events are organized by giving supported tasks with fixed duration.References on the topic are given by Internet in advance.
Talking	**2. Updating old knowledge ; enter a theme**; bringing back selected moments of the lessons for the society,daily living and Thracian religion, the most ancient residents of present Bulgarian lands, which are known by there names at present.

Anarrative and explanation	**3. Brighten up of the first content level: Intangible Heritage**. Teacher explains and gives information about Thracian heritage in Bulgarian language, holidays,customs and traditions. Students localize mountains,rivers,and towns named after Thracian objects by origin.
Computer presentations Talking messages Talking Working by the images in the textbook	**4. Brighten up of the second content level: The material heritage-Thracian** Graves and treasures Groups of students review computer presentations about Kazanlak grave and the grave of the village of Sveshtari, which are appreciated by UNESCO as a part of cultural heritage of mankind. Students compare two graves and do conclusions about meaning of both historical sites. Groups of students review talking messages about Thracian treasures from Panagjurishte and Valchitran.Studens come to the conclusion that these treasures are not only so valuablebecause of quantity plate but the historical information they carry .
Debate Talking	**5.Destruction and preservation of cultural heritage** . Students debate how to preserve Thracian graves for generations in the future.Conclusion by talking of problem with imammars (thieves of valuable things-gold,silver,jewellery) and coming to result that this illegal Activityof imammers is an offence to the history and generations.Because conservation of cultural heritage is a responsibility of the country and her citizens.

Lesson designed by Slavka PALAGACHEVA–history teacher
St. St. Kiril I Metodii School
Smolyan
Bulgaria

ENGLISH LESSON PLAN

TOPIC: FILM REVIEW

12 TH GRADE

TIME: 45 MINUTES

INTODUCTION:

In this lesson I am planning students to revise some film review vocabulary, using pair-work discussions. They will write their own film review after analysing in a model, then they will read each other's reviews and have a class vote about which film looks most interesting.

LESSON AIMS:

• To encourage students to join in a discussion

• To develop students' writing and speaking skills

• To develop team-working skills

LESSON PROCEDURES

1. Warmer (10 minutes)

I put learners into pairs or small groups and ask them to think of a film they have both seen. Give them time to think and discuss their choices and then ask each pair to tell you which film they have chosen.

2. (10 minutes)

I write these 10 questions on the board:

1. What is the title of the film?

2. What genre is it?

3. What is it about?

5. Where is the film set?

6. When is the film set?

7. Who stars in the film?

8. Who plays the main role(s)?

9. Who is your favourite character in the film? (Why?)

10. What kind of person would like this film?

3. (10 minutes)

I make sure learners understand all of the questions and explain any new vocabulary if necessary. Then give them time to discuss each question and to make notes about the answers. Go around the class, asking learners different questions about their chosen films. Give each learner a copy of the Film review worksheet. Learners work in pairs to

do activity 1. Make sure learners understand that all the information has been included in the film review. Encourage learners to notice how the review has been organised into 3 paragraphs.

4. (15 minutes)

Learners do activity 2 individually. Monitor learners as they write to make sure they are following the steps. Ideally learners should choose a different film from the film they spoke about at the beginning of the lesson.

MATERIALS:

- Paper, pen, pensils
- Film review work sheet
- A project, a computer

ENGLISH LESSON PLAN
TOPIC: PREPOSITIONS

6TH GRADE

TIME: 45 MINUTES

INTRODUCTION:

I am planning students to learn how to use prepositions of place correctly when they are describing a picture. This lesson is for teenagers with a language level of A2 and focuses on using prepositions of place to describe and draw a picture.

 Firstly, the students give the teacher a drawing dictation as a whole class. Then they work in small groups to give drawing dictations to each other. Teachers can adapt the level of this activity by making the language more or less complex. The core language from this lesson will be useful for oral exams in which students have to describe or compare pictures.

LESSON AIMS:

1. To learn how to use prepositions of place correctly when describing a picture.
2. To practise giving instructions.
3. To work in a group, sharing information to complete a drawing task.

LESSON PROCEDURE:

1. Warmer (10 minutes)

Draw a large square on the board and label it with these gapped phrases:

__ the corner, ___ the middle, ___ the top, ___ the bottom, ___ the left and ___ the right.

Elicit the missing prepositions from the students and write them in the gaps.

Write the following gapped sentences on the board:

___ the top, left corner. ___ the bottom, right. Ask students to copy the sentences and to write the missing prepositions.

Then they should compare their answers with a partner. Then complete the sentences for students to check their answers.

Elicit the rule for using a preposition with two 'places'.

2. (10 minutes)

Tell students that you want to copy the drawing into the empty square. Explain that you aren't going to look at the drawing. You are going to listen to their instructions. Elicit instructions, one by one, around the class. If necessary model a few examples. E.g. "Draw a line from the top left corner to the edge of the circle." "Draw a small square inside the triangle." Listen to the students' instructions and draw the geometric design in the empty square. If a student makes a mistake, draw an incorrect line or shape to draw his/her attention to it. Encourage the student to reword the instruction and help where necessary. When the drawing is finished, stand back and compare the two.

4. (5 minutes)

Students work individually to draw their own geometric design inside a square. They

shouldn't show their pictures to anyone. Give a limited time for this stage.

5. (20 minutes)

Put students into groups of four and give each student in each group a letter; A, B, C and D. Students take turns (starting with A) to 'dictate' their drawings to the other members of their group. They mustn't let anyone see their picture. The other group members listen and draw. They can also ask for clarification. When each student finishes, the students should compare their drawings with the original. Monitor students as they do the activity. Make a note of any errors they make and if necessary model an instruction. Pay attention to students' use of prepositions when they are describing what to draw.

MATERIALS:

Paper, pencils, colour pens, PP

Contributed by Nadya Stankova

Information Technology (IT) Lesson - 5th grade

Lecturer in Information Technology (IT) - Elena Georgieva
SU "St. St. Cyril and Methodius "- Smolyan, Bulgaria
Lesson theme: E-mail - e-mail

Objectives of the lesson:

• Describe the purpose of e-mail.

• Provide rules for safe e-mail handling.

• E-mail addresses are registered by students.

• Pupils send their first e-mail.

Basic concepts:

•   Email

•   E-mail

•   Email address

Required knowledge and skills: working with a browser, safety at work on the Internet.

Interrelated links: on all subjects.

Learning methods: narrative, demonstration, exercise, practice, discussion.

Didactic tools: textbook, electronic textbook, notebook.

Lesson plan:

1. Review - recalls internet service, browser concept, web browser addressing, web browsing safety - about 5 min.

2. Introduction - discussion on the possibilities of ordinary mail and the advantages and effectiveness of electronic communication - about 5 min.

3. Main part - about 10 min:

• Describes an Internet e-mail service that allows a letter to be sent instantly, regardless of the distance of the recipient.

• Describe the correct spelling of the email address, give appropriate examples (I_popov@abv.bg; sunny@mail.bg), and possible wrong addresses (anny ivanova@ gmail.com; sunny.mai.bg).

• Password and security are provided.

• Provide sites that offer free e-mail registration.

4. Practice - about 20 minutes:

• Task1: Students to register an e-mail at a selected site by following the instructions and filling in the appropriate fields.

• Task2: Students look at the opportunities offered by newly created e-mail. Describe the functions of the Inbox, Sent, Drafts, Spam, Trash.

• Task3: Add the email address of the teacher and a classmate to your contacts.

• Task4: Send a greeting letter to their respective addresses.

• Task5: Getting out of your mailbox (Sigh Out).

5. Conclusion - about 5 min.

• Pupils share the lessons learned about e-mail features.

• For homework students are asked to check the received letter from their classmate and to send him an answer with gratitude.

Selected teaching strategies from Zespół Szkół przy ul. Grunwaldzkiej 9 w Łowiczu, Poland

Teaching vocabulary and grammar:

- Presentation of new vocabulary using **authentic materials** i.e. blog, short story, film;

- Using **memory games** to practice words;

- **Matching** pictures and grammar structures;

- Writing parts of a **short story** using new grammar structure to memorize it within the context.

Speaking practice:

- While 'speaking about yourself' students use a given model language - an array of words and phrases;

- Making students familiar with the text which is going to be the basis for speaking task by listening to it or reading it, helping students get ideas for speaking by presenting pictures, photos, diagrams, graphs, tables etc., choosing interesting topics for speaking, using dialogues, pair work, filling the gaps, fragments of the text that students read earlier which are cut into paragraphs, sentences;

- Paying attention to useful phrases for introducing, continuing and ending the conversation.

Class/group projects:

Students work in groups on different tasks, they choose the topic and decide what the final outcome is going to be like. The teacher supervises and helps students distribute the tasks so that they become responsible for the activities.

There are some stages while working on project: collecting materials, searching for information, doing the surveys/ questionnaires, taking photos, working on written texts etc.

One of the examples of class project is a **school journal**. While publishing the paper students use their language and artistic skills. They publish their pictures, photos, short stories, crosswords, puzzles, and comics. Students create different columns/sections i.e. sport, music, new technologies, language clinic which explains difficult English words and complicated grammar structures, contains a dictionary. Class or group projects certainly improve cooperation among students.
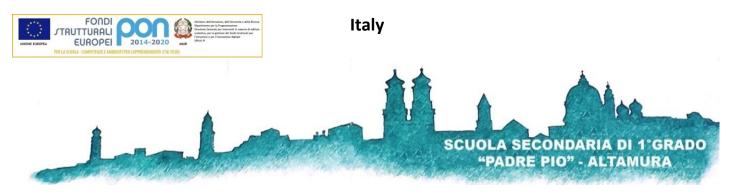
Creative-thinking techniques for warming-up

The activities based on 'Brainstorming' or 'associations' used at the beginning of the lesson introduce a friendly atmosphere and teamwork i.e. "*web idea*" – a game which is about creating loosely connotations between words. Associations can be put/written in a line or in the shape of a star or a snowflake. It helps students create word maps as well as brainstorming story ideas.

Scribble, show, say

A game used for revising vocabulary. Students work in groups/teams. They tell the definition, scribble or show a word given by the teacher and team members try to guess the word. There is a time limit for that - one minute. Each team gets points for the right answers. It is useful activity for revising vocabulary from different topics.

Selected teaching strategies from Scuola Secondaria Di 1 Grado "Padre Pio", Altamura

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Language learning is never a linguistic phenomenon only. It is affected by several sociolinguistic and psychological factors which are all intertwined in unique ways in the case of each learner. The learner's prior experience as a student in general and self-image specifically as a language learner will determine how the learning task is viewed, whether it, for example, will seem impossible. The student's prior knowledge, attitudes, personality, learning styles and skills and motivation, to mention a few, are all factors related to the eventual outcome of the language study.

The most common teaching strategies used by the English language teachers from "Padre Pio" secondary school (fist level), Altamura – ITALY, are the following:

- **COOPERATIVE LEARNING: THE JIGSAW**

Cooperative learning gives students the opportunity to work with others and see different points of view. In this way, students learn more effectively when working together rather than apart, and it is also known to improve self-confidence in themselves. The jigsaw technique is especially effective because each student is responsible for one another's learning, and students find out really quick that each group member has something equally important to contribute to the group in order to make the task a successful one. Students are exposed to and use many skills throughout this strategy: communication, problem-solving skills, cognition, and critical thinking.

- **INQUIRY-BASED INSTRUCTION**

Inquiry-based learning implies involving students in the learning process so they will have a deeper understanding of what they are learning. Inquiry-based learning strategies are used to engage students to learn by asking questions, investigating, exploring, and reporting what they see. This process leads students to a deeper understanding of the content that they are learning, which helps them to be able to apply these concepts when they use a foreign language.

- **BRAINSTORMING**

Brainstorming is a thinking strategy that involves students in free association of concepts. Brainstorming is the random generation of ideas based around a topic. There is no editing or ordering of these ideas. They may then be used as the basis for another activity such as writing or discussion. It is often very productive as a whole-class activity by inviting students to associate concepts with a selected topic.

In the classroom brainstorming encourages learners to think more freely and creatively than if they were doing a more controlled planning exercise. It allows learners to remember what they know, and to teach each other. It is a dynamic and stimulating way to lead learners into a topic.

- **CLASSROOM DISCUSSION**

Through discussion, the teacher links new material to the students' experiences and feelings using guiding questions or other activities.

- **TASK BASED APPROACH**

Task-based learning focuses on the use of authentic language through meaningful tasks such as visiting the doctor or a telephone call, conducting an interview. This method encourages meaningful communication and is student-centred for learning a foreign language.

In this way our students can:

- ✓ be encouraged to use language creatively and spontaneously through tasks and problem solving,
- ✓ focus on a relationship that is comparable to real world activities (for example, during our last school year they were asked to make a booklet about our town, Altamura, in order to show our Erasmus+ partners some historical, cultural and artistic information about it)
- ✓ The conveyance of some sort of meaning is central to this method
- ✓ Assessment is primarily based on task outcome
- ✓ This strategy is student-centered and good for developing our students' target language fluency and their confidence.