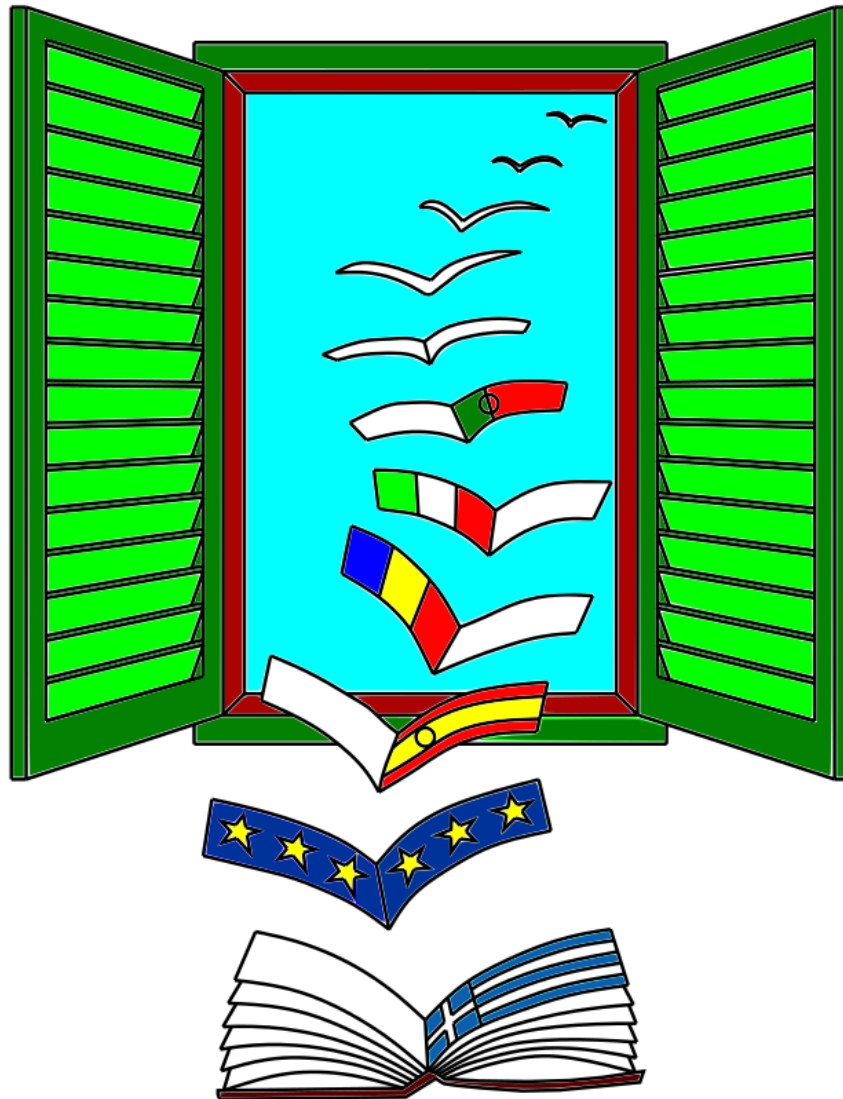




Co-funded by the  
Erasmus+ Programme  
of the European Union



**OUTDOOR LEARNING!**  
**REAL LEARNING!**



Erasmus+



Co-funded by the  
Erasmus+ Programme  
of the European Union



# **OUTDOOR LEARNING – REAL LEARNING!**

**2017-1-RO01-KA219-037259\_1**

*The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



## CONTENTS

|   |    |
|---|----|
| <b>ABOUT THE PROJECT</b> .....  | 5  |
| <br>  |    |
| <b>CHAPTER 1: GEOGRAPHY Outdoor Lesson Plans</b>  |    |
| 1.1. Weather Instruments (RO).....  | 8  |
| 1.2. How the Human Activity Changes the Natural Landscape (IT).....   | 10 |
| 1.3. Following a Hiking Trail! (ES).....  | 12 |
| 1.4. Study Field Trip to the Meteorological Observatory of Funchal (PT).....  | 14 |
| 1.5. Visiting the National Observatory of Athens (GR).....  | 16 |
| <br>  |    |
| <b>CHAPTER 2: SCIENCE Outdoor Lesson Plans</b>  |    |
| 2.1. Life in a Drop of Water (IT).....  | 19 |
| 2.2. All about the Forest (RO).....   | 21 |
| 2.3. Mineralogical Heritage Study Visit (PT).....   | 23 |
| 2.4. Visiting the Hellenic National Meteorological Service (GR).....  | 25 |
| 2.5. Building bee houses! (ES).....   | 27 |
| <br>  |    |
| <b>CHAPTER 3: ART Outdoor Lesson Plans</b>  |    |
| 3.1. Summer Painting (RO).....  | 30 |
| 3.2. Reusing Trash for Crafting! (ES).....  | 32 |
| 3.3. Walking over the Time, Art as a Message to Locate, Understand and Decode.<br>Visit to “Ajutamicristo Palace” – Palermo (IT)..... | 34 |
| 3.4. Creating a container/packaging to Bio vegetable garden (PT).....   | 36 |
| 3.5. Playing Percussion Instruments in the School Yard (GR).....  | 38 |
| <br>  |    |
| <b>CHAPTER 4: MATHS Outdoor Lesson Plans</b>  |    |
| 4.1. Pythagorean Theorem. Demonstration (PT).....   | 41 |
| 4.2. Discovering Flat Figures all Around (IT).....  | 43 |
| 4.3. Measurements (RO).....   | 45 |
| 4.4. Enjoy Counting the Perimeter and the Area of a Rectangle (GR).....   | 47 |
| 4.5. Surveys (ES).....  | 49 |

## **CHAPTER 5: LITERATURE Outdoor Lesson Plans**

|   |    |
|---|----|
| 5.1. A Drama Play in the Playground! (ES).....                                      | 52 |
| 5.2. Theatre Play (RO).....   | 53 |
| 5.3. Promoting Reading Through the Storytelling Activities in Bookshop<br>(IT)..... | 55 |
| 5.4. Creative Writing in the Park (PT).....   | 57 |
| 5.5. Literature lesson in the Library of Municipality of Agios Dimitrios (GR).....  | 58 |

## **CHAPTER 6: HISTORY Outdoor Lesson Plans**

|   |    |
|---|----|
| 6.1. A Visit to the Town Hall! (ES).....                                      | 61 |
| 6.2. Historical Heritage of Madeira of the 11 <sup>th</sup> Century (PT)..... | 62 |
| 6.3. Discovering Archaeology to Learn History. (IT).....                      | 64 |
| 6.4. Oradea, the Art Nouveau city (RO).....                                   | 67 |
| 6.5. History lesson in the Floating Naval Museum (GR) .....                   | 69 |

## **CHAPTER 7: FOREIGN LANGUAGE Outdoor Lesson Plans**

|  |    |
|--|----|
| 7.1. A Taste of French Cuisine! (ES).....  | 72 |
| 7.2. Holidays – Why do people visit Madeira Island? (PT).....                    | 74 |
| 7.3. Our World and Physical Geography (RO).....                                  | 77 |
| 7.4. The Wonderful Wizard of Oz (IT).....  | 79 |
| 7.5. Visiting a local department store to practice our English skills (GR) ..... | 82 |

## **CHAPTER 8: CIVICS EDUCATION Outdoor Lesson Plans**

|   |    |
|---|----|
| 8.1. Students for the Future! (ES).....   | 85 |
| 8.2. Protecting the environment : A guided nature visit to Capo Rama. (IT)..... | 87 |
| 8.3. Animal Shelter (PT).....   | 89 |
| 8.4. First Aid (RO).....  | 91 |
| 8.5. Improving the school yard ( GR) .....                                      | 92 |

|   |           |
|---|-----------|
| <b>Students' opinion about outdoor lessons.....</b> | <b>94</b> |
|---|-----------|

## ABOUT THE PROJECT

### *OUTDOOR LEARNING – REAL LEARNING!*

2017-1-RO01-KA219-037259

**Start:** 01-12-2017

**End:** 30-11-2019

**EU Grant:** 128630 EUR

**Programme:** Erasmus+

**Key Action:** Cooperation for innovation and the exchange of good practices

**Action Type:** Strategic Partnerships for Schools Only

**Topics:**

Pedagogy and didactics

Inclusion - equity

Early School Leaving / combating failure in education



<https://twinspace.etwinning.net/45380/home>



<http://outdoorlearningweb.wordpress.com/>



<https://www.facebook.com/outdoorlearningerasmus/> (EN)

<https://www.facebook.com/outdoorlearningjibou/> (RO)

**Coordinator:**

*Liceul Tehnologic "Octavian Goga" Jibou*

Strada Wesselényi Miklós nr. 3

455200

Jibou

Nord-Vest

<http://www.ogogajibou.ro>



Organisation type: School/Institute/Educational centre – General education (secondary level)

**Partners:*****Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou***

Argostoliou 65

173 42

Athens

Αττική (Attiki)

Organisation type: School/Institute/Educational centre – Vocational Training (secondary level)

***Escola Dr. Horácio Bento de Gouveia***

Estrada da Liberdade, 1

9004-524

Funchal

Região Autónoma da Madeira

<http://www.hbg.pt>

Organisation type: School/Institute/Educational centre – General education (secondary level)

***Istituto Comprensivo Laura Lanza Baronessa di Carini***

Via Prano 72 74 Carini PA

90044

Carini

Sicilia

<http://paic861009@istruzione.it/> [www.iclauralanza.it](http://www.iclauralanza.it)

Organisation type: School/Institute/Educational centre – General education (secondary level)

***IES Madina Mayurqa***

Miquel Arcas 4

07010

Palma de Mallorca, Illes Balears

<http://www.iesmadinamayurqa.net>

Organisation type: School/Institute/Educational centre – General education (secondary level)



# CHAPTER 1: GEOGRAPHY Outdoor Lesson Plans

- 1.1. Weather Instruments (RO) - Liceul Tehnologic "Octavian Goga" Jibou
- 1.2. How the Human Activity Changes the Natural Landscape (IT) - Istituto Comprensivo Laura Lanza Baronessa di Carini
- 1.3. Following a Hiking Trail! (ES) - IES Madina Mayurqa
- 1.4. Study Field Trip to the Meteorological Observatory of Funchal (PT) - Escola Dr. Horácio Bento de Gouveia
- 1.5. Visiting the National Observatory of Athens (GR) - Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou

## Weather Instruments

Teacher: Melinda Boda

School: Liceul Tehnologic Octavian Goga Jibou, Romania

### Summary

The Weather Instruments lesson provides students the opportunity to examine types of weather instruments used to collect data from the atmosphere.

### Introduction

Students discover how scientific instruments are used to forecast weather by examining weather instrument models and they collect weather data from the atmosphere.

### Learning objectives

- to develop a deeper understanding of how people collect data from the atmosphere to forecast weather
- to be able use common instruments used to gather weather data
- to be able to decipher basic weather maps

### Resources

Weather station (compass, anemometer, thermometer, wind vane, barometer, hygrometer)

Cloud map, photos with types of clouds

### Activity

Step 1: Whole class discussion about the place of the lesson (Dragon Garden), how the rocks were formed, the influence of the climate and weather on their formation.

Step 2: The teacher hands out photos showing different amount of cloud cover, then she explains the students that sky conditions are estimated in terms of how many eighths of the sky are covered in cloud, ranging from 0 oktas (completely clear sky) through to 8 oktas (completely overcast). Students are asked to analyze the clouds and determine the amount of cloud cover in that moment.

Step 3: The teacher hands out photos showing different types of clouds. Students are asked to analyze them and determine what type of cloud is there at that moment.



Step 4: The teacher shows students the weather station and elicits answers for each instrument whether they know what they measure. The teacher explains in detail each instrument and do the measurements together.

Step 5: As a conclusion, students work in groups of 4-5 to complete together the worksheet handed out by their teacher. They need to fill in the weather conditions for that moment: amount of cloud cover, type of cloud, degrees, speed of wind, direction of wind, atmospheric pressure, humidity. They compare their answers with other groups and then teacher checks with the whole class.

### **Comments from the learners' surveys**

Students were very pleased by this activity. They liked that they didn't have to learn about the weather instruments in the classroom and they could do the measurements by themselves.

### **Final remarks**

The Geography outdoor lesson provided opportunities for students to gain knowledge and obtain skills in a natural environment. It was an opportunity to make learning concepts, real and relevant by putting them into a more realistic context. It would have been difficult to get a grasp in the classroom of all the weather instruments, to make all the observations, measurements and analysis. Students were more engaged and motivated to understand and learn in a real environment and context.

### **Supplementary material**

1. [https://www.facebook.com/pg/outdoorlearningerasmus/photos/?tab=album&album\\_id=350654148753853](https://www.facebook.com/pg/outdoorlearningerasmus/photos/?tab=album&album_id=350654148753853)
2. <https://outdoorlearningweb.wordpress.com/outdoor-lessons/>
3. <https://twinspace.etwinning.net/45380/pages/page/37943>

## How the Human Activity Changes the Natural Landscape

Teachers: Cettina Surdi/ Salvatore Giammanco

School: I.C. Laura Lanza-Baronessa di Carini-Italy

### Summary

Human beings deeply change the environment transforming the landscape and altering the environment balance with very serious consequences.

For this reason, in order to control the environment impact it is extremely necessary to know the way how people deface natural landscapes and in which way we can stop this kind of negative actions.

### Introduction

Knowing the problem of the environmental deterioration caused by the human intervention on it and knowing in which way it can seriously modify the landscape and what the possible solutions can be found.

### Learning objectives

1. Catching the main aspects of natural phenomenon, and identify in what we observe differences and analogies.
2. Knowing the meaning of some types of pollution
3. Catching transformations, relations and processes
4. Developing critical thought

### Resources

Maps of Carini territory, felt tips, camera

### Activity

Step 1: Students and teachers go along the carinese coast where the human intervention on the natural landscape is clear. During the first step students receive a map of carinese territory and they are invited to underline using a felt tip, the exact point where they are standing.

Step 2: Students are asked to observe an old photo of carinese coast from which they can clearly notice the difference from the past and the present.

Step 3: Students are invited to think how human intervention changed territory along the years without taking care of consequences and dangers.

Step 4: We ask students to identify and to take pictures of all non natural elements created by men and then to go along the coast we ask them to underline with different colours on the map, the different places.

Step 5: Students divided in 5 groups, are invited to reflect about the consequences of human transformation and after having examined the photos they have made before along their walk, they propose possible solutions to safeguard territory.

At the end of the activity the 5 groups share their solutions.

### **Comments from the learners' surveys**

Students participated to the various activities with a great interest and they had the chance to think and to understand why human intervention on territory hasn't always a positive effect-

### **Final remarks**

Didactics visits on the territory is a positive way of teaching and teachers must learn how to use them in the better way, so to change these kind of visits in good opportunities to help students to learn more things in an easy and funny way.

This different way of teaching help students to remember everything they have seen and discovered in a better way, through the emotions they have felt.

Students love these kind of activities and they understand that they aren't just leisure moments but they have a great didactic value and are important occasion to learn and to discover new things.

### **Supplementary material**

<https://www.facebook.com/groups/713392165479483/>

<https://youtu.be/zg3QhndLZaI>

<https://twinspace.etwinning.net/45380/pages/page/379917>

## Following a hiking trail!

Teachers: Gabriela E. Torrens Ansell/Jerónima M. Martorell Vanrell

School: IES Madina Mayurqa, Palma, Spain

### Summary

The “Serra de Tramuntana” is Mallorca’s biggest mountain range. It was declared World Heritage Site by the UNESCO in 2011. This activity will not only allow our students to know better our cultural heritage and landscape, but also will help them analyse and follow the map of a hiking route from the town of Soller to the town of Deia. This was done with our 2nd of ESO students (aged 13-14 years old) in March 2018.

### Introduction

It’s important to help our students know how to follow the map of a hiking trail, as there are many hiking trails in Mallorca that our students could do, and knowing and protecting our natural environment is encouraged by our school.

### Learning objectives

To be able to analyse and follow a map with a hiking route.

To learn all about the hiking route from Soller to Deia regarding not only geographical aspects, but also concerning nature, cultural traditions and artistic representations.

To be able to work in group.

To enjoy our environment and nature.

### Resources

Maps of the hiking route. Students must bring their water and food supply and dress accordingly to the activity.

### Activity

Step 1 (in class): 1. Discuss with the class what they know about tracks and trails: Where would you normally find trails? How are trails formed? What purpose do they serve? 2. Give a map of the trail to each students and analyse its main features: length and height gain, time needed, etc. 3. Divide the class into four groups: each group will have to study on Internet the trail from Soller to Deia and gather information regarding its nature, cultural aspects and artistic representations. 4. Ask each group to present their findings to the rest of the class.

Step 2 (outdoor lesson): 1. Ask every group to follow the trail. They have to go together and work together to follow the indications of the map. Every group will start walking every 5-7 minutes, and there will be teachers along the route. Ask the students to observe: Is the trail well indicated? What, if any, impacts does it have on surrounding vegetation and wildlife? Is there evidence that people are straying from the trail (e.g. is it wider in some parts?)

### **Comments from the learners' surveys**

Our students enjoyed the trip very much and realised the importance of knowing how to follow a map and a trail. Some of them said they would do it again and act as guides with their families!

### **Final remarks**

An outdoor lesson is always welcome, and in this case the activity was particularly well-received as students enjoyed exploring their capabilities and working with the rest of students.

### **Supplementary material**

Link to the hiking route with its map:

<https://www.wikiloc.com/hiking-trails/mallorca-pedra-en-sec-gr-221-de-soller-a-deia-474707>

An explanation of the hiking route in English:

[http://www.tramuntanatours.com/walk\\_soller\\_deia.html](http://www.tramuntanatours.com/walk_soller_deia.html)

## Study field trip to the Meteorological Observatory of Funchal

Teacher: Patricia Dias

School: Escola Dr. Horácio Bento de Gouveia, Funchal Portugal

### Summary

Within the scope of the Geography subject, a school field trip was scheduled, to the Meteorological Observatory of Funchal on March 5th. This is a Portuguese observatory whose mission is to monitor and study the various meteorological and climate elements in the Autonomous Region of Madeira, counting on adequate instruments for this function. In this way it is the only body able to define the specific risks that the Region is exposed in extreme situations. Therefore we left the school with the intention of accomplishing that visit. On the way from school to our destination we were able to observe some of the interesting elements of the landscape (natural and human), as well as guide ourselves using the script of the project. Consequently, we established a relationship between the contents used in the Geography lessons, together with those from the visit. After arriving at the Observatory, the visit took place and the guide clarified everything we needed to know about the place and the topic.

### Introduction

The activity was important because it allowed us to use the working techniques related to Geography, namely observation, localization, description and interpretation of phenomena at the level of the earth. In this case, the landscape around us, as well as have a better and more complete idea of how the station functions. Besides this, it also gave us the opportunity to get to know each other better, and involve ourselves in something in common.

### Learning objectives

The activity had the following objectives:

Observe, describe, locate and interpret landscapes.

Identify the measuring instruments to measure meteorological elements.

Understand how a meteorological station works.

Promote interrelations between students and teachers.

Contribute to the implementation of the European project

## **Resources**

The material required for this activity consisted of the specific documents required by the school and which are inherent to any field study trip. The contact with the entity responsible for the place we wanted to visit, Authorization from parents, transport, a script/a guide and the evaluation sheet for this visit.

## **Activity**

Once the topic being taught in the Geography lessons was related to “climate”, the class was purposed this field trip. From the beginning the students, even those who were less interested, were interested in the idea. Thus, in all the Geography lessons which took place before the day of the visit, there were always questions from the students about the activity.

## **Comments from the learners’ surveys**

Following the evaluation of the field trip, all the students considered that the main goals were achieved. They also concluded that it was pertinent having in mind the contents. Moreover, this made it possible to put into practice the theory studied. Therefore, the field trip was really useful and allowed a direct contact with machinery and instruments which are used to register and study the weather conditions.

## **Final remarks**

I believe this field trip was an important asset in the contribution to the school success of these students in the Geography subject. Moreover, it was an opportunity to understand in loco the reality, to establish a link between theory and practice in what the students have learnt in the classroom and what they observed in the real world outside, making it easier for them to learn and understand. It made more sense to them. This is the reason why these field trips should always be adapted and supported by all those involved in the educational process. Thus, I defend the idea that we should reflect more on this kind of activity for coherent projects and also appellative for our students.

## Visiting the National Observatory of Athens

Teacher: Dora Trigoni

School: Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou

### Summary

A field trip in the National Observatory of Athens took place on March 15th 2018, in order to have there an outdoor geography lesson and participants were 35 students from classes C and D. The National Observatory of Athens is a research institute, founded in 1842 and it is the oldest research foundation in Greece and one of the oldest research institutes in Southern Europe. The aim of the visit was for students to see all the instruments used in the Observatory and understand their function in order to gain a deeper knowledge of the science of astronomy and its connection to geography. Furthermore students had the opportunity to learn about the two century long history of Greek Astronomy.

### Introduction

This is an interesting activity for the students, as they have the opportunity to see and understand unique instruments and learn a lot about astronomy as well as the movements of the earth. In addition it is a visit in an important and historical building and institution in our city.

### Learning objectives

Learn about astronomy.

Learn about the two century long history of Greek Astronomy.

Explore the Geostrophysics Museum and the library of the Observatory.

Observe a variety of scientific instruments of the 20th and 19th century.

Examine from close by the first optical telescopes of Greece.

Understand how an observatory works.

Contribute to the implementation of the European project “Outdoor Learning – Real Learning”

### Resources

Maps, scientific astronomic instruments, telescopes.



## Activity

Step 1: We visited the National Observatory of Athens and had a guided tour. We saw the Starke 9 telescope, which was bought in 1846 and is the first telescope used in Greece. We also visited the library and saw scientific instruments used in the previous century.

Step 2: We saw the original 16cm telescope housed under the dome of the Sina's building, used by the NOA (1858-1884), in order to draw the most accurate map of the Moon during that period.

Step 3: We saw the 16cm meridian refracting telescope, constructed in 1896 and used continuously up until 1964 to measure the transit times of stars across the local Athens meridian, thus calculating the official time of Greece. Then each student saw the Caryatides through the floor standing binoculars Carl Zeiss – Asiola 60mm, overlooking the Acropolis hill.

Step 4: We saw the Doridis telescope and observed the Athens sky from the opening dome of the building.

## Comments from the learners' surveys

Student seemed happy and made a lot of questions during the visit. They said they were impressed by the telescopes and they learned about the way people used to study about the planets and time in the past.

## Final remarks

It was nice to see students being interested in the topic and they were able to realize how this knowledge affects our everyday life. Most of them had never seen a telescope before or through it, so they were excited about that. Overall it was a successful visit as students were able to understand better the use of telescopes and other instruments as well as their evolution in time.

## Supplementary material

<https://www.facebook.com/pg/Ενιαίο-Ειδικό-Επαγγελματικό-Γυμνάσιο-Λύκειο-Αγίου-Δημητρίου-189143001818475/photos/>

<https://www.youtube.com/watch?v=M4Auo0RPAkw>

<https://www.youtube.com/watch?v=BzKZvn-XYIw>

[https://www.astro.noa.gr/gr/visitorcenter/documents/VC\\_Thissio\\_sm\\_gr.pdf](https://www.astro.noa.gr/gr/visitorcenter/documents/VC_Thissio_sm_gr.pdf)

## **CHAPTER 2: SCIENCE Outdoor Lesson Plans**

- 2.1. Life in a Drop of Water (IT) - Istituto Comprensivo Laura Lanza Baronessa di Carini
- 2.2. All about the Forest (RO) - Liceul Tehnologic "Octavian Goga" Jibou
- 2.3. Mineralogical Heritage Study Visit (PT) - Escola Dr. Horácio Bento de Gouveia
- 2.4. Visiting the Hellenic National Meteorological Service (GR) - Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou
- 2.5. Building bee houses! (ES) - IES Madina Mayurqa

## Life in a Drop of Water

Teachers: Salvatore Giammanco /Debora La Cascia

School: Istituto Comprensivo Laura Lanza Baronessa di Carini

### Introduction

Stagnant water is an ecosystem: energy is mainly supplied by sunlight and organic matter upon decomposition. Water and plants can be the substrate where organisms live. A large number of them are microscopic, especially bacteria and protozoa.

### Learning objectives:

Switching from “watching” to “observing”.

Using observation as way of learning. Discovering microscopic life.

### Tools:

Test tubes with caps.

Pasteur pipette.

Holder glass

Cover-slip

Optical microscope.

### Activity (description)

During the outdoor activity along Carini coast, we collected water from various stagnant pools. We stored water in the tubes with caps, subsequently conserved in the science lab of our school. The next day we opened the tubes. We moved the bottom in order to suspend living organisms from the bottom. We took a drop of stagnant water with a pasteur pipette and put it in the holder glass covered by a cover-slip. We looked under the microscope. .

### Teacher’s comments after the learning activities:

I found outdoor activities extremely useful and we took advantages of the following Science lab activities at school. Lessons aren’t boring because outdoor activities and the use of different tools are considered like they were: game, fun, discovery and trial. Observing under the optical microscope allowed the students to “see” a real topic on cells, that is normally theoretical. Students could see something very small, look at a cell and learn how it is made.

**Final comments on the activity:**

We've been lucky! We could look at different micro-organisms, some rotifers and microscopic seaweed. In a drop of stagnant water, observed under the microscope, we found out many single and multi celled living organisms, belonging to different kingdoms. It's good to sample everything immediately, before the microscopic observation, because if you leave the water for over a day, a lot of organisms will die. When you use the pipette to take stagnant water, it will be better to withdraw samples from the bottom or from the surface where organisms are usually concentrated.

**Supplementary material**

<https://youtu.be/9Z7iks2P0KM>

<https://animoto.com/play/0eOq1mn4e0N6SaJ0twfoQQ>

<https://twinspace.etwinning.net/45380/materials/videos>

## All about the Forest

Teacher: Melinda Nagy

School: Liceul Tehnologic Octavian Goga Jibou

### Summary

An outdoor lesson about forest products, tree life cycles, forest habitat, forest ecology

### Introduction

Forests are one of the most common and most important kinds of ecosystems on our earth.

### Learning objectives

To enable students to:

- recognise the importance of forests and how it helps humans
- identify wild animals that live in the forest and animals that are protected by law
- recognize the uses of trees in our daily life
- learn about the sustainability of forests
- assess the importance of conserving these forests

### Resources

- poems about trees and forest
- worksheet with evaluation questions, pencils

### Activity

Step 1: Introduction - Students read the poems that had previously prepared about trees and forests

Step 2: Guided discussion with students in the forest to assess their previous knowledge and to enrich it with new information, learning from their peers.

*Questions:*

What do trees need to live? What is their life cycle?

What kind of wild animals live in the forest?

Which wild animals are protected against hunting?

Do you agree with hunting?

Is it okay to cut down trees?

What kind of trees can be cut down?

Who decides that a tree can be cut down?

Why is it important to preserve these forests?

What consequences does it have on nature, climate, biodiversity if trees are cut down?

What products can we made of wood?

How can we reduce, reuse and recycle paper more carefully in our classroom? Step 3:

Consolidation and evaluation: Students work in groups of 3 to complete a worksheet related to the topics discussed together earlier.

### **Comments from the learners' surveys**

Students enjoyed the lesson, firstly because we were outdoor in a forest and secondly because it was a non-formal discussion about the forest, its importance, its living creatures, a chance for peer-learning, too.

### **Final remarks**

This lesson covered some of the important benefits of trees: reduce the negative effects of deforestation, clean the air, help to fight climate change, sustainable resources and energy.

### **Supplementary material**

Photos from the activity:

[https://www.facebook.com/pg/outdoorlearningerasmus/photos/?tab=album&album\\_id=366238283862106](https://www.facebook.com/pg/outdoorlearningerasmus/photos/?tab=album&album_id=366238283862106)

## Mineralogical heritage study visit

Teacher: Ana Velosa

School: Escola Dr. Horácio Bento de Gouveia

### Summary

1. Introduction to the study of minerals.
  - 1.1. Visit to the mineralogical heritage of the 'Fundação Berardo'

### Introduction

This activity is really relevant, because when students learn in loco, they develop their competences which will give them, in a long term, a higher knowledge and they will become more active in society. Furthermore, the learning place is quite rich in international heritage more specifically, this the most valuable collection of minerals.

### Learning objectives

- Awake for the curiosity and interest of students by the study of minerals.
- To know the great diversity of minerals and observe some of their characteristics / properties.
- To enlarge a learning situation that benefits the knowledge through funny and pedagogical techniques.
- To promote the link of the theory and practice, school and reality.
- Valuing acquisitions in the cognitive domain, as well as the behavioral aspects: participation, commitment and group interaction.

### Resources

Samples of minerals, a table (to fill in with the characteristics/ properties of minerals), pen, pencil and rubber.

### Activity

The activity began with an expert in mineralogy. Then students observed the samples so that they could get enough information to fill in the table. During the task students exchanged information between them as well as the teachers and the local guide. After completing the activity, they went through a visit to the lovely natural environmental heritage of the Fundação Berardo.

### **Comments from the learners' surveys**

The activity was very enriching, as students were able to know the huge diversity of minerals as well as their own properties. Moreover, it was a great experience as students learnt outdoors, developing their social and learning skills. It promoted the link of the theory and practice, school and reality. When in the classroom, students and teacher took notes and consolidated the new topics.

### **Final remarks**

To sum up, students were really motivated and interested in this kind of class and were highly astonished with the beauty presented by this outdoor activity. Thus, students experimented new ways of learning which will lead them to improve their future learning skills, as they had acquired that knowledge in a funny way. This experience was accomplished not only by observing and exploring in 'Loco' but also by doing some research in the Internet and social media. Needless to say, that it was one of the most exquisite experience that our students had ever had in this school year.



## Visiting the Hellenic National Meteorological Service

Teacher: Dora Trigoni

School: Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou

### Summary

A field trip in the Hellenic National Meteorological Service took place on May 5th 2018, in order to have there an outdoor science lesson and participants were 30 students from classes A, B and C. The Hellenic National Meteorological Service (HNMS) is a government agency responsible for making weather forecasts and observations for Greece and its mission is to cover all the meteorological and climatological needs of the country. The aim of the visit was for our students to see and learn about the instruments and the methods that scientists use in order to give a weather forecast every day, which is very important for our lives.

### Introduction

This activity is important, because students learn how nature works. How people “read” nature's behaviour and most important they learn about thermometres, reading thermometres, measuring units of temperature and how to identify positive and negative Celsius degrees.

### Learning objectives

Observe, describe, locate and interpret landscapes.

Learn about the history of meteorology.

Identify the measuring instruments and relevant methodology.

Realize the importance of weather and climate in our lives.

Realize the importance of weather forecast in various activities: e.g. navigation, agriculture, facing natural disasters.

Understand how a meteorological station works.

Work individually to solve problems.

Promote team work.

Contribute to the implementation of the European project “Outdoor Learning – Real Learning”

## Resources

Maps , Atlas, Meteorological instruments ( thermometers measuring internal – external temperature), a presentation.

## Activity

Step 1: We visited the Hellenic National Meteorological Service and we had a guide showing us the meteorological maps, the climate Atlas , and explaining us about satellites and meteorological radars used in order to collect data.

Step 2: We observed the old and new meteorological instruments situated outdoors in the Hellenic National Meteorological Service and we learned how each one of them works and what it measures (e.g. rain, snow, humidity, wind and temperature).

Step 3: We were divided in teams and were given instructions how to read the measurements of some meteorological instruments and draw conclusions about the weather of this day.

Step 4: We watched an interesting presentation and we discussed students question related to weather, climate and meteorology.

## Comments from the learners' surveys

Students showed a great interest to see and understand how the instruments work and they seemed to understand why meteorology is so important in our lives. Their engagement in the activities and the questions to the teachers also showed how much they liked the topic. They also said they felt happy having a lesson not at school as usual and working with each other, especially with students from other classes.

## Final remarks

As a sciences teacher of these classes I was glad to see the students enjoying their outdoor lesson. They participated in the activities with more interest as usual and even the ones with more learning difficulties made a good effort. They also gained knowledge that would be difficult for them to understand only by reading about it in the books. Finally, it was a field trip , where students were comfortable, relaxed and working well with each other without any problems.

## Supplementary material

<https://www.facebook.com/pg/Ενιαίο-Ειδικό-Επαγγελματικό-Γυμνάσιο-Λύκειο-Αγίου-Δημητρίου-189143001818475/photos/>

## Building bee houses!

Teachers: Gabriela E. Torrens Ansell/Jerónima M. Martorell Vanrell

School: IES Madina Mayurqa, Palma, Spain

### Summary

The decline of the number of bees in Mallorca is something that worries us. For this reason our school decided to build bee houses and to place them in the mountains of the “Serra de Tramuntana”. This activity was done with our 2nd of ESO students (aged 13-14 years old) in April 2018.

### Introduction

It's well-known that pollinators are very important for our ecosystems because they help support flora and fauna at every level of the food chain. Bees are amongst the most important pollinators of all. Building bee houses is a great way to increase pollinator habitats, as they can provide shelter and nesting areas for native bee populations.

### Learning objectives

- To be able to identify different kinds of bees.
- To learn all about pollinators and their importance in the ecosystems.
- To be able to work in group.
- To enjoy our environment and nature.

### Resources

Materials to build the bee houses. Students must bring their water and food supply and dress accordingly to the outdoor activity.

### Activity

Step 1 (in class): 1. Discuss with the class what they know about bees: Where would you normally find bees? What types of bees do you know? What purpose do they serve? How can we protect bees?

2. We read this article: “Asian hornet found in Majorca for the first time”

<https://majorcadailybulletin.com/news/local/2015/10/07/42004/asian-hornet-found-majorca-for-the-first-time.html>

3. Divide the class into four groups: each group will have to build a bee house. Here you are the instructions:

Before you start, make sure the wood you use is untreated, as treated lumber may contain toxic chemicals harmful to bees. We used a combination of purchased wood and logs from trees native to the area to make our bee houses.

Decide what type of structure you want to create. Bee houses come in all shapes and sizes.

Cut the remaining wood into blocks at least 18 cm long. This is what you will use to fill in the structure.

Drill holes in the blocks, this is where the bees will actually live. Make sure you have drill bits long enough to drill 16 cm, as that is the depth needed for bees to nest inside a hole. We used three different drill bits to create a variety of holes. Make sure to reverse the drill half way through drilling the holes to alleviate the sawdust build up within the hole.

Place the blocks inside the structure, making sure the holes face out.

Step 2 (outdoor lesson): 1. Find a wooden area, preferably in the shade. 2. Place your bee house there. You can cover the structure with wire to prevent the blocks from falling or being taken out while still allowing plenty of space for the bees to come and go.

### **Comments from the learners' surveys**

Our students enjoyed the trip very much and realised the importance of knowing that we must protect our bees. Many didn't know bees were so important!

### **Final remarks**

An outdoor lesson is always welcome, and in this case the activity was particularly well-received as students enjoyed making their bee houses and seeing them installed.

### **Supplementary material**

Types of bees: <https://www.buzzaboutbees.net/types-of-bees.html>

Creating a bee house (with pictures): <http://www.instructables.com/id/Creating-a-bee-house/>

## CHAPTER 3: ART Outdoor Lesson Plans

3.1. Summer Painting (RO) - Liceul Tehnologic Octavian Goga Jibou, Romania

3.2. Reusing Trash for Crafting! (ES) - IES Madina Mayurqa, Spain

3.3. Walking over the Time, Art as a Message to Locate, Understand and Decode. Visit to “Ajutamicristo Palace” – Palermo (IT) - Istituto Comprensivo Laura Lanza Baronessa di Carini, Italy

3.4. Creating a container/packaging to Bio vegetable garden (PT) - Escola Dr. Horácio Bento de Gouveia, Portugal

3.5. Playing Percussion Instruments in the School Yard (GR) - Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou

## Summer Painting

Teacher: Melinda Nagy

School: Liceul Tehnologic Octavian Goga Jibou, Romania

### Summary

In this lesson, summer is analysed through music, literature, colours, personification and will end with the creation of a summer painting all in an outdoor setting.

### Introduction

In this visual and performing arts lesson, students will explore their artistic skills while becoming more connected with nature, literature and music. Students will apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

### Learning objectives

- to use visual structures and functions of art to communicate ideas
- to develop their use of art to convey meaning and their ability to discuss their art and the art of others
- to use observation to develop a visual representation of basic objects

### Resources

- white paper
- coloured pencils
- markers or crayons
- erasers
- acrylic or watercolor paint
- paintbrushes
- poems about summer
- smartphone/tablet and portable speakers

## Activity

Step 1: Summer in music. Teacher plays Antonio Vivaldi's Summer from "Four Seasons" and elicits from students whether they know what they are listening to and gives additional information about Vivaldi and "The Four Seasons". Teacher asks students to tell songs about summer.

Antonio Vivaldi's Summer continues during discussions in steps 1-3.

Step 2: Summer in poetry. Students are handed out 3 poems with the theme of summer. They need to underline the passages which describes summer (colours, scenery, feelings, shapes, etc.). These are read aloud and analysed.

Step 3: Personification of summer. Students need to imagine that Summer is a human being. Working in groups of 3-4, they need to write down the characteristics he/she would have. They are presented in a whole group discussion.

Step 4: Walking in the Botanical Garden, observing the summer landscape, choosing a place for painting. Students are asked to work in groups and create a collective summer painting. During the artistic process, students can listen to music about summer of their own choice.

Step 5: As a conclusion, students analyse the other group's painting and try to identify the summer elements they used.

## Comments from the learners' surveys

Students enjoyed this outdoor lesson. They appreciated the outdoor setting, The Botanical Garden in Jibou and the use of music throughout the lesson, which stimulated them to express their artistic views.

## Final remarks

The Art outdoor lesson provided opportunities for students to gain basic knowledge about classical and pop music of summer. They had the chance to identify and analyse in more depth the visual elements used to depict summer and use them in their own painting.

## Supplementary material

1. Antonio Vivaldi "Summer": <https://www.youtube.com/watch?v=g65oWFMSoK0>
2. Art outdoor lessons on Twinspace: <https://twinspace.etwinning.net/45380/pages/page/413145>
3. Outdoor lessons on the website of the project: <https://outdoorlearningweb.wordpress.com/outdoor-lessons/>

## Reusing trash for crafting!

Teachers: Department of Arts and Crafts

School: IES Madina Mayurqa, Palma, Spain

### Summary

We throw away tons of rubbish every day without even considering that we could reuse it. Reusing trash to make crafts is the idea behind this project. This activity was done with our 2nd of ESO students (aged 13-14 years old) in May 2018.

### Introduction

Nowadays we are all quite aware of the importance of recycling and of protecting our environment. However, when we don't have a recycling center nearby, we should try and give a second chance to the items we are about to toss away. Reusing old items and making something useful from them is also a good way of taking care of our environment!

### Learning objectives

To learn that we should recycle and reuse more.

To learn that we can all be creative.

To be able to work in group.

To enjoy our environment and nature.

### Resources

Trash.

Scissors, cardboard, crayons....

### Activity

A group of students went to Alcúdia to join a workshop about how to make art from trash. The students were divided into small groups with a leader. The leader sat the in a circle and talked to them about the importance of reusing old materials instead of throwing them away.

After that, the leader showed the students all of the things they could reuse to create something beautiful. Everything had been recovered from the trash containers!



We then moved into a space where we could work in groups and exploit our creativity! It was really great to see everybody at work!

### **Comments from the learners' surveys**

Our students enjoyed the trip very much and realised the importance of knowing that we must recycle and reuse. Many didn't think trash could be fun!

### **Final remarks**

An outdoor lesson is always welcome, and in this case the activity was particularly well-received as students enjoyed creating their "works of art"

## **Walking over the time, Art as a message to locate, understand and decode. Visit to “Ajutamicristo Palace” – Palermo**

Teachers: Salvatore Giammanco/ Rocco Gianni

School: Istituto Comprensivo Laura Lanza Baronessa di Carini, Italy

### **Summary**

Very often, when we walk around the streets of our historic centres, we don't pause to think about the stories, events, inventions and efforts that monuments, palaces and churches can hide. Or even the tangle of lanes leading to the popular markets, beating heart of daily life.

### **Introduction**

Two students, attending the second classes of our school carried out a real time travel, entering the hidden rooms of “Ajutamicristo Palace” one of the most prestigious buildings in Palermo, dating back over five centuries. The Baron Vincenzo Calefati of Canalotti, last descendant of the family that owns the palace, guided the students to do their historical and artistic research, giving them all the information about the place and the people who lived there. Finally, the owner answered the students' questions patiently.

### **Learning objectives**

Learning to observe the urban environment

Learning to identify art styles and architecture.

Learning to identify, observe and decode iconographic messages

Learning to work in group.

Learning to select information

Learning to connect all the selected information

### **Resources**

Camera equipment

Audio recording equipment

Sketchbooks, pencils and crayons.

Block notes

## Activity

First step: Preparation.

The students, guided by Italian, History and Art teachers carried out the research about the Palace and its story and drew up a list of questions to prepare the interview.

Second step: Visit-Action

The students reached the place by bus and visited the Palace in small groups. Each group was in charge of observing, taking notes, taking pictures, shooting videos and drawing everything of special importance in terms of History and Art. Particular attention was given to the Monumental Dance Hall with a vault embellished with a baroque fresco “Triumph of the virtuous prince”. In this fresco every human figure conceals a reference to the Prince Giovanni Luigi Moncada Ventimiglia Ruffo of Paternò, leading nobleman in Sicily at the end of XVIII century.

Third Step: Art and Life.

Interview to the Baron Vincenzo Calefati of Canalotti in order to find all the connections among art, history and his life in the Palace.

Fourth step: Final product.

Production of PWP with news, pictures, drawings and videos concerning the whole activity, including the interview

## Final Remarks

Our students, autonomously and consciously, really appreciated the role of active protagonists over the time through art and history, they had a real field experience enjoying all its advantages.

## Supplementary material

<https://youtu.be/peIVOYXRF7M>

<https://twinspace.etwinning.net/45380/pages/add>

## Creating a container/packaging to Bio vegetable garden

Teacher: Luísa Gorgulho

School: Escola Dr. Horácio Bento de Gouveia, Portugal

### Summary

This activity allowed the students were accomplishing it abroad. The students were motivated to create containers/packaging for the Bio of the school garden, as if they were Designers. These wrappers serve to package, store, protect, save some products. Intended that students develop your creativity through the implementation of sketches for holding flowerpots, birdhouse or garbage containers using recycled materials. Students as creators of new objects should be aware of the feature of durable materials, environmentally friendly and reusable. Awareness of the role of each one of us in society and the preservation or destruction of the environment, as well as the use in the everyday life of the objects we choose and how we use it. Later these packages have been planned and some students performed small models of your work.

### Introduction

Study design and design objects, responding to specific needs with the purpose of improving the quality of life. Allow the students to understand that the Design is not the final product, but the whole process undertaken to achieve.

### Learning objectives

The design process or methodology of design, consists of a series of phase, following that guide the work of the designer. Each student had to follow and develop the different stages of your work depending on the needs to be met within your project.

### Resources

The students took your discipline-specific material: pencil, Eraser, markers, colors and drawing sheets A4

### Activity

After the introduction to the methodology of design, students were grouped according to the execution of your packaging. Three working groups were organized.(Class prior to the field trip) Each student individually worked to your packaging/object according to the following steps:

- 1-Enunciation of the problem-analysis and clear definition of needs and functions of the object design. What's the point? To where? For who?
- 2-Study of the materials and manufacturing process-what materials to use?
- 3-Formal research-what already exists with similar function. practice of School redesign abroad.
- 4-(Bio 80 minutes of school vegetable garden in outer space) running sketches/drawings that were made; Studies and application of color. Note the students had a file/script to guide your work. Development (ongoing activity) in the context of the classroom Project-development of sketches /drawings that were made; Studies and application of color.
- 5-The best solution presented Selection.
- 6-Project-development of sketches with the application of the system of representation technique, scales for a good read of the object represented (90 minutes)
- 7-construction of model/3D drawing (90 minutes)

### **Comments from the learners' surveys**

The students enjoyed the activity, suggested that there were more classes abroad. Some students feel difficulties in the execution of his designs in relation to the specific function of the object design.

### **Final remarks**

This type of activities is stimulating and allows addressing different areas of visual education. There was a group of students very engaged in the activity while those who are not motivated for this area of the drawing that feel they have not enjoyed the fitness activity.

## Playing percussion instruments in the school yard

Teachers: Eyfrosyni Patra, Nikolas Stamoulis

School: Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou

### Summary

On May 21st 2018 an outdoor music lesson was organized in the school yard with the participation of 50 students from classes C and D. Students were divided in two groups and each group participated in the activity for one hour. Different percussion instruments were presented, as well as typical rhythms of Greek music and students played music, sang and danced.

### Introduction

Playing percussion instruments one can make music directly, without having any knowledge about music. Therefore this activity is important because all students have a chance to play a musical instrument and in the same time understand the meaning of different rhythms.

### Learning objectives

Learn about percussion instruments.

Learn about different rhythms in Greek music.

Listen to music carefully.

Play a musical instrument following the rhythm.

Enhance eye, ear and hand coordination.

Synchronize with others while playing music together.

Express and enjoy themselves.

### Resources

Percussion instruments: darbuka (Arabic hand drum), davul, riqq, kajon, wooden sticks), portable speaker.

### Activity

Step 1: Percussion instruments were presented as well as information about their place of origin.

Step 2: Teachers played each instrument and students listened to the different sounds.

Step 2: We listened to Greek songs that had different rhythms: kalamatianos ( 7 beats, 3-2-2), zonaradikos ( 6 beats, 3-3) and syrto ( 8 beats,3-3-2). Teachers explained what rhythm is and how to identify each one by the beats. Then we sang all together listening to the songs.

Step 3: Students were divided in two groups: one playing percussion instruments and the other performing body percussion. Teachers showed them how to play each rhythm by counting the beats.

Step 4: Students played music, sang along and some of them also danced following the rhythm!

### **Comments from the learners' surveys**

Students loved the activity and had a really good time. They showed interest in participating in it and some of them expressed the wish to learn how to play a musical instrument. They thought it was an easy and pleasant lesson.

### **Final remarks**

Students were interested to learn about the instruments and play with them. They were happy to be able to play music by themselves and did really well. They seemed happy and comfortable and we noticed that some of them were very talented, so we suggested them to have music lessons! It was important to have this lesson outdoors, because we could be louder than it would be indoors, less distracting for other classes and the nice sunny day made it even more fun for all of us.

### **Supplementary material**

<https://www.facebook.com/pg/Ενιαίο-Ειδικό-Επαγγελματικό-Γυμνάσιο-Λύκειο-Αγίου-Δημητρίου-189143001818475/photos/>

# CHAPTER 4: MATHS Outdoor Lesson Plans

- 4.1. Pythagorean Theorem. Demonstration (PT) - Escola Dr. Horácio Bento de Gouveia, Portugal
- 4.2. Discovering Flat Figures all Around (IT) - Istituto Comprensivo Laura Lanza Baronessa di Carini, Italy
- 4.3. Measurements (RO) - Liceul Tehnologic Octavian Goga Jibou, Romania
- 4.4. Enjoy Counting the Perimeter and the Area of a Rectangle (GR) - Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou
- 4.5. Surveys (ES) - IES Madina Mayurqa, Spain



## Pythagorean theorem. Demonstration

Teacher: José Manuel Rodrigues Henriques

School: Escola Dr. Horácio Bento de Gouveia, Portugal

### Summary

With my teaching experience over the years, I know it is hard for pupils to understand the maths contents only in the traditional lectures, without connection to the facts of their everyday life and practical demonstration. The Pythagorean theorem appeared as a necessity of the man to solve problems of everyday life and that are related with innumerable and different applications that require the calculation of inaccessible measures. The Theorem is therefore an important and indispensable tool in the different areas of geometry and that only applies to rectangular triangles according to the law “the sum of the squares on the legs of a right triangle is equal to the square on the hypotenuse”.

### Introduction

The activity is very important for pupils as they are able to learn the concept of the Pythagorean theorem in an open space that is familiar to them, the schoolyard. The understanding of the concept will become more effective when the pupils are able to apply it to real situations. They will identify the situations, measure them, do calculations and finally they will come to conclusions.

### Learning objectives

General Aim: To apply the Pythagorean Theorem in the resolution of problems using real images of the schoolyard.

Specific aims: To understand the Pythagorean Theorem and to know when to use it.

### Resources

Book; worksheet; writing tools; ruler;; tape measure, laser meter;

### Activity

Step1: Pupils will be informed of the procedures.

Step2: A worksheet about the theorem, with examples and challenges will be handed out.

Step3: The teacher will read the worksheet and pupils will clarify their doubts.

Step4: Pupils will measure the stairway, as one the examples of the worksheet.

Step5: During 15 minutes pupils will discover other real situations where they can apply the theorem. They will choose one of them and they have to measure and do calculations .

Step6: Pupils will be placed on a triangle rectangle. In one of the legs there will be 8 pupils and in the other one 6. The aim is to discover how many pupils will be necessary to the hypotenuse.

Step7: Consolidation and evaluation.

### **Comments from the learners' surveys**

With this activity pupils had the chance to apply the theoretical concepts to real situations in the schoolyard. The fact of having an outdoor lesson has motivated pupils, In their opinion, the acquisition of the concepts became easier, more dynamic and funnier. The interaction among the pupils was one another positive factor, because they had the chance to chat about the theme, to contact with existing real situations, as well as being able to visualize, to measure, to calculate and to solve the problems. The only disadvantage was some noise that other outsider pupils were making.

### **Final remarks:**

The activity was great . Pupils have assimilated the new concepts. The activity was done in other classes and the results were also great: pupils were motivated, interested in learning and explore.

### **Links:**

<http://www.escolavirtual.pt/>

<https://youtu.be/CkWUcB8YX5k>

## Discovering flat figures all around

Teacher: Debora La Cascia

School I.C. Laura Lanza-Baronessa di Carini-Italy

### Introduction

Drawing real objects where to highlight the presence of flat figures

### Learning outcomes:

Drawing flat figures by using simple tools like a ruler, a set square, a compass.

Analysing significant elements (sides, angles, diagonals, medians, height, bisector, axis) of the main polygons.

Classifying polygons with reference to the length of sides and measures of the angles.

### Tools:

Sketchbook

Pencil and rubber

30, 60 and 45 degree angles set squares

Compass

Ruler

Interactive whiteboard

### Activity (description)

The first step of our activity will take place in class. It is a summarized lesson on the main polygons and their features by using the interactive board

The second step of our activity will take place outdoor. Students position themselves on chairs arranged in a circle, they observe the space surrounding and draw real objects ( trees, houses, etc). after that, they highlight the presence of flat figures by using simple tools, ( ruler, set square, compass).

The third step of our activity will take place in class, students analyse the main features of polygons relative to the length of sides and measures of the angles.

**Teacher's comments after learning checking**

I find extremely useful take advantage of outdoor activities, students through the direct observation of surrounding spaces, experience the pleasure of drawing, exploring and analyzing shapes to practice basic geometric principles.

**Final comments**

Through the direct observation of reality, Students can find the chance to focus some geometrical notions . The period of the whole activity is three hours, or more if you want to go into techniques in more depth

**Supplementary material**

Links to blog, videos, etc.

<https://animoto.com/play/UhfFXISqwHRFrMftzGjTUg>

<https://twinspace.etwinning.net/45380/materials/videos>

## Measurements

Teacher: Melinda Nagy

School: Liceul Tehnologic Octavian Goga Jibou, Romania

### Summary

A CLIL outdoor lesson about measuring, comparing results, talking and listening

### Introduction

This is a CLIL (Content and Integrated Language Learning) outdoor lesson, in which pupils learn specific words and expression related to measurement in English.

### Learning objectives

To enable students to:

- to compare, describe and solve practical problems for lengths and heights (e.g. long/short, double/half)
- to use natural materials to measure length and height
- to understand why it's important to use standardised measurements

### Resources

- natural surroundings: leaves, sticks
- rulers, notebooks, writing tools
- worksheets

### Activity

Step 1: Introduction – the pupils will be introduced the key vocabulary in English for length and height measurement units (Millimetres, Centimetres, Meters, Kilometres)

Step 2: Pupils work in groups to transform from one unit to another, to practise in English the names of the measurement units.

Step 3: Pupils are encouraged to explore the outdoor environment and collect natural materials, using only the natural objects (sticks, leaves, pine cone, etc.) the children will be asked to measure various body parts (arms, legs) then compare and contrast their findings with each other.

Step 4: Next, they need to measure and note down the length of leaves or sticks and calculate how many leaves long are their arms? How many sticks does it take to measure their leg?

Step 5: Consolidation and evaluation: Students work in groups of 3 to complete a worksheet and reflect on what we realised there.

### **Comments from the learners' surveys**

Pupils appreciated the practicality of the lesson and the innovation of it. It was their first CLIL lesson.

### **Final remarks**

A very active, practical lesson. Lots of opportunities to work together with their classmates. Opportunities for speaking and listening in English. Appealing for pupils due to lots of touching and feeling of resources and the practical element.

### **Supplementary material**

The worksheet used:

[https://docs.google.com/document/d/1KWXsrRYvs-C2IEfb7WxualMwwVhFl\\_CFUGJ2xdhqfv4/edit?usp=sharing](https://docs.google.com/document/d/1KWXsrRYvs-C2IEfb7WxualMwwVhFl_CFUGJ2xdhqfv4/edit?usp=sharing)

## Enjoy counting the perimeter and the area of a rectangle

Teachers: Charalambous Anna, Pappa Fani

School: Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou, Greece

### Summary

A group of 15 students from classes C and D participated in an outdoor maths lesson in the school yard. The students were divided in smaller group and were asked to measure the football field , in order to give the results to a worker that would replace the fence and the plastic sod. After discussing the measurement units they had to use ( meters) as well as all the calculations they needed to make ( perimeter and area) they were given 20m and 50m measuring tapes and started measuring the sides of the field. They made notes on a worksheet and finally had the necessary results.

### Introduction

This is an important activity as students have the opportunity to implement mathematics in real life and not just view them as numbers on a paper.

### Learning objectives

Make observations

Learn about standardized measurements

Use of measuring tape.

Learn basic maths-geometry rules

Enhance team work and coordination

Promote problem solving skills

### Resources

Worksheets, pencils, measuring tapes (20 and 50 meters), two colored chalks, a calculator.

### Activity

Step 1: The following problem was presented to the students as we were all in the school yard: The fence and the plastic sod of the school's football field had to be replaced and we would have to order the needed material.

Step 2 Students were divided in groups and were asked to find what they would have to measure, what instruments they would have to use and how to use their results.

Step 3: After each team answered the previous questions correctly they were given a worksheet, that reminded them how to calculate the perimeter and the area of a rectangle. Then they were asked to measure the football field using a measuring tape.

Step 3: The students wrote down the outcomes of the measurements and then calculated the perimeter and area of the football field.

Step 4: Each team presented their results and mistakes were discussed .The result of the measurements were drawn with coloured chalk on the floor of each side.

### **Comments from the learners' surveys**

The students had never seen or used a measuring tape,so they were impressed by its size. They said they liked the activity and understood why and how maths are so important in our everyday life.

### **Final remarks**

Before starting this outdoor lesson it was really important to explain to students very well the meaning of a rectangle, perimeter, area and units of measurement. Otherwise students would be bored and consider maths as chinese! We noticed that students were more interested as usual in that lesson, especially some of them that are very reserved in the classroom. They were really concentrated in their task , they had a chance to understand what Maths means in our real life and seemed to enjoy it.

### **Supplementary material**

<https://www.facebook.com/pg/Ενιαίο-Ειδικό-Επαγγελματικό-Γυμνάσιο-Λύκειο-Αγίου-Δημητρίου-189143001818475/photos/>



# Surveys!

Teachers: Maths Department

School: IES Madina Mayurqa, Palma, Spain

## Summary

Statistics refer to numerical facts. Statistics are very important in education as they help students to collect, present analysis and interpret data. It also helps them to draw general conclusions. This activity was done with our 3rd of ESO students (aged 14-15 years old) in October 2018.

## Introduction

Why are statistics important in our lives? Statistics are the set of mathematical equations that we use to analyse the things that surround us. Statistics are important because today we have access to many data and much of this information is determined mathematically by statistics.

## Learning objectives

To collect data and to interpret it.

To represent the data collected in a visual way.

To be able to work in group.

To be able to explain the extracted conclusions to the rest of the class.

## Resources

A notebook to note down the results of the survey. 1 piece of card for each group of students. Drawing supplies (coloured pencils, rulers, etc.). Access to computers in case they want to use them to make their tables.

## Activities

### Day 1

Step 1 (in class): The teacher explains that they are going to work on improving their statistics skills. They watch the video: “Frequency tables”. The students take notes on key statistics terms that they will use in this lesson:

Sample Size: The total number of people that answered the survey.

Measure of Central Tendency: The approximate middle of a data set.

Normal Distribution: When data creates a normal curve with 50% above the average, 50% below the average, etc.

Outlier: An outlier is a data that falls quite far from the average.

Step 2 (in the park next to our school): Students work in small groups. First they think of 4 questions to ask.

Then they collect data from people in the street or from other students in the class.

Day 2:

Step 1 (in class): Every group of students synthesises, analyses, and represents their data set. Students must include an analysis of each question, and information about their sample size, central tendency (when appropriate), and any outliers.

Step 2 (in class): Students present their findings to the rest of the class.

### **Comments from the learners' surveys**

Our students enjoyed the lesson very much and learnt to read and interpret statistics. What they liked the most was to ask their questions to the people in the street and to work in small groups.

### **Final remarks**

An outdoor lesson is always welcome, especially if it is Maths! This activity was really engaging and it promoted different competences such as respect towards options different from ours, creativity and interpersonal communication.

### **Supplementary material**

Video: Frequency tables (07:18): <https://youtu.be/gdE46YSedvE>

Video: Creating a histogram (07:21): <https://youtu.be/gSEYtAjuZ-Y>

Video: Interpreting a histogram (04:28): <https://youtu.be/c02vjunQsJM>

Video: Shapes of distributions (05:06): <https://youtu.be/2oJldeE4JcU>

## **CHAPTER 5: LITERATURE Outdoor Lesson Plans**

- 5.1. A Drama Play in the Playground! (ES) - IES Madina Mayurqa, Spain
- 5.2. Theatre Play (RO) - Liceul Tehnologic Octavian Goga Jibou, Romania
- 5.3. Promoting Reading Through the Storytelling Activities in Bookshop  
(IT) - Istituto Comprensivo Laura Lanza Baronessa di Carini, Italy
- 5.4. Creative Writing in the Park (PT) - Escola Dr. Horácio Bento de Gouveia,  
Portugal
- 5.5. Literature lesson in the Library of Municipality of Agios Dimitrios (GR)

## A drama play in the playground!

Philosophy and Drama teachers

School: IES Madina Mayurqa, Spain

### Introduction

One of the objectives of the Language and Literature teachers is to get students interested in reading and learning about all kind of literary productions: novels, short stories, poetry and drama. Unfortunately most of our students do not usually go to see plays at the theatre, because they find them difficult to follow, or even boring. But when they were invited to watch a drama play interpreted by other students, they were very excited.

### Learning objectives

To appreciate the beauty of watching a drama play.

To learn about the importance of philosophy.

To respect the opinions of others.

To respect the work done by other students.

### Resources

No resources needed, other than the actors and the play itself. The audience was sitting on benches that we had taken outside.

### Activity

A group of students of 4th of ESO (15-16 years old) interpreted “The death of Socrates” in the playground to an audience of 3rd of ESO students. After watching the play, we talked about the importance of philosophy in our lives, and the importance of respecting others’ opinions.

### Comments from the learners’ surveys

Our students really enjoyed this activity, especially because they knew most of the actors in the play.

### Final remarks

Although the topic was a bit difficult to follow, being about a Greek philosopher, the students understood the plot with no difficulty.

## Theatre play

Teacher: Melinda Nagy

School: Liceul Tehnologic Octavian Goga Jibou, Romania

### Summary

With students from the Hungarian classes we went to see a theatre play, adapted from a famous Hungarian writer's novel.

### Introduction

The lesson is based on Móricz Zsigmond's novel "Légy jó mindhalálig" from the compulsory reading list for Hungarian Literature class. The main aim of the lesson is to promote going to the theatre.

### Learning objectives

To enable students to:

- to compare, describe the differences between the play they have seen and the book they have read
- to express personal views and give relevant arguments and examples

### Resources

- internet
- web tools: digital poster making, Google Slides
- worksheets

### Activity

Step 1: Students made a research on the author of the novel and made a digital poster presenting key points in his life

Step 2: We went to see the theatre play based on Móricz Zsigmond's novel "Légy jó mindhalálig" at the Hungarian National Theatre in Cluj-Napoca

Step 3: Pupils are encouraged to explore the outdoor environment and collect natural materials, using only the natural objects (sticks, leaves, pine cone, etc.) the children will be

asked to measure various body parts (arms, legs) then compare and contrast their findings with each other.

Step 4: Discussion in classroom about the differences between the play they have seen and the book they have read, which one they liked more.

Step 5: Consolidation and evaluation: Students work in groups of 3 to create a collaborative presentation about the main topic of the book.

### **Comments from the learners' surveys**

Pupils appreciated that they could have a two-way vision on Móricz Zsigmond's novel "Légy jó mindhalálig", the book and the theatre play.

### **Final remarks**

For 90% of the students it was the first time they had been to a theatre. All of them appreciated it and asked about the next time we are going to the theatre.

### **Supplementary material**

Information about the author:

[https://en.wikipedia.org/wiki/Zsigmond\\_M%C3%B3ricz](https://en.wikipedia.org/wiki/Zsigmond_M%C3%B3ricz)

The film based on the novel:

<https://www.youtube.com/watch?v=PYfU7VuXQpM>

The theatre play:

<https://www.huntheater.ro/en/shows/436/be-faithful-unto-death/>

## Promoting Reading Through the Storytelling Activities in bookshop

Teachers: E.Leto/ C Surdi

School: I.C. “Laura Lanza”, Carini, Italy

### Summary

Reading is a quite important skill for the growth of our society. There is a strong connection between reading and getting aware of and participating in the culture. Strong readers have the capacity to interact more effectively with both cultural and social dimensions in the world they live in. Moreover, acquiring skills which enable people to be conscious world citizens is strictly connected to reading, knowing, and learning. For this reason, it is so important that children acquire this power, otherwise it will get lost. Unfortunately, reading is neither common nor pleasant any more.

### Introduction

The importance of reading along with motivation and increasing of reading skills is fundamental for the growth of our society. There is a direct connection between reading and participation to the culture. The strong readers use culture in a stronger way and at the same time they participate actively in the cultural activities and social life of the places they visit or they live in. Moreover, reading increases curiosity and desire to learn and to know and implement the competences of everyone, students, adults, citizens of the world. In any field, a cultured member of the society can make the difference with positive effects for all those who work or live within that particular context. Therefore, what is important is to make arise in the students an increasing love for reading and for books themselves. In order to foster this attitude, it is advisable to make a strong link among school educational plans and books. Books are intended not as curricular textbooks but as narrative; in this sense a sort of cooperation with bookshops and public libraries is really a great opportunity. A visit to bookshops or to a library to choose books for the school library or for the class library or attending an event such as a meeting with an author need to be promoted to get students in touch with a world that, in their daily life, sometimes is unfamiliar.

### Activity

I step: Each student can choose his/her own short story to perform. Read the book and then help them with charts to build up a little summary focusing their attentions on main characters and their attitudes, feelings, main actions, and times of narration.

II step: Make them exercise with expressions recreating the feelings of the characters. It is important at the beginning to use a short part or to divide the narration through different students. Some can read and some can interact to show objects or they can do a pre-activity to realize drawings on the main characters or on the setting of the story that can be shown by

their schoolmates as they are narrating. In this case, we will have a collaborative performance.

III step: A part of the students will be the audience in turn to react and support reading. At the end of the activity, they will have to answer the following questions:

- (1) What is the title of the story?
- (2) What time is it set?
- (3) Who are the main characters?
- (4) What do they do?
- (5) Describe their temper using these adjectives: mild, nervous, gay, sad, sombre, etc.
- (6) Did you like the story? Why?

### **Comments from the learners' surveys**

Results we have been experienced are an increased awareness of the importance of reading, a shift of attention towards other contexts apart from TV or the web, the socials, and other activities our students dedicate their spare time to, and moreover an increased curiosity towards the world of books as not boring curriculum activities but as a means to learn to know and to empower creativity apart from the overwhelming world of videos and streaming, which make young people thoroughly connected. This activity therefore increased the interest in scheduled reading activities, which have been carried on in the school context for years, reading lessons in class, reading debates, and public reading, which are held every year within the educational academic plan of the school. This involving methodology gave a new dimension and attention to the students who felt no more passive readers but performers. In particular, during several public reading events the school organized to promote reading and narrative, they acquired a certain consciousness of what they were reading.

### **Final remarks**

In order to acquire life skills and educational, social life long competences, reading is necessary. As new technologies implement the quality of our living conditions, sometimes, on the other side, there is a price to pay in terms of lack of culture brought by extreme standardization. Despite of this, reading is one of the skills that should not get lost. Through storytelling technique, an activity that can stay on line with modern more appealing ones, reading a book can dress again a new life; young people can retain the opportunity through new tools to grow as responsible and aware tomorrow citizens of the world.

### **Supplementary material**

Links to blog, videos, etc.

<https://animoto.com/play/zAoHwrPAlu8p0p65hXpUNw>



## Creative Writing in the Park

Teacher: Patricia Dias

School: Escola Dr. Horácio Bento de Gouveia, Portugal

### Summary

This activity was done in the context of the curricular programme of the 8 grade, class 6 of the Portuguese Class. As it was an outdoor Learning class, it was named Creative Writing in the park (Escrita criativa no parque) and it took place near school in Parque de Santa Catarina. The students had the chance to have a lesson outside the classroom walls and experimented an outdoor learning lesson.

### Introduction

The outdoor learning is extremely important as the students experience the environment which they are involved instead of being sat in a classroom.

### Learning objectives

To write different texts based on their multisensory experiences (touch, smell, taste, hearing, and sight) as well as writing texts according to nature, colours, sounds and textures.

Competences: creative writing; socialization and cooperation.

**Resources:** Notebook and pen.

### Activity

We arrived at the park at midday and we chose a place where we could have a good view over Funchal city. The students listened to the teacher as he explained the importance of learning outside the class and what they had to do in this activity. After that each student chose a particular place to sit in order to start his/ her task. The teacher helped them to accomplish the task. At the end, they got all together to speak about what they felt when doing this activity.

### Comments from the learners' surveys

The students really enjoyed this outdoor learning activity. They have learnt to write about the feelings that they had experienced. However, students had the need to have more time to finish their writing as the class finished at one o'clock.

## Literature lesson in the Library of Municipality of Agios Dimitrios

Teachers: Kouvari Leio, Leontiadou Eleni.

School: Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou

Athens, Greece

### Summary

A group of 14 students from class C participated in Literature lesson in the public library of the Municipality of Agios Dimitrios. The librarian showed the students how the library is organized and some of the most important books this library has. Then the students were divided in groups, each student found a book of their interest and presented it to the group.

### Introduction

This is an important activity as students were motivated to search, read and find books in an active way and in a place new and interesting for them.

### Learning objectives

- To learn what a public library is and how it works.
- To promote love and respect for books.
- To show initiative and self-activity.
- To promote co-operation among peers and with their teachers.
- To gain knowledge.
- To find their interests about topics in literature.
- To enhance their reading skills.
- To promote their presentation skills.
- To enjoy a positive and joyful experience in their school life.

### Resources

Books, pens, notebooks and a quiet room in the library, where they read about the book they chose and then made their presentations.

## Activity

Step 1: The librarian explained to the students how the library is organised and showed them some of the most important books this library has. He also explained to them the way they can use the library e.g. study there or borrow books.

Step 2: Students were divided in 3 groups and each student was asked to search and find a book of their interest.

Step 3: Each student had 30-45 minutes to read the book and find the most important information about it (title, topic, summary, main characters, category) and an interesting abstract from it.

Step 4: Each student read an abstract from the chosen book.

Step 5: Each student presented the book he/she had chosen, some information about it and explained the reasons why he/she chose it and his/her impressions after reading it.

## Comments from the learners' surveys

The students enjoyed their visit in the Library and it was a new and interesting place for all of them. Some expressed the wish to visit it with their parents and borrow a book the next time. They showed an increasing interest to books about Greek history that were shown to them by the librarian and they also enjoyed the fact that they had to make a presentation.

## Final remarks

It was an interesting experience for all of us, as we had the chance to learn and interact with each other as well as the librarian in an active way. We noticed that all students were engaged in the activity and they had the chance to explore their interests and find a way to express themselves, by choosing to present books related to their thoughts, feelings and personal life stories.

# CHAPTER 6: HISTORY Outdoor Lesson Plans

- 6.1. A Visit to the Town Hall! (ES)
- 6.2. Historical Heritage of Madeira of the 11th Century (PT)
- 6.3. Discovering Archaeology to Learn History. (IT)
- 6.4. Oradea, the Art Nouveau city (RO)
- 6.5. History lesson in the Floating Naval Museum (GR)

## A Visit to the Town Hall!

School: IES Madina Mayurqa, Palma, Spain

### Summary

Our 3rd of ESO students (14-15 years old) paid a visit to the Town Hall in Palma. The main aim of the lesson was for students to know about the history of this institution. This activity was done in February 2019.

### Introduction

One of the objectives of the History subject in 3rd of ESO is for students to get to know the political institutions in Palma and in the Balearic Islands. In this case, our students were invited to visit Palma's Town Hall.

### Learning objectives

To know about the history of Palma's Town Hall.

To appreciate the importance of democracy.

### Resources

No resources needed.

### Activity

A group of students of 3rd of ESO went on foot to the centre of Palma and paid a visit to the Town Hall. During the guided visit, they learnt about the history of the institution and the tasks developed by the mayor and by the people working there. The students got to see some of the committee rooms that are not usually open to the public.

### Comments from the learners' surveys

Our students really enjoyed this activity, as most of them had never visited the interior of the Town Hall.

### Final remarks

It is important to do this kind of school trips, because it helps them build a stronger relationship with the city, not only as residents, but also as active citizens.

## Historical Heritage of Madeira of the 11th Century

Teacher's name: Maria José Rodrigues Sila

School: Escola Dr. Horácio Bento Gouveia, Funchal, Madeira

### Introduction

The outdoor lessons constitute an important and fundamental component in the teaching and learning as well as an unique opportunity for our students to know the national and local historical heritage. In order to enhance the interpretive capacities of the pupils and stimulate the joy and respect for the heritage, it is essential that these visits are accurately planned and organised.

### Learning objectives

The objectives were:

- To know and value the historical heritage of Madeira of the XI century-Museu de Arte Sacra of Funchal
- To integrate in the curriculum knowledge about the local historical heritage.

### Resources

- Questionnaire/script
- Documents for: planning the visit Authorization/information of the outdoor lesson to the Guardians;
- Request/Schedule A visit to the museum's educational services

### Activity

- 1-To select the location of the visit.
- 2-To choose the monument/local according to the subject and to the proposed objectives.
- 3-To proceed to the necessary contacts with the school, the educational services of the place to visit, the means of transport, (if necessary).
- 4-Send an authorization to the guardians,informing them about the place to visit, the date, the cost, the itinerary and the objectives
- 5-Despite the educational services of the museum offer a guide,the teacher also gave a script

6-In a later class, a review of the visit was made and the positive and negative aspects were highlighted, as well as the students' personal opinions about what they liked most.

### **Comments from the learners' surveys**

Regarding the students' reaction and what they have learned, in this activity, I could see from the answers given to the question 1.4 of the script, that is, if the visit had provided them new knowledge, the majority of the students (20) answered in a Positive way, only 5 in a negative way because they had already visited this same museum.

### **Final remarks**

After checking the content of the script and the students' opinions I can say that this activity was positive, eighteen of the twenty-five students, reported that the visit corresponded positively to their expectations and those who answered in a negative way justified their option by the fact that they had no idea of what they would see. The students also stressed it was an interesting and different experience from the classroom, which contributed to a better understanding of the contents taught in class as well as to understand the local history.

However, some criticisms were made, specially in what concerns the length of the visit which for some was insufficient to observe in detail some paintings and for others it was excessive. Regarding the suggestions, they mentioned the need for more dynamic activities. I can infer that the activity was successful and productive. The objectives were successfully achieved.

## Discovering Archaeology to Learn History

Teachers: Salvatore Giammanco and Rocco Gianni

School: I.C. “Laura Lanza”, Carini, Italy

### Summary

This activity had the aim of motivating students to learn history by doing archaeology. Students carried out various practical activities without ever having left out the scientific approach, so as to appreciate history gradually. The learning process was based on 5 labs, aiming to increase interest and motivation. The majority of activities took place in areas which were subjects of study. All the activities aimed to enhance the knowledge of history and the development of individual skills. At the end of the learning process, students acquired a greater knowledge of their territory, they felt the need to protect it and increase its value.

### Introduction

Thanks to the archeological knowledge, the comparison and cataloguing system of some significant artifacts, this activity has been vital for helping students to rebuild their local historic-cultural identity. It was an opportunity for studying history deeper and searching for students’ roots, represented by peoples who were settled in Carini in the past. Furthermore, this experience gave them the opportunity to show their own personality and organizational skills. Most of the students managed to discover their potential. Moreover it was a learning opportunity and a real event in growth in education for students with disabilities and social unrest.

### Learning objectives

- o To motivate students to study history and archaeology
- o To make students aware of the historical method (reconstructing past events through the interpretation of some sources)
- o To develop knowledge of ancient civilizations.
- o To acquire the ability to identify some sources and date them.
- o To develop the ability to do a research and work in a group.
- o To select information and organize them with maps, plans, charts, graphics and digital resources.
- o To place local history within an Italian, European and worldwide historical perspective.
- o To know the cultural heritage.



- o To produce texts by using paper and digital sources
- o To discuss on the topic using a proper language.

### **Resources**

- Topographic map
- G.P.S.
- Camera, camcorder and computer.
- Brooms, trowels, gloves and kneepads.
- Collecting bags for finds.
- Tape measure, level and line.
- Notepads, rulers, felt pens
- Science and Information Technology laboratories.

### **Activity**

This activity has been developed in three separate days and five steps. All the steps took place outdoor except for the last one which was in the technology lab. All the actions were based on learning by doing.

I step: Students went to the catacombs of Villagrazia di Carini, one of the most important archaeological sites in Sicily. Thanks to the archaeologists who were working there, students found out a lot of things about the Cult of the dead and Christian people's burial rituals This step has been useful to stimulate interest and curiosity about archaeology.

II step: With the help of a multimedia tool and a great participation, students learnt the most important techniques concerning an archaeological research. They became more confident about instruments used by archaeologists and finds which can be found in a dig.

III step: Students have been divided in groups and assigned to different sectors (an ancient roman house and a grave) of a simulated excavation. Each member of the groups has been entrusted with a task in accordance with personal attitudes and inclusion for people with special needs.

### **Tasks:**

- o Excavation.
- o Surveying
- o Finds washing
- o Archaeological collection

- o Excavation documentation (video, photos, logbook, interviews, etc.)
- o Excavation survey.

Thanks to some educational strategies such as “peer to peer” and “cooperative learning” students with some difficulties were supported by those with greater competences. Finally students were asked to present a report orally, also talking about their feelings and impressions. Some of them have been recorded.

IV step: Students went to the archaeological area in Carini where they took part in a regular ongoing excavation. Students interacted with archaeologists and lived in a climate of a real excavation. This experience was a chance to promote and enhance the beauties of Carini.

V step: Students have been divided in groups with a maximum of 4 members. In the Technology Lab, first they looked at the material that had been collected previously ( photos, videos, interviews, logbooks, etc.) then they realized a multimedia product. All the final products will be included on the school website so as to share this experience with the rest of the school and its territory.

### **Comments from the learners’ surveys**

Participants have developed a real interest in the local artistic and cultural heritage. They learnt how to search for their roots and who were the first peoples who settled in their territory. At the end students expressed their interest to be involved in such activities, preferably as a sort of extra-curricular project.

### **Final remarks**

Students took part in the activity with a great interest and motivation. They felt valued and each of them had the opportunity to show the acquired competences.

### **Supplementary material**

Links to blog, videos, etc.: <https://animoto.com/play/zAoHwrPAlu8p0p65hXpUNw>

## Oradea, the Art Nouveau city

Teacher: Gabriel Bârjac

School: Liceul Tehnologic Octavian Goga Jibou, Romania

### Summary

Students learnt about the history of Oradea and its architectural styles.

### Introduction

Starting with February 2012, Oradea is a member of the Art Nouveau cities network, an initiative of the Brussels Region Monuments and Sites Department. The Romanian city is a member alongside other European cities with a rich Art Nouveau heritage such as Helsinki, Barcelona, Glasgow and Budapest.

### Learning objectives

To enable students to:

- to compare and describe architectural styles: Baroque, Classicist, Eclectic, Historical, Secession, Romantic and Neo-Romanian
- to express personal views and give relevant arguments and examples
- to learn about the history of Oradea

### Resources

- worksheets

### Activity

Step 1: Study visit to the The Baroque Palace of Oradea, which today hosts the Țara Crișurilor museum, was designed by Viennese architect Franz Anton Hillebrandt with the help of Italian engineer Giovanni Battista Ricca. It is one of the important Art Nouveau monuments in the city. The edifice counts 282 windows on its three levels. The palace belonged to the Roman Catholic bishop until 1945, when the Communist regime took it over. It was returned to the Roman Catholic Church in 2003. The museum hosts four sections: natural sciences, history, ethnography and art.

Step 2: Study visit to The Oradea Fortress, one of the most important late medieval architecture monuments in Transylvania. It was a significant religious, cultural and military landmark in its time.

Step 3: A tour of the city started in Unirii Square, where the churches and palaces found on site combine seven architectural styles: Baroque, Classicist, Eclectic, Historical, Secession, Romantic and Neo-Romanian. Palatul Vulturul Negru (The Black Eagle Palace) is found here. Built in the Secession style on the former site of the Black Eagle Inn, the construction was meant to host a theater, ball rooms, a casino and offices. It stands out with the Y-shaped passage and the three entrances with floral and figurative motifs. Biserica cu Luna (The Moon Church) has an astronomical clock depicting the phases of the moon. It was built in the style of late Baroque, with Classicist elements. Standing at the heart of the city is the State Theatre, hosting the Regina Maria Theater and Szigligeti Theater. It was designed by architect Rimanóczy Kálmán Junior with plans by Vienna firm Fellner and Helmer. The two Austrian architects had built around 100 theaters and opera houses in Europe by the end of the 19th century.

Step 4: Consolidation and evaluation: Quiz about the visited places, buildings.

### **Comments from the learners' surveys**

Pupils appreciated that they could learn about the history of Oradea and its architectural style in a real life setting, not from photos and videos.

### **Final remarks**

Various tours can get one acquainted to the city: a tour of churches, its palaces or a tour of the Secession. Oradea is also home to beautiful parks, art galleries, and many sites of rich history and culture to discover.

### **Supplementary material**

1. <https://surprising-romania.blogspot.com/2010/01/baroque-palace-oforadea.html>
2. [https://www.welcometoromania.eu/Oradea/Oradea\\_Cetate\\_e.htm](https://www.welcometoromania.eu/Oradea/Oradea_Cetate_e.htm)
3. <http://www.oradeainimagini.ro/de-vizitat/centrul-istoric/de-vizitat-piataunirii/>
4. <http://www.hotel-lyra.ro/en/black-eagle-palace-a-secession-masterpiece/>
5. <http://oradea.travel/en/?p=1915>
6. <http://oradea.travel/en/?p=1873>

## History lesson in the Floating Naval Museum

Teacher: Leontiadou Eleni.

School: Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou

Athens, Greece

### Summary

A group of 30 students from classes A and B visited the Floating Naval Museum in P. Faliro, where two important ships are the exhibits : the battleship “Georgios Averof” and the trireme “Olympias”. The first one is a battleship that served as the Greek flagship during the first half of the 20th century. The second one was built between 1985-7 and it is a reconstruction of an ancient Athenian trireme and an important example of experimental archaeology.

### Introduction

The floating museum is a unique experience for the students as they can see and compare the two warships of different eras in Greek history, ancient and modern.

### Learning objectives

- To learn about the ancient trireme.
- To learn the history of the battleship “Georgios Averof”.
- To learn about the important wars of the 20th century.
- To learn about the living conditions of the sailors.
- To compare the technology of ancient and modern warships.

### Resources

The battleship “Georgios Averof” and the trireme “Olympias”.

### Activity

Step 1: View the trireme “Olympias” and listen to important information about the way these ships were constructed and functioned in the ancient times.

Step 2: Students visited the battleship “Georgios Averof” and watched a video about its history.

Step 3: Students walked around the decks inside the battleship “Georgios Averof”, and saw uniforms, weapons, utensils and they also visited the crew and the captain’s cabins and were given many information from a guide.

Step 4: Students were encouraged to ask questions and express their impressions about the exhibited ships. They were also asked to find similarities and differences between them.

### **Comments from the learners’ surveys**

The students were impressed by the two warships and realised how difficult it must have been for sailors to live there during war time.

### **Final remarks**

Visiting the Floating Naval Museum has been a great opportunity for both teachers and students to see and understand how an ancient and a modern warship is and works. Students were interested in listening the information presented to them and had many interesting remarks after we left.

# **CHAPTER 7: FOREIGN LANGUAGE**

## **Outdoor Lesson Plans**

- 7.1. A Taste of French Cuisine! (ES)
- 7.2. Holidays – Why do people visit Madeira Island? (PT)
- 7.3. Our World and Physical Geography (RO)
- 7.4. The Wonderful Wizard of Oz (IT)
- 7.5. Visiting a local department store to practice our English skills (GR)

## A taste of French cuisine!

Department of Foreign Languages (French section)

School: IES Madina Mayurqa, Palma, Spain

### Summary

Our students were invited to visit the secondary school IES Guillem Colom Casasnoves in Sóller and to taste some dishes prepared by the students of the vocational studies of Cookery and Gastronomy. This was done with our 3rd of ESO students (aged 14-15 years old) in March 2019.

### Introduction

Some of our students in our school study French as an optional subject. It is not always easy to find outdoor activities for them, so they were thrilled when they got an invitation to taste some dishes prepared by the Cookery and Gastronomy students from a school in Sóller.

### Learning objectives

To appreciate and respect cultures and customs different from their own.

To learn about French cuisine.

To learn some recipes in French.

To learn about vocational studies as a valid option after secondary education.

### Resources

French recipes to work in class: 10 easy French recipes:

<https://www.talkinfrench.com/10easyfrenchrecipesetoetryeathome/>

### Activity

Step 1 (in class): We divided the class into small groups and each group was given a recipe to work with. They had to read it, understand it, look up any new words and then explain their recipe to the rest of the groups.

Step 2 (outdoor lesson): The students went to Sóller by bus. First they were greeted by the French teacher from the school IES Guillem Colom Casasnoves and they visited the school. After that, they went to the kitchen and watched the Cookery and Gastronomy students prepare the dishes. Finally, our students had the chance to taste those dishes. They were delicious!



**Comments from the learners' surveys**

Our students enjoyed the trip very much and realised that it is important to have an open mind when travelling and eating food from other countries. Some of them said they would like to prepare some of the recipes for their families!

**Final remarks**

This lesson was especially interesting because it gave the students the chance to learn about vocational studies, which are sometimes seen by the Spanish society as not as good as studying baccalaureate studies.

## Holidays – Why do people visit Madeira Island?

Teacher: Ana de Jesus Rodrigues.

School: Escola Dr. Horácio Bento de Gouveia, Funchal – Madeira, Portugal

### Summary

Integrated in the Topic: holidays that is part of the curriculum for the 8th year English classes, I decided to ask the students if they suggested an outdoor activity. Students proposed an interview to tourist, to find out the reason for visiting the island, how much they know about the place they are visiting. The preparation for the outdoor lesson was entirely made by the students, with some orientation from me, when asked. I felt that they were really engaged before, during and after the task. While returning from the city centre, and writing their diary «sketeton» many students confided that they would like to repeat the activity.

### Learning objectives

- Do some research about holiday spots in madeira; what to do; where to go;
- Use vocabulary related to the Topic: Holidays;
- Revise verb tenses
- Create the guidelines for an interview;
- Create a google form;
- Use the mobile phone during the interview;
- Analyse the data gathered, as a follow up for the outdoor activity.

### Resources

A mobile phone

Course book from 8th year

Notebook

Internet

### Activity

Pre-activity tasks:

1-Under the Topic Holidays, students from class 6 from 8th year were asked to think about the reasons for visiting Madeira.

- 2-The follow up activity was the creation of a guideline for an interview to tourists.
- 3-They had to include vocabulary related to the topic holidays and grammar contents like: Wh question words; verb tenses, ...
- 4-At last, a google form was created, uploaded on students and teacher's mobile phones and off we went.
- 5-Students did some interviews at school as a means of getting prepared for the outdoor activity.
- 6-On the 7th March, everybody gathered, in pairs, and the 24 students and 2 teachers walked to the town centre.

#### Outdoor class:

- 1-When we were in Praça do Mar, each pair of students addressed tourists who were passing by. After introducing themselves, they stated their purpose and asked if they could give them permission to ask them some questions.
- 2-After contextualizing the reasons for the interview, they started.
- 3-As a pair work they had to interview to two different tourists / couples in order to give both students the opportunity to practice their English.
- 4-Finally, we got back to school by bus and students started to write their diary.

#### Follow up activity:

- 1-Students will analyse the answers they got and present them to another class from HBG School: 8th 7.

#### **Comments from the learners' surveys**

Students were:

- Happy with the friendship they got from tourists they interviewed;
- Surprised because some other refused to answer;
- Extremely happy as they realised that they could easily communicate with people from different nationalities;
- Enthusiastic about the opportunity to do some other activity in the near future

#### **Final remarks**

I am sure this activity was very successful and students learnt a lot, gained more confidence to speak a foreign language (English) with strangers. This is an activity to do in other classes;

maybe, not exactly the same, but on similar. I conclude that in this type of activity students learn in a friendly environment, with real people, in a real context.

### **Supplementary material**

Google form:

<https://docs.google.com/forms/d/1pJrQJY27XmjxwuytooFbJckp2NoEku7gZ5qXUiL20/edit>

## Our World and Physical Geography

Teacher: Melinda Nagy

School: Liceul Tehnologic Octavian Goga Jibou, Romania

### Summary

Students developed their vocabulary in English with words related to physical geography, our surrounding environment and natural terrain.

### Introduction

The English outdoor lesson is set in a beautiful natural surrounding, perfect to learn vocabulary related to physical geography, our surrounding environment and natural terrain. “Vălul Miresei” or “Bride's veil” Waterfall, is 68 kilometers from Cluj-Napoca and it is one of the most spectacular waterfalls in Romania. Vălul Miresei Waterfall pertains to the Răchițele village and flows in the Apuseni Mountains. The waterfall is impressive because it has a height of 30 meters and because the water flows over a jagged stone wall. Standing at the base and watching the powerful torrent burst at the top and pour over the abrupt wall can be an overwhelming experience.

### Learning objectives

To enable students to:

- to learn and appreciate our natural beauty
- to enrich their vocabulary in English related to geographical features
- to use the vocabulary they have learnt in nature descriptions

### Resources

- worksheets (crosswords, puzzles)
- Google Docs/Google Slides/Google Forms
- internet

### Activity

Step 1: Pupils have researched and made a presentation about the place we were about to visit, using Google Slides for collaborative writing

[https://docs.google.com/presentation/d/1cWN3YUPbADfDu2imXgmQYrvMmA8X\\_FSrbboMi9kUK3M/edit?usp=sharing](https://docs.google.com/presentation/d/1cWN3YUPbADfDu2imXgmQYrvMmA8X_FSrbboMi9kUK3M/edit?usp=sharing)

Step 2: The teacher prepared a quiz related to the waterfall in Google Forms and sent the link to pupils, which they completed it on the bus on our way to the place.

<https://forms.gle/rhYFBTL6tzZxo4tR8>

Step 3: Pupils worked in groups of 4-5 to complete a physical geography and natural terrain crossword with pictures.

<http://www.esltower.com/VOCABSHEETS/landforms/Landforms%20Crossword.pdf>

Step 4: Pupils worked in groups of 4-5 to complete the next task - Our world and physical geography - matching exercise

<http://www.esltower.com/VOCABSHEETS/landforms/physical%20geography.pdf>

Step 5: As a final activity, pupils played a game with word puzzles, who could build up more sentences in 10 minutes.

### **Comments from the learners' surveys**

Pupils appreciated that they could learn vocabulary in English about geographical features, natural world in a real setting and they were all impressed by the beauty of nature.

### **Supplementary material**

[https://docs.google.com/presentation/d/1cWN3YUPbADfDu2imXgmQYrvMmA8X\\_FSrbboMi9kUK3M/edit?usp=sharing](https://docs.google.com/presentation/d/1cWN3YUPbADfDu2imXgmQYrvMmA8X_FSrbboMi9kUK3M/edit?usp=sharing)

<https://forms.gle/rhYFBTL6tzZxo4tR8>

<http://www.esltower.com/VOCABSHEETS/landforms/Landforms%20Crossword.pdf>

<http://www.esltower.com/VOCABSHEETS/landforms/physical%20geography.pdf>

## The Wonderful Wizard of Oz

Teacher: Alessia Torrente

School: I.C. “Laura Lanza”, Carini, Italy

### Summary

Theatre activity is one of the best ways to stimulate creativity and introduce a second language as an essential and authentic method of communication. That’s why our students have been encouraged to go to the theatre to see an interactive performance in English language, performed by professional actors.

The story was THE WONDERFUL WIZARD OF OZ, a beautiful children’s novel, born from the pen of the American writer Frank L. Baum.

### Introduction

Many language theorists and philosophers have emphasised the importance of context on communication and the structured nature of language. The social nature of drama is an art form, which impacts positively on language learning.

Actors of the show we saw , who were all from the UK, played the roles using their mother tongue. Obviously, given the young age of the audience (mostly students from lower secondary schools), the staging has been modified according to an understandable level of English.

### Learning objectives:

- To encourage creativity and confidence with English language through a live performance.
- To develop general theatre knowledge in particular a fantastic story for teen agers.
- To develop students’ social skills.
- To introduce and provide practice with key vocabulary, to develop language skills and range of expression.
- To encourage collaboration and cooperation among students.
- To motivate students to learn a foreign language.
- To encourage learner autonomy and responsibility.
- To encourage students to take an interest in theatre and watch a performance.

## Resources

- ICT LAB
- LANGUAGE LAB
- Computers and I PAD
- Private bus from school to the theatre and back.

## Activity

I step: The first part takes place in class. The students are sat in a circle with the teacher who tells them the story. In this first step the task of the teacher is introducing the plot and the different names of characters, trying to get all the students to understand the story. Some questions are written on the board and students try to answer them individually.

II step: The second step takes place in the ICT lab. The students are asked to create a story telling by using computers. They can create a cartoon strip retelling the main events of the novel with their favourite scenes, after that they have to scan and upload them into the software to create storytelling: "STORYJUMPER". Some of students added speech bubbles to make it more interesting, others added their voice (in English language)

III step: In the third step, students do a research on the American writer Baum. This research has been carried out in class with the aid of students' tablets and in the language lab. Students, through cooperative learning, familiarize with the author, they find out who wrote the story and who was he. Some of them managed to present their findings to the classmates who were the audience. At the end all the students, including students with special needs, were able to answer the most important questions:

What's the title of the story?

What's the story about?

What time is it set?

Who are the characters?

Who is the author?

IV step: The fourth part is mainly spent to learn great part of vocabulary for the show, to help students to understand words and the most difficult expressions that actors will be using in the play. In this step learning happens by playing, with different types of games:

- o A maze: Students should be able to colour the right yellow brick road to carry Dorothy and her friends to the Emerald City.

- o English scrambled words: the students must be able to compose the right word by using the help of the Italian meaning

- o Crossword: Following the indication of the clues, students guess and write the words across and down.



o Read their minds: students are asked to guess what the four comrades are thinking about on their path to the Emerald City. What will they ask the Wizard?

V step: The final step is the show at the theatre. Students see a live theatre and become more knowledgeable of the plot and vocabulary of the play. At the end of the show “The Wizard of OZ” the actors interacted with our students and they were really excited about this that they asked a lot of questions without shame and using English language. They asked about the plot, about the emotion for the actors onstage, about their life and what should have to do to set a show and act like them.

### **Comments from the learners’ surveys**

Students had a great experience! They learnt a story, they studied a writer and they acquired new vocabulary and new language skills. They found this experience very interesting, amusing, above all because it was carried out outside the walls of the school. It was a school trip too, in fact the theatre wasn’t near the school and it was a chance to be all together with teachers and students from other classes. Most of our teenagers had never been inside a theatre before, for many of them this was their first sight of a live play. They increased their curiosity towards theatre and some of them confessed to want to learn acting and choreography.

### **Final remarks**

Results of this outdoor experience made it clear that one of the most important aims to help young learners to study a foreign language is encouraging students to learn differently, having fun, away from the traditional school methods. Students need motivation and external stimulation to keep up their interest. Theatre could be an interesting method, whether students will act or they just watch a play. It allows to acquire life skills, knowledge of theatre performances and language competences in a natural way. While some families take going to the theatre for granted, there are many of young teenagers who never go, and probably don’t even know that a theatre production exists. I absolutely believe that performance for school, especially in a foreign language, should be done every year.

## Visiting a local department store to practice our English skills

Teachers: Katerina Farfara, Eleni Chalari, Zoe Kontzia

School: Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou

Athens, Greece

### Summary

On April 16th 2019 we visited a local department store with seven students from class C. Students were divided into three groups and each group participated in the activity for two hours. The groups were asked to notice and write down English words found in the department store and correctly label and write down the types of products sold on each floor. They also took turns speaking in English to the salespeople. Last, they ordered a beverage in English from the department store's coffee shop.

### Introduction

English is a universal language and thus spoken by the majority of people in the world. The best way to practice English oral and listening skills is through real-life experiences with the language. It is important that students have the opportunity to use the language “hands-on”. Visiting a local department store and using English to communicate with salespeople was a great opportunity for learning.

### Learning objectives

- Identify English words used in the department store's shops
- Learn and label shops, floors and types of clothing found in a department store
- Practice asking for a specific item/size/cost of an item
- Practice every day language skills in English (greeting new people, saying please and thank you, saying goodbye etc.)
- Enhance listening skills
- Enhance group skills
- Enhance student's confidence in speaking

### Resources

Photocopies were given to each team with various exercises for each to fill out as they explored the department store.

## Activity

Each team had to choose a group leader. The group leader would be in charge of noting down the findings of his/her team.

Each team chose a floor to begin on. They then proceeded to find English words used in that specific area of the department store.

They also had to identify what type of clothing was sold on that floor. There was a vocabulary bank available to help the students and pictures of different articles of clothing.

On the last page of their set of photocopies there were examples of how to ask for a specific size and/or colour, how to state what they are looking for using the phrases “I’d like...” or “I’m looking for...”, how to ask for help and how to ask for the cost of a specific item. Using this as a guideline the students went up to different salespeople and practiced these speaking skills.

After exploring all floors the three groups met up at the Department store’s coffee shop. Students ordered a beverage in English and then shared their findings with the other groups.

Last, each team completed a word search that entailed various items of clothing.

## Comments from the learners’ surveys

The students were very enthusiastic and loved their trip to the department store. They especially enjoyed practicing their oral skills, even though some admitted to being shy at first. They were surprised at how many words are written in English in a Greek department store and talked about how important the English language is.

## Final remarks

In second language learning it is important that students get the opportunity for hands-on learning. In traditional classroom settings students often lack the enthusiasm to practice their oral skills. They find it very tedious and repetitive. However, in an actual experience with real people, students are motivated to use the skills they have learned to engage in dialogue. It is the greatest learning experience they can have! Our students really enjoyed this activity and expressed their interest in doing it again!

## Supplementary material

<https://www.facebook.com/189143001818475/photos/pcb.422699771796129/422699321796174/?type=3&theater>

# CHAPTER 8: CIVICS EDUCATION

## Outdoor Lesson Plans

|  |    |
|--|----|
| 8.1. Students for the Future! (ES).....  | 85 |
| 8.2. Protecting the environment : A guided nature visit to Capo Rama.<br>(IT)..... | 87 |
| 8.3. Animal Shelter (PT).....  | 89 |
| 8.4. First Aid (RO).....   | 91 |
| 8.5. Improving the school yard ( GR).....  | 93 |

## Students for the future!

School: IES Madina Mayurqa, Palma, Spain

### Summary

The Civic Education teacher, the music teacher and the drama teacher of our 4th of ESO students (15-16 years old) prepared a performance and a song on the topic of climate change. All of the school was invited to the playground to watch the activity. This activity was done in September 2019.

### Introduction

Climate change and environmental issues are one of the contents taught in Civic Education. It is important to make our students aware of the importance of protecting the planet we live in. The whole school did different activities during the last week of September to raise awareness on climate change and our 4th of ESO students prepared an outdoor performance.

### Learning objectives

- To learn about the importance of protecting our environment.
- To raise awareness on climate change.
- To respect the work done by other students.

### Resources

We used some materials to draw, white T-shirts, a microphone and some speakers. The audience stood outside surrounding the students that were acting in the performance.

### Activity

The students discussed in class ways of preventing climate change and made posters that were hung around the school.

The students also prepared T-shirts with awareness slogans!

The performance consisted on a representation of how the planet is dying because of the overuse of natural resources, of burning fossil fuels, of cutting down rainforests, and because of mass production. After the performance, they sang a song to our Mother Earth.

**Comments from the learners' surveys**

Our students really enjoyed this activity, especially because they knew most of the actors in the performance

**Final remarks**

Our students are especially interested in this topic and it was something they really believe in, so the activity was a success. Remember, every action counts!

## Protecting the environment : A guided nature visit to Capo Rama

School: I.C. Laura Lanza-Baronessa di Carini-Italy

### Summary

Education for sustainable development is a strategic objective for our nation's future. The conservation of natural resources represents a challenge for future generations. It's urgent and necessary that students become increasingly aware of their role in the environment, to protect nature and know their territory with its problems.

### Introduction

The aim of this unit is to introduce all the natural resources of our territory to our students, teaching them the importance of preservation. The nature reserve of Capo Rama offers new points to understand how bad behavior can irreparably damage nature, with serious consequences.

### Learning objectives:

1. To promote ecological awareness
2. To feel responsible for protecting our planet
3. To increase observation skills
4. To develop a strong sense of respect for the environment in the territory of residence.
5. To convert knowledge into eco-friendly behavior.
6. To suggest solutions to problems related to nature.

### Resources

- Map of the nature reserve Capo Rama in territory of Carini.
- Camera.
- Drawing papers.
- Colours.

## Activity

**Step 1:** Tour of Capo Rama Nature Reserve along the coast where our students can observe all nature beauties, well preserved thanks to human activities. During the first step students are encouraged to observe the surrounding area carefully with a map.

**Step 2** Students dwell on typical plants of Mediterranean area and observe flora and fauna. Students are taught how some ancient plants and animal species, like birds and rabbits, are preserved by men.

**Step 3** Students learn the process of coastal erosion over the years

**Step 4** Students take pictures and mark the plants on the map.

**Step 5** Students, divided into groups, are required to produce a vademecum on rules and behavior to protect the environment and a multimedia presentation on the study trip experience, with personal observations.

## Comments from the learners' surveys

This activity enabled the students to better discover their territory directly and playfully.

Furthermore, thanks to the outdoor lessons, students developed skills, like doing research into nature and exploring environment

## Final remarks

Didactics visits on the territory is a positive way of teaching, teachers should carry them out effectively. They are good opportunities to help students to learn many things easily and in a fun way. It's a way of learning in which students feel a lot of emotions. Students love these kind of activities and they know that they aren't just leisure moments, but they have a great didactic value and are important opportunities to learn and discover newthings.



## Animal Shelter!

Teacher: Filipa Escórcio

School: Escola Dr. Horácio Bento Gouveia

### Summary

First the class debated on the topic animal abandonment and then visited the Municipal animal shelter in Funchal. on the 24th October.

The purpose of the debate was to alert and to raise awareness to the abandonment of animals, which has increased significantly in recent years. This is an issue that needs to be debated in order to combat this problem and the negligence towards animals.

The students voluntarily provided donatives to this shelter.

### Introduction

The civics education is a subject, which recognises the student as the main aim of the educational system, whose unique identity is built within social interaction, influencing and being influenced by the environment. It also promotes the development of attitudes and values, which form the basis for a successful lifelong learning and autonomous consciousness. It is important to teach students to be aware of the animal rights.

Then, students visited the animal shelter where they demonstrated a huge voluntary spirit while they were interacting with all the animals. During the visit a staff member taught them about the hygienic needs they should have when taking care of an animal, as well as about the vet services. Moreover, she also informed the importance of having an outdoor space for their daily exercise and how the animals should be treated.

They also learnt that if they want to adopt an abandoned animal, they must be highly responsible.

### Learning objectives

- to be aware of the pets 'value
- to be aware of the importance of the pets' health care
- to be aware of the huge problem of animal abandonment
- to develop a solidary and voluntary spirit

## **Resources**

- Bus
- Computer

## **Activity**

1. Several sentences were written to call students attention and curiosity in order to debate them.
2. Students learnt how to treat and be responsible with the animals
3. Students filled in a feedback questionnaire about the study visit

## **Comments from the learners' surveys**

According to the answers on the questionnaire, students loved the experience as they had a great interaction with all the pets. Some of the students have shown the wish to return to the animal shelter as volunteers and to adopt one animal from this shelter.

## **Final remarks**

In short, this activity was a huge success and it showed to all of us how important is to learn outdoors. Students have learnt in the real world to protect animals and take care of them.

In a pedagogical way, this study visit has contributed for their development as citizens.

## First Aid

Red Cross Sălaj, Romania

School: Liceul Tehnologic Octavian Goga Jibou, Romania

### Summary

Students have learnt the basics of giving first aid.

### Introduction

We consider giving first aid a very important issue to be taught in schools. Knowing the right step can save a life.

### Learning objectives

-to learn the basics of giving first aid in case of: loss of consciousness; cardio-respiratory stop; bleeding; dislocations, sprains; burns (in case of electric shock or insolation), drowning.

### Resources:

-videoprojector, laptop, mannequinn, First Aid handbook

### Activity:

The activity was organized by one of the volunteers of the Red Cross in Sălaj, Romania. He presented the students the aims of this workshops. He presented step-by-step and instructions and demonstrated how to help in case of unconsciousness, choking, electrocution. Then, students one by one tried the demonstrated method.

### Comments from the learners' surveys

All students found this activity very useful for their every day life.

### Final remarks

We think that all students should do this course and learn to give first aid, some day they can save a life just by knowing how to react and what to do in case of emergency.

## Improving the school yard.

Teachers: Eleni Chalari, Zoe Kontzia

School: Eniaio Eidiko Epaggelmatiko Gymnasio- Lykeio Agiou Dimitriou

Athens, Greece

### Summary

Two groups of students, from classes B and D, were asked to observe the school yard and make proposals aiming to improve it. Students had to take pictures, make notes and submit a written proposal. In addition they committed to helping make these improvements themselves supported by the school administration.

### Introduction

The main goal of civics education is to promote active citizenship. Within the school community it is really important for students to understand their right and responsibility to take care of the school facilities and take action when needed.

### Learning objectives:

1. To understand their role and power as active community members.
2. To feel responsible for protecting our social and natural environment.
3. To increase observation skills
4. To develop a sense of respect for public spaces.
5. To develop their communication and co-operation skills.
6. To promote problem solving skills.
7. To learn to make a formal request to an entity.

### Resources

- Camera
- Worksheets
- Pens

## Activity

**Step 1:** Students have been divided in two groups and were presented with the topic of the lesson and the worksheet they had to complete.

**Step 2 :** Students spent time observing and taking pictures of our school yard.

**Step 3 :** Students discussed and filled in the worksheet about the school yard. The worksheet included questions about their impressions , their feelings, their likes and dislikes in the school yard.

**Step 4 :** Students decided to propose specific changes to improve the school yard according to their needs and interests.

**Step 5 :** A written proposal was submitted to the headmaster of the school and the topic was discussed between the headmaster and the participant students.

**Step 6 :** Another outdoor lesson was planned after two weeks , so that students can proceed to make some of the changes they proposed ( e.g. plant the garden, paint the seats, paint games on the floor , put recycle bins etc).

## Comments from the learners' surveys

The participant students enjoyed the fact that they were given the chance to improve the school yard , which is a place they spend their free time every day. They were happy to express their ideas and feelings and they appreciated the positive response of the school administration.

## Final remarks

Students showed an increased interest during this outdoor activity and they felt anxious for the follow –up lesson , so that they change the school yard to a nicer place. An important opportunity for them to feel that they are actively participating in “ shaping” the school environment.

## Students' opinion about outdoor lessons

The opportunity of learning new things about the area where we go.

I liked the fact that we went to a different place.

That I was with my friends and we enjoyed the fresh air that exact time we were studying.

I personally liked that we can see where we put in practice what we learned.

It's more interesting than the other classes in some subjects.

It's more dynamic and I think it's easier to understand the lessons.

I enjoy the apply what i learn outside of the school.



I enjoyed because I learnt Maths in a different way, related to real life.

It is very interesting because we were in a different environment.

I enjoy being outside of the classroom and see things in real dimensions.

I liked to relate things with real world.

These lessons were very enjoyable.

I enjoy the fact that we learn discipline through explanations and examples checks outdoor

In Geography, I liked to see the launch of a meteorologic balloon. In Sciences, I liked to see many minerals. In Arts, I liked to draw in the vegetable garden's table. In Maths, I enjoyed walking around the school and see the pithagoras theorem in all things.

That it's much easier to remember things that you have learned.

I learn and I remember more of the things when being there or in front of them.

How easily we understand the topic being discussed.

I learned quickly and it was funny.

I have enjoy very much that we explore and learn new things.



