

THE PAGTL NEWSLETTER

THE OFFICIAL NEWSLETTER OF THE PAGTL PROJECT

Storyline

by Hanna-Mari



Storyline is an interdisciplinary method, which combines different subjects into one learning module. A story creates a framework for the learning module and the learning environment supports the progress of the story. The story is set in a certain time and place. It always begins from a surprise (for example a letter, news, a map...) and has a clear ending (for example a party). Different kinds of activities like games, problem solving tasks, music, drama, art, exercises take the story forward.

The learning method emphasizes co-operation between pupils. The idea is that learning becomes a part of a pupil's empirical world and therefore deep learning occurs. Practical skills and theoretical knowledge unite.

In our Erasmus project we learned about the climate though a story-based approach. The module began with shocking weather news from Finland about a month before the meeting in Finland. During the month all participating countries reported their weather news by photos, videos and charts to each other, created avatars dressed up for winter, played kahoot and finally attended different winter activities in Finland, learned about the nature and climate at the Nature center in Liminka and so on. The climate learning process deepened into a discussion about the climate change, because the shockingly war winter continued almost throughout the whole module. The module ended on a perfect winter day with some skating and a party.

Our storyline project was carried out in an unusual way working together online before actually meeting face to face in Finland. In usual school surroundings a project could be even more intensive with art work all around, music during different lessons, vocabulary during language lessons and so on, but certainly this process has taught us all a lot about each other's countries, the weather and the climate. The story and the tasks related to it gave us all something to work together on and something to look forward to.



Coming up Estonia

by Rene/Kadri



Day 1

Warm-up exercises and short sketches in order to explore cultural differences and similarities. This is followed by a discussion where students talk about the process of their team work and bring out the points they agreed on and what were the points of disagreement within the group.

Day 2

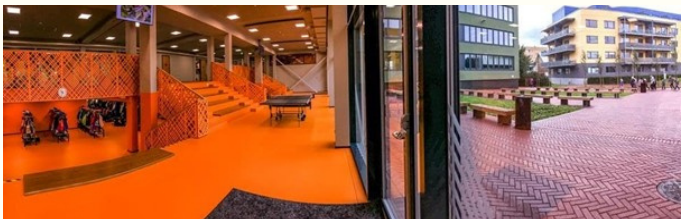
Introduction of the assignment. Short lecture on art history and its periods. Recreation of historical painting. Working in international groups. Followed by a short explanation of their choice and introduction of the period in art history and the artist of their choice to others.

Day 3

Augusto Boal's methods of Newspaper Theatre. The students will be given newspaper articles on current international issues. They will discuss them in international groups and as a result will act out the topic. Others will try to guess the meaning behind the performance. This again is followed by a discussion through which the cultural similarities and differences will surface.

Day 4

Games and exercises. Making a stencil poster in international groups. Watching the "Lost in translation proverb" videos together and analysing the results, exploring the cultural differences and similarities.



Finland meeting

by Manuela



...Coming to Finland was quite an amazing adventure because it was like entering into a Christmas season again looking outside at the snowy landscapes. It was even more fantastic if coming from a country like Portugal where it's rather uncommon to see snow. The Language Teaching Training Activity event was built on a multidisciplinary Storyline module. Teachers learned a way to make a learning experience motivating and fun. They learned a method into which it is easy to implement co-operational skills, playfulness, active learning, and learning by doing. This kind of work started at the Belgium meeting where the major guidelines were discussed and the theoretical basis was introduced and continued through eTwinning until this specific week: the 11th up to the 14th February in Liminka - Finland.

At this Project meeting participated teachers and students from the four involved countries within this project: 8 students and 2 teachers from Belgium, 7 students and 2 teachers from Portugal, 7 students and 2 teachers from Estonia and 40 students and 5 teachers on a regular daily basis involvement from Finland and 600 other students on Valentine's Day activities.

On Day 1 (11th February) all foreign participants had the opportunity to visit the hosting school and to interact with each other in other activities: in a logo workshop and creating snow art.

On Day 2 (12th February) students and teachers went to Liminka Bay Nature Center; there they visited the center, heard about weather and nature at this specific area and had fun playing football on ice or sightseeing fabulous landscapes.

On Day 3 (13th February) there was a school trip to Science Center in Oulu where all participants learned more upon scientific issues through fun activities. In the afternoon there was still some time for a walk around the city.

On Day 4 (14th February) all participants were involved in a Valentine's Day having the chance to participate in plenty of activities prepared around school to celebrate friendship on this special day. In the afternoon there was still time for skating on ice and in the evening there was a Valentine party at school starring Santa Claus as a special guest.

These were special days for all participants: friendship ties were created and strengthened, culture and communication were boosted and all participants ended this LTTA feeling happy and fulfilled.



Measurement

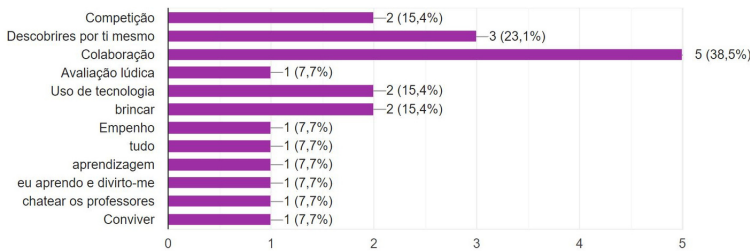
by Ignace



This first PAGTL project questionnaire is about the use of playful learning at school. The 'playful learning' project aims to make teachers and students think about the nature of learning and the role of play in it. The small survey in the 4 languages (Portuguese, Estonian, Finnish and Dutch) is used as a starting measurement. More than 400 students and 100 teachers answered to this measurement.

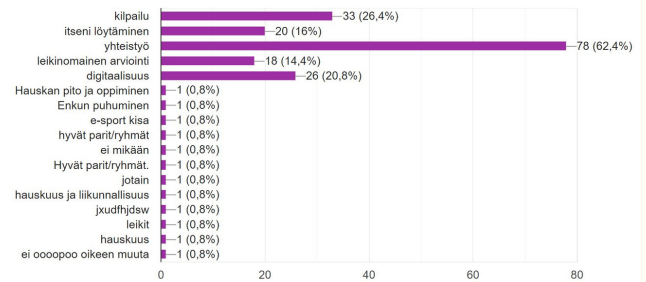
O que é importante para ti nas aulas lúdicas?

13 antwoorden



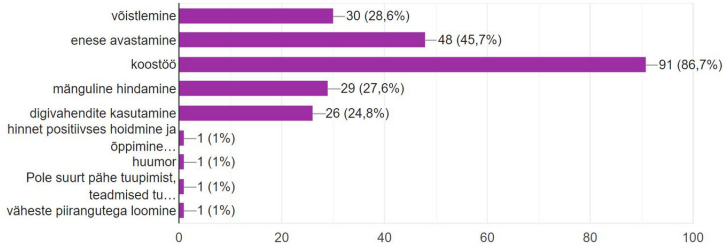
Mikä toiminnallisissa/leikkillisissä oppitunneissa on tärkeää sinulle?

125 antwoorden



Mis on mängulistes tundides sinu jaoks oluline (võib valida mitu vastust)?

105 antwoorden



Wat is belangrijk bij spelend leren voor jou?

171 antwoorden

