



Pedagogical Report

Next step of social life learning through English

European Programme “Erasmus+”,
Key Action 2, School education
"Cooperation for innovation and the exchange of good practices“

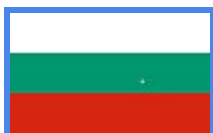
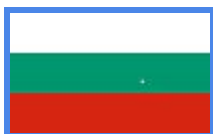




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Introduction of the project “Next step of social life learning through English”

Participants - 58 Teachers and 188 students from partner schools:

First primary school “St St Cyril and Methodius”, Gotse Delchev, Bulgaria

Zakladni skola a Materska skola Olomouc, Gorkého 39, Czech Republic

Altieylul Ortaokulu, TR221, Balıkesir, Turkey

Ins Can Margarit, Corbera de Llobregat, Spain

Rudaminos Ferdinando Ruščico gimnazija, Rudamina, Lithuania

Priorities:

School education: Strengthening the profile of the teaching professions

School education: Supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students.

Horizontal: Open and innovative education, new methods and good practices.

The most relevant topics addressed by the project:

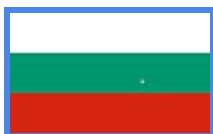
Teaching and learning of foreign languages

Creativity and culture

Quality Improvement Institutions and/or methods (incl. school development)



Stamp of the project





Aims of the project:

The aim of the project is to develop pupils' language skills in English. It gives real opportunities to students to learn, develop and practice English language in a real environment. To develop these skills, students need intensive communication and using innovative methods which this European project provides them.

This project gives a chance to teachers to develop professional skills, to improve English language skills, to enrich the opportunities to use social life as a way into their teaching.

There were seven needs for taking part in the project:

English language is taught as a second language in all five countries. The main reason of the project is to develop pupils' skills. It is very useful to compare English grammar, conversation abilities, vocabulary and understanding children of the same age from quite different parts of Europe as well as different traditions and experience of teaching English. It is very favourable to share innovative practices in teaching foreign language.

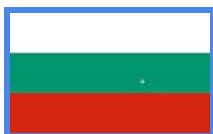
Education – the school systems are quite different. Each country has its own educational traditions, standards and approaches to pupils. Each school uses different methods and tools in English classes and in extracurricular activities as well as for disadvantaged pupils. To have an interesting, international experience is the ideal opportunity how to enrich its own school, pupils, neighbouring society, personal life and career.

Social life – pupils from each school want to spend time enjoying yourself with friends and to get the opportunities to do enjoyable things that exist in a particular place. Social activities encourage and require a learner to speak with and listen to other learners, as well as with people in the project and community. Social life provides real purposes: to find information, break down barriers, talk about self, and learn about the culture.

Motivation to be the best - many pupils from each school have a big interest to take part in some international school partnership, but the elected students were 188. Although each of involved school has its own criteria, the fact is that all the candidates should be hardworking with perfect manners, very good English knowledge (corresponding to their age 11 - 14) and culture backgrounds of participating countries.

Family life - European Union is a "big family" with many ethnics and religious diversities. The students have familiar with adaptation and coexistence with other nations.

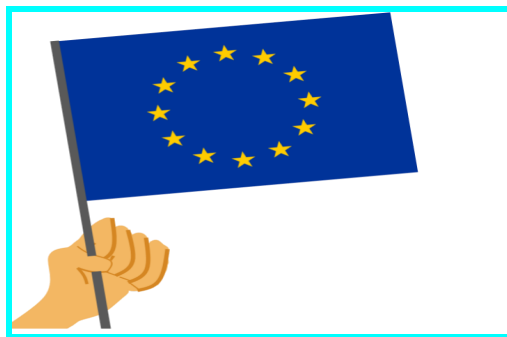
Learning to healthy lifestyle - including a unique mixture of sports and games, hiking, healthy food and traditional folklore makes young people stronger and happier.





It is in the deep contrast with current unhealthy lifestyle of majority society based on consumption and very passive kinds of spending leisure time as watching TV or playing PC games.

School evaluation - each school needs a perfect reputation. Not only headmasters, teachers or pupils can evaluate the quality of work in their home institution. There are many other people who can evaluate each school from different points of view - especially school inspectors, pupils' parents or local media. A successful international partnership is the ideal opportunity how to demonstrate a quality work of school staff and great results of pupils, but it is also the way how to work better, became well-known and desired partner not only in this country, but also abroad.



Students painting

Tasks and responsibilities among partners depend on their experiences and competences:

First primary school “St St Cyril and Methodius”, Gotse Delchev, Bulgaria:

Website, Facebook, TwinSpace of the project.

Audio visual cooking dictionary – with photos, meaning and pronunciation of cooking verbs from English classes and project extracurricular activities.

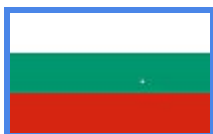
Eternal mosaic of natural materials with symbols from all partner countries called "Cultural boomerang".

Survey impact of Erasmus school partnerships on teachers and pupils in the project. The study is designed as a questionnaire, survey among teachers and pupils after each mobility.

Pedagogical report “Next step of social life learning through English”

Zakladni skola a Materska skola - Olomouc, Czech Republic:

Stamp creation





Exhibition of student-made souvenirs – students souvenirs production and presentation, display of their items as part of learning English and dissemination work, donation to charity organisations.

Altieylul Ortaokulu, TR221 – Balıkesir, Turkey:

Presentation “The Role of English learning in disadvantaged pupils” – new practices to cater for the needs of disadvantaged groups and to deal with social, linguistic and cultural diversity, partner’s information about using methods and conditions for personalised teaching and learning for disadvantaged pupils.

Ins Can Margarit, Corbera de Llobregat, Spain:

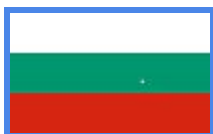
Electronic collection of drama plays – improve English communication experience through combinations of gesture, speech, song, music, and dance. It’s a perfect way to develop students’ skills and the best dissemination form of project results among stakeholders.

Rudaminos Ferdinando Ruščico gimnazija, Rudamina, Lithuania:

DVD with cultural information – mix of customs and traditions from partners’ countries, and all cultural and social activities during the mobilities.



Students painting



Innovative methods, practices and conditions of teaching English lessons

This report presents adopted methods, innovative practices and conditions in English lessons.

These good practices have been observed and adopted in "Learning, teaching, training activities" in the Czech Republic, Turkey, Spain, Lithuania, Bulgaria.

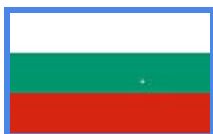
Observed and taught English lessons, methodical meetings and discussions presented the good practices which makes teaching very effective. These practices help the students learn the language better without them actually realizing and also it keeps their interest.

Innovative methods and conditions:



Students painting

Creative Teaching - include playful games or forms of visual exercises that will excite young minds and capture their interest. Teachers should encourage different ideas, give them freedom to explore.





Creative assignment - If the students are just given assignments like „write a story or a poem or a report“ then most of the students crack because not everyone can come up with a story or even if they come up with one they cannot write it down. In such case the students should be given the base knowledge and data and then ask them to modify the data for example the students can be given a base story and then ask them to modify a part of it. This engages their creativity and also helps them overcome their difficulty of writing. Above all it lifts the pressure of creating completely new. Invention is very difficult especially when we are being forced to do it. In this way the students are not forced to complete the assignment and then they can do it wholeheartedly and hence complete the learning experience that can be gained from the assignment.

Audio & Video Tools - models, filmstrips, movies, pictures, info, graphics or other mind mapping and brain mapping tools. Such tools will help their imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better.

Help from the multimedia - multimedia sources like songs, movies, TV series, magazines, newspapers play a very vital role in improving our language. Students don't even realize that they have helped them. Such sources can be used to help the students improve their language.

Competitions - most of the times competitions like debates and elocutions also help the help the students a lot in learning the language as the aspect of the competitions keep them at the best in conversations.

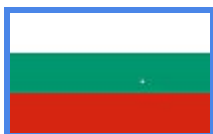
“Real-World” Learning - real life situations make the material easy to understand and easy to learn. Relating and demonstrating through real life situations, will make the material easy to understand and easy to learn.

Brainstorm - to get the creative juices flowing and it is a great platform for students to voice their thoughts without having to worry about right or wrong.

Role Play – the role playing approach help students understand how the material will be relevant their everyday tasks.

Storyboard Teaching - a great way to teach any subject which requires step-by-step memorization or visualization highly-conceptual ideas.

Teaching through conversations - conversations are by far the most useful ways of teaching the language. The conversations alone teach the children. Hence conversations form a very important part of the teaching process. The sentence construction and the grammar is not something that can be entirely taught by rules. They have to be taught





intuitively. That can only happen through a lot of reading and a lot of listening. This can be taken care of easily as every conversation needs a topic. The topic can be given to the students in form of written documents or it can be spoken out and then they can listen, understand and also take part in the conversation.

Work Together As a Team - the end result of collaborative effort is always immense.

Refer Books On Creativity – use a lot of books on creativity.

Enacting the stories - stories form a very integral part of teaching a language. These stories help teach the students about the formation of sentences and how to express their thoughts and a lot of other things and plus they help in keeping the students interest alive as the story's end is something that every student wants to know. It appeals to the inquisitive nature of the students.

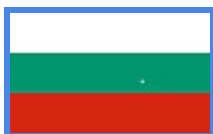
Introduce Lessons Like a Story- learning sessions become more interesting when you introduce it like a story.

Teaching through games - this is a very interesting method of teaching. Students and children generally tend to like games and want to play them more and more. Any logical reasoning would dictate us to combine the two aspects to solve the problem. The games part of learning would help the students keep their interest as the desire to win is very strong. It keeps us going and when included with different aspects of learning the learning process without the children getting tired or bored of studying.

Project based learning - students work on a project over an extended period of time that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills.

Stimulating Classroom Environment – a classroom environment that is well-decorated, fun, and engaging will help stimulate a student's mind and will help think and learn better.

Classes Outside the Classroom - some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. Students find this fresh and exciting. Without taking much effort, they will learn and remember what you teach them.





Digital platforms:



Digital platform icons

When we discuss innovation, we often immediately think of the internet and what we can now do online. Digital tools which creates a safe online environment for teachers, students and parents to connect are very popular with participating teachers and students in the project “Next step of social life learning through English”.

Adopted a variety of 2.0 web tools related to communication, collaboration and creativity. Selected a Web 2.0 tool are integrated in lessons, implemented in classrooms and in eTwinning project activities.

When a user wants to only present or share information and not receive replies, it is one-way communication. For example, a teacher may use Google Sites to create a website of projects for learning language to share with students and their parents. Web 2.0 tools, like Google Sites, help teachers present and share information, mostly, in text and pictures, by creating websites. <http://erasmusproject9.wixsite.com/culturalboomerang>

TwinSpace of the project “Next step of social life learning through English”
<https://twinspace.etwinning.net/29515/home>

Facebook page of the project

<https://www.facebook.com/Next-step-of-social-life-learning-through-English-1467178649976792/>

A user can share information as well as receive responses from others. Students in project respond individually, using their mobile devices like cell phones. The poll can be displayed directly in the presentation so the teacher and the students can view immediate feedback.





Other Web 2.0 tools that provide two-way communication are email tools like Yahoo Mail, Gmail or Microsoft Outlook.

Very useful tool to establish communication back and forth, is used multiple way communication. For example, participating students communicating on an issue using an online audio conferencing system on Skype so they can discuss a project at the same time. Some of the other Web 2.0 tools that support multiple people communicating together are [Google Hangout](#) - a video chat tool from Google.

Accessible across different platforms and device sand [Google Docs](#).

[Penzu](#) - an online tool for journal writing with simple navigation, a clean layout, and a high level of security.

[Remind101](#)– Online tool for sending text messages to students, parents and Project partners.

Collaboration in European projects means working in diverse teams and understanding flexibility and responsibility as a team member is an asset in real-life work. Collaboration continuum shown is a way to understand the nature of a collaboration task. Using tools are [Google Drive](#), allow real time collaborative editing on documents, presentations and spreadsheets

[Dropbox](#) - where various types of files and media can be stored as well as shared with a group of people.

[OneDrive](#) is another great online storage service from Microsoft that allows users to store and organize various types of documents and multimedia files. And it also gives you sort of plenty of space and a free account.

[Wiki Dot](#) allow users to create real time editing space for both text and multimedia files.

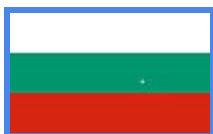
Padlet is the easiest way to create and use pages with students.

Focus on creativity tools that are used to foster students' creativity while working on project activities.

[Wordle](#) creates word clouds from text you paste in a text box. And Tagxedo allows you to create word images in different shapes. These tools are useful when you want your students to be creatively involved with words.

[Graffiti Creator](#), helps students expand their creativity by using colors and fonts that look like graffiti.

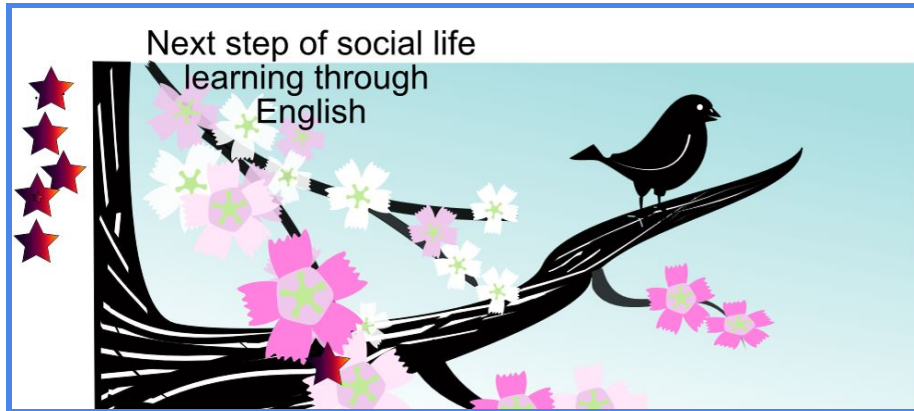
[WeVideo](#) presents a combination of words, visuals, and sound - students can use pictures, texts, short video clips.





[GoAnimate](#) for Schools is a safe environment for students to fully express their creativity through video and a great place for educators to share educational videos with other educators worldwide.

[Scratch](#) is a Web 2.0 tool that supports the creation of interactive stories and games and also helps students to understand the basic concepts of programming using building blocks of code. It's a fun way to see and hear what the codes on the right side of the screen do to the objects and pictures on the left side of the screen.

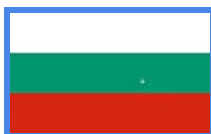


Students painting

[Kahoot](#) is a game-based learning platform, used as educational technology in schools. Kahoot can be used to review students' knowledge, for formative assessment, or as a break from traditional classroom activities.

Interactive whiteboard - it allows us to save and print notes written on the board, control the classroom computer from the whiteboard, play listening activities on the sound system, use the screen as a slide for presentations, access the internet, and so on.

The main aim of the project Next step of social life learning through English is to develop English language skills using good practices shared by project partners in Learning, teaching, training activities. The ways the languages are taught play a very vital role in English lessons. Hence innovative methods help in bringing a change and most of the times for the better English results. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to make way for new and better methods for the students benefit.





Practices and innovative methods for working with disadvantaged children in English lessons

Introduction

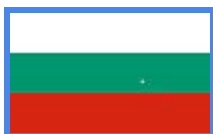
The priority of the European project “Next step of social life learning through English” is supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students.

The aim of is to improve collaboration internally as well as with parents and other external stakeholders. It aims to support networking of partners schools which promote collaborative and holistic approaches to English teaching, to develop methods and to create conditions for personalized teaching and learning in order to support each pupil through different topics: culture life and national traditions, healthy lifestyle, sport, drama plays.

Participating students learning who also have special needs require services to address both their language proficiency and their special need. Having English as a second language does not in itself make a student “special needs.” That implies a double difficulty - on one hand the special needs of the learner and on the other one the learning of a non-native language. Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature, or have a learning disability or have exceptional gifts or talents.

Second language learning indicates that disadvantaged students require appropriate English language support. Educators have the responsibility of promoting the equitable participation of ESL in schools. A clear understanding of special students and their needs is a prerequisite if the school system is to enable them to develop their individual potential.

Early school leaving (ESL) students.





Early school leaving (ESL) is a multi-faceted and complex problem caused by a cumulative process of disengagement. It is a result of personal, social, economic, education or family-related reasons. Schools play an important role in addressing ESL but they cannot and should not work in isolation.

In the set of initiatives, it is underlined the need to give more emphasis to students/young people with a greater risk of retention or early school leaving:

with learning difficulties;

whose mother tongue is not Bulgarian, Turkish, Czech, Spanish or Lithuanian;

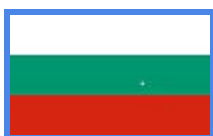
with several problems of integration into the school community;

at risk of social or school exclusion or even of leaving school;

with a history of learning difficulties, in particular, lack of motivation, high rate of absenteeism, low self-esteem, low expectations regarding learning and their future life, as well as a mismatch between school culture and family culture.

Studies of successful prevention and intervention programmes point to the importance of professionalisation (of teachers and headteachers) and, above all, of the establishment of 'professional communities'. These are cross-institutional, interdisciplinary teams that work on pedagogical challenges over the longer term and try to devise solutions to the issues faced in their respective local schools.

Prevention and intervention measures should always address in-school activities in their entirety. A distinction can be made here between three areas, namely in-school, out-of-school and systemic areas. Programmes that cover all three areas produce the best results. A good practice here is the project “Next step of social life learning through English”. The project provides good model for curricular and extracurricular activities. A new good practice here is a programme that links types of teaching (in-school), out-of-school activities and partnerships (work experience) with changes to the system (new curricula, cooperation between schools, etc.). Experimentation we are carrying on within an ERASMUS + program aimed at preventing and contrasting this phenomena. The



focus is exactly on an integrated system - evaluation and motivation system Enhancing learning and integration.

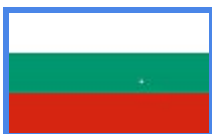
Disabled students and good practices for working with them

Students with sensory, perceptual, cognitive, and physical disabilities are entitled to the creative learning opportunities that the visual and performing arts can provide.

Art therapy is not only a tool for artistic education, but is also of great importance for the prevention and correction of developmental disorders. Its significance to children with special educational needs manifests itself above all in its ability to provoke positive emotions and experiences, to create new creative needs, to build communication skills and social adaptation. Art provides good opportunities for the development of cognitive and motor skills, influences mental development. Tools which personalized teaching and learning in order to support each pupil are: molding with plaster, dough, clay or wet sand, fingerprinting, palm printing, manufacture of articles of natural and household materials, sewing with a needle on paper, making of bracelets, necklaces with natural products.



Student productions





Good results are also achieved in children with language-speaking disorders. Musical activity reduces emotional tension, develops the phonetic side of speech, attention, thinking, willpower, social and communicative skills.

Musical activities include music, singing, dancing, playing musical instruments. Different musical activities are suitable for all students, especially for pupils who have difficulties to communicate with their classmates and do not want to engage in collective activities.

Theater activity contributes to the improvement of mental activity, speech, memory, socialization, develops fine motoring and coordination of movements, stimulates emotions that some children in everyday life do not allow themselves to manifest.



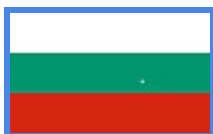
Theatre scenery

Music, art, and dance can be vehicles that accommodate other areas, such as phonological awareness for reading, playwriting project for writing, and theater role plays for public speaking. The arts can enhance learning in other ways, too:

Recalling facts: students restate facts from stories using visual arts activities

Understanding the main idea: students draw or sculpt the main idea of a story they have read or heard.

Relating details to main idea: students explain the artwork that depicts details of a story they have read or heard.





Sequencing events: using art materials, students recreate sequential events through activities such as folding papers into obvious boxes and share with others how the story evolves.

Characterization: A wonderful opportunity for students to express how they think characters look in stories.

Inferential thinking: drawings can be a means to an end in illustrating conclusions and other higher order thinking skills. Visual arts depictions of stories proved a springboard for written expression, dramatization, and creation of songs that illustrate the processing of information.

Innovative Methods of Teaching English Language with disadvantaged students

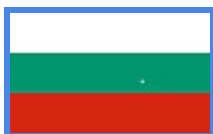
Learning by Doing

As language teachers, everything has done on a daily basis has the potential of becoming a teaching tool. For example, when people hear a song, they think of how they can use the lyrics for language teaching. When they prepare food, they think of teaching foreign language command forms to students. Everything around people provides a context for a language learning opportunity. The same thing applies to create souvenirs.



Turkish Students production

This, again, is a type of "context" for language teaching because we are taking the environment around and using that to help students make associations and links. Whenever





people use sport in its various forms (games, exercises, warm-up activity, etc.) there is almost always a potential application to our language teaching. Drama activities educate, engage, and excite students.

Word games

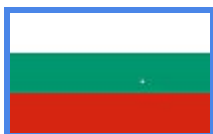
The most important part of any language is the vocabulary. To understand the meaning of the words and to use them in day to day life is a very difficult task and games can help the students overcome this difficulty. Games like scrabble, housie, word search, bingo, taboo etc. have been designed for this specific purpose. These games are just based on words and help the students develop their vocabulary. Games are an effective tool to support instruction in special education. When students know how to play a game, they can play it independently. In addition to these very simple games can be played to help improve the word database of the students such as simple dictation competitions, synonym competitions, words puzzles, anagrams and hangman. All these games are very addictive and help a lot in improving vocabulary as whenever the student hears a new word the first question that comes up is “what is its meaning?” and in this way the vocabulary improves and most of the times we don’t even have to consult the dictionary.



Special play area in Turkish school

Acknowledgement

The response to the query of how the art therapy and word games use compared to traditional methods of vocabulary introduction was overwhelmingly positive. Students said





that the new methods were better methods to teaching vocabulary. They compared word games use as a more favorable activity than the journal writing which is the usual method and reported that, “it was better than writing twenty words in a journal.” When asked if word games activity were a better way to learn vocabulary a student said that it was because, “you just write the words in your journal and you don’t understand.” They felt that the use of word games contributed to a better understanding of the meaning of the vocabulary words.

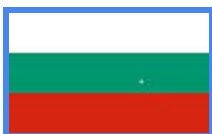
Results

This good practice helps to provide new teaching strategies for educators to use in the classroom and extracurricular activities with disadvantaged students. The use of these techniques motivate student interest in developing their English skills, stimulates the brain, and opens communication for all special needs. These tools and methods allowed students to use their hands, brains and tongue to produce active and imaginative thinking. The use of these methods, tools and conditions in the classroom and beyond increased student involvement, motivation, and the development of their reading, and communication skills.



Students souvenirs in Bulgaria

Project product: Presentation “The Role of English learning in disadvantaged pupils” with good new practices for the needs of disadvantaged students prepared by Altieylül Ortaokulu, TR221 – Balıkesir, Turkey.





Extracurricular activities and their role in learning English

Introduction

Participating students are encouraged to take part in the extensive extracurricular activities programme on offer at “Next step of social life learning through English” in order to widen their experiences and develop new skills.

Extracurricular activities are a useful part of education that provide positive gains for students.

These activities motivate students to accomplish their curricular goals. Extracurricular activities help students to gain confidence and enable them to display their skills and abilities with ease in a classroom practice.

Extracurricular activities provide students a language learning environment, and encourage them to improve their level of English. They create a learning environment for second language learners. Extracurricular activities as producing ceramic souvenirs, creative activity, crafts promote English communication skills.

Finding information, reading knowledge, listening to instructions, learning by doing are main steps which encourage students to develop their English skills.

Extracurricular activities teach students how to perform a task. To complete their tasks students need to discuss, and share ideas with each other. As a result these activities will highly contribute to language proficiency of students.

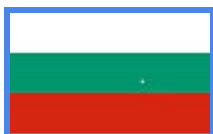
Extracurricular activities in “Next step of social life learning through English”:

Souvenirs creating

Ceramic souvenirs - production of handmade ceramic souvenirs develop students creativity and imagination. English extracurricular activities with included production of ceramic souvenirs develop students language skills. Through preparing information about these activities, listening to instruction, following the main steps details from English teachers, students develop their listening, reading, writing, speaking skills. Steps in ceramic souvenirs production

First step: make the product – roll out ceramic clay, cut a shape from clay.

Second step: dry out burn the product in a ceramic furnace

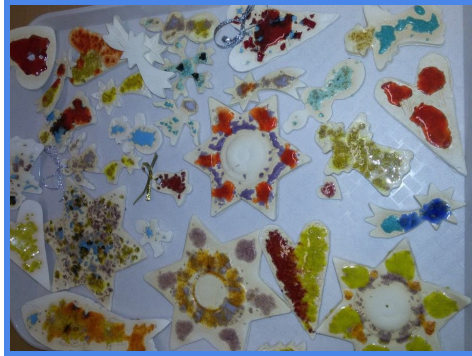


Third step: wrap the product

Fourth step: describe in English your ceramic product - What have you known about ceramic? What is the procedure of producing? What did you produce? How did you produce? Why did you choose that form? How did you use your ceramic souvenirs?

Fifth step: exhibitions with handmade souvenirs

Sixth step: selling handmade souvenirs and donation to the charity organization.



Ceramic souvenirs made by Czech students and teachers

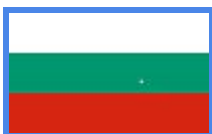


“Gifts from Lithuania” - ceramic souvenirs made by Lithuania students and teachers

Mud Figures

To make great mud figures, students need to use good smooth dirt free from rocks and pebbles.

In a small bucket, mix the dirt with water. Using hands to mix up the mixture, continue by adding small amounts of water until the mud is the consistency of bread dough.



Knead the mud until the mud becomes firm enough not to lose shape when you roll it into a small ball.

Mould the mud into cupcakes or biscuit moulds by rolling the mud into balls and then flatten them down or just sculpture them as students like it.

Pupils can make them as thick or as thin as they need them to be.



Mud figures in Spanish workshop

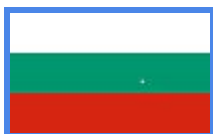
Results from Mud lessons:

Developing children's sensory skills -As pupils touch the mud they can develop their sensory skills. Sensory play is crucial in helping brain development as it connects the nerves together which in turn helps learning.

Connecting with Nature - Exploring mud can help bring pupils closer to nature, it is a way of removing them from playing on electronic toys. Mud play is a fun resource where children can get real hands on learning opportunities, it can help them learn some important life skills. Learning science concepts -Pupils develop their own ideas and use their problem-solving skills to help achieve their goal.

Building on imagination skills - Mud play stimulates children's imagination as they are thinking of new ideas and role play scenarios.

Developing children's language and communication skills - As pupils are communicating with their peers they are building on and developing vital skills. During mud play they share ideas and exchange conversations between one another. It is also an opportunity for





adults to ask open-ended questions giving children the opportunity to respond with lengthy answers.

Weaving

Weaving is a method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. Cloth is usually woven on a loom, a device that holds the warp threads in place while filling threads are woven through them.

Weaving lessons steps:

Students learn about this craft. Together with their parents, they create a handmade loom. They learn about the basic techniques and tools. Following the instructions of the teacher, they weave small rugs. Present and tell about their handmade rug. They have an exhibition with their carpets.



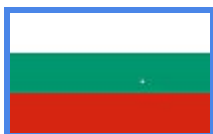
Bulgarian weaving workshop

Results:

Students have known with this craft., develop fine motor skills, develop eye hand coordination, helps increase focus and attention span, promotes left right coordination, reinforces following directions, offers a relaxing, tactile experience,develop English language skills.

Pottery

Pottery is one of the oldest crafts of the Earth. Its ability to create unique works are well known. The materials used are red and white clay shamod, glazes. Ceramic techniques are diverse and provide ample opportunities for artists to create unique products. Ceramic



products are part of the charm and beauty of every home. Except that the students have learned new words on the subject and developed their skills, they have known with clay. Clay is one of the most effective art mediums for children to discover and develop their creative and learning skills. The process of working with this natural material to create a unique clay project supports personalized learning, sensory development, fine motor skills, self esteem, self expression, problem solving skills, discipline and pride in a child. In addition, clay has a well documented therapeutic quality that settles and calms children.



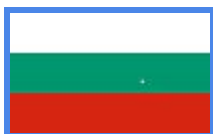
Pottery workshop in Bulgaria

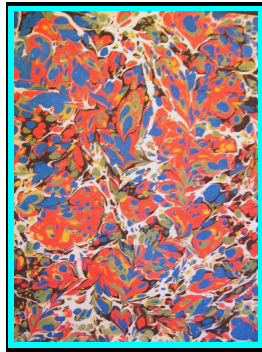
Fine Art “Ebru”

Ebru is the traditional Turkish art of creating colourful patterns by sprinkling and brushing colour pigments onto a pan of oily water and then transferring the patterns to paper. Known as marbling, this art is commonly used for decoration in the traditional art of bookbinding.

Results:

Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning also improve motivation, concentration, confidence, and teamwork.





Turkish "Ebru" painting

Handcrafted Saint George Rose

Catalonia adopted St George (Sant Jordi) as its patron saint in the 15th century.

According to legend he saved a princess by killing a dragon with his spear while riding on a white horse. The dragon's blood caused a rosebush to grow and he offered one of its roses to the princess as a symbol of his love. Spanish festivities are held on 23rd April.

Materials: Green and red crepe paper, Pencil, Glue, Scissors

Ribbon (Catalan flag).

Preparation

Firstly, cut the green crepe paper into stripes (1 cm width).

Secondly, cut the red crepe paper into the shape of a petal (7 units).

After that, cut the green crepe paper into the shape of a leaf (2 units).

Finally, cut the ribbon stripe (10 cm).

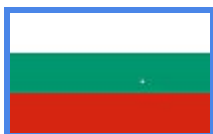
Instructions:

Spread the glue on one side of the green crepe paper and roll it up onto your pencil. It is supposed to be covered in green.

Use the glue to stick your petals on one side of the pencil. You should stick them clockwise in order to shape them up.

Use the glue to stick the leaves to the folded pencil.

Use the ribbon to make a loop in the stem of your rose.





Catalonian handcrafted Saint George Rose

Results:

This good cultural practice shows teachers how to bring rich cultural content into their teaching in a way that expands students' knowledge, interest, and respect for the group being featured.

Handmade cards making

Tips for creating greetings cards:

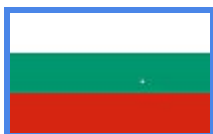
Analyze greeting cards to establish a purpose for writing a message

Describe qualities of greeting cards that they find appealing to recognize different styles of writing

Attend closely to print to apply what they know about letter “sound relationships, sentence construction, language structure, and language conventions

Apply what they have learned to write and illustrate a greeting card

Adjust students spoken language to deliver a message.





Czech handmade cards

Results from handmade cards making:

Handmade cards in has an important place in pupils development and can easily be incorporated into English lessons. It provides an opportunity to practice and develop many skills such as concentration, fine motor and coordination for early writing skills and correct finger grip. It also gives the experience of creativity, colour awareness and developing a sense of achievement. All these learning benefits from the simple act of colouring in. Writing messages in it develop listening, reading, writing and speaking English skills.

School classroom decorations

A positive classroom atmosphere is essential for students to learn and develop. By setting creative school decoration handmade by students and using positive reinforcement to promote positive behavior, you can turn your classroom into a positive learning environment.





Lithuanian classroom decorations

Results:

Bilateral Coordination – In order to draw shapes, cut patterns, and write, your child is required to use their fine motor coordination. These skills similarly translate to other areas of their lives.

Self Regulation – Crafts that require drying require waiting! This is a great lesson for children to demonstrate self control and patience. There is no right or wrong way in exploring one's own creativity!

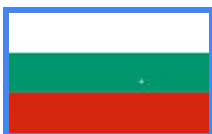
Self-esteem Booster – Although we want to challenge our kids, it is also important to initially choose arts and crafts that are at your child's skill level. Completing the crafts successfully will give them a great sense of accomplishment and pride. As children begin to explore more crafts, teachers can add in more and more challenges.

Bonding and Fun – Children love spending time with and creating something together!

Creative classrooms - good conditions for best English results!



Students ornaments



Working with natural materials

Working with natural material expands pupils ideas on environmental reality, contributes to their acquaintance with new qualities and properties of the objects. By making a panel, drawing and other objects of natural material develop children's dexterity, precision in work, sustainability and their imagination. Working with natural material plays a major role in sensory upbringing. In the process of designing different figures, the sensory processes are improved - sensations, perceptions and ideas, form, color, dimension, spatial layout, general construction, proportionality.



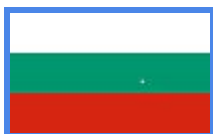
Students work with natural products

Working with natural materials - leaves, stems, fibers, twigs, ropes, yarns, threads, seeds and so on allows for all sorts of unexpected ways to play and develops a number of skills such as observation, problem solving, imagination.

Hands are a tool of the brain - developing the motor skills of the hands, developing the mind of the child. Motor skills influence the development of memory and thinking, spoken speech and writing, logical thinking and concentration.

Nature makes children nicer, enhancing social interactions, value for community, and close relationships.

Project products: DVD with adopted good practices about souvenir creations by Základní škola a Materská škola Olomouc, Gorkého 39, Czech Republic





Gardening

Gardening is a good practice shared from project partner in Spain. It is a good way for teaching extracurricular activities and successful teaching methods for working with early school leaving students.

The importance of encouraging students in outdoor work with living plants is now recognized. It benefits the health, broadens the education, and gives a valuable training in industry and thrift.

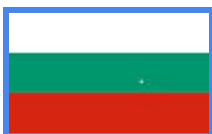
The Benefits of School Gardens:



School garden at Ins Can Margarit, Corbera De Llobregat, Spain

Experience to Spanish partner "Ins Can Margarit" has shown numerous benefits of school gardens and natural landscaping:

- students learn focus and patience, cooperation, teamwork and social skills;
- they gain self-confidence and a sense of "capableness" along with new skills and knowledge in food growing;
- garden-based teaching addresses different learning styles and intelligences;
- achievement scores improve because learning is more relevant and hands-on;
- students become more fit and healthy as they spend more time active in the outdoors and start choosing healthy foods over junk food;
- the schoolyard is diversified and beautified;
- graffiti and vandalism decrease because students respect what they feel some ownership in;





integrate with several subjects, such as language, math, science, art, health and physical education, and social studies, as well as several educational goals, including personal and social responsibility.

Cooking activities

Cooking is a good practice in the project "Next step of social life learning through English". Project activities provide the healthy cooking knowledge, practical English language and social skills to participants.

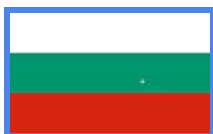
Cooking with children in project activities promotes the lifetime skill of healthy cooking Knowledge.



Cooking in Lithuania

Benefits of cooking activities:

1. Math Skills: Doubling a recipe requires addition (or multiplication) skills, halving it requires division, and recipe fractions like $\frac{1}{2}$ cup and $\frac{3}{4}$ teaspoon bring math applications into the kitchen. Often, kids don't recognize they are practicing math!
2. Comprehension: Reading and understanding step-by-step directions, adding ingredients in sequence, and techniques such as folding and blending, are all important components to yielding the finished food product. It helps children to fine tune their listening, reading, speaking comprehension skills in English at the same time.



3. Real Life Science: Cooking is a science experiment. Too much salt, baking powder, not enough flour, or the wrong timing and you're likely to have a flop on your hands. Cooking provides an opportunity for kids to get hands-on experience with basic science.
4. Self-Esteem: Cooking allows kids to get instant feedback, which helps them learn and grow in self-knowledge. Learning a new skill, such as baking or cooking, is known to help grade school children with healthy self-esteem development.
5. Communication: A relaxed atmosphere in the kitchen offers an opportunity to talk, about anything! There is a good speaking environment
6. Life Skills: Cooking is a real life skill. Students are satisfied with cooking healthy knowledge and activities. They have learned a lot about healthy lifestyle, positive effect of eating fruit and vegetables, drinking water.
7. Fun! Last but not least, cooking is fun!

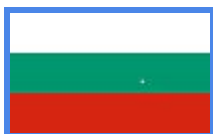


Cooking in Bulgaria

Project products prepared by “St St Cyril and Methodius”, Gotse Delchev, Bulgaria: Healthy food survey shows cooking activities impacts on participating students. Electronic cookbook with national recipes from Bulgaria, Czech Republic, Turkey, Spain and Lithuania; cooking verbs.

Theatre education

Theatre activities in the project “Next step of social life learning through English” are adopted by Ins Can Margarit, Spain. Drama warm-up activities, shared practical skills,





organised drama sketch contest between partner schools is a good experience and useful experiment in English teaching process. In English language classes to use role-playing is an easier time relating to material. Students can make more connections between fiction and reality. They may retain more information because they are having more fun. They are also honing their memorization skills by perhaps remembering a few lines. Theatre is also an enjoyable tool to teach basic life skills: listening, following directions, respect, and communication. Most importantly, classroom theatre is accommodating for visual, auditory, and hands-on.

Benefits of teaching Drama:

Cooperation and collaboration – the need to work together with others.

Self-confidence – the performing in front of others.

Imagination and creative thinking

Concentration



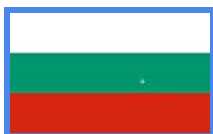
Theatre activities in Ins Can Margarit, Spain

Communication skills – through verbal and nonverbal expression of ideas; develops voice, projection, articulation of words, language fluency, and persuasive speech.

Critical thinking and Problem solving.

Self-discipline and Trust.

Memory – memorising lines.





Project product: Electronic collection with drama plays prepared by Ins Can Margarit, Corbera de Llobregat, Spain.

Sport activities

In the project “Next step of social life learning through English” are included sport activities because one of its aim is healthy lifestyle. Sport activities that are provided by the project are interesting warm-up exercises, sport games, new sport experience like Ringo and Floorball, common activities in famous sport like Badminton, hockey, football, basketball,volleyball.



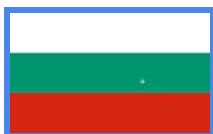
Ringo sport in Czech school

The benefits of sport activities in the project:

Better Health - Participation in school sports supports the healthy growth, improves agility, coordination and balance, reduce stress levels, anxiety and behavioral problems.

Lower Risk of Negative Influences - Engaging in sports reduces the amount of unsupervised free time and prevents boredom. This makes negative temptations less appealing.

Self-Esteem and Confidence - When students participate in school sports, they develop a variety of techniques and skills. Project activities engage students in friendly competition with schoolmates, have an easier time maintaining a healthy body weight and have a lower risk of developing obesity. When they play well and win games, they gain a sense of accomplishment, which helps shape self-esteem. Improved English language skills - physical activity improves learning. Healthy, active students make better learners.





Results: Adopted warm-up activities, physical exercises, sport games, knowledge and practice of new sports and increased interest in sports that have been already known.

Culture and traditions

The project provides information on the culture and traditions of the Czech Republic, Turkey, Spain, Lithuania and Bulgaria. Teachers, pupils and stakeholders are introduced to lifestyle in these countries, national holidays, traditions, customs. English lessons present a new, completely unknown, behavior of people from different societies.



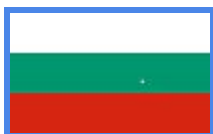
Cultural performance in Lithuania

Benefits of culture lessons and activities:

Exciting learning methods - Learning another language give the chance to experience more interesting and innovative learning methods. Students develop their English language through watching movies, through joining a conversation group with other learners using different channel.

Cultural development - Students and teachers also get to see their own culture from a new perspective. To be able to connect with another culture – through books, newspapers, TV, websites and, of course, through conversations, give participants a lot of pleasure. They can share their own culture with others in English language. A new world of connection and understanding is open to participants.

Project product: Published DVD with information on culture of the participating countries, photos, videos, cultural performances by Rudaminos Ferdinando Ruščico gimnazija, Rudamina, Lithuania.





Impact on participating teachers and students in “Erasmus+” project “Next step of social life learning through English”

Impact on participating teachers.

Description of skills and competences acquired during the Learning, teaching, training activities in Zakladni skola a Materska Olomouc, Czech Republic

Altieylul Ortaokulu, TR221 – Balıkesir, Turkey

Ins Can Margarit, Corbera de Llobregat, Spain

Rudaminos Ferdinando Ruščico gimnazija, Rudamina, Lithuania

First Primary school “St St Cyril and Methodius”, Gotse Delchev, Bulgaria

Job-related skills and competences acquired: The participants acquired useful knowledge about partners educational system, extracurricular activities, personalized teaching and learning for disadvantaged pupils, model for supporting schools to tackle early school leaving, innovative teaching methods and adopted good practices.

Language skills and competences acquired: English language skills development

Computer skills and competences acquired : The participants are familiar with TwinSpace platforms, online communications, Web 2.0 tools.

Organisational skills and competences acquired: Project management skills development

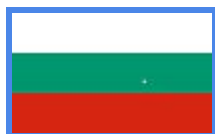
Social skills and competences acquired: Cultural understanding; Communication and language skills.

Theatre education; Confidence and self assurance in a new and challenging situation, in a foreign country with totally different culture; Social skills development.

Other skills and competences acquired: New experience conditions for personalized teaching and learning in order to support each pupil through adopted methods of healthy lifestyle and cooking, sport activities, knowledge of partners culture life and national traditions.

Survey impact on teachers:

The major purpose of the study is to provide valuable insights into the impacts the project on participating teachers. All participating teachers have achieved these indicators and more of them have evaluated with very high impact assessment.





1. English language skills development.
2. Strengthened the profile of the teaching professions.
3. Supporting teachers to deliver high quality teaching.
4. Deal with the complex realities of classroom.
5. Adopted new methods and tools in English teaching through curricular and extracurricular activities.
6. Improved collaboration and holistic approaches to English teaching.
7. Experience of different teaching methods.
8. Social skills development.
9. Created conditions for personalized teaching and learning in order to support each pupil through adopted knowledge of culture life and national traditions.
10. Created conditions for personalized teaching and learning in order to support each pupil through adopted methods of healthy lifestyle and cooking.
11. Created conditions for personalized teaching and learning in order to support each pupil through adopted methods of sport activities.
12. Knowledge and understanding of partner countries' educational system (content and assessment.)
13. Knowledge of own subject field.
14. Motivation for professional training and skills development and the job.
15. Project management skills development.

Survey impact on 188 participating students from partner schools:

The major purpose of the study is to provide valuable insights into the impacts the project on participating students. All participating students have achieved these indicators and more of them have evaluated with very high impact assessment.

Increased self-confidence.

Knowledge of the European Union.

Knowledge of native culture.

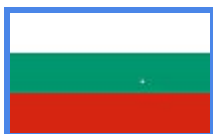
English language skills development /listening, reading, writing, speaking activities/.

Knowledge of lifestyle, geography, history and education in partner countries.

Social skills development / artistic skills, cooking skills, sport skill/.

Digital skills development.

Interest in other countries and their culture.





Motivation in all subjects and studies in the project – Drama plays, Civics, ICT, History, Geography, Sport.

Motivation to study foreign languages.

Tolerance with regard to different cultures.

Satisfied with planned activities.

The most interesting things students have learned: new English vocabulary; eTwinning activities; culture of other countries; English lessons; sport activities; cooking recipes; souvenirs creation; sketch contests; Art Ebru; volunteering.

Conclusion

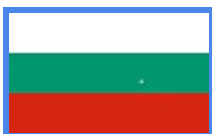
The project “Next step of social life learning through English” reached its aims and priorities:

Developed English students skills through social activities.

Strengthening the profile of the teaching professions

Supporting schools to tackle early school leaving (ESL) and disadvantage as well as to address all students.

Open and innovative education, new methods and good practices.





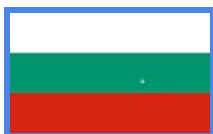
Good practices in the project “Next step of social life learning through English” are adopted by:



First primary school “St St Cyril and Methodius”, Gotse Delchev, Bulgaria - coordinator of the project



First primary school “St St Cyril and Methodius”, Gotse Delchev, Bulgaria - coordinator of the project

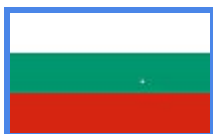




Zakladni skola a Materska skola Olomouc, Gorkého 39, Czech Republic- project partner



Altieylul Ortaokulu, TR221 – Balıkesir, Turkey - project partner

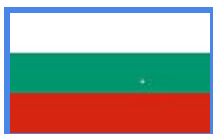




Ins Can Margarit, Corbera de Llobregat, Spain - project partner



Rudaminos Ferdinando Ruščico gimnazija, Rudamina, Lithuania - project partner





Project "Next step of social life learning through English"
European Programme "Erasmus+",
Key Action 2, School education
"Cooperation for innovation and the exchange of good practices"
Project number: 2016-1-BG01-KA219-023751
Project duration: 01.09.2016 - 31.08.2018

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