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Three Faces

The child laughs: "My wisdom and love is play!"

The young man sings: "My play and wisdom is love!"

The old man is silent: "My love and play is wisdom."

Lucian Blaga from Poems of Light



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"Hands in hands" Project Erasmus +



EDITOR'S NOTE

Sorana Bojuc-Teodorescu

Using games

Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language. Games also encourage learners to keep interested in the work and a teacher.

Why should we use games in the classroom?

Games are used as methods or techniques to involve students in learning. Well-chosen and designed games are invaluable as they give students a break, and at the same time allow learners to practise language skills. The benefits of games

range from cognitive aspect of language learning to more co-operative group dynamics and as a result games are highly motivating since they are amusing and at the same time challenging. Games can be

used to give practice in all language skills and they can be used to practice many types of communication.

Here are some of the advantages of using games to learn vocabulary in the classroom: a) Games add relaxation and fun, so the learners retain words more easily. b) Games involve friendly competition, so it keeps learners interested and motivated. c) Vocabulary games bring real world context to the classroom. They also encourages active learning, as well as collaboration and interactivity. Interactive learning techniques also hold memory, performance and social benefits. The benefits of using games in language-learning include that games are learner centered, encourages creative and spontaneous use of language and foster participatory attitudes of the learners.

More general advantages of using games in the classroom include:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

4. Games provide language practice in the various skills- speaking, writing, listening and reading.



5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.

Students learn through experimenting, discovering and interacting with their environment. Students need variation to increase their motivation. By using games students already have a context in which

the use of the target language is immediately useful. This learning situation is similar to how mother tongue speakers would learn without being aware they are studying. Can use them to create contexts in which the language is useful.



When to use games?

A game must be more than just fun.

A game should involve "friendly" competition.

A game should keep all of the students involved and interested.

A game should encourage students to focus on the use of language rather than on the language itself.

A game should give students a chance to learn, practice, or review specific language material.

What kind of games can we use?

According to Gaudart (1999) there are four types of games that can be used and they are: card games, board games, simulation games, and party-type games. When choosing games a teacher does not have to have a multitude of games up his/her sleeve, but rather creativity at taking existing, familiar or popular games and adapting it to the classroom to aim for maximum student involvement. Traditional games like hangman, Pictionary, charades, Chinese Whisper, Bingo, Snakes and Ladders, Battleships, Who wants to be a millionaire? etc. can be modified and tailor-made for your learners and teaching content. Many games require modification in use when the students' needs are taken into consideration. It is also important to note that a game doesn't need to involve a lot of movement or excitement or cheering, but it does need to be intellectually challenging.

Teachers can use a variety of extra incentives to keep the energy in the classroom going during games with: group or team competition, using small prizes depending on age (stickers, stamps, reward points etc),

using dice to determine amount of points or using fake money or playing cards as point system (every time a student answers correctly he/she receives a card or note). Students could be given a sticky ball to throw at vocabulary words, grammar structures etc that are written on the board and then asked to use them in sentences. Or alternatively they could answer a question and throw at a target on the board to win points. A paper airplane or bean bag could also be used in a similar way. Small whiteboards can be used in spelling competitions and be sent around in the team. Students love to play rock-paper-scissors and it can be adapted for various functions within games.

Games could also be based on real-life sport such as baseball or basketball. The teacher can draw a playing field/court on the board and



each time a student/team answers a question they can move to the next base or score a goal. Interactive games such as hot seating or role play can also be used. Teams can, for example, do "shopping", where they have to buy a certain amount of things with their money, while at the same time practising dialogues and vocabulary. Another popular game is Taboo; where a student from each team sits with their back to the board, the teacher writes a word on the board and the rest of the team must explain the word without using/saying it. The first team to guess the word correctly wins. A similar game that can be adapted for the classroom is 30 Seconds. An ABC game can also be used where students have to give a word beginning with the next letter of the alphabet. Or a similar game is Chain spelling, where a student is asked to spell a word and then the next student must say and spell a word beginning with the last letter of the previous word. With newly arrived students teachers can use a school or campus treasure hunt.

Teachers can use Directed Activities Related to Texts (DARTs) such as jigsaws, prediction, sequencing etc in a competitive way to create a game. For example the first team to assemble their jigsaw wins; the team to make the closest prediction wins; the team who correctly sequences events/storyline wins. The teacher can then use DARTs to present or practice the target language, yet at the same time it can develop into a game. There are innumerable ideas for games available, but the success of the games depends on the teacher.

The teacher must ensure that the games are appropriate for their students and that it is relevant to their work or real-life.

Important things to consider when using games in the classroom

- ◆ Choose suitable games (depending on the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings).
- ◆ The way students perceive a game depends on the actual design and implementation of the game.
- ◆ Give clear instructions, give clear rules and give clear time limits.
- ◆ Rather demonstrate than explain.
- ◆ There must be a clear purpose and achievable goals.
- ◆ Clear objectives and goals must match the difficulty level of the game and ability level of the students.
- ◆ Ensure that shy or quiet students are not alienated and have an opportunity to take part.
- ◆ Debriefing, or the evaluation of results/events in the game, is crucial to the game's success.
- ◆ It must still be fun, but still help the students to learn.

Games lower anxiety levels, are entertaining, educational and give students reason to use the target language. It is a natural way of learning and exposes students to real learning opportunities. "Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.



EXPERIENCE THAT ENRICHES

The project is one of the most effective means of acquiring skills, as the learning action takes place through direct experimentation. For two years, starting in 2016, the school community - the teachers and the students of the "Lucian Blaga" Gymnasium School in Satu Mare - are running the Erasmus + Strategic Partnership Project "Hands in hands", no. Reference 2016-1-RO01-KA219-024388_1, approved in 2016. Participants from the six partner countries: Turkey, Portugal, Germany, Croatia, Poland, Romania have proposed that through the game students should be encouraged to adopt a positive attitude to share the country-specific experiences and to share common experiences in project meetings, to express feelings and to produce examples of good practice that they can then offer to the school community.

This project is proof of gaming communication, a simple and direct way of interaction. The process of using childhood games as an educational material has never been used in our experience as a learning tool within a classroom.

During the teaching / learning / training activities, all European partners had the opportunity to learn together in this process through games. The methods used have been extended to teaching in all classes. The implementation of these teaching approaches has been internationalized within the project, for the first time for partner countries participating in the project, sharing knowledge and experience with each other, using materials and teaching materials produced within the project, and "classroom games" methods.

All these examples of good practice will come together in a methodological guide, as a product of the project, at its completion.

Students have acquired new skills, socialized and learned to co-operate by building up activities by rediscovering childhood games as a universal language, effective in acquiring behaviors, values and attitudes. At the same time, the project offered students the chance to adopt an open view of different cultures, through mutual cooperation in the project and the stay abroad with the families of students from the partner schools. Students have been involved in post-classical activities: complementary and extra-curricular activities related to community life, ecological activities, humanitarian aid for pupils in difficulty; contact with multicultural environments; liaising with other students and sharing interests and beliefs among students, thus gaining new friends.

Through the traditional plays of childhood, the plays of the play - role play, students have learned from each other about our cultures, similarities and differences between us. By participating in the joint project, students had the feeling of being part of a single entity and adopted a common attitude towards life regardless of geographical distance, with visible changes in behavior. These, as well as the teachers in the project team, say they see the world differently, learned to get rid of certain prejudices, have the joy of knowing new civilizations, new cultures that will positively influence their future development. Students, working together, in the classroom or in the organizing and conducting workshops, learned to make their wishes easier, to become aware of their own needs and to assess their performance.

Innovative approaches to lessons such as cooperative learning, play, and case method have been developed. Games are applied during basic lessons such as science, history, civic education, math, literacy and foreign language. Students work in groups, through co-operation and touching hands, so as to gain group spirit and responsibility. The purpose of the games is complementary to each school subject, thus achieving students' success by: participating in games lessons, role playing on the stage, forming team work behavior; organizing games combining traditional and modern techniques (origami, posters, projects, brochures, magazines); Take a picture of a game you know and tell us about it. case studies through game and photos (in different disciplines); participating in gaming competitions; body language or sign language games.

Each country has the responsibility, after running the teaching / learning / training activities, to edit a magazine, describing the program and the activities carried out, the traditions of each partner country. At the Croatian project meeting, colleagues there made a booklet with traditional dishes that they gave the participants. Students have jointly made a mini-communication communication in English, respectively in the languages of the project countries, posters for the campaign to promote children's rights and European citizenship. Collages for Integrated Learning English. Workshops were held in which the traditions of each country were presented and exploited.

Open lessons and workshops focused on integrated language and democratic citizenship through the integration of gaming-based active and participatory teaching and learning methods and strategies, taking into account the theme of the project. The game has been used as a means of communication between students, personal discovery, mutual respect. Role-playing has been achieved, as role play has a wide field of expression and is an excellent means of activating students. Students have been working in groups, and teachers have used innovative methods that they will also apply in the future in the classroom. These activities were carried out using ICT tools and applications, using active-participatory strategies, which led to the improvement of language skills and a better understanding of the interconnections between formal and non-formal education. At the same time, they have resulted in the creation of teaching resources in the activities that are the products of the project. Each partner country is popularizing the plans and the scenario for three lessons in the project activities where the didactic methods are based on the game; At the same time, both open lessons and workshops or workshops at each meeting are presented in the project album, and at the upcoming meeting an exhibition will be held that will include photos from games, from lessons in which the game was a means of cooperation, education, personal evolution and their description. Finally, a film will be produced to present all project activities, from each partner meeting.

Prof. Camelia Dumitru



Satu Mare



This place is full of history and places which would impress you. Its culture is very vast. This area could be characterized by a multiethnicity. Satu Mare county is situated in the North - West part of Romania. We have a common border with Hungary and Ukraine. The landscape is varied. It includes plains, hills and mountains.

The mountains are situated in the North - East. These are called Munții Oașului. The Someș is a river which crosses our county and has a 60 km length. There are two more rivers, the Tur (66 km) and the Crasna (57 km). The climate is temperate-continental, with hot summers, cold winters and a lot of rainfalls.

We have border points with Hungary in Petea and with Ukraine in Halmeu.

On the 1-st January 2004 there were 373 thousand inhabitants, about 1,7% of our country population. About 44,6% of the inhabitants live in cities. We are 58,8% Romanian, 35,2% Hungarian, 1,0% German, 3,7% Roma and 0,3% other nationalities.

Satu Mare city - the residence of Satu Mare county SATU MARE city is the most important town in our county. It has about 115 thousand inhabitants.

The most important tourists attractions are: The Oaş; Satu Mare, Carei, Negrești-Oaş and Tășnad cities; Medieșu Aurit, Arduș, and Ady Endre.

The Oaş zone is very beautiful. There, you can see a lot of interesting and



The town reveals its charm from Central Park. By the mid nineteenth century on the site of Central Park was a vacant space, paved with

planks and used only fairs. The park is of quadrangular shape, crossed by numerous paths inside and it is a favorite place for walking. In spring the beauty and fragrant scent of magnolias increase its romantic air. In the center of the park has two pools fountains, favorite of brides wedding album. Among these guards the Statue of Vasile Lucaciu priest and campaigner for Romanian rights. On the pedestal of the statue is placed a bas-relief representing a soldier with spear pierces the dragon, symbolizing the victory of divine justice on earth. Central Park, or Freedom Square is surrounded by buildings that are of particular interest for tourists arriving in Satu Mare. Therefore any city tour should begin here.

Thus, in the South East corner of the square one can visit the Department of Satu Mare County Museum of Art. This building was built in the second half of the nineteenth century in the Gothic style, and it is an architectural and historical monument.

The northern part of the square is dominated by a hotel building, DACIA once an architectural jewel of the town, built in 1902, secession style. The project was awarded to an architectural competition in Vienna. The hotel was built on the old Town Hall and was named originally PANNONIA. The facade is decorated with floral motifs made of ceramic



glazed in shades of red, green and yellow. On the roof, the ceramic pieces have two shades of blue that give to the surface color and geometric shapes. On the surface of the building there is the town emblem made of colored tiles. For many years the building was a hotel nowadays being renovated.

With the entrance from DACIA passage lies Philharmonic Dinu Lipatti, built in the same style secession, with a capacity of 320 seats and a sound reputation. The concert hall is flanked by columns. The dome is richly decorated and painted with floral mosaic elements.

Since 1991 the Philharmonic is named after the great musicologist Dinu Lipatti and is led by the wellknown Dr. Rudolf Fatyol. Satu Mare Philharmonic has several events that have brought its popularity, the most famous being Satu Mare Music Days taking place in October of each year.

In the small park at the end of Passage Dacia is Firemen Tower, became a symbol of the town today. It was built in 1903 - 1904 with a large contribution of the Roman Catholic Bishop Gyula Meszlenyi. The tower has a height of 45 m and is formed of a square base and a cylindrical drum. At the height of 33.75 m per cylinder is a circular platform railing bell-shaped brass coated.

New center of the town was built in the 8th decade of the last century, in the space between the old centre and the bank Someș work of architect Nicholas Porumbescu. 25th October square, T-shaped, comprising the political-administrative headquarters of Satu Mare. This building has a height of 86.5 m is considered the tallest office building in the country.



"LUCIAN BLAGA" SECONDARY SCHOOL

ROMANIA

It is situated in Micro 17 neighborhood, numbers 51-53, Ion Vidu rue. It was founded in 1989.

In 1996, it was given a new name, Lucian Blaga. He was a great poet, dramatist and philosopher of our country.



STUFF

3 labs: chemistry, physics, biology.

11 offices: 3 IT offices, one office for studying Romanian, one office for studying Hungarian, one religion office, one Maths office, one Geography office, one History office, one office for studying modern languages, one office for studying technology.

A modern gym of 530 m². 10th classrooms with modular furniture. A covered courtyard, which is used for special celebrations.

There are also: a psychological office, a speech office, an office for itinerant teachers, a nursery.



THE SCHOOL LIBRARY

In our school, students can visit the Library which has about 15 thousand books and a lot of multimedia devices. There is also a room in which students can watch movies, educational softs and that sort of things.



ETHOS

Our school celebrates the "Lucian Blaga" Days every year. These are celebrated for about 5 days by students from our county and from other counties like Maramureş, Sălaj and Dolj. During this period of time we have a lot of interesting activities which involve all the students. Magazine school is called

"Cântecul vârstelor". This is written by students who are coordinated by teachers.



Fourth TLA organized by
 "Lucian Blaga" Gymnasium School
 Satu Mare, Romania: 5th –9th March 2018

1ST DAY

5th March

We eagerly waited for our guests and the meeting was overwhelmed by emotion.

After offering bread and salt at the school, as a Romanian welcoming custom, the partners were welcomed by the school principal who warmly welcomed them.

In the morning we were received by the mayor of Satu Mare Municipality Kereskeny Gabor, the deputy mayor ... Feher and inspectors from the County School Inspectorate. At this meeting,

the partners were able to find out about the economic, social and cultural life of our city and expressed the pleasure of being here.

A short walk to the city center followed, where students and teachers could

admire some of the city's points of interest.

After lunch, we attended the secondary school in Odoreu, where we were waited by the pupils and school teachers who prepared a short artistic program followed by a workshop where the students prepared cards for mother's day.

The visit to the chocolate factory was the most awaited point of interest for children. There we could see the process of making the most desirable dessert and we could taste the different assortments made there.



2ND DAY

6th March

The day begun with sharing of teaching methods – Content and Language Integrated Learning- social studies - the UN Convention on the Rights of the Child, a lesson conducted by Camelia Dumitru history and social studies teacher.

This lesson aimed to raise students' awareness of children's rights as they are stipulated in international documents. Students worked together on groups and worked together to ensure that each group had a poster containing one of the rights discussed during the lesson.

The morning continued with a teachers' meeting where each partner presented their previous projects in their schools. Monica Ciontos, presented the Romanian educational system to the partners and we identified similarities and differences between our partners' school system.



We continued with examples of good practice in the gym where students divided, by Raluca Kiss - sport teacher-, into mixed groups were able to compete in different games and enjoyed together everything that involved participation and team spirit. The students were awarded with medals and trophies. The T-shirts prepared for them have increased the joy of being together and being part of the great family of our project.

After finishing the lessons and having lunch, the students were taken by their hosts to a leisure center where they could socialize, play together and make friends.



3RD DAY**7th March**

The third day began early in the morning when we prepared for the trip where our guests were about to find out interesting things about the customs and traditions of our area. We made the first stop at Vama, at the tourist information center where we were welcomed with open arms and where guests could admire the Oas

folk costume, the customs related to the wedding in Oas, but also the photo exhibition of a photographer who surprised the life of the village through the lens of the camera.

Then we went to Geza Istvanfi the last potter craftsman from Vama, who explained the place from which he obtains the clay necessary for the pots, but also the natural colors he uses in the ornament. The potter made a live demonstration and presented the tools he works with.

After Vama, we headed for Sapanta, a unique place in the world because of the Merry Cemetery, which is a point of attraction for many tourists every year. The tombstones are colorful and beautifully carved in wood. Also, on each, there is a message, usually a poem that rhymes, about the person buried underneath, about what he or she liked most in life and sometimes about the way they died. The poems are really interesting and can offer to the tourist a great insight into the lives of simple and honest people who lived in Sapanta village. Most of the tombstones are made from oak and are dyed in a special blue color. In the upper part there is a painting that depicts the person who passed away in a colorful and dynamic scene of his or her life. Underneath there is a poem.

The visit at the The Memorial of the Victims of Communism and of the Resistance from Sighetu Marmatiei was a live history lesson.. This isn't a pretty place nor a joyful place. But it is perhaps the most explicit example of how people endured communism. To say it is a moving experience understates the elemental truth of what went on in this prison. Ask anyone in Sighet and they can tell you a personal story of the influence this prison had on their family. Ask anyone in Romania, and they can tell you of a friend, family member, or important person who spent perhaps their final years of life in this prison. It is not a pretty place nor a joyful place. But all must experience it, so humanity can remember how it feels to be confined, tortured, forced to do hard labor, interrogated, and finally murdered because of what one thought or said. Our guests had the opportunity to learn about recent history and understand all the suffering through which the Romanian people passed not long time ago.

Lunch was taken at Mara, in a place where time seemed to have stopped. In a wonderful place, our guests could enjoy traditional Romanian dishes while admiring the folk costumes and ornaments present in any Romanian house in the area.

Late afternoon finds us admiring from the coach window the hibernal landscape of the Gutai Mountains. Unforgettable experience, a meeting with past and present, with history, traditions and customs...

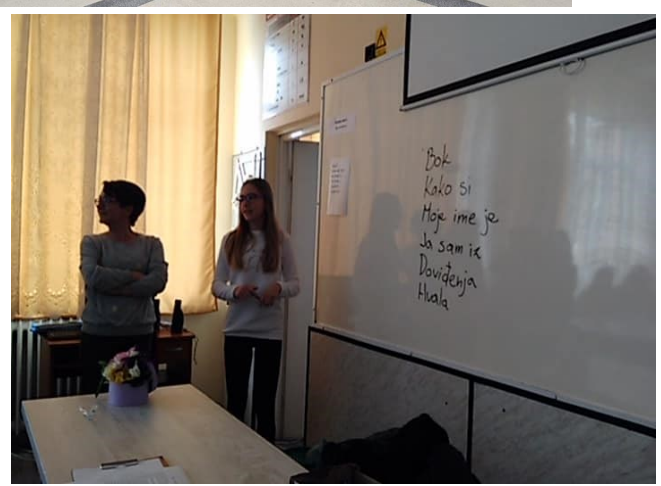


4TH DAY

7th March

In the morning, the project coordinator organized in a lesson where the participating students responded to a quizz competition about our project. The students were delighted to attend and received awards at the end of the contest. The second part of the lesson the roles have changed, children becoming teachers and teachers becoming students' assistant. A student from each team taught the other students and teachers usual expressions in their native language, being assisted by their teachers. It was funny and the students were very proud of themselves.

The program prepared by school students for our guests was filled with emotion. The talented students in our school performed in front of our guests, parents and teachers. A special moment was dedicated to each participating country. In the afternoon we find all students and teachers at Crossfit, a club where a professional coach trains us into specific games where all students have to interact to complete all the tasks. We laughed, we had fun and I sweat a lot...



5TH DAY

8th March



In the morning during sharing teaching methods lesson, Monica Ciontos – English teacher, held a lesson involving games, co-operation, and teamwork. The teachers were able to see how the students were involved in order to fulfill the task given by their teacher. After a short break the teachers and students were invited to watch a

short play where children with special needs also performed. The Legend Martisor, invited our guests once again in a short "trip" to the Romanian folk tradition. The coordinator of the students who performed was Carmen Man – Romanian teacher.

The afternoon was reserved to the farewell party with traditional Romanian dishes for teachers and the students had fun at Maria's birthday party and at bowling game.

The departure caused tears to the hosts and the guests as well. See you in Turkey!





GAME

The train of knowledge

1. How is the project called?
2. What are the countries involved in the project?
3. Which country is the coordinator of the project?
4. How many years does the project take? When did it start? When will it end?
5. What is the name of the Portuguese town where school is located?
6. What is the name of the town in Croatia where school is located?
7. What is the name of the place in Turkey where school is located?
8. What is the name of the German city where school is located?
9. What is the name of the Romanian town where school is located?
10. What is the name of the Polish city where school is located?
11. Who won the competition for the project logo?
12. What are the colors on the Turkish flag?
13. What are the colors on the Croatian flag?
14. What are the colors on the Polish flag?
15. What are the colors on the German flag?
16. What are the colors on the Romanian flag?
17. What are the colors on the Portuguese flag?
18. What is the object that is taken from one country to another and where the impressions of the participants are gathered?



Prof. Sorana Bojuc-Teodorescu



Methodology: CrossFit Kids Science – General considerations

The CrossFit Kids program, first and foremost, provides individuals between the ages of three and eighteen with a portion of their prescribed physical activity in a fun and engaging format. The goals of the CrossFit Kids program however, are more far reaching in the short as well as the long term. For example, one intent is to have the children learn the points-of-performance of foundational movements that have universal application; developing motor recruitment pathways, ensuring safe and efficient movement now as well as into the future. Along the way, what they do and how they feel because of it will provide them a definition of what fitness is and means to them. In addition, layering information about food into the program leads to an understanding of and a mechanism to adhere to a healthier lifestyle. CrossFit Kids classes also provide an opportunity to hone life skills. Skills such as perseverance and working hard as well as acknowledging personal responsibility, accepting feedback, working with others, following rules, and exhibiting etiquette.

It is appropriate that a significant amount of education occurs within the various CrossFit Kids classes, because "exercise boosts brain power" Additionally, as a species, we are designed to learn by actively moving through and experimenting in our environment. Within the CrossFit Kids program, classes and instruction are designed to capture and maintain the attention of participants, reinforcing learning points.

Human brains store information as a complex set of connections between neurons. The connections are called synapses and we are not born with every synapse preformed, awaiting assignment. Instead, our brains physically change to make synaptic connections and encode information. The discovery that a brain is not a static organ was first made in a sea slug, the invertebrate *Aplysia californica* by Nobel Prize recipient Dr. Eric Kandel. Indeed, the plasticity of our brains ranges from an everyday occurrence to specialized responses; such as allowing victims of strokes to "relearn" how to control limbs. Under normal conditions, the growth and death of neurons as well as the formation and removal of synapses is a tightly controlled process. Importantly, everyone's brain does things a little different

than the next person and everyone experiences life in their own unique way. Therefore, it is incumbent upon us as CrossFit Kids Trainers to utilize as many techniques as possible to affect the most number of children.

Capturing an individual's attention is a critical first step to teaching. Novelty is a straightforward way of focusing awareness. Things that are new or unexpected tend to engage us. CrossFit Kids classes always have an aspect of unpredictability; they are constantly varied. There is a consistent structure to the class, but the exact skill work, workout, and game (for the younger ages) is what changes. Classes are built on a foundation of age-appropriate short segments that allow goals to be accomplished within them, and are not too long to lead to boredom. The whiteboard is an opportunity to highlight distinctive aspects and build on the excitement of making the unknown, known. Then, with the start of every segment during a class, attention may need to be refocused, especially for the younger age groups.

Making the subject or activity interesting is another way to create engagement. What is interesting or important to different age groups varies dramatically, and finding that is a key responsibility for a CrossFit Kids Trainer. For example, while explaining to junior-varsity athletes that getting stronger will increase their chances to making varsity next year, that will not motivate preschoolers. For the younger ages, a motivator may be letting them know that the more they exercise, the longer they can take their pets for a walk. Additionally, the game at the end of class is THE most important motivator of the class to preschoolers and kids.

Just reminding them of the game may garner attention throughout the class. The presence of the game also taps into a mechanism of improving retention. "Emotionally arousing events tend to be better remembered than neutral events". Children know games are fun and pairing a skill within a game is a powerful way to further associate the skill with being fun. For example, executing a good super-slow air squat so that you can roll a medicine ball and knock over foam rollers. This emotional connection is not only important for the short term recall, but more importantly for a long term, positive association between exercise and feeling good. Another mechanism to foster this connection, especially in teens that do not play games in their classes, is to celebrate successes. Positive feedback can be extremely important to an adolescent, we have found that endeavoring to compliment improvement of any amount fosters a desire to continue the effort.

Prof. Sorana Bojuc-Teodorescu



TRADITIONS

From Queen Mary of Romania, painter Henri Matisse to Yves Saint-Laurent, the traditional Romanian

blouse has become a symbol of universal femininity.

After being an exclusive piece of clothing, part of the traditional costume for many decades, the Romanian blouse has crossed the borders to become a strong international trend for several seasons.

Simply named "ie" in Romanian, the blouse is arguably the strongest representative pieces of Romanian folklore.

The handmade embroidery find its roots in a picturesque past; even after thousands of years, Romanian women carry on the tradition of sewing peasant blouses to this day.

The most popular fabrics are cotton, flax, hemp and silk and a manually-worked embroidery can take up to three weeks for just one single blouse to be made.

The floral patterns are numerous and tell never-ending stories about the history of femininity in this part of the world.

In the past, married women or the eldest in the family used to wear simple colours and patterns, while the youngest members wore the more colourful shirts. Over the centuries, the traditional beauty of Romanian blouses passed from generation to generation, leaving the small idyllic villages and spreading through towns and cities in all their spheres: paintings, photography, fashion houses, royal houses as mainly an emblem of femininity.

Known as the most important piece of the traditional female costume in Romania, the blouse has so much more to it than just colourful patterns and detailed embroideries.

It preserves tradition through its ornaments which highlight the differences in age, social status and life events.

The first type of Romanian blouse is considered to be born in Cucuteni Culture starting as early as the sixth century BC.

During the 20th century, the famous French painter, Henri Matisse, created a series of important works portraying women in Romanian blouses.

His fascination with the traditional "ie" started after he received one as a present from Theodor Pallady, a Romanian painter and his colleague at École des Beaux Arts in Paris.

*One of Matisse's paintings is displayed on the cover of Constantin Roman's book *The Unsung Voices of Romanian Women*, a book about tradition and art regarding traditional blouses.*

Henri Matisse 'La Blouse Roumaine' at the Musée National d'Art Moderne in Paris.

For both women and men the blouse represents an important part of the Romanian traditional costume, whose structure has remained unchanged over the centuries.

Nowadays, in rural regions of Romania, men can still be seen wearing fur hats, leather peasant sandals and traditional trousers ("ițari")

alongside their blouse.

Women usually wear a printed woollen scarf and a traditional straw hat over it when working in the fields in summer.

The Romanian peasant blouse has become a highly valued piece of clothing in the interwar period, when Queen Mary of Romania started to wear it as a symbol of respect and belonging to Romanian culture.

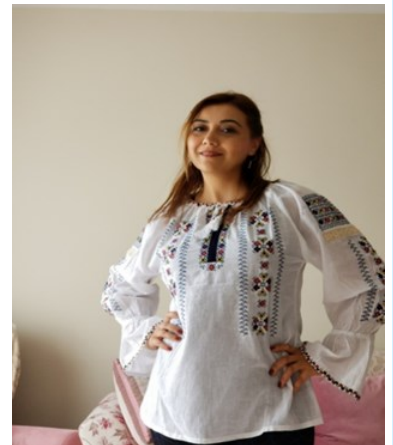
*Later on, the traditional item entered the international iconography along with Matisse's painting *La Blouse Roumaine*.*

All in all, the ie is a fascinating piece of Romanian traditional culture, and one that we take pride in to this day.

Did you know...?

June 24th is a worldwide celebration: "Ziua Universala a Iei" – Universal Ie Day! Romanian communities in 48 countries and more than 100 cities have made this a truly global event.

Prof. Sorana Bojuc-Teodorescu



Martisor – The symbol of Spring and the revival of nature

Every year the festive day of March 1 brings back to us renewed hopes, confidence, faith in good fortune and a prosperous life. It is life, spring and the shining sun which win the battle against chilly weather, overcast skies and the nasty days of the Babe (the first 9 days in March).

This triumph of rebirth and regeneration could not be better embodied but in the Martisor (a trinket, March amulet) offered to loved ones in early spring.

The white and red thread of this amulet (a coin, money cowrie) which parents customarily tied around their children's wrist, young men offered to young women, and young women used to exchange among themselves was believed to bring good luck, good health, like pure silver, like the river stone, like the seashell."

The Martisor is offered early morning on the first day of March; it used to be worn for 9-12 days, sometimes until the first tree would bloom when it was hung on a flowering branch to bring good luck to its bearer.

In Dobrogea, the Martisor was worn until the arrival of the white storks when it was thrown high up in the sky for bringing great and winged fortune 'to its bearer.

The Martisor was a present that Romanians sent to each other on the first day of March, traditionally a gold coin suspended on a white-and-red braided thread with a silk tassel. The recipient used to wear it around his neck until he would see a blooming rose and the present was then placed on its branch; in this way Spring was poetically welcomed. The coin symbolized prosperity, the white-and-red thread, a metaphor of a person's face white as a lily and rosy as a rose.

In the villages of Transylvania, the red-and-white wool yarn Martisor was pinned on gates, windows, sheepfolds, tied around the horns of cattle, around the handle of buckets to protect from the evil eye and malefic spirits; it was believed that the red color of life"could be an inducer of vitality and regeneration.

There was a time when the Sun used to take the shape of a young man and descend on Earth to dance among folk people.

Now a dragon found out about this and followed the Sun on Earth, captured him and confined him in a dungeon in his castle.

Suddenly the birds stopped singing and the children could not

laugh anymore but no one dared to confront the dragon.

One day a brave young man set out to find the dungeon and free the Sun. Many people joined in and gave him strength and courage to challenge the mighty dragon.

The journey lasted three seasons: summer, autumn and winter. At the end of the third season the brave young man could finally reach the castle of the dragon where the Sun was imprisoned. The fight lasted several days until the dragon was defeated. Weakened by his wounds the brave young man however managed to set the Sun free to the joy of those who believed in him.

Nature was alive again, people got back their smile but the brave young man could not make it through spring.

His warm blood was draining from his wounds in the snow. With the snow melting, white flowers, called snowdrops, harbingers of spring, sprouted from the thawing soil. When the last drop of the brave young man's blood fell on the pure white snow he died with pride that his life served a noble purpose.

Since then people braid two tassels: one white and one red. Every March 1 men offer this amulet called Martisor to the women they love. The red color symbolizes love for all that is beautiful and also the blood of the brave young man, while white represents purity, good health and the snowdrop, the first flower of spring.

Literally Martisor means little March: a small trinket pinned on the lapel by which winter is parted and spring is welcomed.

Prof. Carmen Man



ROMANIAN EDUCATIONAL SYSTEM

ROMANIAN SCHOOL SYSTEM

According to the Law on Education adopted in 2011, the **Romanian Educational System** is regulated by the Ministry of Education and Research.

Each level has its own form of organization and is subject to different legislation:

Kindergarten is optional between 3 and 6 years old.

Schooling starts at age 6 (sometimes 7), and is compulsory until the 10th grade (which usually corresponds to the age of 17 or 16).

Primary school comprises two 4-grade periods:

Elementary school (*Școala Primară*) — grades I to IV

Gymnasium (*Gimnaziu*) — grades V to VIII

High school (*Liceu*) — four or five grades (grades IX to XII/XIII)

Vocational education (*Învățământ profesional și tehnic*), which can prepare students for careers that are based in manual or practical activities.

Age	Grade	ISCED	Education levels		Qual.	Type
>19		6	University - master		5 4	Non compulsory
		5	University - bachelor			
		4	Post high school		3	Non compulsory
18	XIII	3	High school -upper cycle-	High school - upper cycle -	3	
17	XII			Upper secondary	Completion year	2
16	XI					
15	X	2	High school -lower cycle-	Arts and trades school	1	Compulsory
14	IX					
13	VIII					
12	VII					
11	VI					
10	V	1	General school			
9	IV					
8	III					
7	II					
6	I	0	Primary school			
5	Preparatory group for school					
4	Middle group					
3	Beginners	0	Kindergarten			Non compulsory

MINORITY, RELIGIOUS AND PRIVATE EDUCATION INSTITUTIONS

In districts where a linguistically-defined ethnic minority exceeds 10% of the total population, free public schooling is provided in that language: some of the classes are taught in that language, and the language and literature of the ethnic group is "the main language studied", although Romanian remains compulsory. There are classes (or whole schools, depending on the existing population) for different linguistic minorities: Hungarian, German, Rromani, Polish, Ukrainian, Serbian, Greek, Bulgarian, Czech, Turkish, Slovak, Ukrainian and Russian.

Teacher-student relations are quite formal, but this formalism has evolved in the past few years to a friendly, but respectful relationship. This is due to the difference of mentality between generations. While elder teachers usually demand respect and are exigent, some younger ones, who better understand what it is like to be in school, are friendly and understanding, rather than strict.

The relationship with parents is improving. Parents are summoned to school whenever needed to get the grades and the knowledge their children have accumulated. Every school year there are meetings between the school principal and the parents discussing the investments made in the school.

Those teachers able to break the formalism and reach out to the students are very highly regarded both by officials and by students.

HIGH SCHOOL

There are five types of high schools in Romania allowing access to university, based on the type of education offered and their academic performance. All of these allow for a high school diploma, access to the *Bacalaureate* exam and therefore access to University studies. The choice of high school curriculum does not limit the choices for university. For example, a graduate of a Mathematics-Computer Programming (Real) Department of a National College may apply to a Language Department of a University without any problem.

High school enrolment is conditioned on passing the National Test and participating in the National Computerized Repartition.

High school studies are four years in length, two compulsory (9th and 10th year), two non-compulsory (11th and 12th year). There are no exams between the 10th and the 11 years. There is also a lower frequency program taking 5 years for those wishing to attend high school after abandoning at an earlier age.

Curriculum

THE CURRICULAR FRAMEWORK includes:
The core curriculum (common core and differentiat-

ed curriculum), containing the compulsory subjects and the number of allocated hours, designed and approved at national level

The school based curriculum, designed at the level of the school

The syllabus

for the core curriculum subjects, the syllabus is elaborated by commissions of specialists, it is endorsed by the National Board for Curriculum and approved by the minister of education

For school based curriculum, the syllabus is designed at the level of the school and approved by the specialty inspector of each county

Text books

Alternative textbooks can be elaborated for the same syllabus

The ministry approves the textbooks which can be used in schools

The teachers have the right to choose the appropriate textbook, from the approved list

Teacher guidelines are usually elaborated by the National Board for Curriculum

The National Bacalaureate Exam certifies the pupil's capacities at

the end of high-school and allows access to HIGHER education system.

OTHER ACCESS WAYS TO EDUCATION:

Second chance schools (compulsory education and professional qualification, 3.5 years);

Professional education (professional qualification in art and craft schools, 2 or 3 years studies for students with a low rate of school performances);

Post-high schools (eg. pedagogical, sanitary, economic profiles, 3 years studies, after Upper Secondary Education).

The process Education and Training

Romania has adopted and explicitly mentioned in the curriculum the 8 domains of key competences:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical literacy and basic competences in science and technology
- ICT skills
- Learning to learn
- Interpersonal and social competences
- Entrepreneurship
- Cultural awareness

Prof. Gheorghina Ciontos

ALL CHILDREN HAVE RIGHTS

Teacher: *Camelia Dumitru – Social studies*
5th – 8th graders, all students of Erasmus team
Language: *English*
Time: *1 hour*

Subject lesson: *The UN Convention on the Rights of the Child in images in Children's Eyes. All children have rights! In this respect, we have to recognize and respect them!*
All the students will have to work in teams in order to make their own poster illustrating one of the following rights.

Overall Objective:

Rights contained in the Convention must be applied to all children without discrimination.

Argument: *Initiating children in the spirit of democratic values and human rights is one of the foundations of education, starting with the youngest age.*

Educational goal: *to recognize the similarities and differences between people; to enumerate the rights and responsibilities at school, at home, in the community; to manifest tolerance and friendship; practical work skills training; teamwork; personal initiative; to manifest interest and curiosity; critical and self-critical; to develop vocabulary by using correct specific concepts of civic education; to compare an situations regarding the rights and duties of the child; to identify rules of civic behavior in different situations; to educate their will and character traits by forming positive attitudes towards themselves and towards others.*

Materials: *worksheets, scissors, pictures, articles from the UN Convention on the rights of the child, emoticons, cartoons, titles and slogans, pencils, scissors, glue, colored pencils, markers*

Description of activity / scenario:

-it distribute worksheets: UN Convention on the Rights of the Child, workbooks, pictures, emoticons, a heart

There follows an ice breaking activity: A heart map

On the basis of the UN Convention on the Rights of the Child today's activity consists of realising posters illustrating one of the following rights:

- 1. the right to life*
- 2. the right to an identity*
- 3. the right to health*
- 4. the right to an education*
- 5. the right to relax, play and join a wide range of cultural and artistic activities*

- Romanian students will explain the UN convention. The hosts students will choose a right by drawing lots and each team has to realize a poster on that right.

- follows the team organization

- place the title, the slogan and the Power flower vase, which will include the names of all team members and countries, within the flowers. The team number and name (if you have chosen one) will be placed in the gloves.

- the title of the right in the poster will be translated into English. Then, every guest student will also write the title of the right in his mother tongue. For example: Polish, Croatian, German, Portuguese.

- teacher directs the activity, students observe and offer support to those who request

- at the end we will see all the posters and we will establish a hierarchy and then we will make an exhibition.

- complete the worksheet: 1 – 3 groups make poster Lever ; 4-5 groups make poster - Pulley,

- it shows projects created by students and specify their advantages.

- students evaluate themselves.

SWOT Analysis:

- Students showed interest and curiosity

- Students have summed up their responsibilities and tasks

- Develop collaboration and communication between members of each group

- Using IT technology in conducting activities

- Developing skills for public presentation of results

- Developing a competitive spirit among students

- Tolerance towards others' opinions

Weaknesses: *- High consumption of time to make the necessary materials*

Opportunities: *- Ability to learn new types of applications that develop civic spirit, team spirit and logical reasoning*



SIGHTSEEING OF THE OAS COUNTRY AND MARAMUREȘ

OAS COUNTRY

Negresti Oas city, Satu Mare county

Being situated between Satu Mare (50 km) and Baia Mare (45km), two towns where you can get by car, train or plane, Negresti Oas is advantaged because of its localization. Another benefit is the short distance, only 400 km, to Budapest. For this reason it is considered a transit town for those who come from Hungarian and enter Romania through Petea custom in order to visit Maramures region and the north side of Moldavya.

VAMA – THE CENTRE OF CERAMIC

Vama is a village known for the ceramic products that are made here. The pottery is an old custom, since the Dacian period. Vama is situated in the south part of the Oas region, lengthways of the Satu Mare – Sighet road, at the entrance in Negresti.

It has always been an important ceramic centre. Here, this occupation dates since early times when the enamel had been decorated, under the Byzantine influence, with new procedures, colours and motives.

Inside the Vama museum are exposed more than 500 pieces, some of them older than 300 years. The colours used for painting the earthen pots are 100% natural, respecting the same ingredients as 2000 years ago.

The pottery in this region is considered of been ancient. Still, it is very difficult to confirm this because of the lack of the necessary information.

The documents that have been found in the middle of the 19-th century show the existence of this ancient occupation, even before 1850.

At the beginning of the 20th century, there were over 30 potters in Vama, 12 in 1950 and today

there is only one, Gheza Istvanfi, of Hungarian nationality, engaged by the Negresti museum.

The value of the Vama ceramics is equal to Hurezu or Obiga one, thanks to the pottery techniques, shapes and ornaments used by the craftsmen.

<http://www.turism-taraoasului.ro/en/category/tourist-attractions/>

MARAMUREȘ

Wood

Maramures is the area to see the art of woodworking. Homes are trimmed in elaborately carved wood, wooden gates and even fences are intricately carved. Historically, in this area, a family's community status was displayed through the gate – the more elaborate, the more important the family. The Merry Cemetery of Sapanta is in this region, open all year long, at all times -- it's worth a visit. Hand-carved decorations in complex patterns hold meanings beyond the purely decorative. Trees of life, twisted rope, moons, stars, flowers and wolf teeth to ward off evil spirits are associated with myths and superstitions. They show up in furniture, spoons, ladles, walking sticks, keepsake chests and other



MERRY CEMETERY OF SAPANTA

In the Merry Cemetery" of Sapanta, "bordering Ukraine, carved wooden crosses are painted traditional Voronet blue (named for the nearby painted monastery) and embellished with fanciful borders, renderings of the deceased and often anecdotes of their lives. An erstwhile town mayor is memorialized with anecdotes of his womanizing ways.

As in most parts of the world, full-time artists and artisans are drawn together, tending to form communities throughout the country, where locales are aesthetically inspiring and economically viable. Bucharest and a few of the larger towns boast a few galleries showcasing work from such artist communities, but most don't have galleries. A few examples of local artists' and artisans' work are shown and sold in town museums, but most is sold in street markets adjoining major attractions. Sellers



usually are also the makers and many speak English. A conversation with them can reveal fascinating facets of Romanian culture. Craft which are most popular include: Textiles

Textile weaving is the most widespread craft in Romania, handed down from generation to generation, using distinctive family patterns along with those specific to different districts. Looms still are common in homes and women weave and embroider from childhood through old age. The predominant fibers, wool and cotton are woven into rugs, wall hangings, table covers and clothing. Some Romanian weavers and embroiderers still work with threads and yarns they produce themselves, but younger weavers tend to purchase their raw materials. They weave

and embroider just about every cloth article used in their homes, from colorful linen and cotton towels to window draperies, bedspreads, rugs, wall hangings, furniture throws and clothing. In a village near Sibiu, part of a bride's dowry is still a *tolie*, used to decorate horses of those who ride from house to house issuing wedding invitations.

<http://romaniatourism.com/arts.html>

THE MEMORIAL OF THE VICTIMS OF COMMUNISM AND OF THE RESISTANCE

The Memorial to the Victims of Communism and to the Resistance was created and is administered by the Civic Academy Foundation.. "The greatest victory of communism, a victory dramatically revealed only after 1989, was to create people without a memory – a brainwashed new man unable to remember what he was, what he had, or what he did before communism.

The creation of the Memorial to the Victims of Communism and to the Resistance is a means of counteracting this victory, a means to resuscitate the collective memory.

Made up of the Sighet Museum and the International Centre for Studies into Communism, based in Bucharest, as well as being the organiser of the Summer School the Memorial is an institution of Memory, unique in that it is simultaneously an institute of research, museography and education. To the question, "Can memory be relearned?" the answer of the Memorial to the Victims of Communism and to the Resistance in Romania is a resounding "Yes". (Ana Blandiana)

<http://www.memorialsighet.ro/memorial-en/>



LAUNCHING THE PROJECT

INFO PRESS
ARTICLES

- ◆ <http://www.informatia-zilei.ro/sm/la-scoala-gimnaziala-lucian-bлага-au-fost-lansate-doua-proiecte-in-domeniul-educatiei-in-decurs-de-doi-ani-elevii-vor-vizita-opt-tari-europene/>



- ◆ <http://actualitateasm.ro/stiri/68762-scoala-gimnaziala-lucian-bлага-si-scoala-gimnaziala-halmeu-si-au-lansat-cele-doua-proiecte-erasmus/>



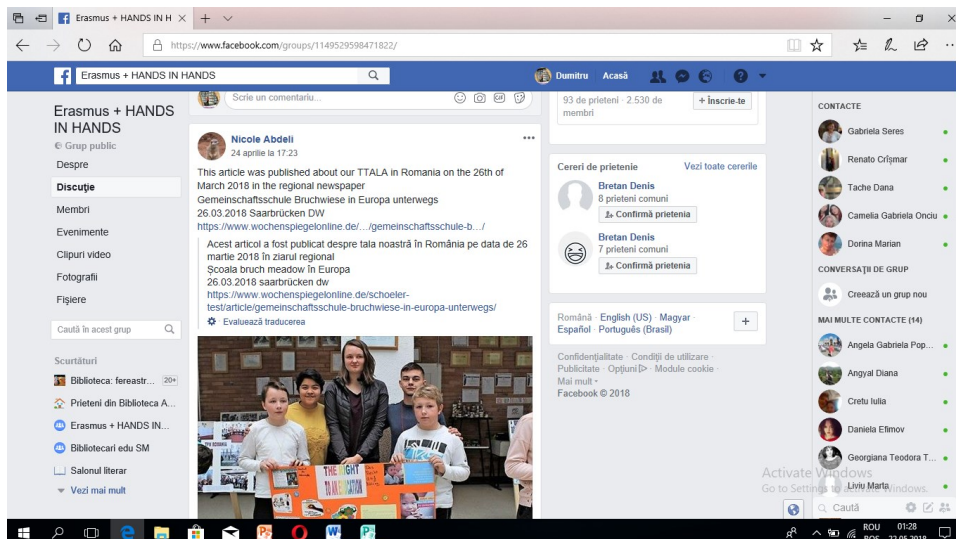
TTLA PORTUGAL

- ♦ <http://www.satumareonline.ro/cp/10/22182/Elevii-si-profesorii-de-la-%C8%98coala-%C3%82%E2%80%9ELucian-Blaga%C3%82%E2%80%9D--la-reuniunea-transnationala-%C3%82%E2%80%9EHands-in-hands%C3%82%E2%80%9D>



ROMANIA

- ♦ <https://www.wochenspiegelonline.de/schoeler-test/article/gemeinschaftsschule-bruchwiese-in-europa-unterwegs/>



- ♦ www.informatia-zilei.ro/sm/proiect-erasmus-cu-parteneri-din-patru-tari-la-scoala-gimnaziala-lucian-blaga/



ROMANIA

- ◆ www.satumareonline.ro/cp/10/24711/Reuniune-transnationala-de-invatare--predare--formare-la-E-coala-A-ãzLucian-BlagaA-ã%2%9D

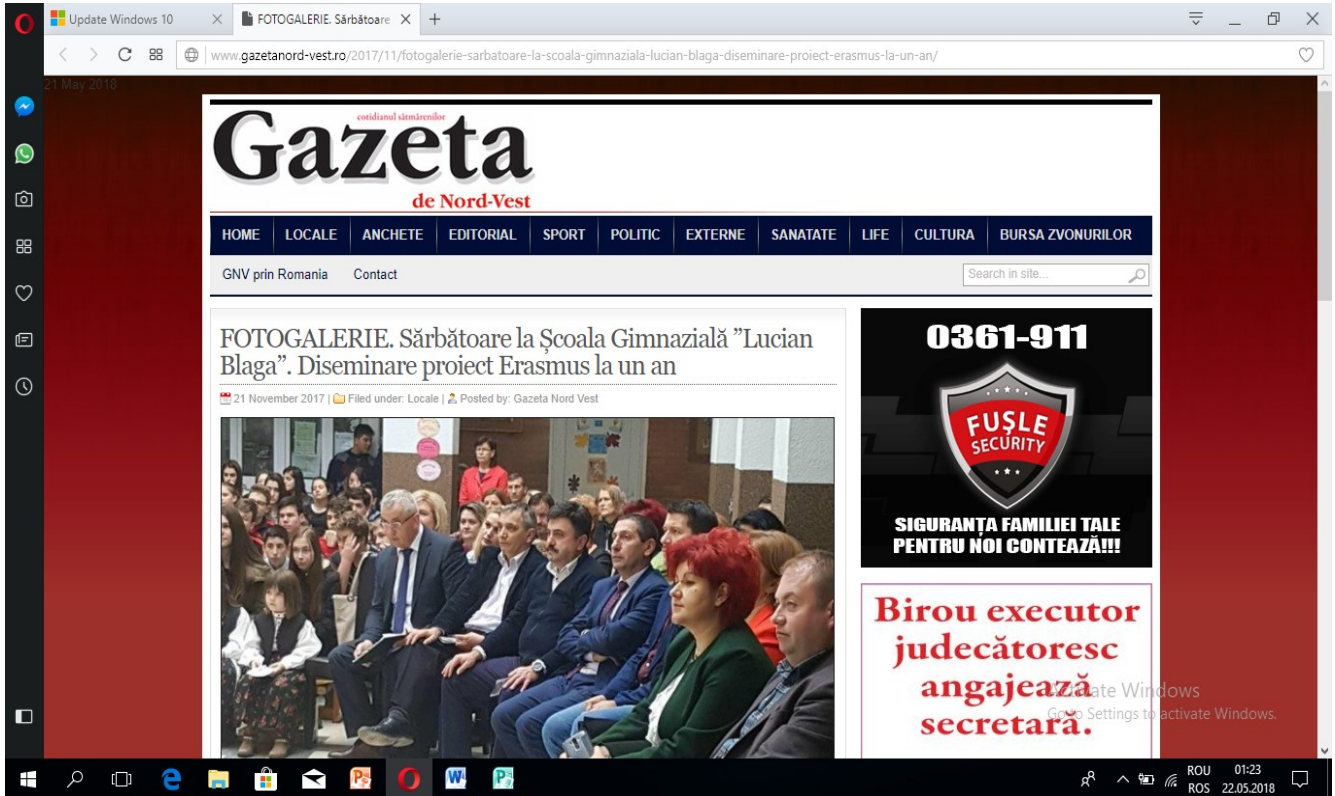
The screenshot shows a web browser window displaying the website www.satumareonline.ro. The page features a navigation menu on the left with categories like 'Locale', 'Eveniment', 'Administratie', etc. The main content area has a headline: **Reuniune transnațională de învățare, predare, formare la Școala „Lucian Blaga”**. Below the headline, it states: **In perioada 5 - 9 martie 2018 la Școala Gimnazială „Lucian Blaga” Satu Mare s-a desfășurat cea de-a patra întâlnire transnațională de învățare/ predare/ formare - TTLA a proiectului Erasmus+ cu nr. 2016-1-RO01-KA219-024388 „Hands in hands”, coordonat de școala gazdă.** A photograph shows a group of people in a gymnasium. To the right, there are advertisements for 'Contabilitate cu pasiune, pentru prosperitate' and 'Persoane pentru sortare haine'.

- ◆ interregionews.eu/reuniune-transnationala-in-cadrul-proiectului-erasmus-la-scoala-gimnaziala-lucian-blaga/

The screenshot shows a web browser window displaying the website interregionews.eu. The page features a navigation menu at the top with categories like 'ACASĂ', 'ADMINISTRAȚIE', 'POLITIC', etc. The main content area has a headline: **REUNIUNE TRANSNAȚIONALĂ ÎN CADRUL PROIECTULUI ERASMUS +, LA ȘCOALA GIMNAZIALĂ LUCIAN**. Below the headline, it states: **MARTIE 13, 2018**. A photograph shows a group of people in a gymnasium. To the right, there is an advertisement for 'Visconti Militari Hotel' with a price of 149,78 lei.

DISSEMINATION OF THE PROJECT AFTER ONE YEAR OF ACTIVITY

- ◆ <http://www.gazetanord-vest.ro/2017/11/fotogalerie-sarbatoare-la-scoala-gimnaziala-lucian-bлага-diseminare-proiect-erasmus-la-un-an/>



- ◆ <http://www.informatia-zilei.ro/sm/proiect-hands-in-hands-finantat-in-cadrul-programului-erasmus-la-scoala-gimnaziala-lucian-bлага/>



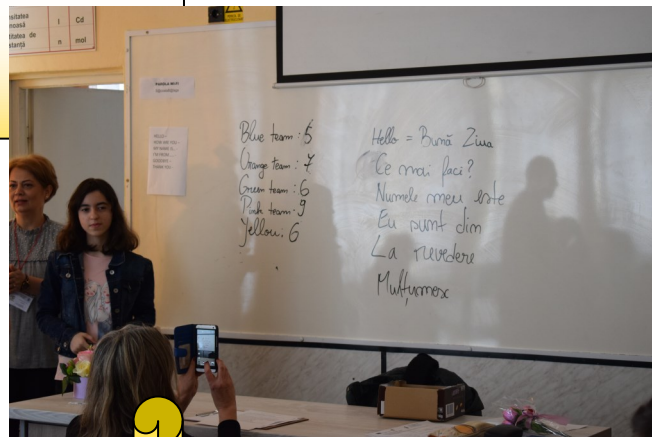
MINIDICTIONARY

ENGLISH

- ◆ HELLO!
- ◆ HOW ARE YOU?
- ◆ MY NAME IS...
- ◆ I'M FROM...
- ◆ GOOD BYE!
- ◆ THANK YOU!

ROMANIAN

- BUNĂ ZIUA!
- CE MAI FACI?
- NUMELE MEU ESTE...
- EU SUNT DIN....
- LA REVEDERE!
- MULȚUMESC!



ENGLISH

- ◆ HELLO!
- ◆ HOW ARE YOU?
- ◆ MY NAME IS...
- ◆ I'M FROM...
- ◆ GOOD BYE!
- ◆ THANK YOU!

PORTUGUESE

- OLÁ!
- COMO ESTÉS?
- O MEU NOMES...
- EU SOU DE....
- ADEUS!
- OBRIGADA/ O!



ENGLISH

- ◆ HELLO!
- ◆ HOW ARE YOU?
- ◆ MY NAME IS...
- ◆ I'M FROM...
- ◆ GOOD BYE!
- ◆ THANK YOU!

CROATIAN

- BOK!
- KAKO SI?
- MOJE IME JE...
- JA SAM IZ....
- DOVIĐENJA!
- HVALA!

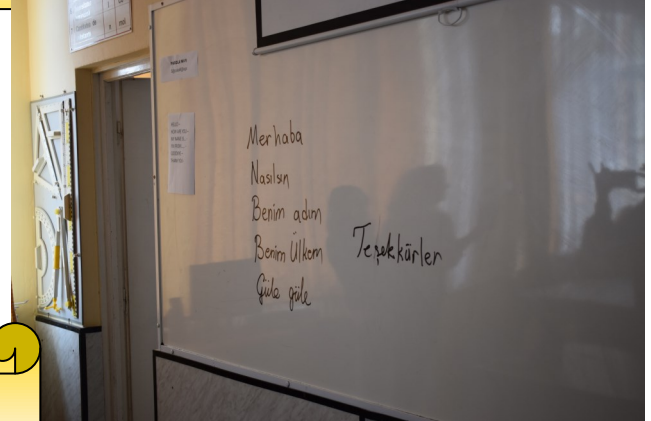


ENGLISH

- ◆ HELLO!
- ◆ HOW ARE YOU?
- ◆ MY NAME IS...
- ◆ I'M FROM...
- ◆ GOOD BYE!
- ◆ THANK YOU!

TURKISH

- ◆ MERHABA!
- ◆ NASILSIN?
- ◆ BENIMADIM...
- ◆ BENİM ÜLKEM....
- ◆ GÜLE GÜLE!
- ◆ TEŞEKKÜRLER!

**ENGLISH**

- ◆ HELLO!
- ◆ HOW ARE YOU?
- ◆ MY NAME IS...
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- ◆ GOOD BYE!
- ◆ THANK YOU!

POLISH

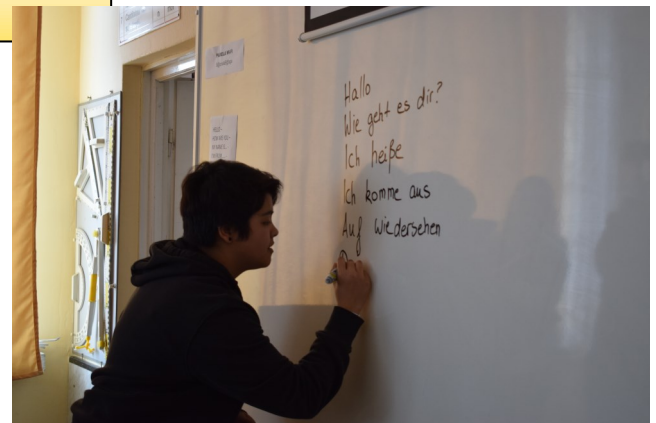
- ◆ CZEŚĆ!
- ◆ JAK SIĘ MASZ?
- ◆ MOJE IME JE...
- ◆ POCHODZE Z....
- ◆ DO WIDZENIA!
- ◆ DZIĘKUJĘ !

**ENGLISH**

- ◆ HELLO!
- ◆ HOW ARE YOU?
- ◆ MY NAME IS...
- ◆ I'M FROM...
- ◆ GOOD BYE!
- ◆ THANK YOU!

GERMAN

- ◆ HALLO!
- ◆ WIE GEHT ES DIR?
- ◆ ICH HEIßE...
- ◆ ICH KOMME AUS....
- ◆ AUF WIEDERSEHEN!
- ◆ DANKE!





ERASMUS+ „HANDS IN HANDS”
MAGAZINE



**TTLA ROMANIA
SATU MARE
„LUCIAN BLAGA” SECONDARY SCHOOL**



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