



Lifelong Learning Programme

# **„Lively Outdoor Learning“**

Methodology catalogue

*Collection of activities and materials*



The methodology catalogue has been produced as an outcome of the project „Lively Outdoor Learning“ 2013-2015.

Compiled by: Kenneth Ulla, Hafþór Þorleifsson, Susana Borrego Castillo, Carmela Manzo, Małgorzata Zawisza, Mutlu Demiralay, Grete Perlbach  
Edited by: Grete Perlbach

2015

*Participating organizations:*

*Norway, Haramsøy skule*

*Iceland, Flataskóli Garðabæ*

*Spain, C.E.I.P El Pelayo*

*Italy, I.C. Via Latina, 303*

*Poland, Szkoła Podstawowa nr 3 im. Janusza Korczaka*

*Turkey, Taşoluk Orta Okulu*

*Estonia, Tallinna Sikupilli Keskkool*



Erasmus+



# TABLE OF CONTENTS

FOREWORD .....	5
MATHEMATICS .....	6
Count and Sort (Norway, combined with P.E.) .....	6
The Grid / The Coordination System (Iceland, combined with P.E.) .....	6
Calculate the Age and the Height of a Tree (Spain) .....	7
Traditional Pestiños (Spain) .....	7
Learning and Playing With Geometry (Italy) .....	8
From the 'Percentage' to the 'Discount' (Italy) .....	9
Sporty Geometry (Estonia, combined with P.E.) .....	9
Solving Logic Puzzles (Poland) .....	10
Measuring and Calculating (Poland) .....	11
Turkey .....	12
PHYSICAL EDUCATION .....	13
Acrosport (Spain) .....	13
Orienteering (Estonia) .....	13
Games With the Use of Unconventional Utensils (Poland) .....	14
Kite Racing (Spain) .....	15
Turkey .....	15
HISTORY .....	16
The Viking Age (Norway) .....	16
Snorri Sturluson (Iceland) .....	16
Carnival Around the World (Spain) .....	17
Visit at the 'Latin graves' - 'Tombe Latine' (Italy) .....	17
Films at a Museum (Estonia) .....	18
Estonian History Museum (Estonia) .....	18
Life of Primitive People (Poland) .....	19
Ancient Anatolian Civilizations (Turkey) .....	19
ART & CRAFTS .....	20
Looking for Art in the Local Church (Norway) .....	20
Building and Painting Houses in the Snow (Norway) .....	20
Paint in the Snow (Iceland) .....	21
Recycling Paper (Spain) .....	21
Nuts Project (Spain) .....	22
We, Modern Children in Ancient Greece (Italy, combined with history) .....	22
Draw What You Hear (Estonia) .....	23
Finding Values (Estonia) .....	23
So Close, So Beautiful (Poland) .....	24
Wizzard Castle – Imaginary Visions of Fairytale Castles (Poland) .....	24
Linear Perspective (Poland) .....	25

Safety Helmets (Poland) .....	25
The Silhouette of Istanbul (Turkey) .....	25
ENGLISH LANGUAGE .....	27
Learn about Halloween in English (Norway) .....	27
What's the time? (Iceland, combined with P.E.) .....	27
The Dinosaurs Museum (Spain) .....	28
The Solar System Project (Spain) .....	28
Let's Learn and Speak English Playing tales (Italy) .....	29
Schoolyard Scavenger Hunt (Estonia) .....	29
Lively Spelling (Poland) .....	30
Turkey .....	31
MOTHER TONGUE .....	32
Week of Reading (Norway) .....	32
Learn the Letter „T“ (Norway) .....	32
The Day of the Icelandic Language (Iceland) .....	33
Practicing Different Kinds of Text (Italy) .....	34
Looking for Lotte (Estonia) .....	34
Writing First Words (Poland) .....	35
Candy Words (Spain) .....	35
Turkey .....	36
SCIENCE .....	37
Looking for Low (Norway) .....	37
Learn About the Season Spring (Norway) .....	37
The Three Tasks (Iceland) .....	38
How to Classify Leaves (Italy) .....	38
Gardening in the Schoolyard (Italy) .....	39
The Greenhouse Effect (Spain) .....	39
The Life of a Caterpillar (Spain) .....	40
Plants Adapt to Life in Different Climatic Zones – Visit to Botanical Garden (Poland) .....	41
Mazovia landscape (Poland) .....	41
Moving Around the Calendar (Poland) .....	42
Discovering Energy (Estonia) .....	44
Turkey .....	45

## FOREWORD

Our project focused on the adaptation of the European Language Portfolio in the field of outdoor education within participating schools. Our purpose was to exchange ideas and practices of outdoor learning, increase them by creating new methodological possibilities and share them among partners.

The project was designed to enhance the educational experience across all curricula areas, with special attention paid to Maths, Science, Art and Crafts, English, national language, History and Sports. Pupils had lessons and learned practically by doing and living the world around them. They watched, examined, searched and researched, collected, organized, planned, created and produced. They worked cooperating in teams and groups, having different roles in them. They learned maths from practical life, science directly from nature, history and art from documents, monuments and ruins. At the same time pupils enjoyed being outdoors, learning in natural environment and variation of activities which out-of-classroom activities provided for them. We aimed to stimulate and motivate all pupils, particularly those that are disengaged with traditional classroom teaching and learning, raising the self-esteem of those less academically able pupils. This project helped to provide an enjoyable and active learning environment for all pupils. In addition active learning, together with the increase of outdoor provision, increased the children's awareness of a healthy lifestyle and encouraged them to adopt a more pro-active attitude to healthy living.

Pupils used English as CLIL method recommends and for exchanging letters. They also used ICT for every aspect of learning research, collected and registered information and shared outdoor learning experiences with their partner friends, also used e-mail and Skype for communication. Every school partner collected their experiences and described them step by step in a final catalogue in ICT and paper version in order to disseminate it as samples of outdoor learning method application. Pupils learned about their partner countries culture and traditions, discovered differences and similarities among European countries that participated in the project. Teachers were guides in the process of discovering and learning for pupils. They planned activities that pupils had outdoors and coordinated them. They cooperated with experts in planning and doing lessons of the different area of learning as well as shared and compared their ideas with partners. Teachers could use English language for communication and managed to improve their skills.

All partners hope this catalogue will become a valuable source of various methods and ready-made ideas to be implemented in their schools and other educational institutions.

# MATHEMATICS

## Count and Sort (Norway, combined with P.E.)

**Aims/goals:** For grade 1. Learn to count from 1-100. Learn to sort different shapes and forms. Go to the forest, use the body in different exercises in the forest. ( run, climb, walk, crawl..)

**Description:** We walked to the forest together with the kindergarden. A lots of pendants were hidden in the forest. They had to find all, then count. After counting they had to sort all the pendants.

**Conclusion:** They loved to run around in the forest searching for the pendants. They had to find smart ways to do the counting. They made tens. They were clever with the sorting in different shapes and forms. A lot of fun.



---

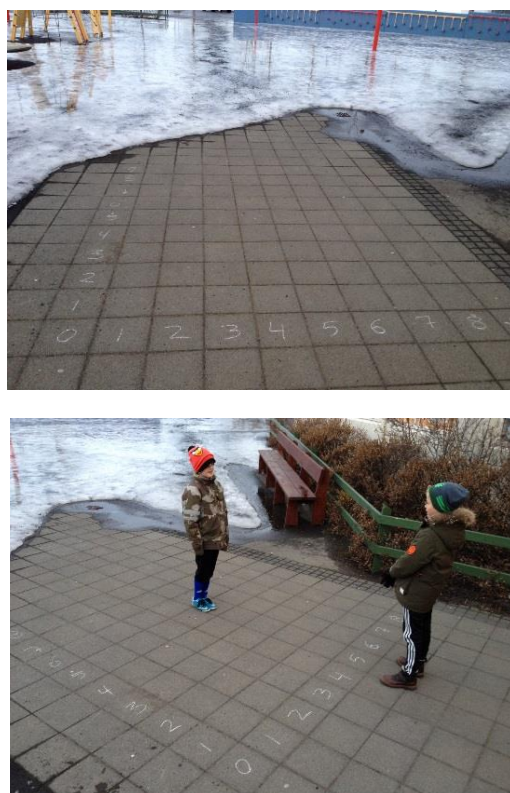
## The Grid / The Coordination System (Iceland, combined with P.E.)

**Aims/goals:** This will help children understand and know the Coordination system.

**Description:**

1. Go outside and make the Coordination system. It's good to use the flagstone and chalk to make it.
2. The children take turns in going into the coordinationsystem and the next in line tells him/her where he's/she's standing. It's also possible to put some objects in the grid and have the children tell where the things are (1,4 – 4,2 – 6,3 ...).
3. This can also be used as a station in an learning carousel. Then children would also get more movement when going between stations and doing different things.

**Conclusion:** Children will understand and feel more confident working with the coordination system and also have fun while learning.



## Calculate the Age and the Height of a Tree (Spain)

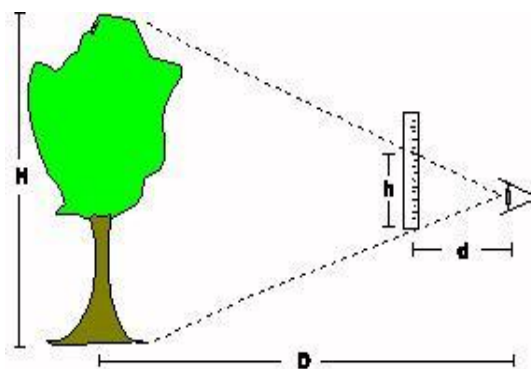
**Aims/goals:** To multiply with decimals. To collaborate with other classmates. To measure.

### Description:

1. The students learned to calculate the age of a tree. They measure the girth of the trunk of the tree when its height is a meter, they then multiply the result by 3.14.

2. Calculate the height of a tree. We stand 5 metres away from the tree and we measure it with a ruler which is a metre away from our eyes. The measurement we make we multiply by five and we will obtain the height of the tree. We did this various times to measure the trees in our surroundings.

**Conclusion:** They had a very good time measuring and calculating in group doing an activity that is always so boring for them.



## Traditional Pestiños (Spain)

**Aims/goals:** To investigate about traditional Christmas recipe: the origin, different versions. To Calculate ingredients for a recipe. To measure time, weight, quantity.

**Description:** Christmas rollbreads are a tradition in every single house and even in our school. First, our students ask for the recipe at home and we discovered there are lots of versions. We need different quantities for making them in school, 6th grade calculated the quantities we need and then we make them and have breakfast together.

**Conclusion:** You can do it with any recipe as we did with paella.





## Learning and Playing With Geometry (Italy)

**Aims/goals:** recognizing geometric shapes in nature; drawing geometric shapes; measuring and calculate; geometric dissection to build a Tangram.

**Description:** We need - pencils, paper, scissors, ruler, square ruler, goniometer.

- Watching nature elements in the school garden;
- Collecting natural things and group them, according their shapes (leaves, fruit, little stones etc.);
- Drawing geometric shapes learning about their features;
- Drawing them on coloured papers;
- Working in groups, put the puzzle together to make Tangram figures;
- In groups, in a wide outdoor space, configure a H. Dudeney Tangram paradox, the human figure.

We found circle, triangle, rectangle shaped elements. We're working in our classrooms, drawing geometric shapes, and we measure their sides length and angles. With some shapes we can make a square composed shape: it's a Tangram! We can even form figures like letters, animals and a man.

**Conclusion:** Pupils were actively participating to the different steps of the activity. They worked mostly in groups with growing interest as the work were going on.





## From the 'Percentage' to the 'Discount' (Italy)

**Aims/goals:** Understand the meaning of percentage discount. Learn how to calculate the percentage.

**Description:** Organizing a visit to one or more stores in times of sales; children can directly observe and take notes; writing questions in class; working in group or individually.

**Conclusion:** Use of the fraction in a real situation lets pupils live the necessity of knowing how to calculate it. It's important to learn the maths process then! Let's discover about percentage too and know what is the amount of the discount. It is easier and more motivating for the pupils to learn and even practicing and doing a lot of exercises in class is very interesting!



---

## Sporty Geomerty (Estonia, combined with P.E.)

**Aims/goals:** Learning about geometrical figures and knowing how to recognize and create them freehand with the help of different objects.

**Description:** Equipment - 20-30 jump ropes, 8-12 bollards (depending on the nr of pupils). The pupils are divided into teams, the jump ropes and bollards are handed out. Teams now have to create geometrical objects such as: equilateral triangle, right-angled triangle, square, rectangle, pentagon, hexagon, circle. First the teams have to mark the vertices of the objects with bollards, then form the full objects with jump ropes. After finishing each object the pupils can perform warm-up exercises with the help of the created objects ( stretching, run knee lift, shin lift, leg lift style around the objects).

**Conclusion:** The lesson is suitable for grades 3-5, but may also be interesting for older classes. You can substitute the bollards with any other ground marking objects - e.g. stones, boxes, bottles.



## Solving Logic Puzzles (Poland)

**Aims/goals:** To build ability of groupworking and co-operation; to raise and stimulate interest in Maths; to develop understanding of space and geometrical figures; to build up concentration skills and perseverance in solving tasks; to enable pupils to be in the fresh air.

**Description:** Choose mathematical puzzles that you want your pupils to practice: here 6 puzzles, one for every station; draw the grids with a chalk or prepare cardboard charts with tasks; copy the worksheet (1 for each group); decide how to put students into groups (3-4 pupils) and appoint leaders who will explain task at every station. Now divide pupils in groups, give a worksheet for each group, every group should complete each task. Students in groups start doing puzzles:

*Station 1 – Geometry: moving only four sticks, create 4 equilateral triangles*

*Station 2 – Magic squares: complete empty squares with numbers in such a way so that the sum of each row and each column equals 15*

*Station 3 – Tangram: using 8 triangles lay a figure shown in the pattern*

*Station 4 – Counting: move only one stick to make the equations true*

*Station 5 – Adding: write numbers 2, 4, 5, 7 in circles in such a way that the sums in vertical and horizontal lines make an odd number*

*Station 6 – Counting: put acorns/ chestnuts in the baskets in such a way that in every next basket there are 2 acorns more than in the previous one*

Now collect all the worksheets, provide feedback.

**Conclusion:** Pupils needed to cooperate to solve the puzzles as soon as they could. Large space in the playground allowed setting stations at long distance one from another, so one group didn't have a chance to look at another group's work. Movement increased pupils' motivation. Every group got a prize after completing all the tasks.





## Measuring and Calculating (Poland)

**Aims/goals:** To measure the chosen area and to calculate the cost of a fence, to count the steps from one place to another and to estimate the real distance, to draw a map of a place in a proper scale, to observe the shapes around the area, to study the built of a railway embankment, to measure the air purity.

**Description:** Choose and plan the route from the school to a specific place in the neighbourhood (church, park, monument, railway embankment, etc.); choose two places on the way from the finish point and plan there two stops on the way back so as the students can complete ex. 5; put these places in ex. 4; copy the worksheet (1 for each student); decide whether to put students into pairs or groups.

1) *Pupils will walk to several landmarks in the neighbourhood - put pupils in pairs or groups and explain the task, hand out 1 worksheet for every pupil.*

2) *Ask them to measure the length of their step and then count the steps from starting point (school) to the places on the way, finally tell them to add steps and calculate the real distance from the school.*

3) *Ask pupils to make a plan of their route from the school to the finish point. Tell them to create a map using the proper scale.*

4) *Ask pupils to choose the area to measure and do the task: How many metres of a mesh do you need to fence the chosen area? Count the cost of a fence if a running metre of the mesh costs 8 zł and stakes (which must be put into the ground every 3 metres) cost 12 zł each.*

5) *In a chosen place stop and ask pupils to find and bring to you examples of things in different shapes and textures: something soft, something sharp, something slippery, something round, something square, something with the worst and best smell, something human shaped, something 8-shaped.*

6) *Tell pupils to study the built of the railway embankment (or any other structure available). Ask them to describe as many details as possible (measurement, materials, construction techniques).*

7) *On the way back stop in the forest ( park). Pupils assess the air purity by observing the lichen on some deciduous trees.*

**Conclusion:** Realia and real life situations make pupils realise the need for studying maths. Work in groups enhance cooperation and communication, teaches pupils how to share tasks. Out of classroom teaching rises pupils motivation and is a chance to get to know the neighbourhood.



**Turkey**

# PHYSICAL EDUCATION

## Acrosport (Spain)

**Aims/goals:** To develop cooperative work. To investigate about other countries Educational System. To represent different shapes with their bodies.

**Description:** Our oldest students investigate about acrosport choreographies on the internet. They made groups and develop their own choreographies.

**Conclusion:** They really enjoy this activity that it is going to be part of our syllabus.



## Orienteering (Estonia)

**Aims/goals:** Developing the skills of orienteering in the forest according to the map; enhancing team work.

**Description:** Equipment - topographic maps of the forest, compass, worksheet. Control points in the forest are set and marked on the maps, in each point there is at least one teacher. They prepare tasks from their subjects for the pupils to solve. The classes are divided into teams and they gather in the start point. Each teams time gets measured to find out the fastest team. When done in a control point, the teacher makes a mark on the pupils worksheet and the team can go find a next point. After finding all control points and solving all tasks the teams run back to finish. Younger pupils (classes 1-4) can stay together in one team and find the control points with their teacher.

**Conclusion:** Team times in grades 1-4 and 5-12 (5-9) should be evaluated in different groups. Orienteering lesson can also be done in cities, parks and on open landscape.





## Games With the Use of Unconventional Utensils (Poland)

**Aims/goals:** To enhance cooperation in a group, to point out to benefits of active way of spending free time, to make use of everyday objects as sports utensils, to build team spirit in a class.

**Description:** Materials used - ringo (a rubber ring), skipping rope, bollards, newspapers, hula-hoops, 1,5 l. plastic bottles of water, 1kg ball heavy ball, two blankets, balloons filled with water.

1. *Tag in pairs: tag in pairs holding a ringo, net tag-pairs of pupils holding a ringo must catch another pair and form a "net" in which they catch other pairs.*

2. *Relay race with a skipping rope - students stand in a line, the first student runs, holding a skipping rope in his hand, towards a bollard, runs around it and comes back to the team, then another student joins holding a rope together with the first one; they run around the bollard and come back to make it possible for the third student to join and so on. When all students join in the race, they start to let go the rope in the same order as they joined. The team which finishes the race first is the winner.*

4. *Relay with a newspaper – every participant of a relay runs with a newspaper put on their chest, it's not allowed to press it with hands; after they run around the bollard, they pass the newspaper to the next student on the finish line.*

5. *Hula-hoop – a leader of each group stands in a circle; the other members of the team throw hula-hoops that the leader must catch with the body not using hands.*

6. *Bowling – tell students they must try to hit 1.5 l bottles of water with a 1kg medical ball, just like at a bowling alley; every student throws the ball twice.*

7. *"Volleyball" with blankets – teams play against each other on a volleyball court: Four members of each team hold every corner of the blanket, they try to catch the balloon filled with water (or the ball) thrown by the opposite team; failing to catch the balloon or throwing the balloon out of the court means losing turn; the team that scores 7 points first is the winner.*

**Conclusion:** Team competition enables pupils who are not so fit to participate on equal bases. Games with every-day objects show pupils that they can play sports anywhere, anytime, even when they don't have proper sport equipment.





## Kite Racing (Spain)

**Aims/goals:** To learn to make their own kites. To adapt their bodies movements to different conditions: wind, speed.

**Description:** Students had to make their own kites, they decided the design, size, material. Then we made kite racing on a windy day.

**Conclusion:** It is better not doing it when it is too windy.



---

## Turkey

# HISTORY

## The Viking Age (Norway)

**Aims/goals:** For grades 6-7. Learn about the everyday life on our island a thousand years ago. Find out how and where the Vikings travelled. Find out what they learned abroad.

**Description:** The pupils work in groups to find out where the Vikings travelled and what they learned from the people of other countries, what they sold and what they bought. We go to the king's grave to tell and act part of Grettis saga written on Iceland. We arrange a happening with activities from the Viking age; archery, Kubb, catapulting, songs and cooking.

**Conclusion:** We found out that our forefathers visited Iceland, Estonia, Poland, Spain, Italy and Turkey, bringing home important knowledge crucial to develop our newborn nation into a civilized society. We found traces of Vikings on our island.



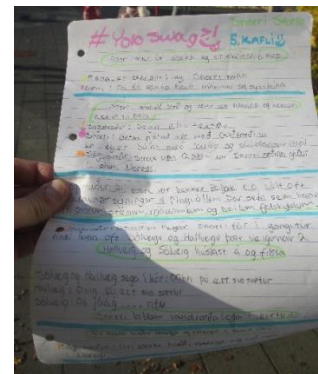
---

## Snorri Sturluson (Iceland)

**Aims/goals:** The 6th grade students learned about renowned Icelandic writer and scholar Snorri Sturluson who lived in Iceland in the years 1179-1241.

**Description:** The project started with a fieldtrip to a local historical museum which depicts daily life in Iceland in the middle ages, Snorri's life is a part of the museum. We read a book of Snorri's life and the students answered questions at the end of each chapter of the book. After that students were divided into groups. They were required to make a video based on the book and for that purpose each group got one Ipad to use for filming. The students had to: make a script; do the casting; act; film; create props and costumes; edit. Filming of the video took place outside: on the schoolground; by the creek by the school in the lavafield in the vicinity of the school; wherever within a walking distance from the school.

**Conclusion:** The results was a video based on the life of Snorri Sturluson.



## Carnival Around the World (Spain)

**Aims/goals:** To compare our carnivals with other important carnivals around the world. To represent different carnivals around the world and make parent participate in everyday school life.

**Description:** In our school, we decided to connect History and Art and Crafts with one of the most important festivals in Spain, Carnival. Each class chose a famous Carnival in the world (Cádiz, Venice, New Orleans and Rio de Janeiro). We researched about their history, music, costumes and traditions. Then students made their own costumes. We did a big assembly where each class presented their project to the other students and then we went out of the school for a parade for parents where each class sang traditional songs from each Carnival.

**Conclusion:** We have always celebrated carnival in our school, but doing it in a different way, using traditions from other countries, makes them conscious of different cultures.



---

## Visit at the 'Latin graves'- 'Tombe Latine' (Italy)

**Aims/goals:** Knowing about history of the area nearby the school through the visit to ancient ruins; learning about ancient Romans history and traditions; learning about arts in Romans time; learning ancient arts elements watching and examining rests; drawing elements and buildings of ancient Romans time.

**Description:** Visit to the ancient site. Collecting news about the ruins directly in the area. Observing aspects of the structures. Pupils drew with charcoal and chalk technique different aspects of the ancient buildings.

**Conclusion:** Pupils were active and very interested in the activity. They were motivated and proud of their results.





## Films at a Museum (Estonia)

**Aims/goals:** Introducing the history of cinematography and how films are made.

**Description:** For grades 2-6. The class takes a guided tour through the museum and the beginning of filmmaking is explained to them. The pupils watch two silent films and have a discussion with the guide about what makes silent films different. Also the first Estonian animated film (cartoon) „Kutsu Juku Seiklusid“ (The Adventures of Puppy Juku, eng) is shown to them. They get to sit on the original chairs from the first Estonian cinema. The pupils see old film-set equipment and props and are explained how to film animals in the nature.

**Conclusion:** This type of lesson can be proceeded in any cinematography museum or old cinema. Preparation with the help of a tour guide is suggested.



Sitting on the original chairs



Discovering old equipment

## Estonian History Museum (Estonia)

**Aims/goals:** Bringing history closer to through touching, feeling and exploring.

**Description:** For grades 2-5. The class takes a guided tour through the museum, where they are able to see models of old houses Estonians used to live in, see clothes from ancient time, touch and try on knights helmet and shield and see how a mummys hand looks like. The pupils also do a „dragon quest“, where different clues direct them to interesting items, prompting them to ask questions and offer answers, they also have to find dragons from different exhibits. Special worksheets with tasks are handed out to them.

**Conclusion:** This type of lesson can be proceeded in any history or open air museum. Preparation with the help of a tour guide is suggested.



Finding the answers



Wearing a helmet and a shield

## Life of Primitive People (Poland)

**Aims/goals:** Learning about life of cavepeople; pupils learn about methods of hunting; everyday activities of our ancestors; pupils try to communicate with the use of gestures and cave paintings.

### Description:

Activity 1 - pupils listened to the story " Mammoth hunting".

Activity 2 - pupils discussed on the text considering activities described in the story.

Activity 3 - pupils were divided into groups and mimed the scenes of everyday activities – other groups guessed what they were presenting. Activities to be presented: animal hunting; collecting forest fruit, roots, nuts, etc; making fire; making tools and jewellery; shack building; land cultivating.

Activity 4 - pupils made " cave paintings" with chalk and coal on packing paper.

Activity 5 – children tried to communicate using non - verbal methods: gestures, body language, making sounds.

**Conclusion:** Pupils could understand better what everyday life of primitive people looked like, they tried to imitate primitive ways of conveying messages, they were involved in different kind of activities like listening, drawing, movement, drama, which helped to remember information better.



## Ancient Anatolian Civilizations (Turkey)

**Aims/goals:** Recognizing ancient Anatolians Civilization. Knowing ancient Anatolians Civilizations' characteristics. Drawing the map of ancient Anatolian Civilizations.

**Description:** First of all, the task was told as a theoretical way for the pupils by the teacher of Social science (studies). On the second floor at school, the map of ancient Anatolian civilizations is shown on the wall and the pupils drew the map dividing into parts. After drawing the map, the pupils showed the ancient Anatolians civilizations locations by coloring these parts on map. Some of the students helped to take photos and videos of this activity.





# ART & CRAFTS

## Looking for Art in the Local Church (Norway)

**Aims/goals:** For grade 1. Know a little about the art in our local church. Art in Christian traditions. Know that the church is about 175 years old. Draw and paint some of the art.

**Description:** We walked to the local church. We used time to look around , talk about the art. All the pupils chose one thing they would like to draw and paint. We took photos and printed them. Then it was time to work back at school.

**Conclusion:** The pupils really loved the exercise. They know a little about the art in our church, and a little about local history. Later they will learn more- this is a start.



## Building and Painting Houses in the Snow (Norway)

**Aims/goals:** For grades 1-7. Know the form/shape and history of nine different buildings in Poland, Italy, Turkey, Spain, Estonia and Iceland.

**Description:** Pupils were divided into mixed-aged groups. The groups were presented for their countries, their buildings, their architects, their artists and the history behind the buildings. The groups made a model of the building. In the end they coloured the buildings with watercolors and presented their work to the other pupils.

**Conclusion:** By building three-dimensional models, the pupils learned about different geometrical figures and how these are used in constructions. They learned history through practical activity.





## Paint in the Snow (Iceland)

**Aims/goals:** The goal is to have fun and discover the wonderful world of colors and sculpting in different materials.

**Description:** The 1st. graders in Flataskoli had the chance to go outdoors during the wintertime to do some artwork. We had in mind the abstract artist Pollock and how he can do some random splatters and it's art! We then combine the painting with sculpting. You need: tempera paint or food colour (only the primary colors); water; paint brushes; jars or recycled plastic container from yogurt to put the color in. How to do: put colors in seperated jars (yellow, red and blue), because they are supposed to find out for them selves, what happens when the colors blend during the painting. Do some minimum demonstration with the painting and off they go.

**Conclusion:** They had the freedom to choose if they wanted to work in a group or alone.



---

## Recycling Paper (Spain)

**Aims/goals:** To learn how can we recycle in everyday life. To take care of our environment.

**Description:** We have been working on an inventions proyect - we have recycled paper.

What You do:

1. Tear the scrap paper into tiny pieces and soak them in a bucket of hot water for about 30 minutes. Put a handful of the soaked paper and a glass of water into the blender and mix until mush.
2. Put a cloth in a pan and pour the blended pulp into it. Cover with another cloth and press out. Let the water drain. Let the pulp dry for at least 24 hours.
3. Once it is dry, use the newly made paper to create greeting cards for your friends and family

**Conclusion:** Use an old blender, ours is not working anymore, too much paper for it.



## Nuts Project (Spain)

**Aims/goals:** To use seasonal nuts to make games. To enhance coordination and target practice.

**Description:** Making bullseyes where they have to score walnuts and chestnut.



## We, Modern Children in Ancient Greece (Italy, combined with history)

**Aims/goals:** Reading and understanding historic-narrative texts in English language. Choosing materials and techniques to make models of ancient toys. Learning history and customs of ancient Greece. Promoting cooperation among children. Having lessons actively out of the classrooms in different places through very different activities.

**Description:** In classroom children read informative texts in English language. They chose some models of toys to construct and some amusing games to play. They made model toys with different materials. In the playground children simulated playing the games and with toys. Children read informative texts in English language. They chose some models of toys to construct and some amusing games to play. They made model toys with different materials.

**Conclusion:** Pupils learned about history while learning English; learned about way of life of ancient Greek; followed instructions to make the toys models; knew rules of games and played them; experienced art, fantasy, amusement and collaboration.





## Draw What You Hear (Estonia)

**Aims/goals:** Enhancing functional listening and imagination.

**Description:** For grades 1-3. Equipment: Fairytale/story book, paper, colour pencils, crayons, markers. The pupils take their drawing equipment and go to the school library, where the librarian or the teacher introduce them the task. An interesting story full of different characters and facts is read out loud to them. For our pupils it was a story from the book of monster stories and poems. After listening the pupils start drawing what happened in the story and what the characters look like in their imagination. The task is to remember as many things as they can. When finished, everyone shows their work and explain what and who was drawn.

**Conclusion:** The task was very fun for the children and they enjoyed to listen and to draw. The fairy tale or story should be age appropriate for the pupils to understand and to remember the facts.



## Finding Values (Estonia)

**Aims/goal:** Enhancing values in life at school and at home.

**Description:** For grades 8-9. The lesson consists of two parts. First the class has a discussion about the values important for their lives and behaviour at school and at home. They note down different words for values and discuss about each. Our 9th class pupils had a specific discussion about empathy, here are a few values they associated to that - tolerance, love, caring, appreciation, sense of obligation, helpfulness, understanding. Then the pupils go outside to find the values that were just noted down together. Pupils have to find applicable situations and then photograph these. When finished, the pupils present and explain their photos to their classmates.

**Conclusion:** Lesson needs two consecutive school-lessons. Photos can be presented at an exhibition for the whole school and parents.



## So Close, So Beautiful (Poland)

**Aims/goals:** To encourage pupils to create their own work of art using natural materials, to make pupils sensitive to the beauty of surrounding nature, to develop creative thinking and observing, to enjoy time in the open air.

**Description:** Pupils go for a walk to the park, forest or any other attractive place of nature. They look for beautiful examples of nature around them. Next pupils make frames of paper. Pupils create a “gallery” of pictures: they try to capture beauty of the particular piece of nature by putting a frame on it. Photos of the “gallery” were taken by the teacher.

**Conclusion:** Pupils could notice how beautiful things nature create just by their side and appreciate it. They learned that one must take care of the environment not to spoil the beauty of it.



---

## Wizzard Castle – Imaginary Visions of Fairytale Castles (Poland)

**Aims/goals:** To make a picture out of imagination, to learn frottage technique, to make use of objects in our surrounding as ideas for work of art, to develop creativity and imagination, to benefit from spending time in the open air.

**Description:** Students walk around the school premises looking for interesting rough textures like: bricks, tree bark, concrete walls, wooden panels in the playground or even soles of their shoes. Students put paper on the surface they want to use in their picture and “print” it with the use of the crayon. Students finish up the picture adding elements to make a fairytale castle.

**Conclusion:** Pupils looked around the school premises seeking for typical objects that may be turned into “works of art”, built up their creativity skills, developed imagination and learned how to use frottage technique to make pictures.





## Linear Perspective (Poland)

**Aims/goals:** To learn drawing buildings using linear perspective. To benefit from spending time in the open air.

**Description:** Teacher tells pupils about history of perspective, shows examples. Teacher introduces rules of linear perspective. Pupils practice drawing the diagrams. Pupils go outdoors and try to sketch the school building from the height of the frog perspective. Presentation of the results of pupils' works.

**Conclusion:** Pupils could look at the building and sketch perspective of it from different angles. They learned how to make perspective drawings, the task was stimulating and challenging so after completion they had a great sense of achievement.



---

## Safety Helmets (Poland)

**Aims/goals:** To promote wearing safety helmets, to learn how to make papier mache, to boost group work, to benefit from being out in the open air.

**Description:** Pupils make papier mache from shredded newspapers, hot water and self-made glue (water and flour mixture). Pupils put the wet paper pulp on the big ball to form a shape of a helmet. The models get dry for several weeks. Dry models of helmets are then painted with the spray-paint.

**Conclusion:** Pupils could make a large-scale models of helmets – it would be difficult in the classroom both to form them and to spray them with paint. It was stimulating for pupils to work actively on a common project. The project made pupils aware how important is wearing safety helmets while riding a bike or skateboarding.



---

## The Silhouette of Istanbul (Turkey)

**Aims/goals:** Knowing the location and the city students live in. Recognizing historical and cultural monuments (works) students live nearby. Drawing historical and cultural monuments (works) on the wall.

**Description:** First of all, the task is told as a theory



for the pupils by the teacher. After drawing the silhouette of İstanbul on the wall outside on the school with the help of a stencil, the pupils painted the panorama. Then the pupils detached the stencil on the wall and silhouette of İstanbul appeared. Some of the pupils and teachers helped to get photos and videos.





# ENGLISH LANGUAGE

## Learn about Halloween in English (Norway)

**Aims/goals:** Know about Halloween in other countries. Be able to talk and ask questions in English about a topic.

**Description:** One of the mothers came to school and told and learned us about Halloween. The pupils cut out a pumpkin and put a candle in it. They asked questions which they had prepared.

**Conclusion:** Exiting to learn about a topic they do not know that much about. They talked in English, they understood the answers! It was fun to do the pumpkin and to decorate the door and the walls for Halloween.



---

## What's the time? (Iceland, combined with P.E.)

**Aims/goals:** The goal was to learn how to tell time in English and how to write it correctly.

**Description:** In English we decided to integrate physical education and learning to tell the time in English. The students we divided into few groups and went outside to work in a game of orientation. The students worked together in groups of 5-6 students. They were required to move around the schoolground and find posters which showed ten different time settings. They were supposed to write down the time settings in English in a correct spelling. The ten posters came in two colours: Blue showing half past/to and and orange showing quarter to/past.

**Conclusion:** Fun and interesting. The first group to finish was the winner.



## The Dinosaurs Museum (Spain)

**Aims/goals:** To describe animals in English, how they are, what they can and can't do. To create a museum in class. To make parents participate in the class.

**Description:** Our students have investigated about dinosaurs, once they have decided their favourite one they make their own one with their parents at home with their family, they can use all kinds of materials. At school we create a Dinosaurs Museum. Parents come to the museum and pupils guide them. Students presented their dinosaurs in English and recorded it on videos (<https://www.youtube.com/watch?v=x9aUrsVrW2E> [https://www.youtube.com/watch?v=qM7pC\\_2nIEY](https://www.youtube.com/watch?v=qM7pC_2nIEY)).

**Conclusion:** They were really excited guiding their parents and at the same time parents were very pleased visiting us at school.



---

## The Solar System Project (Spain)

**Aims/goals:** To develop their abilities for working in groups while speaking in English. To use the internet to research about a common topic. To discover the Solar System.

**Description:** Students decided to learn about the solar system and present their results in English in educational videos. We started with a brainstorm and decided what they wanted to investigate, they made groups and worked in class, at home and in the school library. Then they explained in class what they had learned (The phases of the moon project, the planets and the star that form The Solar System and the possible extraterrestrial life) and recorded the videos (<https://www.youtube.com/watch?v=fUtcAbT96qM> <https://www.youtube.com/watch?v=6Nr5Ro96ki0> <https://www.youtube.com/watch?v=7mgUPZJJAGE>).

**Conclusion:** The students were very nervous recording the videos but they got used to it soon.





## Let's Learn and Speak English Playing tales (Italy)

**Aims/goals:** learning English lively and as a spoken language; learning actively while playing; working in group; cooperating and sharing experiences; listening and understanding; English as a cross-curricular subject.

**Description:** In groups pupils had to organize a short performance of a traditional tale. They have to read the dialogue, decide the characters to be played by each member of the group and practice the role play. They have to organize a very simple set design and costumes. Some areas of the playground can be a good location for practicing while playing. Every group invites the others to it's own performance in the school theatre.

**Conclusion:** It was easy to read well known tales in English together in groups; We enjoyed to decide about which character each of us had to play; We could play the dialogues several times while playing in the school garden during our breaks; We learned easily by heart the dialogues while playing; It was exciting to play our tale to the other groups in the school theatre; We enjoyed disguising with simple masks or clothes; It was very simple to understand the tale performances of other groups even if in English.



---

## Schoolyard Scavenger Hunt (Estonia)

**Aims/goals:** Developing english skills through observation, exploring and team work.

**Description:** For grades 4-5. The pupils are organized into teams of 2-4, each team is provided with a bag, pencil and worksheet. Their task is to find and collect a list of items from the schoolyard. Things they cannot put into the bag they sketch on the worksheets. During the task the team members discuss in English to enhance their language skills in lively situations. When finished each team presents and explains their results.



List of items to „hunt“:

- Something that bounces
- A seed
- 5 pieces of garbage
- Something beautiful
- Something that makes noise
- Something soft
- Something smelly
- A chewed leay (not by you)
- Something wet
- Something yellow
- Something non-living
- Listen for a natural sound, describe it
- One living thing and watch move, imitate how it moves
- Something that you think is interesting
- Sketch something up high
- Sketch something down low

**Conclusion:** A tip - change the list when needed to match different (integrated) lessons.



## Lively Spelling (Poland)

**Aims/goals:** To practise English alphabet; to enhance pupils to learn spelling of simple English words, to increase motivation for studying English, to combine elements of physical activity with learning the alphabet, to introduce elements of competition - individual and in teams.

### Description:

1) Warm-up activity: TRUE/FALSE game

- Pupils stand along the line drawn with a chalk.
- Teacher shows flashcards to pupils with letters of alphabet and says the letter, from time to time deliberately makes a mistake.
- Pupils are supposed to jump to the other side of the line when the teacher makes a mistake or stay on the place if the letter is right.
- Pupils who make a mistake drop out and become teacher's helpers.

2) Activity 1 - Race in teams

- Pupils are divided into two teams and stand in two lines.
- Then, they compete in pairs to find the right letter of the alphabet drawn on the yard.
- The teacher says the letter and pupils from each team run to find it. The one who finds the letter first scores a point for their team.





### 3) Activity 2 – Spelling machine

- A square grid is filled with the letters of the alphabet.
- Pupils are divided into two teams. Each team is then split into two groups.
- Prepare cards with words that you want pupils to practice. Pupils from each group choose a number of the card.
- Pupils spell the word for the partner from their group. The other child needs to show the right letters with their feet and hands.
- The other children from their group need to say what word it is.



**Conclusion:** Pupils actively participated in the lesson, practiced naming letters of the alphabet in English. Due to competition and fun involved in activities pupils did their best to score most points for their teams. The lesson is a good way of revising any kind of vocabulary teacher wants students to practice and spelling of the words

---

## Turkey

# MOTHER TONGUE

## Week of Reading (Norway)

**Aims/goals:** For grades 1-7. Learn about Ivar Aasen, author-collector of words – creator of language. Read/play act from books and texts. Discover figures/persons in books. Out of classroom activities every day.

**Description:** Pupils were divided into mixed-aged groups from first to seventh classes.

*Monday:* Kick off for all pupils. Film and roleplay.

*Tuesday:* Drama, pupils acting stories from books.

*Wednesday:* Workshop doing eight stations. Example - wood, soft, lego, art.

*Thursday:* Outdoor activities. Orientation with tasks from the books and fairytales. Food - Vaffles.

*Friday:* Breakfast including bookcafe. Guests - Kindergarden. Pupils presented their work and got feedback and evaluation by fellow pupils.

**Conclusion:** Pupils helping pupils, positive models. Mixed ages very positive. Increased motivation for daily reading. Teachers experienced how important reading is in all subjects.



---

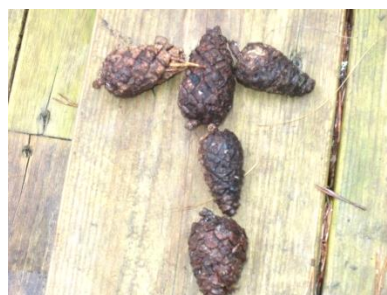
## Learn the Letter „T“ (Norway)

**Aims/goals:** For grade 1. Learn the shape of the letter T. Make the letter T in different materials found in the forest.

Search for things in the wood starting with the sound T ( tree,...)

**Description:** Suitable for 1st grade. We walked to the forest. The pupils had to make the letter T with different materials. They searched for things starting with the letter T.

**Conclusion:** A fun way to have focus on the letters and sounds. They have to use all their senses.





## The Day of the Icelandic Language (Iceland)

**Aims/goals:** The goal of this day is to increase the vocabulary of the students.

**Description:** The 16th of November each year is dedicated to the Icelandic language in Iceland – in Icelandic, „Dagur íslenskrar tungu“. The day is dedicated to the Icelandic poet Jónas Hallgrímsson. He was not only a poet, also a biologist and a creator of many words and terms that are now part of the Icelandic language.

*4-5 year old students sang a song to one of Jónas' poems and made a video.*

*1st grade students made musical notes of the song the 4-5 years old sang.*

*2nd grade students acted out a story written by Jónas while being filmed.*

*3rd grade students played with words. They used Jónas' name to make new words, using his full name resulting in about 80 words. The words were displayed on a fence in the schoolyard.*

*4th grade students went out and found different words to describe the weather. Then they made snowflakes out of paper, wrote the words on it and decorated.*

*5th grade students wrote up one word each? from a poem that was especially written to celebrate the day if the Icelandic language. The poem was put on display on a fence in the schoolyard.*

*The students in 5th, 6th and 7th grade also participated in a game of orientation. We put questions on a piece of paper in boxes and a map. The students were required to find the answers on the schoolground.*

*6th grade students found words that described and reflected the work Jónas had done during his life. Afterwards it was displayed on a fence in the schoolyard.*

*7th grade students made a rap video to one of Jónas' poem.*

**Conclusion:** Every student in the school participated in the project which took place outside. All the students were invited to Jónas' birthday party which took place in a grove on the schoolground.

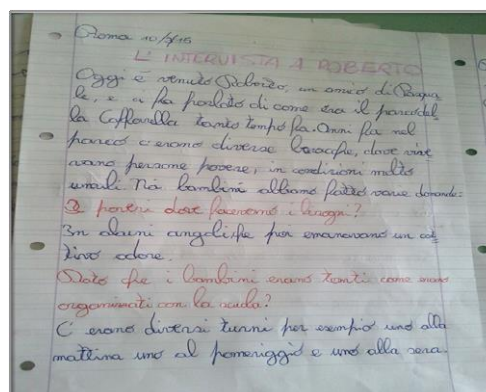


## Practicing Different Kinds of Text (Italy)

**Aims/goals:** Reading informative texts and extract needed information; taking notes of the most important information during a visit; rework and produce an informative text; producing descriptive texts; writing dialogue texts about the interview; producing reports.

**Description:** We visited, collected and learned information about a large free area next to the school, where there's also an ancient rest recently found. We thought about how to create a public place for every people relaxing, meeting and spending free time pleasantly and we described through drawings and texts our ideas and planning of it. We interviewed people that lived in the area since a long time in order to have other information and we wrote them in dialogues or reports. We produced reports about the activity.

**Conclusion:** We practically realized different way of using our language with right, proper and specific vocabulary and structure for each different kind of text.



## Looking for Lotte (Estonia)

**Aims/goals:** Enhancing functional reading, grammar skills and team work.

**Description:** For grades 2-4. The class reads the very famous Estonian children's book „Leiutajateküla Lotte“ („Lotte from Gadgetville“). After that they have a special Lotte-day at school, where the pupils dress up as their favourite character from the story and watch the film. Then they have a landscape game in the schoolyard. They are organized into teams of 3-4 and their task is to find answers for filling in a crossword puzzle about the story. 10 checkpoints are set up in the yard, each has a question or a clue for one answer in the crossword. The pupils have to figure out together what the correct words are and what cases they need to be in.

**Conclusion:** Use any children's story for the lesson, that has also been made into a film, but watching the film isn't obligatory. Lesson is perfect for classes that have just started to learn about cases in their mother tongue. It's also possible to do this lesson inside the school building (set the checkpoints on different floors, rooms, etc).



Solving the crossword puzzle



## Writing First Words (Poland)

**Aims/goals:** To practise writing first letters, to enhance pupils to learn spelling of simple Polish words, to combine elements of environmental studies with learning shapes of letters, to observe changes in nature in the autumn.

### Description:

1) Activity 1 – Looking for signs of autumn. Pupils go for a walk to the nearby park or forest with a teacher. Then, they collect autumn leaves, chestnuts, acorns etc.

2) Activity 2 – First letters. Teacher reminds pupils about the letters that they have learned so far and checks if they can recognize them. Pupils say what letter is shown on the card presented by the teacher. Then pupils try to recreate the shape of the letter with leaves or acorns. Pupils tell the teacher what words can be written with the letters that they got to know.

3) Activity 3 – First words. Teacher encourages pupils to lay leaves or acorns on the pavement to make simple words consisting with the letters they know. Other pupils try to read what word was “written”.

**Conclusion:** Pupils enjoyed the walk to the park and looking for signs of autumn. Pupils actively participated in the lesson, practiced naming letters. They concentrated on recognizing letters and recreating their shapes and were fully involved in activities.



---

## Candy Words (Spain)

**Aims/goals:** To develop pleasure for reading. To make parents to participate in the school daily live. To have fun reading with parents. To be conscious of others hándicaps and develop empathy.

**Description:** All students, teachers and parents have read “Palabras de Caramelo”. It’s a book about a deaf and dumb boy how lives in a refugee camp in Sahara desert. He works very hard and learns to read and write and at the end he becomes a writer.

After reading the book with their parents and at school, we did different workshops with students and parents:





1. *Cooking workshop: Students make letters with bread and syrup and wrote the most significant words from the book.*
2. *Sensory workshop: Students have to guess a sentence reading other student's lips. In this way they can understand how the main character of the book understood others.*
3. *Expression workshop: A student has to express an idea, action, object, person by miming or drawing but not talking as the main character did.*
4. *Writing workshop: Students rewrote a chapter transforming it into a comic.*
5. *Reading workshop: We decorated the library as an arabic Jaima and people from our community came and read a chapter of the book: the police officer, parents, the shop assistant.*

To see all our work go here:

[https://www.youtube.com/watch?v=cCrvO\\_GVvGc](https://www.youtube.com/watch?v=cCrvO_GVvGc)



---

## Turkey

# SCIENCE

## Looking for Low (Norway)

**Aims/goals:** For grades 6-7. Know the names of six different types of low. Be able to explain the difference between low and other plants. Learn to explain the terms symbiosis and photosynthesis.

**Description:** At school we had studied pictures and read in books about map low, beard low, yellow skin low, white bundle low, reindeer moss and brass low. Then it was time to find these species in their natural surroundings. The pupils were divided into groups of four and had to collect species and practice explaining the difference and similarities before presenting their result.

**Conclusion:** By touching the different species, feeling and smelling, pupils learn using many senses. They get exercise.



---

## Learn About the Season Spring (Norway)

**Aims/goals:** For grade 1. Learn about the season spring. Learn the names of 5 springflowers. Find sign of the spring. Learn about the difference between spring in March and May.

**Description:** We started inside talking about what they knew about the season spring, the months of the season. We went out in March searching for signs of the spring. Learned the names of the flowers we found, learned about buds. In May we did the same in the same area. Talked about the changes from March until May. Learned about trees and leaves in May. We learned 6 names of the flowers, wrote a mindmap + sentences about what we saw. Made a picture with 1 of the flowers.

**Conclusion:** We learned a lot about the season spring, and saw a big difference from March until May.



## The Three Tasks (Iceland)

**Aims/goals:** Examination of water samples. Measuring precipitation. Paper throwing.

### Description:

1. We went to the creek, to the shore and also to a geothermal beach, all of them located in the vicinity of our school. We brought jars to fill up with water and then we poured the water samples into test glasses. We used the water samples to find different life forms and to see how our water samples developed as the evaporated. The results were that when water from the test glasses had evaporated the samples looked very different but we did not find any lifeforms.

2. We wanted to measure precipitation within the time span of 24 hours. The students prepared pluviometers using a test tube and a funnel. We went outside and found a place to put the pluviometer in. We dug a hole to put the funnel and the measuring glass in. The next day we went back to check how the pluviometer had accumulated. The results were that there hadn't been any precipitation.

3. The students got the instructions to compete with each other on how long they could throw a piece of paper. In order to throw their sheet of paper as far as they could, they had to design something. Some students crumbled their sheet of paper and others really made an effort to make a paper shuttle. The winner of the contest had crumbled his sheet of paper.



---

## How to Classify Leaves (Italy)

**Aims/goals:** Knowing as leaf is a primary organ for the plants and for all living beings, learning about photosynthesis and how it is necessary for the life of us all, realizing the different types of leaves to classify in different ways, learning how to classify them according to the margin and shape.

**Description:** We collected leaves and observed them. We draw them and focused on the classification of the leaves according to their form.





## Gardening in the Schoolyard (Italy)

**Aims/goals:** Watching and knowing different kinds of plants. Discovering how a new plant grows from seeds. Knowing the steps of the photosynthesis. Understanding the idea of cycle and modification.

**Description:** We put seeds in small vases. We discovered how they grew. We put them in the ground. Here is our garden!



## The Greenhouse Effect (Spain)

**Aims/goals:** For grade 2. To reproduce the greenhouse in class. To reflect and think about possible solutions.

**Description:** Our 2nd grade students have been investigating about the greenhouse effect: what is it and causes, experiments and possible solutions. From the Internet they have learned that the greenhouse effect is a process by which thermal radiation from a planetary surface is absorbed by atmospheric greenhouse gases, it results in an elevation of the average surface temperatura. They have reflexed and debated about possible causes as: burning of fossil fuels, deforestation and industrial processes. They made their own greenhouse in art and crafts class and planted some seeds to see what happened and provoqued greenhouse effect in class. Some possible solutions for this world problema are: Use the bike not the car, solar and wind power, ecological agricultura.

**Conclusion:** It was a bir difficult to understand at the begining what the greenhouse effect is but ones the could reproduce it using their own greenhouse they caught it easily.



## The Life of a Caterpillar (Spain)

**Aims/goals:** To research about metamorphosis. To be conscious about how animals adapt to nature.

**Description:** In English lesson we watched a video about caterpillars and how they turn into butterflies. Students decided to grow up caterpillars in the class and make a report of it. This is what they have learned:

1. We went for a walk to the countryside and collected caterpillar eggs.
2. When they were born we fed them with mulberry leaves. Don't use any other leaf or they will die.
3. They eat a lot and grow up really fast. The more you feed them the bigger they become.
4. Some weeks later they go to sleep. They wrap themselves in a cocoon where the chrysalis change.
5. When the butterfly comes out they need heat to dry the wings and be able to fly.

**Conclusion:** It is much easier for students understand this process by being part of it. Now they are more conscious of being careful and don't disturb when they go to the countryside. Don't try this activity if you are not going to feed caterpillars with mulberry leaves.





## Plants Adapt to Life in Different Climatic Zones – Visit to Botanical Garden (Poland)

**Aims/goals:** For grades 5-6. To find the relationship between the characteristic construction of the plants and the conditions in a given climate zone.

### Description:

1. Pupils were divided into inter-class teams and each group was given a worksheet to complete.
2. They were given simple tasks requiring follow-up (eg., to sketch a blooming cacao plant) and collect information (eg. How to reproduce living stones?) about the plants living in different landscapes in the world.
3. During the tour around the greenhouse, students looked for answers to their tasks by direct observation and conversation with a guide of botanical garden.

**Conclusion:** At school there was a presentation of exploration results and discussion during a slide show of selected tropical and subtropical plants.



---

## Mazovia landscape (Poland)

**Aims/goals:** For grade 5. Pupils learn about factors that shaped the Mazovian landscape. Pupils learn how the river current influences its shape. Pupils gain practical map reading skills. Pupils practice English vocabulary on the topic.

### Description:

- 1) The class is divided into five groups, leaders for every station are appointed (they explain, observe and help to do the task).
- 2) One worksheet with tasks for all stations is given to every group – groups need to collect stamps approving task realization.
- 3) Station 1 - Kampinoski National Park – pupils need to use a map to model sand dunes and decide what type of trees can grow there.
- 4) Station 2 – Warsaw - using Warsaw tourists leaflet, a map and appropriate scale pupils were to





draw on a pavement a route from one tourist destination in Warsaw to another, later they told about chosen tourist attractions.

5) Station 3 - Natural valley of the Vistula River - students discussed the course of the river and then showed how the river flows and meanders in the special dish filled with sand and the water hose. Next they did a quiz about rivers in English.

6) Station 4 - Agriculture in Mazovia – pupils needed to dig a hole in the ground, analyze the layers of soil and create soil profile on a worksheet.

7) Station 5 – English language tree- pupils were supposed to provide answers to some questions about trees in English – when in doubt they could look for the answers written on the paper leaves hung on a tree.

**Conclusion:** Hands –on learning helped pupils to understand how rivers flow and shape the landscape, what the soil profile shows and what kind of plants and trees can be grown, they could practice the new English vocabulary in context. Pupils were well motivated and completing all tasks was seen as challenge, therefore enhanced cooperation and group work.



---

## Moving Around the Calendar (Poland)

**Aims/goals:** For grade 1. Giving children the possibility to express themselves in happy movement and to relieve tensions. Exercising pace, agility and reflex. Letting the pupils understand how we can communicate through movement - by mimics, gestures, motion. Solidifying knowledge about the calendar and the changes of the season. Bringing out and enhancing positive associations concerning gaining knowledge by learning through fun and outside of the classroom.

### Description:

1. Pupils gather with the teacher on the school yard around a big circle diagram drawn with chalk on the asphalt. The diagram is divided into 12 parts. The pupils get number tags (from 1-12) and stick them to their clothes. The whole group repeats the names of the



months in a year. The child that has the number of a certain month, writes it's name down in to the diagram. The children group each month to one of the four seasons. They mark the beginning and end of the year. They take notice that the beginning of the year isn't automatically the beginning of a new season (winter starts earlier).

## 2. Motion game „Running months“:

When the teacher plays the tambourine, the children are allowed to move as they wish around the sidewalk. The rhythm of the instrument „tells“ them how fast they should move. When the sound ends, the pupils must run as fast as they can to the place of „their“ in the circle diagram. Possible variant: We „call out“ only months starting with a certain letter, or ending with a certain amount of days. We repeat the game a couple of times.

## 3. Motion game: „Calendar Treasure“:

When the pupils hear: „Start!“ they have to run quickly to a certain place within the school yard, where a pile of chestnuts is layed out for them. During an appointed amount odd seconds (eg 10) each child must take one „forrest treasure“ and run back to it's place in the diagram and decorate „their“ month. We repeat the game a couple of times.

## 4. Motion game „What do we do this time of the year?“

We divide the pupils into 4 groups that represent the 4 seasons. Each group takes it's place in a area of the sidewalk, marked by the teacher earlier with chalk (with I for winter, II for spring,...). Each group presents their season with gestures:

I) Winter: stamping their feet and rubbing their hands,

II) Spring: picking flowers,

III) Summer: skipping with jump ropes,

IV)Autumn: Jumping over puddles.

When the teacher shouts: Start!“ - each group plays their role. When the teacher shouts: „Change!“, the teams change their positions, accordingly to the calendar year (winter runs to spring, spring to autumn and so on..)When they hear „Start!“ again, they must fit into a new role.



**Conclusion:** Pupils did a lot of energetic activities which they enjoyed and caught the rules of the calendar through fun and game very quickly. They learned that communication could be done through movement, gestures and mimics.



## Discovering Energy (Estonia)

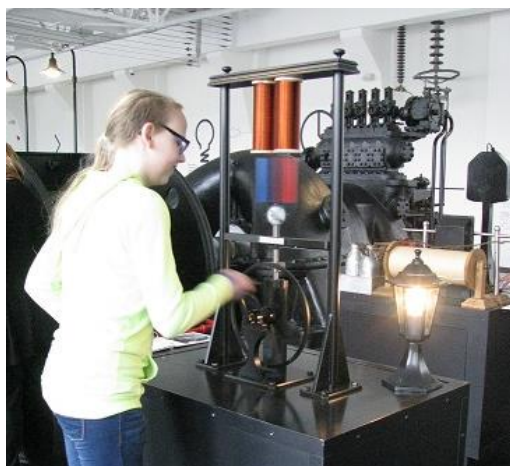
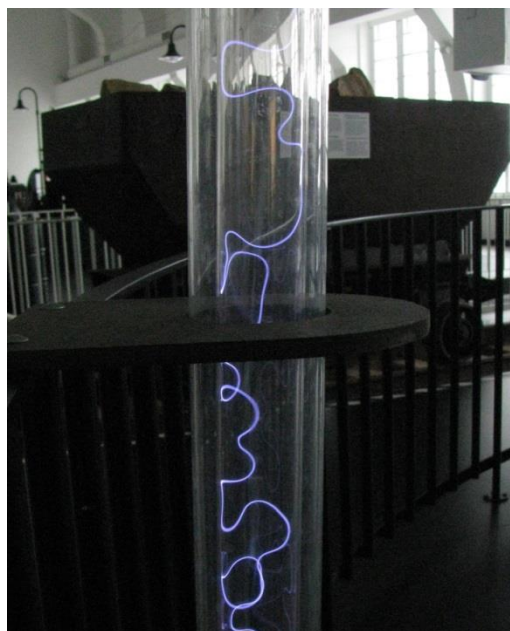
**Aims/goals:** For grades 5-7. Learning about energy through playing and discovering.

**Description:** The class takes a study tour to the Energy Discovery Centre in Tallinn, which has a partnership with schools and all the exhibits and programmes are built up on Estonian school curriculum. First a lightning demonstration is shown to the class, where it's possible to see 3-meter lightning bolts. It is done in a special cage to keep the visitors safe. Then the class discovers different exhibits in the centre. They can turn the handle of a generator and see how as a light bulb turns on; they can press themselves against a radiation measuring machine and listen to the clicks of the nuclear particle counters their bodies have; they can see and feel how static electricity makes their hair rise up in the air. To finish the study tour the class goes into a science classroom to build their own little steamboats.

For the making the steamboat you need – paper, cardboard, scissors, string, glass test tube, small metal tube, tea candle.

- 1) *Fold the paper into a boat*
- 2) *Create a support-holder for the test tube out of thicker paper*
- 3) *Wrap the string around the metal tube (so thick as needed for it to stay tight in the test tube)*
- 4) *Stick the metal tube with string carefully into the test tube*
- 5) *Fill the glass test tube with 2 tablespoons of warm water through the metal tube (needs patience)*
- 6) *Place the test tube into the support-holder (the closed end slightly lower than the open end to keep the water inside)*
- 7) *Place the tea candle under the closed end of the test tube*
- 8) *Put the boat on water (in a bath or a bigger bowl)*
- 9) *Light the candle and observ the boat starting to move around (be careful with the hot steam coming through the metal tube)*

**Conclusion:** Making the steamboat with younger pupils needs supervision. The test tube can only be out of glass, plastic ones will melt in the heat.





Turkey

