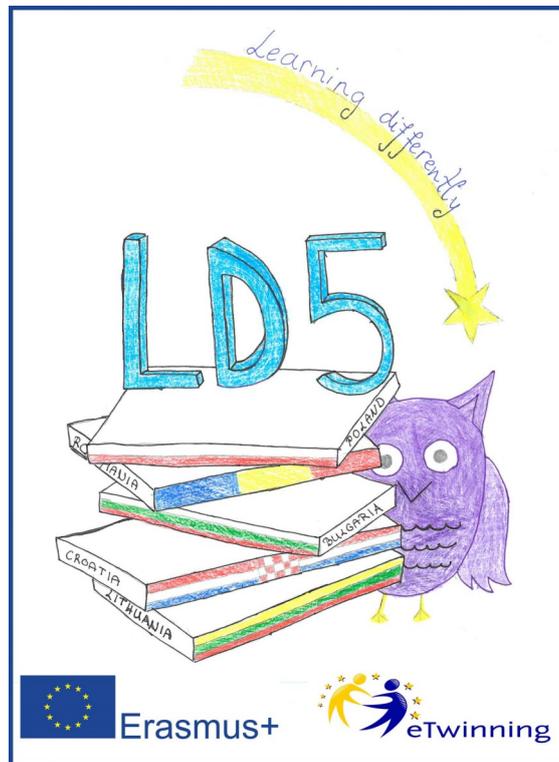




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„Erasmus+“ Programme's School Exchange Partnership project „Learning Differently!“
No. 2018-1-LT01-KA229-047007

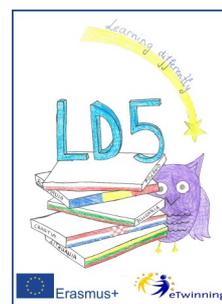
THE METHODOLOGICAL E-PUBLICATION “LEARNING DIFFERENTLY”



2018-2020 (2021)



Erasmus+



Project information

„Erasmus+“ Programme’s School Exchange Partnership project „Learning Differently!“
No. 2018-1-LT01-KA229-047007

The Project has been funded by the „Erasmus+“ Programme.

This Project has been funded with support from the European Commission.

This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Partners:

- ◆ Vtoro OU „Nikola I. Vapcarov“, Bulgaria
- ◆ Osnovna škola Pušća, Croatia
- ◆ Klaipėdos Gedminų progimnazija, Lithuania
- ◆ Szkoła Podstawowa nr 5 im. Ksiedza Jana Twardowskiego, Poland
- ◆ Scoala Gimnaziala nr.17 Botosani, Romania

The aim of this project - to improve students' reading and writing skills.

TwinSpace
<https://twinspace.etwinning.net/71984/home>

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2018-2020 (2021)



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„Erasmus+“ Programme’s School Exchange Partnership project „Learning Differently!“

For a teacher in the modern volatile world is not enough to provide knowledge to students but it is also very important to arouse their creative power as well as spread moral values. We are very delighted that schools from five countries united for working together in „Erasmus+“ Programme’s School Exchange Partnership project „Learning Differently!“

European schools faced with writing and reading skills challenges, and these skills are developed in various ways. The aim of this project is to understand better the diversity of education, to share and apply best practices by developing flexible multicultural support for writing and reading abilities in all lessons using innovative methods, strategies and tools. It is very important for partner schools to develop reading and writing skills in an innovative and efficient way.

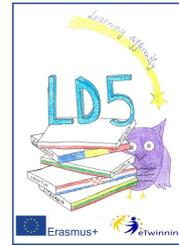
We would like to give special thanks to our students and teachers for their hard work, energy, creativity, support, guidance, assistance and time preparing this edition.

Thanks to everyone who made a contribution on this Project.





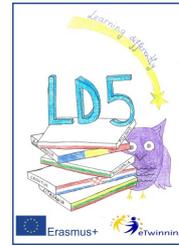
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**„Erasmus+“ Programme’s School Exchange Partnership project
„Learning Differently!“**

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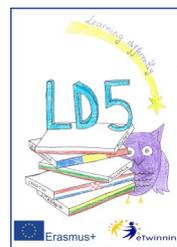


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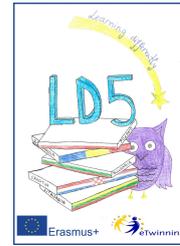


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Chapter 1 Lessons plans



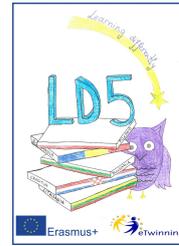


Bulgaria
Vtoro OU „Nikola I. Vapcarov“

Subject (s)	History and civilization
Topic	Cultural heritage of Ancient Thracia
Aims of the lesson	Students will be able to: 1) understand that except the monuments of material culture, Thracian heritage includes immaterial elements like rites and holidays, which show cultural continuity in the history of the Bulgarian land; 2) give the meaning to Thracian treasure not only as a thing of great value but as unique monument of culture; 3) develop skills to obtain information from pictures; 4) develop their imagination by the use of observation and description of object
Age of students	12-13
Time	40 minutes
Methods	Observation, lecture, group work
Teaching resources	PPT presentation, textbook, atlas, maps
Activities	1. Introduction- Teacher introduces the new topic. 2. PPT presentation- Teacher shows the PPT about Thracian tombs and treasures Doing a task - Students are divided into groups: First group: students write a text about life of Ancient Thracians. Second group: students write a text about the Golden treasure of Paganurishte. 3. At the end of the task the speakers of the two groups read the texts. The teacher comments them.
Differentiation	Students work in groups according to their abilities
Assessment, evaluation	The teacher gives the opportunity of the students to evaluate themselves. The teacher comments the students' work, shows their weak and strong points.



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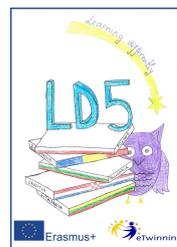
Bulgaria

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Subject (s)	Mathematics
Topic	Numbers and figures
Aims of the lesson	1) to find the relation between the main geometrical figures and the numbers; 2) which are the figure numbers?
Age of students	11-13
Time	50 minutes
Methods	Discussion, modeling a tangram, practical exercise
Teaching resources	Colour sheets, scissors, glue
Activities	1. Short annotation. 2. Preparing a tangram -legend demonstration -modeling. 3. Figure numbers: discussion -task. 4. Rebus numbers in the main geometrical figures. Logical tasks . 5. Funny illogical tasks
Differentiation	Work in groups
Assessment, evaluation	I reckon that I reached the goal and managed very well



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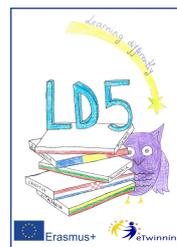
Bulgaria
Vtoro OU „Nikola I. Vapcarov“

Subject (s)	Physics
Topic	Sequential and parallel connection of electrical circuits
Aims of the lesson	<ol style="list-style-type: none"> 1) Students will create wire diagrams for their electric buildings; 2) students know the requirements for a circuit (closed, conducting loop & voltage source); 3) students can create circuits with resistors in parallel and series, and can describe how adding additional resistors affects the voltage, current, and effective resistance of that particular circuit configuration; 4) students know and can apply Ohm’s Law for circuits ($U = IR$)
Age of students	13-14
Time	40 minutes
Methods	Interactive methods in the teaching process: using a virtual lab, project-based task, experiment
Teaching resources	Computers, presentation materials, students work in a virtual lab in a computer room
Activities	<ol style="list-style-type: none"> 1. Students are asked to respond these questions: <ol style="list-style-type: none"> a) Do you think the electrical appliances in your house/apartment are in series or in parallel with each other? How do you know? b) How do you think electricians know how to correctly install lights and electrical outlets in a building? 2. Teacher provides support (as needed) in guiding students towards creating the correct wire diagram for the electric building (One switch controls a single lamp, one switch controls two lamps in series, and one switch controls three lamps in series, with all three branches in parallel with each other, connected to voltage source). 3. Pupils test the schemas in the site for physical simulations. 4. Students submit wire diagrams to “The City Inspector” (the teacher) for approval. Homework/ with the help of parents/: Students create a design poster, selling their house to the public, explaining the purpose of each room and the theme of the entire building. The design of the poster must include an approved electrical circuit and floor plan, facade and drawings of the house
Differentiation	Working in a group of two. When grouping is used, the difference between the members of the group is used: drawing, linking the chains, and presenting the result
Assessment, evaluation	By sending the result, each participant sends a emoticon illustrating the attitude towards the subject and tasks. The teacher assesses the diagrams and performance of students and homework with an average of qualitative and quantitative assessment



Bulgaria
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Subject (s)	Mathematics
Topic	Applying Proportions
Aims of the lesson	<p>Students:</p> <ul style="list-style-type: none"> a) be familiar with the concept of "proportion" and related concepts; b) know the properties of the ratio; c) apply knowledge about proportions in practical tasks; d) can represent and use the same amount as ratio, percentage or regular fractions; e) be able to read, organize and interpret information provided by diagrams and tables; f) can solve problems of different types and understand the application of proportions in different types of tasks
Age of students	12-13
Time	40 minutes
Methods	Problematic situations gaming method discussion
Teaching resources	Worksheets, multimedia, presentation
Activities	<p>1 part</p> <p>1. Fill out the missed words:</p> <ul style="list-style-type: none"> a) The division of two numbers is called b) Two equal relations associated with the sign "=" are called <p>2 .Use the basic property of the proportions and check whether it is true:</p> <p>a) $\frac{2}{7} = \frac{6}{21}$</p> <p>b) $3 : 7 = 5 : 9$</p> <p>B) $\frac{1,2}{8} = \frac{0,6}{4}$</p>



Bulgaria
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Activities

3 Find the fourth proportional x if:

a) $\frac{3}{4} = \frac{x}{8}$

б) $\frac{0,2}{4} = \frac{0,3}{x}$

в) $\frac{x}{3} = \frac{2}{\frac{1}{3}}$

Verification of the acquired knowledge and skills for the new concepts, application the basic property of the proportions and the finding of an unknown member of the proportion.

2 part

1. Apply proportions in text tasks where one of the dimensions is known and the other dimension is searched.

1) The parsley contains vitamin A and vitamin C in a 1: 15 ratio. How many milligrams of vitamin A have in parsley containing 45 milligrams of vitamin C?

2) In the 6th grade boys girls are in a 3: 5 ratio. The number of boys is 12 years. What is the number of girls?

 За да получите розова боя, трябва да смесите бяла и червена боя в съотношение бяла : червена = 5 : 2.



Имаме 15 кутии бяла боя. Колко кутии червена боя са ни необходими?
Изберете правилния отговор.

2 3 5 6 10

Имаме 4 кутии червена боя. Колко кутии бяла боя са ни необходими?
Изберете правилния отговор.

5 10 12 15 20

Individual work on the worksheet

Bulgaria
Vtoro OU „Nikola I. Vapcarov“

Activities

2. Apply proportions to text tasks where the sum of dimensions included in a link is known and one or all of them .

Намерете две числа a и b в отношение 2:5, чийто сбор е 63.

$a = \square$



$b = \square$



One large bowl contains 6300 nuts of different kinds. There is a reward for the person who knows the number closest to the number of peanuts in the pot. If you look at a small sample, you notice that the ratio of peanuts to the other nuts is about 3: 4. Based on this information, calculate approximately how many peanuts are in the bowl?

One class has 32 students. When asked what kind of movies they like, the answers were 3: 4: 1 respectively for comedy, adventure and natural sciences.

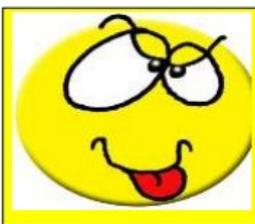
Fill the empty spaces in the vertical axis

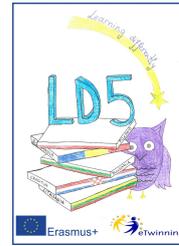


Differentiation

Tasks are of varying difficulty. Students are given the opportunity to work on each of them, graded by difficulty

Assessment, evaluation

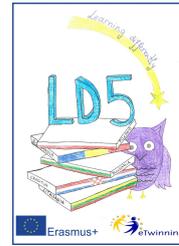




Bulgaria

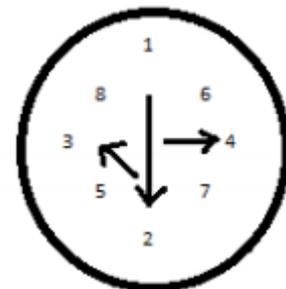
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Subject (s)	Technologies and entrepreneurship lesson
Topic	Quilling
Aims of the lesson	1) Developing creative skills; 2) improving the fine motor skills; 3) establishing patience and skillfulness; 4) establishing sense of beauty
Age of students	12-13
Time	80 minutes
Methods	Verbal, demonstrative, practical
Teaching resources	Paper, quilling bands, quilling tools, glue
Activities	1. Presentation. 2. Introduction to the topic. 3. Discussion. 4. Dividing into groups. 5. Demonstration. 6. Working process. 7. Completion of the task. 8. Help and creativity -flags -faces -flowers -animals 9. Summary of work and evaluation
Differentiation	Dividing into groups
Assessment, evaluation	Summarising the result Excellent mark



Bulgaria Vtoro OU „Nikola I. Vapcarov“

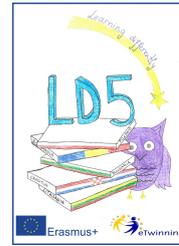
Subject (s)	Physical education and sport
Topic	Let's learn English with sports
Aims of the lesson	1) Developing the motor activity of students with various sports exercises; 2) increasing language competences; 3) sharing and assigning responsibilities in team tasks
Age of students	11-13
Time	60 minutes
Methods	Spontaneous activity as a factor enriching psychomotor experiences of the child (student), imitative playing, method of imitative-fun, method of closed motor tasks, sports orientation, strategy games
Teaching resources	Stickers in different colors for each group, colored texts of the required parts
Activities	<p>1. Determining the teams. 2. Selecting a representative? 3. Distributing distinctive signs to the teams (self-adhesive foil over the right shoulder)</p> <p>Task 1. Find your distinctive signs and sign the card. Task 2. Find out team bracelets in colour ->.....</p> <p>Task 3 x 2 times 3.1. Find your 4-5 signs in colour.... 3.2. Put together the sentence in the right way</p> <p>Task 4. Make circles of 10 students each. Passing the balls by numbers</p>
Differentiation	Working in a group
Assessment, evaluation	The teacher evaluates the work of the students and thanks for cooperation and involvement



Bulgaria

Vtoro OU „Nikola I. Vapcarov“

Subject (s)	Information Technology
Topic	Basic rules, phases and activities for project development
Aims of the lesson	<p>Students should:</p> <ol style="list-style-type: none"> 1) determine what is a project; 2) to know and to be able to apply the technological resources for its implementation; 3) to seek information (including on the school website) for different projects; 4) realization of a project in a group or team, using the Internet and various media of information; 5) copies an object from one application to another; 6) respect copyright of the information used; 7) explains the nature of the licensing agreements Creative Commons and GPL indications associated with author
Age of students	13-14
Time	40+40+40 minutes
Methods	Practical work, work in team
Teaching resources	Computers software for the final product of the group: MS Office, Online tools, Web platform, school site Forms: Schedule of activities; Project Plan; Interviews / created in Word
Activities	<ol style="list-style-type: none"> 1. With the help of the teacher, the pupils are divided into 4 or 5 teams. 2. All the stages for the successful project are discussed . 3. Task: Search for information on various projects, including in the school and discussing the activities of these projects by each group. 4. Task: Discuss a problem in the group and formulate a topic. 5. Task: Allocation of responsibilities / with the help of the teacher / according to the interests and competencies of each member of the group. 6. Task: Work on the different stages of the project 7. Task: Making a final product. 8. Task: Presentation of the product and the results of the project. 9. Task: Presentation of the product and its results to class and teachers.
Differentiation	Group work and differentiation and self-differentiation
Assessment, evaluation	The evaluation of the projects is in several stages: assessment of work in class; assessment of work outside the classroom - studies, interviews, team meeting; assessment of presentation skills; applicability of project ideas . Part of the ideas developed: "We want a change in the education system", "We want pure nature", "Cultural Heritage of Bulgaria"



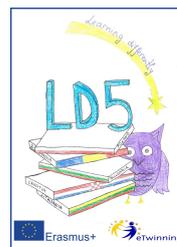
Bulgaria

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Subject (s)	Choreography
Topic	Presentation of folklore custom Koleduvane
Aims of the lesson	1) Familiarity with Bulgarian traditions and customs; 2) familiarity with the specifics of different folklore areas - clothing, songs, dances
Age of students	11-13
Time	60 minutes
Methods	Presentation, demonstration, game
Teaching resources	Bulgarian traditional costumes, musical instruments
Activities	1. Presentation of custom and peculiarities in different folklore areas. 2. Demonstration: Students in the choreographic class demonstrate a custom. 3. Different clothes in different folklore areas - demonstration with the participation of students from visiting countries. 4. Traditional Bulgarian folklore dances: Demonstration and implementation - participation of all partner schools
Differentiation	Tasks according to learning styles
Assessment, evaluation	The teacher evaluates the work of the students and thanks for cooperation and involvement



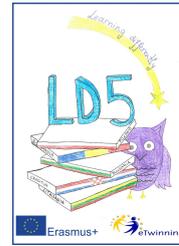
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Bulgaria

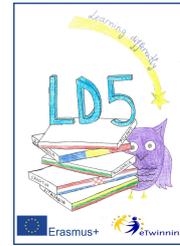
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Subject (s)	Art
Topic	Painting on sea stones
Aims of the lesson	1) Ability to work with natural materials; 2) opportunity to demonstrate creative skills
Age of students	12-13
Time	60 minutes
Methods	Discussion, demonstrative materials Students' creativity
Teaching resources	Sea stones, pencils, templates, books with ideas, crayons
Activities	1. Discussions. 2. Instructions for work with non-standard materials. 3. Viewing of the paintings on the stones. 4. Giving of the packages in which the stones are put and transported
Differentiation	-
Assessment, evaluation	Self evaluation



Bulgaria
Vtoro OU „Nikola I. Vapcarov“

Subject (s)	Art
Topic	Transformation
Aims of the lesson	1) Developing of creative skills of the students; 2) spatial thinking
Age of students	11-12
Time	40 minutes
Methods	Interactive method, application of skillfulness, transformation of form and content
Teaching resources	Paper, glue, scissors, crayons
Activities	1. Establishing communication with the students -introduction. 2. Presenting the task through folding, cutting and sticking. 3. Making a paper spatial model of a chair. 4. Completion of task: a) reasoning b) picture c) model-three levels of the task. 5. Summary, analysis, conclusion
Differentiation	The lesson contains three levels of the task to reach the target
Assessment, evaluation	Very good to excellent



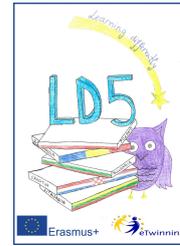
Croatia

Osnovna škola Pušća

Subject (s)	Natural science
Topic	Home
Aims of the lesson	1) To tell apart: home, house, apartment, habitation; 2) to understand the importance of living in your own home; 3) to understand the concept of safety in your own home; 4) to get to know different types of houses and habitations
Age of students	6-7
Time	45 minutes
Methods	Individual work, group work
Teaching resources	Plastic animals, world map, stones, styrofoam, paper, coloured paper, straws, hot glue, wooden blocks, dolls
Activities	1. Silent game- Place the animals into their habitats. 2. Sing a song about animals and their habitats. 3. Talk about what kind of home a human family needs. 4. Make houses from different materials typical for different countries (Croatia, Austria, Finland and Portugal). 5. Choose the best home for a family with kids
Differentiation	Tasks according to learning styles
Assessment, evaluation	Played a silent game. Sang a song. Talked about family needs. Made different homes. Chose the best home for our family



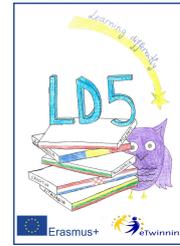
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Croatia

Osnovna škola Pušća

Subject (s)	Croatian language
Topic	Trial (playing rolls)
Aims of the lesson	Students will: 1) notice the features of a social narrative in a novel From the Big City Underground recognize and notice relationships between characters; 2) notice the motivation of the main character's actions; 3) determine the degree of moral guilt of the main character and the appropriate social responsibility (punishment) for the committed offense through the simulation of the trial by various procedures; 4) notice, connect and conclude how much the social environment and conditions in which we live and grow up influence our own choices and builds our character
Age of students	13-14
Time	90 minutes
Methods	Individual work (research), work in groups
Teaching resources	Digital sources, printed sources, novel, biography of the writer, computer
Activities	Introduction The students read a novel From the Big City Underground, which is dominated by social elements. Through interpretive analysis, students identify causal relationships in the development of the plot and the interrelationships between the characters. Middle part The emphasis is on the main character who, due to difficult life circumstances in an alcoholic state, unaware of what he is doing to death, beat his own daughter, his sweetheart. Students choose the roles they will represent in the Trial workshop (lawyers, prosecutors, witnesses, defendant, judges, jury). Once students are given their role they explore and prepare for their performance in the courtroom.

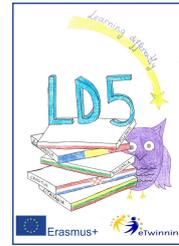


Croatia
Osnovna škola Pušća

Activities	<p>The aim of the trial is not to determine whether the main character is guilty (it is unquestionable that he is guilty) but to determine the responsibility and appropriate punishment for the act committed. Also, the role and responsibility of society and social institutions towards socially vulnerable groups will be discussed in the courtroom.</p> <p>Ending</p> <p>The students conclude the trial with the fact that the main punishment for the main character is to live with that knowledge for the rest of his life, even though his family forgives him for this unforgivable act since he feeds the family. Students conclude that the consequences of poverty often lead to other negative social phenomena such as alcoholism, mental and physical abuse, etc.</p>
Differentiation	-
Assessment, evaluation	<p>Heuristic talk</p> <p>Paper for evaluation of activities</p> <p>Conclusion</p> <p>Students notice that social institutions have a great role and responsibility in preventing such and similar forms of behavior. In addition to the above, the students recognized the responsibility of their own choice and the strength of will by which, despite and despite all adversity, we can overcome all obstacles.</p>



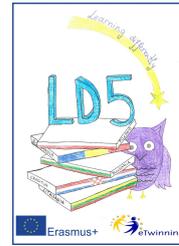
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Osnovna škola Pušća

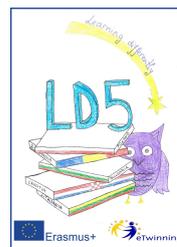
Subject (s)	Physical Education
Topic	Yoga
Aims of the lesson	Relaxing body and mind with yoga
Age of students	9-10
Time	20 minutes
Methods	Individual work
Teaching resources	CD player
Activities	1. Warming up – imitating the sound of rain - 3 minutes 2. Stretching- 15 minutes 3. Meditating- 5 minutes
Differentiation	Tasks according to learning styles
Assessment, evaluation	Stretching Meditating



Croatia

Osnovna škola Pušća

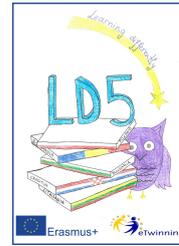
Subject (s)	Croatian language
Topic	Croatian Tales of Long Ago
Aims of the lesson	Students will: 1) define a term fairytale; 2) cite examples which confirm that a book is a fairytale; 3) say when and where the story is fairytale; 4) cite quotes from characters
Age of students	12-13
Time	45 + 45 minutes
Methods	Teacher's lecture, individual work, group work
Teaching resources	Literary work, reading diary, worksheet, paper, glue, board, chalk
Activities	1. Students write impressions about the book in one sentence on a piece of paper and after that they stick it on the board and talk about it. 2. Teacher informs students about Ivana Brlić Mažuranić, her fairytales and slavic mythology which inspired I. B. M. in writing. 3. Students connect different pieces of stories from Croatian Tales of Long Ago in order to get a story. Teacher walks around and checks. 4. a) Students are divided into groups. They come up with questions about the book for the other groups. b) Asking questions between groups – every team has 1 minute to answer to the questions. c) End: comparing and analyzing results.
Differentiation	Tasks according to learning styles
Assessment, evaluation	Heuristic conversation Reading diary Quiz – group work Paper for evaluating the group work



Croatia

Osnovna škola Pušća

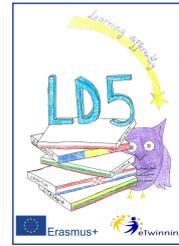
Subject (s)	History
Topic	The Legend of King Arthur
Aims of the lesson	Students will be able to: 1) name the characters from the legend of king Arthur and get to know one of the most famous British legends; 2) do a short quiz and a memory game regarding the legend; 3) compare their previous knowledge of the story to this version and also learn more about medieval times
Age of students	12-14
Time	45 minutes
Methods	Individual work, group work
Teaching resources	PPT presentation, quiz on paper, interactive board, memory game cards
Activities	1. Introduction – Teacher introduces the legend. 2. PPT presentation –T shows the PPT about the legend and explains the slides. 3. Doing a quiz – Individually, students do a short quiz with questions about the legend. 4. Memory game on the interactive board – Ss play a memory game in two groups. There are picture cards and name cards of the characters. The goal is to pair up more than the other group
Differentiation	Tasks according to learning styles
Assessment, evaluation	Heuristic conversation Quiz – individual work Memory game – group work



Croatia

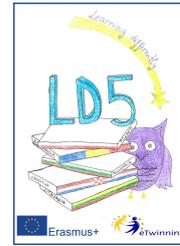
Osnovna škola Pušća

Subject (s)	Maths
Topic	Tangrams
Aims of the lesson	<p>Students will:</p> <ol style="list-style-type: none"> 1) explain what is Tangram; 2) get to know the history of Tangram; 3) get to know one of the legends about a Tangram; 4) identify the shape of each Tangram (geometric shapes); 5) get to know the rules of Tangram puzzles; 6) create different designs
Age of students	12-13
Time	45 minutes
Methods	Individual work, work in pairs
Teaching resources	PPT presentation, interactive board, paper Tangrams, scissors, glue, computers
Activities	<p>Introduction</p> <p>Activity 1 – Introduction into the topic</p> <p>T asks Ss if they know what is Tangram and then shows them big Tangram puzzles.</p> <p>T asks Ss what geometric shapes they know and gives them paper with pictures and names of different geometric shapes. Ss have to connect picture of each geometric shape with its name.</p> <p>Middle part</p> <p>Activity 2 – PPT presentation about the Tangrams</p> <p>Ss watch the PPT presentation and learn about the history and legend about a Tangram. T asks Ss to identify the shape of each Tangram. Ss observed two large triangles, one medium sized triangle, one square, two small triangles and one parallelogram. T introduces Ss with rules how to create different designs and shows them some ideas what they can put together.</p>



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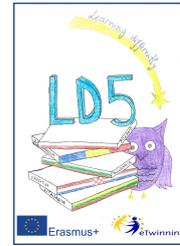
Activities	<p>Activity 3 – Creating different designs</p> <p>T has prepared paper Tangrams for students. Ss have to cut it through the lines and then create different designs (animals, trees, houses, people, etc.) or they can create some own artworks which they will glue on one big paper.</p> <p>Ending</p> <p>Ss will play online Tangram games on computers.</p>
Differentiation	-
Assessment, evaluation	<p>Heuristic talk</p> <p>Paper for evaluation of activities</p> <p>Conclusion</p> <p>Ss consolidate their knowledge of geometric shapes and they broaden their vocabulary. Ss understood all instructions, they were very creative and they enjoyed making their own artworks with geometric shapes.</p>



Lithuania

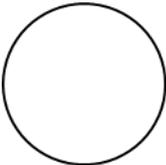
Klaipėdos Gedminų progimnazija

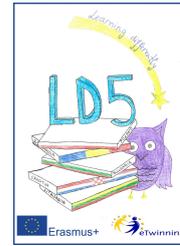
Subject (s)	Lithuanian language
Topic	Creating a story
Aims of the lesson	Using the given photos and the given beginnings of the story, students will be able to write the story individually, maintaining the structure of the story
Age of students	9-10
Time	45 minutes
Methods	Demonstration, interpretation, creative essays
Teaching resources	A presentation „Whose eyes?“
Activities	<ol style="list-style-type: none"> 1. The structure of storytelling is repeated. 2. Photos with different eyes are presented. 3. Possible beginnings of the story are given. (Not necessary to use them) 4. Individual work - students' creative activity. Storytelling. 5. Presentation of the created story
Differentiation	Students choose a photo with an eye individually. Can use the narrative structure scheme
Assessment, evaluation	The student will write how he/she evaluates his/her work: whether he/she maintained the narrative structure, what was the most successful and what was not, or whether he/she used pictorial expressions in writing



Lithuania

Klaipėdos Gedminų progimnazija

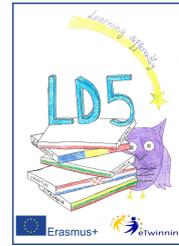
Subject (s)	Lithuanian language, Art, Technologies
Topic	Fairy tale
Aims of the lesson	1) Will be able to create a fairy tale and hand puppets in small groups; 2) using created dolls, will play a fairy tale for classmates
Age of students	9-10
Time	5 lessons: Two lessons for creating and rehearsal of a fairy tale (Lithuanian language) Two lessons for making the dolls (Art, Technologies) One lesson to play for classmates (Lithuanian language)
Methods	Demonstration, creative essays, technical modeling
Teaching resources	Gift bags, colored paper, screen.
Activities	1. Creating fairy tale in small groups. 2. Creating hand dolls (fairy tale characters) 3. Rehearsal (in groups). 4. Playing the fairy tale for the classmates
Differentiation	In a groups students of different abilities, where stronger students help the weaker
Assessment, evaluation	Self-evaluation method - „Traffic light“ How did you manage to work in the group? We worked well together - green We worked for ourselves - yellow We disagreed - in red 



Lithuania

Klaipėdos Gedminų progimnazija

Subject (s)	Lithuanian language
Topic	Sounds and letters, the sign of softness – not readable letter į
Aims of the lesson	1) Say and write words with a sign of softness; 2) using Blue Bot robots will program the path to the correct number of letters or sounds
Age of students	7-8
Time	35 minutes
Methods	Explaining, working in pairs
Teaching resources	Pictures, Blue Bot robots (1 for the pair), robot operation mat .
Activities	<ol style="list-style-type: none"> 1. The image is opened and the object is named. 2. The word is spelled and letters are written down. Sounds and letters are counted. Determines if a word has a softness mark - the non readable letter i. In such way, some examples are made. 3. Children are divided into pairs with the help of the app https://www.classdojo.com/. There is a robot and 3 cards with pictures for each pair. 4. Students write down their word, count sounds or letters (according to the task), find the right number on the activity mat, program the robot and perform test if it is done correctly. 5. At the end of the lesson, discuss how well you worked in a pair, how many words you examined correctly.
Differentiation	As students work in pairs, the stronger help the weaker
Assessment, evaluation	The teacher monitors the work of all the pairs and evaluates after each word by saying "That's right, you get a plus". If a group fails to complete a task from the first time - it is explained individually in order for the students to succeed. After the work, the children thank their partner for their cooperation



Lithuania

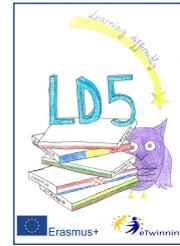
Klaipėdos Gedminų progimnazija

Subject (s)	Lithuanian language
Topic	Word formation
Aims of the lesson	Using letter cards, will be able to form words and word combinations
Age of students	7-8
Time	35 minutes
Methods	Elements of play, explanation, working in groups
Teaching resources	Sewn letter cards, interactive screen
Activities	<ol style="list-style-type: none"> 1. Scattered letters on the screen (Mozabook platform). Students have to form different possible words. 2. Interactive game “Hangman” https://learningapps.org/display?v=pnuia2grk20 3. Student divide into groups of 6. Each group gets a set of letters from which, when translated in turn, must form words and write them down. 4. The group that is the first to form 4 words and 1 word combination starts to clap (thus ending the activities of the other groups). Introduce their words and other groups tell you if they found those words
Differentiation	In groups where there are students of different abilities, stronger students help the weaker
Assessment, evaluation	Each group is invited to summarize: How did you manage to work in the group? Was everyone actively involved? Which member contributes the most?

Lithuania

Klaipėdos Gedminų progimnazija

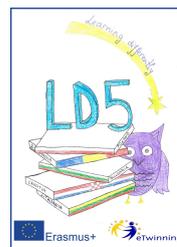
Subject (s)	Lithuanian language and literature
Topic	Adjective inflection and spelling
Aims of the lesson	1) Be able to inflect adjectives; 2) be able to determine the proper adverb inflection; 3) to be able to write adjectives correctly
Age of students	11-12
Time	45 minutes
Methods	Teacher's explanation, independent students' work, elements of play, practical tasks
Teaching resources	Literature textbook for 6th grade
Activities	<ol style="list-style-type: none"> 1. Homework is checked (grammatical analysis of the adjective). 2. Teacher's explanation of adjective change, emphasizing the combination of adjectives with nouns. 3. Play task "Find your noun": <ul style="list-style-type: none"> * 5 students pull out cards with written nouns of various forms; * the same number of students draw cards with written adjectives (singular form of the verb); * adjectives must find the noun which it most accurately describes and write a form consistent with the noun; * students write down the formed word combinations, indicate grammatical features. 4. Explanation of new material: inflection of adjective + noun. 5. Practical tasks (in the provided sheets). 6. For consolidation: interactive task (https://learningapps.org/watch?v=p6s4coji321) 7. Assignment of homework: choose nouns + adjectives from the book which is being read, indicate grammatical features: <ul style="list-style-type: none"> * advanced level - 9-10 word combinations; * proficient level - 6-8 word combinations; * basic level - 3-5 word combinations.
Differentiation	Children with special needs are allowed to use the provided templates and grammar tables, less tasks are assigned
Assessment, evaluation	Cumulative assessment



Lithuania

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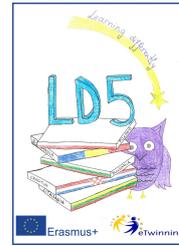
Subject (s)	Lithuanian language and literature
Topic	M. Twain "The Adventures of Tom Sawyer". The character of actors, their change and value of maturity. The creation of a comic book
Aims of the lesson	1) Discuss the character of the actors, their change, value of maturity; 2) create a comic book
Age of students	11-12
Time	45 minutes
Methods	Discussion, working in pairs; presentation, reflection "Words"
Teaching resources	Literature textbook for 5th grade
Activities	<p>1. Students discuss the character of the actors, their change, value of maturity.</p> <p>2. The task is to create a comic using the app https://www.pixton.com/ - a continuation of the section "Finding a Buried Treasure": to develop the course of the action by creating dialogue between the characters, revealing the actors' characters, the relationships between the actors, the intrigue. Rhetorical questions, rhetorical exclamations and emotionally compelling words must be used to persuade the language of characters'.</p> <p>3. Students present created comics.</p> <p>4. Reflection "Words":</p> <ul style="list-style-type: none"> * students for 2-3 min. writes individual words, phrases related to the topic of the lesson, discussions, activities; * at the end of writing time underline those words, phrases that would like to develop more; * using underlined words (keywords), optionally write a letter, invitation, advertisement at home
Differentiation	<ul style="list-style-type: none"> * Advanced level: The comic must consist of 10-12 scenes. * Proficient level: the comic must consist of 8-10 scenes. * Basic level: the comic must consist of 6-8 scenes.
Assessment, evaluation	Cumulative assessment



Lithuania

Klaipėdos Gedminų progimnazija

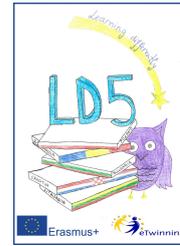
Subject (s)	Lithuanian language
Topic	Noun
Aims of the lesson	Make not less than 5 words from the given letters, sort out nouns, make a story, do the grammatical task according learning styles
Age of students	9-12
Time	45+45 minutes
Methods	Individual work, work in pairs, matrix, chain
Teaching resources	Word cards, matrixes, grammatical colouring task
Activities	<ol style="list-style-type: none"> 1. Within 3 minutes students draw as many words as possible. 2. Words are written on the board. 3. Working in pairs students select nouns. 4. Construct adjectives from the nouns. 5. Think of sentences using word combinations (noun + adjective). 6. Create a story (verbally); Chain method. 7. Create own story. 8. Underline nouns in written story. 9. Do the grammatical task according learning styles: <ol style="list-style-type: none"> a) matrix; b) grammatical parsing; c) writing nouns into pictures and colouring according the task; d) dialogue insertion into the story
Differentiation	Tasks according the learning styles
Assessment, evaluation	<ol style="list-style-type: none"> 1. Made ... words. 2. Properly chosen adjectives. 3. Created ... sentences. 4. Wrote the story. 5. Found nouns. 6. Completed grammatical task ...



Lithuania

Klaipėdos Gedminų progimnazija

Subject (s)	Lithuanian language
Topic	A story writing according series of pictures
Aims of the lesson	Using experience and given examples, students will be able to perform preparatory writing tasks and create sentences, and texts for given pictures
Age of students	7-8
Time	Lessons: 1st grade – 2 lessons 2nd grade – 3 lessons
Methods	Conversation, sorting, pair work, individual work, observation of characters, persistent questioning
Teaching resources	Handouts, a series of pictures
Activities	1st grade 1. Each student gets some pictures and words. You need to assign the right word to each picture. Once you find a pair, you need to think of a sentence. 2. Each student gets a text, reads and reflects on what he or she thinks is important in the text. Discuss about it with a friend, underline the most important words in the text which help to illustrate the text. Draws a drawing based on the underlined words. Describes what you can see, what you can touch, what you can hear, what you can smell while looking at your picture. and write it down.

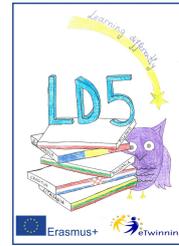


Lithuania
Klaipėdos Gedminų progimnazija

Activities	<p>2nd grade</p> <ol style="list-style-type: none"> In pairs students receive a series of pictures, cut and sort them correctly in order. After that they get a text and check whether they did it correctly. Based on pictures they retell the story to each other. Decide in pair, who of them is going to present the text for the rest of the class. On the board, the students see a series of pictures. Briefly discuss what is drawn in each. When characters are found, they describe what they do, how they look, how they behave. A name is given for a series of pictures. Collectively write 2-3 sentences for each picture. On the board, the students see a series of pictures. Briefly discuss what is drawn in each. When characters are found, they describe what they do, how they look, how they behave. A name is given for a series of pictures. For each picture, the children individually write 2-3 sentences.
Differentiation	<p>1st grade</p> <ol style="list-style-type: none"> Students who have writing difficulties, need to pair a picture and a word, and draw where that thing could be. Those, who write better - write at least 2 sentences. For students who have difficulty describing a picture in writing, describe their feelings orally. <p>2nd grade</p> <ol style="list-style-type: none"> Students who do not dare to tell the text to the whole class, choose a friend from the other couple and tell him. Students who have difficulty in writing, can write a sentence for each picture using the given words.
Assessment, evaluation	<p>Student evaluate themselves:</p> <p>“A traffic light” method, “Pizza” splitting in pair.</p> <p>I evaluate students orally, praise them. Children learn to praise each other for an interestingly written story. An exhibition of drawings and essays is organized, during which children glue smileys on the drawing or essay they like.</p>



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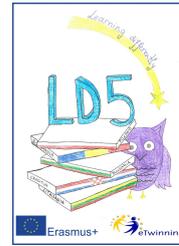
Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Subject (s)	English lesson
Topic	Present Simple questions – making questions
Aims of the lesson	Students: 1) construct general and wh- questions in Present Simple; 2) answer questions; 3) conduct a dialogue; 4) practice interrogative pronouns, among others how often, when, where and can use them in a sentence; 5) find certain information in the text heard; 6) can work in pairs and in the classroom; 7) obtain and transmits information and explanations
Age of students	10-11
Time	45 minutes
Methods	Presentation, interactive quiz, use of a web application, communication
Teaching resources	Interactive software for Brainy 5 handbook, Brainy 5 handbook, Kahoot app,
Activities	1. Greeting the students. 2. Informing the students about the topic and objectives of the lesson. 3. Interactive game with the Kahoot application, use of mobile phones. 4. Discussion of the Present Simple question structure using the Genially application. 5. Individual work on an interactive task in the Wordwall application. 6. Individual work - students independently create questions according to the described pattern, write them down in their notebooks. 7. Overview of creating short answers to general questions. 8. Group work - an interactive task in the Genially application. 9. Pair work - students ask each other previously prepared questions and give short answers to them.



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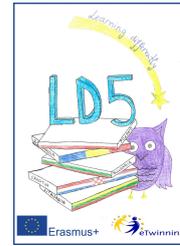
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Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Activities	<p>10. Working with the text while listening - students complete task 6 on page 51 in the textbook.</p> <p>11. Introduction of interrogative pronouns, use of pronouns in detailed questions - Wordwall and Genially.</p> <p>12. Individual work - students create detailed questions based on task 5 on page 51 in the textbook.</p>
Differentiation	Matching students in pairs so that each pair will succeed
Assessment, evaluation	Summary of the meaning of interrogative pronouns



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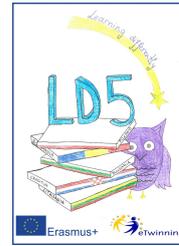
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Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Subject (s)	English
Topic	Make a tale - drawing and writing a story about Poland
Aims of the lesson	1) Developing the students' listening, reading and writing skills; 2) acquainting the students with the history and legends of Krakow in Poland; 3) revising vocabulary connected with the legends (e.g. dragon, castle, princess, prince, knight, king, lady, etc.)
Age of students	11-12
Time	60 minutes
Methods	Presentation, drawing, work in groups
Teaching resources	Whiteboard, interactive board, multimedia presentation about Krakow, audio recordings, costumes and requisites for actors, sheets of paper, speech bubbles for dialogues, crayons
Activities	<p>1. The teacher introduces the subject of the lesson and asks the students if they know the history and legends of Krakow. Then she informs them that they will see a multimedia presentation about Krakow, which was prepared by one student.</p> <p>2. The student presents it and tells some interesting facts about Krakow. The students have the opportunity to hear some local melodies.</p> <p>3. The teacher asks some questions about the buildings and the sculptures that can be seen in the presentation. After that the teacher invites the students to watch the performance. She asks the actors to act out a tale about the Dragon of Wawel. The task for the students is to watch and listen to it carefully. The actors present the legend.</p> <p>4. The students are to work in groups and read the comics about the legend of the Dragon of Wawel. They are to create completely different ending to the story. They can draw the new scenes and write the dialogues by their own.</p>



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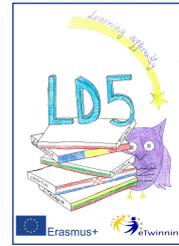
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Activities	5. The teacher asks the students to present their works and to read the endings. Each group presents the comics separately. 6. The teacher evaluates the work of the students and thanks for cooperation and involvement.
Differentiation	Tasks according to learning styles
Assessment, evaluation	Finish the sentences



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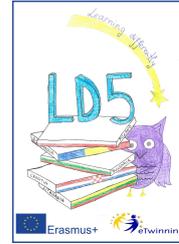
Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Subject (s)	German
Topic	Where are we going today? Objects in the city
Aims of the lesson	1) Getting to know the names of selected places in the city; 2) the use of the definite article in the accusative case; 3) question about well-being
Age of students	12-13
Time	45 minutes
Methods	Viewing, practical activities, group work, work in pairs
Teaching resources	Student book, work book, CD, interactive board
Activities	<ol style="list-style-type: none"> 1. Familiarizing students with the topic of the lesson. 2. Presentation of the objectives of the lesson in the language of the student. 3. Reminding names of interests, hobbies, activities performed in free time. 4. Listening to and repeating the names of objects in the city. Write them down in your notebook with the definite article. 5. What does a rally driver do in his spare time? Read the text and answer questions about where does your spare time go. 6. Exercise - which sentences are consistent with the content of the text, correcting incorrect information. 7. Learning the rule of inflecting the article defined in the accusative case and finishing sentences, eg My brother likes to swim. He will go to the pool.



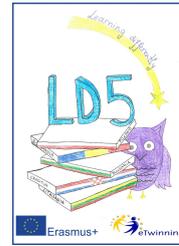
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Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Activities	<p>8. Listening to dialogue and filling gaps.</p> <p>9. Playing the dialogue - asking about feeling and reacting. <i>Wie geht es Dir? – Danke, gut/ sehr gut/ so lala/ schlecht.</i></p> <p>10. Pictures on the interactive board showing objects in the city. Completing sentences like: I like to watch matches and go to the stadium.</p>
Differentiation	Choosing one exercise in the workbook
Assessment, evaluation	Finish the sentence: I am interested / like, then I will go ...



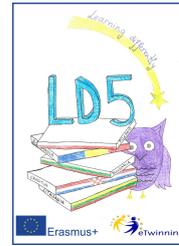
Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Subject (s)	German
Topic	Ich bin Schnappi, das kleine Krokodil
Aims of the lesson	Students learn through play and movement: 1) are more motivated to learn German; 2) they develop their creativity; 3) develop their understanding potential; 4) practice and repeat grammar rules; 5) expand their vocabulary
Age of students	10-11
Time	45 minutes
Methods	Listening, watching, group work, individual work, work in pairs
Teaching resources	Youtube, copies of the lyrics, interactive board, worksheets
Activities	<p>Before listening:</p> <ol style="list-style-type: none"> 1. We list known exotic animals 2. Getting to know the names of exotic animals (interactive table) 3. Associations with the word "crocodile" 4. Arranging puzzles with the Schnappi crocodile (attachment) <p>While listening:</p> <ol style="list-style-type: none"> 1. Listening to the song 2x (clapping during the chorus) 2. Filling in the gaps in the lyrics of a song while listening 3. Explaining unknown vocabulary 4. Underlining the verb schnappen in the text, counting the number of times it occurs in the text. 5. Worksheets with pictures - arranging the verses of the song in the order of the song 6. Singing a song. <p>After listening:</p> <ol style="list-style-type: none"> 1. Characterization of music with the use of colors 2. True / False exercise (appendix) 3. Multiple choice exercise (attachment)
Differentiation	Matching students in such way that every pair/group can succeed
Assessment, evaluation	Finish the sentence: Today I have learnt...



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Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Subject (s)	English
Topic	In the shop
Aims of the lesson	1) Vocabulary (clothes, colours, numbers); 2) using question words; 3) phrases useful to do the shopping; 4) improving listening, reading and writing skills
Age of students	10-11
Time	45 minutes
Methods	Individual work, pair work
Teaching resources	Students book with dialogue; flashcards with clothes or powerpoint presentation; presentation of useful phrases; digital game (memory game)
Activities	1. Revising numbers using Bingo Games. 2. Mind map – clothes vocabulary. 3. Presenting clothes cards useful during the lesson – children repeat the words. 4. Memory game with pictures and words – digital. 5. Listening and reading the dialogue „At the shop“ – role-play reading, marking important phrases that you can use at the shop. 6. Pair work – creating dialogues. The students choose the cards with task – shopping lists. 7. Presentation of dialogues. 8. Feedback – pupils will draw one of these faces in their notebooks ☺ - <u>very good</u> ☹ - <u>good</u> ☹ - <u>I have to revise</u>
Differentiation	Matching students in such way that every pair can succeed
Assessment, evaluation	Dialogues written and shown



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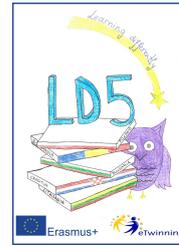
Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Subject (s)	English
Topic	Shopping
Aims of the lesson	1) Vocabulary; 2) using question words; 3) phrases useful to do the shopping; 4) improving listening, reading and writing skills
Age of students	12-13
Time	45 minutes
Methods	Individual work, group work
Teaching resources	Worksheets
Activities	Lesson plan by station
Differentiation	Matching students in such way that every group can succeed
Assessment, evaluation	Answers written and shown



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Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Station 1

Complete the table with the names of the food products from the list:

chicken, coca cola, tomatoes, candy, apples, tea, chocolate, cheese, watermelon, beef steak, sausages, onions, mushrooms, juice, water, milk, lollipop, hamburger, ice cream, ham, eggs, butter, pears, potatoes, bananas, cucumbers, cherries, yoghurt, ice coffee, chocolate bar

Fruit	Vegetables	Meat	Dairy products	Drinks	Sweets

Station 2

Assign articles to the type of store:

bakery bookshop butcher's clothes shop florist's
greengrocer's newsagent's pharmacy shoe shop confectionery

comic book, roll, cucumbers, bread, croissant, historical novel, tomatoes, cookbook, sausages, tulips, roses, ham, pork steak, T-Shirt, magazine, trousers, jacket, boots, sneakers, sandals, a bunch of flowers, onions, newspaper, weekly, cough syrup, cheese cake, medicine, nose drops, doughnut, apple cake

Station 3

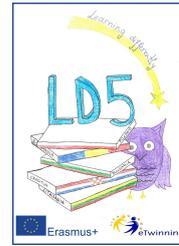
Complete the text with the words and phrases below. There are two extra items.

car park department store escalator exit food court shoppers
public toilets multi-screen cinema trolleys

It wasn't a good shopping trip. Firstly, the 1. wasn't working so we had to use the stairs. We went to all the shops and a big 2. but I didn't find anything to buy. There weren't any free tables in the 3. so we didn't eat anything. There wasn't anything good on at the 4. so we didn't see a film. And at the supermarket there weren't any 5. so we had to carry a heavy basket. Finally, we spend ten minutes looking for our car in the 6. and then we couldn't find the 7. !



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Station 4

Choose the correct option. Then read the conversation in pairs:

A: Let's go for/ to a pizza.

B: Good idea but can you borrow/ lend me five pounds?

A: What? But you borrowed/ lent ten pound from me yesterday!

B: I know but I promise to pay you back/ for tomorrow.

A: Why do you always earn/ spend all your money? You should try to save/ spend some money.

B: I haven't got a job so I don't earn/ pay any money and I don't get much pocket/ wallet money. But I got/ made you a present with the money you lend me. Here you are.

Station 5

Read the sentences given. Mark **S** the ones that the shop assistant says. Mark **C** the ones that the customer says.

Can I help you?

Can I try it on?

I'm just looking, thanks.

What size would you like?

The changing room's over there.

Could I have a smaller size?

Please enter your PIN.

Do you take credit cards?

I'm looking for a jumper like this, but in red.

I'm afraid we haven't got size 36 right now.

Shall I gift-wrap it for you?

I'd like two of these.

That'll be twenty pounds ninety-nine, please.



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Station 6

Match the picture to the name on the board!

Station 7

Read the text. Choose the correct one according to its contents from the given answers:

A true story by Chris Coyle

It was the first day of my camping holiday in Greece and everything was perfect. Except for one thing – a mosquito had bitten me on the back of my leg. I needed to find a chemist's.

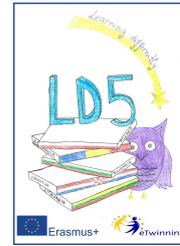
When I got to the village square, I realized I had a problem. All the shop signs were written in the Greek alphabet. I had no idea which shop was which. There was a delicious smell of fresh bread. I followed my nose and went into the shop I thought the smell was coming from. I was wrong. It was a post-office. The baker's was next door.

As I sat in the square eating my breakfast, I analyzed my problem. I couldn't read the shop signs and it was an old-fashioned village so there no windows full of products and advertising posters to identify each shop. However, I thought if I paid attention, I could work out what each shop was selling.

A man came out of one place. He was puffing some money on his wallet. So that was the bank. There was an old woman with a bag full of fruit and vegetables: the greengrocer's. Then I saw a young woman coming out of a shop. In her shopping bag I saw baby food and talcum powder. That must be the chemist's.

There was only one customer in the shop. Good, I thought. I won't have to wait long. I was wrong. The customer enjoyed a long discussion about each item she purchased. By the time she had finally paid, the chemist's was full of customers. They watched as I approached the counter and smiled at the shop assistant. I asked her if she spoke English. She nodded. I asked her if she had anything for mosquito bites. She nodded again. „How much is it?“ She nodded again, more, more energetically this time.

What was wrong with her? Was she deaf? It was then that I remembered that in Greece people nod their heads to say „no“ or „I don't understand“ and shake their heads to say „yes“. Brilliant! She didn't speak English and I didn't speak Greek I turned to the other customers. Did anyone speak English? They all nodded.



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I decided my only option was to show them what I wanted. I lifted my right hand and moved it around quickly like a mosquito. The shop assistant and the customers stared at me. I started making buzzing noises and moved my hand quickly onto my arm as if it was a mosquito biting me. My audience smiled nervously and nodded some more. This wasn't working. I had to make it clearer. I lifted both arms and began to flap them like a giant insect. Buzzing noisily, I danced around the shop. The customers stepped back as if they thought I was mad. One woman ran out into the street.

It was only then that I thought of showing the shop assistant the bites on the back of my leg. She shook her head enthusiastically and put two items on the counter. One was an ointment to soothe mosquito bites. The other was a spray of mosquito repellent. I smiled and shook my head.

(Words: we nod – to say yes, shake our heads – to say no)

1. In the village

- A) they didn't sell mosquito repellent
- B) there were no signs in English
- C) they sold bread at the post-office
- D) the baker's was closed

2. Chris was able to identify the shops because

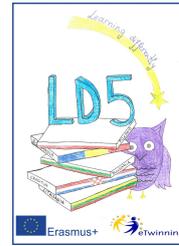
- A) of the advertising posters
- B) he asked someone
- C) he used his observational skills
- D) a young woman told him

3. The shop assistant in the chemist's

- A) spoke English
- B) couldn't hear very well
- C) nodded her head to say „no”
- D) shook her head to say „no”



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5. The shop assistant and the customers

- A) understood Chris immediately
- B) thought Chris was funny
- C) ran away from Chris
- D) had no idea what Chris was trying to say

6. In the end

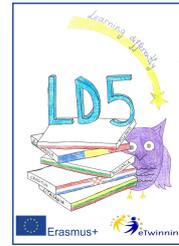
- A) the shop assistant asked to see Chris leg
- B) the shop assistant liked the look of Chris`s leg
- C) Chris bought nothing in the shop
- D) Chris got what he wanted

7. Chris had

- A) probably never visited Greece before
- B) spent a long time in Greece
- C) definitely visited Greece before
- D) prepared his holiday carefully



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Answers

Station 1

Fruit	Vegetables	Meat	Dairy products	Drinks	Sweets
apples	tomatoes	chicken	cheese	coca cola	candy
watermelon	onions	beef steak	milk	tea	chocolate
pears	mushrooms	sausages	eggs	juice	lollipop
bananas	potatoes	hamburger	butter	water	ice cream
cherries	cucumbers	ham	yoghurt	ice coffee	chocolate bar

Station 2

bakery: roll, bread, croissant

bookshop: comic book, historical novel, cookbook

butcher`s: sausages, ham, pork steak

clothes shop: T-Shirt, trousers, jacket

florist`s: tulips, roses, a bunch of flowers

greengrocer`s: cucumbers, tomatoes, onions

newsagent`s: magazine, newspaper, weekly

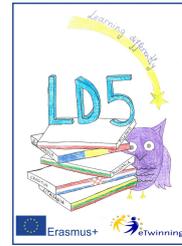
pharmacy: cough syrup, nose drops

shoe shop: boots, sneakers, sandals

confectionery: cheese cake, doughnut, apple cake



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Answers

Station 3

escalator 2. department store 3. food court 4. multi-screen cinema
5. trolleys 6. car park 7. exit

Station 4

A: to B: borrow A: lent B: back A: spend, save B: earn, pocket A: make

Station 5

S: 1, 4, 5, 7, 10, 11, 13

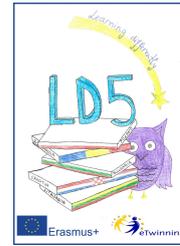
C: 2, 3, 6, 8, 9, 12

Station 6

the teacher checks the results on the board

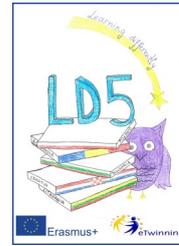
Station 7

1B, 2C, 3C, 4D, 5D, 6A



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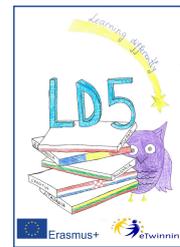
Subject (s)	<p>Biology and Geography – habitat, endangered animal and plant species, effects of climate change on biodiversity and habitats</p> <p>ICT – designing a ‘gadget’, ‘invention’ – using tinkercad, a Scratch animation</p> <p>English language – specific scientific terminology</p> <p>creative writing from a different perspective to raise awareness (writing from the perspective of a starving animal whose habitat has been destroyed etc.)</p> <p>Art - a song as an awareness-raising campaign, masks of endangered species, posters (paper or digital)</p>
Topic	STEM and creative writing
Aims of the lesson	<p>1) Get acquainted with the notions of habitat, carbon and water footprint, global warming;</p> <p>2) investigate the effect of pollution on plant and animal life;</p> <p>3) build 3D representations of a ‘gadget’ to help in the fight against climate change;</p> <p>4) develop civic and social competences in terms of the 3Rs;</p> <p>5) be more creative</p>
Age of students	10-11
Time	<p>Preparation time: 1h</p> <p>Teaching time:7h</p> <p>Preparation: 1h</p> <p>STEM Subject 1: Biology, Arts, English – 2h</p> <p>STEM Subject 2: ICT, English – 1h</p> <p>STEM Subject 3: Geography – 1h</p> <p>Music and Art: 1h</p> <p>non-STEM subject: English – in all the other lessons; also 1h – creative writing</p>
Methods	



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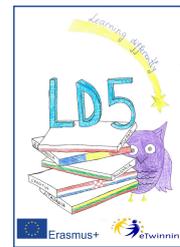
Teaching resources	<p>Computers connected to the internet; recycled materials (cans, paper rolls etc) – for building the mock-ups of the shelter and the ‘inventions’ of the future students come up with coloured paper, carton, coloured pencils and markers, glue (for the stop-motion); phone camera; Lego</p> <p>Online tools:</p> <p>www.padlet.com</p> <p>scratch.mit.edu</p> <p>www.tinkercad.com</p> <p>www.skype.com (for skype a scientist)</p> <p>www.vocaroo.com</p> <p>www.menti.com</p> <p>www.wakelet.com</p> <p>www.voki.com</p> <p>Minecraft, Roblox, Google Earth</p>
Activities	

Name of activity	Procedure	Time
1st Lesson		
Brainstorming and discussion	<p>Have you heard about climate change? Can you give examples?</p> <p>Would you rather game...stay on Earth or go to space...</p>	10
Discussion and preparation for the next lesson	<p>What is a habitat? Are <u>humans</u> part of the habitat? How are plants, animals and humans connected?</p> <p>What happens when one is affected (web of life game)?</p>	45



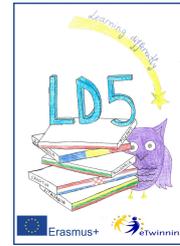
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Name of activity	Procedure	Time
	<p>What affects a habitat? How many types of pollution are there? Students work in teams to find information and examples. Alternatively, online meetings with specialists in the area could be held.</p> <p>What plants and animals are endangered in our region/country? Connect them to the environmental factors</p> <p>Students place their information on the Padlet (causes, examples, species)</p>	45
2nd Lesson		
<p>STEM Subject 1, 2</p> <p>Non STEM subject</p>	Biology, Geography, English, ICT	
<p>Activities</p>	<p>Students watch trailer for The age of stupid and hypothesize: what did go wrong?</p> <ul style="list-style-type: none"> - brainstorming about pollution: in teams, students find example of pollution (air pollution, noise pollution, water pollution) as well as of deforestation, use of resources (food, water). - For each category, they identify examples of destructive behaviour and also brainstorm solutions. Each solution is in the form of a slogan. 	<p>15</p> <p>10</p> <p>15</p>



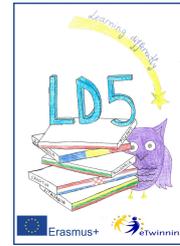
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	<p>- Each slogan is then added to a scratch animation (a very simple one, where each slogan is written on a leaf for example. Each team can research a creative commons image related to their slogan or create one themselves and add it to the objects in the scratch animation.</p> <p><u>Student</u> calculate their water, plastic and carbon footprint and ask their parents to do the same.</p> <p>In teams, they brainstorm ideas to prevent pollution and further degradation of the environment, resource waste. All the teams</p>	15
Name of activity	Procedure	Time
	<p>add their suggestions to a Padlet and jointly create a list of activities to do at home. The same footprint (carbon, plastic, water) is calculated one month apart. They also compare the electricity, water and gas bills over 3 months and draw conclusions.</p> <p>The conclusions are made into posters and <u>piktocharts</u>.</p> <p>Students write how they felt in a <u>menti wordcloud</u>.</p>	45
		10
Learning products	<p><u>Menti</u> word cloud, Padlet, <u>piktochart</u> with conclusions, joint Scratch animation, collection of slogans (audio messages with <u>vocaroo</u> or <u>Voki</u>)</p>	



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3 rd Lesson		
STEM Subject 2	Engineering, ICT	90 min
Non-stem subject	Art, English	
Learning products and activities	<p>Brainstorming- what new jobs could appear in the future in order to solve the environmental issues?</p> <p>What skills would those people need? What tools would they use?</p> <p>In teams, students design 'gadgets' meant to tackle climate change on a smaller or larger scale – it is mostly about creativity and thinking outside the box. They use Lego, Minecraft, Roblox, <u>Tinkercad</u>, recycled materials to build their mock-ups – they can consult with their parents as well.</p> <p>Each team presents their invention and job and answers questions.</p> <p>All the films with the presentations are collected on a <u>wakelet</u>.</p>	
4 th Lesson		
STEM Subject 3	Biology, English – creative writing	45
non-STEM subject		
Learning	What does a starving polar bear feel like? How about the ocean that can't	
Name of activity	Procedure	Time
products and activities	<p>breathe because of pollution? A bird dying from plastic contamination or chemical contaminants in the water?</p> <p>Each student creates a story from a perspective such as the ones above and records it using <u>Vocaroo</u>. Alternatively, students can create <u>comicstrips</u> on paper or digitally.</p> <p>All the stories are collected on a Padlet.</p>	

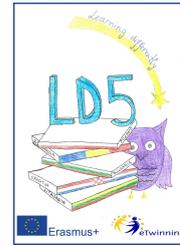


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Differentiation	-
Assessment, evaluation	Initial quiz on the causes of pollution, habitat. Analysing the answers in the learning outcomes (Padlet, mock-ups,) Kahoot or Quizizz games after each session. Final evaluation using a Google slides escape room with questions and problems from all the sessions.
Annexes	https://www.youtube.com/watch?v=ig30oyfq-ls (the atmospheres of the solar system) https://www.youtube.com/watch?v=sTvqlijqvTg https://www.amnh.org/explore/ology/biodiversity/web-of-life/activity-instructions https://www.youtube.com/watch?v=h3j3budxfsc (what if...the age of stupid promo) https://www.carbonfootprint.com/calculator.aspx https://www.earthday.org/plastic-pollution-calculator-2/ https://www.decadeonrestoration.org/types-ecosystem-restoration



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Subject (s)	English
Topic	Stem and creative writing
Aims of the lesson	1) To familiarize students with scientific discoveries that are present in their lives; 2) to familiarize students with notions related to chemistry and physics, astronomy, biology that they are not studying at school yet; 3) to improve students' knowledge of scientific vocabulary in English and their storywriting skills in terms of grammar and vocabulary; 4) to help students connect abstract scientific notions and real life; 5) to promote IBL, collaboration, negotiation, communication; 6) to foster creativity and equality of chance
Age of students	11-12
Time	6 h
Methods	Creative writing, drawing, work in groups
Teaching resources	A list of sites

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ACTIVITY 1:

LEARNING OUTCOMES: REMEMBER/UNDERSTAND/ANALYZE

Type of activity: read/watch, collaborate, investigate, discuss – in teams

Time: 120 minutes

Role of students:

Brainstorm and decide on a scientist and a cultural heritage place/popular place in the world

Research – find information in teams about their two topics

Work online on meetingwords and add relevant information

Create trading cards using www.bihugelabs.com/deck.php and adding them to the Padlet

Write a self-reflection on new words they have learnt in English and a new notion (STEM related) as well as a challenge they faced and how they overcame it.

Role of the teacher: offers technical supports; creates the teams using wheeldecide.com and offers a selection of 30 scientists in case one or more teams choose the same one;

Gathers their trading cards on the Padlet and creates a printed set

Creates the meetingwords pages for each team

Supports each team by helping them with the terminology, finding videos that are easy to understand for each discovery the students have chosen

Answers their questions and clarifies if possible the scientific aspects or facilitates online meetings with specialists or on-site meetings with teachers of STEM in the school

Description of the activity:

The 7 teams are created dividing the students randomly using [wheeldecide](http://wheeldecide.com).

Brainstorming activity – what scientists and inventions do we know? What famous places do we know? What is cultural heritage?

Each team then chooses a scientist and a place and agree on a time to meet on meetingwords and fill in the data. They also distribute the tasks: who writes about the discoveries, who writes about the scientist's life, who writes about the challenges they faced and who finds interesting information about their life and career (for example, nowadays uses of their work, things that are not so well known).

The teacher provides a list of sites to be used and has meetings with the students, online, to offer support if need be, in the form of videos for children, meetings with experts that can clarify the scientific notions for the level of a 5th grader.

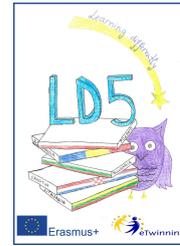
Students then create a short concised description of the scientist and his/her work in the form of a trading card (3-4 lines); they do the same for the place they chose and for some of the discoveries of that scientist (for example, a vaccine, a chemical element, a particular surgery, a planet).

The teacher gathers all the trading cards and creates both an online and a printed set to be used later.

Formative assessment technique(s) used in this activity: feedback, questions of clarification

How will you use the information gathered about student learning during the activity or to shape following activities?

According to the information gathered, the teacher knows what challenges the students have faced, what they have learnt and what information they have found useful.



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ACTIVITY 2:

Learning outcomes: understand, apply, create

Type of activity: collaborate, discuss, practice and produce

Time: 120 minutes

Role of students:

Decide what information should be included in the presentation

Decide what format to use and props (if they want)

Create the presentation and decide on a way to interact with the other teams and engage them while presenting

Create 12 questions for the Kahoot and Quizizz game – 4 about the scientist, 4 about the discoveries and 4 about the place and country where it is located

Create qr codes for some of the questions and place them in the hallway as part of a treasure hunt

Role of the teacher:

Offers support for the creating of the presentations (technical, informational or just emotional – the teacher can be the one they test the presentation on and can offer cues on what works and what doesn't

Offers access and tutorials to platforms the students can use. They can choose something they are familiar with and wish to try something new.

Collect all the presentations on a Padlet

Create a discussion board where teams can answer questions

Collect the questions for the game and create the game

Help with the creation and printing of the QR codes

Description of the activity:

Students decide on the form and content of the presentation and the role each member of the team will play.

They create their presentations and collect the questions on the meetingwords

Present their scientist, the discoveries and the place and answer questions to the best of their ability. Any question they cannot answered is collected by the teacher and if she/he can't answer either a specialist is consulted at the end of the activity.

The presentations and the game are shared with the parents who can either act as experts if that is the case or ask questions too. They can also choose to play the game.

The teams compete in the game.

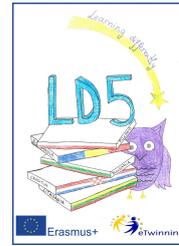
Each team then can create QR codes for the questions they got wrong in the game or from the ones they created. These codes are then placed in the hallway where visitors and other classes can access them and learn.

Each student then fills in a self-assessment form where they note what they have learnt from their peers' presentations as well as the new words. This can be followed by a whole-class brainstorming activity to recap new information and vocabulary.

Formative assessment technique(s) used in this activity: self-assessment, clarifications, quizzes

How will you use the information gathered about student learning during the activity or to shape following activities?

The teacher can know more about what students prefer to shine and act/present, which ones are good at research, who thinks outside the box, who is comfortable with technology, who has leadership skills.



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ACTIVITY 3:

Learning outcomes: remember, understand, analyse, create

Type of activity: read/write, discuss, investigate, practice, produce

Time: 120 minutes

Role of students: This can be done individually or in teams. Individually it is better. They can be done both ways, but if done individually, it will offer all the students a chance to write according to their level of English, illustrate if they want to, record the story with Audacity or create it using Storybird.

Draw cards (2 personalities, one invention, two places) and researching them – reading the information on the trading cards but also researching more if they feel like it

Create a story, coherent, using the correct STEM vocabulary in English (for example not saying Polonium is a bacteria)

Read some of their peers' stories and ask questions to enhance the story : why, where, when, what, how

Write online in the joint document the words they have learnt, the notions they have learnt, the questions they still have, how the project helped them, something that surprised them

Offer positive feedback to 3 randomly selected peers after reading their stories

Offer positive feedback to a member of their team ;

Correct the stories written by other students (if their level is high and if the other students agree)

Role of the teacher:

Collect all the stories, correct and offer feedback or check the corrections and create the ebook ; share it via QR code with the parents, teachers, the community, other classes if possible.

Collect the clarification questions and the surprising facts

Help students check their facts if need be

Help students with the correct terminology if need be

Collect the feedback and make it available to everyone

Offer one positive feedback for each student and one for each team;

Collect the new words the students have learnt and making them available to everyone

Creating a Quizlet game with them (flashcards and the game)

Description of the activity:

Each student draws 2 personalities, 2 places and an invention and creates a story (short or long, simple or more complex depending on the student). The story can be handwritten or online. They upload the story to the Padlet or give it to the teacher to scan and upload and read other stories from their colleagues and ask questions.

Enhance their story to address and add the questions suggested by their peers.

Study the flashcards and play the Quizlet game

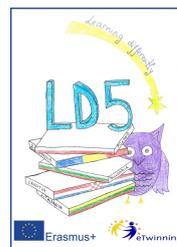
Offer positive feedback to 3 assigned colleagues and to one team mate.

Self- reflect on what new words they have learnt, what surprised them, what helped them, how they could improve the activity.

Formative assessment technique(s) used in this activity: self-evaluation, quizzes, peer evaluation
How will you use the information gathered about student learning during the activity or to shape following activities?



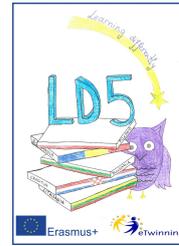
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Subject (s)	English
Topic	Pirates and piracy (history, culture, storytelling, creative writing, EFL, esafety (ICT)
Aims of the lesson	<ol style="list-style-type: none"> 1) to raise awareness about cyber security; 2) to increase their fluency in English and acquire basic words/phrases in other languages, not studied at school; 3) to improve their writing skills and encourage creativity; 4) to encourage collaboration between team members and also with the partner schools from Europe (if turned into an eTwinning project); 5) to foster creativity, collaboration, communication, expressing an argumentation, tolerance
Age of students	12-13
Time	19 hours and 30 minutes
Methods	Brainstorming, work in groups
Teaching resources	Meetingwords, Tricider, Powtoon, Miro, Storybird, Storyjumper, Audacity, Voicethread, Wheeldecide, Joomag
Activities	<ol style="list-style-type: none"> 1. Students research about famous pirates back in the day. They pay attention to appearance, ships, valuable items that they looted. 2. In groups of 6 students discuss how to present themselves using a pirate story. They decide on their pirate names, looks, outfits and background of the story (time and space). 3. In teams, the students start creating a pirate story to introduce themselves, deciding on a moral of the story, open ending, timeline, number of scenes, number of characters. 4. They write down the story. Then they decide if they want to read it/act it out, according to their level of confidence. They decide who reads what/ who is the narrator (they can take turn, if they want to act it out). 5. They act out the story/ create an audio recording of it or a video recording and upload the result on the Twinspace.

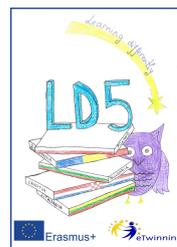


Romania

Scoala Gimnaziala nr.17 Botosani

Activities

6. They listen to/read the presentations of the other students from their partner countries and ask questions.
7. Offer feedback to the other stories by commenting on them via Tricider, on menti or adding audio comments in the Voicethread.
8. In teams they offer alternative endings for the stories one other team presented. We use wheeldecide to randomise which team writes to which story.
9. Each team designates one member to upload the story of their teams and the one whose ending they rewrote to a common e-book by creating a .pdf of the two stories. the teacher will then combine all the pdfs and use joomag to publish the ebook and share it with the parents and other classes.
11. In teams, the students research information about famous pirates back in the day.
12. Each team decides via chat or tricider what famous pirate to present.
13. Each team creates a glogster presenting their chosen pirate. alternatively they can recreate the pirate, entourage, environment in Minecraft.
14. Each team creates a kahoot/quizizz game about the information they presented in their glogster and post both of them on a Padlet or the Twinspace if available.
15. Each team presents their glogster in class or online and they play the other teams' games and add their scores.
16. The team which gathers the highest score after all the games (minus the one they created) is the winner.
17. In different teams, decided using wheeldecide again, students discuss about modern day pirates (cyber bullies, cyber pirates) internet safety.
18. Students research information on ways of increasing safety online and addressing internet bullies.
19. Students discuss about copyright and test out the link offered by the teacher where they can find creative commons materials.
20. In teams they brainstorm about creating a one minute video/animation on internet safety. they decide which ideas, which props, where to shoot, what they need and so on, who will play what part, who will film.
21. Each team produces a short video/animation/comic strip on internet safety, using vide-
oscribe/powtoon and present it to the class (upload it on the twinspace if available)



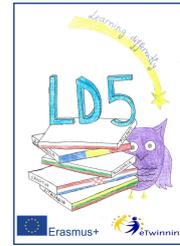
Romania
Scoala Gimnaziala nr.17 Botosani

Activities	22. They discuss all the videos/presentations and offer feedback/comments.
Differentiation	-
Assessment, evaluation	<p>In teams, they discuss what they have learnt as a team after working on this project.</p> <p>individually, each student writes in his reflective diary 3 things he/she has learnt, 3 areas they have improved in and 2 problems they have encountered and how they solved them.</p> <p>The entire class creates a rubric to evaluate the work on the project, both as teams and as individuals. if this is an eTwinning project, then each team does the same and each students votes for the rubric they think is the best.</p> <p>if more rubrics have similar number of votes, they are each broken down into individual components which are then voted separately. the components with the highest number of votes make up the new rubric.</p> <p>Students individually score each member of the team according to the rubric as well as score themselves, by writing what they did best and what they could have done better.</p>

Romania

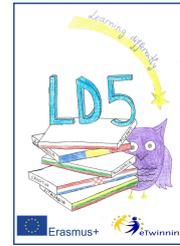
Scoala Gimnaziala nr.17 Botosani

Subject (s)	English, Biology, Geography, ICT	
Topic	A change in perspective	
Aims of the lesson	1) Understanding written and oral texts containing scientific terms related to the climate crisis; 2) improved writing competences; 3) increased critical thinking and collaboration; 4) improved communication in mother tongue and English	
Age of students	11-13	
Time	8-10 weeks	
Methods	Brainstorming, work in groups	
Teaching resources	Padlet, Menti, Google Forms, Popplet for gathering ideas, Quizizz, Kahoot – for games; Storyjumper/Joomag/Calameo for the ebook; Audacity for recording the stories; Powtoon/ Moviemaker/ Videoshow for video editing/creation; Makebeliefscomics for creating comic strips https://www.carbonfootprint.com/carbonfootprinthero.html	
Activities	Name of activity	
	Procedure	
	Brainstorming	Students brainstorm on <u>Menti</u> what they know about climate change. Alternatively, when they are done, they can take this Kahoot from the National geographic resource page https://www.nationalgeographic.org/interactive/test-your-knowledge-climate-change/ Then they address the most common problems that have been written down and brainstorm about causes, effects, solutions. They can use <u>Popplet</u> to create a visual <u>mindmap</u> . The class can be divided in teams and each team has to research one problem.
Let's face the music	Students share their research with the other teams and discuss what they knew and what they didn't. Then they calculate their carbon and water footprint. Their parents are also asked to do the same.	



Romania
Scoala Gimnaziala nr.17 Botosani

<p>Where do we go from here?</p>	<p>Each team creates an <u>infochart</u> or poster (using <u>Gloaster</u>, <u>Thinglink</u>, <u>Genially</u> or <u>Canva</u>) with solutions that they can use in their homes and at school. When all the teams have finished their posters, a list is compiled combining all the suggestions the students uncovered. The list is given to every student and family and they are asked to monitor their own activity for the next month.</p>
<p>Let's up the ante...</p>	<p>Before proceeding with the creative writing sessions and to give students another perspective, we watch The Age of Stupid and students can discuss how what they see there correlates with what they found. Alternatively, for younger students, they can see The Lorax.</p>
<p>What if you were a forest...</p>	<p>While the students work on the monitoring task at home, in class they start a creative writing activity. They are asked to complete a short google form where they have to input items related to climate change (particularly objects and animals) – they have to be specific so we can infer from their description that the item is related to the topic (for example 'a bear', 'a bird' are not accepted answers; instead they should write 'a bear in search for food because of deforestation' or 'a bird eating plastic and in pain'; emotions can also be mentioned here).</p> <p>The teacher also adds ideas to the form. Once everybody has added theirs, the teacher gives every item a number (or prints them and cuts them into small notes). If printing is not possible, each student is asked</p>



Romania

Scoala Gimnaziala nr.17 Botosani

to say a number from 1 to however many items there are in the set. When everybody has chosen, the teacher reveals what item corresponds to each number.

The students are then asked to put themselves in the shoes of the item they have and write/produce something from that perspective. They can do more research if needed to be scientifically accurate. They can produce a short story and record their voice; the stories are put together in Storyjumper or Joomag. They can also create a video with their own voice and images/animations with Movie Maker or Powtoon, Videoshow; a cartoon (paper-based or using Makebeliefscomics).

Students read or listen/watch the other stories. The next class they can draw a number again (more than one student can pick the same number). They can also ask for a specific topic and the teacher is encouraged to let them as, from trying this out, the students will choose those topics they feel strongly about but are too shy to write about. By changing the perspective, the DO write about it, thus getting emotional release, but since they are writing from a different perspective, their worries disappear.

The stories can be used as authentic reading or listening comprehension materials and each student can create a short quiz and their colleagues can play.

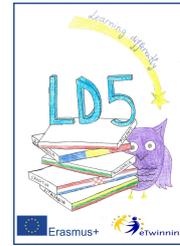
If you think your students could handle trying the creative writing activity as a team, then you can explain to them that they have to establish the setting, the circumstances under which the characters meet, the dialogues, and that they can choose to act it out.



Romania
Scoala Gimnaziala nr.17 Botosani

Coming full circle	<p>The monitoring period is over. Students and parents reassess their carbon and water footprint and notice if there were any improvements by inputting the changes they made to their lifestyle.</p> <p>They also compare the electricity, gas and water bills and check if they have decreased. For this to be more accurate, they should try it 2-3 months after they have made those small changes, as some bills are issued once every 2-3 months</p>
Quiz time	<p>The students create a quizz quiz for their parents and for another class, regarding causes, effects, solutions – regarding the climate crisis. These can be in their native tongue for the families.</p> <p>They can then play individually or in teams the quizzes created by the other classes.</p>

Assessment, evaluation	<p>Assessing their creative writing will include assessing if their grammar and vocabulary have improved. The quizz will assess their understanding of written or oral texts, their deep understanding, not just the vocabulary and the sentence structure, but understanding the ideas conveyed.</p> <p>Their presentations about causes, effects, solutions will assess their critical thinking; their infographics, posters will assess their capacity to synthesise information instead of merely reproducing it.</p> <p>Their reports of the monitoring activity, being responsible for their own process and that of their family, will assess their increased awareness.</p>
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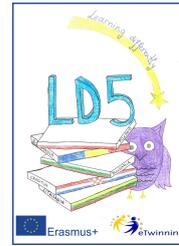


Romania
Scoala Gimnaziala nr.17 Botosani

Subject (s)	Literature, science
Topic	The Martian - science or science fiction
Aims of the lesson	1) To stimulate students' inquisitiveness with regards to science; 2) to increase students' motivation to study science; 3) to improve critical thinking and problem solving
Age of students	14-15
Time	15 hours and 20 minutes
Methods	Investigation, discussion, work in groups, mindmap
Teaching resources	Padlet, Tricider, a questionnaire
Activities	<p>1. Students are divided into teams of 3. Each team will receive a different challenge from the ones the character in the Martian has to face: communications, radiation, lack of water, lack of food, mental state. One team will not receive any challenges, its task will be to identify what problems might arise, basically identify all the challenges the other teams have been given.</p> <p>All the teams will be offered, as hypothesis, some basic facts about the situation they are in: left on Mars, what technical equipment was left behind, what food was left.</p> <p>They research their challenge and form a few hypotheses.</p> <p>2. Each team works and analyses each hypothesis the team mates came up with and see if they stand. Nothing extremely complicated, since they are only 13-14 year old.</p> <p>The teams debate the possible solutions.</p> <p>Team number 6 analyses the challenges they came up with and prepares emergency solutions in each case. Nothing in big detail, age appropriate, just a brief outline.</p> <p>3. Each team produces a presentation of their work and shares it with the class. all the presentations are made available to all the teams so they can study them and offer feedback.</p>



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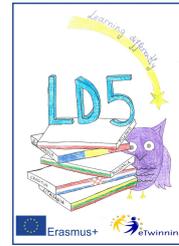
Romania

Scoala Gimnaziala nr.17 Botosani

Activities	<p>4. All the teams watch/read all the presentations and prepare questions/comments. Every team then prepares answers to the questions they have received.</p> <p>Team 6 checks the list of challenges and questions against their own and offers their solutions and the emergency plans.</p> <p>5. Students watch the film The Martian, pausing at key scenes, that were vital in their challenges. They write down the differences between the solutions they found/ways to tackle the problems and prepare questions about the science behind some of them, questions they will ask one of the other teams.</p> <p>6. Students present their findings in class and ask their questions. each team is assigned an equal number of questions that they have to research.</p> <p>7. All the questions are posted on a Tricider and the members of the teams can input their answers there.</p> <p>8. Each possible answer is analysed in class via a Skype session with specialists who have had access to the Tricider.</p> <p>9. A mindmap collecting the questions and all the viable answers/solutions is created online.</p> <p>10. Students discuss the mental/emotional issues that would arise.</p> <p>11. Each student is put in the position of being the Martian and fills in a questionnaire about how they would deal with the emotional problems and if they could do so/or not and why/ the questionnaires are anonymous.</p> <p>12. The teacher collects all the questionnaires and prepares a list of the most common problems and the solutions suggested by the students and presents them to the class. The teacher fills in the same questionnaire.</p> <p>13. In class, the students and teacher discuss the most likely problems and solutions/scenarios which have resulted from the questionnaire.</p>
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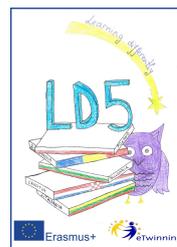
Romania

Scoala Gimnaziala nr.17 Botosani

<p>Assessment, evaluation</p>	<p>Everyone is asked to write down three things they learnt about themselves while researching the subject and filling in the questionnaire. if some of the students want to share what they wrote, they are encouraged to, but it will be up to them.</p> <p>Each student is asked to write three things they learnt about any science issue they have had to deal with.</p> <p>All the ideas are gathered in a Padlet where the students can add their ideas from home.</p>
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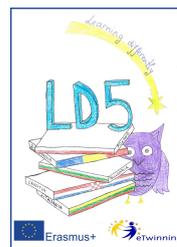
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Chapter 2

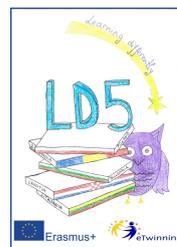
Learning/ teaching tools





Bulgaria
Vtoro OU „Nikola I. Vapcarov“

Topic	Scrapbooking
Age of students	10-11
Description	It works in groups of 4-6 students. Each group has a pre-written narrative for our friends. Students recreate this story in the form of a book or a frame. The albums are decorated with different materials.
Photos	<p>Students used Scrapbooking to create books and maps of participating partners. They decorated the albums with photos of celebrities and landmarks.</p> <p>Scrapbooking</p>



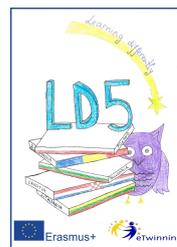
Bulgaria

Vtoro OU „Nikola I. Vapcarov“

Topic	Mind cards-games
Age of students	9-10
Description	<p>On the floor are picture cards.</p> <p>Students have the task of making short phrases, stepping on them.</p> <p>Each map that is used is separated.</p> <p>After the cards are over, the cards are turned and stacked.</p>
Photos	

Bulgaria
Vtoro OU „Nikola I. Vapcarov“

Topic	Sound and the letter C
Age of students	7-8
Description	<p>Children's Crossword, Plasticine</p> <p>Using the game method through a crossword puzzle and modeling of figures for assimilation of new sound and its symbol in the Bulgarian alphabet.</p> <p>The method combines mathematics knowledge - sum up to 20.</p>
Photos	



Bulgaria
Vtoro OU „Nikola I. Vapcarov“

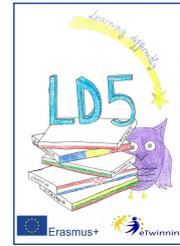
Topic	Thracian Tombs and Treasures
Age of students	9-10
Description	<p>Cross-curricular links:</p> <p>Man and society</p> <p>Lesson - Thrace</p> <ul style="list-style-type: none">-update knowledge of the Thracians - our most ancient ancestors-The students describe the basic elements of the life of the Thracians- tell about the religious ideas of the ancient Thracians- set an example of the significant cultural achievements of the Thracians <p>Technology and entrepreneurship</p> <ul style="list-style-type: none">-the students make a model according to a ready-made model
Photos	

Bulgaria
Vtoro OU „Nikola I. Vapcarov“

Topic	Car powered by air (English)
Age of students	12–13
Description	The students work in groups of 4. The allocation of roles is decided by the team: responsible for research, design, construction and presentation. First, information about possible methods for constructing a car is examined. Design is done. The teacher approves or disapproves the model, depending on whether it meets the condition of the task. A car is being made. Presentation. Demonstration is made by a representative of each team. Each team defends its project on the basis of physical laws of travel, speed, friction and resistance. First place in two categories: fastest car, best design.

Photos





Croatia

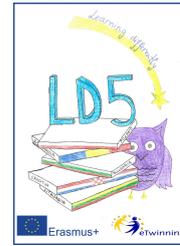
Osnovna škola Pušća

Topic	Prime and composite numbers – Guess what I am (Mathematics)
Age of students	11–12
Description	<p>The game consists of a poster with two "pockets" in which students put cards and cards with numbers.</p> <p>The goal of the game is to arrange the given numbers exactly in the corresponding "pocket", ie for each given number you need to determine whether it is composite number or prime number.</p> <p>The game is played by two teams (red and blue), and there are 5 students in each team. At the beginning of the game, each team has 10 points.</p> <p>The red team gets cards with the numbers printed in red, and the blue team gets cards with the numbers printed in blue.</p> <p>Each team draws 10 cards so that each member draws 2 cards, but the cards are not drawn at once but alternately. A member of the team draws a card, the team agrees together whether the drawn number is prime number or composite number and they have 30 seconds for that. Then the member who drew the card puts the card with the number in the corresponding "pocket". Both teams play the game at the same time. Team members take turns and the game is over when both teams draw 10 cards and place them in their respective "pockets".</p> <p>At the end of the game, the teacher takes out the number cards and assigns points to each team. For the correctly placed number the team gets 1 point, and for the incorrectly placed number the team loses 1 point. If the score is tied, the game continues alternately until one of the teams wins.</p>
Photos	<p>The left photo shows a poster titled "Guess what I am" with two question marks (one red, one blue) and two boxes labeled "COMPOSITE NUMBER" and "PRIME NUMBER".</p> <p>The right photo shows the same poster with numbers placed in the pockets. The red pocket contains numbers 11, 39, 10, 14, 71, 19, 32, 21, 63, 12. The blue pocket contains numbers 7, 29, 2, 37.</p>

Croatia

Osnovna škola Pušća

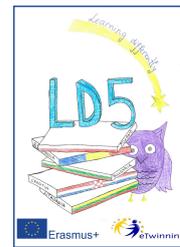
Topic	Learning grammatical categories (singular and plural, gender, etc.) – Dominoes (Croatian language)
Age of students	8–9
Description	With the help of the teacher, the students made domino cards with different grammar categories and matching pictures. Two players participate in the game, and the goal of the game is to stack domino cards next to each other so that the grammatical category corresponds to the picture. At the beginning each player takes 6 domino cards and the goal of the game is to get rid of your domino cards. If there is no required pair among player's cards, then the player draws a new domino card from the pile. The winner is the player who gets rid of all his domino cards first. With this activity students learn grammatical categories (singular and plural, gender, etc.) in a fun way while playing the well-known game of dominoes.
Photos	



Croatia

Osnovna škola Pušća

Topic	Illyrian movement – Croatian language history (Croatian language)
Age of students	13–14
Description	<p>The students made their own memory cards for the purpose of repeating the learned material on the topic of the Illyrian movement.</p> <p>Rules for the memory cards:</p> <p>In the memory cards, instead of pairs, there are groups of three. On the cards are authors, years of publishing and titles of books important for the Croatian language history (Illyrian movement). All the cards are color coded for easier use. Through a familiar game, but with slightly changed rules, students repeat the previously learned material in a fun way and more easily connect the years with the corresponding authors and their books.</p>
Photos	



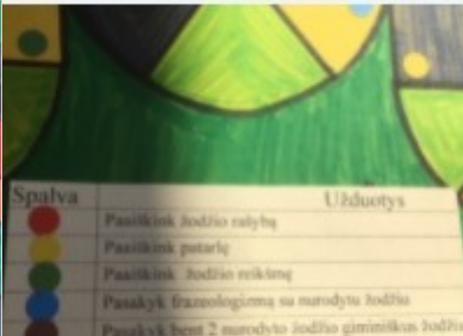
Croatia

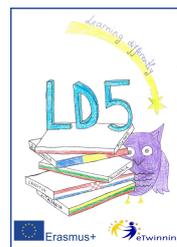
Osnovna škola Pušća

Topic	The challenge game – Illyrian movement – Croatian language history (Croatian language)
Age of students	13–14
Description	<p>The game is played in a way to roll the dice and each player has pawn moving along the track. This game can be played by a maximum of four players, each of whom has pawns of different colors. There is a red field on the track and that means the player gets some challenge so as to draw one of the cards on which the various challenges are written. When he steps on the green field, the player draws a card from the pile containing the cards with questions on the subject of the Illyrian movement. If the player answers the question correctly, he remains in the field where he is. If a player lands on the blue field he returns to the beginning of the game, ie to the Start. The winner is the player who finishes the game first, ie the first to reach the end of the game. With this game, students repeat in a fun way the facts they learned about the Illyrian movement and thus expand their knowledge. The students themselves designed and made a game board, challenge cards and questions related to the history of the Croatian language.</p>
Photos	



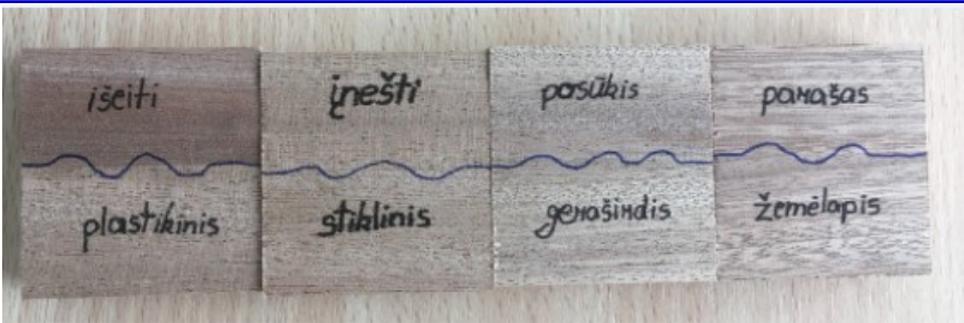
Lithuania
Klaipėdos Gedminų progimnazija

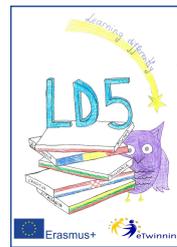
Topic	Board game "Lithuanian grammar"
Age of students	11-14
Description	<p>2-6 players can play, person (not player) must be the game manager. He checks the answers.</p> <p>Players choose their game figures and by rolling the dice find out who starts first (the highest number starts).</p> <p>Playing the game: players roll the dice and move their figures according it. If they stop on a box marked with a colored circle, they have to perform a certain task. If the task is performed, they can play as usual, if no – they have to pass one roll. The one who finishes all moves – wins the game.</p> <p>Red – explain the spelling of the word.</p> <p>Yellow – explain the proverb.</p> <p>Green – explain the meaning of the word.</p> <p>Blue – say a phraseology.</p> <p>Brown – say at least 2 words related with the given one.</p>
Photos	  



Lithuania

Klaipėdos Gedminų progimnazija

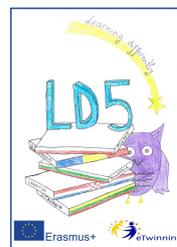
Topic	Domino “Word Formation”
Age of students	11-13
Description	A game for 2 players. The blocks are turned over, placed on the table and mixed. By rolling the dice, players find out who starts first. Both players take 7 blocks and do not show to each other. The beginner puts one on the table and the other player has to put onto, but only the one which has the same word formation. The game ends when one of the players has no blocks left.
Photos	  



Lithuania

Klaipėdos Gedminų progimnazija

Topic	Towers of phraseological units
Age of students	10-14
Description	<p>2-6 players can play, 1 person (not the player) has to be the manager of the game, he checks the answers.</p> <p>Players decide the turn of the game (clockwise, counterclockwise).</p> <p>Playing the game: the player pulls one block, reads the phraseologism and explains it. The manager checks the answer and if it is correct, he puts the block on his right. If the answer is incorrect or not explained, he puts the block on his left. The one whose right tower is the biggest, wins the game.</p> <p>Additional task. The player has to create a sentence with phraseologism, the meaning of which he did not know.</p>
Photos	

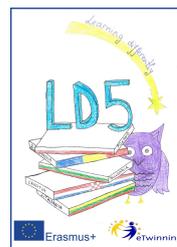


Lithuania
Klaipėdos Gedminų progimnazija

Topic	Inspiration cards
Age of students	10-14
Description	<p>Photos which can be used for a variety of activities:</p> <ul style="list-style-type: none"> *creating a text according the cards (types of texts according writing purpose (commentary, appeal, information text), types of texts (narration, description, reasoning)); *writing words according the given task (write words and non-conjugatable verb related words of the specified speech parts according the picture); *reflection (choose and comment the picture that best fits your mood); *creation of tasks (questions) for classmates (make a creative task according the selected/given pictures; make questions according which classmates will have to create a text). *use of pictures analyzing text (students choose the mood, problematics, theme and the main idea).
Photos	



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Lithuania

Klaipėdos Gedminų progimnazija

Topic	Game "Speech parts"
Age of students	11-14
Description	<p>2-8 players can play, 1 person (not the player) has to be the manager of the game, he checks the answers.</p> <p>Player rolls the dice and pulls colorful block according the dice. When the word is shown, he has to specify the speech part. Additional task can be given – to explain how it was determined.</p> <p>If the player does not know the answer, another, the one who rises his hand first can answer. The block goes to the one who answered correctly. The one who collects the largest number of blocks wins.</p>
Photos	 

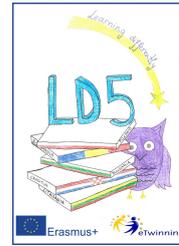


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Lithuania Klaipėdos Gedminų progimnazija

Topic	5 seconds
Age of students	11-15
Description	<p>It is a quick thinking and speaking game, including a program of Lithuanian language and literature for grades 5-8.</p> <p>After picking one card, you have to answer the question within 5 seconds.</p> <p>It can be played individually and/or in teams. When playing in teams, students feel safer, more relaxed and revise what they have forgotten. In teams they do not experience uncomfortable.</p> <p>Slogans, names of the team can be adopted to the topic of the day's lesson (or cycle summary). For example, we started learning pronominal pronouns, so teams' names were "Adomas Didysis" ir "Emilė Judrioji" (Adam the Great and Emile the Vigorous).</p>
Photos	 



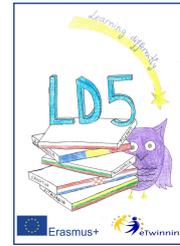
Lithuania

Klaipėdos Gedminų progimnazija

Topic	Alias
Age of students	11-15
Description	<p>This game can be played by four players or bigger teams. Cards with the words are mixes and put into one pack. The lower card is flipped in order to notice that all card have been played and remix the pack again when needed. The order of the game is decided by lot. Teams collect points that are listed in the table. Teams have to decide which members explain and which guess. The player pulls the card and describes the meaning of the word for team member so that he could guess it. It is not allowed to use parts of the word or deliberately related words, or words with the same root in description. Time for explanation runs out according the sand clock. Team gets as many points as its member correctly guesses words.</p>
Photos	 <p>The image shows four cards from the game, each with a list of 7 Lithuanian words and a decorative circular pattern on the reverse side. The words are:</p> <ul style="list-style-type: none"> 1. Baladė 2. Padalyvis 3. Išplėstinės dalyvinės aplinkybės 4. Antanas Miškinis 5. „Tariamas iš tamos“ 6. Intonacija 7. Išmonė <ul style="list-style-type: none"> 1. Kultūra 2. Įsmeninimas 3. Ypatybės 4. Profesionalus valkata 5. Dž. Kriusas 6. Fonetika 7. Būdo aplinkybė <ul style="list-style-type: none"> 1. Inscenizacija 2. Monologas 3. „Sužeistas vėjas“ 4. Vytautas Mačernis 5. Kelintiniai skaitvardžiai 6. Rudosios skruzdės 7. Emocijos <ul style="list-style-type: none"> 1. Satyra 2. Vientisinis sakiny 3. „Oi, neverk, motušėle“ 4. Krištijonas Donelaitis 5. Tvirtagalė priegaidė 6. Stilius 7. Pasakoja padavimą



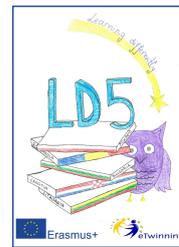
Erasmus+



Lithuania

Klaipėdos Gedminų progimnazija

Topic	The Soft letters
Age of students	7-8
Description	<p>Using letters sewn by students' parents, children learn to read.</p> <p>Brightly coloured letters are large.</p> <p>Student perform different tasks using these letters:</p> <p>The teacher arranges students in a certain order to make a word, while others have to read the formed word;</p> <p>Each student gets a letter after that they have to write the both upper case and lower case letters correctly;</p> <p>Each student gets a letter and all together they have to form the word which the teacher asked. This develops the students' reaction, because they need to know what letter they have and to react fast to stand in the right place to form a word;</p> <p>Letters are given to students, then time is given for students to find "friends" "letters" to form a word. When the words are formed, the groups stop in a row. The composed words are then read and a short story is created orally using these words.</p>
Photos	



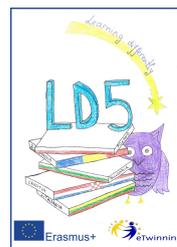
Lithuania

Klaipėdos Gedminų progimnazija

Topic	Cubes
Age of students	8-11
Description	<p>There are three types of cubes.</p> <p>Cubes with unrelated images</p> <p>Students work in groups. They select one plane out of six.</p> <p>Students have to create a story and use at least 6 names of images.</p> <p>If there are students with lower abilities, they can use less pictures.</p> <p>When creating a story, they have to follow the structure of story.</p> <p>Cubes with parts of language and parts of a sentence.</p> <p>Work in pairs or individually. Students choose one plane.</p> <p>They think of sentences where parts of language or parts of a sentence are defined (out of 8 they choose 6-5)</p> <p>Cubes with questions</p> <p>Work in pairs or individually.</p> <p>Students have to choose one plane.</p> <p>Create sentences which would indicate the questions (out of 8 they choose 6-5)</p>

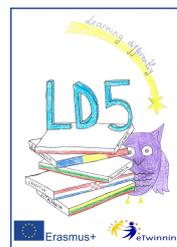
Photos





Lithuania
Klaipėdos Gedminų progimnazija

Topic	Hand dolls
Age of students	8-11
Description	Students design and make hand dolls using paper gift bags. When dolls are ready, children are divided into groups. The group creates a story where the main characters are their dolls.
Photos	



Lithuania

Klaipėdos Gedminų progimnazija

Topic	Coasters
Age of students	13-15
Description	<p>During the Lithuanian language and literature lessons, students discuss the treasures of native language - rich vocabulary. The students were given the task: to conduct a research on the topic "The most beautiful words of the Lithuanian language". Students had to interview their peers, family members and choose the most beautiful words of the Lithuanian language.</p> <p>After that, the students programmed the design of the coasters during the technology lessons: the most beautiful words had to be written on the coasters and the design of the coasters had to be linked to traditional Lithuanian patterns.</p> <p>When the sketches of the coasters were ready the students printed the trays with a laser printer.</p>
Photos	



Erasmus+



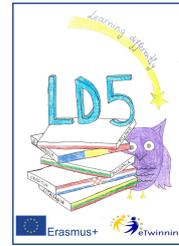
Lithuania

Klaipėdos Gedminų progimnazija

Topic	A sandbox
Age of students	7-12
Description	<p>A sandbox is for the students' attention and creativity training, knowledge examination. They get different tasks:</p> <p>To choose in the sand one stone with the illustration, to find a mate and together create a text, be sure to use people / objects / environments depicted in the stone;</p> <p>To choose a stone in the sand with difficult spelling word, to write it correctly and explain the spelling; after pulling out a few stones with words of heavy spelling, come up with a sentence, write it down;</p> <p>To choose a few stones in the sand, to summarize the lesson - say what they have learned in that lesson;</p> <p>By drawing in the sand to create "Sand fairy tale."</p>
Photos	 



Erasmus+



Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Topic	Board game
Age of students	12–13
Description	Students created a board game using different materials. They made a colourful board and made some questions up. The questions concern cultural information about our partners as well as typical grammar and vocabulary issues in English language. You use the dice and some counters (that the students made themselves) to move on the board. Every field has different colour and on that depends the question. For 2-4 players.

Photos





Erasmus+



Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Topic	A set book on the board
Age of students	10–11
Description	<p>For 2-6 players.</p> <p>The game checks the knowledge about one obligatory book used during the polish lessons. Students made a colourful board and made some questions up. Roll the dice and answer the questions. The questions concern one obligatory book.</p>
Photos	



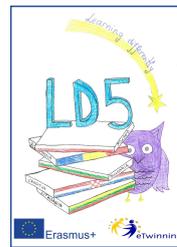
Erasmus+



Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Topic	Urban game
Age of students	13–15
Description	<p>For 2-4 groups of students.</p> <p>In order to answer the questions you have to walk around our town - Biłgoraj and find the answers in different places. The attached map will help you to get to know our town, its culture and its history.</p>
Photos	 



Poland

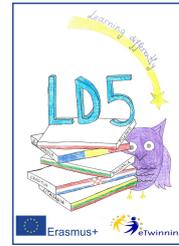
Szkoła Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Topic	Erasmus+ Quiz
Age of students	13–15
Description	<p>For 2-4 students.</p> <p>The goal of the game is to check the cultural knowledge about our partners' countries. To do this, you need to choose cards from selected category and answer the questions. For every correct answer, you get one token. The winner is a person with the biggest number of tokens.</p>

Photos



Erasmus+



Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

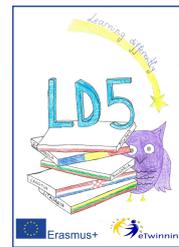
Topic	Hitchhiking
Age of students	13–15
Description	For 2-4 people. Roll the dice, the first one who reach the finish line, wins. Along the way there are some questions and challenges. If the gamer answers correctly, he'll move forward 1 or 2 fields, it depends on the difficulty of the questions, if the gamer gives the wrong answer, he'll go back 1 or 2 fields.

Photos

The photos show the game components. The top left photo shows a board with a map of Europe divided into colored sections. The top right photo shows several answer cards with trivia questions and multiple-choice options. The middle right photo shows a pink instruction card titled 'Hitchhiking' with game rules and a 'GAME FLOW' section. The bottom photo shows a collection of blue and orange answer cards with various trivia questions, including 'WHICH OF THESE OTHER NAMES OF TOKYO IS NOT A NAME OF TOKYO?', 'POLAND IS THE BIGGEST COUNTRY IN EUROPE', and 'WHICH OF THESE FLAGS IS ROMANIAN?'. A dice is also visible in the bottom photo.

Romania
Scoala Gimnaziala nr.17 Botosani

Topic	English idioms and phrases
Age of students	13-15
Description	This was created by a 7th grader and contains over 60 idioms and phrases in English. You need dice, a good grip on the English language. It can be played in teams as well and each team can have one member who can do research if you don't know the answer. But to make it more interesting, they should give you a synonym, not the translation of the idiom/phrase in your mother tongue.
Photos	<p style="text-align: center;">Transcurricular evaluation games created by students</p> <div style="display: flex; justify-content: space-around;">   </div>

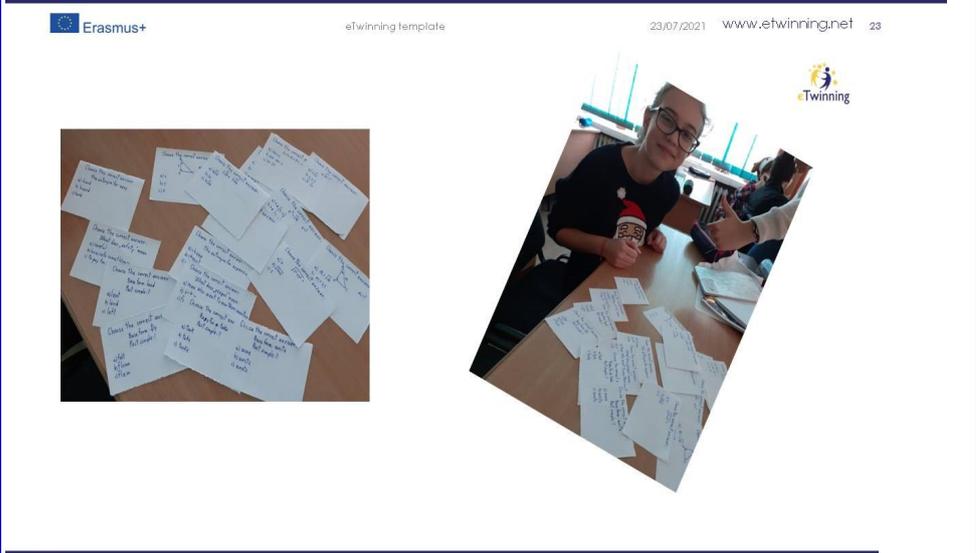


Romania

Scoala Gimnaziala nr.17 Botosani

Topic	Interdisciplinary evaluation game
Age of students	12-15
Description	Each player draws a card. If they can answer the question correctly, they get one point. The questions come from Math, English grammar, language, Romanian grammar, inventions, discoveries, historical events, geography of Europe, chemistry, biology and physics. These games were designed by 6th and 7th graders.

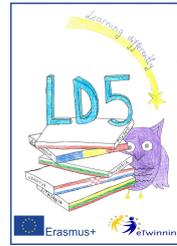
Photos



Romania

Scoala Gimnaziala nr.17 Botosani

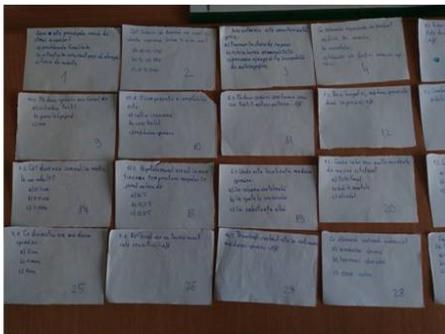
Topic	Nervous system- evaluation game
Age of students	13-14
Description	<p>This tool was created by 2 students, 7th graders, who tried to design an attractive evaluation game for the biology lesson they had studied (the nervous system). You draw a name from the hat, spin the wheel to see which category you land on, draw a question and answer. If you get it right, you move on to the next level of difficulty. You get more points as you move on. You get it wrong and another colleague comes to play.</p> <p>The questions have been translated into English as well and have been tested on English teachers, Science teachers, colleagues from other classes and everybody loved playing.</p> <p>You can see a video of the students testing the game on the delegations from another Erasmus+ project, Let's sharpen our minds and enrich our lives by creating a European TV channel.</p> <p>https://youtu.be/V4fH-QXAAU</p>
Photos	<p style="text-align: center;">Biology evaluation game – in English – the nervous system </p> <div style="display: flex; justify-content: space-around;">   </div>



Romania Scoala Gimnaziala nr.17 Botosani



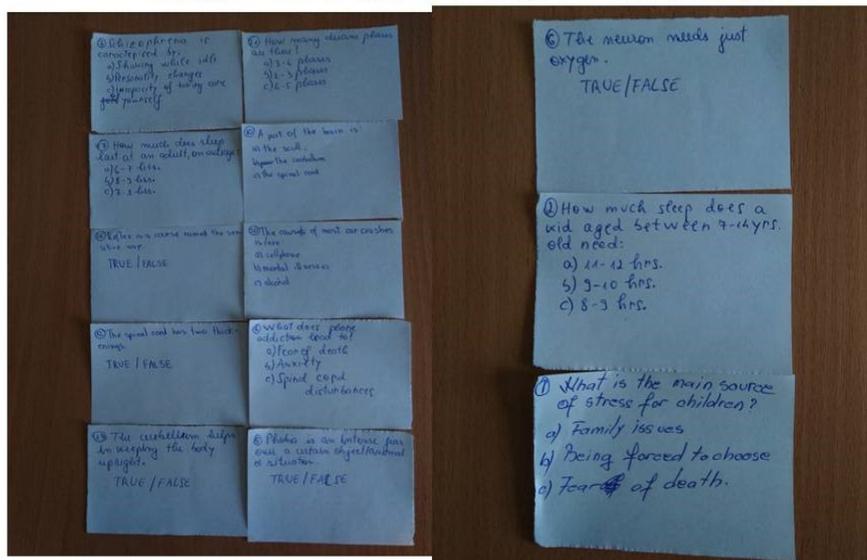
Biology evaluation game – in English – the nervous system

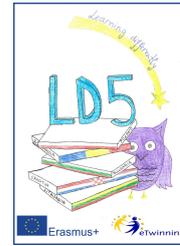


<https://www.youtube.com/watch?v=V4fH-QXAAU>



Biology evaluation game – in English – the nervous system





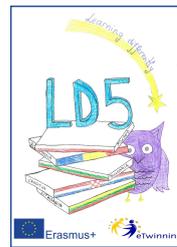
Romania

Scoala Gimnaziala nr.17 Botosani

Topic	Creative writing –trading card kit
Age of students	11-15
Description	<p>Using https://bighugelabs.com/deck.php, students create trading cards for personalities, places, recipes, inventions/discoveries for partner countries or for any country in the world. This way, students learn more about different cultures, UNESCO heritage sites or just great places to visit, scientists, musicians, writers, sportsmen, politicians, historical personalities from any era. They have to do research when it comes to the scientists, work in teams if necessary and collaborate with the science teachers for concepts they don't understand. These cards are later on used for creative writing, so they need to be able to understand the basics of the concepts or have a rough idea so as not to say for example that Marie Curie was a biologist who studied the effects of radiation on living cells.</p> <p>The kit is getting new cards with every new class that tries out the tool.</p> <p>You can download some of the trading cards here: https://view.joomag.com/ld5-learning-differently-trading-cards-ld5/0233130001565741728</p>
Photos	



Erasmus+



Romania

Scoala Gimnaziala nr.17 Botosani

Rila Monastery



BULGARIA

Known as the Jerusalem of Bulgaria, this picturesque Eastern Orthodox monastery in the forested mountains lies less than two hours south of Sofia. Named after St. Ivan of Rilski, a tenth-century hermit who lived in a nearby cave, the monastery has been built, burnt, and rebuilt over the centuries, with the latest construction dating to the 1860s.

Plovdiv Old Town



BULGARIA

Plovdiv, the second largest city in Bulgaria, has an old town on a hill. The city was founded about 6,000 years ago and developed on seven hills, but one of them was destroyed at the beginning of the 20th century. It has structures from different eras, including a remarkably well-preserved Roman amphitheatre.

Sucevita Monastery



ROMANIA

Architecturally unique, the monastery, located in northeast Romania, is considered one of the most important painted churches in Moldavia.

Salina Turda



ROMANIA

The salt mine dating back to the 17th century, was used for everything from a cheese storage center to a bomb shelter in WWII. Today, it has been transformed into an incredible sci-fi theme park. Located in Cluj County, it is one of the coolest underground places in the world. It has an amphitheater, a bowling alley, an underground city with restaurants, and even a Ferris wheel.

Belogradchik Fortress



BULGARIA

An ancient fortress built in northwest Bulgaria on the northern slopes of the Balkan Mountains. It is close to the Bulgarian town of Belogradchik, which has about 5,000 people. The fortress was a surveillance post when the region was controlled by the Roman Empire. It was extended in the 14th century by the Bulgarian tsar Ivan Stratsimir to include beautiful gorges.

Nessebar



BULGARIA

Often referred to as the Pearl of the Black Sea, the historic town of Nessebar dates back to antiquity when it was founded as a Thracian settlement known as Menebria. It has remnants of 40 brick churches, dating back as far as the 5th century. The beautiful town is such an important site it's recognized by UNESCO as a World Heritage Site.

Merry Cemetery - Sapanta



ROMANIA

Not an ordinary cemetery it has colorful tombstones, crosses. This tradition began with a 14-year-old boy who began carving crosses in 1908. He added poems and painted a portrait of the deceased on the cross, and sometimes even how they died.

Corvin Castle



ROMANIA

An imposing medieval, Gothic structure, considered the most impressive medieval castle in Romania. It also is known as Hunyad Castle after the high-ranking official who built it. It is accessed by a wooden bridge that bears a statue of St. John of Nepomuk, the patron saint of bridges. A crown wearing a gold ring is a symbol of the 14th century castle.

Creative writing kit
LD5 trading cards



Erasmus+

www.etwinning.net

Poland



Golabki (cabbage roll)

Golabki is a typical traditional Polish food made of minced pork with some rice, onion, mushrooms, wrapped in white cabbage leaves. There are also other variations of fillings such as poultry, mutton or without meat. Before serving cabbage are steamed / fried in fat.

Poland



Polish nalezniki (Polish pancakes)

Polish pancakes are very thin and they are served either with cheese, quark previously mixed with sugar, jam, fruits and powdered sugar or with meat and vegetables- all equally tasty.

Georgi Ivanov

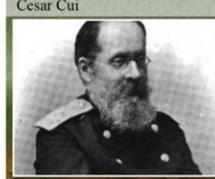


BULGARIA

20th century

The first Bulgarian astronaut. He was launched for the Soyuz 33 mission to in April 1978. During the 1 day, 23 hours and 1-minute journey spent in space, his spacecraft was able to make 31 full orbits around the Earth.

Cesar Cui



LITHUANIA

19th century

He was one of the members belonging to the Russian music group, "The Five". He was an engineer and a military officer. This composer contributed to music and military fortifications and was a man of many talents.

Poland



Koflet schabowy

Koflet schabowy is one of the most delicious and the oldest Polish foods. The pork breaded cutlet coated with breadcrumbs (served with bones or without) can be perfectly served with battered potatoes and cabbage salad. If you don't like pork meat, try to eat chicken cutlet made the same way as the pork one.

Croatia



Crni rizot (Black risotto)

It's made with cuttlefish or squid, olive oil, garlic, red wine and squid ink, which gives an intense seafood flavour and black colour.

Dalia Grybauskaitė

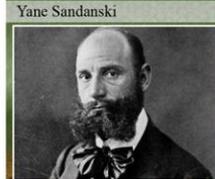


LITHUANIA

20th century

She is the President of Lithuania, and the first individual to be elected twice for the role. She is also referred to as the "Iron Lady". She spends her leisure time practicing karate and has also a black belt. She is not married and has no children. She loves Geography and Physics.

Yane Sandanski

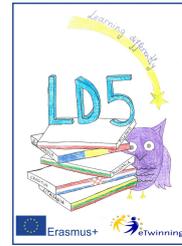


BULGARIA

19th century

National Hero in Bulgaria, a leader of the "Internal Macedonian-Adriatic Revolutionary Organization" and was nicknamed "Pirin Bear" as he frequently operated in the Pirin region. He helped the people fight for themselves by teaching them the art of self-defense, and also safeguarded them against the Ottomans.





Romania

Scoala Gimnaziala nr.17 Botosani

MARIE CURIE'S STUDIES

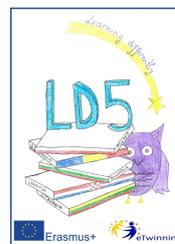
(DO NOT TRY THIS AT HOME)

By Raluca (6C)

One day **Marie Curie** was doing some research on uranium. Suddenly she began to starve. She washed her hands and quickly went shopping for food. She saw "**jumari**" for sale and so she bought enough of it to sate her hunger and went back to her office.

She put the plate on a clean table and started eating, keeping an eye on the Uranium as well. She rose from the chair and accidentally hit the table and the uranium ended up on her food. It started to act weirdly so she called her Croatian friend about her new discovery. Both Marie Curie and her friend were suspicious about it at first. After a few days, Marie Curie arrived at her friend's office, which was next to the **Diocletian Palace**. For a week, they kept buying "**jumari**" to do experiments. Shortly after Marie's arrival, they realised that the food was, for some reason, attracted to Diocletian's Palace and defied **gravity** by walking on its own towards it.

It turns out the uranium gave the food life and the food felt the Palace was its home.



Romania

Scoala Gimnaziala nr.17 Botosani

Constantin Brancusi and the Kinder Bueno bar

Once upon a time, in a city of nowhere, between the shadows of the houses, there was an old looking man walking. His name was *Constantin Brancusi* and he was a sculptor. He was very poor, and he couldn't afford to buy food or rent a place to live. While he was walking, he found a *Kinder Bueno* bar on the ground. At the time there was a promotion at Kinder bueno: One of the bars with chocolate had a ship ticket to *Trogir*. And he actually found the ticket. The next day he went to the port from Constanța and took the cruise to Trogir. After a long week he arrived at Trogir. There he ate some *fritules* and started making sculptures. One day a rich man came at his workshop and requested a very complicated sculpture. In 2 weeks he finished the sculpture and the rich man gave him 1 million dollars. He became millionaire and lived a long happy life.

NICOLAE IORGA AND THE ELECTRIC CAR

Nicolae Iorga built an *electric car* to travel in time. He wanted to visit an old Bulgarian town, *Plovdiv*. When he arrived there he went on narrow streets trying to find a big red house. After a lot of time, he found the house. There he saw a big family having dinner. That family invited him for dinner to eat something strange and new, a traditional food of this country: *Lozovi Sarmi*. If it is possible to look strange, he liked that kind of food very much. But, for poor *Nicolae Iorga* that nice was not so good because he had a very big problem, his electric car broke. Now he had to stay here for the night. His new friends helped him to fixing the electric car. Now, *Nicolae Iorga* could go home. He wanted to remember this day for the rest of his life. He tried to prepare this food at home, but he added some spice that were not part of the original recipe, like thyme. Unfortunately, he didn't know he was allergic, and he died. This is the true story of *Nicolae Iorga's* death. So, our advice if you aren't sure, don't cook it at home!

Robert, Răzvan, Matei
Class 5B

Scoala Gimnaziala nr.17 Botosani, Romania

Babele and the Sphinx



ROMANIA

Natural rock formations found in the Bucegi Mountains, at an altitude of 2,216 metres (7,270 ft). Both the enigmatic Babele (the old ladies) and the Sphinx are believed to be surrounded by an energy field and many travel to see them and experience it.

Sarmizegetusa Regia



ROMANIA

It was the capital and the most important military, religious and political centre of the Dacians prior to the wars with the Roman Empire. Erected on top of a 1200 m high mountain, the fortress, comprising six citadels, was the core of a strategic defensive system in the Orăştie Mountains.

Bran Castle



ROMANIA

Bran Castle is often associated with Dracula as his home, though there's no indication that author Bram Stoker even knew of this medieval castle. It is near Brasov in Transylvania. With roots dating to the 13th century, this medieval castle today is a museum showcasing art and furniture collected by Queen Maria.

Palace of Parliament



ROMANIA

In Bucharest. The largest administrative building in the world. It took 20,000 workers, working around the clock, 13 years to build it. It is an architectural wonder involving 700 architects and design specialists.

Alessia-Gabriela, Daria
class 5C

Scoala Gimnaziala nr.17 Botosani, Romania

HORIA HULUBEI



ROMANIA

He is the first physicist in the world to obtain X-ray spectra in gases. He has important contributions in neutron physics and in the study of nuclear reactions.

STEFAN PROCOPIU



ROMANIA

He established the magnetic moment and determined the physical constant of magnetic moment, named magneton. The magneton is now known as the Bohr-procopiu magneton.

THEODOR VIONESCU



ROMANIA

A Romanian physicist and inventor who made remarkable discoveries in plasma physics, ionosphere physics, ion coupling electrons in dense plasmas, masers, magnetron amplifiers, and Zeeman effects related to controlled nuclear fusion and quantum emission mechanisms in hot plasmas.

HENRI COANDA

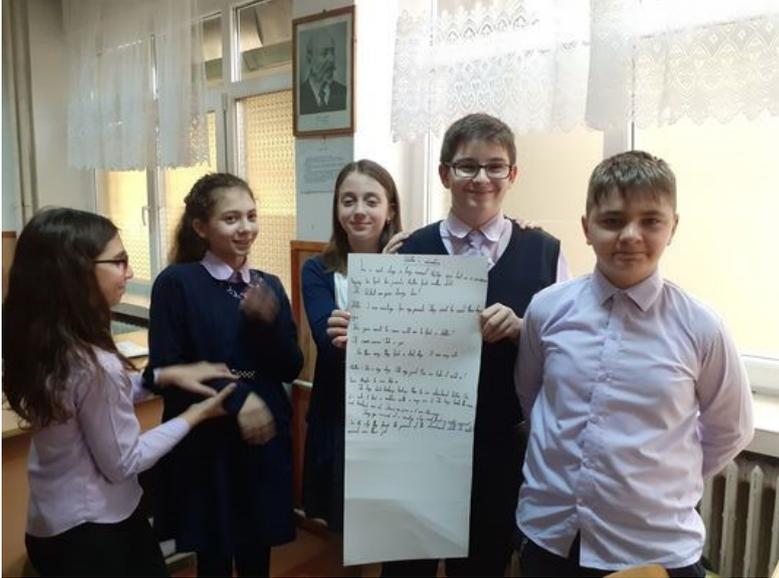


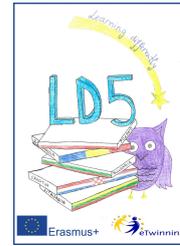
ROMANIA

A Romanian inventor, aerodynamics pioneer and builder of an experimental aircraft, the Coanda-1910 described by Coandă in the mid-1950s as the world's first jet. He invented a great number of devices, designed a "flying saucer" and discovered the Coandă effect of fluid dynamics.

Romania

Scoala Gimnaziala nr.17 Botosani

Topic	Climate change – creative writing prompts
Age of students	11-15
Description	<p>This set creates prompts/situations that the students are given in order to raise awareness about climate change problems (deforestation from the perspective of a forest or a homeless animal, pollution from the perspective of the oceans, animals, rising temperatures from the perspective of a starving polar bear), but also about issues that are very real nowadays (bullying, loneliness, depression, wars, testing on animals, circus animals, shopping not adopting etc).</p> <p>The prompts were created together with the students and allow them to express themselves from any perspective they choose, thus benefitting those that are more introverted.</p> <p>We also got some other intriguing perspectives to write from: the Earth's consciousness, a sad human who wants to become a robot, an A.I. who wants to become human, a fallen angel, a very old comet etc.</p> <p>This can be played individually or in teams (which makes it more difficult as the team members have to combine various perspectives, find a way for their characters to meet and interact in a manner that is coherent). We have tested both ways and students love the idea.</p>
Photos	

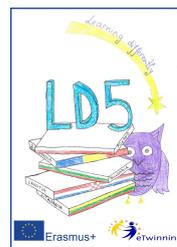


Romania
Scoala Gimnaziala nr.17 Botosani

A deaf dog	A forest where the trees were cut down	An inventor/scientist who wants to change the world	The Earth's Conscience
An old shabby chair	A French artist	A child who is different and is bullied	A person with magical powers who can heal
A child in a war zone	A dying ocean because of plastic pollution	An animal- in an animal shelter- who will be killed because nobody wants to adopt him.	A person who can see the future and is very depressed
A wild animal who has lost its home because people destroyed its forest	A grandparent who is alone	An animal forced to work in a circus /in a dolphinarium (for example)	The Great Pyramid
A child waiting for his/her parents to come home from abroad (where they work)	A doctor in a war zone	An angel who suddenly woke upon Earth and cannot go home	A cat/ Kitten thrown away by irresponsible people
A book thrown away in the garbage because people use gadgets	A.I. (Artificial Intelligence) -a robot who wants to be human	A person who is in prison when they are actually innocent	An animal in agony (monkey, rabbit, dog...) because people are testing cosmetics/medicine on him
A polar bear starving because of global warming	A sad person that wants to be a robot		



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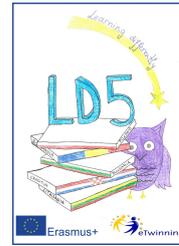
Chapter 3

Methods





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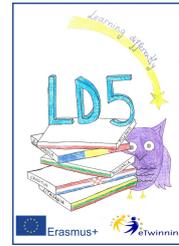
Bulgaria Vtoro OU „Nikola I. Vapcarov“

Title	Verbal-oral presentation development of LAPBOOK
Duration	2x40 minutes
Measures, Physical requirements	Pre-service teacher preparation: providing a model Students' preliminary preparation: illustrative visual aids / photos, drawings, etc. /, colored leaves, cardboard, scissors, glue.
Expected output	1) Ability to work in a team; 2) retrieving information about the past from illustrative materials; 3) learning skills; 4) consolidation of knowledge about the Thracian culture - treasures and tombs, part of the Bulgarian and world cultural heritage.
Description (Step-by-step guide)	First step: gathering information about Thracian treasures and tombs; Second step: drawing up a plan for model development; choice of material; Third step: forming teams; Step Four: Design the Model.
Method notes	The made models are presented to the class.





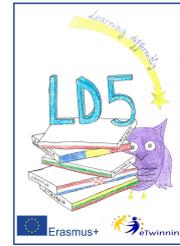
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Bulgaria

Vtoro OU „Nikola I. Vapcarov“

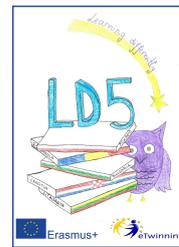
Title	Observation, conversation
Duration	40 minutes
Measures, Physical requirements	Preparation of teaching materials, printing of entertaining mandalas
Expected output	Mastering multiplication and division by 3, reading with comprehension
Description (Step-by-step guide)	<ol style="list-style-type: none">1. The lesson begins with the validation and refinement of the multiplication and division of the table by 32. To absorb the tabular results of the division by 33. Improve the ability to solve text division problems4. Enhancing the ability to solve "times less" tasks5. Develop skills for self-solving text tasks / reading with comprehension
Method notes	-



Croatia

Osnovna škola Pušća

Title	Mathematical comics - Pythagoras' theorem
Duration	45 minutes
Measures, Physical requirements	Poster, scissors, glue, crayons, felt-tip pens
Expected output	<p>The student applies Pythagoras' theorem.</p> <p>The student independently shapes his ideas and approaches problem solving creatively.</p> <p>The student critically thinks and evaluates ideas with the support of the teacher.</p> <p>The student self-evaluates the learning process and its results, assesses the progress made and plans future learning based on that.</p> <p>The student develops personal potentials</p>
Description (Step-by-step guide)	<p>At the beginning of the lesson with the students, we repeat the statement of Pythagoras' theorem and its application. Then, using the Brainstorming method, students recall where everyone in everyday life can apply Pythagoras' theorem.</p> <p>The task for students is to present the application of Pythagoras' theorem in a creative way, design their own math problem related to it, solve it in detail and present it with math comic. Each student will present their comic to the rest of the class, explain why they decided on this math problem and explain in detail the solution of it. After the presentation of each student, the whole class discusses the presented comic and we all evaluate each student's work together.</p>
Method notes	<p>INSTRUCTIONS FOR STUDENTS:</p> <p>Design and draw a mathematical comic on the topic of applying Pythagoras' theorem. Independently create a mathematical problem related to the application of Pythagoras' theorem and solved it. Then draw a math comic in which you will present your problem and its solution. Be creative and don't use your math textbook. You will present your comic to other students in the class, tell them what motivated you to design the problem, and explain how you came up with the solution to your math problem.</p>



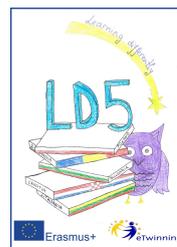
Croatia

Osnovna škola Pušća

Title	Research work - Data presentation and analysis
Duration	4 math lessons
Measures, Physical requirements	Poster, scissors, glue, crayons, felt-tip pens, geometric accessories
Expected output	<p>The student organizes and analyzes the data shown by the relative frequency diagram.</p> <p>The student collects, sorts data, and determines the frequencies and relative frequencies of sorted data.</p> <p>The student displays data in a table, bar chart of relative frequencies.</p> <p>The student analyzes results and discusses them.</p> <p>The student makes decisions based on presented and analyzed data.</p> <p>The student independently seeks new information from various sources, transforms it into new knowledge and successfully applies it in solving problems.</p> <p>The student independently shapes his ideas and approaches problem solving creatively.</p> <p>The student self-evaluates the learning process and its results, assesses the progress made and plans future learning based on that.</p>
Description (Step-by-step guide)	<p>At the beginning of the lesson, each student chooses a topic for their research to conduct within their class. Students usually choose their favorite athlete, color, drink, food, animal, hobby, etc.</p> <p>Students should conduct their research and analyze the data exactly as instructed by the teacher. The teacher supervises the student's work and helps with advice if needed. After all students have conducted their research and analyzed the data and presented it as requested, all students present their work to the rest of the class.</p> <p>After the presentation of each student, the whole class discusses the presented analysis and we all evaluate each student's work together.</p>



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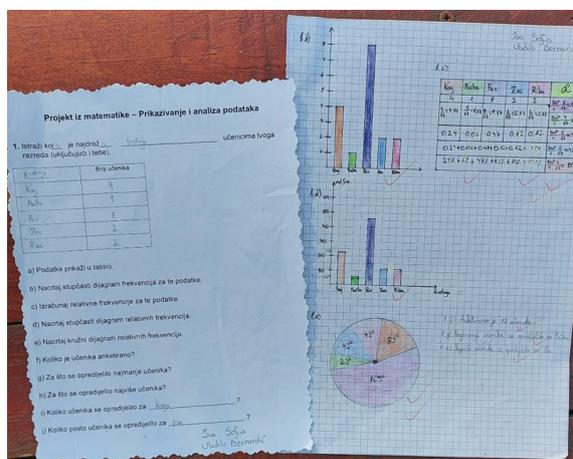
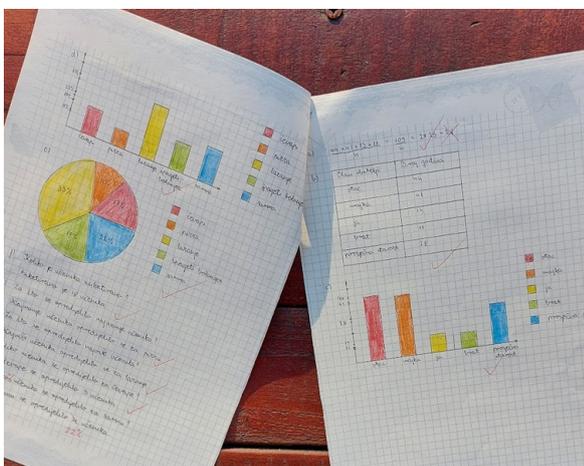


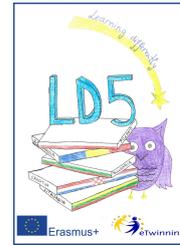
Croatia Osnovna škola Pušća

Method notes

INSTRUCTIONS FOR STUDENTS:

- Explore which is the favorite ___ (etc. color)___ of your class (including you).
 - Show the data in the table.
 - Draw a bar chart of frequencies for this data.
 - Calculate the relative frequencies for this data.
 - Draw a bar chart of relative frequencies.
 - Draw a pie chart of relative frequencies.
 - How many students were surveyed?
 - What did the least number of students choose?
 - What did most students choose?
 - How many students decided for _____?
 - What percentage of the student decided for _____?
- Write down how old each member of your family is, including you.
 - Calculate the average age of your family members.
 - Show this data in the table.
 - Draw a bar chart of frequencies for this data.
- Write down how tall (in cm) each member of your family is, including you.
 - Calculate the average height of your family members.
 - Who is the lowest and who is the highest member of your family?
 - Which member / members are below average and which are above average?





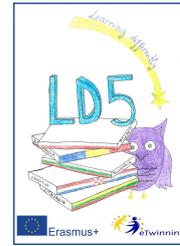
Lithuania

Klaipėdos Gedminų progimnazija

Title	Creative task
Duration	45 minutes
Measures, Physical requirements	Pictures with eyes
Expected output	Students will create an intriguing story using pictures and given unfinished sentences of the beginning and ending of the story.
Description (Step-by-step guide)	<p>Students get pictures that include the eyes of different animals. After careful looking at the pictures, students choose one picture and create a story "Whose eyes?"</p> <p>Students are given unfinished sentences for the beginning of the story:</p> <ol style="list-style-type: none"> 1. Once upon a time, I saw noticed eyes in a cave.... 2. I peeked through the keyhole and saw the eye.... 3. Two eyes looked at me from a tree hollow... <p>Sentences for the end of the story:</p> <ol style="list-style-type: none"> 1. To my surprise, a badger was hiding in a cave. 2. After I opened the door, I saw a little kitten. 3. Suddenly an owl flew out of the hollow. <p>Students create intriguing narrative.</p>
Method notes	It is possible to use photos/pictures of the required theme for other, different writing purposes.



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Lithuania

Klaipėdos Gedminų progimnazija

Title	Word sorting
Duration	30 minutes
Measures, Physical requirements	Images or leaflets with written words
Expected output	According the given task students will be able to find the right words or pictures.
Description (Step-by-step guide)	Students get a stack of leaflets which they have to sort according to a condition said by the teacher (e.g., sort the words that answer the questions what works? What worked? What will work?; Choose the right word or text for the picture).
Method notes	According sorted words they can think of sentences, use words from one category to write an essay, and so on.

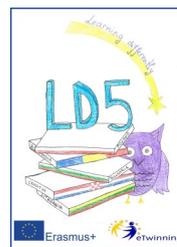
Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Title	Lesson using the method of teaching stations
Duration	2 lessons
Measures, Physical requirements	Workstations - "stations", computers, worksheets (grammar, vocabulary, reading and listening, writing, speaking, translating, etc.), picture cards
Expected output	Activation, interesting form of classes, enriching the base of teaching aids, learning to work in a group, developing communication skills, learning to work in a group, developing communication skills, integrating students
Description (Step-by-step guide)	<ol style="list-style-type: none"> 1. The classroom should be properly prepared and the tables should be properly arranged. One bench is one station. 2. Each workstation must be marked with a consecutive number, eg Station No. 1, Station No. 2, etc. 3. It is best during the lesson preceding the work with this method to inform the students what it is about and explain their possible doubts. 4. Decide whether students will work individually or in teams of two. 5. At each station, leave a command, an instruction to perform the task. 6. Give each person or couple a worksheet to write down their answers on. 7. There should be as many task stations as the number of students or pairs executing the instructions. You can prepare an additional "key" station, i.e. a test station where students can check their assignments. 8. Students "visit" the stations in any order. 9. Stations should contain tasks of various difficulty levels and activate various senses and take into account various forms of activity. The station is changed after the previous task is completed or after the allotted time has elapsed. 10. When preparing the tasks, it is necessary to take into account how much time the students will need to complete each instruction. It is worth remembering that they cannot be too long and elaborate, because on average students will have 2-3 minutes to complete the task. 11. The teacher watches over the smooth running of the lessons and controls the time. If necessary, he can help.
Method notes	Preparing materials for individual stations can be time consuming. Proper student involvement in the classroom and teaching process is the key to success.

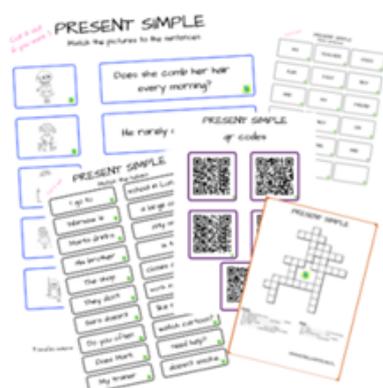


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Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

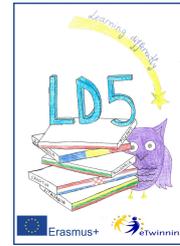


Present Simple metoda stacji





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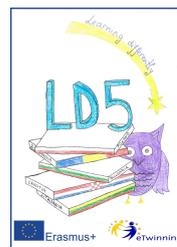
Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Title	Lesson by project method (for example, a sightseeing project about Great Britain)
Duration	2-4 weeks
Measures, Physical requirements	Computer, Internet, literature, dictionary, album, display, poster, collage
Expected output	The project method develops independence, develops the ability to work in a group, develops creative thinking, enables the presentation and integration of knowledge from various fields, takes into account the interests and talents of students, gives the possibility of self-evaluation, expressing one's own opinion
Description (Step-by-step guide)	<ol style="list-style-type: none"> 1. Division of the class into 6 groups. 2. Assignment of topics (or selection by groups). 3. Division of roles in the group: <ul style="list-style-type: none"> - leader (keeps in touch with the teacher, coordinates activities, keeps track of deadlines) - bibliographers (collect and process material) - visual artists (responsible for the artwork) - presenter (responsible for a factual, original presentation) 4. Collecting materials on a given topic. 5. Developing a plan by students and establishing the form of presentation. 6. Implementation of work stages according to the plan: <ul style="list-style-type: none"> - collection of materials - selection of collected information - text editing based on materials - graphic design - preparing a presentation 7. Presentation of the performed task. 8. Self-assessment (discussion). 9. Evaluation.



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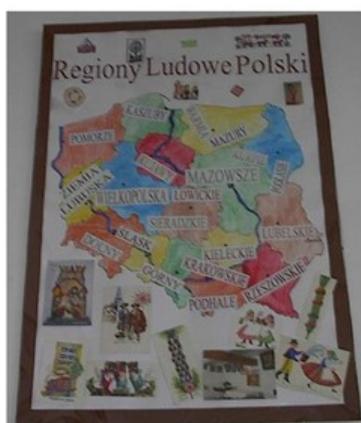


Poland

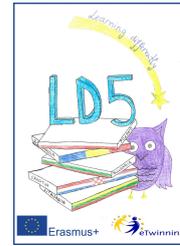
Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Method notes

An educational project is a teaching method that shapes many skills and integrates knowledge from various subjects. The essence of this method is the independent work of students, using knowledge from many fields, leading to the implementation of a specific goal (topic), based on the set goals.



Tworząc mapę regionów, szukaliśmy informacji w Internecie, w podręcznikach (np. do muzyki), encyklopediach. Mapę wymalowaliśmy własnoręcznie i ozdobiliśmy kartkami, pochodzącymi z kolekcji taty kolegi z grupy.



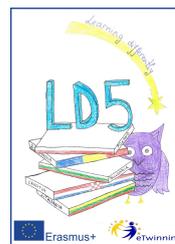
Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Title	Picture-based story writing
Duration	1-2 weeks
Measures, Physical requirements	Computer, Internet, literature, dictionary, pictures
Expected output	The method develops independence, creative thinking, takes into account the interests and talents of students, provides speaking and writing practice and uses learners' imaginations to create a story based on a picture.
Description (Step-by-step guide)	<ol style="list-style-type: none"> 1. Preparing some pictures that are connected with Christmas and its tradition. 2. Showing the pictures to the students and have them work in groups to prepare some questions about it e.g. Who is the man? How old is the man? Where does he live? Who is he talking to? What is he talking about? What is he saying? What are they doing? Where are they going? 3. When the students are working together monitor and help with the question forming. Provide advice and correction if necessary. If students are struggling to think of questions, provide prompts. 4. When they answer (using their imaginations) write their answers on the board. 5. When you have exhausted all the questions, have the students work in pairs and write a story based on the answers given. If they want to change any details tell them that this is fine. 6. Encourage students to read the stories and comment on them.
Method notes	The essence of this method is the independent work of students, using knowledge from many fields, leading to the implementation of a specific goal (a story). This learner-centred activity also practises question forms and encourages collaboration and teamwork



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Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego



That one time of the year - Christmas Eve

There's this one time of the year that we all come together to celebrate. It doesn't matter where you are, who you are or what you believe in. Anyone can join in. But in order to have the best Christmas imaginable, you've got to have enough ingredients for your baked goods and a nice-looking tree. Delicious food and a welcoming atmosphere are always the key of well-spent holidays. ☺ Now we'll be going outside to grab all the things necessary...

This year there isn't much snow. Furthermore, the weather is rather muddy and rainy. I grasp my umbrella and step outside of my apartment. I wait in front of the flat for my family. In the meantime, I look at all the people that are hunting for either presents or maybe they're just wandering around. Who knows? Anyway, my family gathers around and we're ready to take off. We barge into a convenience store. The prices are low, so that's a big plus. We leave with a bag filled with just the things that we wanted. We still got one more place to visit...

Right now, we're at Home Depot. After some searching for a perfect Christmas tree, we finally found it. As we got closer the easier it was to notice the "clearance sale" sign. We looked at the tree from up close, and we came to a realization, that it was good enough for us. We put it into this big kind of shopping cart and got to the check out. We split the costs between us and we left...

As soon as we got home, we started decorating the tree. The Christmas eve is right behind the corner. Hence, we start gathering all of our owned ornaments and pick the favourites. We put on the lights, we turned them on and the warm, glowing light started to fill the room with a Christmas spirit.

After we finished, we went straight to the kitchen, where the fresh ingredients were lying. We have thought about making a casserole as a side dish, but instead we baked ginger bread cookies. After we took them out of the oven, they were soft but they hardened after 15 minutes or so. Therefore, we put them into a box with peeled, sliced apples, in hopes, that they would soften on time.

In the living room

We got together in the dining room. I helped to set the table and transferred the dishes onto it. I lit some candles to set the Christmas mood. We began devouring the food. We had no idea, about what was going on in the living room...

In the living room

Santa was quietly placing the gifts under the richly filled with decorations tree. He climbed up the fire place, and puff! He disappeared. With no evidence of his presence left behind! Besides the left-over crumbs of the cookies prepared for him, of course.

We were surprised to find the gifts under the tree. The excitement was real, so first we began to exchange the presents we had for each other and then we dug into the pile under the tree.

Everyone was pretty grateful for what they got.

When the gifts remained opened, we started singing Christmas carols. As soon as we started singing the sound of an instrument came out from the front porch. We have no idea who it could had been. We didn't invite anyone besides our closest friends and family. When I opened the door, no one was there.

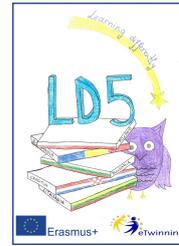
After some investigating, I think, I know who the secret musician was.

Happy Christmas!

PICTURE BASED STORY



Hi, my name is Ewa. I would like to tell you a story that changed my life. It all happened on 24th and 25th December. We were preparing Christmas cookies and some other dishes. I was looking forward to The Christmas Eve. We haven't had the Christmas tree bought yet, but my father was planning to buy one this afternoon. I asked him to give me a lift, because I wanted to buy Christmas decorations. When I bought them, I went with him to help with choosing perfect Christmas tree. Suddenly, I saw a man dressed like a Santa Claus. He was sitting in front of a house and playing a small guitar. People were staring at him. There was a tiny pocketbook in front of him. I decided to give him a little money, because I thought that his idea of playing such a beautiful Christmas carol was brilliant. He said "Thank you" and told me that he was homeless and didn't have enough money to buy necessary things. I told him not to worry and invited him to our Christmas Eve. When I got back home, we dressed the Christmas tree. It looked really beautiful. It was covered with Christmas balls and chains. I was waiting for the man, but he didn't show up. But, this year we got many fantastic gifts. My parents looked confused, because they didn't remember buying that many. For me, it was a clear sign that being generous and good pays. I haven't lost faith in Santa Claus since that day.



Romania

Scoala Gimnaziala nr.17 Botosani

Title	Interdisciplinary evaluation game – QR-code enhanced treasure hunts
Duration	2 lessons
Measures, Physical requirements	QR codes, phones
Description (Step-by-step guide)	<p>These treasure hunts can be done in a variety of ways: using only QR codes, scattered throughout the school, as an escape room on genial.ly, printed on paper and worked on in teams (stations). The questions come from all school subjects and the requirements may differ:</p> <p>To get to the next question and the clue that takes you there, you must solve a specific task; so the task are sequential.</p> <p>Solve the riddles in any random order and collect the clues (first letter, chemical symbol etc), then combine them to get the final answer.</p> <p>Each question is based on the answer you give to the previous one: if it is a math problem, then if you get the results wrong then all your next answers will be wrong or you won't be able to solve them.</p>

Treasure hunts – transcurricular ones

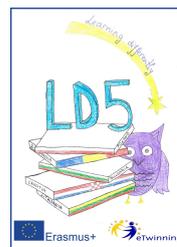


Combine STEM, languages, art, literature, QR codes, morse code, Google Earth – to create interdisciplinary treasure hunts.





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Romania

Scoala Gimnaziala nr.17 Botosani

TREASURE HUNT – OPTION 1 – 6TH GRADERS

1. Calculate $(27,3 + 9,5 \times 73) + 4:2 + 483 + 925 - 250,9 + 0,100$. Your next clue is near my door above ACES.



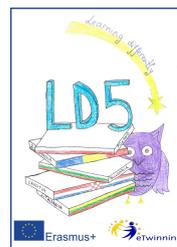
2. The result is the birth date of a Romanian writer, and May 21. Find the 3 initials of his real name. The next step is in your class at the first window. Don't take it.



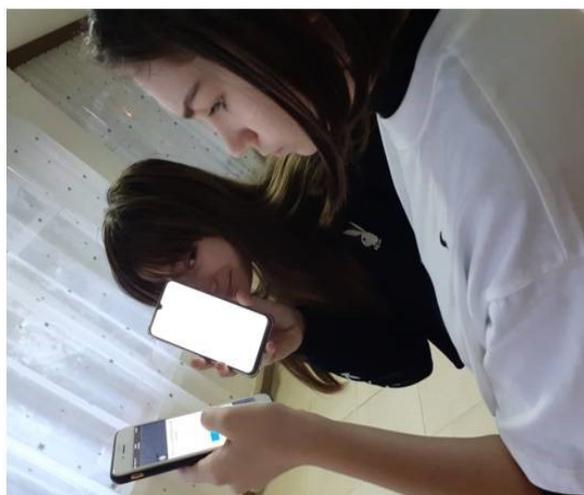
3. Add the letter M to the initials. Add a vegetable in front to form a new word. The vegetable is also a spice used together with salt. Count the letters. Next clue outside that class.



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Romania
Scoala Gimnaziala nr.17 Botosani

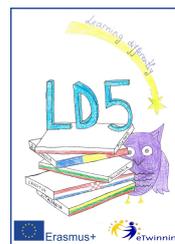




Romania
Scoala Gimnaziala nr.17 Botosani

1.While you're here find the Czech republic flag. Bring your flag to the physics lab.	1.Can you guess what this says? The help you need is on a door somewhere on this floor.
2.While you're here find the Slovenian flag. Bring your flag to the physics lab.	2. Can you guess what this says? The help you need is on a door somewhere on this floor.
3.While you're here find the Finnish flag. Bring your flag to the physics lab.	3. Can you guess what this says? The help you need is on a door somewhere on this floor.
4.While you're here find the Hungarian flag. Bring your flag to the physics lab.	4. Can you guess what this says? The help you need is on a door somewhere on this floor.
5.While you're here find the Irish flag. Bring your flag to the physics lab.	5. Can you guess what this says? The help you need is on a door somewhere on this floor.
6.While you're here find the Serbian flag. Bring your flag to the physics lab.	6. Can you guess what this says? The help you need is on a door somewhere on this floor.





Romania

Scoala Gimnaziala nr.17 Botosani



1.Find a physicist who worked on gamma-ray lasers	2+2= fish 3+3 = eight 7+7= triangle
2.Find the first Romanian physicist to get a Ph.D.	What is in seasons, seconds, centuries and minutes, but not in decades, years or days?
3.Find a physicist who has his own equation	What is in seasons, seconds, centuries and minutes, but not in decades, years or days?
4.Find an inventor who studied hot plasma	What kind of room has no doors or windows?
5.Who designed a "flying saucer"	A man rode into town on Tuesday and left two days later on Tuesday. How is it possible?
6.Who created the first Romanian plane?	A man rode into town on Tuesday and left two days later on Tuesday. How is it possible?

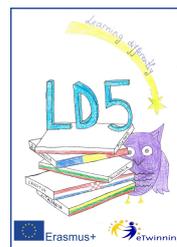
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2.While you're here find the Slovenian flag. Bring your flag to the physics lab.	2. Can you guess what this says? The help you need is on a door somewhere on this floor.
3.While you're here find the Finnish flag. Bring your flag to the physics lab.	3. Can you guess what this says? The help you need is on a door somewhere on this floor.
4.While you're here find the Hungarian flag. Bring your flag to the physics lab.	4. Can you guess what this says? The help you need is on a door somewhere on this floor.
5.While you're here find the Irish flag. Bring your flag to the physics lab.	5. Can you guess what this says? The help you need is on a door somewhere on this floor.
6.While you're here find the Serbian flag. Bring your flag to the physics lab.	6. Can you guess what this says? The help you need is on a door somewhere on this floor.

If you're looking for a map, it is hidden in plain sight. Use it if need be and tell me 1.What number is Austria?	1.Your next clue is on the back of the Austrian flag but to get there go to the first place you saw in this school.
If you're looking for a map, it is hidden in plain sight. Use it if need be and tell me 2.What number is Germany?	2.Your next clue is on the back of the German flag but to get there go to the first place you saw in this school.
If you're looking for a map, it is hidden in plain sight. Use it if need be and tell me 3.What number is Belgium?	3.Your next clue is on the back of the Belgian flag but to get there go to the first place you saw in this school.
If you're looking for a map, it is hidden in plain sight. Use it if need be and tell me 4.What number is Slovakia?	4.Your next clue is on the back of the Slovakian flag but to get there go to the first place you saw in this school.
If you're looking for a map, it is hidden in plain sight. Use it if need be and tell me 5.What number is Denmark?	5.Your next clue is on the back of the Danish flag but to get there go to the first place you saw in this school.
If you're looking for a map, it is hidden in plain sight. Use it if need be and tell me 6.What number is Portugal?	6.Your next clue is on the back of the Portuguese flag but to get there go to the first place you saw in this school.

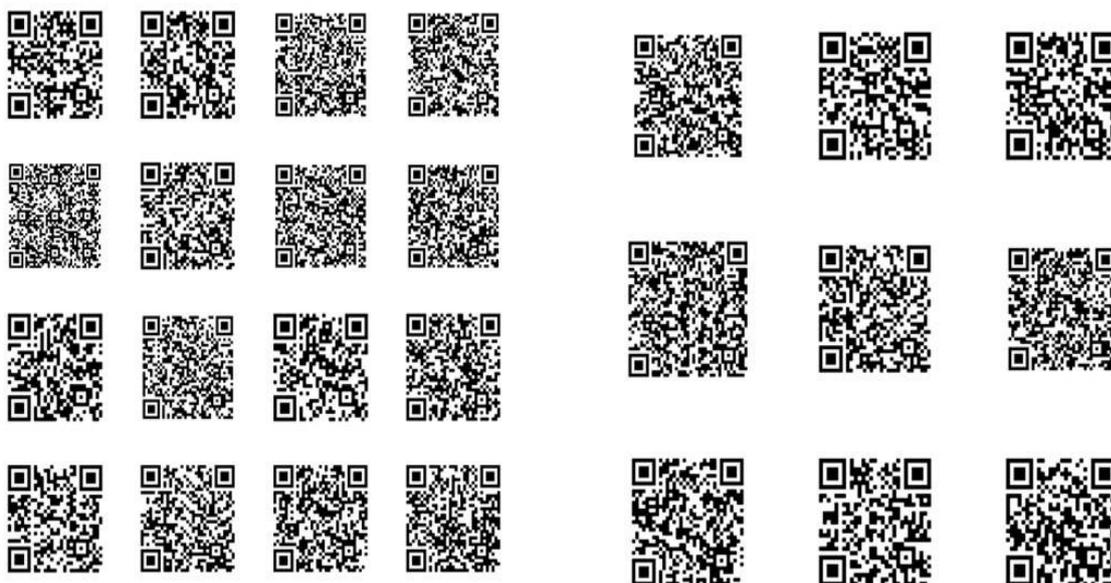




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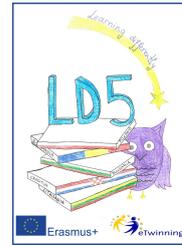


Romania
Scoala Gimnaziala nr.17 Botosani





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Scoala Gimnaziala nr.17 Botosani

TREASURE HUNT – OPTION 3

QUESTIONS CREATED BY 5TH GRADERS

(1)What is the answer to : $27,3 + 9,5 \times 73$?

(2)Calculate the result of the previous exercise $+ 4 : 2$.

(3)Add to the result of the previous exercise 483 and 925.

(4)From the result obtained in the previous exercise, you decrease 250,9 and add 0,100 .

(5)The result obtained is the birth date of a writer, and May 21. Find the initials of his real name, which are 3.

(6)Write the initials as a word, and add **m** to the beginning.

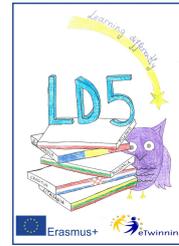
(7)Translate the word into Romanian and write what part of speech it is, the number and the genre.

(8)Find the unicellular organism that has the same genre and the same part of speech as the word from the previous exercise. It is part of Protista. (in Romanian it has an "adjective" after the word you have to find)

(9)What is the subclass of the discovered organism? It ends in letters **o, a and r**. (In Romanian)



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(10) How many letters does the word discovered before have? Add to the number of letters, the number of the exercise.

(11) Multiply the number obtained from the previous exercise by 100 and add 12.

You will find out the year when a Romanian writer died. (Hint: Have you ever heard of Goe?)

(12) Find out in what year the writer was born.

(13) How many days have June, March and September together? (From 2019)

(14) Subtract (Minus) 0,5 from the given number and double the result.

(15) If you multiply the result by 10 it will give you the birth date of a German writer and pianist (Hint: Robert...)

(16) What is the name of an opera written by him that translated from French means 'butterflies'?

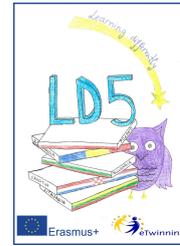
(17) Transcribe that word in French into Morse code (Hint: find the morse alphabet somewhere near your class, to the right of the door).

(18) How many dots (.) are there in the word from question 17? Use the maps in your class and the hall to find out which country has the same number. To get your next and last task take this paper with answers to Radu. If all your answers are correct you will receive the last question.

(19) This is the capital city of a country in Europe. What country is it? Bring your map and circle the right country.



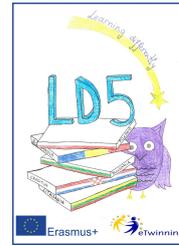
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Title	Online treasure hunt
Duration	30 minutes
Measures, Physical requirements	Internet connection, webcams and microphones
Expected output	Students will have to find a right object according to each requirement
Description (Step-by-step guide)	<ol style="list-style-type: none">1. Students are told they will play an online treasure hunt. For each task they have 30 seconds. They have to bring one item that fits the description of the task.2. Students are then asked to bring, in turn, something small, something old, something fluffy, something that makes them happy, something yellow/red, something square, something sweet, etc. Depending on the class, you can vary the requests, make them more complex
Method notes	Make sure you have a timer running for each task and that the timer is visible on the screen. You can include a timer video from youtube and put it on each slide

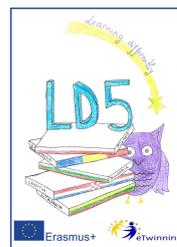


Romania
Scoala Gimnaziala nr.17 Botosani

Title	Story with interruptors – with a twist
Duration	45 minutes
Measures, Physical requirements	No special measures
Expected output	Improved fluency, creativity. Improved motivation for shy students to take part
Description (Step-by-step guide)	<p>The original idea is like this:</p> <p>One person (or two) is the storyteller. They get an initial word and start a story. Every now and then, he/she gets a word from the audience. The fun part is throwing a word that has no relation to the story as it is being told.</p> <p>The storyteller has to then continue the story and incorporate the new word in it.</p> <p>The change we made to this is at any given time a student can shout SWITCH and the storyteller has to immediately change the last sentence he/she said by saying the exact opposite and continue the story.</p> <p>For example: <i>when he opened the door, he was a crocodile chilling on the porch – SWITCH—he didn't see a crocodile, he saw a pumpkin or the crocodile wasn't chilling, it was playing Fortnite.</i></p> <p>The storyteller has to introduce a conflict and a resolution so the story comes full circle.</p>
Method notes	<p>This is an adaptation of a storytelling method taught by Ina Curic during the Connector 5 event, organised by the Romanian NA. The twist was the idea of 4th graders and their class teacher, Alina Rus and we tested it during the Teacher training – virtual mobility hosted by our school in february 2021.</p> <p>Make sure the students don't get lost in the narrative; remind them to introduce the conflict.</p> <p>As an observation, all the students will want to give words/phrases, so it can take quite a while to finish a story. That is why it is important to set some rules, like do you select the ones to give a word. If they raise their hand, you can ask the storyteller to name them or ask another student to lightly tap them on the shoulder so as not to interrupt the flow.</p> <p>Students can also shout the words, but with young students who are very eager to do this it is extremely difficulty to do this in an orderly fashion and not have 10 students shouting words all at the same time.</p>



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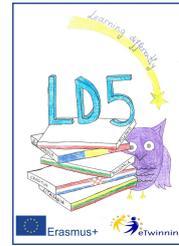


Creative storytelling - story with interruptors





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Romania

Scoala Gimnaziala nr.17 Botosani

Title	Interview the teacher
Duration	25 minutes
Measures, Physical requirements	Lists of questions prepared by the students (based on what you are teaching) The answers should be as funny as possible and you should ask a question back.
Expected output	Improved fluency Revision of different vocabulary and grammar items (Can you..? Do you...? Have you ever...?)
Description (Step-by-step guide)	<p>Each student is asked to prepare a list of 5 -10 questions (following a certain topic they are given in class). When they are done they start asking their colleagues and the teacher. They have to write down the answers everyone gave, using simple Y/N.</p> <p>After 20 minutes, they go back to their places and report what they have learnt about different colleagues and the teacher and share it with the class.</p> <p>Alternatively, you can place them all in a circle, use a soft ball or acrumpled piece of paper, pass it to one of the students and tell them to throw it to somebody who answered yes to a specific question on their list (make sure you can see their list so the student can answer). You can also do it as a guessing game, if you have pictures of all the lists.</p> <p>Give the ball to one student and ask them to throw it back to somebody they think can dance hip hop or has never seen a cow etc.</p>
Method notes	Try to mingle as much as possible, because students love interviewing the teacher.

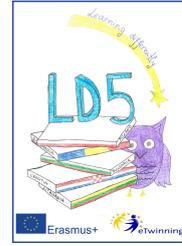
Romania

Scoala Gimnaziala nr.17 Botosani

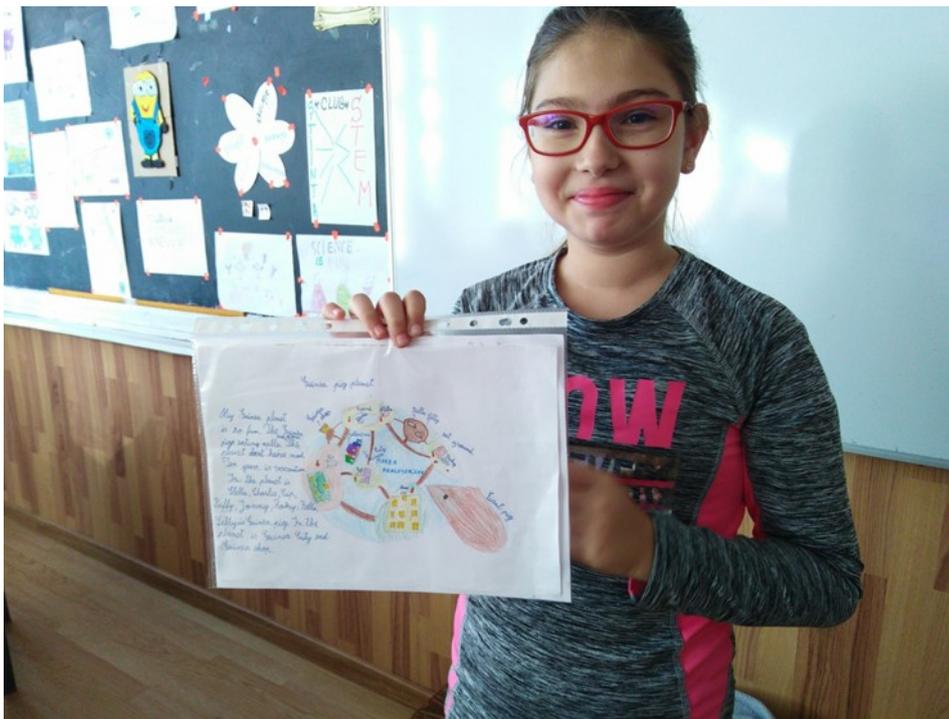
Title	Inventor of the future – creative thinking
Duration	60 minutes – flipped classroom
Measures, Physical requirements	<p>Internet connection, webcam and microphone (if online)</p> <p>Students can work individually or in teams (their choice)</p> <p>The work will be done at home, as well as the research (the teacher will only guide by offering study materials according to students' age and clarify concepts)</p>
Expected output	<p>Enhanced creativity and critical thinking.</p> <p>A collection of inventions (gadgets, apps, jobs of the future, prototypes etc.)</p>
Description (Step-by-step guide)	<p>Students will brainstorm about the future, what advances it brings, what changes in terms of jobs, discoveries.</p> <p>At home, they will focus on one invention/job/discovery of their choice and create a presentation in any form they feel comfortable (build a mock-up, draw in Tinkercad, draw on paper or just write).</p> <p>In class, everybody presents their work and answers questions from the other students/teams.</p> <p>Additionally, according to the work created, the teacher can bring in some specialists (online sessions). This can also be done at the beginning to clarify some of the concepts the students have shown interest in (microbiology, engineering, astronomy, IT etc)</p>
Method notes	<p>Encourage students to think of all the aspects of their product. If it is an invention/app/gadget, how they will promote it, ensure it has a niche on the market, create a business plan). If it is a job, what kind of skills one would need and what knowledge. Also encourage them to ask questions, formulate hypotheses even if they might be wrong, but just to analyse all the aspects.</p> <p>Alternatively, you can have them invent a world, present its features, flora, fauna, answer questions</p>



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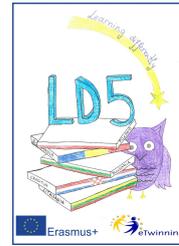


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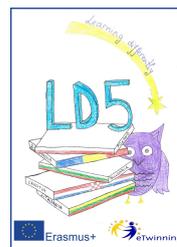
Romania

Scoala Gimnaziala nr.17 Botosani

Title	Getting to know our partners' culture
Duration	1-2 hours
Measures, Physical requirements	Well-known legends, stories, fables etc. from the partner countries. If you are not doing this as part of an eTwinning or Erasmus+ project, the students can choose any country. Pen, paper, markers, colours (if doing this offline) Storyjumper, makebeliecomics (if doing this online) Students can work in teams of 2-3 (it is preferable)
Expected output	Collection of stories, legends, fables from different countries as retold by the students or transformed into comics
Description (Step-by-step guide)	Students divide in teams and choose a country where their legend/story/fable comes from. You can adjust this depending on what you are teaching at the moment. Then they work in teams to produce a different version (as a comic or if the story/fable has no dialogue, then the students transform everything into direct speech). The teams share their work and offer feedback, discuss.
Method notes	This was chosen by our Romanian language teacher to get students acquainted with The owl and the crow (a Bulgarian story) and the 6th graders worked either in teams or individually.



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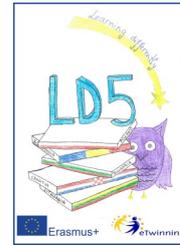


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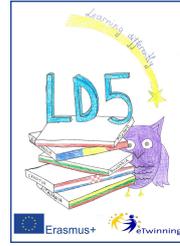


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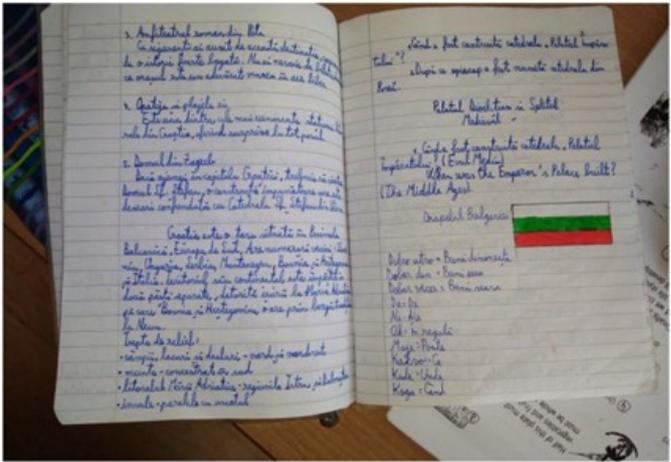
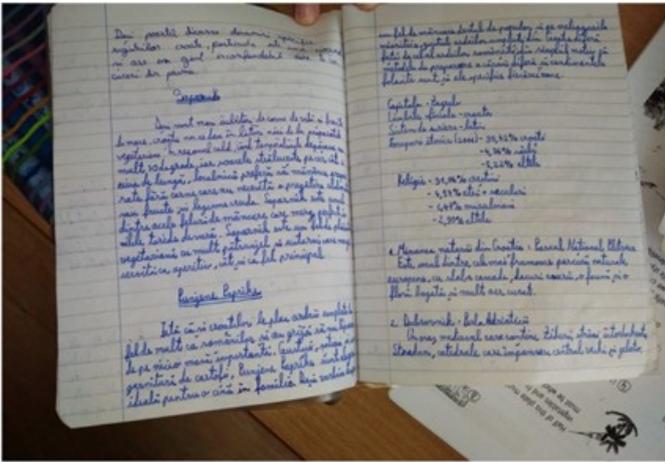
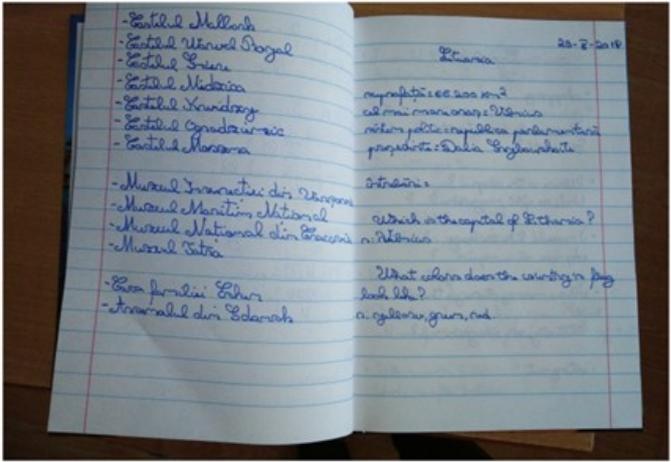
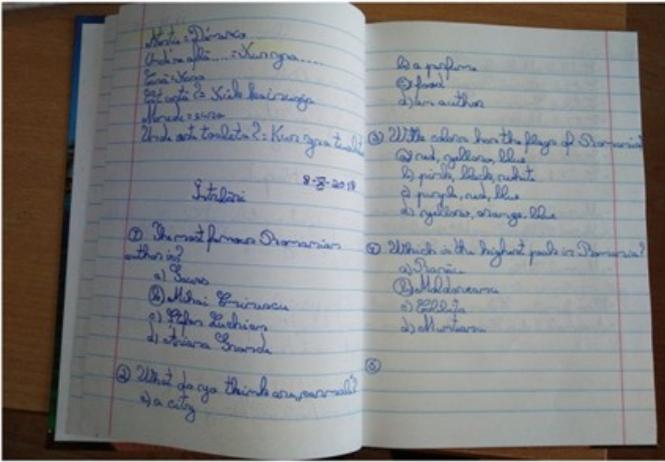
Title	Getting to know our partners
Duration	2-3 hours
Measures, Physical requirements	Internet access Students can work individually or in teams
Expected output	Linguistic survival guide – for any country of your choice (we tested this idea with our Erasmus+ partners in “Learning Differently”). Collection of historical, cultural information about the partner countries. Collection of games created by students based on their research (Kahoot, Learningapps, Quizizz, Quizlet etc).
Description (Step-by-step guide)	Students divide in teams and choose a country. They create a list of situation-based survival phrases (shopping, at the hospital, asking for directions etc.) – the list is in both their mother tongue and English. They find the best translation for those phrases (check the Youtube channels dedicated to learning new languages like Croatian 101, Spanish 101, where the videos are based on certain topics). The teacher will help the students by putting them in contact with students/teachers from the country they are studying and they can proofread the translations and also provide a recording so the students can practice the pronunciation in that foreign language. The teams share their work and learn from each other. They can create games for the other teams and compete. The second activity is finding relevant geographical, historical and cultural information about the partner countries. The information is also accompanied by a quiz the team creates for the other teams. All the materials can be put together in an ebook.
Method notes	We tried the linguistic workshop during our LTTA in Romania



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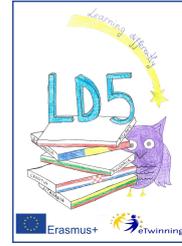


Romania Scoala Gimnaziala nr.17 Botosani





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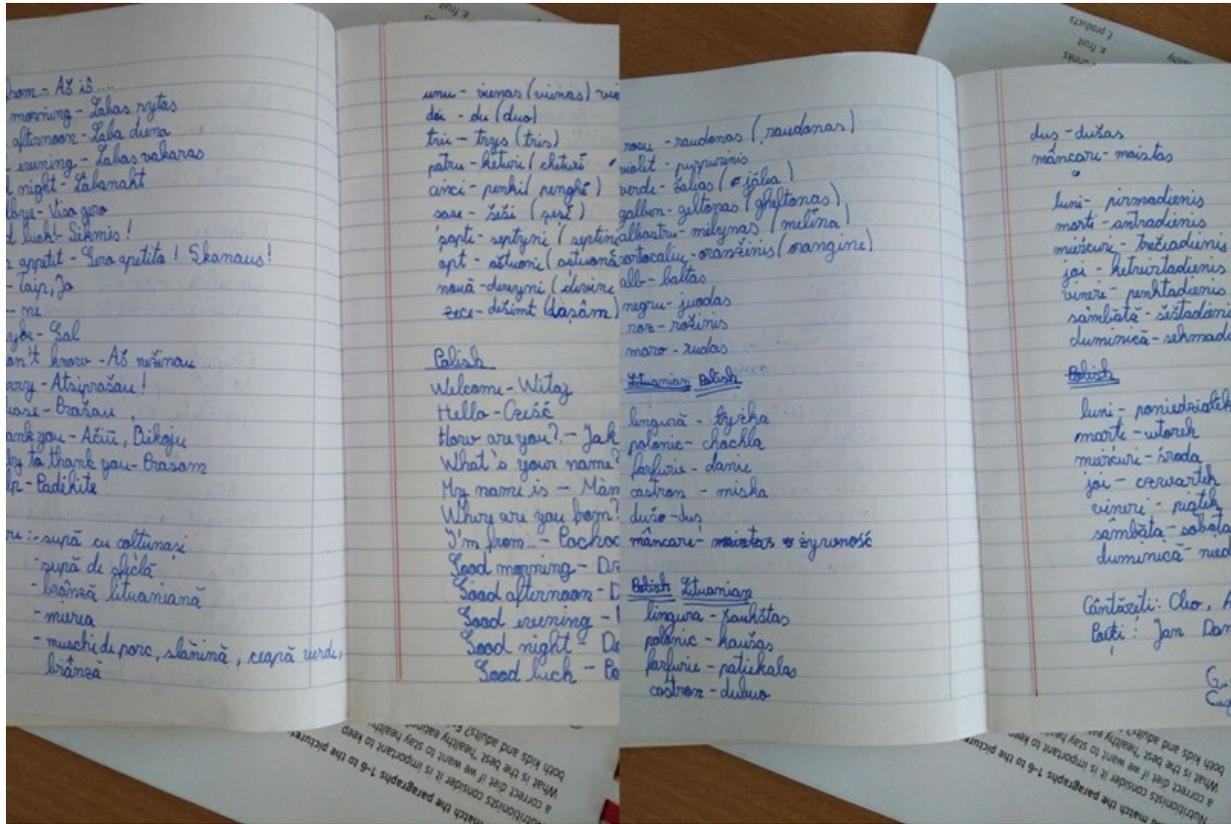




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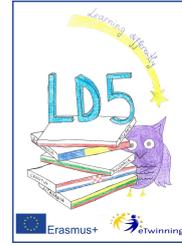


Romania
Scoala Gimnaziala nr.17 Botosani





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Romania

Scoala Gimnaziala nr.17 Botosani

Unde este cel mai apropiat spital?
 Where is the nearest hospital?
 Unde este cel mai apropiat spital?
 Gde je najbliži špital?
 DE NAJBLIŽA BOLNICA?

Unde este cea mai apropiată stație de autobuz?
 Where is the nearest bus station?
 Gde je najbliži dvorac autobusowy?
 STANICA ZA BUS

SRETAN ROĐENDAN!
 SRETAN ROĐENJA
 La multi ani!
 Wszystkiego najlepszego!
 Najboljeg najboljeg

Man patinka opelsinai
 Imi plac portocalele
 Man patinka baskis. Imi plac
 capsumala
 Unde este politia?
 Unde este magazinul?
 Unde suntem?

Man patinka opelsinai
 Imi plac portocalele
 Man patinka baskis. Imi plac
 capsumala
 Unde este politia?
 Unde este magazinul?
 Unde suntem?

1. Bulgaria
 - Kde je vasa?
 - Kde je mne?
 - Kde je ymbam go yfudunye?
 - Kde je nrobrum?
 - Kde je obrumyama?
 - Kde je cu?
 Lithuania -> Romania
 Romania -> Croatia
 Croatia -> Bulgaria
 Bulgaria -> Lithuania

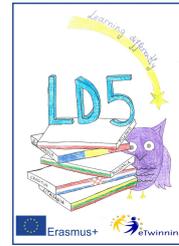
Romania

Scoala Gimnaziala nr.17 Botosani

Title	Getting to know our partners
Duration	45 minutes
Measures, Physical requirements	Internet connection, phones/laptops, design apps (Canva, Genially, Emaze etc) (if online), markers, colours, A3 cardboard (if offline)
Expected output	Students will work in teams to create posters about one of the partner countries. Students will enrich their knowledge about the partner countries
Description (Step-by-step guide)	<ol style="list-style-type: none"> 1. Each team will decide on the country they chose (or we can use wheeldecide to randomly assign a country); they decide on the elements they have to include: common phrases/numbers/colours etc, location, fun facts, recipes/personalities/major historical events etc 2. They present their posters to their colleagues and answer questions 3. All the posters are uploaded in a virtual museum (Emaze or Artsteps)
Method notes	<p>The teams can work at school, in class (on deciding the elements to be included in the poster and assigning roles, transcribing the information if they can't do it from home in a common document) and at home (researching the information). We tried both versions (did all the activities in class, but also tried doing only some in class and the others at home – only in those cases where the team members could meet and work together after school)</p>

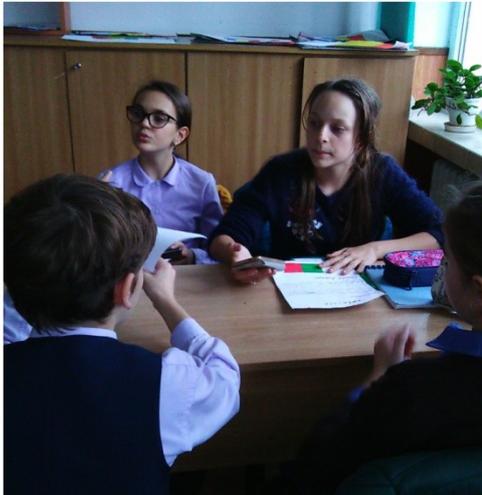
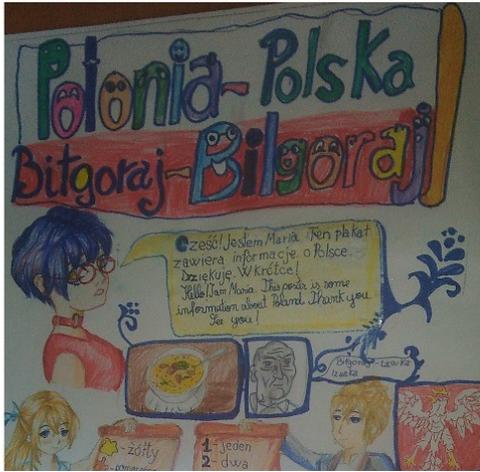


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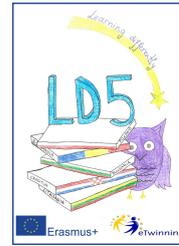
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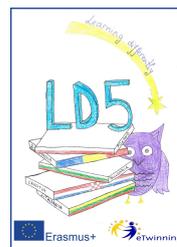
Romania

Scoala Gimnaziala nr.17 Botosani

Title	Creative writing
Duration	50 minutes
Measures, Physical requirements	Internet connection (if online), otherwise, markers, paper or smartphones
Expected output	Students will produce short pieces of creative writing based on the topic they drew. You can do this individually or in groups
Description (Step-by-step guide)	<ol style="list-style-type: none">1. Students are divided into teams of 4 and asked to select a role for each team-mate (the one who draws, the one who writes, the one who searches for new words and the one who reads the story).2. One representative from each group draws a topic (if online these can assigned with wheeldecide or using classtools and the students can be put into rooms).3. Each team then has 30 minutes to write a story based on the unusual topic4. Each team reads the story and answers questions.5. The stories can be scanned (if written on paper) and put together in an ebook
Method notes	Make sure the teams are balanced and nobody is left out



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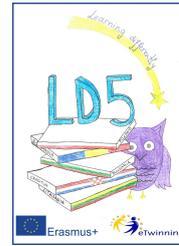
Scoala Gimnaziala nr.17 Botosani

<p>You have woken up and you realise everybody else is gone. There doesn't seem to be any indication of violence, war, bombs. Where is everyone and why are you not with them? Can you find them?</p>	<p>One day a film character/book character knocks on your door. Who is it? How did they get there? Why are they at your door? Tell us what you do to get the character back to where they belong.</p>
<p>You are an unusual comet travelling through space. You are not an ordinary comet. You have a big secret. Tell us about it and describe some of your adventures as creatively as possible.</p>	<p>Your team has suddenly been transported inside a computer simulation/computer game. You are not aware it isn't real until..... Tell us how it happened, how you remembered and if/how you got out.</p>
<p>That was the day Siri went rogue!.... Continue the story telling us what had happened and what happens next.</p>	<p>Invent a myth or a legend from another planet. Tell us about the planet first, then the legend/myth and how you heard about it.</p>
<p>Write a story using all the following words: skin, blind, inevitable, to give away, to climb, to deduce, to forget, to sleepwalk, museum, wooden, silver, spoon, parachute</p>	<p>Write a story using all the following words: to understand, inventive, lazy, to discover, everything, somebody, black hole, time, somewhere, milk, can, minutes, special, unusual, to sleep, to jump, twenty</p>
<p>Invent an app. Tell us what it does. Design the logo if you have time and give it a name.</p>	<p>You live in a world where eye color changes, revealing a person's mood. You were born without that ability, causing people not to trust you...</p>





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Un nou sport: volei cu alune (CR, RO, LIT, BG)
Arsen, Eliza, Vlad, Rares, Ema, Emil



A new sport - volleyball with peanuts



www.etwinning.net

A human adopted by a family of aliens



Un om adoptat de o familie de extraterstri (BG, PL, RO)
Lucas, Eliza, Andreea, Natalia, Emil

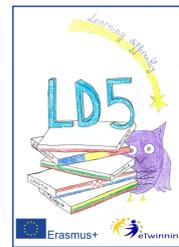


<https://www.youtube.com/watch?v=4aeml2x3C2U>

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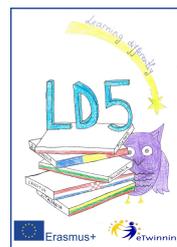
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You have been adopted by a family of aliens. Describe a day in your new life.	What special talent do you have?
Tell the story of a Yeti family searching for proof of humans.	Invent your own constellation and write a myth or legend to accompany it.
Create a future sport.	Describe your town from the perspective of a bird (you cannot use the word fly)
Use: creative, under, comet, mammoth, gravity, to break, to catch, to lose, rain, night, moon, to hear, to stay, to believe, sixteen.	Use: to understand, inventive, lazy, to discover, everything, somebody, black hole, time, somewhere, milk, can, minutes, special, unusual, to sleep, to jump, twenty





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Special talent squads



Talente speciale - teleportare, super viteza (BG, RO)
Diana, Valeria, Boyan, Elena, Alexia



Talente speciale - Dragonul care transforma imaginile in realitate prin cantece
Agnieska, Sabina, Anastazja, Vlad, Narcisa



www.etwinning.net



Jjjou, gaura neagra si calatoria in timp (BG, RO)
Sveta, Alex, David, Ana, Mario, Andrei

<https://vimeo.com/325324543>

Random 20 words.
Jjjou, the black hole and time travel



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Un mamut si o cometa (BG, LIT, RO)
Elizabeth, Yasen, Radu, Ugne

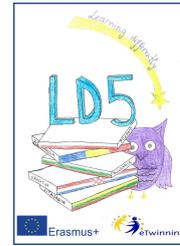
Random 20 words.
A mammoth and a
comet



<https://www.youtube.com/watch?v=pzaf3mEB82E>
www.etwinning.net



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Romania

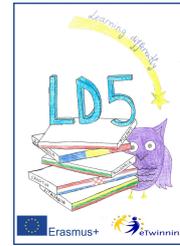
Scoala Gimnaziala nr.17 Botosani

Title	I want to be a star
Duration	120 minutes (flipped class)
Measures, Physical requirements	Part of the work is done at home (research, preparing the presentation, the setup if necessary, props if students want to use them)
Expected output	Interviews in which 2 musicians meet (musicians who could never actually meet because they belong to different time periods)
Description (Step-by-step guide)	<ol style="list-style-type: none">1. Students are asked to choose a musician (depending on the time period studied at that time or not). At home they research as much as they can about him/her (life, hobbies, life events, family, work, beliefs)2. One student is the reporter who will be taking the interviews. The students are then asked to pair up (or this could be done randomly as well by the teacher). One reporter is assigned to each group. All students will be musicians and most of them will be reporters as well.3. In class, the two musicians will present themselves in a manner of their choosing and answer questions from the reporter. The audience (classmates, teachers) can also ask questions
Method notes	The idea is to make sure the questions have managed to shine light on the things the musicians had in common and things that set them apart. Below is an example from Michael Jackson meeting Freddy Mercury (the girl). They opted for no props (costumes, just background music for each)





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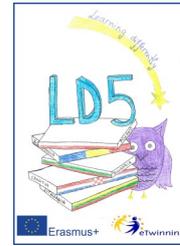
Romania

Scoala Gimnaziala nr.17 Botosani

Title	Teaching with puppets
Duration	45 minutes
Measures, Physical requirements	Puppets (handmade by the students), texts (written by the students or from the textbooks – depending on their preferences), art supplies (if the students want to paint or glue/sew on their toy/fabric)
Expected output	Dialogues, monologues, short plays Students are more connected to the concept they try to explain as they are teaching it in a creative way; thus they become more engaged in the learning process, more focused and more motivated (intrinsically). Shy students are also given a voice this way, so they can express their ideas through a puppet
Description (Step-by-step guide)	<p>Preparation:</p> <ol style="list-style-type: none"> 1. Students study the fable (in this example, but it can be any lesson, for any school subject). They discuss with the teacher, read the examples in their textbooks and discuss other examples they have read. 2. Then they are asked to pair up and choose a fable (if we are doing this for another school subject, they will be asked to choose a concept they want to explain to the class). 3. Students are offered tips on how to use puppets, what to have in mind and are given an example (it can be a video, a short example from the teacher or from other students – if there any who have experience with drama/puppeteering). <p>Acting out:</p> <ol style="list-style-type: none"> 1. In pairs (or groups), students enact their chosen fable (or concept) 2. Students in the class offer feedback or ask questions 3. The teacher offers feedback as well in terms of how the puppets were handled, what the public saw, posture, diction etc.



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Scoala Gimnaziala nr.17 Botosani

Method notes

This works really well with any school subject and it combines technology, art and various other school subjects. It can be done to teach various concepts, as students have a lot of fun explaining to their peers using the puppets. It is a really well useful idea when dealing with shy students. In the images below you see it used in the Romanian literature class, where students were asked to bring puppets (handmade or just adjusting ones they had at home) and recreate a dialogue from a fable. Since they didn't have any other props in the class, the desk was used for students to hide behind so only the puppets could be seen. For young children and language teaching, this is really great for stimulating their interest in practising conversation

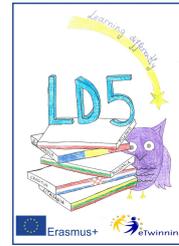


Fables with puppets - LD5





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Scoala Gimnaziala nr.17 Botosani



Fables with puppets - LD5

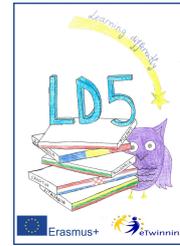


LD5 - Fables with puppets





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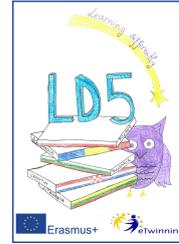


Romania
Scoala Gimnaziala nr.17 Botosani

Title	Creative writing with Dixit cards
Duration	45 minutes
Measures, Physical requirements	Various sets of dixit card sets, laptops/phones (if writing online), pen and paper (if offline) Useful apps: www.storyjumper.com , www.bookcreator.com , www.emaze.com , www.padlet.com (for gathering the stories), QR code reader and QR code creator (to transform the short stories into QR codes for a treasure hunt game of reading comprehension)
Expected output	Improved vocabulary for students Improved creativity and communication in mother tongue and foreign language Improved collaboration (if working in teams) Collection of creative stories
Description (Step-by-step guide)	1. Students are told they will create stories starting from an image they randomly draw out of a set of DIXIT cards. They are also told they can work in teams, but in this scenario, they have to make sure the two cards can be combined in a coherent manner. 2. Each student then draws a card. 3. They are free to use an online app to write or just pen and paper. They can also illustrate the story or create it as a cartoon. 4. All the stories are put together in an online document (using any of the sites mentioned above) and each student can read the other stories. They can select a few of them and prepare questions for the authors
Method notes	The stories can be transformed into QR codes (using an image of the story, not the text, as that would mean the story would have to be very short for the QR code to be generated). The QR codes are then placed in the school/class. Each author can create one question to ask the others (from his/her own story). All the questions are put together in a document and all the students receive it. Each student wins a number of points according to how many they got right



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Romania

Scoala Gimnaziala nr.17 Botosani

10 June 2021

The secret

Some years ago, a boy named David was having his lover. His lover was a beautiful girl named Anna. Today David and Anna will gonna celebrate, because they met in the day a beautiful day of July. They were on the park, they were making a picnic.

- What a beautiful day! said Anna.

- Do you think so?

- Yes, because I'm with you!

After a while they were going to swim.

- Sorry but I don't want to swim. said Anna.

- Why?

She was actually a mermaid so she can't go to swim. She was scared so she said:

- Because I don't know how to swim.

- I can teach you!

- No thanks, I will stay on the towel and make a castle with sand.

David had an idea, he will gonna take her while she's on the towel and drop in the water. He took her and she got wet and transformed into a mermaid.

- Oh no David Anna while she ^{was} trying to cover the tail.

- See, you can swim, wait, what's that?

- That was my biggest secret! Oh no now everybody will know that I am a mermaid!

- Oh, come here fast to dry you!

He started to dry her.

- But why didn't you tell me?

- I was scared... I'm sorry.

- Please, never have any secrets anymore.

- OK, I will.

So they went to eat ice cream and had beautiful days!

By Ana B.
Ana B.
class a-V-a



Marcel the fish

He is Marcel.

He is a fish that lives in a house in the clouds. He had a wife named Maria and a daughter named Anghela. Marcel's family is hunted by the Sky Pirates.

One day Marcel went to look for fruit and seaweed for lunch, suddenly a piece of Pirata ran towards him. As he ran to the ship, Jon fell on him. As they spoke, Marcel discovered that Jon was also a target of the Pirata. When they reached the ship, they discovered that the other side of the Sky Pirates were trying to catch them. Jon put his hat on a hook to make them think they were caught. The Sky Pirates were beaten and Marcel and Jon went home and lived happily ever after.



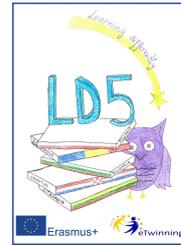
It was Sunday, I was playing on the beach with my friend. We saw something in the distance. When we got closer we realized that it was a destroyed ship. There was a light coming from the inside. We walked into the ship and we saw a heart. We were curious what would happen if we touch it, so we did.

DAVID





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Scoala Gimnaziala nr.17 Botosani

Once upon a time there was a golden fish who could swim but not in water... In air!

People in the Animatropia city were judging him just for being different. But once when he was swimming around he saw a weird alley. He saw a door and heard people talking, when he decides to walk in he saw people just like him: a rabbit with 3 ears, an owl with 2 mouths and a lizzard with 1 eye.

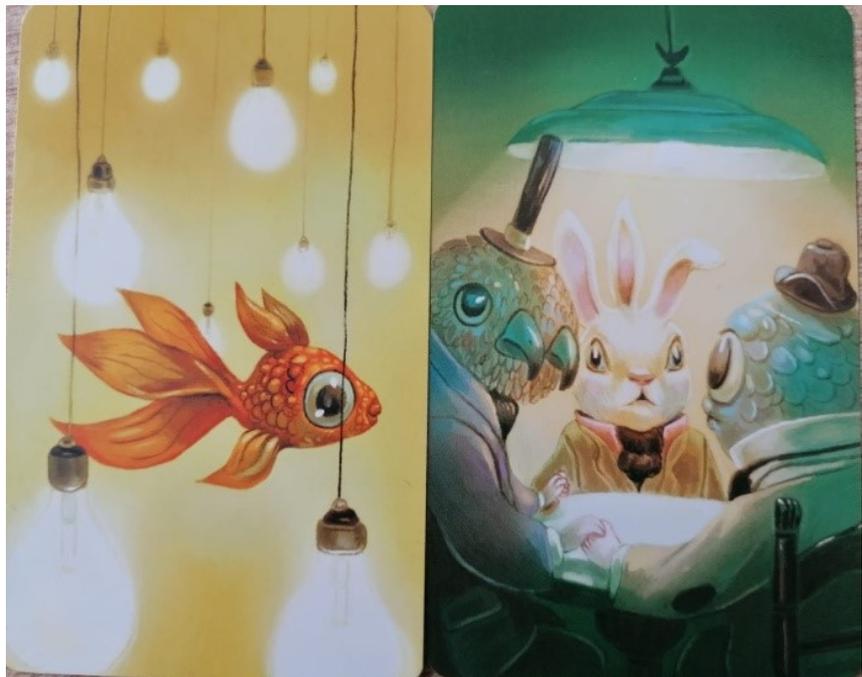
They quickly became friends because they were all different and decided to make a group for people like them so no one will be judged.

They went trough alot of stuff, but after all they were accepted by other people too.

Moral of the story:

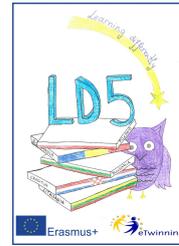
Don't judge people just
Because they are different

The end





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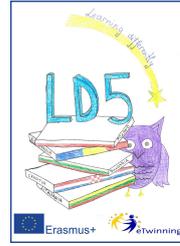
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Scoala Gimnaziala nr.17 Botosani

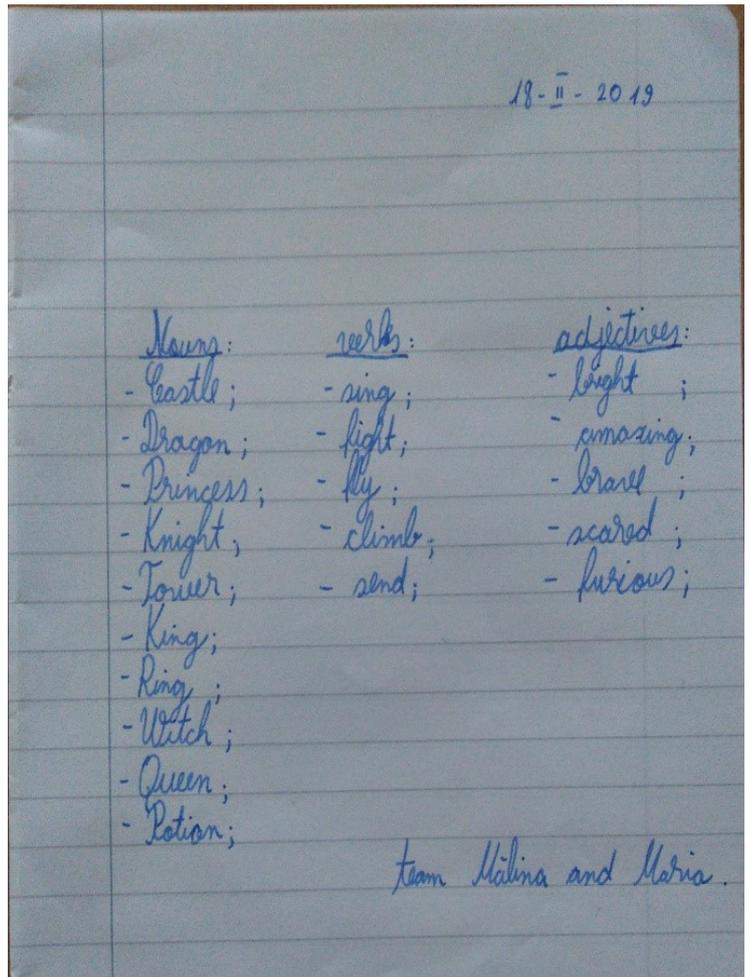
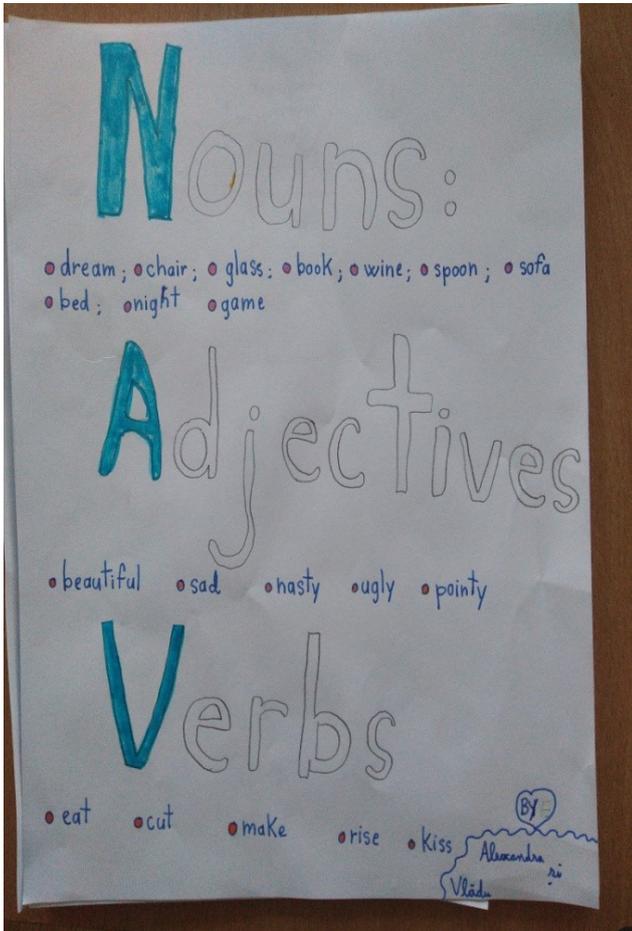
Title	20-word list – creative writing
Duration	2-3 hours (50 minutes to create the lists and stories, 1-2 hours to discuss all of them and answer questions)
Measures, Physical requirements	Pen and paper (if offline), internet connection, laptop/tablet/smartphone (if online)
Expected output	Lists of 20 words to be used for creative writing. Collection of creative writings to be used as real texts for reading comprehension in class (either as an online collection or as a paperback one) Increase in students' vocabulary, creativity and fluency
Description (Step-by-step guide)	<ol style="list-style-type: none"> 1. Students are told they will be creating a list of 20 words (10 nouns, 5 adjectives and 5 verbs). They can work individually or in teams, but the latter is preferable. 2. After all the lists are created, each team or individual gets assigned, randomly a different set of words. 3. They are asked to create a story, illustrate it if they want. They can use pen and paper, colours, markers etc, or an online app. 4. Each team/individual posts their story (if online) or puts it on the wall. 5. They all take turns reading all the stories, writing feedback or adding questions for the authors (if some aspects of the story are not clear for example). 6. The authors answer the questions from their colleagues. 7. Alternatively, the teams can create a Nearpod lesson using their story (adding several exercises, like match the pairs, Time to climb game, draw it, collaborate board to ask a question like What is your favorite part of the story, or open-ended question where the others can offer an alternative ending)
Method notes	The terms in the lists are selected according to the school subject taught. For English it can be 10 nouns, 5 adjectives, 5 verbs; to make it more difficult replace the verbs with phrasal verbs (depending on what the students had been studying) or idioms, the nouns with compound nouns and the adjectives with adverbs/prepositions. This can be adapted to various school subject as a way of revising a chapter/topic.



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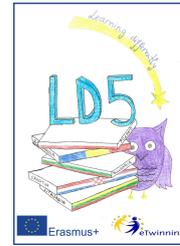


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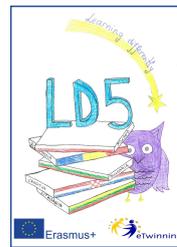


Romania
Scoala Gimnaziala nr.17 Botosani

Title	Literary characters meet
Duration	50 minutes – 90 minutes (either flipped or in class - students can read the other stories at home or in class)
Measures, Physical requirements	Pen and paper, markers (if offline), internet connection, laptop/tablet/smartphone (if online) Tickets with characters from traditional stories, Romanian or international literature, novels, comic books, films, series; a hat (to mix them all and draw, if offline), a random wheel to assign characters (using www.classtools.net)
Expected output	Collection of creative stories mixing different characters Increased creativity, fluency in mother tongue/foreign language, collaboration and communication (because it is a team activity)
Description (Step-by-step guide)	<ol style="list-style-type: none"> 1. Students are divided into teams of 4: one person writes, one checks the background info on all the characters, one person draws and one person takes a picture and uploads it to create a puzzle or a Time to climb activity on Nearpod). Alternatively, one person can be the one checking the vocabulary/grammar, looking up words (if this is done in a foreign language). 2. Each students then draws a character (you can have them in different piles: fairytales, novels, comics, films etc) 3. Each team is asked to create a story incorporating their characters; they have to answer some basic questions so it is best to create an outline first; 4. The teams can read the other stories online or if there is no internet connection, the posters can be displayed on the walls of the classroom and each team can visit all the other posters and leave feedback or write down a question 5. The stories are discussed and the authors answer the questions



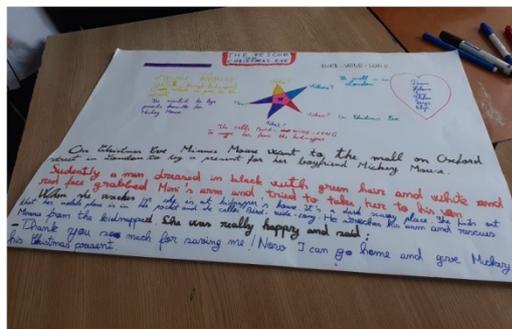
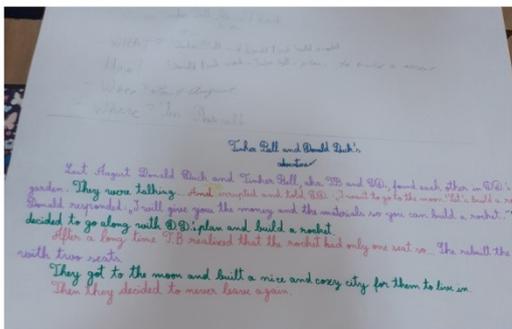
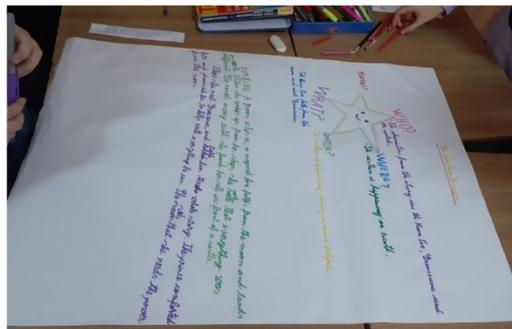
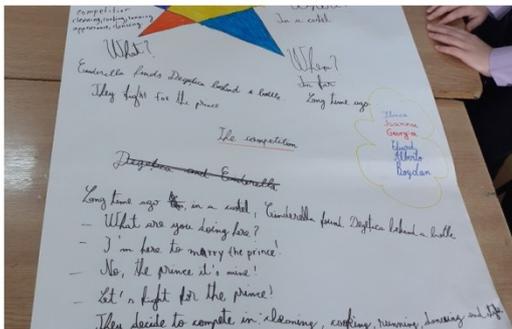
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Romania

Scoala Gimnaziala nr.17 Botosani

<p>Method notes</p>	<p>Have the teams first create a short plan and then expand on this</p> <ol style="list-style-type: none"> 1. Make a plan for an imaginary story which involves the characters you have drawn. Answer these questions: Who participates? Where does the action happen? When? What happens? How does the action happen? 2. Write a short paragraph (5 lines) following your plan. 3. Expand your story. <p>We have tested this first in class, with the students, then in mixed international teams (teachers from another Erasmus+ project (Let's sharpen our minds and enrich our lives by creating a European TV channel) and 6th graders from our school)</p>
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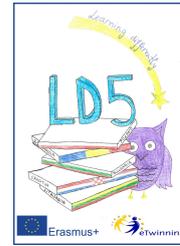


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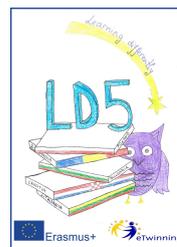
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Scoala Gimnaziala nr.17 Botosani

Title	Offline mystery animal game
Duration	45 minutes
Measures, Physical requirements	Set of riddles about animals (1 set per team)
Expected output	Increased fluency in English Revision of basic vocabulary about animals (describing, expressing where they live, abilities etc.)
Description (Step-by-step guide)	<ol style="list-style-type: none"> 1. Students are divided into teams and each one is assigned to create a leaflet/set of riddles about 4 animals of their choosing; the students are given a short example – this activity will be done at home. 2. In class, the teams get each set of riddles from the other teams (through rotation: team 1 exchanges with team 2, team 3 with 4, then we change these up until all the teams have seen all the sets). 3. Each team writes their answers for each set on a separate sheet of paper and give it to the authors of the riddles. 4. They have 10 minutes for each set (they are allowed to ask questions – yes/no questions- for this purpose, each team should have one student in charge of answering potential questions). 5. The team with the highest number of guessed animals wins
Method notes	<p>Alternatively, all the riddles can be turned into an online game on Quizizz, Kahoot or Nearpod (open-ended questions), mostly just to gather the fun ideas students have when they try to guess.</p> <p>Just like with most methods or tools designed during LD5, we tested this one as well on a delegation of another Erasmus+ project (Let's sharpen our minds and enrich our lives by creating a European TV channel) as part of their teacher training</p>



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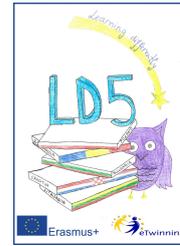


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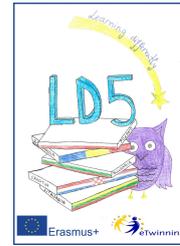
Romania

Scoala Gimnaziala nr.17 Botosani

Title	Creative writing - methods
Duration	20 minutes to 50/90 minutes
Measures, Physical requirements	Internet connection, webcams and microphones, online apps Pen, paper, colours, markers (students' choice)
Expected output	Collection of creative writings Increased vocabulary, fluency
Description (Step-by-step guide)	<p>1. Students are told to use the letters in the name to write a poem. Each line must start with a different letter (or the letter can be contained in the first line – how they arrange the poem is their choice). They can use adjectives, nouns or actually make a sentence – works well with primary students (9-10 year olds).</p> <p>2. Students invent their own unusual home and invite us on a tour, describing and/or drawing it, on paper, in Minecraft, in Tinkercad, etc). They each present their home and answer questions.</p> <p>3. Students are given an imaginary animal (a combination of two animals, photoshopped). They have to come up with a name, location, description of its habits, life, quirky facts. Alternatively, you can try something that is equally engaging for students, they create their own imaginary animals and present them to the class.</p> <p>4. Photo-based story writing – students are given 3 random images which reflect locations (scenes) and are asked to create a story using those 3 images for beginning, middle and end. Alternatively, you can replace the second image with 2-3 images representing various objects/characters that the students have to introduce into the story.</p> <p>5. Team chain story writing – students from <u>different classes</u> work together to write an online story – in our case, a 4th and a 7th grader collaborated to write a story called <u>The teddy bear</u> (very engaging, complex, 8 pages) - https://bit.ly/3xkmY8V - as a fun factor, the teacher can also pitch in to make it more engaging for students; they love writing together with the teacher</p> <p>6. Each student continues the sentence written in present simple/continuous/past tense simple (your choice), using the last words from the previous sentence.</p>



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Scoala Gimnaziala nr.17 Botosani

Method notes

Below you can find a few examples from these methods. For the imaginary animal, if you don't have photoediting skills and you want to try it, you can find free, available ones already shared by teachers. You can combine the imaginary animal with a real location (from a partner country, let's say) and a personality (this always gets students very engaged and eager because they get to role play). You can turn into it a comic, an animation etc.

8-minute writing;

The creature's name is Floral Shapeshifter, latin name, Florifus Sapali. The image shows it's neutral form. Weird, we know. As you could figure out from its name, it's a shapeshifter and lives in flower fields. It usually eats insects, but in dire needs, it can eat fruits too. Its method of eating is shapeshifting into a carnivorous flower, so it can then lure insects. Though it can be a pet, it is actually very dangerous, despite its neutral form. It only attacks when it feels threatened. When it is, it spits a venom, similar to the one of a snake. Other small details are that it cannot shapeshift into anything else but a flower. There are also other species like this one, for example Home Shapeshifter, Jungle Shapeshifter, etc.]

Photo story scenes;

It all happened on Barry's birthday. He and his friends and family came to WaterSplash waterpark, to their indoor pool. They would swim for a few hours, get some rest, then eat the cake! But something horrible happened...

Barry was chilling outside the pool. He was exhausted from all the swimming he did. But then he felt something crawl up his leg. He immediately looked and saw about 5 spiders crawling up his leg. He quickly shook his leg, trying to get the spiders off, but it was like they were stuck to him! He was not normally scared of spiders, but this time, he panicked. Who would want a spider crawling up their leg?? He eventually screamed for help. His parents came as fast as they could, thinking he was drowning. They realised it was just some spiders. His dad got them off, not scared at all. He was a bit disappointed, but at least his mother understood why he screamed.

When it was time to go home, dad had to go "get bread". Mother knew why he winked, but Barry didn't. He came home, smiling. Why? He was holding three teddy bears, representing each member of the family. Barry smiled, too.

The end!

10-minute twisted tales;

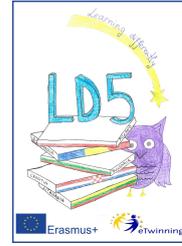
One day, Steve had a wedding with Alex, the love of his life.

Not a normal one, actually. They wanted to have a super dramatic entrance. What they meant by that, is to ride elephants, and have tulips be thrown in the air by all the other people who attended the wedding. It was going to be perfect. Or so they thought. Why? It snowed.

Nobody understood why. It was spring after all. Then, everything they did was stress-eat lollipops, because the wedding was ruined, and they did not know when else to plan it. The end!



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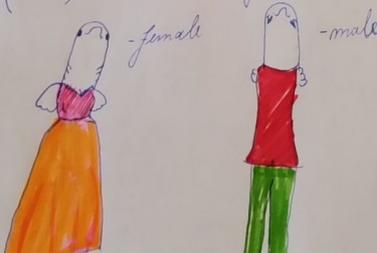
Scoala Gimnaziala nr.17 Botosani

The animal i've created is called a fiman, and it's a combination between a fish and a human. And before you're going to say a little fish, there already exists a combination between a human and a fish, and on talking about mermaids/merman, you're wrong.

A fiman, unlike a mermaid/merman, has the body of a human, and the head of a fish.

They don't have an intestinal cycle, so they don't need food. Some things goes with water.

The female fiman is shorter than the male fiman, the average height being 4'4" (130 cm), while the male fiman has an approx. 5'4" (160 cm), but their nervous system and muscles are weaker.



Andrei [redacted] 24.11.2021

Homework

My imaginary animal is a Mouseowl.
It has an owl body and a mouse head. The owl body is brown and the eyes are black and small. It sleeps during the day and eats fruit, insects and especially cheese.
It looks like this:



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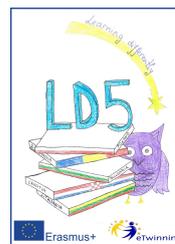
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Romania

Scoala Gimnaziala nr.17 Botosani

A request: each of us should have a different colour when we write so we know who is who; dibbs on Purple:)

Purple - Lore

Green - Raluca >:D

Light blue - Sabina :l (If I can't have purple, then I'll pick LIGHT purple >:3)

I changed your colours to darker shades to make the writing more visible and easy to read. Okay, I'm fine with it. ;p

I actually wanted purple too but didn't think about having light purple. But hey, green works too! (Maybe you can try DARK purple. Like this? >:) I thought about it, but ehh. Okay, do whatever you want.

I think I'm gonna change my text to blue..

"Oh, Catherine, I'm still waiting. I hear your voice every day. I hope you miss me."

From behind the cobwebs in the attic, someone mouthed these words daily. Sitting on the untouched boxes, lost and forgotten, a teddy bear waited for the day his friend would find him. He kept hoping she'd save him from the dreadful attic and then they'd do the things they used to: go on walks, have tea parties, talk with the dolls, venture into her grandma's garden looking for the perfect apple and then read bedtime stories. He'd come up with new adventures and new things to talk about; little did he know, the girl he kept thinking of was no more.

The attic was a dark place. If anyone climbed up the ladder to it, they'd find plenty of boxes scattered around the room, dusty paintings and magazines, broken vinyl records, furred carpets, and, in one corner of the room, the pitiful teddy. Spiders wandered around freely, climbing whatever they could; even the roof had holes in it, here and there. It was depressing.

His name is Sir Cuddlesworth; he's a respected teddy bear, capable of fighting dragons and convincing grandmothers to let the children take more slices of pie. However, one day, he went missing. Catherine's mother took him away and put him where he is now, without giving him any chance to say goodbye to Catherine.

In truth, Catherine was the one who asked her to put him in the attic. She thought she grew up.

Without any thought or memory of Sir Cuddlesworth, the girl went to college. The teddy was heartbroken seeing Catherine go out of the house with her stuff, like she never played with him at all.

And now we find our beloved teddy bear out of the attic, searching for the hero of his childhood, his only friend.

Cuddlesworth escaped out of the window. Luckily, nobody was there to see him run after the girl. Barely moving, he tried and tried to catch up to Catherine, but never succeeded. Instead, she noticed him running up to her.

Confused and creeped out, Catherine slowly drifted away from the teddy. Then she realized; that teddy bear was Sir Cuddlesworth!

The girl started having mixed emotions. She was scared, sad and happy at the same time. Happy at the thought of reuniting with old memories, sad for leaving Cuddlesworth behind, but most of all, scared because he was moving.

"How.. How are you here? HOW ARE YOU ALIVE?!"

The teddy wanted so badly to respond, but, overwhelmed, he said nothing.

"HOW.."

Cuddlesworth hugged her. The teddy hugged her with all his might.

Nobody would have guessed teddy bears could cry, especially not those of his level. Fighting monsters was his superpower, well one of them anyway, the one he thought would always keep him safe. Because monsters were real and Catherine needed help navigating through the meanders of life without having to worry about what dangers could be lying around the corner, what invisible hands were dying to grab her, even for a split second.

Sir Cuddlesworth would always be there to protect her, even if she never learnt about his assistance. But now, that she was here, hugging him back, all those nights of utter despair, all those spiders trying to nest inside his torn up fluff seemed to have vanished.

He still couldn't understand how he had mustered the strength to escape; he thought sheer willpower and maybe a tidbit of insanity after all that time alone had given him the edge he needed. It didn't matter. They were together again.

'But...but...how...? Teddy bears can't walk. That can't be true.' Catherine kept saying.

'I'm here now. I've missed you so much. Not a second went by when I didn't think of our adventures and our good times together. Why didn't you come for me?'

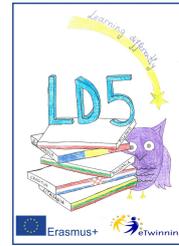
She was still in disbelief and he could see it in her eyes. Why? They had fought so many battles, won so many arguments with granny, shared good laughs and terrible sadness; so why couldn't she remember all that he was capable of? Walking, talking, flying, reading her mind, enveloping her in a bubble of safety and optimism, how could she not remember that??

A breeze was slowly gaining power and he started to shiver, harder and harder. His knees went weak and his vision had become blurry. Something was not alright.

Images kept playing rampage in his mind, images he couldn't make heads or tails of. Him, in the attic, eyes half-closed, one tear still making its way through where his



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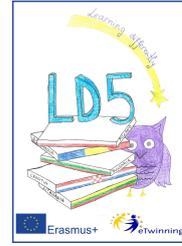
Romania

Scoala Gimnaziala nr.17 Botosani

Title	Realia and prepositions of place, my house and my city; my invention
Duration	50 minutes
Measures, Physical requirements	Internet connection (if online), photo editing and design apps (Tinkercad, Minecraft, Paint etc), otherwise, markers, paper, LEGO, recycled objects that can be repurposed
Expected output	Students will design their own house and their own city (they can draw or build). A set of realia objects to be used in class for revising prepositions of place, directions, places in the city, objects in the house
Description (Step-by-step guide)	<p>1. Students will do this task individually or in teams. They will draw their own house or build it out of recycled materials, LEGO or in Minecraft or Roblox</p> <p>2. For each house, the other students will get questions they have to answer – true/false for younger ones, or Where is the...? – for 3rd graders The questions are created by the authors of the houses and some are added by the teacher. This is good for revising colours, shapes, prepositions of place.</p> <p>3. For the second activity, they will draw or build their own city, placing various essential buildings. Alternatively you can have them read about their city and answer questions or invent a business/gadget/useful app etc and present it and answer questions (for older students 5th-8th graders)</p>
Method notes	Decide on a number of questions for each house/city (for the city practise giving directions using the students' creations). This way, it is a fair opportunity for all the students. You may not finish in 1h so be prepared to have an additional hour or offer the cities/houses as homework for the entire class (choose 5-6 for each week, this way everybody's creation is part of the homework)



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Scoala Gimnaziala nr.17 Botosani

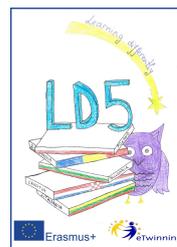


Smart City





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Romania

Scoala Gimnaziala nr.17 Botosani



Lore En. posted a new assignment: Homework ⋮

Posted 11 Dec 2020 (Edited 13 Dec 2020)

Ana's city: from Enjoy cafe to the Parking lot
Mara's city: from Library to Supermarket

7 Handed in	21 Assigned	3 Marked
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<https://www.liveworksheets.com/c?a=s&g=3rd%20grade&s=English%20-%20the%20city&t=aj32zk0fqy&is=y&ja=y&l=lo&i=utcufr&r=ls&db=0>
<https://quizizz.com/join?gc=53537252>
Pe caiet 5, 6/41.

Alex T's city.png
Image

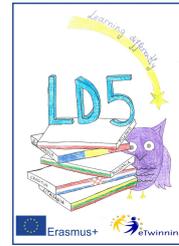
Mara's city.jpeg
Image

Ana's city.jpeg
Image

Add class comment...



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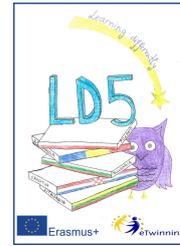


Romania
Scoala Gimnaziala nr.17 Botosani

Title	Teaching grammar through funny sentences
Duration	40 minutes
Measures, Physical requirements	Internet connection (if online), word editor, vocaroo or Fligrd (for recording the sentences instead of writing them); otherwise, paper, pen, colours, markers, whiteboard
Expected output	This works really well for grammar tenses with primary and lower secondary students (2nd to 8th grade, 9-15 year old) Students practise the new grammar structure in a fun way which makes it easier
Description (Step-by-step guide)	<p>The new grammar concept is introduced – via video, animation, exemplification, songs, brainstorming (if you have more advanced students in a class). Then the teacher offers creative and fun, illogical examples:</p> <p><i>The carpet ate the dog and now wants a bellyrub.</i> <i>The chair opened the fridge and saw a tiny dinosaur chilling.</i></p> <p>The students are then given several sentences to finish (they are given the subject and the verb in past tense/present simple, depending on what you are teaching). They finish the sentences in a creative way. You can have sentences like:</p> <p><i>The sofa is hungry (practising adjectives).</i> <i>The armchair is wearing subgllasses, jeans and sandals (for present continuous).</i> <i>If I went to the moon, I would repair all the craters. (for second conditional)</i></p>
Method notes	<p>Bonus: get students to give you homework or sentences to continue, questions to answer. My 8th graders gave me questions like these, when revising second conditional. I had to create a video answering all of them. They were extremely eager and motivated.</p> <ol style="list-style-type: none"> 1. What would you do if you had to choose a song to listen for the rest of you life? 2. What would you do if you could run the world? 3. What would you do if you would go back in time , around 1569-1600? 4. What would you do if the communist regime was introduced tomorrow? 5. If you had to be sent to another world (from a movie or a book of your choice), and you had the option to live as one of the characters from the chosen book/movie, who would you choose? Alternatively, would you choose to be the hero, the villain or a side character?



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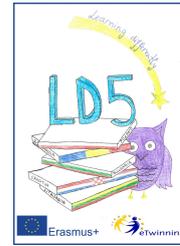


Romania
Scoala Gimnaziala nr.17 Botosani

Title	Technology in our lives (no connection to IOT)
Duration	45 minutes
Measures, Physical requirements	Recycled items (for building), pen, paper, markers, colours (for posters), fruits, vegetables (for cold processing)
Expected output	Students understand the connection between materials, processing them and our everyday lives
Description (Step-by-step guide)	<p>Several ideas you can implement, like our technology teacher, Petrescu Mihaela Carmen:</p> <ol style="list-style-type: none"> 1. Cold processing: students watch a video presentation and as evaluation – prepare a salad (fruit or vegetable – this exemplifies cold processing). 2. Create a poster/advertisement about a certain food. 3. Create a poster about the uses of electricity in our lives and alternatives. 4. Create a green corner in your room or make an Ikebana arrangement. 5. Combine scarves to create a blouse/dress; make sure the materials match and the colours fit well together; also, don't combine several patterns, keep it simple.
Method notes	You can transform the presentations into a competition so students have to practise pitching their ideas.



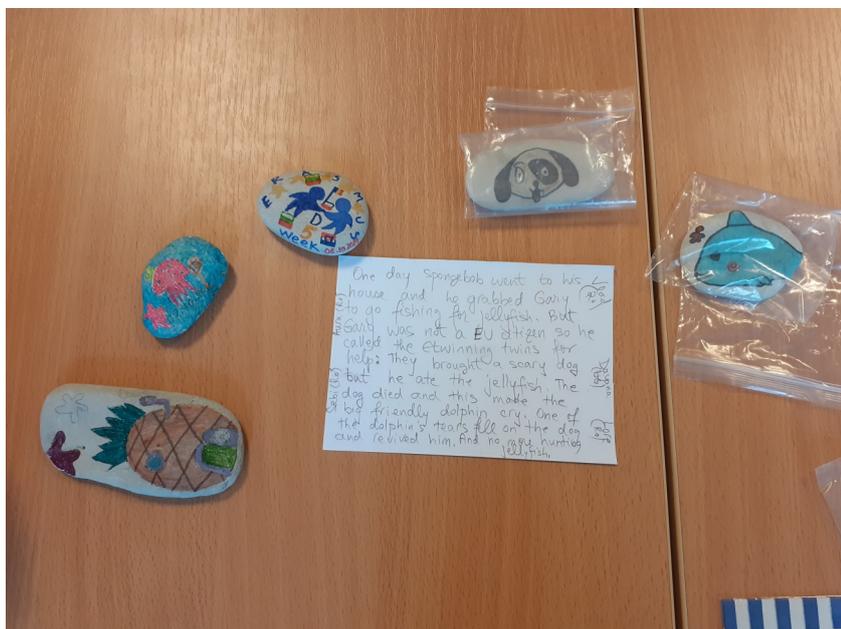
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Romania

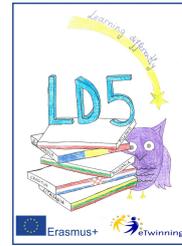
Scoala Gimnaziala nr.17 Botosani

Title	Stone painting and creative writing (arts, languages)
Duration	45 minutes
Measures, Physical requirements	Stones, colours, pen, paper; Padlet, storyjumper (if you want to put the stories together in an online document)
Expected output	Students practice painting on a different material (stone) and in teams, create a story combining all their stone paintings
Description (Step-by-step guide)	You can choose a topic, depending on the curriculum or theme you have in mind. Each student first creates an outline of their drawing, then transfers it on to the rock. Then, in teams of 4-5, they write a story combining their drawings.
Method notes	This was first tested during our mobility in Bulgaria during the stone painting workshop. The Bulgarian team led the art workshop; then we, the Romanian team, decided to give it a twist and add storytelling. We have since then replicated this and shared the idea with other project partners who tested the stone painting workshop, then created stories.





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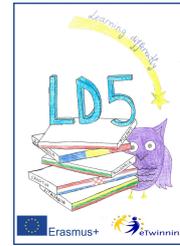


Romania
Scoala Gimnaziala nr.17 Botosani





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SchoolEducationGateway

TeacherAcademy

Transcurricular creative writing

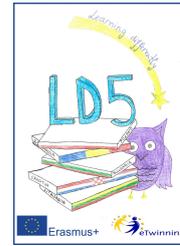
Students as teachers

Project-Based Learning to Enhance Key Competences - Teachmeet

Popa Loredana – 29.10.2020



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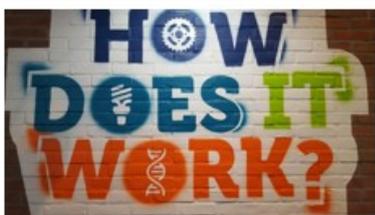
TeacherAcademy

Why creative writing?

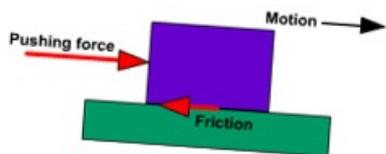
- It is relaxing, fun
- It stimulates creativity, critical thinking
- It stimulates both hemispheres
- Explaining STEM concepts as a story makes them easier to understand

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Transcurricular stories with elements from all the school subjects



PAST PERFECT

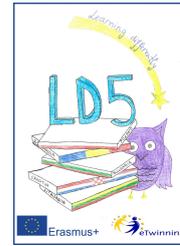


INEQUATIONS?





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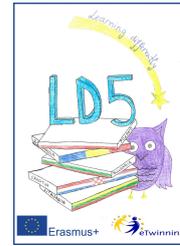
TeacherAcademy

SECRET RECIPE AND STEPS

- Create teams.
- Each student chooses 1-2 items from different lessons they are doing at school.
- Add a historical personality, a scientist, an artist/writer/musician or all of them, a cultural heritage site and to spice things up an urban legend.
- Put them together to create a meaningful story that can clarify the different items.
- Background matters too. Isaac Newton was not wearing jeans 😊



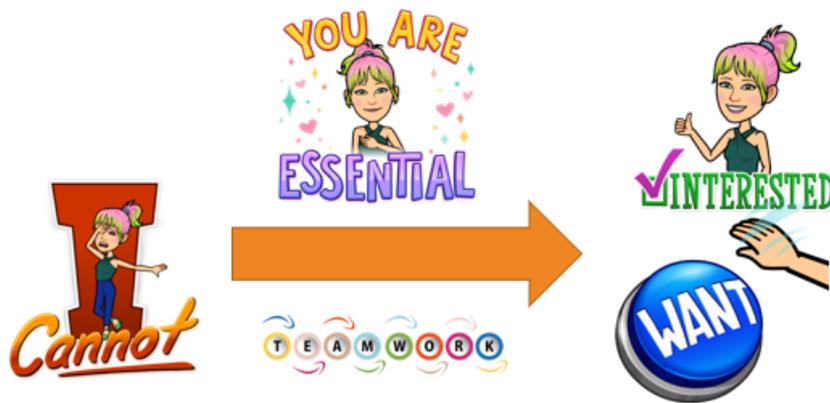
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ADVICE

The key from CANNOT to WANT and I'M INTERESTED: **MOTIVATION**



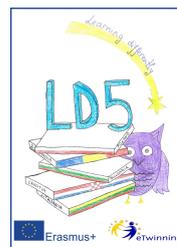
Every student is essential and can contribute. Help them believe and work in teams.

In life problems won't come and identify themselves as present perfect, the capitals of Europe or the Gauss sum. Any problem they face in life is a combination of various aspects and school subjects.





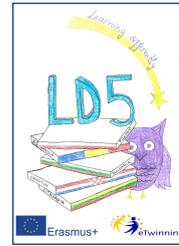
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Chapter 4

Interactive tasks





Bulgaria

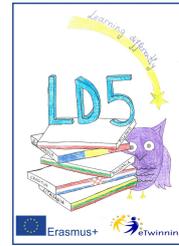
Vtoro OU „Nikola I. Vapcarov“

Topic	English language
Age of students	8-9
The link	https://learningapps.org/view20875229
Short description	Students practice words and divide them into categories

Topic	Diffusion process
Age of students	12–13
The link	https://learningapps.org/view3329395
Short description	Exercise for the diffusion process in the form of an entertaining game.

Topic	Major cities and capitals in Europe
Age of students	10- 11
The link	https://wordwall.net/resource/19321110
Short description	The exercise is to strengthen students' knowledge of major cities and capitals in Europe

Topic	„some“ and „any“
Age of students	9-10
The link	https://wordwall.net/resource/19321558
Short description	Use of „some“ and „any“ in English - exercise



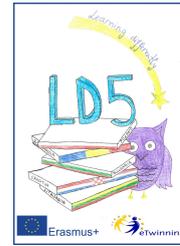
Bulgaria
Vtoro OU „Nikola I. Vapcarov“

Topic	Ordinary fractions and determining the values of numerator and denominator
Age of students	11-12
The link	https://wordwall.net/resource/19321780
Short description	The exercise strengthens the knowledge of ordinary fractions and determining the values of numerator and denominator

Topic	Adjectives and nouns
Age of students	10-11
The link	https://learningapps.org/view20875627
Short description	In this task, students must demonstrate their knowledge of adjectives and nouns in the Bulgarian language

Topic	Working with spreadsheets
Age of students	12-13
The link	https://www.smartest.bg/Stoycheva7/elektronni-tablitsi-18855
Short description	The test is for students in 6th grade, to test their knowledge of ICT - working with spreadsheets

Topic	Input and output devices
Age of students	11-12
The link	https://app.wizer.me/preview/3YEULR
Short description	Basic information activities. Input and output devices



Bulgaria

Vtoro OU „Nikola I. Vapcarov“

Topic	Digital creativity
Age of students	11- 12
The link	https://www.canva.com/design/DAEeRRsD-rw/72xsniBLCoCM6wrSstIFfw/view?utm_content=DAEeRRsD-rw&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton
Short description	In a shared template on the site, students create a finished product with their favorite sites and challenge their classmates with interesting tasks

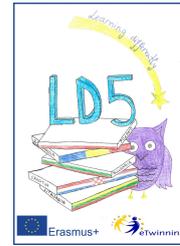
Topic	Formatting symbols and paragraphs
Age of students	11-12
The link	https://learningapps.org/view9547242
Short description	In the exercise, students demonstrate their knowledge of formatting symbols and paragraphs

Topic	Subtracting a one-digit from a two-digit number
Age of students	7-8
The link	https://wordwall.net/resource/19324275
Short description	Subtracting a one-digit from a two-digit number - exercise

Topic	Semantically correct sentence
Age of students	8- 9
The link	https://wordwall.net/resource/19324468
Short description	In this task, students must arrange the words correctly so that they form a semantically correct sentence



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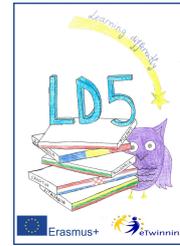
Bulgaria

Vtoro OU „Nikola I. Vapcarov“

Topic	Man and nature
Age of students	10-11
The link	https://view.genial.ly/608e9cb5dbec970d18f75324/interactive-content-game-of-the-geese
Short description	The quiz has fun questions from the subject area of biology - an extracurricular event. Students play in a team and put into practice their knowledge and general culture

Topic	Significant events in Bulgarian history
Age of students	13-14
The link	https://wordwall.net/resource/19326084
Short description	The questions are a correct arrangement of significant events in Bulgarian history - a summary exercise

Topic	Countries
Age of students	11-12
The link	https://view.genial.ly/60f86107125de80de0ba69a7/interactive-content-find-the-country
Short description	The task is part of a geography quiz and aims to test students' knowledge of countries around the world



Croatia

Osnovna škola Pušća

Topic	Ancient Egyptian fashion and Egyptian fractions
Age of students	12–13
The link	https://wordwall.net/hr/resource/15682247
Short description	By doing this task students will repeat the acquired knowledge about the fashion of the ancient Egyptians and Egyptian fractions.

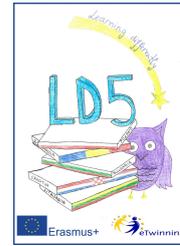
Topic	Beliefs of the ancient Egyptians (afterlife) and ancient Egyptian units of length
Age of students	12–13
The link	https://wordwall.net/hr/resource/16699987
Short description	Through this activity, students will repeat the acquired knowledge about the beliefs of the ancient Egyptians and the units of length they used (elbow, palm, finger).

Topic	Position of fractions on a number line
Age of students	11–12
The link	https://wordwall.net/hr/resource/1327265
Short description	Through this activity, students will practice and repeat the acquired knowledge about the position of fractions on the number line.

Topic	Find a pair - fractions written in different forms
Age of students	11–12
The link	https://wordwall.net/hr/resource/1327501
Short description	With this activity, students will practice and repeat different forms of fractions in a fun way. Students need to find the appropriate pairs (game memory). The pair make up the fraction and its corresponding pictorial representation.



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Croatia

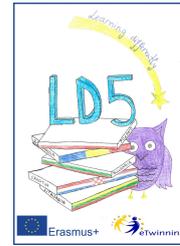
Osnovna škola Pušća

Topic	Merge a fraction with the corresponding fraction image – fractions written in different forms
Age of students	11–12
The link	https://wordwall.net/hr/resource/1327627
Short description	By doing this activity, students will practice and repeat different forms of fractions in a fun way. Students need to merge the fraction with the corresponding image of fraction.

Topic	How much of the geometric shape is painted red? - fractions
Age of students	11–12
The link	https://forms.gle/E4Lkc4GiisfEabj16
Short description	Through this activity, students will determine how much of the geometric shape is colored and will express that part with a fraction. In this way, students will repeat different fraction records.

Topic	Parts of a circle – merging game
Age of students	13–14
The link	https://wordwall.net/hr/resource/929908
Short description	By doing this activity, students will repeat parts of the circle and their definitions. They need to merge the image display with the corresponding definition.

Topic	Town vocabulary practice - anagram
Age of students	8 – 9
The link	https://wordwall.net/hr/resource/1054474/engleski-jezik/town-spelling
Short description	Through this activity, students will practice writing new English words correctly (buildings and facilities in a town). The task is to arrange the letters in order to form the correct word.



Croatia

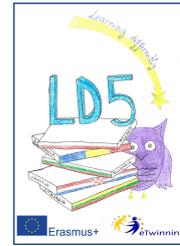
Osnovna škola Pušća

Topic	Quiz about animals – multiple choice
Age of students	6–7
The link	https://wordwall.net/hr/resource/2379633/engleski-jezik/animals-final-1r
Short description	Through this activity, students will repeat the words for animals in English. The task is to choose the correct word next to the given picture of the animal.

Topic	Prepositions: next to, opposite, between – balloon popping game
Age of students	8–9
The link	https://wordwall.net/hr/resource/1055284/engleski-jezik/next-oppositebetween
Short description	By doing this activity, students will practice the meaning of prepositions in English. The task is to throw the load of a balloon with a word in English into the cart with the same word in Croatian.

Topic	'Talk for a minute' prompts – speaking practice
Age of students	12–15
The link	https://wordwall.net/hr/resource/11883861/engleski-jezik/talk-minute-about
Short description	By doing this activity, students will practice speaking English. It is necessary to click to turn the wheel and talk for one minute about the topic that is randomly selected.

Topic	Computer thinking and programming
Age of students	11–13
The link	https://create.kahoot.it/share/racunalno-razmisljanje-i-programiranje/47f36ba7-2ef2-42fa-93b4-b0395e60e910
Short description	Through this activity, students will practice basic commands and concepts related to programming in the Python programming language.



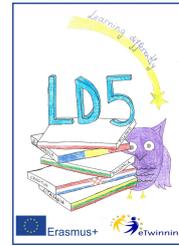
Croatia
Osnovna škola Pušća

Topic	File types
Age of students	12–13
The link	https://learningapps.org/watch?v=pa9x43nda20
Short description	Through this activity, students will repeat extensions and file types (content).

Topic	The digital world around us
Age of students	10–11
The link	https://create.kahoot.it/share/digitalni-svijet-oko-nas/03f6ca3f-f3a4-467c-bb4d-16c3b89e354f
Short description	Through this activity, students will repeat the teaching unit Digital World Around Us.

Topic	HTML language
Age of students	13–14
The link	https://wordwall.net/hr/resource/14380573/html-jezik
Short description	Through this activity, students will repeat the basic tags of the HTML language.

Topic	Talk for a minute' prompts – speaking practice
Age of students	12–15
The link	https://wordwall.net/hr/resource/11883861/engleski-jezik/talk-minute-about
Short description	By doing this activity, students will practice speaking English. It is necessary to click to turn the wheel and talk for one minute about the topic that is randomly



Lithuania

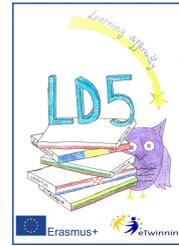
Klaipėdos Gedminų progimnazija

Topic	Lithuanian two-voices
Grade/students age	5th grade, 10-11 years old
The link	https://learningapps.org/display?v=pqxcwo7c20 https://learningapps.org/display?v=pmo92cqc20
Short description	Students will check their ability to distinguish diphthongs from mixed two-voices (Lithuanian language)

Topic	Attributes in and not in concord
Age of students	14-15
The link	https://learningapps.org/display?v=p2dihxkna20
Short description	By doing this task students will check their ability to distinguish attributes in concord from attributes not in concord (Lithuanian language)

Topic	Homogeneous and heterogeneous attributes in Lithuanian language
Age of students	14-15
The link	https://learningapps.org/display?v=p2dihxkna20
Short description	By doing this task students will check their ability to distinguish homogeneous attributes from heterogeneous attributes (Lithuanian language)

Topic	Conjunctions
Age of students	14-15
The link	https://learningapps.org/display?v=ptmbgorin20
Short description	By doing this task students will check their ability to distinguish what is connected: clauses or sentences (Lithuanian language)



Lithuania

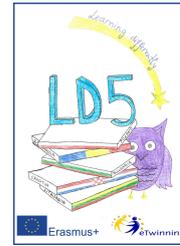
Klaipėdos Gedminų progimnazija

Topic	Punctuation of attributes
Age of students	14-15
The link	https://learningapps.org/display?v=pp31a8yo320
Short description	By doing this task students will check their ability to punctuate attributes (Lithuanian language)

Topic	Particles
Age of students	14-15
The link	https://learningapps.org/display?v=p9qqg5a7k20 https://learningapps.org/display?v=pfioz2srn20 https://learningapps.org/display?v=p88017g5n20 https://learningapps.org/display?v=prx5r2iok20
Short description	By doing this task students will be able to consolidate particle writing rules (Lithuanian language)

Topic	Pronominal forms
Age of students	13-15
The link	https://learningapps.org/display?v=pnvq10v6n20 https://learningapps.org/display?v=pwg5zzdva20
Short description	By doing this task students will check their ability to decline and write pronominal forms correctly (Lithuanian language)

Topic	Spelling revision
Age of students	13-15
The link	https://learningapps.org/display?v=pegxwdm9c20
Short description	By doing this task students will revise main spelling rules (Lithuanian language)



Lithuania

Klaipėdos Gedminų progimnazija

Topic	Extended adverbial gerunds, participles and half-participle adverbial modifiers
Age of students	13-15
The link	https://learningapps.org/display?v=ptwuccn2c20
Short description	By doing this task students will check their ability to distinguish extended adverbial gerunds, participial and half-participle adverbial modifiers (Lithuanian language)

Topic	Participles in a sentence
Age of students	13-14
The link	https://learningapps.org/display?v=ptjj5ne1520
Short description	By doing this task students will check their ability to determine what part of a sentence a participle goes in a sentence (Lithuanian language)

Topic	Spelling rules for participles
Age of students	13-14
The link	https://learningapps.org/display?v=pz0hkmsjn20
Short description	By doing this task student will consolidate spelling rules for participles (Lithuanian language)

Topic	Types and tenses of participles
Age of students	13-14
The link	https://learningapps.org/display?v=prj77tpv520
Short description	By doing this task students will check their ability to distinguish types and tenses of participles (Lithuanian language)



Lithuania

Klaipėdos Gedminų progimnazija

Topic	Participle formation
Grade/students age	7th grade, 13-14 years old
The link	https://learningapps.org/display?v=p84f5f0mj20
Short description	The task is to consolidate formation of participles (Lithuanian language)

Topic	Declension of pronominal participles
Age of students	13-14
The link	https://learningapps.org/display?v=prhfnz2gk20
Short description	By doing this task students will consolidate spelling rules of pronominal participles (Lithuanian language)

Topic	Passive participles
Age of students	13-14
The link	https://learningapps.org/display?v=pszmohsnc20
Short description	The task is to test the ability to distinguish the tense of passive participle (Lithuanian language)

Topic	Types of predicates
Age of students	14-15
The link	https://learningapps.org/display?v=pr7d226et20
Short description	The task is to check whether the students can distinguish types of predicates (Lithuanian language)



Lithuania

Klaipėdos Gedminų progimnazija

Topic	Diacritical vowels in root words
Grade/students age	5th grade, 10-11 years old
The link	https://learningapps.org/display?v=pmaf9rec19
Short description	By doing this task students will consolidate spelling rules of diacritical vowels in root words (Lithuanian language)

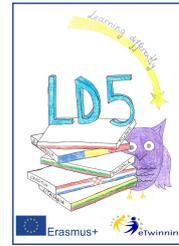
Topic	The spelling of verbal nouns
Grade/students age	6th grade, 11-12 years old
The link	https://learningapps.org/display?v=p11e9fejn19
Short description	By doing this task students will consolidate spelling rules of verbal nouns (Lithuanian language)

Topic	Word-formation
Age of students	12-13
The link	https://learningapps.org/display?v=p08p2tvyt19
Short description	By doing this task students will revise word formation, will be learning to distinguish derivatives (Lithuanian language)

Topic	Parts of language
Age of students	11-12
The link	https://learningapps.org/display?v=p644u29tj19
Short description	By doing this task students will revise parts of language (Lithuanian language)



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Lithuania

Klaipėdos Gedminų progimnazija

Topic	Parts of language: adjective
Age of students	11-13
The link	https://learningapps.org/display?v=pz7bcb5uj21 https://learningapps.org/display?v=p1ygac0oa21 https://learningapps.org/display?v=pgsctpi7j21 https://learningapps.org/display?v=pyqr3547a21 https://learningapps.org/display?v=py9v0a5aa21 https://learningapps.org/display?v=pm1xaehrk21 https://learningapps.org/display?v=p8gxxgj13j21
Short description	The tasks are designed for self-learning. In addition, the teacher can apply a blended learning approach where the student receives an additional task after completing the interactive task. For example, after recognizing an adjective, he writes out the word combinations noun + adjective in the notebook and examines them grammatically (Lithuanian language)

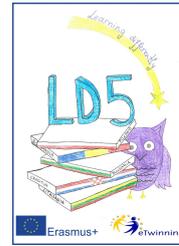
Topic	Distinguishing sounds p-b, t-d, k-g
Age of students	7-8
The link	https://wordwall.net/resource/14270693/p-b-t-d-k-g
Short description	Students have to choose the correct missing letter in a given word or picture (Lithuanian language)

Topic	What does it do?
Age of students	7-8
The link	https://wordwall.net/resource/12172757/k%c4%85-veikia-2
Short description	Students have to find words that answer the question “What does it do?” (Lithuanian language)

Topic	What does it do?
Age of students	7-8
The link	https://wordwall.net/resource/11970405/k%c4%85-veikia-1
Short description	Students have to choose the correct word ending that answers the question “What does it do?” (Lithuanian language)



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Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Topic	Names of foodstuffs and beverages, definite article
Age of students	13–14
The link	https://quizizz.com/admin/quiz/58c128dc8220afc409e6a2e9/essen-und-trinken
Short description	Selection quiz (German)

Topic	Names of family members
Age of students	10–11
The link	https://quizizz.com/admin/quiz/5e42fbcbbcf8f4001ce895f6/family
Short description	Selection quiz (English)

Topic	Conjugation of the verb “have got”
Age of students	10–11
The link	https://quizizz.com/admin/quiz/5e4303fe4f8626001b9a0648/have-got
Short description	Selection quiz (English)

Topic	Everyday phrases
Age of students	10–11
The link	https://quizizz.com/admin/quiz/5e42ffffe822c2001b71f0b9/useful-unit
Short description	Selection quiz (English)

Topic	Names of foodstuffs and beverages, definite article, in a restaurant, in a shop, Vienna's tourist attractions
Age of students	13–14
The link	https://quizizz.com/admin/quiz/5eae93d7b235f5001c23ff45/essen
Short description	Selection quiz (German)



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Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Topic	Names of clothes, definite article, phrases related to purchases, subordinate sentences with dass, ob, weil, verb reaction
Age of students	14–15
The link	https://quizizz.com/admin/quiz/5ec130d25f581f001b208da8/modewelt
Short description	Selection quiz (German)

Topic	Names of body parts, phrases related to visiting a doctor, at the pharmacy, giving
Age of students	14–15
The link	https://quizizz.com/admin/quiz/5f993934a50e11001c3829ae/gesundheit-meine-deutschtour-kapitel
Short description	Selection quiz (German)

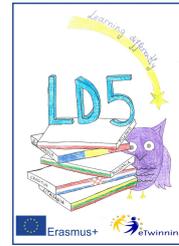
Topic	Names of body parts, definite article
Age of students	14–15
The link	https://quizizz.com/admin/quiz/5fa29cac6a3d97001b3a3b72/cz%C4%99%C5%9Bci-cia%C5%82a-po-niemiecku
Short description	Selection quiz (German)

Topic	Names of family members, definite article, names of professions, phrases of welcome and goodbye, numerals 1-100, interrogative sentences, Berlin tourist attractions
Age of students	13–14
The link	https://quizizz.com/admin/quiz/5fa8f28ea1336d001b07ef36/familien-deutschtour-fit-kapitel
Short description	Selection quiz (German)

Topic	Names of rooms in the house, names of furniture and home furnishings
Age of students	14–15
The link	https://quizizz.com/admin/quiz/5faa502806a297001b720542/meble-i-dom
Short description	Selection quiz (German)



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Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Topic	Names of sports, sports accessories, adjective and adverb gradation
Age of students	11–12
The link	https://quizizz.com/admin/quiz/5fad00d995e86d001b81271f/unit-brainy
Short description	Selection quiz (English)

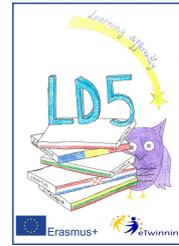
Topic	Adjective and adverb gradation
Age of students	11–12
The link	https://quizizz.com/admin/quiz/5fb63738dfb3bf001ba61736/adjectives
Short description	Selection quiz (English)

Topic	Names of school rooms, names of school subjects, days of the week, conjugation of the verb haben
Age of students	13–14
The link	https://quizizz.com/admin/quiz/5fbd483041a202001bd79858/meine-schule-deutschtour-fit
Short description	Selection quiz (German)

Topic	Types of houses, names of rooms in the house, names of furniture, prepositions of place, variation of the round parent, dates
Age of students	14–15
The link	https://quizizz.com/admin/quiz/5fbe9c763bf895001bb8962c/h%C3%A4user-in-deutschland-meine-deutschtour
Short description	Selection quiz (German)



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Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Topic	Names of sports, sports accessories, adjective and adverb gradation
Age of students	11–12
The link	https://quizizz.com/admin/quiz/5fbfaf6412922e001baf9036/let-s-get-sporty-brainy-unit
Short description	Selection quiz (English)

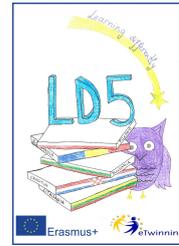
Topic	Names of school supplies, definite article
Age of students	13–14
The link	https://quizizz.com/admin/quiz/5fd1dc64a67a85001b08f176/schulsachen-der-die-das
Short description	Selection quiz (German)

Topic	Activities of the day, household chores
Age of students	13–14
The link	https://quizizz.com/admin/quiz/602157bf08b049001e67a897/mein-tag
Short description	Selection quiz (German)

Topic	Classrooms, lesson phrases, orders, prohibitions, present continuous
Age of students	11–12
The link	https://quizizz.com/admin/quiz/60336dee51b0ef001f93460f/brainy-unit-test
Short description	Selection quiz (English)



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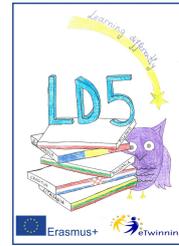
Poland

Szkola Podstawowa nr 5 im. Ksiedza Jana Twardowskiego

Topic	Giving advice
Age of students	13–14
The link	https://www.liveworksheets.com/2-fg864188ll
Short description	Selection test (German)

Topic	Names of means of transport, names of places in the city, objects, prepositions
Age of students	14–15
The link	https://www.liveworksheets.com/2-nh752248gd
Short description	Work card (German)

Topic	Days of the week, time of day, interests, clock time, objects and places in the
Age of students	13–14
The link	https://www.liveworksheets.com/2-sp711915oo
Short description	Work card (German)



Romania

Scoala Gimnaziala nr.17 Botosani

Topic	Members of the family
Age of students	7-8
The link	https://learningapps.org/15791408
Short description	Students have to find the words referring to family members and some useful adjectives to describe them (English)

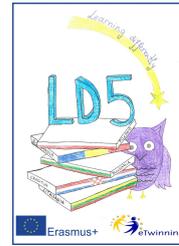
Topic	Adjectives
Age of students	7-8
The link	https://learningapps.org/15242273
Short description	Students have to match the written adjective with the right audio which represents its pronunciation (English)

Topic	Pythons- vocabulary
Age of students	11-12
The link	https://learningapps.org/12881851
Short description	After finishing the lesson on Pythons using the resources from Twinkl (online), the students have to match the vocabulary units which refer to key aspects and words from the text (English)

Topic	Short comprehension exercise
Age of students	10-12
The link	https://learningapps.org/12611389
Short description	After finishing the lesson on Antarctica using the online resources at Twinkl, the students will play a short "Do you want to be a millionaire game" using questions from the text (English)



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Romania
Scoala Gimnaziala nr.17 Botosani

Topic	Rhinos- vocabulary search
Age of students	9-10
The link	https://learningapps.org/12163836
Short description	Students will have to find the 20 key words from the text about Rhinos they had worked on in class (English)

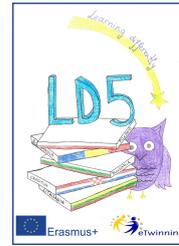
Topic	Would you rather
Age of students	12-15
The link	https://wordwall.net/resource/8334818
Short description	An activity that can be used to practise the construction I would rather, to offer arguments for a choice you've made, but also as an icebreaking activity, with students from lower secondary, highschool, but also with adults, as the questions are very funny and some are tough to answer to, because it means thinking creatively. An example of a question is: Would you rather have everything you draw become real but be permanently terrible at drawing or be able to fly but only as fast as you can walk? (English)

Topic	Vocabulary - revisionr
Age of students	9-10
The link	https://wordwall.net/resource/2168789
Short description	The students have to match the two halves of each sentence (these contain grammar and vocabulary items, such as present simple or any/some) (English)

Topic	Past tense simple – irregular verbs
Age of students	11-12
The link	https://wordwall.net/resource/969181
Short description	Students have to hit the mole every time it shows an irregular verb in past tense simple; they have to avoid past tense regular verbs or the past participle form of irregular verbs. With every level, the speed with which the moles appear increases (English)



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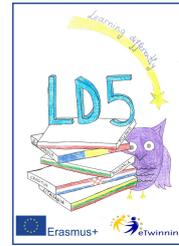
Romania

Scoala Gimnaziala nr.17 Botosani

Topic	Objects in the house - vocabulary
Age of students	7-11
The link	https://quizlet.com/579338659/objects-in-the-house-flash-cards/
Short description	The students will first study or revise the words associated with objects in the house (these come accompanied by an image, not the translation into Romanian). They they can try out the various games the platform offers for the sets(Spell, Write, Match, Test). In class, they can compete, individually or in teams, in the Live event, where they have to answer correctly. The flashcards can be saved as a .pdf, .doc, printed or sent to students electronically (English)

Topic	Objects in the house - vocabulary
Age of students	11-14
The link	https://quizlet.com/555979130/house-objects-flash-cards/
Short description	The students will first study or revise the words associated with objects in the house (these come accompanied by an image, not the translation into Romanian). They they can try out the various games the platform offers for the sets(Spell, Write, Match, Test). In class, they can compete, individually or in teams, in the Live event, where they have to answer correctly. The flashcards can be saved as a .pdf, .doc, printed or sent to students electronically. The set is more complex and contains 54 terms (English)

Topic	Adjectives – degrees of comparison (comparative and superlative)
Age of students	10-12
The link	https://quizlet.com/552989838/comparisons-of-adjectives-positive-comparison-superlative-flash-cards/
Short description	The students will revise the degrees of comparison of adjectives by studying the flashcards (which contain both regular and irregular adjectives). They they can try out the various games the platform offers for the sets(Spell, Write, Match, Test). In class, they can compete, individually or in teams, in the Live event, where they have to answer correctly. The flashcards can be saved as a .pdf, .doc, printed or sent to students electronically (English)

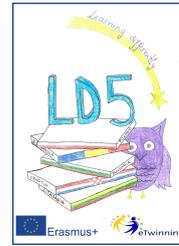


Romania

Scoala Gimnaziala nr.17 Botosani

Topic	In, on, at
Age of students	10-12
The link	https://quizlet.com/554556789/in-on-at-flash-cards/
Short description	The students will first revise the notions studied in class (when to use In, on, at with expressions of time); the flashcards offer them the possibility to study each pair, then practise using the options provided by Quizlet for each set. Then, they can compete, either individually or in teams, using the Live option, or Match, where the Leaderboard takes into account the accuracy (as you have to match the pairs correctly), but mostly the speed with which students match the pairs (English)

Topic	Vocabulary and reading comprehension
Age of students	11-12
The link	https://share.nearpod.com/e/gSkRlg0P7hb
Short description	This is a Nearpod lesson and it is based on one of the text included in the 5th grade English textbook, excerpt from The selfish giant. It contains several activities: Match the words to their Romanian translation Time to climb (reading comprehension game) Match the words to their synonyms/definitions (English) Make sentences with certain words/expressions from the text (students can record them as audio as well) Open-ended question (collaborate board) – students have to answer the question „What do you think about the giant’s behaviour?“ in 2-3 sentences. A poll and the question is: How confident are you that you understood the new vocabulary and the idea of the text? (English)



Romania
Scoala Gimnaziala nr.17 Botosani

Topic	Vocabulary and reading comprehension
Age of students	14-15
The link	https://share.nearpod.com/e/AFfcrTsR7hb
Short description	<p>This is an evaluation lesson on Nearpod and it refers to an article about a real-life person's live events. The article is called 8000 birds to see before you die and is included in the English textbook for 8th grade. The activities in the lesson are:</p> <p>Time to climb game – reading comprehension questions</p> <p>Match the pairs)for example 50 years old and she found out she had cancer</p> <p>An open-ended question (collaborate board): How did Phoebe Snetsinger's positive mindset help her? Do you think having a hobby and her positive attitude were important in her battle against cancer? Why? Why not? (English)</p>

Topic	Reading comprehension and vocabulary
Grade/students age	14-15
The link	https://share.nearpod.com/e/6HcBxLwV7hb
Short description	<p>This is a Nearpod lesson based on The scientist, a lesson from the English textbook for 8th graders. It contains 3 activities:</p> <p>Match the pairs (english-romanian)</p> <p>Time to climb (reading comprehension game with questions from the text)</p> <p>Fill in the blanks where students have to drag each word/phrase into its correct place (English)</p>

Romania

Scoala Gimnaziala nr.17 Botosani

Topic	Interdisciplinary quizzes about LD5 partner countries
Age of students	11-14
The link	https://quizizz.com/admin/quiz/601d392fb1dba2001ca5f2eb https://quizizz.com/admin/quiz/5c803779baf972001b5588c3/ld-competition
Short description	The games contain questions put together with the students during the interdisciplinary optional eTwinning class for 5th graders. The questions are about the culture, geography and language of the partner countries in LD5 (English)

Topic	Rainbow class (prepositions of place and objects in the class)
Age of students	8-9
The link	https://quizizz.com/admin/quiz/5f9fc2bb01b4ac001bb39279/rainbow-class-nd-grade
Short description	This is an evaluation game to assess students' knowledge about prepositions of place and objects in the class, in English. It is based on a lesson in the English textbook for 2nd grade (English)

Topic	Present perfect
Age of students	13-14
The link	https://edpuzzle.com/media/5eb7d2a78d5ac23eedb76add
Short description	This is a revision and evaluation lesson for present perfect. It contains a video with examples from films, all of them containing present perfect. The video is interrupted by questions or tasks students have to solve before moving on (give another example, put into negative, interrogative). They have an annex attached to the lesson which contains useful information (English)

Topic	Stribor's forest – reading comprehension
Age of students	11-12
The link	https://create.kahoot.it/share/stribor-s-forest/11f548e1-e6c0-4816-8780-216465eccc3d
Short description	A game based on the story Stribor's forest, part of the Learning Differently Read together activity (only the pages pertaining to Romania). It contains vocabulary and reading comprehension questions (English)

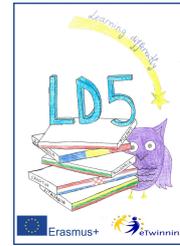
Romania

Scoala Gimnaziala nr.17 Botosani

Topic	Maui and the magic of fire – reading comprehension, gramatica (past tense simple)
Age of students	11-12
The link	https://goformative.com/clone/LBVUXC
Short description	A game based on the story Maui and the magic of fire (offered online by Twinkl). It contains various activities: match the pairs, vocabulary and reading comprehension questions, evaluation of their reading skills, make sentences with, say your opinion about, match the infinitive form to the past tense simple form of the verbs. The evaluation is divided in several stages, as the text was rather long and I wanted to make sure students didn't have to change tabs in order to access the text when needed. So, the text was divided into smaller chunks (English)

Topic	Stribor's forest – reading comprehension, vocabulary, reading skills
Age of students	10-12
The link	https://goformative.com/clone/RR9U8Z
Short description	This is based on the text Tigers, offered online by Twinkl. The evaluation is divided into several chunks so students don't need to change tabs and also because they are also asked to read each chunk and record it. This way the teacher can offer personalised feedback and the shier students don't have a problem reading (this way they don't feel peer pressure or embarrassment). The evaluation contains vocabulary and reading comprehension questions too (English)

Topic	Funny ways to live-evaluation
Age of students	11-12
The link	https://app.wizer.me/preview/BBZYY6
Short description	This is an evaluation activity based on the lesson called Funny ways to live from the English textbook for 5th grade. It contains a recording of the text (done by the teacher) which accompanies the text, reading comprehension questions, vocabulary exercises (match the words to their Romanian counterpart or to their English definition/synonym). It was also accompanied in class by a creative writing exercise (students had to either look for a strange house anywhere in the world and imagine living there or create a stranger house of their own and describe it) (English)



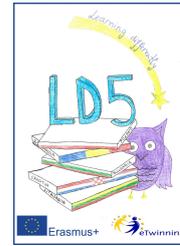
Romania

Scoala Gimnaziala nr.17 Botosani

Topic	Story by Petre Ispirescu
Age of students	12-13
The link	https://edpuzzle.com/media/602c914f509c7a42ba92acb6/
Short description	The students listen to the audio version of the story and answer the questions as they appear in Edpuzzle (Romanian language)

Topic	The girl who wanted no rain – an original story by Popa Loredana
Age of students	12-14
The link	https://view.livresq.com/view/5ec91b0ac0161961eb6cd0d1
Short description	The story is interrupted by reading comprehension questions and ends with two open-ended ones: Do you like rain? Why? Why not? Continue the story but not from Lily's perspective; choose a different one: the rain, Jack, one of her pets, the forest, the dream. Be creative. 2-3 paragraphs (English)

Topic	A different kind of diary – creative writing during the lockdown
Age of students	10-14
The link	https://padlet.com/terexutza/o30fconz2r1r3y18 (for lower secondary) https://padlet.com/terexutza/32kmvihl6kpliv9t (for primary)
Short description	The students were asked to turn to their left and for an entire week or more (their choice) to write diary entries from the perspective of that first thing they saw when they looked to their left. It was especially beneficial for those students who were feeling the pressure of the lockdown and were unable to express their feelings; this way they got to express them by writing from another perspective (that of the fridge, the headphones, the phone, the teddy bear, the window etc.) The task was optional and the students could choose the number of diary entries. (English)



Romania

Scoala Gimnaziala nr.17 Botosani

Topic	Wild animals- wordsearch
Age of students	9-10
The link	https://learningapps.org/20888720
Short description	Find the 19 wild animals. The words can be written diagonally, horizontally and vertically (English)

Topic	Hangman – guess the object
Age of students	9-10
The link	https://learningapps.org/20888906
Short description	Guess the object. Pay attention to the clues (English)

Topic	Second conditional
Age of students	13-14
The link	https://learningapps.org/20889393
Short description	Listen to the song <i>If I could turn back time</i> by Cher and select the right word/phrase for each blank space (English)

Topic	Pearltrees – collection of games and Nearpod lessons, worksheets
Age of students	8-15
The link	https://www.pearltrees.com/loreuab/grammar-games/id32341138
Short description	A collection of games, worksheets, Nearpod lessons. It contains vocabulary, grammar, reading comprehension, writing exercises (English)