



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

REPORT ON THE THIRD LEARNING, TEACHING AND TRAINING ACTIVITY

ERASMUS+ PROGRAM

THIRD LEARNING, TEACHING, TRAINING ACTIVITY ACTION KA2

SCHOOL TO SCHOOL PARTNERSHIP

“EUROPE FOR INCLUSION”

Cenon, 6th – 11th December 2015

REFLECTIONS ON THE LESSONS ATTENDED IN CENON

ISTITUTO COMPRENSIVO SAN DONATO - SASSARI - ITALY

TAUTSKOLA 99BALTIE ZIRGI - DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS- LATVIA

PRIENU RAJONO JIEZNO GIMNAZIJA – PRIENAI REGION – LITHUANIA

SZKOLA PODSTAWOWA NR 7 IM. WOJSKA POLSKIEGO, LESZNO - POLAND

ESCOLA BASICA DRAMARIA ALICE GOUVEIA – COIMBRA – PORTUGAL

SCOALA GIMNAZIALA "I.I. MIRONESCU" TAZLAU - ROMANIA

GAP KIZ ANADOLU LISESI SECONDARY SCHOOL - SANLIURFA – TURKEY



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

The third learning, teaching, training activity held in Cenon in December 2015, apart from the theoretical meetings has developed a practical session, in which European teachers had to observe and participate in activities conducted by the French teachers. The activities focused on diverse difficulties, dyslexia, allophones. Afterwards the European teachers discussed their teaching and learning experiences in a plenary session. In this booklet, we have collected the teaching activities developed by the French team and the reflection of the European trainees.

European teachers were divided into 4 or 5 groups – they were grouped pulled at random and in mixed groups attended lessons.

This organization was made for 2 different lessons.



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

SHORT INFORMATION ABOUT THE TEACHERS

Guillaume Caillon is a vocational teacher (habitat/ building knowledge). His pupils are from SEGPA (class for pupils with special needs). He works and build some objects with wood or others materials. He is in the school for 3 years and a teacher for 10 years.

Frédéric Blanc is a sciences teacher. He's a teacher for 12 years and in our school for 8 years. He works a lot for success of pupils, to open their mind, to pupils with special needs or not.

Maylis Salinas is a musical teacher. She try pupils singing! And to learn some information about music. She's a teacher for 15 years and in our school for 4 years.

Céline Marquet is a French teacher. She works with a lot of supports, included theater in her classroom and in a club for the fun. She work in library before to be a teacher. She's teaching for 10 years.

Chantal Mischel, Isabelle Berlureau are primary teachers with a specialty for pupils with special needs in a secondary school. They teach French and mathematics. Their pupils are with special needs.

Cécile Thieulin is a teacher for allophones for 4 years.

Christine Jean-Alphonse teaches cooking and maintenance of the linen with pupils with special needs. She's a vocational teacher in our school for one year.

Didier Houde is an English teacher for 26 years and in our school for 11 years. He's a teacher for special needs pupils and others. He also works with allophones pupils.

Hélène Katz is a history and geography teacher in a class with dyslexic pupils and other pupils. She's a teacher for 12 years and 5 years in our school.



Collège Jean Jaurès
 32, Avenue des Quatre Pavillons
 BP 20115
 33151 CENON CEDEX
 ☎ 05.56.86.34.20
 ☎ 05.56.40.93.36
 ✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

REPORT ABOUT THE LESSONS CARRIED OUT IN COLLEGE JEAN JAURES – Guillaume CAILLON

	LATVIA 1	LATVIA 2	ROMANIA
Teachers involved	Katrina	Kristine	Angelica Iftimia Florean, Monalisa Violeta Lupu
Class:	SEGPA – Section - Teaching - General - Professional – Adapted	SEGPA – Section -Teaching -General - Professional - Adapted.	SEGPA – Section -Teaching -General - Professional - Adapted.
Age of children:	15 or 16	14 /15	15 – 16
Space:	Classroom, workshop	Classroom, workshop	Classroom, workshop
Material:	house project and construction workshop		The project for a house, tools, materials
Brief description of the activity carried out:	Students who are included in the class SEGPA, together learn specialty of construction. Each of them has its own individual project. At the end of study year they will have to present it. This work takes 36 weeks. 12 hours per week: 10 hours of practical work, 2 hours of theory. At working time, they learn to build a house from the foundations to the roof. In these classes students learn the profession. But also they can improve skills of calculating house dimensions and size, planning needed materials and instruments etc.	6 students are combined in the SEGPA class with the speciality of construction and building. Students work in groups of 2 and spend 6 hours a day 2 days a week – on Mondays and Thursdays in the workshop. Other days the class is working together in group of 16. There are also students with stronger disabilities and they come only for technical work but have the usual training at the social care center. Sports is held together for 2 classes.	The students put the roof on a construction. They chose the tiles, some of them measured and cut the materials, others carried them and gave it to the students on the top of the building. They put the tiles. The teacher explained and showed the students how to work. There were not many students. So all of them could work effectively.
Main aim of the activity:	Each student's goal is to finalize and implement their individual work. SEGPA students are usually with learning difficulties. Doing this work the student understands that themselves can do a lot, they lift themselves self-esteem. They do not learn the 2nd foreign language and other subjects as the rest of the school, but they can show that practical work is sometimes more useful in the life than the typical school subjects.	SEGPA students are usually with learning difficulties and they do not learn the 2 nd foreign language, but it shows that practical work is sometimes more interesting and more useful in the life than the typical school subjects, therefore the program is appreciated from students and they are willing to work rather than just learn. The fact that they succeed in work gives them courage and motivation to improve the skills even more and sometimes they even become better at school. For me it was a very	Among the main aims of the activity, there are: - using correctly the materials - using the tools - interpreting a plan - making a final product, according to the plan - working in team - learning how to manage in real situations



Collège Jean Jaurès
 32, Avenue des Quatre Pavillons
 BP 20115
 33151 CENON CEDEX
 ☎ 05.56.86.34.20
 ☎ 05.56.40.93.36
 ✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

		<p>good reason to understand that not every kid needs to be a professor and it is better for everyone to be at the part which we feel comfortable with. It is a little bit sad, that the “ordinary” students do not have the ability to build the house and learn many more things, but it is great that the kids with learning difficulties are successful and happy. Mostly all of the students continue to work in the practical field and usually continue at professional colleges where they have easy to enter as they have professional experience. But they are allowed to enter any university as well.</p> <p>Over 16 years some students learn on a special plan – works 3 weeks in a company and then studies 1 week at the school.</p>	
<p>Structure of the activity:</p>	<p>This work takes 36 weeks per study year. This workshop – construction tooks 12 hours per week: 10 hours of practical work, 2 hours of theory.</p>	<p>Students spend 1 hour in the class planning the activities and 5 hours doing them. In the first year from 14 they have all 3 workshops – construction, garden and hygienic food and service, but on the next year they choose one workshop and work only there plus at the end they have to have their own practical project of the year. Construction workshop specializes in 3 areas –</p> <ul style="list-style-type: none"> • construction more particularly directed towards realization of the structure, • planning, design and finishing the house, • technical equipment of the house. 	<p>The teacher explained the students what they had to do, he instructed them about the materials and tools, he showed them the tools and explained how they work, he explained the stages to be followed to finalize the project. The student paid attention to the explanations, then they started to work. They split and formed groups (2 – 3 students) and in this way they could be implied in the activity. The teacher watched them, offered indications, corrected them if necessary. Special attention was paid to the risky tools, the teacher offered extra information about them and showed how they are used. Every time the student needed extra-explanations of help, the teacher was available. At the end of the lesson, the pupils finalized the tasks. The teacher encouraged them and praised them for the activity. The activity is a part of a complex project, and the final product is done in a longer period of time.</p>



Collège Jean Jaurès
 32, Avenue des Quatre Pavillons
 BP 20115
 33151 CENON CEDEX
 ☎ 05.56.86.34.20
 ☎ 05.56.40.93.36
 ✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

Working modality:	Teacher (M. Caillon) tells the structure of work and reminds the safety procedures, explains the rules, shows the equipment. After that he demonstrates how to do the job and then they start the work.	Teacher explains the rules, shows the equipment, reminds the safety procedures, demonstrates and then they start the work. Teacher M. Caillon has a Teacher diploma and is a professional carpenter as well.	Lockstep, teamwork, pairwork, individual work
What the children did:	Workshop time we will be able to watch the students at work and to ask questions to the teacher and students. Also we will be able to watch as the students learn to be independent and work as a team, and to organize their work and learn new things.	At the time we were attending the class, 2 girls were making a puzzle form wood as a present for the family, and 4 boys were doing the inside work with building walls for the house they have build earlier. They all were seriously motivated and happy on they work they were performing. I suggested that students could build a tiny house on the wehls (and showed pictures of one we have at home) rather than a house inside the hall that has to be taken down as the project is finished and M. Caillon found it a great idea. So the house on the weehls could be used for some outdoor café or other useful ideas in the future. Students also have other activities at the workshop – crafts, making gifts, selling them to others, planning of needed materials, calculating the costs and profits which mostly are used for purchasing new materials. It allows students to use the different school subjects like math to improve skills used in practical life or work later. Instruments for the projects are bought by the school as well. School offers CV and motivation letter writing skills to students and they have experience in the technical work at the school and also in the work experience outside the school – praxis – 2 times a year for 2 weeks.	The students paid attention to the teacher's explanations, they became more aware as far as the safety procedures are concerned, they asked for further explanations, they followed the steps of the operations to be done, they followed the plan received, they used the materials and the tools to do the project.
Learner's difficulty:	At the age of 16 they take the state examinations and defend their projects	At the age of 16 students receive Certificate of Formation General after compleating tests in	Generally, the students did not encounter difficulties. The Romanian teachers noticed the



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

	(there is speaking exam on their own professional project).	math, French etc, plus speaking exam on their own professional project where they have to be able to speak and explain the project to foreign people.	easy handling of the tools. They appreciated the fact that the students had used them before, being able to show their skills when using them. Every time the students needed information of help, the teacher was there, helping the students.
Reflection on the activity carried out:	Jean Jaures College and SEGPA class is a good example of how to promote inclusive education. And students have the opportunity to prove themselves in the chosen field.	In 4 years Jean Jaures College has had 70 SEGPA students in 5 classes. My opinion is that SEGPA is a lovely example of inclusion.	The Romanian teachers appreciated the activity and the working modalities. They consider that working in team is benefic, offering all the students the chance to work (those who are weaker students are encouraged by their peers, for example). It was also observed the diversity of the materials and tools, the students' ability, their receptivity, the relaxed atmosphere and the relationship between the students and the teacher. It is important to underline the practical feature of the activity. At the end of the course, the students will be able to work in this domain (as daily work or as a future job).



Collège Jean Jaurès
 32, Avenue des Quatre Pavillons
 BP 20115
 33151 CENON CEDEX
 ☎ 05.56.86.34.20
 ☎ 05.56.40.93.36
 ✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

REPORT ABOUT THE LESSONS CARRIED OUT IN COLLEGE JEAN JAURES – Frederic BLANC

	LITHUANIA	ROMANIA
Teachers involved		Mihaela Nicoleta Gavril
Class:	3C	3C
Age of children:	14-15 years old	14 years old
Space:	Classroom	Classroom
Material:		Computer and worksheets
Brief description of the activity carried out:	Students present their reports on social activities.They discuss some questions and construct their CVs.	The teacher worked with the students and they learnt how to write a CV.
Main aim of the activity:	To learn how to write a structured CV.	To learn how to write a CV. To know how to present their personal data
Structure of the activity:	Oral presentations of students, questions , answers and comments.Theoretical rules how to write a CV, what is the structure of a good CV.Students were typing their CVs on computers , sending to the school database.	The teacher gave clear explanation. The students had to write a CV. The students offered data about themselves, they answer some questions. They were offered the most important rules of writing a CV. They used the computers and they wrote their CVs.
Working modality:	Discussion, analysis, presentation, teacher's recommendations and tips	Individual work, lockstep, group work
What the children did:		They were attentive to the teacher's explanations, they answered the questions, they had to do their CV using the computers.
What we had to do:	The teachers were watching the lesson, asking questions, reading handouts(documents that were prepared by the teacher)	- observe the class and the lesson - observe the working modality and the methods used during the class to integrate the students with SEN - take notes
Learner's difficulty:	Students started presentations of their works diffidently.It was clear that understanding of the subject of some students was limited.	Some students had difficulties in accomplishing the tasks, but the teacher knew how to deal with them.
Reflection on the activity carried out:	Students learned what are the requirements of a good CV, how to construct , how write it. They started to write their CVs.At the beginning of the lesson it was very difficult for students to say something about themselves.However , during the lesson with the help of the teacher and friends students cleared out how to write and present a well-structured CV	Due to the pleasant atmosphere in the classroom, which was created by the teacher, the students worked with pleasure, and it was not very difficult for them to accomplish the tasks in an appropriate way. The students participated at the activities proposed and it is to underline the working modality of the teacher.



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

REPORT ABOUT THE LESSONS CARRIED OUT IN COLLEGE JEAN JAURES – Maylis SALINAS

	ITALIE	LATVIA	POLAND	PORTUGAL	TURKEY
Teachers involved	Giuliana Ruiu e M. Carmela Noce	Charlotte Vandersmissen	Lucyna Donke, Leszek Mrosek, Lucyna Prajs		
Class:	6 th grade	Music class	6 th grade	6 ^o E	6/A SEGPA
Age of children:	11-12 years old		11-13 years old	between 11 and 13 years old.	11-12 years old
Space:	music classroom	music classroom	music classroom	music classroom	music classroom
Material:	workbook and plastic glasses	<ul style="list-style-type: none"> • Instruments like a cup for making sounds • The body – the voice • A song on YouTube 	workbook and plastic glasses	plastic cups and computer	Board, board marker and dictionary for dictation
Brief description of the activity carried out:	To reproduce a simple rhythm proposed by the teacher on a musical base	The pupils were working on concentration, rhythm and sound. With the use of a cup they had to follow a certain rhythm and make it their own.	the students were using plastic glasses and their hands to recreate the rhythm of a song "When I'm gone".	execution of some rhythms with plastic cups and body. This rhythm had a musical support	The students tried to write what they had heard. And, the other pupils tried to find punctuation and grammar mistakes.
Main aim of the activity:	the students, sitting in circles, had a glass each. They had to pass it to the nearby mate by beating it on the floor	Working on concentration and rhythm. Important with this exercise is that the pupils pay a constant attention on the work / music during the class. Also is it very important to listen to each other.	To practice clapping and hitting the glasses to the melody/ rhythm of the song	work coordination and rhythm.	The main aim of the activity was to teach the grammatical rules by a dictation activity.



<p>Structure of the activity:</p>	<p>concentrating, relaxing and listening to peculiar sounds and rhythms</p>	<p>The course was divided in three parts:</p> <ol style="list-style-type: none"> 1. Breathing exercises / working on concentration <ol style="list-style-type: none"> a. They had to work with their whole body for learning how to breath in a correct manner. b. They worked with games to learn how to stay concentrated. 2. Rythm <ol style="list-style-type: none"> a. They had to follow a given rythm the teacher showed them first. b. They all made the song with the cups together with the music on YouTube. 3. Singing 	<p>concentrating, relaxing and listening to peculiar sounds and rhythms</p>	<p>the activity was structured in three parts: 1) concentration in breath in and breath out; 2) realize the rhythm without accompaniment; 3) realize the rhythm with accompaniment.</p>	<p>The teacher read a short French text to the pupils. Then, the pupils wrote that text on a big sheet of carton and hung it on the board. Afterwards, they found the groups' mistakes in French. By this way, the students had the opportunity of listening and writing in French and the other pupils had the opportunity of seeing grammatical and punctuation mistakes from their peers' papers without being discouraged. Moreover, the students learnt grammatical rules deductively by this way. And, the text included parts of the sentences, alphabets, numbers and some basic language structures.</p>
<p>Working modality:</p>	<p>At first they had a plenary and practical lesson, then they were divided into small groups (5 students for each group) and in the end they had individual assessment</p>	<p>The teacher pays a lot of attention to the pupils individually. It was very important for her that everyone of them could follow very well and follow her exercises. Also during the warming-up (concentration and breathing exercise) she made sure that they could all follow and make part of the group. Important with</p>	<p>group work, individual work</p>	<p>practical class.</p>	<p>The students wrote what they had heard on a carton as a group. The teacher strolled in the classroom and checked what the students were doing. Sometimes, she dealt with some groups closely. Besides, the students learnt the</p>



		this lesson is that the pupils learn a lot by doing and listening to each other.			language by peer correction.
What the children did:	they had to prepare themselves by making some listening exercises, some breathing ones, some rhythmical ones and some for the coordination		they were preparing for a presentation of a song during the concert, they were practicing breathing, their movement and visual coordination		
What we had to do:	as participants we observed the procedure and the students' reactions and results. We were given the same instructions and had to carry out the same task		our only task was observation	observe and take notes.	We weren't supposed to do anything rather than observing the classroom activities.
Learner's difficulty:	We noticed that some students had problems with concentration	Some pupils had difficulties with keeping their attention during the lesson. They easily started joking and not taking the exercises seriously. Some pupils had difficulties with following the rhythm, but they stayed positive and tried to be active anyway.	Students had problems with a rhythm, and adjusting to the tempo of a melody as it was both slow and fast	coordinate the music with the corporal rhythm.	The students in the classroom had been living in France for a short time. So, they couldn't speak and write in French fluently. And, they had some problems in some skills like reading and writing.
Reflection on the activity carried out:	The activity was very simple but at the same time very effective and it can be easily transferable in different context as it is highly tractable as it requires only simple materials. It is useful to practice	It was very interesting that the pupils are learning about teamwork, concentration, listening to each other through a song. Working with rhythm gave them some sort of musical creativity and it also makes you think about the rhythm you have as a human being in life. It also	We liked the lesson a lot. We saw that students were really engaged and focused. They cooperated with each other. In our opinion, what was missing in the lesson was our involvement.	I liked this class very much, it was very dynamic! The activity was difficult, but the students were able to respond quickly to the	The applications in Turkey are far more difficult than the ones in France and the students are taught in basic and effective ways in France. Besides personal modalities, the group work increases



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

	concentration, attention, visual and auditory memory and, above all, to get in relation with all the class	showed the importance about breathing, concentration and being in the music. Plus also trying to leave the stress out of your body.	We were willing to also clap and use the plastic glasses but were not given the chance.	teacher. The teacher was always very concern to the difficulty of the students.	cooperation between the students and lessens the fear of making mistakes. Finding the mistakes as a classroom activity makes the pupils more active. However, the lesson hours caused some pupils to lose their attention to follow the activity till the end of the lesson.
--	--	---	---	---	--



Collège Jean Jaurès
 32, Avenue des Quatre Pavillons
 BP 20115
 33151 CENON CEDEX
 ☎ 05.56.86.34.20
 ☎ 05.56.40.93.36
 ✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

REPORT ABOUT THE LESSONS CARRIED OUT IN COLLEGE JEAN JAURES – Céline MARQUET

	LATVIA	PORTUGAL	ROMANIA
Teachers involved	Charlotte Vandersmissen		Florinela Claudia Dogariu, Angelica Iftimia Florean
Class:	4G – Literature	4 G	4 G
Age of children:	13	13 years old	13 years old
Space:			Classroom
Material:	<ul style="list-style-type: none"> Working with a poem „Le deserteur” of Boris Vian, 1954 and music Powerpoint presentation Dictionary French 	dossier sheet ; black and white boards ; chalk and felt-tip pen; projector; (1954) full Boris Vian’s poem «Le déserteur»(1954); poem in audio support (You Tube)	Computer, audio material - poem in audio support (You Tube), dictionaries, students’ books, worksheets, whiteboard Boris Vian’s poem «Le déserteur»
Brief description of the activity carried out:	The pupils had to analyse an open letter, by means of a poem. They had to analyse the poem and understand what an open letter is.	The teacher begins to introduce the content “the engagement letter”; afterwards, everybody reads, hears and one pupil reads aloud one strophe. Using the questions and clues provided by the teacher, the class try to discover the essential ideas, also through the enrichment of vocabulary and the sharing of ideas and their own experiences of life. The pupils explore the formal characteristics and the enunciation of the letter, as the importance of the written and poetic language to value what we intend to transmit, communicate – here, peace and non-violence.	The students read an open letter and they had to analyze the poem. The accent on allophone students is to be noticed. The students had to read the poem, to use the dictionary, to understand the message of the poem and to understand what an open letter is. They listened to the audio material.
Main aim of the activity:	Analysing and understanding an open letter	read to build knowledge: the intervention letter	Reading comprehension
Structure of the activity:	1. Introduce the subject with a song/ poem	- Listening and Reading - formulation of hypotheses about the text ;	- The students listened to the audio material and then they read the poem



	<ol style="list-style-type: none"> 2. Pupils have to read the poem out loud to practice their reading skills 3. Pupils have to indicate special aspects in the poem – like rhyme, interesting words ... 4. Pupils have to search for difficult words in the text and analyse them 5. Answers of the vocabulary exercise were written on the black board by different pupils 6. Some pupils give a proper explanation to the words they had to analyse 7. Explanation of the content of the poem 8. Looking for special codes in the poem / open letter 9. Pupils write the theory of an open letter in their workbook 10. Pupils have to look for different codes (according to theory) in the poem 	<ul style="list-style-type: none"> - identification of theme and main ideas; - discovery of new vocabulary using a dictionary; - exploration of the situation of enunciation of a letter; - identification of structural elements and their absence in the letter; - deduction of the atemporal and universal characters of the poetic text; - identification of the poem external structure (strophes, verses, rhymes). 	<ul style="list-style-type: none"> - the students had to explain different meanings in the text - they had to look for new words in the dictionary - vocabulary exercises (the answers were written on the blackboard) - reading comprehension – the students had to find out some explanations of the content of the poem - analyze elements of the poetry: verses, rhymes etc - literary theoretical elements: an open letter (the students made notes in their students' books)
Working modality:	The teacher makes sure the pupils work a lot and she is there as a guide. She also asks a lot of questions and let them explain and find answers. Only at the end of the course she gave the answers and they discussed together about the answers and why they didn't find some of them.	pair and individual work, sharing in a big group.	Lockstep, individual work, pairwork
What the children did:		listen, read, answer, vocabulary research; reformulation of propositions.	They had to listen to the audio material, they had to read the poem, to look for new words in the dictionary, to answer the teacher's questions
What we had to do:		take notes and observe.	Observe the lesson and the working modalities and take notes
Learner's difficulty:	Some pupils had a type of dyslexia and they had some difficulties with looking for a word in the dictionary. They also had difficulties	reading aloud; accentuation and stress; use of the dictionary; vocabulary and	Some students had difficulties in finding words in the dictionary or to read aloud or



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

	with writing in a correct way and made several mistakes when they had to write.	language levels; verbs (past participle and infinitive form).	to write. They were helped by their colleagues or by the teacher.
Reflection on the activity carried out:	<p>It was a nice lesson, because you could feel that the pupils really liked the subject and in a way also could implement it in their world / social environment. The theme was really up-to-date (it was about war and how people don't want to make part of it).</p> <p>The pupils were also very good in analysing the text and giving their opinion on the subject.</p> <p>For me it was interesting and nice to see how they work through a poem and analyse an open letter using this method.</p> <p>The teacher also gave a lot of attention to all the pupils. There was a lot of differentiation during the cours and that went really well and calm and the group still managed to do a lot in one hour.</p>	<p>With the increasing population of culturally diverse students, particularly in urban areas, the school and its teachers must carry out many activities like that, in order to provide successful experiences for those allophones pupils, creating respect for the others, their culture, their religion, focused in French language, the language of their acceptance's country. This activity had not only the importance of learning and improving French language (non maternal language) but also built universal values like peacekeeping and peace building with the strength of writing.</p>	<p>It was an interesting course and the Romanian teachers noticed the working modalities, the relaxed atmosphere of the lesson, the way in which the students were explained the theoretical elements and they were helped by the teacher overcome the difficulties. It was also interesting for them to observe different techniques used by the teacher when working with allophone students.</p> <p>The students liked to take part at the activities proposed by the teacher and even if they did not know the correct answers, they wanted to try to answer.</p>



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

REPORT ABOUT THE LESSONS CARRIED OUT IN COLLEGE JEAN JAURES – MME MISCHEL

	POLAND
Teachers involved	LucynaDonke, LeszekMrosek, LucynaPrajs
Class:	ULIS
Age of children:	12 – 16 years old
Space:	Classroom
Material:	word cards, a book by a Polish writer Wanda Chotomska, a map of Poland
Brief description of the activity carried out:	Students were working on a book written by a Polish writer “A boy with a blue sail” – there was a text reading and filling out a worksheet connected with the text
Main aim of the activity:	text comprehension
Structure of the activity:	working with a fragment of a book
Working modality:	individual work, pair-work, group work
What the children did:	Lesson started with a presentation of poems that students learnt by heart. Students worked with a fragment of a book – first they read the preface of the translator, later they were filling in a book imprint. They were also supposed to fill in a worksheet connected with the text and write a short note in their notebooks.
What we had to do:	we were asked to introduce ourselves and say a few words about Poland – we could use a map, we also were asked to fill in a book imprint of the book, we were asked to translate some expressions from French into Polish, we had to listen to a text in French
Learner’s difficulty:	Students had problems with understanding a new text, with remembering new information. We observed problems with making notes from the lesson.
Reflection on the activity carried out:	Students were interested in the topic of the lesson. This was a special needs classroom so there were 2 supportive teachers who helped weaker students. The atmosphere was very friendly and students could learn something. The activities prepared by the teacher activated students to work. At the same time a big involvement of the support teachers caused that they did the work of students.



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

REPORT ABOUT THE LESSONS CARRIED OUT IN COLLEGE JEAN JAURES – Isabelle BERLUREAU

	TURKEY	ROMANIA
Teachers involved		Mihaela Nicoleta Gavril
Class:	6/A SEGPA	6/A SEGPA
Age of children:	11-12 years old	11-12 years old
Space:	Classroom	Classroom
Material:	Board, board marker and dictionary for dictation	Blackboard / whiteboard, chalk / board marker, worksheets, student's books, dictionary, overhead projector
Brief description of the activity carried out:	The students tried to write what they had heard. And, the other pupils tried to find punctuation and grammar mistakes.	Listening to the teacher, writing what they have just heard, correcting the mistakes. Solving different exercises from the handouts, correcting the mistakes and correcting them.
Main aim of the activity:	The main aim of the activity was to teach the grammatical rules by a dictation activity.	Teaching / learning grammar using dictation, listening, writing, speaking.
Structure of the activity:	The teacher read a short French text to the pupils. Then, the pupils wrote that text on a big sheet of carton and hung it on the board. Afterwards, they found the groups' mistakes in French. By this way, the students had the opportunity of listening and writing in French and the other pupils had the opportunity of seeing grammatical and punctuation mistakes from their peers' papers without being discouraged. Moreover, the students learnt grammatical rules deductively by this way. And, the text included parts of the sentences, alphabets, numbers and some basic language structures.	The teacher taught the students how to present themselves, to give personal details (address, general details about their families). Then the teacher proposed applicative exercises. The students had also to conjugate some verbs in French. The activities were structured for 3 groups. The teacher proposed the activities taking into account the skills of the members of each group. The students who managed to do the exercises very well helped the others. The students had to listen to some information dictated by the teacher, then to write those pieces of information. Then the students had to identify the mistakes done in the texts they had just written after the dictation.
Working modality:	The students wrote what they had heard on a carton as a group. The teacher strolled in the classroom and checked	Lockstep, individual work, group work



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

	what the students were doing. Sometimes, she dealt with some groups closely. Besides, the students learnt the language by peer correction.	
What the children did:		The students had to give personal information (name, address, general information about their families), they had to solve exercises, they had to write verbs in French, to fill in exercises with the missing words.
What we had to do:	We weren't supposed to do anything rather than observing the classroom activities.	To observe the working modality, the lesson, the interaction between the teacher and the students, to observe ways of integrating students with SEN and to take notes.
Learner's difficulty:	The students in the classroom had been living in France for a short time. So, they couldn't speak and write in French fluently. And, they had some problems in some skills like reading and writing.	Allophone students had some difficulties in understanding or expressing themselves. Some of the students accomplished their tasks in a slower manner, but they were helped by the other students and the teacher.
Reflection on the activity carried out:	The applications in Turkey are far more difficult than the ones in France and the students are taught in basic and effective ways in France. Besides personal modalities, the group work increases cooperation between the students and lessens the fear of making mistakes. Finding the mistakes as a classroom activity makes the pupils more active. However, the lesson hours caused some pupils to lose their attention to follow the activity till the end of the lesson.	The Romanian teacher appreciated the relaxed atmosphere in the classroom, the fact that the students were eager to take part at the activities and the techniques and methods used by the teacher to make the students cope.



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

REPORT ABOUT THE LESSONS CARRIED OUT IN COLLEGE JEAN JAURES – Cécile THIEULIN

	ITALIE
Teachers involved	Daniela Pinna e Giuseppina Cossu
Class:	
Age of children:	14 years old 2 allophone students (Turkish)
Space:	A classroom for Français Langue de Scolarisation
Material:	A sheet with some exercises
Brief description of the activity carried out:	2 Turkish students had to find the aim of exercise by finding verbs and other important words so that they could understand the essential words for carrying out a task.
Main aim of the activity:	Giving the students the basic skill so that they could understand what they have to do during a school task.
Structure of the activity:	individual activity and interactive activity with the teacher
Working modality:	individual learning modality for developing very immediate linguistic skills. The teacher praises the allophone students
What the children did:	the students were involved in the comprehension of single words and verbs which are essential in order to understand what a task requires to do. They were helped with symbols which recall to mind the activity which is requested
What we had to do:	we had to observe the whole lesson, and analyze methods, materials, activities, approaches and relationship between students and teachers
Learner's difficulty:	learners had only few skills in French as they were Turkish. They kept on making mistakes with some phonemes
Reflection on the activity carried out:	This kind of activity was well structured and tailored on the students needs. They were well focused on the main aim of the lesson, which is necessary to be thought for the first days allophone students attend school



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

REPORT ABOUT THE LESSONS CARRIED OUT IN COLLEGE JEAN JAURES – Didier HOUDE

	ITALIE	PORTUGAL 1	PORTUGAL 2	ROMANIA
Teachers involved	Daniela Pinna, PatriziaMercuri, M. Carmela Noce, Giuliana Ruiu, Giuseppina Cossu	Conceição Carvalheiro; Karolina Chalupka; Linda Vitina.	Ana Vaz	Diana Elena Chitu, Angelica Iftimia Florean, Monalisa Violeta Lupu, Florinela Caudia Dogariu, Mihaela Nicoleta Gavril
Class:	2 students for each one of us	two students from the Collège Jean Jaurès: Laurane and Emilie.		The Romanian group was split and all its members formed groups with representatives of the partner teams. Each group was accompanied by two French students.
Age of children:	13 years old	13 years old.	14 years (24 students)	14 years old
Space:	Bordeaux downtown	Bordeaux downtown	Bordeaux downtown	Bordeaux downtown
Material:	A questionnaire with questions related to the story of the centre of the town	Questions and answers.	Cuttings of paper with sentences in French, English and Turkish.	A map of Bordeaux, a questionnaire about the old center of town
Brief description of the activity carried out:	Using only the French language the foreign teachers involved in the project "Europe for Inclusion" had to answer 18 questions on the historical centre of Bordeaux going on foot discovering streets and monuments with the 2 French students as tutors	The teachers had to find the answers to written leads with indications.	All students and the three teachers assistants received phrases in English, French and Turkish. Everyone present would have to find the same sentence translated into another language and had been over the others.	Each group had to use only French and to answer the questions in the questionnaire, by following the indication in the map, asking the passengers, looking for clues downtown.



Collège Jean Jaurès
 32, Avenue des Quatre Pavillons
 BP 20115
 33151 CENON CEDEX
 ☎ 05.56.86.34.20
 ☎ 05.56.40.93.36
 ✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

Main aim of the activity:	experiment new teachers' roles and new approaches for inclusion	to discover Bordeaux and its beautiful treasures: places, streets, architecture and history.	Inclusion of students of two different nationalities.	Understanding in a practical way what an allophone student feels and how he acts when trying to integrate in a new group, a new town, without speaking the language of the area or speaking it just a little bit.
Structure of the activity:	working in a group of foreign teachers with 2 French students as tutors, we were asked to fill in the questionnaire asking French people for information using the French language for the very first time, supported by our tutors.	The children have a list with questions and bearings and the teachers had to find the "treasures" in the town.	The room was prepared to accept visitors in the places set by the teacher responsible. The teacher randomly handed out stripes of paper with sentences in English, French and Turkish. The activity was meant for a person to find the other two persons from the groups of three, that had the same phrase written in another language.	In our group, we had to follow the instructions in the map of Bordeaux, to find different clues downtown, to ask the passengers for information (using only French) and to find out answers for the questions in the questionnaires.
Working modality:	we were divided into small groups with no Italian people and we were pushed to get in touch with local people to get the right information	teamwork.	Dynamic groups, workings groups, cooperative work and sharing in small and large group.	teamwork
What the children did:	the 2 students were our guides and had to help us read the questions in French, understand their meaning and asking French people from Bordeaux information about their city centre	They read the indications and directed the teachers with a map.		The students helped the teachers whenever necessary
What we had to do:	we had to read, speak, listen and write in the French language and talk to allophone teachers	walk, question lots of people and find the place, the street, the sculpture, the statue.	Actively participate in the course of the class and observe the attitude of the students towards the difficulties that would arise.	We had to work in team, to be actively involved in the activity, to read the questions, to ask the passengers for information, using French, to write the



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

				answers. We had to follow the instructions on the map and we had to understand the meaning of being a foreigner in a totally new town, speaking just a little bit or not speaking at all the language of the area, and more than that, trying to understand how an allophone student feels when being in a new place and having to integrate.
Learner's difficulty:	we had the change to experiment the difficulty that an allophone student has to cope with when he arrives in a foreign countries for the very first time as an immigrant and not as a tourist	orientation	The greatest difficulty that I could see was in the field of Turkish language by the French and Portuguese pupils.	We did not encounter difficulties.
Reflection on the activity carried out:	It has been useful because we learn how to find solutions to overcome the difficulties but mostly for the feedback and influence this kind of activity can have on our job.	It's a very good and funny activity to discover a town and to train. Our success resulted from our cooperation. We were very tired! A fantastic afternoon!	The developed activity was carried out in an integrated and inclusive environment. It unfolded in a corporate environment and between which help students and teachers interacted with the objective of completing the task.	The Romanians appreciated the activity, it was great to work in team, it was a good method to understand the real feelings of allophone students. We also appreciated the practical feature of the activity. More than that, the activity was fun, pleasant and successful.



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

REPORT ABOUT THE LESSONS CARRIED OUT IN COLLEGE JEAN JAURES – Mme JEAN-ALPHONSE

	PORTUGAL	ROMANIA
Teachers involved	Lina Grilo	Monalisa Violeta Lupu
Class:	4° A	4A
Age of children:	between 13 and 14 years old.	14 years old
Space:		
Material:	milk, eggs, egg yolks, sugar, flour, vanilla bean, rum, butter and forms of silicone.	Milk, egg yolks, sugar, flour, vanilla, rum, butter, silicone forms
Brief description of the activity carried out:	they put the paste in special silicone cake pan, and then in the oven for 10 minutes with a temperature of 220°C	They put the composition in special pockets of silicone at 220°C for 10 minutes in the oven.
Main aim of the activity:	learn how to cook “Cannelés Bordelais”	Learn to cook Cannelés Bordelais
Structure of the activity:	the activity was structured in three parts: 1) preparation of the paste; 2) putting the paste in special silicone cake pan in the oven for 10 minutes; 3) removing the paste already cooked from the cake pan.	They prepared the composition, then they used the oven 10 minutes, then they removed the cookies from the special pockets of the pan.
Working modality:	practical class.	Team work; practical activities
What the children did:		They prepared the composition, then they used the oven 10 minutes, then they removed the cookies from the special pockets of the pan.
What we had to do:	observe and take notes.	To observe and to take notes
Learner’s difficulty:	Safety rules in the kitchen, especially with sharp objects and oven. Learn to use the kitchen tools.	Using tools in the kitchen; security rules in the lab / kitchen
Reflection on the activity carried out:	The students were very engaged and motivated during the activity. The directions given by the teacher were accomplished. There was coordination between students. These activities are important to daily tasks and to the	The students liked to work in the kitchen, they were motivated and eager to do the final product. They worked in teams.



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

	future. I like the way the teacher guided class, with much dynamism.	
--	--	--

REPORT ABOUT THE LESSONSCARRIED OUT IN COLLEGE JEAN JAURES – Hélène KATZ

	ITALIE	TURKEY	ROMANIA
Teachers involved	Daniela Pinna e Giuseppina Cossu		Florinela Claudia Dogariu
Class:	Class: 5 ^h B grade	5e	5e
Age of children:	12-13 years old	12 years old	12 years old
Space:	A classroom		classroom
Material:	a questionnaire, pen, LIM and workbook	Course book, test sheets and history map	Computer, overhead projector, whiteboard, students' books, notebooks, map, worksheets
Brief description of the activity carried out:	students have to fill in a form about some historical information on feudality related to some peculiar words, dates of events ...	The activity provided the students to make a "fill in the blanks" and tests activity about what they had learnt in the previous lessons. The activity also reinforced students' historical knowledge.	The students had to solve some exercises, the knowledge was reinforced.
Main aim of the activity:	reviewing of a topic previously studied	The main aim of the activity was to teach historical subjects with different teaching modalities. The subject of the lesson was strengthened by history maps and some visuals. And, the pupils' learning level was evaluated by a test at the end of the lesson.	<ul style="list-style-type: none"> - to review knowledge studied before - to answer the questions - to solve exercises - to do self evaluation
Structure of the activity:	there were 4 steps; 1) individual activity; 2) checking in group with the use of LIM	The students had already sticked history maps on their notebooks. The	There were revised some information taught before. Then the students had to solve some



Collège Jean Jaurès
 32, Avenue des Quatre Pavillons
 BP 20115
 33151 CENON CEDEX
 ☎ 05.56.86.34.20
 📠 05.56.40.93.36
 ✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

	and the use of several slides; 3) starting filling in some words into gaps, 4) finding some more information in order to answer	teacher started the lesson by asking a question about the subject which she had taught in the previous lesson. Then, she wrote the keywords about the subject on the board. The teacher and the students created a text by using these key words. The students wrote down the created text on their notebooks.	exercises. They worked individually, and then the exercises were verified in group, using the whiteboard, too. The teacher wrote in different colours on the whiteboard some words. The students used the words to make a text.
Working modality:	individually and in pairs. The activities were always interactive	The teacher used brainstorming method, asked some questions and waited for the students' answers. By this way, she provided the active learning and created a student-centered teaching modality in the classroom.	<ul style="list-style-type: none"> - brainstorm - lockstep - individual work - group work - student-centered teaching
What the children did:	the students were involved in the comprehension of a text previously studied. They were helped by		The students had to revise the knowledge previously studied, they had to solve some exercises, they had to take notes, they had to make a text, using some given words.
What we had to do:	we had to observe the whole lesson, and analyze methods, materials, activities, approaches and relationship between students and teachers. Moreover to understand the difficulties some learners encountered	We weren't supposed to do anything rather than observing the classroom activities.	The Romanian teacher had to observe the lesson and the working modalities, and she had to take notes. She appreciated the relationship between the teacher and the students and the way the students are taught to overcome the difficulties. She also noticed the way allophone students are helped to integrate in the class.



Collège Jean Jaurès
32, Avenue des Quatre Pavillons
BP 20115
33151 CENON CEDEX
☎ 05.56.86.34.20
☎ 05.56.40.93.36
✉ ce.0331885v@ac-bordeaux.fr



Erasmus+

Learner's difficulty:	Seven students have very low reading skills and four of them were dyslexic	The students had some difficulties in answering some questions and some of them couldn't give the correct answers. Moreover, four of the students had some language problems because they were allophone students.	Some students could not answer some questions, Some students could read with difficulty.
Reflection on the activity carried out:	This kind of activity was well structured and organized. Teachers used different kind of activities and material, which was already structured	Using brainstorming modality in history lesson in which students might easily get bored provided and increased the permanency of the subject in the pupils' minds. In addition, the existency of history maps in the course book was a really good idea. The course book was quite colorful and visual. In the presentation of the subjects, the authors of the course book had respected to the other cultures' rituals and holy virtues.	The working modalities, the material used, the activities proposed to be done the atmosphere in the classroom, all these contributed at the success of the lesson. The students were actively involved, the teacher very skillful in managing the class and the students were eager to take part at solving the tasks. The Romanian teacher appreciated the using modern techniques in the History lesson and she said that this helped the developing of the didactic activity.

Collected by the French Coordinator

Philippe Felber School Principal