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## **Report on the fifth learning, teaching and training activity**

**PROGRAMMA ERASMUS+  
FIFTH LEARNING, TEACHING, TRAINING ACTIVITY C5 ACTION KA2  
SCHOOL TO SCHOOL PARTNERSHIP**

**JIEZNAS 20th – 26th NOVEMBER 2016**

**“EUROPE FOR INCLUSION”**

## **REFLECTION ON THE LESSONS ATTENDED AT JIEZNAS GYMNASIUM**

ISTITUTO COMPRENSIVO SAN DONATO – SASSARI – ITALY  
JIEZNAS GYMNASIUM – PRIENAI REGION – LITHUANIA  
AGRUPAMENTO DE ESCOLAS COIMBRA SUL – COIMBRA – PORTUGAL  
SZKOŁA PODSTAWOWA NR 7 IM. WOJSKA POLSKIEGO W LESZNIE – LESZNO – POLAND  
SCOALA GIMNAZIALA "I.I. MIRONESCU" – TAZLAU – ROMANIA  
TAUTSKOLA 99BALTIE ZIRGI – DRUSTI, DRUSTU PAGASTS, RAUNAS NOVADS – LATVIA  
COLLEGE JEAN JAURES – AQUITAINE-CENON- FRANCE  
GAP KIZ ANADOLU LISESI –SANLIURFA- TURKEY

**By the Lithuanian Scientific Committee**

Neringa Zujiene, headmaster  
Janina Bartuseviciene, coordinator for Lithuania,  
Dalia Mazuroniene, deputy headmaster and social educator,  
Jolanta Savukyniene, deputy headmaster and special educator  
Joalita Jurkeviciene, chemistry teacher  
Ramute Bubniene, teacher of primary classes  
Evelina Tiscenkiene, psychologist



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The fifth learning, teaching, training activity held in Jieznas Gymnasium in November 2016, apart from the theoretical meetings has developed a practical session, in which European teachers had to observe and participate in activities conducted by the Lithuanian teachers. The activities focused on diverse difficulties, methods of working with students, suffering from mood and behavior disorders. 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 Lithuanian team and the reflection of the European trainees.

European teachers were divided into 5 or 6 groups – they were grouped pulled at random and in mixed groups attended lessons.

This organization was made for 3 different lessons and activities in clubs.



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**22.11.2016 – First Learning – Training – Teaching project lesson “Conflicts. Ways of Solving” – Romania**

<b>Teachers involved</b>	Diana Chitu, Angelica Florean, Elena Carmen Ionescu, Daniela Manolachi, Daniela Petrut, Ioan Septimiu Florean
<b>Teacher</b>	Rytis and Tomas
<b>Class:</b>	Participants from the partner schools
<b>Age of children:</b>	It is not the case
<b>Space:</b>	Classroom
<b>Material:</b>	Computer, overhead projector, paper, pencils
<b>Brief description of the activity carried out:</b>	The Students Rytis and Tomas designed the workshop, they explained us some details about conflicts and ways of solving them, they proposed us practical activities and we took part at these activities.
<b>Main aim of the activity:</b>	<ul style="list-style-type: none"> <li>- to understand what conflicts are</li> <li>- to know information about conflicts</li> <li>- to know ways of solving conflicts</li> </ul>
<b>Structure of the activity:</b>	We had to pay attention to the students' explanations about conflicts. Then we had to draw what we understand by “conflict” and then to explain to everybody present. After that we had to show, without using words how we felt. The next activity asked us to form a circle and hold hands with the people near us. We closed our eyes and looked for other two hands to hold. We had then to open our eyes and try to unmingled so that we formed a circle again. Another activity we had to do was to try to show and explain a conflictual situation (in groups of four) and to find a solution for the specified conflict. The aim of the activities were to be aware about what conflicts are, how they can be solved, to have fun, to cooperate and to learn new things.
<b>Working modality:</b>	Lockstep, individual work, group work, cooperative learning
<b>What the children did:</b>	It is not the case
<b>What we had to do:</b>	We had to pay attention to the students' explanations, we had to draw, mime, work in group
<b>Learner's difficulty:</b>	We did not face great difficulties, but in understanding English, and the tutor translated into Romanian.
<b>Reflection on the activity carried out:</b>	We liked the activities, we had fun and we also learn new things. We have to learn from everybody, no matter if he is a specialized person on a certain domain or a student. We learnt to try to find solutions to cope a conflict.



**23.11.2016 – Second Learning – Training – Teaching project lesson**  
**a) 9:50 – 10:35 – lesson**

<b>Teachers involved</b>	Group1 Daniela Manolachi	Group 2 Angelica Iftimia Florean Daniela Petrut	Group3 Diana Elena Chitu Ioan Septimiu Florean	Group4 Elena Carmen Ionescu
<b>Teacher</b>	Ramune Plentiene	Rama Kandrotiene	Zivile Valatkiene	Irena Skulsciene
<b>Class:</b>	5 <sup>th</sup> – 6 <sup>th</sup> forms Maths and Lithuanian	2 <sup>nd</sup> form Legend “Jurate ir Kastytis”	4 <sup>th</sup> form Maths Length metric units earlier and now	4 <sup>th</sup> form Religion (Roman Catholicism) Ten words of Divine Love for Us
<b>Age of children:</b>	11 – 12	7 – 8	10 – 11	10 – 11
<b>Space:</b>	Classroom 39	Classroom 13	Classroom 4, second floor	Classroom 12 , second floor
<b>Material:</b>	Worksheets, paints, rulers, pencils, paper, ICT	Books, handouts, crosswords, music	Ruler, spoons, stickers, handmade cards with metric units, students’ books, notebooks	Cards with group names, music record, 3 copies of the Bible, handouts, words of the chant, coloured markers, big cardboards for commandments and pledges
<b>Brief description of the activity carried out:</b>	The teacher worked with the students split in groups of 2. The students had to work with words, (seasons, months, characteristics), with shapes (to colour them, to measure, to do additions).	The teacher explained the students what they had to do, they listened to some music and a legend, they read the legend and they discussed the main ideas, they answered the questions, they put the main ideas in order, they filled in a poster.	The students, in groups (4+4+3+4+2), talk to their teacher about length metric units from past and present. Then they make some measurements, using different ways (palm, foot, ruler etc). then they have to solve some tasks given by the teacher. At	There are 12 students in the classroom. They are split in three groups, each of them receive drawings representing scenes from the Bible about Moses. The students work in pairs. They work with the Commandments, solving different tasks.



			the end of the activity, they assess the lesson.	
<b>Main aim of the activity:</b>	<ul style="list-style-type: none"> <li>- to think and write the most important things about given seasons.</li> <li>- to consolidate word spelling.</li> <li>- to learn long and short vowels writing rules</li> <li>- to stir interest and encourage the students' creativity</li> </ul>	<ul style="list-style-type: none"> <li>- to extract the main ideas from a text</li> <li>- to use the received information for personal use</li> <li>- to order the ideas</li> <li>- to finish the story / fill in some missing elements from a story</li> </ul>	<ul style="list-style-type: none"> <li>- to revise the metric units from the past</li> <li>- to know the metric units from present</li> <li>- to know how to measure things in different ways</li> <li>- to put metric units in ascending order</li> <li>- to know how to calculate</li> </ul>	<ul style="list-style-type: none"> <li>- to work in pairs</li> <li>- to solve tasks related to the topic</li> <li>- to consolidate information learnt before</li> <li>- to design arguments without using NO</li> </ul>
<b>Structure of the activity:</b>	<p>The students had to choose the season and to write the months and at least 10 characteristics. They had to change the lists between them and add some words on it. They had to work then on grammar.</p> <p>The students wrote after dictation and found some missing letters, being allowed to use the computer.</p> <p>The students had to draw shapes, to draw them, to measure the lines, to count the coloured squares and to do additions.</p>	<p>There were 13 students. At the beginning, the teacher stirred the students' attention. She asked the students to close their eyes and to listen to a piece of symphonic music and a poem, "The Sea". Then she asked the students what they had just listened to and who the composer was. They answered. The students are asked to open their books and they discuss about some images from the book, illustrating the legend "Jurate ir Kastytis". Then they listen to fragments from the legend and they read excerpts from the students' book and discuss the main ideas, they explain new</p>	<p>There are 5 groups of students. First of all, the teacher speaks to them and the students receive an envelope with some sheets of paper with length units written on them. They read and the teacher use some similar on the blackboard. They put them in order. Some transformations are done, from a unit to another. Then the students measure the classroom, using different ways (by foot, using a ruler etc).the students have to solve some problems from the students' book. They receive some small pieces of coloured paper for assessment. They are active and they like the activities.</p>	<p>The students are presented some references and illustrations from the Bible. They are shown some pictures and they read some extracts from the Bible about Moses: in the Nile, Exodus, and Conveying of the Commandments to the people. The students have to work in pairs, to underline the ten Commandments and to put them in order. The students, in groups, receive some excerpts and they decide which Commandment is being defined and they fill in a table, and they present their own examples. The students wrote what would do in order not to defy a Commandment and they stuck the Ten Commandments and their personal pledges onto the cardboards.</p>



		<p>words an they ask or answer questions. They are very attentive and they accomplish the tasks very carefully.</p> <p>Each student received a sheet of paper and he had to stick the main ideas of the legend in the correct order. It was a group activity, with a leader who, at the end exposed how and what his team had just done. For the assessment, the students received a poster with the sea and they had to draw and stick elements from the lesson (fish, boats, the two main characters). It was a group activity and at the end each leader presented what they had done. The activity ended with small gifts.</p>		
<b>Working modality:</b>	Plenary lesson, individual work, group work	Lockstep, individual work, group work, par work	Lockstep, individual work, pair work, group work	Lockstep, pair work, individual work
<b>What the children did:</b>	The children are split in three groups. The first group (2 students) had to write on a sheet of paper the characteristics of the seasons (winter and summer), then to copy on the blackboard what they had written on paper. The second	The students paid attention to the teacher, they listened to the legend, they red the text, they solved exercises, they answered the questions, they filled in a poster with some missing elements.	They were attentive at the teacher's explanations, they answered the questions, they solved the tasks, they wrote in their notebooks the exercises.	The students are split in three groups, they have to do given tasks, they have to order some images showing scene from the Bible, they have to prepare debates about the 10 Commandments and then they have to stick on a board the



	group had to draw some shapes after a given model. The third group worked on the computer.			images and the papers with their ideas about the 10 Commandments.
<b>What we had to do:</b>	We had to observe the students, the teacher, the activities.	We observed the lesson and the T-Ss or Ss – Ss interaction.	We had to observe the class, we had to observe inclusive aspects.	We had to observe the class, to see how the students work in pairs, how they solve the tasks, and find the appropriate solutions.
<b>Learner's difficulty:</b>	There were not difficulties	They did not encounter difficulties. There were three students with mood disorders in the classroom. They seemed very agitated.	The students did not encounter difficulties. We saw a student was not too fast in working and solving the exercises, but the teacher helped him when necessary.	There were not difficulties encountered. It was a little bit difficult for the Romanian trainee because she did not speak English very well and she could not understand very well the explanations and the Romanian tutor attended another class. The problem was solved because the Portuguese participant translated the explanations from English to French and the Romanian trainee could overpass the difficulty.
<b>Reflection on the activity carried out:</b>	We learnt how to work in groups on different themes and topics with students at different levels.	It was interesting to mingle different strategies in the lesson, to use music, audio materials, books, drawing, speaking. The students seemed used to working in groups or pairs.	We liked the way the students and the teacher did the assessment at the end of the activities. We shall mingle in lessons more practical activities and we shall try to use the assessment method we saw in that class. (the traffic lights method)	The final product (photos with scenes from the Bible and the pupils' work about the ten Commandments) was interesting. The Romanian trainee appreciated the lesson and she stated that she was interested in observing the working modalities.



**24.11.2016 – Third Learning – Training – Teaching project lesson**  
**a) 9:50 – 10:35 – lesson**

<b>Teachers involved</b>	Group1 Daniela Manolachi	Group 2 Diana Elena Chitu Ioan Septimiu Florean	Group3 Angelica Iftimia Florean Daniela Petrut	Group4 Elena Carmen Ionescu
<b>Teacher</b>	Ramute Bubniene	Joalita Jurkeviciene	Jolanta Savukyniene	Vilna Mekionyte, Saulius Simanskas, Laimute Grigaliuniene
<b>Class:</b>	1 <sup>st</sup> form Maths	5 <sup>th</sup> form Science, Nature study The Sound	4 <sup>th</sup> form (2 students) Special training – practical class /special education Adverb	8 <sup>th</sup> form Integrated lesson - Physics and Physical education
<b>Age of children:</b>	6 – 7	11	10	14
<b>Space:</b>	Classroom 15	Cassroom 12	Classroom	Gym
<b>Material:</b>	Textbook, workbook, ICT, handouts	Paper, string, scissors, glue, clothes pin	Books, notebooks computer	Timer, notebooks, calculators, handouts
<b>Brief description of the activity carried out:</b>	Using the textbook, visual information and handouts, the students had to calculate additions independently with the limits of 8		The students work individually and in pair, using the given examples. They have to use the adverbs in sentences and to write them correctly, they also have to identify adverbs in texts.	The students have to calculate the speed during the running exercise, using their own reached speed in 10x5 , running exercise, the students will able to calculate the speed.
<b>Main aim of the activity:</b>	To learn the formation of number 8	To study nature (sounds) To be more aware of what surrounds us To understand physical notions through very	- to identify adverbs in texts - to write correctly the adverbs	- to practice running as fast as the students can - to measure and register their time - to calculate the speed



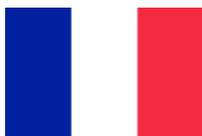
		<p>simple things To get acquainted with the project method</p>		
<p><b>Structure of the activity:</b></p>	<p>The activities developed at the 1<sup>st</sup> form with 10 students. It started with a computer game where the students were asked to come on turns and identify ways to form the number 8. The students solved the exercises on three sheets of paper stuck on the blackboard using realia - pencils. They also worked on special notebooks, then they solved some exercises at the blackboard, while seated at their places, the other students calculated using coloured squares made of paper. The students put in order the squares with numbers from 0 – 10, then, in pairs, they chose 2 numbers with the sum 8. (for example, a student chose number 2, the other chose 6). For feedback, the teacher uses ATA (RAI) method (ask, throw, answer): she asks, then throws the ball, a student gets the ball and</p>	<p>First of all, the teacher presented information about sounds. She made an experiment: she registered the sound level in different situations: during a test, during an event on the stadium, during a break at school and she showed us the differences. Then a student presented us her experiment. “Generation Z”. Then we were presented some general information about sounds, using Power Point slides. We had to form pairs, each of us with a student, and to make a mosquito, using the given kit. We tried if the final product makes noise (is correctly done). We self-assessed the activities using the cylinder method (in one – three words we explained why we had marked that particular gradation of the cylinder). The overall</p>	<p>The lesson was for two students with disabilities. The two students were helped by the teacher and they also helped each other during the activities. The students had to identify adverbs in some given texts, they had to write correctly the adverbs.</p>	<p>The students are announced the theme of the lesson and the main tasks to be accomplished. The teacher and the students discuss about speed records, (sportsmen, different animals). The students have to do some exercises. They are divided into groups and they run 10x5m. they measure time and they establish which is the best. Then the students work in groups and they have to register the time and to calculate the speed. Additional exercises are done. The students self-assess their work. In the end of the activity there is a discussion about Newton’s apple, for reflection.</p>



	answers the question.	assessment showed that the lesson was good and the trainees likes the activities.		
<b>Working modality:</b>	Lockstep, individual work, pair work	Lockstep, pair work	Individual work, pair work	Lockstep, individual work, group work, practical activity
<b>What the children did:</b>	To pay attention to the teacher. To solve the given tasks. To use the textbook, the worksheet and the workbook to solve the exercises. To add independently within the limits of 8 using coloured cards and write additions in their notebooks.	The students helped us make the mosquito The students paid attention to the teacher and the activities. The students had to present us some projects (for example, The Project "Generation Z").	The students had to listen to the teacher's explanations, they had to solve some tasks given by the teacher: to identify adverbs, to write correctly the words. They had to help their colleague.	The students had to listen to the teachers' explanations and then to take part a the discussion about speed, about speed records (people and animals). Then the students had to do some exercises (to run as fast as they could and to register their time). Then the students had to calculate the speed, applying the formula. Additional exercises followed, then a reflection exercise.
<b>What we had to do:</b>	To observe the activities. To observe the students. To take notes.	We had to pay attention to the activities proposed by the teacher and to the presentations of the students. We also had to make a mosquito, using given materials and to verify if it is done correctly (if yes, it should make a special noise).	We had to observe the working modalities, we had to identify ways of inclusion.	We had to observe the lesson and to mane notes.
<b>Learner's difficulty:</b>	There were no difficulties.	They did not encounter difficulties.	The students had disabilities, but they tried to answer the teacher's questions, they	The students did not encounter difficulties.



			accomplished the given tasks being helped by the teacher and fellow.	
<b>Reflection on the activity carried out:</b>	<p>We can use during my classes what I have learnt.</p> <p>It was an interesting class, we could see how simple didactic materials can be used with the students to design and develop activities in pairs.</p>	<p>We liked the way the teacher used both theory and practical activities to make the students / us understand the lesson. We also liked that students are taught to learn by discovering thing by themselves, using the project method. We also appreciated the way we worked with the students and we were able to overpass the language barrier. We observe the assessment method using a cylinder to measure the motivation to learn further about the sound. We assessed at the end of the activity not only the motivation to go on with discovering things about the topic of the lesson, but also our emotional state while cooperating with the student in accomplishing our tasks.</p>	<p>I noticed during the class how the teacher works with the students with special needs / learning disorders. The teacher was very attentive, she saw details about the students' needs, she helped them immediately, but she let them answer or accomplish the task.</p>	<p>The students are very well organized and trained, they respect the rules and the timing, they respect the distance between them, exactly as the teacher had asked them. Using the results for the timing, the Physics book, the calculator and the notebook, they calculated immediately their speed. The Romanian trainee liked this integrated lesson because she could notice the students' reaction towards the importance of sports in their life and because it proved her that two school objects, apparently without a very high connection between them, can be mingled in a special way, getting the students involved.</p>



**REPORT ABOUT THE LESSONS CARRIED OUT IN JIEZNAS – 21<sup>st</sup> to 25<sup>th</sup> November, 2016 – France**

	Class for SEN students	
<b>Teachers involved</b>	Philippe FELBER	Thomas MORTAGNE
<b>Teacher</b>	Jolanta Savukynienė	
<b>Class:</b>	4 <sup>th</sup> form	
<b>Age of children:</b>	About 8	4 pupils 8-14
<b>Space:</b>	Very small group (there were 2 pupils)	Very small room
<b>Material:</b>	Computer, Video-projector, labels, glue, cover cardboard	Computer, laptop, blackboard, special material for pupil with special need (Support lit with some sand to favour the written form)
<b>Brief description of the activity carried out:</b>	Working in pairs and individually, using given examples, pupils learn about adverbs, doing exercises they learn to recognize adverbs in the sentence, write adverbs correctly, and self-assess their learning results	<ul style="list-style-type: none"> <li>• Play activities with a laptop (1 pupil)</li> <li>• Exercises about fractions, cooperation (2 pupils)</li> <li>• Exercises of discrimination of the syllables to make names of animals (1 pupil)</li> </ul>
<b>Main aim of the activity:</b>	To learn about adverbs, develop the cooperation and common work	
<b>Structure of the activity:</b>	Introduction to adverbs, examples, find them in sentences, match adverbs and verbs, write ending of adverbs	Various autonomous working groups
<b>Working modality:</b>	Teacher and pupils in permanent interactivity. Presentation / questions / answers	Autonomous working groups, the teacher goes from group to group to make sure pupils are at work
<b>What the children did:</b>	Pupils work on their own, in pair or with the teacher. Find adverbs, etc. the teacher works with the pupils. Documents are made for each pupil. Development of autonomy	



What we had to do:	To observe the lesson	
<b>Learner's difficulty:</b>	We don't see difficulties (just physical problems for one pupil)	One of the pupils had troubles with the abstract representations of the fractions. The help from his classmates made him solve some of his problems. For the pupil who carried out the activity of discrimination of the syllables, the difficulties concerned the modalities of presentation of this activity. Indeed, the use of the blackboard and thus the necessity of writing with a chalk for this pupil presenting difficulties did not seem relevant while the instruction had successfully been understood and realized.
<b>Reflection on the activity carried out:</b>	Relationship teacher / pupils is different with 2 pupils. We feel the pleasure to learn, to work together	To eliminate the difficulties connected to the material organization, to offer: <ul style="list-style-type: none"> <li>- To use the IT medium</li> <li>- To manipulate "strip-fractions" to conceptualize these notions</li> <li>- To associate the beforehand cut syllables</li> </ul> And in a general way: <ul style="list-style-type: none"> <li>- To favor the exchanges between peers to validate or invalidate the offers.</li> <li>- to build displays to fix the notions</li> <li>- to ask the pupils for the stages of their approach ...</li> </ul>

<b>Teachers involved</b>	Philippe FELBER	Philippe FELBER Frederic BLANC Thomas MORTAGNE	Emilie LATHERRADE
<b>Teacher</b>	AudroneJusiene	Zivile Valatkienne	Ramuné Plentienè
<b>Class:</b>	5 pupils	4 <sup>th</sup>	
<b>Age of children:</b>	11-15	10	11 to 15 years



<b>Space:</b>	Classroom	Class room	a little classroom
<b>Material:</b>	label, glue, cover cardboard, ribbon	Books , labels (m, cm...), glue, pen, decametre, ruler	Pre-prepared exercises, paints, a ruler, a pencil, ICT, a sheet of paper
<b>Brief description of the activity carried out:</b>	Pupils help foreign teachers	Metric system, converting, distance measurements, addition and subtraction	3 groups 1- seasons: winter and summer 2- Word dictation – choose the missing letters 3-shapes
<b>Main aim of the activity:</b>	Make a Christmas postcard		1- Working individually to think and write down the most important things about the chosen season. To consolidate word spelling rules in locative case. 2- To learn long and short vowels writing rules in various parts of a word. 3- To nourish pupil's imagination and encourage creativity.
<b>Structure of the activity:</b>	Each teacher has to make a Christmas card	Subtraction of complex metric numbers Group work using the given example Self-guided work Practical tasks Additional tasks for advanced pupils	1- Pupils choose seasons and write down what months belong to which season. Pupils write down at least 10 things that characterize the season they have chosen, then swap their lists with a friend and add 5 more words. Pupils rewrite the words in locative case. They can color their work. 2- Pupils write word dictation and choose missing letters (they can use computer and work together). 3- Pupils have to draw the same figures in another grid; to color them; to measure the lines of the figures and to trace them; to count the colored squares and do additions.
<b>Working modality:</b>		Teacher at the blackboard, interactivity teacher/pupils Small groups but pupils work for themselves.	1: 2 pupils, 2: 2 pupils; 3: 2 pupils
<b>What the children did:</b>	To show how to make a card	To answer to questions, 2 pupils are « outside » the lesson, the teacher let	Working individually in different subject, self-assessment



		them, without help or solicitation	
<b>What we had to do:</b>		To write what we see	Observe, with discretion because pupils are a little stressed
<b>Learner's difficulty:</b>		Some pupils don't know 8x4, for example, or don't know units. Some pupils have difficulties, the teacher help them one per one.	concentrate themselves
<b>Reflection on the activity carried out:</b>	No link with our project	17 pupils, they are quiet, but 4 aren't « in it » But we saw a good cooperation between pupils, with help and sharing(material, information...)	I have learnt to change the activity very quickly, keep them in a quiet moment if they need. Follow their interest to the activity and guide them

	COLLEGE		
<b>Teachers involved</b>	Emilie LATHERRADE	Sylvain Trias	Mortagne Thomas Blanc Frédéric Trias sylvain
<b>Teacher</b>		Roman Kandrotiene	Joalita Jurkeviciene
<b>Class:</b>	Physic and Physical Education	Second class	Fifth class
<b>Age of children:</b>	11-13 years	Seven	Ten or eleven.
<b>Space:</b>	gymnasium	Classroom	Classroom
<b>Material:</b>	Calculators, timers, handouts	CD record, task cards, scissors, color paper, glue,	A mosquito-making kit, power point presentation" The sound", self-assessment cylinder, sound frequency



		wall paper, color pencils, stickers.	detection app.
<b>Brief description of the activity carried out:</b>	Counting the speed during the running exercise	Listening to the legend, reading the legend in silence then aloud, doing the tasks, illustrating, stick some sentence to tell the legend.	Size a sound. Make a mosquito. Learning about the sound and the risks created by the sounds.
<b>Main aim of the activity:</b>	Using their own reached speed in 10x5 m running exercise, students will be able to count that speed	Understand the mainly meaning of the legend “JurateirKastystis” and retell the story to the classroom.	Get acquainted with the project method. Working in pair. Assess personal motivation.
<b>Structure of the activity:</b>	1- Announcement of the tasks, discussion about speed records (sportsmen, different animals), counting the speed 2- exercising, division into the group, tuning 10x5. Measment and fixation of the records, group works, self-assessment 3- visual materials,	First listening, second exchange, third reading, fourth drawing, fifth stick, at the end assess.	Three parts. First: a short theoretical presentation. Used the sound frequency. Second: Presentation by a pupil of her project “Generation Z”. Third: Make a mosquito. And at the end self-assessment.



	best results, students do self-assessment, reflection, thermometer of luck		
<b>Working modality:</b>	individually running, counting by groups, personal self-assessment	Group work, pair work, cooperative learning.	Pair work.
<b>What the children did:</b>	running, counting and self-assessment	Listening to the CD of the symphonic poem “The sea” to M.K Ciurlonis. Listening the poem. Reading and discuss. Illustrating. Retelling the legend.	Listening. Follow the oral presentation. Make the mosquito.
<b>What we had to do:</b>	Observe, and assessment of the activity with the apple of Newton (past in the writing board)	Observe. Follow the instructions and the work of the pupils. .	Listen. Participate.
<b>Learner’s difficulty:</b>	counting the speed	None	It takes time to make an effective mosquito.
Reflection on the activity carried out:	the self-assessment is very interesting, children can explain why the activity is great or not	This is a great example of a course in which students are involved in all of the tasks.	This is a great example of a course that we can spin off and share with our colleagues.



Teachers involved	Conflicts .Ways of solving
Teacher	Two students: Rytis and Tomas
Class:	Trainers of the Erasmus+ project
Age of children:	16-17
Space:	Classroom
Material:	Colored pencils
Brief description of the activity carried out:	Group work activities: Facial expression to show feelings and gazing game. Drawing what is a conflict and show to the audience. It's to help to definite the word "conflict". Reflection on the word "conflict" positives and negatives. Circle game. Staging a conflict. For example sometimes it's good to learn to goto resolve the conflict
Main aim of the activity:	To discuss about conflict and what we think it is. Understand how to resolve the conflict.
Structure of the activity:	Group work: Step by step, learn how to resolve conflict. 1 Stop (learn how to stop it, sometimes with a mediator). 2. Name the conflict. 3. Listen to. 4. Think. 5. Choose the passage, and if you don't: ask for help.
Working modality:	The students take the course step by step.
What the children did:	
What we had to do:	Speaking, expressing an opinion, drawing, staging, acting.
Learner's difficulty:	To accept to not follow the rules of the game to resolve the conflict.
Reflection on the activity carried out:	This is a great example of a course that we can spin off and share with our colleagues or pupils



## REPORT ABOUT THE LESSONS CARRIED OUT IN JIEZNAS – 21<sup>st</sup>to 25<sup>th</sup> November, 2016 – Italy

<b>Teachers involved</b>	Italian Team
<b>Teacher</b>	Rusne Barakauskaite – Gabija Ziukaite
<b>Class:</b>	Room 36
<b>Age of children:</b>	We acted as students
<b>Space:</b>	A classroom
<b>Material:</b>	Blackboard, cards, crayons
<b>Brief description of the activity carried out:</b>	To discuss about conflict, what we think it is and to understand that it can be solved.
<b>Main aim of the activity:</b>	Way of solving conflicts
<b>Structure of the activity:</b>	Facial expressions to show feelings and a guessing game Drawing the word conflict and showing it to the audience + reflection( positive or negative vision ) Circe game + reflection How to solve a conflictive situation in a cinema where students are making noise: creating a false conflict and explain by acting the solution
<b>Working modality:</b>	Group work, pair work, plenary lesson in the horse –ironed shape, cooperative learning
<b>What the children did:</b>	They acted out as leader of the lesson
<b>What we had to do:</b>	We had to carry out what the students-teachers told us to do
<b>Learner's difficulty:</b>	We had difficulties in finding solution, but in the end the students explained us the strategy to manage conflicts: stop, name, listen to, think, choose, ask for help – the different level to control conflict and solve it
<b>Reflection on the activity carried out:</b>	Very interesting indeed. Mainly we learnt that the mediator has got the function to take distance from the quarrel and for this reason the student-teachers were good at leading the group in undoing the knot in the game proposed.



		Class for SEN students	
<b>Teachers involved</b>			
<b>Teacher</b>	Jolanta Savukyniené		
<b>Class:</b>	4 <sup>th</sup> form		
<b>Age of children:</b>	About 8	4 pupils 8-14	
<b>Space:</b>	Very small group (there were 2 pupils)	Very small group and room	
<b>Material:</b>	Computer, Video-projector, labels, glue, cover cardboard	Computer, laptop, blackboard, special material for pupil with special need (Support lit with some sand to favour the written form)	
<b>Brief description of the activity carried out:</b>	Working in pairs and individually, using given examples, pupils learn about adverbs, doing exercises they learn to recognize adverbs in the sentence, write adverbs correctly, and self-assess their learning results	Working in groups, students were able to carry out exercises about fractions and exercises of discrimination of the syllables to make names of animals One student played activities with a laptop	
<b>Main aim of the activity:</b>	To learn about adverbs, develop the cooperation and common work	To revise fraction and including SEN students	
<b>Structure of the activity:</b>	Introduction to adverbs, examples, find them in sentences, match adverbs and verbs, write ending of adverbs	Various autonomous working groups	
<b>Working modality:</b>	Frontal lesson, pair work, individual work. Teacher and pupils were perfectly interactive Presentation / questions / answers	Autonomous working groups, the teacher goes from group to group to make sure pupils are at work	
<b>What the children did:</b>	Pupils work on their own, in pair or with the teacher. Material and worksheets have been prepared for each pupil. The activities have been thought to develop autonomous work	They solved fractions and discriminated syllables	
<b>What we had to do:</b>	To observe the lesson		
<b>Learner's difficulty:</b>	We don't see difficulties (just physical problems for	One of the pupils had troubles with the abstract	



	one pupil)	representations of the fractions. However, the attentive collaboration with the workgroup helped him to carry out the activity
<b>Reflection on the activity carried out:</b>	A grammar lesson is usually presented in a boring way. This lesson was pleasant and balanced and students took part in it with pleasure	What we liked best was the fact that teachers tried not to present the lesson in a abstract way and using different materials so that students could feel and experiment such difficult mathematical concept. The use of IT medium, manipulation of "strip-fractions" to conceptualize notions, association with the beforehand cut syllables Another important aspect was the importance of displays to fix the notions and the constant attention to students' understanding

	School		
<b>Teachers involved</b>			
<b>Teacher</b>	AudroneJusiene	Zivile Valatkiene	Ramuné Plentienè
<b>Class:</b>	5 SEN students	4 <sup>th</sup>	
<b>Age of children:</b>	11-15	10	11 to 15 years
<b>Space:</b>	Classroom	Class room	a little classroom
<b>Material:</b>	label, glue, cover cardboard, ribbon	Books , labels (m, cm...), glue, pen, decametre, ruler	Pre-prepared exercises, paints, a ruler, a pencil, ICT, a sheet of paper
<b>Brief description of the activity carried out:</b>	Pupils help foreign teachers	Metric system, converting, distance measurements, addition and subtraction	3 groups 1- seasons: winter and summer 2- Word dictation – choose the missing letters 3-shapes
<b>Main aim of the activity:</b>	Make a Christmas postcard	Students had to concentrate into complex	1- Working individually to think and write down the most important things about the chosen season. To consolidate



		metric numbers	word spelling rules in locative case. 2- To learn long and short vowels writing rules in various parts of a word. 3- To nourish pupil's imagination and encourage creativity.
<b>Structure of the activity:</b>	Each teacher has to make a Christmas card	Subtraction of complex metric numbers Group work using the given example Self-guided work Practical tasks Additional tasks for advanced pupils	1- Pupils choose seasons and write down what months belong to which season. Pupils write down at least 10 things that characterize the season they have chosen, then swap their lists with a friend and add 5 more words. Pupils rewrite the words in locative case. They can color their work. 2- Pupils write word dictation and choose missing letters (they can use computer and work together) 3- Pupils have to draw the same figures in another grid; to color them; to measure the lines of the figures and to trace them; to count the colored squares and do additions.
<b>Working modality:</b>	To follow instructions	Teacher at the blackboard, interactivity teacher/pupils Small groups but pupils work for themselves.	1: 2 pupils, 2: 2 pupils; 3: 2 pupils
<b>What the children did:</b>	To show how to make a card	To answer to questions, 2 pupils are « outside » the lesson, the teacher let them, without help or solicitation	Working individually in different subject, self-assessment
<b>What we had to do:</b>	To make a card	To observe	To observe
<b>Learner's difficulty:</b>	We had fun in making the cards and we did not encountered any	Some pupils have got problems with units and tables Some pupils have	Concentration was difficult



	difficulties	difficulties and the teacher has to help them one by one.	
<b>Reflection on the activity carried out:</b>	The activity was led by SEN students. So the aim was to make SEN students be responsible for the lab presented. It is a great way for developing SEN students' self-esteem	17 pupils were quiet, 4 were really disruptive Good cooperation between pupils, with help and sharing(material, information...)	I have learnt to change the activity very quickly, keep them in a quiet moment if they need. Follow their interest to the activity and guide them

	School		
<b>Teachers involved:</b>	Patrizia Mercuri	Patrizia Mercuri	Patrizia Mercuri
<b>Teacher:</b>	Vilma Mekionite, Saulius Simanskas, Laimute Grigaliuniene	Roma Kandrotiene	Joalita Jurkeviciene
<b>Class:</b>	Physic and Physical Education	Second class	Fifth class
<b>Age of children:</b>	11-13 years	Seven	Ten or eleven.
<b>Space:</b>	Gymnasium	Classroom	SPECIAL TRAINING . ROOM
<b>Material:</b>	Calculators, timers, handouts	CD record, task cards, scissors, color paper, glue, wall paper, color pencils, stickers.	A mosquito-making kit, power point presentation” The sound”, self-assessment cylinder, sound frequency detection app.
<b>Brief description of the</b>	Counting the speed	Listening to the legend,	Size a sound. Make a mosquito. Learning about the sound



<b>activity carried out:</b>	during the running exercise	reading the legend themselves, doing the tasks, illustrating, stick maximum 5 sentences to tell the legend.	and the risks created by the sounds.
<b>Main aim of the activity:</b>	Using their own reached speed in 10x5 m running exercise, students will be able to count that speed	Understand the mainly meaning of the legend “JurateirKastystis” and retell the story to the classroom.	Be aware of the consequences of acoustic pollution. Measure in decibel and collect data to reuse in school activities
<b>Structure of the activity:</b>	1- Announcement of the tasks, discussion about speed records (sportsmen, different animals), counting the speed 2- exercising, division into the group, tuning 10x5. Measurement and fixation of the records, group works, self-assessment 3- visual materials, best results, students do self-assessment, reflection, thermometer of luck	1. discussion about the book illustration 2. listening to Maironis poem “Jurate ir Kastytis” 3. Expressive reading 4. Reading the legend and discussion 5. plan making 6. illustrating the poem 7. Work 8. retelling the story	1. a short theoretical presentation with power point 2. experiment different sound frequency. 3. a pupil presents her project “Generation Z”. 4. Make a mosquito. 5. Self-assessment.
<b>Working modality:</b>	individually running,	Group work, pair work,	Pair work.



	counting by groups, personal self-assessment	cooperative learning.	Plenary lesson
<b>What the children did:</b>	running, solving in team, counting and self-assessment	Listening to the CD of the symphonic poem “The sea” to M.K Ciurlonis. Listening the poem. Reading and discuss. Illustrating. Retelling the legend.	1.Listening. 2.Following the oral presentation. 3. Making the mosquito.
<b>What we had to do:</b>	Observe, and assessment of the activity with the apple of Newton (past in the writing board)	Observing. Following the instructions and the work of the pupils	Observing. Following the instructions and the work of the pupils
<b>Learner’s difficulty:</b>	counting the speed	None	It takes time to make an effective mosquito
<b>Reflection on the activity carried out:</b>	A perfect combination among physic, PE and maths.The lesson was led by 3 different teachers and the idea that Knowledge is not disciplinary but all connected passed .	The lesson was extremely well elaborated. All the students took part in all activities. Different learning channel were stimulated. The students’ self-assessment and the reflection on the activity carried out was delivered using the “traffic-lights” method.	Motivative methodology in activating positive mood and interest for the topic. The use of ICT is very useful to teach and learn notions and concepts.This is called Generation Z as they are *Digital Natives and they use Social Networks very often.



**REPORT ABOUT THE LESSONS CARRIED OUT IN JIEZNAS – 21<sup>st</sup> to 25<sup>th</sup> November,  
2016 – Poland**

<b>Teachers involved:</b>	Beata Mrosek, Teresa Szymczak	Katarzyna Orzałkiewicz, Monika Kasperska	Edyta Maćkowiak, Anna Cieśla
	Science	Religion	Lithuanian Language
<b>Teacher:</b>	Joalita Jurkeviciene	Irena Skulsciene	
<b>Class:</b>	5 <sup>th</sup> grade	5 <sup>th</sup> grade	4 <sup>th</sup> grade
<b>Age of children</b>	11-12 years	11-12 years old	10-11 years old
<b>Space:</b>	Nature study	Classroom	Classroom
<b>Material:</b>	Power Point presentation, sound frequency detection app, a mosquito making kit, stickers, self-assessment cylinder	Cards with group names, 3 Bibles with illustrations, handouts, words of the chant, colour markers, religious music, students' handouts	Multimedia presentation, a song from the Internet, handouts, colour pens, paper cards in shape of circles, aboard of smiles
<b>Brief description of the activity carried out:</b>	Students in pairs made a paper rotary insect	Students recall Moses's life and revise Ten Commandments	Students recognize adverbs, look for them in texts and give their examples
<b>Main aim of the activity:</b>	Understanding the concept of sound frequency	Understanding the demands of Ten Commandments	Understanding the concept of adverb and use them properly
<b>Structure of the activity:</b>	Project work, learning by experience	Sorting, filling a table, matching extracts of a text with illustrations	Preparing a poster, finding adverbs in texts and sentences



<b>Working modality:</b>	Individual work, pair-work	Individual work, pair-work,group work	Individual work, pair-work
<b>What the children did:</b>	<p>The lesson began with a religious song and students reading extracts about Moses from the Bible to a suitable illustration of life in the Nile, Exodus and conveying the Commandments to people. Then students, working in pairs, underlined and ordered the Ten Commandments. The teacher divided class into groups and made them fill in a table with situations that defines the Commandments. Not only the groups had to match a commandment with a situation, but also give their own examples and write them down in blank</p>	<p>The lesson began with a guess which countries the Erasmus+ visitors come from, assigning them to appropriate flags and singing a song titled "I really love Lithuania". The teacher then flashed on the overhead projector a multimedia presentation through which the function and usage of adverbs were discussed thanks to cartoons, movies and images shown. Students working in pair combined adverbs with suitable verbs and then practiced with the teacher correct pronunciation. Next the students made a poster with their favorite adverbs in a shape of a flower. Working individually, the learners</p>	<p>The lesson began with a guess which countries the Erasmus+ visitors come from, assigning them to appropriate flags and singing a song titled "I really love Lithuania". The teacher then flashed on the overhead projector a multimedia presentation through which the function and usage of adverbs were discussed thanks to cartoons, movies and images shown. Students working in pair combined adverbs with suitable verbs and then practiced with the teacher correct pronunciation. Next the students made a poster with their favorite adverbs in a shape of a flower. Working individually, the learners highlighted adverbs in a text and assessed their understanding of lesson and emotional state on a board of smiles.</p>



	spots in their handouts. Each group has presented their tables and got points for correctness and own ideas. The students were gathering motivation points from the teacher for every task throughout the lesson according to a gratitude chant. They were also gratified with sweets for good cooperation during the classes.	highlighted adverbs in a text and assessed their understanding of lesson and emotional state on a board of smiles.	
<b>What we had to do:</b>	We were asked to help students make the paper rotary mosquitoes. We have also made our own models.	We were the observers, could take some photographs and talk with the teacher about the lesson	We were asked to help students make guesses from which country we are, we could also talk with the teacher after the lesson.
<b>Learner's difficulty:</b>	Students had no problems with making the models so that they make mosquito sounds while rotating	We did not notice any problems, misunderstandings or distractions	One student had mobility problems, the other showed some developmental disorders, nonetheless the lesson proceeded without major disruptions
<b>Reflection on the activity</b>	The students were	The students were	The students were interested in the subject of the lessons



<b>carried out:</b>	interested in the subject of the lesson. The atmosphere was very friendly and conducive to learning. Exercises prepared by the teacher encouraged the students to work. At the same time the cooperation with guests from Erasmus + throughout the lesson made the work harmonious and interesting.	interested in the subject of the lesson. The atmosphere was very friendly and conducive to learning. Exercises prepared by the teacher encouraged the students to work since there was a lot of pair and group work. The teacher has reached the lesson's goals, conducted all planned activities and managed the class very well.	and active. They depended on accurate and careful execution of each task. By using a rich database of multimedia and working on their own-provided materials, a poster of adverbs, children had positive feelings and impressions of the lesson and have understood the concept of adverbs.
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<b>Teachers involved:</b>	Marta Nowaczyk, Katarzyna Orzałkiewicz	Marta Nowaczyk, Anna Cieśla
	Physical Education and Physics	Lithuanian language
<b>Teacher</b>	Saulius Simanskas , Vilma Mekionyte	Roma Kandrotienė
<b>Class</b>	8th	2d
<b>Age of children:</b>	14-15 years	8-9
<b>Space:</b>	gym	classroom
<b>Material:</b>	calculators, timers, handouts	handouts, CD record, colour paper, colour pens, stickers, glue, scissors
<b>Brief description of the activity carried out:</b>	students counted the speed during a running exercise	students became familiar with the legend “Jurate and Kastytis”



<b>Main aim of the activity:</b>	understanding the concept of speed	understanding the legend and summarizing it
<b>Structure of the activity:</b>	running exercise, doing calculations and self-assessment	understanding literary texts, illustrating, reading comprehension, presenting summaries, doing self-assessment
<b>Working modality:</b>	individual work, pair-work	individual work, group work
<b>What the children did:</b>	The lesson began with a warm-up. Then the students were divided into teams that ran across a distance of 5 and 10 meters and measured the time of reaching the finish line. Based on the results of the measurements, the students calculated an average speed reached by each member of the teams. Students have made self-assessment by comparing the speed results between individuals within a group and between the teams.	The lesson began with an introduction to the subject of the lesson by listening to a poem "The Sea" by M. K. Ciurlionis and determining the lesson's aims by the teacher. The students analyzed the cover of a legend "Jurate and Kastytis" about a Lithuanian sea goddess Jurate, who fell in love with fisherman Kylie. First the students listened to the legend, and then they read it out aloud. Next, working in groups, students illustrated the events in the legend, so that they could summarize the legend in 3-5 sentences on the basis of the images. After presenting their summaries, the students did self-assessment of their work during the lesson by using traffic lights model.
<b>What we had to do :</b>	we were observers of the lesson	
<b>Learner's difficulty:</b>	we did not notice any problems, misunderstandings or distractions	
<b>Reflection on the activity carried out:</b>	The students were interested in the subject of the lesson. The atmosphere was very friendly and conducive to learning. Exercises prepared by the teacher encouraged the students to work since there was a lot group work and audio materials. The teacher has reached the lesson's goals, conducted all planned activities and managed the class very well.	



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## REPORT ABOUT THE LESSONS CARRIED OUT IN JIEZNAS – 21<sup>st</sup> to 25<sup>th</sup> November, 2016 – Turkey

<b>Teachers involved:</b>			
<b>Teacher:</b>	Gabija and Rusne		
<b>Class:</b>		2d	
<b>Age of children:</b>		8-9 years	14-15 years
<b>Space:</b>	Classroom	classroom	School gym
<b>Material:</b>	Crayons and papers	CD record, task cards, scissors, colorful paper and pencils, glue, wall paper and stickers	
<b>Brief description of the activity carried out:</b>	The students carried out an activity to give some implementation about “Conflicts and ways of solving them.”	The students were read and listened to a national or local legend and they were asked to do some tasks related to this legend.	The students were asked to run 10 meter/5 times as fast as they could. The Physical Education teacher was keeping their times at the same time. Then, he shared the timing information of each student one by one. Afterwards, the students tried to find their speed with this information with the guidance of their Physics teacher.
<b>Main aim of the activity:</b>	The main aim of the activity was to show what exactly a conflict was and the steps to solve conflicts by demonstration method.	The main aim of the activity was to listen and read the legend of “Jurate ir Kastytis” and to do the tasks and tell the legends with students’ own sentences.	The main aim of the activity was to make a running exercise and teach the students how they could find their speed by using their timing and running distance.



<b>Structure of the activity:</b>	The activity was different as it was conducted by the pupils and the participants were in the role of the students. 2 of the 11 <sup>th</sup> grade students conducted the participants with their instructions. The participants followed those instructions.	The students listened to some music and then they read some parts of the legend from their books. They answered to some questions about what they read. Then, at the end of the lesson in groups they filled the drawing chart with their own drawings about the legend. They also talked about the legend and what they drew.	It was a cross-curricular lesson. Physical Education and Physics lessons were integrated in this lesson. The students were learning the subject by learning by experience method and they were in the center of this activity. The teachers were guiding and observing the students.
<b>Working modality :</b>			At first, the teachers gave the instructions to the students about the activity. Then, lesson started with putting the students in order and making physical warm-up exercises. The PE teacher asked each student to run 10 meter/5 times as fast as they could. While they were running, the teacher was keeping their times one by one. After their running and taking information about their timing from PE teacher, the students were formed into groups in order to calculate their speed by using a formula which they had already learnt in Physics lesson. They were asked to stick their results (speed) on the board. After this activity, the students were given a worksheet on which there were



			<p>questions about speed calculation. This exercise reinforced students' knowledge about the subject. Physics teacher collected the worksheets in order to evaluate students' papers later. Through the end of the lesson, the teachers announced the best (fastest) students and gave them small prizes. Finally, the students talked about their reflections about the activity.</p>
<b>What we had to do :</b>	<p>We had to follow the instructions and draw some pictures. And, we had to answer to the questions about our drawings. Finally, we had to solve the knot.</p>	<p>We had to observe what the students were doing and stay silently at the back of the class.</p>	<p>As participants of this activity, we were observing the students performances and the teachers' roles in this activity.</p>
<b>Learner's difficulty :</b>	<p>The participants had difficulty in solving their hands because they came across such an activity for the first time in their lives. They didn't know how to start to solve the knot but by trying they managed to find a solution at the end.</p>	<p>In fact, the lesson was meticulously prepared by the teacher. There were a lot of realias and the active participation of the pupils was provided by the teacher. The teacher had effective body language and good relationship with her pupils. However, there were 2 inclusive students in the class and they didn't participate in the activities, they were just looking around. Those inclusive students were somehow lost in the class. They</p>	<p>There was almost no difficulty for the students in this activity. They were quite active and enthusiastic during this activity. Because, students at these ages generally like Physical Education subject so much.</p>



		<p>couldn't have active participation and they didn't even have any concentration. The teacher tried to include those students to the lesson but they were still staying unconcentrated and uninterested in spite of the teacher's interest and warnings.</p>	
<p><b>Reflection on the activity carried out:</b></p>	<p>The activity was carried out by students of the school. The students were actively involved in the project works and they were very successful. The activity was itself amazing to show the concept of conflict by demonstration method.</p>	<p>The lesson was good enough to motivate primary school students and there were enough materials to attract students' attention. The teacher was good at conducting the activities. And, the participation of the students was good, too. On the other hand, we believe that there should be more things that we can do for the inclusive students. They felt they were forgotten or ignored in the class with their body languages and behaviors. Although the teacher's behavior and activities were enough for the rest of the class, this situation was opposite for the inclusive students. We need to find solutions to include those students actively to the lessons like the other concentrated students.</p>	<p>The lesson was very attractive for the students. It attracted our attention so much, too. We have noticed that integrated lessons are very effective in learning atmosphere. The students did almost everything on their own and self-assessed themselves. This improves students' motivation and self-confidence which are very important for a learner.</p>



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## REPORT ABOUT THE LESSONS CARRIED OUT IN JIEZNAS – 21<sup>st</sup> to 25<sup>th</sup> November, 2016 – Portugal

<b>Teachers involved:</b>	12 participants of the project	12 participants of the project	
	<b>Conflicts. Ways of solving</b>	<b>Religion lesson</b>	<b>Physics and Physical education</b>
<b>Teacher:</b>	Rusne and Gabija	Irena Skulščienė	Vilma Mekionyte, Saulius Simanskas and Laimute Grigaliuniene
<b>Age of children:</b>		10-11	8th class – 20 students (12 boys/8 girls).
<b>Space:</b>	Classroom	Classroom	School gym
<b>Material:</b>	Paper and bookmarks.	Cards with groups names, music record, 3 copies of the Bible, handouts, words of the chant, colour markers, big cardboards for commandements and pledges	Calculators, timers, handouts.
<b>Brief description of the activity carried out:</b>	Conflicts. Way of Solving.	Ten words of divine love us.	Counting the speed during the running exercise.
<b>Main aim of the activity:</b>	Find ways to resolve conflicts.	<ul style="list-style-type: none"> <li>- Reading extracts from the Bible pupils will recall events of Moses's life.</li> <li>- Working in pairs pupils will revise Ten Commandements.</li> <li>- Having done the group task pupils will explain the demands of Ten Commandements and pledge of follow them.</li> </ul>	Using their own reached speed in 10x5 m running exercise, students will be able to count that speed.



<b>Structure of the activity:</b>	Group and individual work.	Group work (3 groups).	Group work. The initial exercises and the running were performed in 2 groups (boys/girls).
<b>Working modality :</b>	Game and drawing. Explanation of the drawing according to the theme of the session.	Autonomous group work. The student presented his opinion on the topic being discussed.	Autonomous group work. Self-assessment.
<b>What the children did :</b>	Presented and explained the work of the session.	Read, played games and worked in groups.	Running and counting the speed (using a physics formula $v=E/t$ ).
<b>What we had to do :</b>	We participated in the activities, we set out our views.	We observed the lesson.	We observed the lesson
<b>Learner's difficulty :</b>	The game was difficult to accomplish, but it was very interesting	The students worked well in their groups. Apparently the students did not show any difficulties.	The students worked well in their groups. Apparently the students did not show any difficulties.
<b>Reflection on the activity carried out:</b>	We have learned two very interesting ways of solving problems in the class. The activities were stimulating.	The activity was stimulating for the students. The teacher interacted well with the students. There was participation and discipline.	Very interesting class joining two disciplines. The students were engaged and disciplined. An interesting way to work at school.



**REPORT ABOUT THE LESSONS CARRIED OUT IN JIEZNAS – 21<sup>st</sup> to 25<sup>th</sup> November,  
2016 – Latvia**

<b>Teachers involved:</b>		12 teachers from different countries	
<b>Teacher:</b>	Ramute Bubniene, Mathematics	Vilma Mekionytė, Laimutė Grigaliuniene, Saulius Šimanskas	Irena Skulsciene
<b>Class:</b>	2	8	5
<b>Age of children:</b>	7	13-14	10-11
<b>Space:</b>	Classroom	School gym	Classroom
<b>Material:</b>		calculators, timers, handouts, physics book, notebooks	
<b>Brief description of the activity carried out:</b>	Formation of number 8 using visual information, textbooks, handouts and also a ball. Students are working in pairs and groups. All enjoy the given tasks and are very silent but also willing to participate in the lesson.	Using their own reached speed in 10x5m running exercise, students will be able to count that speed.	Brief description of the activity carried out: Students are learning the Religion lesson about ten words of Divine Love for us. They are reading Bible, singing, chants, working in pairs and groups. All seem to enjoy the tasks and topic.
<b>Main aim of the activity:</b>	Working on the number 8, using computer, books, notebooks, board, pairs and group work as well as individual work	Counting the speed during the running exercise	Get to know the Mosses' life from reading the Bible and working in pairs revising Ten Commandments and explaining them to the class.
<b>Structure of the activity:</b>	<b>tructure of the activity:</b> With the help of digital board the pupils are discussing the sum of number 8, what needs to be added to get	1. Announcement of tasks, discussion about speed records, how to count the speed	Greeting with a religious chant, pupils are singing and making gestures according to the song. Lesson tasks are started and pupils



	<p>8, what number needs to be subtracted to get 8 as a sum. They use computer, to open the correct answer if the group accepts that the answer given by the student is correct. The teacher also uses objects – 8 pencils – then tasks are fulfilled – take 1 and how much is left – 7. The total is 8 all the time. Mostly all pupils answer right. Afterwards some tasks are fulfilled in the notebooks, the teacher passes by and supports students if needed. Blackboard is used for summing again till number 8. Later pupils use paper cubes from 2 different colours in order to show the sum of 8 – 4 yellow and 5 green cubes make 8 together. One from the group rights their example on the blackboard. The cards with different cards are also calculated in pairs – 6+2 etc. Some more tasks are finished on the number 8 in the notebooks individually. The class is finished with a joyful game with a ball, the teacher</p>	<ol style="list-style-type: none"> <li>2. Exercising to warm up;</li> <li>3. Split into the groups;</li> <li>4. Running 10 x 5 m. Measurement ad fixation of the record;</li> <li>5. Counting the speed (work with physics tasks) - group work,</li> <li>6. Self- assessment</li> </ol>	<p>are divided to smaller groups by tables. They discuss illustrations from the Bible and read Bible loudly one by one group. The text is about Moseses life and the Nile. The next task is to find ten Commandments from the given more examples, and some are quite funny – obey Math teacher ☺ They put Commandments in the proper order and present theyr group work to the teacher. They further discuss how to act in order not to defy a Commandment and put the list on the board for others to see. Lesson is finished with a song again and sweet reflection is given to each group.</p>
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	gives a math task till number 8 – summing or subtracting and throws a ball to a child. Child catches the ball and gives the answer and throws the ball back to the teacher – all kids want to participate and as the bell rings the class is finished.		
<b>Working modality:</b>	Well planned and organized lesson.	Good integration of the two subjects (lessons). All pupils were interested and involved in the activities. Lesson had the active part and the learning part, were they can achieve the result by themselves, by using own experience (running and measuring the speed), physics school book and own notes- with discussion in small groups. It's a good method of learning and to remembering.	Well planned and organized lesson with all students involved.
<b>What the children did:</b>	All students involved and willing to work.	All students were working	Students were active
<b>What we had to do:</b>	Listen and observe.	To watch and observe	Listen, observe and participate in the singing.
<b>Learner's difficulty:</b>	None of students were present with difficulties in this class	None of students were present with difficulties in this class.	None were present with difficulties
<b>Reflection on the activity carried out:</b>	Reflection on the activity carried out: The lesson was well planned	We think it's a very good and effective way, how to teach	The lesson was well planned and involved pupils to work in different



	and involved pupils to work in different ways, plus all students liked the subject and were confident of their knowledge. May be a little bit light for everyone, teacher did not give opportunity for someone to try larger numbers like 9 or 10 or more.	lessons (like physics), which is difficult and sometimes boring for children. School should make more	ways, plus all students liked the subject and were singing with enthusiasm. May be also as the religion is a subject that is chosen and not compulsory to all pupils.
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<b>Teachers involved:</b>			
<b>Teacher:</b>	Jolanta Savukyniene	Zivile Valatkiene	Roma Kandrotiene
<b>Class:</b>	4	4	2
<b>Age of children:</b>	10	10	8-9
<b>Space:</b>	Classroom	Classroom	
<b>Material:</b>	Lithuanian language, practical classes of special education	Mathematic	CD record, book with the legend, tasks cards, scissors, colored paper, glue, wall paper, colors, pencils,
<b>Brief description of the activity carried out:</b>	Students are learning about adverbs. Using presentation introduces adverb . Pupils working individually to find adverbs in the text and count them. Work in pairs- to match adverbs and verbs in the exercise The special educator using slides explains adverb spelling rules. Pupils get the task- working individually to write in the	Students are learning about length metric units earlier and now.  Engaging of pupils, clarification of their experience they speak about ancient and modern things, metric units now and earlier, measure things in different ways and write the results, put metric units in ascending order, do practical tasks do exercises with addition and	Theme of the lesson was poem “The Sea”. Pupils was listening symphonic poem (with close eyes), listening poem by teacher reading, reading themselves, discussion, illustrating the legend (in groups- 3-4 pupils) and then, with prepared plan, they made the story about “The sea” in 3-5 sentences. Work presentation in small groups (3-4 pupils).



	endings of the adverbs. Summing- up is done by questions and answering.	subtraction of complex metric numbers.	
<b>Main aim of the activity:</b>	Using given examples pupils will learn about adverbs, doing exercises they will learn to recognize adverbs in the sentences, will write adverbs correctly.	Pupils get acquainted with different ways of measurement, read correctly length measurement results and write them down, do exercises applying the length measurement results.	
<b>Structure of the activity:</b>	At first pupils listen and sing song- I really love Lithuania. And then ask- How does author in this song love Lithuania? Then using presentation teacher introduces adverbs. Pupils work individually, in pairs – find adverbs in text, match adverbs in the exercise, write endings of the adverbs. At last summing-up and self-assess their learning results by smiles.	At first engaging of pupils, clarification of their experience they speak about topic of the lesson, then pupils do exercises individually, in group. At the end of the lesson was pupils self-assessment and repetition of length metric units.	<ol style="list-style-type: none"> <li>1. Listening to M.K. Ciurlionissymphonic poem “The Sea”,</li> <li>2. Listening to Maironis legend “Jurate ir Kastytis”,</li> <li>3. Reading the legend themselves</li> <li>4. Discussion about the poem and illustrations;</li> <li>5. Doing the tasks- illustrating the legend</li> <li>6. Plan making (using the prepared plan) to be able to tell the legend in 3-5 sentences</li> <li>7. Works presentation, retelling of the legend</li> </ol>
<b>Working modality:</b>	Well planned and organized lesson.	Well planned and organized lesson with different tasks and activities.	Successfully planned and good organized lesson with all children involved and willing to take part in it.
<b>What the children did:</b>	Were very active and involved		



<b>What we had to do:</b>	Listen, observe	Listen , observe	To observe
<b>Learner’s difficulty:</b>	This was practical classes of special education. There were children with difficulty.	None were present with difficulties. But in teaching and learning activities was additional task for moe advanced pupils.	Only one boy was not taking part in lesson (kid with special needs ), he was sitting quiet and did something on his own pace
<b>Reflection on the activity carried out:</b>	The lesson was well planned, there was different exercises and activities. Children rely like and was excited to do exercise about flower- find and stick circles with adverbs who answers – How flourishes the flower?	The lesson was well planned and involved pupils to work in different ways. Pupils was active, interested and excited to do exercises.	The lesson was well planned and involved pupils to work in different ways. I liked the idea to use one legend to learn in many ways- music&listening, illustrating, retelling, creating and presentation. They had individual work, work in pairs and group work too.To succeed better, next time should leave more time for pupils for self-assessment (teacher used “traffic lights” method, but the bell rang before they did it).at pupils sad after lesson too- they would like to be involved more in integrated lessons).

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