



REPORT ON THE SECOND LEARNING, TEACHING AND TRAINING ACTIVITY

ERASMUS+ PROGRAM

SECOND LEARNING, TEACHING, TRAINING ACTIVITY ACTION KA2

SCHOOL TO SCHOOL PARTNERSHIP

“EUROPE FOR INCLUSION”

Leszno, 25th – 29th May

REFLECTIONS ON THE LESSONS ATTENDED IN LESZNO

COLLEGE JEAN JAURES – AQUITAINE- CENON – FRANCE

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



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The second learning, teaching, training activity held in Leszno in May 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 Polish teachers. The activities focused on shaping memory, attention and concentration, in order to show how the Polish teachers cope with students in their daily routines. 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 Polish team and the reflection of the European trainees.



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European teachers were divided into 5 groups – they were grouped according to a chosen colour (white, yellow, orange, red, blue and green) and in mixed groups attended 5 lessons. The lessons were: a Math lesson in the 1st class, an extra Math lesson in the 3rd class (for weaker students), an English lesson in the 6th class, a Math lesson in the 5th class and therapy session with students from the 3rd class. The main subject of the European meeting focused on shaping memory, attention and concentration and the lessons were aimed at practicing these aspects. Despite the fact that there were 3 Math lessons each of them was different – as every teacher applied different methods and techniques appropriate to the age of her students.



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SHORT INFORMATION ABOUT THE TEACHERS

Lucyna Donke is a primary teacher. She has been working at our school for 11 years. She has been teaching for 18 years. Beside teaching young children she had been working in the day room and teaching Science to older students.

Monika Grzeskowiak, who is a pedagogue at our school, has been working here for 9 years – since the beginning of her career. Besides helping class teachers in coping with difficult students, she also works with students who have special needs and are disabled.

Kamila Jeskowiak is a primary teacher, who has been working at our school for one year, but she is a teacher with 13-year-old experience. At some point in her career she had been teaching Math.

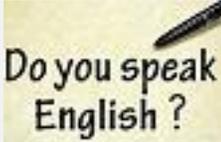
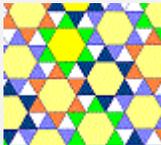
Edyta Mackowiak is an English teacher. She has been teaching at our since graduating from Teachers' Training College in Leszno in 2005.

Teresa Szymczak is a Math teacher with the longest work experience – 39 years. She has been teaching at our school for 17 years. For many years, she was a primary teacher. She is considered the best Math teacher in our school (by the students).



REPORT ABOUT THE LESSONS CARRIED OUT IN LESZNO

ON TUESDAY 26TH MAY 2015

Polish teacher	Lucyna Donke 	Monika Grzeskowiak 	Kamila Jeskowiak 	Edyta Mackowiak 	Teresa Szymczak 
Teachers involved	Abdelouahed Salas – France Franca Enna – Italy Katrina Dimsone – Latvia Maria Manuel Esteves, Maria da Graça Corte-Real - Portugal Mehmet Emin Halat, Askeri Gun - Turkey	Alina Elena Barcan – Romania Janina Bartuseviciene, Danute Bajoriene – Lithuania Maria Renata Demuru, Patrizia Mercuri – Italy Linda Vitina - Latvia	Laurence Martin – France Colomba Lombardi - Italy Diana – Elena Chitu, Daniela Petrut, Daniel – Vasile Miron – Atanasiu – Romania Neringa Bisikirskiene – Lithuania Isabel Maria Henriques da Silva Cardoso – Portugal Ali Karabulut - Turkey	Maria Elisa Lai , Maria Giuliana Ballicu – Italy Agnese Klave– Latvia Ausra Gvildaite – Lithuania Maria Filomena Namora – Portugal Yakup Ceylan, Hikmet Kuzu - Turkey	Sylvain Trias, Emilie Latherrade – France Codrut Filip Ioan Macovei – Romania Didzis Bremze – Latvia Evelina Tiscenkiene – Lithuania Maria Eugénia Carriço - Portugal



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Class:	3rd	3rd	1st	6th	5th
Subject	Math	Therapy session	Math	English	Math
Age of children:	9-10	4 students of 9 – 10 years old	6-7 years old (first year of primary school)	12	11
Material:	Tablets, A two-sided tiled board, leveled maths book compatible with the two-sided tiled board, maths puzzles	Worksheets, images handouts, crayons , posters, drawing paper, felt pens	Images, drawings, worksheets, colourful pieces of paper, puzzle pieces, blackboard, folders with different materials, geometrical shapes	some pictures, word cards and worksheets Video (history of Poland)	scissors, paper, glue paper (2 colours), Powerpoint presentation, handmade materials
Brief description of the activity carried out:	Students, divided into pairs, were given a Maths book and a two-sided tiled board, which were directly connected. They had to carry out Maths exercises in their Maths books and check the results in the two-sided tiled board by putting the same numbered tiles on the corresponding number on the board. Afterwards they had to complete a puzzle	The teacher asks the students to present themselves. Then each student has to present his / her mother, adding 5 physical characteristics. (oral activity) - the teachers asks the students to fill in some sentences about their mothers. (My mother's name is ..., Her favourite colour is ..., My mother likes ...) - the students had to fill in some given words in a given text (where some parts were missing).	Activities are carried out in groups and individually. A drawing is showed shortly, then cut into four pieces and has to be assembled, A series of three or four colored geometrial shapes have to be memorized, A memory game is carried out, A tangram exercise, A 7 mistakes game A bingo game. A puzzle Every time the students manage doing a task, they are praised by the teacher (on the blackboard the teacher	The students were shown a video about their town Leszno. In order to remember the sequence of the video, they could use some techniques to retrieve memory (mind maps, charts ...). Afterwards they received pictures and word cards about the subject and were asked to put them in order according to the video sequence.	The teacher explained the students and the European teachers what they are supposed to do: in groups, they have to cut and glue together different geometrical shapes to obtain some forms (a whale, for example) and then they have to use more whales and to combine them to form a definite product: a piece of pavement. The students worked with the European teachers and they all finally accomplished heir task. At the end of the activity the pieces of



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	<p>by doing mathematical calculations</p>	<ul style="list-style-type: none"> - the students are given a worksheet and they have to read a text, to recognize and underline some specific groups of sounds. - the students received a worksheet with a text and they were asked to draw a picture taking into account the indications from the text (the necessary colour, number of the objects, their position on the page, other details). After accomplishing the task, the drawings were analyzed, and the teacher wanted to check the correctness of the details. 	<p>is drawing one by one, at each correctly done task, an element of a smiling Sun)</p>		<p>pavement were displayed on the blackboard.</p>
<p>Main aim of the activity:</p>	<ul style="list-style-type: none"> - acquire arithmetic operations and recognize geometric shapes - to improve quick concentration, attention and 	<ul style="list-style-type: none"> - stirring interest - catching attention - motivating students to work - correcting some deficiencies - helping students overpass same 	<ul style="list-style-type: none"> -use different learning tools (visual, spacial, logical, verbal...) to : -improve focusing, -improve memorizing, -call up personal learning skills. -practice 	<ul style="list-style-type: none"> - improve students' memory by recalling the sequence of the shown video - strengthen ability in remembering the main information seen before in the video 	<p>Students have to make a "pavement" with different geometric forms : tessellation.</p>



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	<p>motivation by teaching Maths through games, puzzles and special tools</p>	<p>deficiencies to improve their speaking skills, vocabulary, ability to read the instructions and understand them, concentration skills, visuality and imagination</p>	<p>memorization, -stir interest, -grow attention</p>	<p>- improve knowledge in making mind map and English vocabulary.</p>	
<p>Structure of the activity:</p>	<p>The activity is carried out individually. Each student uses a double sided tablet. On one side cards will be put together in a specific order explained in a book. Instructions are explained by the teacher. The other side of the tablet corresponds to a geometric shape. This gives students a chance to understand if they had finished the task successfully with mistakes or not.</p>	<p>Talking about their own mother, finishing sentences by adding information, reading and focusing by filling the gap, drawing what read.</p>	<p>The teacher organizes the lesson, encourages students and goes from one table to another to guide students and valorize their achievements.</p>	<p>Listening and watching activity accompanied by notes (drawings, mind maps, charts ...) followed by a reflecting moment when they were asked to remember the video sequences by actively anchoring them thanks to some visual prompts. Checking the results in the end by looking at the right sequence displayed by the teacher on the board.</p>	<p>With the help of a model, the group have to cut and join different geometric form in paper with two colors. When all the groups have finished, the teacher put all the pavement on the blackboard to make a fine pavement.</p>



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Working modality:	Individual work Pair work	Lockstep Group work	Pair work Individual work Group work	Group work	Group work
What did the children do:	<p>First the teacher gave out the special board and the Maths book. Students started doing the Maths exercises on the book altogether. Then started fixing the tiles on the board according to the results obtained in the Maths book. When they finished the exercises, they had to turn over the back of the board and check if the drawing shaped in the board was the same present in the Math book.</p>	<p>The students had to listen to their teacher's explanations, to work individually with the worksheets they had received, to take part at the debates proposed by their teacher, to associate texts with images the teacher presents the goals and activities, asks the students to describe their mothers in four sentences, gives a gap filling in task, gives a task where students have to underline the words with different spelling, explains a task where students have to draw a picture according to the description.</p>	<p>The students had to listen to the teacher, execute commands, solve the tasks, learn words, paying attention to the order of images, sport the differences between two images, take part actively and attentively at the games and activities proposed by their teacher At the end of the session, the children gathered with their teacher and all together sang a song allusive to Mother's day, that the Polish celebrate on the 26th of May.</p>	<p>First, the teacher played a video on the smart board. It was about Leszno and its history. After the video had finished, the teacher gave out some pictures and words to the students. Here, she asked them to put them into the chronological order correctly according to the video. During this task, the students were working together within their groups. This improved their collaborative skills. At the end, the teacher opened the pictures one by one, aiming that they could remember the video and correct their memory mistakes.</p>	<p>The children cut out 3 pieces from same sized paper sheets. The paper sheets had two colours. The cut out pieces had to be glued together to make a certain figure. These figures had to be glued to a large white paper to create a "mosaic" which was a type of geometric dissolation. After all groups had finished, students presented their work and we took a big picture together.</p>
What did we have to do (if anything else	As a participant I both observed the procedure and	As participants we both observed the procedure and	We were observing the lesson and later taking part in the activities,	As participants, we observed how this activity was working for the	We had to help the children understand how to do this exercise.



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<p>than observe)</p>	<p>worked with the students. They taught me how to use the two-sided tiled board, which I had never seen before. In the second part of the lesson we had to work out some calculation in order to display a jigsaw properly. I was together with a boy (in pair) and took an active part as a student myself.</p>	<p>worked in the last part of the activity. In the meantime, the language therapist, who is a fixed member of the staff, described what she was doing and why she chose those specific activities.</p>	<p>together with the students (singing a song)</p>	<p>students' memory improvement. During the activity, we were giving some clues which were triggering the students' short-term memory in order to provide them to remember the correct answers. We also talked to the students in English language which enabled them to improve their speaking skills in a foreign language.</p>	<p>I showed the students how to properly line out the paper cuts and put them afterwards together.</p>
<p>Learner's difficulty:</p>	<p>Some students had difficulties finding quickly the right answers, but as it was organized as a group work the tasks were carried out altogether and nobody felt discouraged or excluded from the activity. They were so excited at the idea of doing</p>	<p>Students had problems in pronouncing sounds, in writing correctly, the lack of concentration could be observed. The teacher helped them get more involved in the activities proposed by stirring interest and captivating their attention. The teacher helped the</p>	<p>Logically enough one or two students had more difficulties in the tangram game (spacial organization). Pair-work or tutoring could make things easier. The learners did not encounter difficulties in solving the tasks; they paid attention to their teacher and they were able to solve all the tasks.</p>	<p>Some students had difficulties in remembering the right sequence of the video (perhaps for them it was too long) , whereas some of them were really attracted by it because it was about the city they were living in. Moreover, some students were not good at drawing. But, the more important thing here was to remember the things rather than drawing them.</p>	<p>Some students had a little difficulty to cut the appropriate shapes, but they finally succeeded, being helped by their teacher and the European teachers from their group</p>



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	<p>quickly so that they could take a look at the result in the board.</p>	<p>students pronounce the sounds correctly, she helped the students accomplishing all their tasks. The students were continuously encouraged and helped. The teacher is close to the students, the atmosphere was relaxed. The students did not feel the activities very difficult or boring, on contrary, they seemed eager to solve all the given tasks.</p>			
<p>Reflection on the activity carried out:</p>	 <p>This was for me the first time I realized that math is interesting. The different way to learn math made it easier. I think the positive side of these exercises</p>	 <p>The lesson was very interesting from the Romanian trainee's point of view. She could observe how the Polish teacher put in practice different exercises and working strategies with the</p>	 <p>I appreciated the students' substantial calm and their high degree of concentration during a 45mins' lesson. We can guess these activities are often carried out. They are in favour of</p>	 <p>The activity was very interesting. It gave them the chance to develop their visual, auditory and kinesthetic intelligence skills, as well as collaborative and communicative skills working at a task they</p>	 <p>It was very interesting seeing children helping each other and being proud of their work. They learnt geometric forms with the aim of doing something beautiful (final pavement).</p>



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is that children are improving skills of concentration and memory stimulation. This lesson was an example that each child can work at different speed and at the end of the task to check the correct answer by themselves. I think these tasks can be used in work with children with special needs as well.



It was really different and easy way of teaching and learning math. The students learn to do the hard calculations

students with special educational needs, more precisely with the students who encounter difficulties in learning, concentrating, with children who have problems with writing (orthography), speaking (unable to pronounce different sounds). The teacher was very well prepared, the materials used were interesting, adapted to the students' needs.



This kind of activity was well structured and tailored on the 4 students' needs. They all had problems in speaking skills and the activity prepared stimulated them talking passing through a graduated

the students' learning capacities thanks to the transference of skills that are developed in other fields like writing and reading.



The students were actively involved in the activities, they paid attention to their teacher, they trained their memory. The objectives of the lesson were achieved. The teacher was very well prepared, she had all the materials at hand, the atmosphere was calm and pleasant. All the students were very helpful to each other. There were some students that were doing the tasks very slowly. The students were singing a song nicely. They were satisfied when the teacher joined to them.

liked. The retrieving of memory was helped by a soft music which was playing in the background. In this way students were relaxed and more focused on the task. We appreciated the feedback asked from the teacher as regards the techniques they used in order to recall in their mind the video sequences. The feedback was essential for the students to improved their way of presenting a task using several learning techniques.



I think the activity was quite successful and enjoyable. It seemed to us that this strategy was quite apreciated by the children. It is a fine way of leading them to the objective, they were not bored, on the contrary, they participated with great joy and comitment. Also we noticed a great interaction with their



The Applied Maths lesson was very interesting. The Romanian trainee appreciated the teaching methods used during the class and he said that these methods find application in daily practice. The students liked the activities proposed by their teacher, they could understand the aim of the lesson, they succeeded in accomplishing the tasks. The atmosphere was relaxed, the environment was pleasant, the teacher helped all the children who needed help in understanding and accomplishing the tasks.



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unaware of their learning process, they learn unconsciously. They just want to find the right image on the book but they have to do many calculations subconsciously. Moreover, as math lessons are always considered boring and hard, the teacher moved the barriers in the pupils' minds towards math. As for me, I was impressed by the method a lot and demanded the same materials from the teacher (Lucyna DONKE) for my second grade son and she supplied me the materials on the following day. It was a good and useful observation experience for me.

process. Polish language is difficult for students to study and for this reason the filling the gap exercise was useful to make them concentrate on the spelling of difficult words. The final task was used to test students' understanding of a simple written text.



In that lesson there were four students with special needs and two teachers. It seems that way of organizing of the lessons is very good because students can get a lot of attentions from their teachers and to improve different skills better than working in a bigger group. Thus, it is easier to notice students' personal



This lesson included all the components of a good lesson. There were no frustration, boredom or lack of interest. Learning environment was very positive too. One thing that could be improved – more attention to those students who work very slowly.



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. We play the same game in Italy as well. It is useful to practice concentration,

teacher.



It was a very useful activity for students. It improved the students' visual and auditory intelligence, collaborative skills and skills of communicating in a foreign language. While the activity was being done by the students, a soft music was being played background by the teacher. This helped the students to relax and focus on the task they were asked to do. Through the end of the activity, the teacher asked the students if they had tried some techniques like mind mapping, painting, drawing, forming graphics and charts. This feedback was really essential for the students to learn how to present the tasks in various learning techniques. Also, in order to consolidate the



I thought that this exercise and teaching method was very superb! Students learned about the material in 4 different learning types. This enabled them to truly understand the material and have a fun and interactive learning experience. I give two thumbs up for the teacher and her teaching methods



The activity was well structured and organized. The moments were well distributed along the session. It is to underline the commitment and sense of responsibility both from children and teacher. The students listened in silence to



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		growth.	attention, visual and auditory memory.	<i>students' learning, the teacher gave some homework about visuality and remembering at the end of the lesson.</i>	the teacher's instructions. They demonstrated a very good organization in group work. Those who ended first waited calmly and in order for the others.
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Collected by the Polish Scientific Committee

Beata Mrosek School Principal

Karolina Krzysztozek, Karolina Chałupka Responsible for the evaluation

Lucyna Donke Responsible for the documentation

Beata Mrosek Responsible for the training

Monika Grześkowiak, Leszek Mrosek Responsible for the Inclusion Group

Tomasz Józwiak Responsible for the procedure