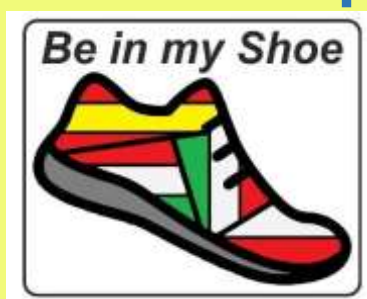


Teachers' Guide for Developing Intercultural Competencies

Practical ideas and methodology

This methodology guide is made in the frame of an international project titled

'Be in my Shoe'-Cooperative Projectwork for Developing Cultural Competencies.



**The activities were implemented with the cooperation of the
following schools:**

- I.C Elvira Castelfranchi-Finale Emilia, Italy
- Ceip Infanta Leonor-Mazarrón, Spain
- Szkoła Podstawowa nr 2 im. ks. Kardynała Karola Wojtyły-Zawoja, Poland
- Felsőtárkányi Általános Iskola és AMI-Felsőtárkány, Hungary

The program was granted by



Erasmus+

Introduction:

The title 'Be in my Shoe' refers to the main concept of our project. We would like to teach our students to accept and understand cultural differences.

We organized four international meetings, one in each country. Each student meeting was preceded by preliminary researches on the cultural characteristics of the host country. During the international meetings students took part in further activities such as making crafts, learning a piece of music or folk dance, visiting attractions, cooking local food. The students worked in mixed groups, so they had to cooperate and dealt with difficulties originated from their cultural differences.

We integrated a wide variety of contemporary pedagogical approaches, such as the

- Complex Instruction approach of the Stanford University, which is introduced in Hungarian education as 'Complex Basic Program' (KAP). -Hungary
- Project Based Learning, -Spain
- Coding and Digital School-Italy
- Formative Assessment. -Poland

As our project developed we learnt more and more about each other's way of teaching and each country added a new element to the methodology. In this way the implementation of the activities became more and more complex and the teachers' methodological toolbar enriched.

As a result of the project we are planning to integrate new practices and teaching methods into our curriculums.

In the following you can find some practical ideas -lesson plans and activity descriptions- to inspire further projects on intercultural competencies.

For more information about the project and the theoretical background of the different methods please visit our website:

<https://www.beinmyshoe.eu/>





Hungary-Complex Basic Program (KAP)

About the method:

The aim of the program: to enable students to learn and teachers to teach at a high level in academically, linguistically, racially, ethnically, and socially heterogeneous classrooms.

It has got 3 important aspects:

- Open-ended differentiated tasks
- Cooperative group work with strictly divided roles
- Status treatment-realized through individual tasks different for each student considering his/her cultural background and learning skills

Model lesson-lesson plan

Date: 18th March 2019

Place: Felsőtárkányi Általános Iskola és AMI Felsőtárkány, Hungary

Duration: 45 min

Participants: four Hungarian, four Italian, four Spanish and four Polish participants.

Topic: The cultural diversity of the partner countries

Equipment: Paper, pen, colour pencils, cardboard, laptop, tablets

Classroom organization: Combined lesson. Cooperative teamwork and individual tasks.

The aim of the lesson: to learn about the different countries and develop intercultural competencies. Improve the cooperation and communication among the participants. Dealing with cultural differences.

Annexes:

1. team roles
2. Team tasks and related individual tasks

The title of the lesson: Welcome to Europe!

Time:	The phases of the lesson	Teacher's activity (T)	Participant's activity (Ps)	Form of work	equipment
2 min	warm up	The teacher presents a related quotation on board. "Wherever you go, go with all your heart" (Confucius)	Discussion on the meaning of the quotation. What does it mean for you?	frontal	laptop, projector
2 min	team formation	We are going to work in groups of four. The groups are mixed consisting members from each country. We are going to form teams using coloured cards. Each nationality chooses a colour, e.g. Hungary –red, Italy-blue, Spain-yellow and Poland –green. The participants get a card with the colour of their country.		frontal and team work	coloured cards

		Then we form 4 teams in which we have one from each colour.			
1 min	sharing team roles	T identifies the different roles and supports the participants	They share roles among the team members. the roles are: assistant teacher, presenter, writer, equipment manager The description of the different roles can be found in the annex.	team work	role cards
15 min	Main Part Team work	T delegates the different tasks to the teams and assists their work	They discuss the task and complete it.	team work	Different instructions printed. Paper, pen, coloured pencil, tablets
15 min	Main part 2. team reports	T supports the presenter and evaluates the task.	The presenter reports about the task, the assistant teacher and other team members evaluates the work done.	frontal	
5 min	individual tasks	T gives individual tasks based on the group task to practice and deepen the knowledge.	Ps complete individual tasks.	individual	handouts, instructions
3 min	individual reports	T evaluates the individual tasks	Ps present their task.	individual	
3 min	Closing and Evaluation of the lesson	T evaluates the lesson, emphasises the positive results	tidy the classroom	frontal	

Annex 1: Team roles

team role	task	person
assistant teacher	organizes the group work, delegates different tasks to team members	
presenter	presents the group work before the class	
writer/recorder	puts down every important information, makes notes	
equipment manager	provides equipment that is needed (paper, felt tip pens)	

Annex 2: Team tasks and related individual tasks

Team 1.

Use the printed blind map of Europe and colour the partner countries. Mark the four capitals.

Think of the capitals of each partner country and collect some words that characterize them the best. Discuss your list of words. Can you find similarities? Are there any words that fit for more than one capital? Have you found something unique?

Above you can read some tourism slogans of different countries.

Greece - "All time classic"

Argentina - "Beats to your rhythm"

Norway - "Powered by nature"

Write similar slogans for the capitals.

Individual tasks:

1. List the most important national symbols of Hungary
2. List the most important national symbols of Italy.
3. List the most important national symbols of Spain
4. List the most important national symbols of Poland

Team 2.

Imagine that you are working for a travel agency and organizing a round tour where the main venues are Zawoja, Finale Emilia, Mazarrón and Felsőtárkány. Design a poster to advertise the tour. Collect interesting activities that visitors can do at the four places and complete your poster with drawings.

Individual tasks:

1. How do you say welcome and goodbye in your language? What can we see in the coat of arms of Felsőtárkány?
2. How do you say welcome and goodbye in your language? What can we see in the coat of arms of Finale Emilia?
3. How do you say welcome and goodbye in your language? What can we see in the coat of arms of Mazarrón?
4. How do you say welcome and goodbye in your language? What can we see in the coat of arms of Zawoja?

Team 3.

Weather is an important issue in every culture. As English weather is quite moody, there are a lot of idioms and proverbs in English in connection with the weather. For example, when it rains very hard they say: „It's raining cats and dogs.”

Do you have interesting idioms or proverbs in your language about the weather? Collect them and discuss the meanings of them with your group. Then choose one and dramatize it.

Individual tasks:

1. What's the typical weather like in Hungary?
2. What's the typical weather like in Italy?
3. What's the typical weather like in Spain?
4. What's the typical weather like in Poland?

Team 4.

Do you like cooking? Choose a traditional meal from each country, collect the main ingredients and make a small cookery book with illustrations

Individual tasks:

1. Write at least 5 more traditional dishes from Hungary! Illustrate your work with pictures from the internet.
2. Write at least 5 more traditional dishes from Italy! Illustrate your work with pictures from the internet.
3. Write at least 5 more traditional dishes from Spain! Illustrate your work with pictures from the internet.
4. Write at least 5 more traditional dishes from Poland! Illustrate your work with pictures from the internet.

How we used the method in the project:

We used some elements of the method in the further organization of the project activities.

We worked in mixed (culturally heterogeneous) groups. All groups accomplished different cooperative tasks. The tasks represented some elements of the Hungarian culture and gave the possibility to experience the differences in our way of thinking, learning and teaching methods.

1. Group 1 learnt a piece of Hungarian folk dance.
2. Group 2 learnt a piece of music, Beethoven's 9th Symphony
3. Group 3 learnt enamel making and reconstructed the motifs of the Hungarian Holy Crown.

At the end of the mobility all the three groups presented the task in the farewell ceremony. The first group danced Hungarian folk dance, the second played the 9th Symphony and the third group arranged an exhibition of the enamel craftworks.





Spain-Project Based Learning

INFANTA LEONOR SCHOOL

MAZARRON - SPAIN

About the method: As a formal definition we can say “Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.”

Regarding this method, we have prepared throughout the academic year activities related to the Spanish Culture. Our students learned about different aspects of the culture, using a variety of tasks where diverse subjects and teachers were involved. Due to this development of PBL project, we prepared activities where students were engaged and showed their partners from other countries their culture

Content is meaningful and it's based on real life experiences. Therefore, our students accomplish their tasks, investigations and knowledge according to this method. The activities will be described subsequently in the order developed.

We will describe the steps to implement PBL in a school.

1) CHALLENGING QUESTION

You need to start by making a challenging question that arouses curiosity in your students.

“In your opinion, which are the most important things a visitor needs to know when visiting Spain?”

2) AUTHENTICITY

It should follow these aspects:

- a) Real world.
- b) Student's personal concerns
- c) Interest

As you could see, the three aspects concerning authenticity were relevant to our students. It is close to their daily lives; it will be part of their personal concerns as they will guide others in their country. Furthermore, it will generate interest in their task as they will choose and decide what are the aspects they would like to show others.

3) YOUR VOICE, YOUR CHOICE

Working with PBL projects will give you the opportunity to bring students a real and vivid place in their learning. They will make decisions on how the project will be developed.

4) TIMING

When doing a PBL project, timing is important and can vary depending on the needs of your students.

5) REFLECTION

It's undeniable that you should reflect on your own pace. Assessment will be required in order to evaluate the effectiveness and quality of the materials used. Also, possible obstacles to overcome. For instance, content and language and how to relate them. Our students knew almost everything about their culture, obviously it was in their mother tongue. That leads us to the main problem, they should acquire all this vocabulary in their second language and combine it with the grammar structures / use of English established in class.

6) PUBLIC PRODUCT

In this sense, all their works were used on our Erasmus week and displayed all over the school. Students showed, explained and shared with others the results of their work.

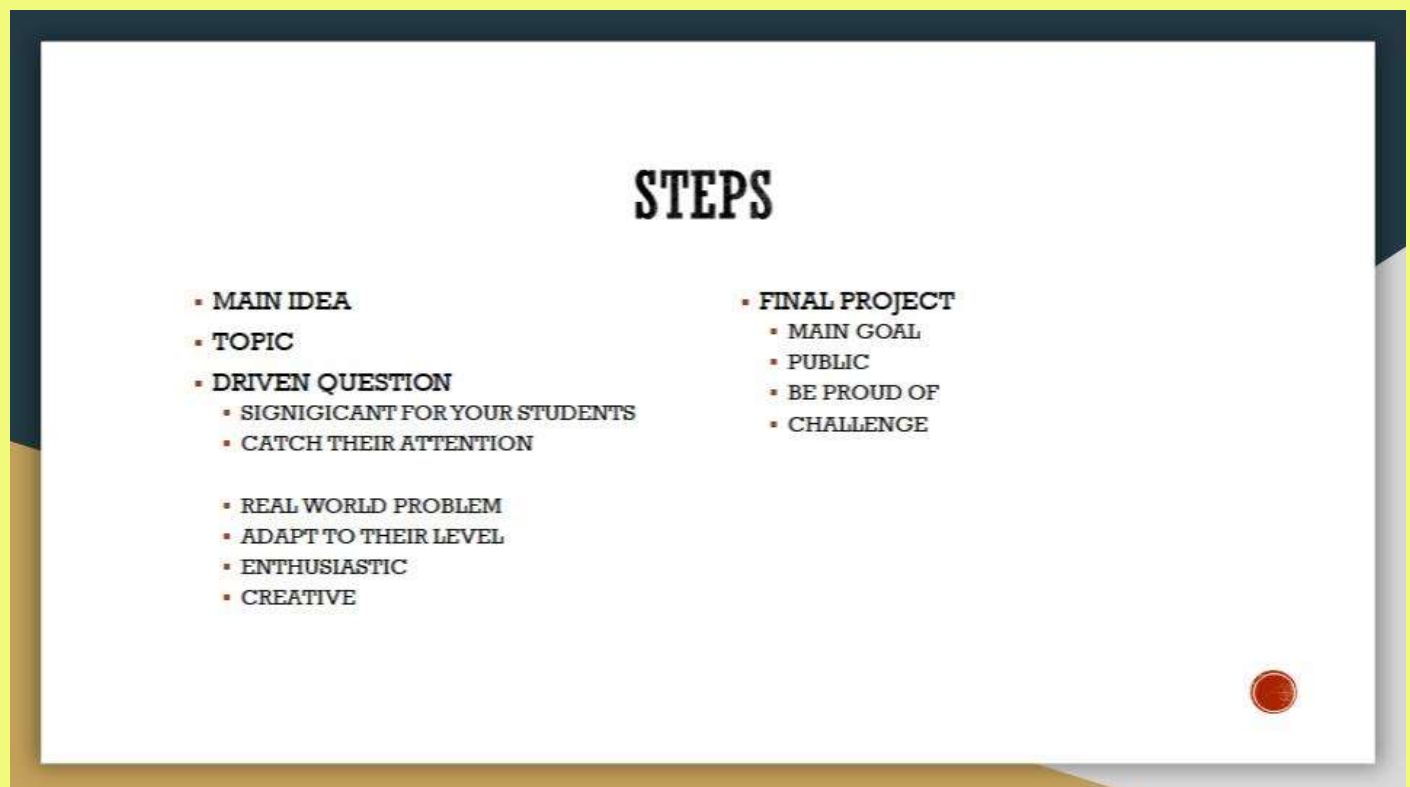
7) SKILLS INVOLVED

- CRITICAL THINKING
- PROBLEM SOLVING
- COMMUNICATION
- SELF-MANAGEMENT
- COLLABORATION

We found after the project that our students significantly improved all the skills involved in PBL.

Summing up, we will give you a brief guide to plan your own PBL.

MODEL LESSON PLAN



PROJECT: _____
BRAINSTORMING

AREAS	LEARNING GOALS / STANDARDS-SKILLS		ACTIVITIES & RESOURCES	



This will be an example of a PBL implemented in our school and linked to the Erasmus project. Every year, our students make a school trip. So, which is a better option to develop cultural awareness and use PBL?



REAL WORLD PROBLEM: TRAVEL

Connecting to your student:

OUR SCHOOL FIELD TRIP

- 6TH GRADERS
- 8 DAYS – 4 NIGHTS
- PREVIOUS DESTINATIONS: BARCELONA, LONDON, MADRID...
- VISITS: AMUSEMENT PARK, MUSEUMS, SOCCER STADIUM, ZOO, AQUARIUM, MONUMENTS...
- DOSSIER / PORTFOLIO



CHALLENGING PROBLEM OR QUESTION?



WHAT DO YOU
WANT TO DO
ON YOUR
FIELD TRIP?



GOALS RELATED TO DIFFERENT AREAS:

- LANGUAGE**
- Presentative Oral Writing
 - Presentation Speaking
 - Reading skills
 - Searching for information
 - Formal / Informal writing
 - Publicity
 - Fluency...

- MATHS**
- Estimate Budget
 - Solving problems involving addition, subtraction, division and multiply.
 - Time
 - Calculating distances
 - Room accommodation



GOALS RELATED TO DIFFERENT AREAS:

- GEOGRAPHY**
- Locate places and monuments
 - Regional and national geography
 - Develop map reading skills

- HISTORY & ARTS**
- History facts
 - Culture
 - Engage in an ongoing process of writing and revision
 - Report orally on research and written work
 - Interpret documents



GOALS RELATED TO DIFFERENT AREAS:

PHYSICAL EDUCATION
 - Healthy habits
 - Promote physical activity during the
 Best trip walking, practicing sports...

MUSIC
 - Attend to a musical

SUSTAINED INQUIRY

ARRIVING QUESTIONS
 IDENTIFICATIONS (WHAT & HOW)
 WHY?

FINDING RESOURCES
 WEB PAGES
 ANALYSIS
 COLLECTING INFORMATION
 APPLYING INFORMATION

STUDENTS' VOICE & CHOICE



DECISION



HOW DO THEY
 WORK AND CREATE



ORGANIZE

WHAT DO WE WANT TO DO?

ASSESSMENT TASK

MUSEUM

DOCUMENTS

MUSICAL

ZOO / AQUARIUM

SPORTS

STADIUM

MOVIE THEATRE

ORIGINALLY WITH PERMISSION FROM

STUDENTS DECIDE IN GROUPS

- PROS & CONS
- DEBATE
- QUESTIONS
- VOTE
- ORAL PRESENTATION
- PLACES WE WANT TO SEE
- THINGS WE WANT TO DO
- WOULD IT BE AFFORDABLE FOR EVERYONE?
- DO WE HAVE ENOUGH TIME?
- ARE WE LEARNING?
- ACTIVITIES

Students wanted to make it affordable for everybody, so they will discuss different ways of raising money.

RAISE MONEY

DIFFERENT ACTIVITIES

FOODST

VIDEO CHARG
 PHONE
 COURT
 PRIZE
 MUSEUMS



FLOWERS MOTHER'S DAY & XMAS

ORIGINALLY WITH PERMISSION FROM



Also, teachers will elaborate a dossier with a variety of activities to do during the trip. Here you can see how a few examples of it.

GARETH BALE



Full name	Gareth Frank Bale TM
Date of birth	16 July 1989
Place of birth	Cardiff, Wales
Height	1.83 m
Weight	74 Kg
Playing position	Midfielder
Club information	
Current club	Real Madrid
Number	11



- Locate Cardiff on the map
- How old is Gareth Bale?
- Is he English, Scottish, Welsh or Irish?
- Where is he from?
- How old was he when he first played in a national team?
- When did he start playing in Real Madrid?

**"It's just incredible to be here.
It's a dream come true"**

Gareth is a very complete midfielder and has a lethal weapon in his left foot. He is the first Welshman in Real Madrid.

The Welshman showed his promise at a very early age. He made his debut for Southampton and the Welsh national team at the age of 16. At the age of 17, he became the youngest player in history to score a goal for his national team. He progressed so quickly that in 2007 he made the move to a major club like Tottenham Hotspur.

After scoring 26 goals in 44 matches last season, Bale joined Real Madrid in September 2013.

Try to take a photo next to a poster of Bale...

INTERVISTAS: NAZARÍN, MADRID, SEGOVIA

El día 27 de mayo a las 15 de la mañana y a partir, nuestro viaje de estudiantes tendremos de Nazarín a hasta llegar a nuestro destino podremos observar distintos paisajes ya que pasaremos del norte de España al centro de nuestro país para visitar Madrid y poder conocer Segovia. Por lo tanto, ¿cómo se puede ver por el camino?



Antes de empezar, marca aquí el **principio del camino** en las imágenes anteriores, que es el que empezamos. Marca la ruta por donde vamos a ir con un punto Nazarín, Madrid y Segovia.



1. ¿Recuerdas en qué comunidades autónomas vamos a pasar?

Tu destino final: _____

La primera es en la que **empezamos** _____

Segunda comunidad es la tierra de San Quintín de la Mancha _____

La tercera lugar, nos iremos a nuestra primera destino _____

Por último, pasaremos nuestro tercer día en una ciudad que pertenece a la región de _____

2. Ahora que ya sabes cuáles son, localiza y coloreas las 3 comunidades por las que pasaremos.



Ya sabes que cada comunidad tiene una bandera (bandera, escudo, día de la fiesta regional...) según se diría en una entrevista de entrevista. Relaciónalos con los días a los que les corresponde según el nombre de la comunidad.

BANDERA	ESCUDO	DÍA DE LA COMUNIDAD
		El 9 de junio es el día de _____
		El 23 de abril es el día de _____
		El 2 de mayo es el día de _____
		El 31 de mayo es el día de _____

Ahora que conoces las banderas, señala identificar y situar la región de donde pasamos por dentro. Busca información sobre el significado de la bandera que ves en la imagen.



Te **recomendamos** estas cosas sobre las comunidades para hoy que son más concretas. Debes responderlas en 1 al 4 al final de la actividad.

- ☐ Anunciaron la Fiesta de Nazarín
- ☐ Segovia es Castilla - La Mancha (provincia de Francia)
- ☐ Entramos en la Comunidad de Madrid
- ☐ Salida de Madrid
- ☐ Entramos día de Nazarín en Castilla y León para ir a Segovia
- ☐ Entramos en la comunidad de Castilla - La Mancha (provincia de Almería)

Ahora coloreas las provincias por las que pasaremos.



Vamos a centrarnos en la Comunidad de Madrid que es donde estamos la mayor parte de nuestro viaje. Busca información sobre la comunidad de Madrid y colorea con un color el día.

La comunidad de Madrid limita con las provincias de Guadalajara, Cuenca, Toledo (Castilla-La Mancha), Ávila y Segovia (Castilla y León).

El río Duero, el Guadarrama y el Guadalequiv son ríos de la comunidad.

La comunidad de Madrid es una provincia.

Se publicaron mapas los 18.000.000 de habitantes.

Ahora colorea el mapa de Madrid en el



The pictures above show part of the presentation carried out by Paula Rodríguez on their training "Learn, Do & Teach". Our Erasmus colleagues attended a training to explain the benefits of implementing PBL in their daily lessons.

This is a summary of the activities carried out during the visit of our Erasmus partners in Spain. All of them will be related to the topic of our PBL “Spanish culture”.

MONDAY JUNE 3RD	TUESDAY JUNE 4TH	WEDNESDAY JUNE 5TH	THURSDAY JUNE 6TH	FRIDAY JUNE 7TH
9:15 SCHOOL WELCOME 9:30 MUSIC FROM SPAIN Students performed dances and typical music from our country. 11:30 “A WALK THROUGH SPAIN” (VISIT AROUND THE SCHOOL) Students guided our partners explaining different displays that include information about monuments, dances, location... Also, they proffered a typical food from that place. 13:15 PAELLA We ate a typical Spanish dish at school. 17:30 TOURISTIC TRAIN Overview of our town in a touristic train that shows the most important places of our coast. 18:30 TRADITIONAL GAMES AT THE BEACH The students prepared some stations where all the participants enjoyed traditional games from each country.	9:30 TOWN HALL RECEPTION Visit of the most important building in town. 9:45 HISTORICAL MAZARRON TOUR -Roman Salting Factory -Phoenician Boat Interpretation Centre In groups, students discovered some of the most important places of our heritage. They completed some questions after the visit. 17:00 PROJECT WORK (TEACHERS) PBL “Learn, Do & Teach” 19:30 OPENING CEREMONY. PRESENTATIONS Our students show our guests a presentation that includes important aspects of our culture. Each country prepares a presentation to give an overview of their culture.	9:30 NAUTICAL SPORTS: SAILING, KAYAK, PADDLE SURF Mazarrón is located on the coast, so our students couldn’t miss the opportunity of showing them how to practice their favourite nautical sports. 18:00 COOKING WORKSHOPS WITH SPANISH FAMILIES Our students made a glossary with famous Spanish recipes that they usually cook at their homes. Teachers and students enjoyed preparing these dishes with Spanish families.	9:00 CARTAGENA ARQUA MUSEUM ROMAN THEATRE Our history is related to Romans, so we decided our guests couldn't go home without visiting important monuments. 18:00 SPORTS AT THE BEACH Our students prepare some stations where our partners enjoyed our traditional games in a nice location.	9:00 TREASURE HUNT (CATHEDRAL, CASINO, ROMEA THEATRE) Visit the capital of our Region where students need to find some clues of an interesting treasure hunt. 19:00 TALENT SHOW Students prepared a show where they play traditional music, Spanish dances...

LESSON PLAN ACTIVITY		“A WALK THROUGH SPAIN”
DATE:		MONDAY, JUNE 3RD
PLACE:		INFANTA LEONOR SCHOOL
PARTICIPANTS:	Teachers and students from Spain, Poland, Hungary and Italy	
TOPIC:	SPANISH CULTURE	
EQUIPMENT:	Displays, paper, pencil, passport, microphones...	
TEAM ROLES	ASSISTANT TEACHER - One in each group PRESENTERS- Students WRITER / RECORDER - Students & Teachers	
AIM OF THE LESSON:	Overview of different Regions in Spain. Students will explain some concepts like: Gastronomy Location Languages Monuments Dances Music	
WORKSTATIONS In groups, our guests will visit different Regions of Spain. Students have made displays along the year. They will get a passport that students will stamp once they have completed each one of them.	Each group will spend about fifteen minutes in each station. Our presenters (students) will explain the main characteristics of their displays.	

You can see some pictures of this activity:







About the method:

The aim of the program: to enable students to learn the basics of coding thinking and language making learning easy, collaborative and efficient.

It has got 4 important aspects:

- Find and experiment how to use instructions
- Acquire logical skills and problem solving competences
- Develop collaborative competence
- Learn the importance of mistakes

Model lesson-lesson plan

Date: 9th October 2019

Place: I.C. Castelfranchi- Finale Emilia- Italy

Duration: 2 lessons 60 minutes each

Participants: Hungarian, Italian, Spanish and Polish participants.

Topic: Lego Education Wedo - Scratch 3D

Equipment: Lego Wedo 2.0, PC, laptop, tablets.

Classroom organization: Combined lesson. Cooperative teamwork and individual tasks.

The aim of the lesson: to learn how to make Robots with a combination of Lego bricks and how to create games and animations with Scratch.

The title of lesson 1: Lego Education Wedo 2.0

The title of lesson 2: Scratch laboratory

LESSON 1: LEGO EDUCATION WEDO 2.0

Time:	The phases of lesson 1: Lego Education Wedo 2.0	Teacher's activity (T)	Participant's activity (Ps)	Form of work	equipment
10 min	warm up	The teacher presents and explain the material Lego Wedo using a video.	Discussion on the use of the bricks. Do you know it? Did you use it before?	frontal	laptop, interactive board
10 min	team formation	We are going to work in groups of four. The groups are mixed and include 1 member from each country. The Italian students will have the function of supporters.		frontal and team work	Lego bricks

20 min	explore and build	We check while they work together to build the model. We give instructions to play the first programming stack.	The groups prepare a list of all the possible problems the model could have with new elements. They describe what they think is happening.	team work	
10 min	Explain	We ask each team to compare and discuss the lists.	The discussion will be guided towards the definition of a problem.	team work	Different instructions printed. Paper, pen, tablets
10 min	Closing and Evaluation	We give feedback on each performance.	Each group presents the work made and reports about how they solved their problems. They tidy up and collect all the bricks.	frontal	

SOME PICTURES OF LESSON 1



LESSON 2: SCRATCH LABORATORY

Time:	The phases of lesson 2: Scratch Laboratory	Teacher's activity (T)	Participant's activity (Ps)	Form of work	equipment
10 min	Warm up	The teacher introduces the theme and shows a video with a variety of projects for ideas and inspiration.	Discussion on the use of Scratch. Do you know it? Did you use it before?	frontal	Computer , monitor.
5 min	Team formation	We are going to work in groups of four. The groups are mixed and include 1 member from each country. The Italian students will have the function of supporters.		frontal and team work	
10 min	Scratch accounts	The teacher gives students instructions to create their own account (scratch.mit.edu.)	The students set up their accounts.	team and individual work	computers, monitor
20 min	Explain and create	The teacher demonstrates the first steps to get started and suggests different combinations of blocks.	They create images and add animations and sounds. They share their projects with all the participants and discuss about difficulties or suggest possible variations.	team and individual work	Tutorial video, computers
15 min	Share and Reflect	The teacher gives feedback on all the projects and helps participants add their projects to a shared studio in Scratch.	Each group presents the work made and reports about how they solved their problems. They add them to a studio.	frontal	Computers

SOME PICTURES OF LESSON 2



How we used the method in the project:

We used some elements of the method in the further organization of the project activities.

We worked in mixed groups during computer lessons in class to learn Science using the Flipped class methodology and Orienteering in town, with QR code information to describe the most important monuments and buildings in Finale Emilia.

We add some links introducing coding and digital activities:

<https://scratch.mit.edu>

<https://education.lego.com-wedo2.0>

codemoc.org-CodyRoby

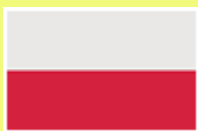
Scratch 3.0

<https://learningapps.org/>

QR Stuff

Flipped classroom methodology

<https://resources.scratch.mit.edu/www/guides/en/EducatorGuidesAll.pdf>



Formative Assessment

Szkoła Podstawowa nr 2
Zawoja - Poland

What is the formative assessment?

Formative assessment refers to a wide variety of methods that teachers use to conduct in the process of evaluation of students' comprehension, learning needs, and academic progress during a lesson, a unit or a course.

The general goal of the formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening.

The formative assessment is integrated into the teaching and learning process.

While the formative assessment helps teachers identify learning needs and problems, in many cases the assessment also helps students to develop a stronger understanding of their own academic strengths and weaknesses. When students know what they do well and what they need to work harder on, it can help them to take greater responsibility over their own learning and academic progress.

Formative assessment and the lesson. What is important?

- ❖ **The topic of the lesson** must be interesting for students. The best solution is a topic in the form of a question but it is not the must. The topic should be given at the beginning of the lesson.
- ❖ **The aim** of the lesson must be formulated in the student's language. This way is more motivating for the student as he has to know, understand and accept the aim.
- ❖ **Criteria of success.** What will the teacher expect and require from the students? The student must know exactly what will be assessed. It is a good idea to introduce the habit of writing down what is given one by one requirements, e.g. at the end of the notebook. It can be useful in preparing for the test.
- ❖ **The lesson – methods and activities.** The most important are the students' activities. The teacher is only a moderator and helper. The teacher should plan students' activities, what will they do, how will they learn and understand the new content.

- ★ Among the various forms of working in the classroom, **group work** is especially valuable. Groups shouldn't be too numerous, there is a risk that not all group members will find the right roles for themselves and won't be active. Groups of four students or pairs of students seem to be optimal. The teacher needs to take care of the preparation of the appropriate tasks, i.e. tasks that will interest students and will require their cooperation.

Some methods and techniques

A good method is “**Popsicle Stick**” to randomly select students to answer. You can use medical sticks, which can be purchased at the pharmacy, or ice cream sticks. You write down the names of all the students of the class on them, put them into a cup and leave on the desk. During the lesson, you draw a stick with the student's name, who answers the question. As a result, all students are encouraged to think about the answer, because everyone can be randomly selected.

The next method is “**Wait time**”. It consists of building the atmosphere of safe time for formulating an answer - extending the waiting time for a student's response. Students with special needs will especially benefit from it. Research shows such effects of this method:

The next technique is “**Think-Partner-Share**”. The teacher presents a question to the whole class. Then he asks students to pair up with a classmate and discuss their answers. After pairs have had a

At the end of the lesson

Feedback for the teacher

The teacher should plan how to check if the goal of the lesson has been achieved.

- ★ It is a good practice to use **concluding sentences** such as:
 - I want to remember.....
 - Something I learned today
 - I liked/ I didn't like
 - One word to sum up what I learned....
 - Something I already knew....

All students can complete one sentence or choose which they want. The sheets with the sentences can be on the desk.

★ **Traffic lights.** Students create 3 cards: green, yellow and red. Meaning of the colours:

- Green – I understand everything
- Yellow – I've got some doubts
- Red- I need help/ I don't understand anything.

If they are following along and understanding the lesson, they show the green card. When they do not understand something and need clarification, they show the yellow card. When they don't understand anything they show the red card.

★ **3-2-1 –method.** At the end of class students write or talk about 3 things they learned, 2 things they still want to learn, and 1 question they have.

Feedback for the student

Typical feedback for the student consists of four elements:

- detailing and appreciation of good elements of learners' work [+ +];
- telling what to improve [-];
- directions how to correct the work [Δ];
- directions on how students should work further 

How we used the formative assessment during the virtual mobility

in Poland

Formative assessment is a very broad area of educational activity. It would be wise to introduce it to the learning process in stages. During the virtual mobility in Poland we used some elements of the formative assessment.

The first exercise

We used self-assessments that asked participants to think about their own learning process, to articulate what they have learned or still need to learn and articulate their expectations. We selected **the 3-2-1 method**.

There were two articles: about Polish cooking and about Children's Day in Poland. The participants were divided into groups. Each group selected one of two articles. Then read the selected article and answered the following questions:

- What are three things you learned about Polish culture,
- two things you're still curious about,
- and one thing you don't understand?



Lesson Plan Polish Cooking

Thanks to its geographical position Polish cuisine provides an interesting fusion of Eastern and Western influences. One of the country's most popular traditional dish is a stew called "bigos" made from sauerkraut (similar to Korean kimchi), fresh cabbage (kapusta), different types of red meat, sausages, prunes, dried forest mushrooms, onions and spices. This is cooked over several days and served with potatoes and bread.

A favourite food of many Polish children is an "open sandwich" (kanapka). This is made by taking just one slice of rye bread and spreading it with butter and slices of ham or cheese, tomatoes, boiled eggs, cucumber and radishes. Polish parents and children often arrange these ingredients to make a smiley face or a sailing boat to make the food look more attractive for the children. Then you pick the bread by the edges and eat. Delicious!

Why not try making the following recipes with your pupils. Encourage them to be creative with their designs.

Curriculum Links: English, Design and technology
Core skills: Communication and collaboration, creativity and imagination
Learning objectives: To design and prepare traditional Polish open sandwiches
Resources and preparation: You will need copies of recipes, ingredients and utensils

Recipe for an open sandwich. You will need:

- Slice of bread (preferably rye bread)
- Butter to spread
- Slice of cooked ham or cheese
- Two slices of salt brine pickled cucumber for a Polish twist
- Two slices of radishes for inner eyes
- Half a slice of tomato or pepper for a smile
- Chives or cress for the pointy fringe hair

For a sweet version you could try this:

- slice of artisan rye bread
- fruity yoghurt
- slices of banana and raisins

Partner School Activities
If you are working with a partner school you could create different types of open sandwiches and share recipes and photographs of your creations





Lesson Plan Children's Day



An important day in Poland is the International Children's Day, which is known as *Dzień Dziecka* (meaning "Child's day.") It was first introduced in 1952 and is celebrated every year on June 1st. It coincides with the beginning of summer and the end of the Polish school year. It is a time when parents buy small gifts for children, schools organise special activities and festivities take place in parks and entertainment centres.

On this day the annual meeting of the Youth and Children Parliament also takes place. This Parliament began in 1994 and is elected once a year. In recent years other countries have also adopted this initiative and now France, Portugal, Great Britain, Finland and Czech Republic all have their own young people's parliaments too. The parliament follows the rules of a Parliament of Poland (Sejm) and the representatives' work on the project throughout the whole year.

Order of the Smile

Sometimes Children's Day also coincides with the award ceremony for the Order of the Smile. This is an international award, officially recognised by the United Nations and given by a committee of children to an adult who has shown extraordinary love and work for children. The winner is awarded a medal – which is a badge with a smiling sun and is invited to drink a cup of freshly squeezed lemon juice and smile afterwards! Previous winners have included: Mother Teresa, Astrid Lindgren, Nelson Mandela, Irena Sendler and Janusz Korczak.

Ask your pupils to find out more about the lives of some of the people who have been awarded the Order of the Smile. They could also design and make some Order of the Smile badges of their own and choose adults who they think deserve the award for their work with children.

To conclude your project, why not invite parents and friends to your own Children's Day event to celebrate and demonstrate all

The second exercise

We used the method of the traffic lights to receive feedback about Talent Show, about final project exhibitions and activities related to Polish music. Polish students presented some information about Polish composers and sang their songs. The participants from partner schools gave feedback about it. They showed the green card if they were understanding the activity. When they did not understand something, they showed yellow card. When they didn't understand anything they showed the red card.





The third exercise

The next tool for the formative assessment we used in our project was **Kahoot**. During our online meetings we conducted some workshops related to Polish national symbols and Polish culture. We shared some Power Point presentations about Polish cuisine, Polish national and folk dances. All participants collaborated at editing a Google Presentation *Immerse in Poland*. After all these activities we created a quiz about Poland and Polish culture on the learning platform “Kahoot”. Each participant could play this quiz and check what he had learned about Poland and Polish culture.

<https://create.kahoot.it/share/immerse-in-poland/4b885265-038a-4af3-a8ee-838641a7e0c1>