

TEACHER TRAINING FOR SUSTAINABLE DEVELOPMENT
COMENIUS MULTILATERAL PARTNERSHIP 2011 – 2013

OBUKA UČITELJA ZA ODRŽIVI RAZVOJ
COMENIUS MULTILATERALNO PARTNERSTVO 2011 – 2013

- methodological handbook –
- metodički priručnik -

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INTRODUCTION

The Development of School Curriculum - Teacher Training for Sustainable Development project was created in order to increase teachers' competence. Anywhere in the world teachers are expected to prepare young people for living in changing circumstances. That's why the teachers have to be creative, explore new opportunities and find new models of effective teaching. Through the fellowship and collaboration of teachers and schools in Europe, it is easier to accomplish this goal.

In our project, the partnership between schools from three European countries is realized: Croatia, Slovenia and Turkey. Teachers in partner schools are united around a common goal: the creation and exchange of creative methodological model of teaching, especially on issues of sustainable development of their homeland.

Through homeland topics students have explored the immediate reality and gained experience of what they were learning, and teachers have realized the most modern forms of learning through project and research classes.

Topics on sustainable development of the homeland entered the school curricula of all partner schools, and we believe that is exceptional quality of the project. Teaching young people about sustainable development, teachers prepare them to take responsibility for their own future, the future of their homeland and the planet on which we all live. Although the teaching contents need to be constantly reviewed and adapted to the needs of students, we shouldn't consider it as the educational goals. In this project, teachers realized that teaching contents are primarily means of teaching that serve for achieving the educational goal - the development of core competencies and skills of students.

Partners meetings in each partner country were extremely fruitful. The hosts were preparing meetings with particular attention. In each school, the exhibitions of student works created during realization of project activities were organized. Public debates on educational issues were led, presentations of partner countries, school systems, and cultural heritage were held. The hosts also organized excursions in order to present their cultural and natural heritage. They organized meetings with holders of local political and educational authorities and gave statements to the media. During meetings, the whole narrower and wider community of the host school was aware of the project.

Finally, we will emphasize: during joint work on the project partners got to know each other well; they exchanged experiences in work, knowledge and information about their (different) school systems. They found that despite the large differences arising from the circumstances in which each partner school operates, the same goals can be achieved: to improve their competence and creatively change their school curricula.

This handbook contains two parts: the first part is in English, and the second is in original languages of participating countries, also including presentations. There are lots of materials in the handbook, but it represents only a small part of what has been done during the partnership. Nevertheless, it contains detailed examples of methodical models of teaching in each school, and will surely benefit all interested teachers.

1. PUČIŠĆA ELEMENTARY SCHOOL - SCHOOL CURRICULUM AND SUSTAINABLE DEVELOPMENT

1.1. UNIQUE FEATURES OF PUČIŠĆA ELEMENTARY SCHOOL

The educational process at Pučišća Elementary School has been following modern didactic theories for a long time. The focus of teaching has shifted from teaching contents to **the development of students' key competencies**. Such an approach to teaching allows for a better harmonisation of contents and teaching models with student's skills and abilities as well as higher level of teacher's autonomy in the teaching process. On the other hand, more creativity and use of different innovative teaching models are therefore required.

The Croatian National Educational Standard (HNOS, 2005) also emphasizes *student - centered teaching which would respect the student's abilities and natural talents; introducing students to research-based teaching; acquiring permanent and useful knowledge.*

Furthermore, one of the key Croatian strategic documents, the National Curriculum Framework (NOK, 2010), orients us towards a shift from knowledge (content) transfer to the student competency development and *expanded responsibility of the school.*

Expanded responsibility of the school must include an increase in its autonomy. The schools are granted an opportunity to participate in curriculum development, which means that they can update and further expand the programmes stipulated by the education authorities. The document which provides for that is **the school curriculum**. According to the Primary and Secondary School Education Act, the school curriculum *defines the curriculum and optional courses programme, extracurricular activities and other educational activities, programmes and projects...* Through different activities, programmes and projects, the school can meet specific students' needs and emphasize all of its unique features. In their curricula, the schools focus on different areas, depending on the conditions they are working in, as well as the needs and available opportunities for students and other participants in the education process.

Pučišća Elementary School is doing its best to include all the advantages of the modern curriculum - based approach in its activities. All unique features and development tendency of the school are reflected in the school curriculum.

School district of Pučišća Elementary School includes Pučišća and its gravitating villages Gornji Humac and Pražnica with district four-year schools.

Pučišća central school accommodates students from first to eighth grades. District schools accommodate students from first to fourth grade in combined classes. Upon completion of the fourth grade, the students commute to the central school and pursue another four years of primary education in Pučišća (from fifth to eighth grades).

The geographic location leading to a kind of isolation of this island school and organisational working conditions constitute aggravating circumstances in terms of students' living and working on the island. The most serious threat arising from the aforementioned circumstances is their social exclusion. For that reason, the teaching personnel have been permanently trained for using the latest didactic models so that the students, in spite of unfavourable conditions, could successfully compete with their peers in Croatia and Europe.

By turning its limitations into strengths, Pučišća Elementary School is today recognised as a modern, innovative school in which creative learning and teaching models prevail. The largest part of its educational activities is implemented through research and projects, whether it is about regular classes or extracurricular programmes and projects.

In terms of content, in the past few years the focus of teaching was put on local heritage topics. Working on such content brings huge benefit. Studying one's native region is indeed based on primary sources of knowledge, while empirical and research-based teaching contribute to better understanding of teaching contents and further improve student motivation.

The fact that local heritage topics enable, or even require a cross-curricular approach, also contributes to increasing student motivation. By studying a particular topic throughout different subjects, the studies gain in quality and knowledge seems to be more permanent.

By researching and studying the cultural and natural heritage of their homeland, the students not only get to know it and better understand it, but also develop positive emotions and desirable attitudes towards it. The cognitive and affective assumptions, necessary for an acceptable attitude and sustainable management of natural and cultural heritage in the future, are thus created.

By getting to know their homeland and its characteristics, the students also learn about their comparative advantages. In this way they prepare for their future lives and the possibility of self-realisation in the activities in which regional specific features come to the fore. This is what can make our students competitive later in their lives in broader social context.

Systematic work on heritage topics was initiated by the project *Historical, natural and cultural identity of Pučišća* (2006/2007) in which the whole school got involved. This project resulted in publishing a photo monograph *Pučišća – a poem about a stone*, which was wholeheartedly welcomed by the professionals in the field and the public.

From one year to another, the central school projects are further enhanced and updated by additional details. This is how rich and valuable reference material is created, which will in the near future undoubtedly be shown in public in the form of valuable and high-quality publications, edited by the school.

1.2. PUČIŠĆA ELEMENTARY SCHOOL IN COMENIUS PROJECT

The school joined Comenius project in the year 2011/2012 within the framework of the whole school project *Living on Brač by following nature and cultural heritage* around which the school curriculum was centered. In the framework of this project, the students studied the life in a family and the culture of living in the past and in the present time, traditional tools and crafts, occupations of local people in the past and in the present time, which was expanded by studying the architectural and living culture on Brač, and examining the consequences of two-way interaction between man and environment on the basis of local examples.

In the following academic year (2012/2013) the project research on heritage and local topics was continued to grow. Different projects are grouped within the common topic *Economic opportunities and potentials of our island (tradition in modernity)*. The emphasis was put on the perspectives of sustainable development of the island, or the development of entrepreneurial competencies of students.

On the basis of an insight into the years-long work, it is evident that **Pučišća Elementary School development plan is based on educating students on sustainable development of the local area and on encouraging them to adopt appropriate relation towards their heritage**. The way in which the topics are covered includes both research and creativity and cross-curricular approach to the content.

However, regardless the importance of studying the heritage topics in terms of methods and content, it is not used for its own sake. All educational units, including heritage-related classes, serve the purpose of being the means for achieving educational objectives, of which development of students' key competencies is the most important.

The teaching staff of our school wanted to share with their colleagues at the international level its experience on positive aspects and positive effects of creative teaching, with a focus on heritage-related topics.

As much as it is useful to pass on the knowledge on one's own heritage to others, it is equally important to learn of the heritage of other regions and countries. It is all about the exchange of knowledge and sharing experiences. In this way, the school has been defined within the context of two important principles of the National Curriculum Framework: *the European dimension of education* – learning how to coexist within the European context, and *interculturalism* – understanding and accepting cultural differences in order to reduce inequality and prejudice towards other cultures, which are thus emphasized.

The school personnel planned to exchange with their international partners creative methodical teaching models, related to cultural and natural heritage and sustainable development topics. The partners were found through *The European Commission's Lifelong Learning Programme*, sub-programme **Comenius**.

Comenius project *THE DEVELOPMENT OF SCHOOL CURRICULUM: TEACHER TRAINING FOR SUSTAINABLE DEVELOPMENT* is created and implemented for the purpose of improving teachers' expertise and competencies. Through cooperation and exchange between teachers in different real-life school contexts (mobility), by applying the aforementioned approach to education, an increase in quality and efficiency of teaching has been noted.

1.3. WORKING METHODOLOGY

The main project topic is set at the beginning of the school year. The main criterion according to which the project topic is selected is the possibility to carry out most of the field trip research activities near the students' place of residence. The topic should be broad enough to require detailed research and information processing through different subjects in all classes. Thus the main topic is divided into several subtopics, which all together make up a coherent whole.

Therefore, the entire school community (all students and most teachers) is included in cross-curricular elaboration of the main topic.

The projects are implemented on a day-to-day basis through regular or extracurricular activities. In this way, students' key competencies (communication competency, learning competency and problem-solving competency, ICT, science and maths competency, cultural, entrepreneurial, social and working competency) are systematically developed.

The key values proclaimed in Croatian and European strategic documents are affirmed:

- a) knowledge (in particular permanent knowledge) as fundamental social value which enables individuals to better understand themselves and everything surrounding them – through **methodical teaching models which allow for cognition and experience at the same time**
- b) identity (personal, cultural and national) – through **teaching about contents related to local cultural and natural heritage**
- c) responsibility (to oneself, to others and to local heritage) – through **orienting students towards sustainable management of local values.**

The process of empirical and creative learning through projects is in line with different students' developmental capabilities and age.

Every project is implemented in a number of research phases. The more demanding projects require more time and more phases.

Each research phase is implemented according to the same methodical pattern:

- a) research of facts and data collection (in immediate surrounding)
- b) collected information processing (in the classroom)
- c) relating new information to prior knowledge (in the classroom)
- d) systematisation and presentation of acquired knowledge by different means of expression: through verbal expression, expression by painting, graphs, 3D models, photography or through multimedia
- e) application of acquired knowledge in problem-solving exercises in different subjects

According to Gardner's theory of multiple intelligences, different learning styles are respected, as well as different student minds.

When the students are encouraged to become interested in the content and when they are oriented towards researching the topic from different points of view, all methodical procedures are oriented towards the same objective: **learning content and new terms should be understood by all students.**

Evaluation of teaching procedures and working methods is based on what the students "produce". The outcomes of their work are reflected in their creative work (different means of expression). The quality of their work partly depends on students' age and developmental capabilities. However,

regardless of the quality of their work – it is easy to detect from students' work whether they mastered new concepts and successfully acquired new knowledge.

1.3.1. COGNITION PROCESS

Cognition process and encouraging questions or tasks that we use in each cognitive step are shown in the table:

LEARNING PROCESS PARTS	ENCOURAGING QUESTIONS
1. Noticing phenomena	<i>What did you notice? How do you explain it? Why?</i>
2. Collecting data	<i>What can't you explain? What data do you lack? Where can you find it?</i>
3. Processing information	<i>What that reminds you of? What are the similarities and differences? What is the most important? What can you connect it with? If this or that happens, what happens next?</i>
4. Making conclusions	<i>What can you conclude from the data? How will you check the validity of the conclusion?</i>
5. Displaying solutions according to students' mental image	<i>How to display it and pass it on to others (image, word, chart, images and words, number, model ...)?</i>
6. Raising awareness of practical value of the acquired knowledge	<i>Where can you use the things you learned?</i>

1.3.2. LIST OF SCHOOL PROJECTS IMPLEMENTED UNDER COMENIUS 2011/2013

Main topic: **Living on Brač by following nature and cultural heritage**

1. Educational projects

grade	project name	project leader
1 st (Pučišća)	FAMILY LIFE IN THE PAST AND IN THE PRESENT TIME	Mirjana Bauk
2 nd (Pučišća)	CULTURE OF LIVING IN THE PAST AND IN THE PRESENT TIME	Željka Martinić
3 rd (Pučišća)	LONG-LOST TIME IMAGES: the first Pučišća castle	Jelenka Radić
4 th (Pučišća)	TOOLS AND CRAFTS: <i>škarpelin (local expression for stonemason)</i>	Fani Nižetić
2 nd and 4 th (District School Pražnica)	JEMATVA (<i>local expression for grape harvesting</i>)	Bisera Mihaić
1 st – 4 th (District School Gornji Humac)	ACTIVITIES OF LOCAL PEOPLE IN THE PAST AND IN THE PRESENT TIME	Siniša Lučić Lavčević

2. Extracurricular projects

subject	project name	project leader
History	BUILDING, DWELLING, LIVING on Brač	Ana Marčić
Geography	GEOLOGICAL STRUCTURE OF THE ISLAND, WATER AND QUALITY OF LIFE	Ana Marčić
Science/Biology/	IMPACT OF SOLID WASTE AND GARBAGE ON THE	

Chemistry	QUALITY OF BRAČ WATER AND SEA	Simona Širković
Religious education	SMALL MUNICIPAL CHURCHES, HERITAGE AND CUSTOMS	s. Danijela Mihić
Art	BRAČ STONE IN SCULPTURE AND ARCHITECTURE	Lada Kuzmanić Runje
Design and technology	DRY STONE WALL SHELTERS, HOVELS, COTTAGES AND <i>PIOVERI</i> IN PUČIŠĆI AREA	Anton Matković
Croatian (mother tongue)	LANGUAGE – STANDARD AND LOCAL IDIOM	Maja Čapin

2. SCHOOL PROJECT-ELEMENTARY SCHOOL PUČIŠĆA

A. Educational projects

2.1. TOOLS AND CRAFTS - MASON

1. Basic information

Title of the project	Tools and Crafts - Mason
Participants	4th grade students
Mentor	Fani Nižetić, teacher
Time	One school year
Objectives	<ul style="list-style-type: none"> - To increase students' motivation for learning - To connect the knowledge to real life, to acquire permanent cognitions and to apply the acquired knowledge - To develop students' key competences - To develop students personality by encouraging persistence, resourcefulness and cooperation - <i>To get acquainted to the tools, its use, to keep and to pass on the cognition about stonemasons and their work</i>
Results	<ol style="list-style-type: none"> 1. increased learning motivation 2. improved educational results in every subject 3. increased key competences (especially learning and problem solving, communicating in mother (regional dialect) 4. socially and emotionally strong students: trained to cope with difficulties and failure, to bond, to be determined and persistent, to seek help when needed, to exploit their possibilities 5. a) <i>new cognitions about culture and tradition (masonry)</i> <ul style="list-style-type: none"> b) project documentation: PP presentation, public display of students' work during the project (<i>written, practical work, posters and dramatization</i>)
Main activities	<ol style="list-style-type: none"> <i>1. exploring the geographical conditions and the economy in the region</i> <i>2. field work: meeting the masons at their work, collecting data about the</i>

	<p><i>work</i></p> <p><i>3. reading and researching other sources: literature,internet, interviewing local masons and the craftsmen from Stonemason high school</i></p> <p>4. processing collected data and connecting it to the subjects (Croatian, Science, Maths, Art, Music, Computer science)</p> <p>5. Making hypothesis, making conclusions</p> <p>Students' creativity (encouraging creativity according to the multiple intelligence theory)</p> <p>6. systematizing the knowledge</p> <p>7. ordering the documentation</p> <p>8. presenting the results</p>
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Project has the following steps:

- Introduction, coastal area-vocations, stonemasons, film watching
- Field research-visiting the Stonemason high school
- Collecting the data about the tools and their use, revealing the expressions common to stone processing (using the dictionary-Brač dictionary-„Rječnik bračkih čakavskih govora“, Petar Šimunović)
- Processing the collected data, making assumptions and comparisons between the past and the present way of processing the stone
- Finding new cognitions about stonemason tradition and revealing the importance of preserving the masonry

Every step is done following the specific methodical pattern.

PROJECT REALISATION

METHODICAL UNIT EXAMPLES

Part one: Introduction

Unit title	Vocations in coastal area
Objectives	<ul style="list-style-type: none">✓ To understand the connection between geography, nature and the economy✓ To differ economic uniquenesses✓ To differ various vocations in the area✓ To understand the importance of masonry
Key words	Relief, economy (olives, agriculture, tourism), masons, masonry exploring the past
Place	classroom
Crosscurricular approach	Croatian: documentary film, questions and answers retelling the stories, discussion, arguments Science: past, present, life conditions, economy, relief Music: rhythm

Didactic scenario

INTRODUCTION

The students have seen the film Hop-Jan talks about stone from Brač. There are several questions after the film. What is the film about? What do people do? What do they use? What is their life like? How did you feel when you watched the film? What did you think of? (the film is very emotional, it shows our ancestors during hard labour in the quarries)

PROCESSING THE NEW CONTENT

We continue the talk about the economy (masonry, olives, viticulture, agriculture, tourism) and its influence on people's lives. We also talk about our fathers, grandfathers and their vocations. We conclude that masonry is specific for our place. We ask the students: What do you recognize from the film? Do you know any tools used to process the stone? Did you speak about it with the elderly?

Do people use these tools today? Can you differ past and present tools? Did the way of processing the stone change?

THE FINAL PART

The students were given a task to collect as much data as they can about the tools used in the past.

Part two: Visiting the workshop in Stonemason's high school

Title	Masons' tools
Objectives	To link the present and the past To develop key competences (communication, learning, social and working competence)
Key words	tools for manually stone carving, "rough" and "fine" treatment of stone
Place	high school workshop
Crosscurricular approach	Croatian: interview, listening, discussion, arguments, local dialect Science: the past, the present, coastal settlements, the importance of being a mason

DIDACTIC SCENARIO

INTRODUCTION

The students were divided into 2 groups. The first group prepares questions for the craftsmen and the other interviews high school students.

PROCESSING THE NEW CONTENT

We ask the following: what is this room for? Do you recognize anything? What does surprise you? What would you like to know? Who can help us?

The students meet the workshop manager. He will introduce the tools to the students. Students learn the names of each tool. The manager speaks about its use and how to process the stone. You start processing the stone as rough piece and you finish with a final touch. You can use different tools for rough and for fine processing. The old tools date from Greek and Roman period. Students make notes.

After, students interview the manager (craftsman) and one high school student. They ask the following: where do you get the stone from? How do you shape it? Do you have to be patient and persistent? What happens if you make a mistake? How much time do you need for your work? How do you lift big stone pieces? Why did you choose this school? Where are the students from? What will you do after the high school? Do craftsmen help you? Do you listen to their advice? Is this vocation worth? Do you take any pieces home?

THE FINAL PART

Students conclude that the craftsmen from the past used the similar tools and that each tool has its role. Every student tried to use some tools. They compared the marks left after the usage.

Part three: Collecting the data about the tools

Title	The tools
Objectives	to expand the lexis to develop key competences (communication, learning, social and working competence)
Key words	Tool types (maca, mlot, špuntarijuola, piket ...) Verbs (popicigat, špuntat, ožmarat ...)
Place	classroom
Crosscurricular approach	Croatian: dictionary use, local dialect (verbs), standard language, discussion Science: the past, the present, masonry, tradition and cultural heritage

DIDACTIC SCENARIO

INTRODUCTION

Students have shown interest in the vocabulary used in masonry vocations.

Students also express their opinions. They were asked to investigate the words in the local library.

PROCESSING THE NEW CONTENT

Students have borrowed the " Dictionary of Brač dialect" written by Petar Šimunović. The worked as a group found out new expressions and tried to memorize them. They also found definitions for each tools in standard language. Examples: bućorda - „nazubljeni mlat za finiju obradu“ – Vi komad va izdilot na bućordu ili piket – „ klesarski mlat zašiljen na objema stranama“ – Piket je žbocaduru nojvažniji alat)

THE FINAL PART

Students concluded that they enriched their vocabulary, local dialect and the importance of masonry in this area. They will write a composition Priča store marteline.

Part four: Processing the data

Name	Masons and their tools
Aims	<ul style="list-style-type: none">- to link the past and the present- to get to know masons' and their tradition, architecture and cultural heritage- to develop key competences (communication, learning, social and working competence)
Key words	<ul style="list-style-type: none">- masonry, vocations- life and work conditions- tools for rough and fine processing
Place	<ul style="list-style-type: none">- classroom

Crosscurricular approach	<ul style="list-style-type: none"> - Croatian: discussing, retelling, summarizing, describing, poetry, dramatization - Science: the past, the present, coastal area, vocations in coastal area, coastal settlements, masonry, tradition and culture - Maths: measuring, ratios, height, length, width, rectangle, circles, circular - Art: size ratio, drawing the details
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DIDACTIC SCENARIO

INTRODUCTION

Teacher and students arrange the way the results of the project would be publicly displayed.

PROCESSING THE COLLECTED DATA

Students try to do creative work. They are divided into groups and they match the collected data to different subjects.

The first group works with mother tongue - Story of the hammer, Interview with the workshop manager, Interviews with the high school students, Tools – verbs - examples

The second group does maths problems connected with stone processing (surface, weight, length, height)

The third group-drawings, pictures, photos

The fourth group-making posters about the tools and the visit to the high school

The fifth group-dramatization, character relationships

THE FINAL PART

Each group reports back.

Part five: Public display

The students presented their results publicly. They also presented the tools using the local dialect.

They presented the stone process in steps as they learned during the visit in high school workshop.

Each stone came from a quarry (*petroda*). The students have also interpreted the poem *Petroda* by Dubravka Borić.

They have also made a play called "Na dvuoru". The play was written in local dialect.

We are honored to have left something to the next generations.

Our duty is to preserve and keep our rich cultural heritage, architecture left and made in harmony with the way of life and nature.

2.2. JEMATVA (VINTAGE)

Basic information about the project

Project title	Jematva (Vintage)
Participants	Students of combined department II. and IV. grades Branch school Pražnica (12 students)
Mentor	Bisera Mihaić , class teacher of combined department
Estimated time	1 semester (4 months)
Objectives	<ol style="list-style-type: none"> 1. To increase students' motivation to learn 2. To associate project teaching with the teaching contents, and to gain permanent knowledge 3. To develop student's key competencies 4. To develop students' personality by encouraging perseverance, resourcefulness in new circumstances, communion and cooperation 5. To raise awareness of the need to preserve the tradition, traditional farming and processing as part of a personal and cultural identity
Expected results	<ol style="list-style-type: none"> 1. Increased student motivation for learning 2. Students qualifications for consistently achieving tasks in individual and group work 3. Increased students' key competencies 4. New insights into traditional farming, wine production methods 5. Better connection among students in achieving common tasks 6. Students qualifications for self-evaluation and monitoring of progress in the work on the project 7. Systematized project documentation (pictorial dictionary, literal works on native language, pp presentations and public presentation of work)
Main activities	<ol style="list-style-type: none"> 1. To visit the vineyard and the family engaged in growing grapes and grape processing in the traditional way 2. To collect data about ways of growing and processing grapes 3. To follow the process of picking grapes and wine production in stages 4. To create native dictionary with names, tasks and activities associated with the grape crop 5. To collect traditional recipes of food products from grapes 6. To make simple desserts

	<p>7. To connect the process of vintage with contents of majority teaching areas (Croatian language, Nature and Society, Mathematics and Visual Culture)</p> <p>8. Public presentation of work</p>
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2. The motivation for including the project in school curriculum

Teaching project in combined classes II. and IV. grades in the branch school in Pražnica is driven by the circumstances in which children live, work and learn. Students are educated in branch school in Pražnica for the first four years of primary education. They are educated in a branch school that includes all students from first to fourth grade. There were twelve students working on this project. Distance from the center (cultural and administrative), and life on the island as well as specific (isolated) geographical fact, objectively reduces the ability to engage students in a variety of extracurricular activities and programs that are available to most of their peers. Therefore, the school must do whatever is possible to minimize the consequences of a kind of social exclusion, the island's students, especially students from the small island school.

3. The methodology of the project

Project will include 7 steps:

1. Introduction to the topic (introduction to family dealing with the cultivation of grapes and grape processing in the traditional way)
2. Field research (vintag-vintage)
3. Data Processing
4. Fieldwork (in the tavern-grape processing)
5. Data processing and creative work
6. Creating simple products at school (juice and grape jam)
7. Presentation of work

Each stage of the research going on at the same methodical pattern:

- a) investigation of the facts and data collection (very real)
- b) processing of the collected information (in the classroom)
- c) connect new information with previous knowledge (classroom)
- d) systemizing knowledge (classroom)
- e) displaying the processed information (different means of expression: written and oral expression, drawing, painting, photography ...)

4. PROJECT REALIZATION

4. 1. EXAMPLES OF METODICAL UNITS

4.1.1. The first part of exploring: Introduction into the project

NAME	Introduction into the project
AIMS	a) to meet the traditional way of life in the homeland b) to explore the culture of living in homeland c) to understand the fact that the grape harvest in the past conducted differently than today d) to introduce traditional way of harvest (vintage)
KEY WORDS	Vintage, home, family, wine, economic activity, climate
PLACE AND TYPE OF LEARNING	classroom / heuristic teaching, classroom teaching
CROSSCURRICULAR POSSIBILITY	NL: asking questions, talking, answering questions, retelling, native speech NATURE: changes in the nature (fall-seasons), the family, the economy, homeland

DIDACTIC SCENARIO

1. INTRODUCTION

At the Nature class as introduction into a class project students discuss over season that comes and changes in nature. They follow the changes in the nature and talk about economic activities in the region.

Incentive issues:

What season comes after summer? Do you notice some changes in the nature? Which one?

What fruit do you expect in the fall? What are the activities related to the autumn fruits?

Does your family grow some autumn fruit? Which one? Why do they grow that fruit? What

do you know about it? What else would you like to know? Who could help us?

2. PROCESSING NEW DATA

Students are assigned to draw their family and describe a family traditional economic activities. After work presentation they conclude that some families among livestock, which is the primary activity in this place, are growing grapes. The vineyards in this region are reduced. Traditional way of growing and processing vanishes and our task is to look for the remains of this culture and get to know the main characteristics of the methods of growing, harvesting and processing of grapes. We go on a tour. Students observe the surrounding fields and they notice that there are no larger areas of vineyards.

We start to talk about vineyards:

Do you notice vineyards near the houses? Are they neglected? On which side of the world are vineyards located? Why is this important? Do the vineyards have all the necessary conditions for growth? What is the current stage of growth of the vine? What changes do you notice in the vineyard? What other jobs are expected for the winegrowers to have?

Students announce the start of the grape harvest in the vineyard. They will be acquainted with the traditional method of harvest and costumes related to harvest.

3. CONCLUSION

By arrival to the classroom, with the help from the teacher, students systemize gathered information in the field research. They are putting down their observations by making a mind maps. The main parts of that mind map are family, careers in family and economic activities.

Their homework is to inquire and investigate which family deal with traditional viticulture and grape processing.

4.1.2. The second part of the exploring: Vintage

NAME	Vintage
AIMS	a) To connect the present with the past b) To explore the traditional way of growing and harvesting grapes c) To introduce activities characteristic for vintage d) To develop key competences (communication, comp. learning and problem solving, social and labor)

KEY WORDS	Vintage, grape vine, "kaca", baskets, fat, "trs", "čokot"
PLACE AND TYPE OF LEARNING	field research, heuristic teaching
CROSSCURRICULAR POSSIBILITY	NL: asking questions, answering questions, summarizing, creative writing NATURE: day, parts of the day, past, present, plants life, living conditions for plants, the way the grape harvest; ART: Landscape (drawing): MUSIC: Rhythm

DIDACTIC SCENARIO

1. INTRODUCTION

From second grade students we find out the necessary information about the vineyard near the school where vintage will take place and where they will be able to participate. It will be the best way to get to know the principle of vintage .

At the beginning one student presents his family that is concerned with the traditional grape growing and winemaking. Grandparents of this student are working with grapes for decades. Student describes the position of the family vineyard in which we are invited to participate in the harvest. Teacher and the group of students agreed the details about going to vineyard.

We talk about the grape harvest:

What do you know about vintage? How can you pick grapes, which tools do you need? Are you familiar with some of the traditional tools and dishes used in the grape harvest? What kind? Why are these items used for? Do you want to see these items, to see their practical use and to find out their names on native language?

Students along with their teachers are leaving the classroom teaching, investigate the practices and participate in the harvest.

2. PROCESSING NEW DATA

Arriving at your destination, the family vineyard in the same location, the children greet the locals that they are talking about the history and tradition of family vineyards. There are some farmers in the vineyard, mainly members of the family. Students observe planted vines and notice that all rows vines are not planted and equally bound. They want to know why this is so. Their host explains that through past the way of planting and tying vines has changed. Some of the vines were planted long ago, and some were planted a few years ago.

We talk about it:

Why are grapes vines tied? How are grape vines tied today, and how was it tied in the past? Why is the way of tieing changeing? In what way? Why?

Students learn the basic parts of plants: "**trs, čokot, grožđe, čehulja**".

Children interviewed peasants:

What determines the start of harvest? When did you come this morning in the vineyard? Why than? What tool is needed in the harvest? Did they maintain traditional names of these tools? In what do you put grapes in? How do you carry the grapes to destination for further processing?

We conclude:

By measuring gradations of grapes farmers determine the time of harvest. They come to the vineyard early in the morning because of the fruit freshness. Their pick grapes with scissors and knives and they put it in the already prepared pastick baskets. It used to be baskets made of wood, but today those baskets are made of plastick material.

Some children are actually picking the grapes. They receive instructions from the oldest member of the family about the way of picking the grapes and how to use the tools (vineyard scissors). They put the picked grapes in the basket. They put filled baskets in plastick sacks.

We talk about it:

Why don't people use "mih" anymore? Why was their use so important in the past? Why are they replaced with plastic baskets?

It's time for brunch. Children sit together with the peasants, and each peasant eats what he brought with him.

Then a new set of questions to peasants:

Is there a traditional menu in the harvest? Do you always eat the same food? What did peasants eat in the past while working in the vineyard? Did they sing songs?

After brunch children paint vineyard using wax colors.

New knowledge about the harvest: the grapes are partially crushing in the vineyard, and then stored in "mih" (goat skin that was used to transfer must), loaded on horses or donkeys, and so would carry it to the tavern. There were not so many cars and trucks, and narrow roads led to the vineyards. That is why every family had an animal to carry cargo. Today, the vineyards are accessible for new constructed roads and cargo can be transported by truck, tractor or car. Transferring process is simpler and faster.

3. CONCLUSION

Our vintage finished. We have collected the necessary information understood the way of harvest and also enabled students to recognize the value of preserving heritage and accepting responsibility for the sustainable development of the region. We participated in the first stage of labor.

After this students have to analyze collected data.

4.1.3. The third part of exploring: In the tavern

NAME	FROM GRAPES TO VINE
AIMS	a) to know the way of processing grapes, crushing and extrusion b) to be familiar with traditional ways of processing at the tavern c) to introduce vocabulary related to "vintage" d) to develop competence for learning and problem solving d) to increase the motivation for expressing the native dialect
KEY WORDS	Kneading, extrusion, "drof", "vinotoka", "badanj", "turanj", "šešula"
PLACE AND TYPE OF LEARNING	Field work (tavern) heuristic teaching, classroom
CROSSCURRICULAR POSSIBILITY	NL: conversation, interview, describing, writing on dialect; MAT: addition and subtraction, measuring liquids; NATUR: home (house), occupation of people, grape processing, ART: light-shadow (various drawing techniques)

DIDACTIC SCENARIO

1. INTRODUCTION

We carry out the second stage of processing grapes. We will go to host a tavern and monitor what is happening with the harvested grapes. Tavern is situated in the very center of the town. It's a tavern in the family home. The son welcomed us at the door.

2. PROCESSING NEW DATA

Host of this project explains that the grapes brought from vineyards is crushed with legs in "badanj" that same day and it is left for a few days to perform alcoholic fermentation.

We ask questions:

Why are grapes crushed? For how long does the fermentation last? How do you call the product that is gained by fermentation? What kinds of dishes the product is unloaded and stored? What do you do with the rest of the grapes?

Grandfather (host), unloaded wine from "badanj"(a large wooden bowl) in "vinotoka" (shallow wooden vessel for wine) and than it is stored in barrels.The rest of grapes are placed in "turanj" (wooden wine press for extrusion). Children find this part very interesting because it is clearly shown. Children help to turn "turanj". Host shows to the children the way of kneading and extrusion of the remaining wine from "drof".

Old barrels, "šešule", "vinotoka" and "mih" are preserved in the cellar.

Heuristic teaching follows:

Do you recognize any of these preserved tools? What? Do you know their names? From which materials are these tools are made of? Who made these tools? For what these tools are used for? Would you know how to use them? Why don't people use it today? What are thay replaced with? Why?

Children come to the knowledge and value of technological progress and they conclude that advanced technology accelerates the process of growing and processing grapes. Various artists made antique tools. They were coopers, carpenters and blacksmiths.

Today we rarely find in these cases. They are replaced by cheaper, more convenient and more accessible tools and containers.

3. CONCLUSION

Students are making pictorial dictionary in the classroom. Thy draw objects that they have seen in the tavern, those objects that they were once used. Under the drawing they write the name of the object in native language. They make pictorial dictionary which contains drawings and names of objects that are used today in the vineyard and cellar. We compare dictionaries: several containers have changed by material and production, but it hasn't changed lexically.

The task for independent work: Collect old recipes for making juices and simple sweets from grapes.

4.1.4. The fourth part of the exploring: Grape processing

NAME	MAKING JAM OF GRAPES
AIMS	<p>a) To observe the process of making simple recipes</p> <p>b) To develop students' competence in learning and problem solving</p> <p>c) To increase students' social and occupational competence</p>
KEY WORDS	sweets, recipes, cooking, jam, preparing, preserving
PLACE AND TYPE OF LEARNING	The school kitchen, the use of electric. Equipments/ heuristic teaching
CROSSCURRICULAR POSSIBILITY	<p>NL: reading, chatting, describe, MAT: measuring the mass and liquid conversion units, creating mathematical story;</p> <p>NATURE: autumn fruits, Thanksgiving days for the fruits of the earth</p> <p>MUSIC: singing songs</p>

DIDACTIC SCENARIO

1. INTRODUCTION

We have collected traditional recipes of meals, drinks, sweets from grapes and grape jam. Students are willing to join a simpler processing of fruit harvested at a nearby vineyard. We have already cleaned and prepared some harvested grapes for storing sweets.

How many grapes have we picked? What kind of sweets can we make of it? Do you know how your grandmothers managed to preserve the fruit for a long time? How do you make jam? What ingredients do we need?

2. PROCESSING NEW DATA

We separate part of grape to prepare juice and jam in plastic container. One group will squeeze the juice from the beans.

With students talk:

Did we use all the mass of grape by squeezing? What will we do with the rest of the grapes? How can we get the sherry or "varenik"? Are these quantity sufficient? Do you know how can will preserve the juice?

Second grade students create mathematical story with addition and subtraction, and fourth grade students are measuring the mass and fluid, converted units of measurement.

Another group are preparing ingredients for cooking jam. By studying the recipe they start with preparation. In the school kitchen, at the electric stove, children begin to cook marmalade of red and white grapes, adding sugar and at the end of cooking they add homemade lemon.

How did our ancestors keep products from the fresh fruit? Did they have problems with storage? How did you come up with that conclusion? What accessories do you need for cooking jams? What kind of containers do you need for putting finished jam?

We have cooked the ingredients to desired consistency. We poured hot jam into hot jars and bottles and sealed it to keep the freshness of the product as long as possible.

3. CONCLUSION

By creating a simple product students have been introduced with home processing and storage of grapes and compared it with the processing of grapes in a wine cellar.

Conclusion:

These recipes are very popular, simple and practical. Seasonal fruits can be stored and retained without the addition of preservatives.

4.1.5. Public presentation

Students have presented their project in public that is interactively connected with the contents of all subjects of second and fourth grades. Students formed a written language, math and art works. Written and visual work are shown and orally presented. Also, songs about the grapes have been sung. Students presented pp presentation.

5. The conclusion at the end of the research.

The project aims are achieved. Student motivation to learning and working is increased. Student competence, especially linguistic and communicative competence is also increased, with an emphasis on understanding and fostering of regional idioms.

At the end of project students are socially and emotionally stronger and trained to make the most of their opportunities to collaborate with others.

They are aware about new knowledge about the homeland. Students have increased the awareness of the value of their heritage and the need to preserve heritage values.

2.3. NURSING HOME “Happy days”

1. BASIC INFO

Title of the multi-year framework project	SUSTAINABLE DEVELOPMENT OF GORNJI HUMAC
Title of the subproject	NURSING HOME “Happy days”
Participants	Combined class (1.- 4. grade) students, branch school G. Humac (8 students)
Mentor	Siniša Lučić Lavčević, class teacher
Duration	3 months
OBJECTIVES	<ol style="list-style-type: none"> 1. to make the lessons dynamic, interesting and challenging for all students 2. to recognize the importance of the role of each individual in local community 3. to recognize the strength and the quality of working together 4. to recognize the value of natural resources of the homeland and the importance of preserving it 5. to sensitize the young towards the elderly and the disabled community members 6. to realize the stipulated teaching contents through project activities 7. to allow each student’s achievement in his appropriate area of education
EXPECTED RESULTS	<ol style="list-style-type: none"> 1. greater students’ commitment in school activities, more pronounced action on their own initiative – entrepreneurship 2. better educational outcomes 3. active participation in the life of the local community, e.g. caring and helping older people - responsibility and altruism 4. students’ use of experiential potential of older

	<p>residents in exploring the culture of living in the past - intergenerational cooperation</p> <p>5. strengthening students' role and the role of school in the community while organizing and commenting on social events in the village</p> <p>6. list of unused natural and social resources of the homeland and the plan of their use in line with sustainable development</p> <p>7. project documentation and public presentation</p>
<p>MAIN ACTIVITIES</p>	<p>1. exploring demographic trends in Gornji Humac</p> <p>2. forming a project team and its accompanying services</p> <p>3. defining initiators of social development in Gornji Humac</p> <p>4. getting to know occupations of people in the homeland</p> <p>5. exploring the natural and social conditions of the homeland</p> <p>6. identifying occupations that can be developed using existing natural and social conditions</p> <p>6. presentation of selected occupations</p> <p>7. verification of presented occupations carried out by services of project team</p> <p>6. implementation of student development project</p> <p><i>Nursing Home</i></p> <p>7. systematizing project documentation</p> <p>8. public presentation of student project</p>

2. PROJECT REALIZATION STAGES

1. Remembering the last project in which the demographic trends in Gornji Humac were explored, setting the cause - effect relationships for population decline
2. Researching on the disadvantages of living in Gornji Humac and anticipating factors of social development
3. Forming Project Team (PT) for creating pupils' development projects:
 - a) selection of services within the Project Team arising from the life needs of the village
 - b) defining the criteria for the selection of PT and services leaders

- c) the choice of PT and services leaders
- d) formulation of rules of working and decision-making within the PT
- 4. Studying natural and social conditions in the homeland
- 5. Proposing development projects and process of PT services coordination
- 6. Developing a plan for the successful implementation of development project *Nursing home "Happy Days"*
- 7. Realization of students' project *Nursing home "Happy Days"*:
 - a) selecting the appropriate location
 - b) selecting the appropriate object with a garden
 - c) designing the object interior
 - d) developing a weekly stay program as an example of a year-round living in the home
- 8. Systematizing project documentation and public presentation of students' project

3. PROJECT REALIZATION

3.1. Stage one: Setting the cause - effect relationships for noticed population decline in Gornji Humac

TEACHING UNIT TITLE	The causes of population decline in Gornji Humac
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none"> a) to see cause - effect relationships within a given phenomenon b) to recognize the future of the village if existing demographic trends continue b) to develop responsible behavior toward the future of the homeland
KEY CONCEPTS	population decline, cause and effect, responsible behavior
PLACE AND TYPE OF TEACHING	classroom
CROSSCURRICULAR POSSIBILITIES	<p>MOTHER TONGUE: listening, discussing</p> <p>NATURE: Family members, The place I live in, Present, Past and Future - ancestors and descendants; MATHS: The ratio of the number of inhabitants at the beginning of the 20th century and at the end of the 20th century - Trend of declining population</p>

DIDACTIC SCENARIO

1. INTRODUCTION

Students and teachers watch last year's presentation of the project on the topic of population decline in Gornji Humac. In order to identify the current situation, the teacher asks the following questions:

How many people live in Gornji Humac today? (260); How many people lived in the beginning of the 20th century? (500); What happened to the population during the 20th century? (Decreased); How much has the population been reduced? (Around 240 - halved); Is that a lot? (yes / no); If the number of students in our school were halved, how many of you would be left? (four)

Students recognize the extent of the changes.

2. MAIN PART

In order to identify the severity of possible consequences teacher asks the following questions:

In the last hundred years the population has decreased for about 240. What might happen to the population in the next hundred years if this trend continues? (it will be halved / there will be no people in G. Humac); How would this place look without the inhabitants? (sad, abandoned, dead ...) *How do you feel thinking about it? (uncomfortable, worried, ...); Can anything be done to prevent this? (yes / no) Who can do it? (parents, family, the mayor, the president ...), What can I do? (not leaving Humac, bear more children, forbidding men to leave from here ...); Can we do something to save the village from extinction? (no, because we are small, yes - we have to warn the people what would happen); Would you like us to participate in trying to save the village? (yes); How?*

*Imagine you're a doctor. Patient complaining of a sore throat comes to you. What will you do? (give him a drug / look at his throat) What remedies are there? (a lot of it); **So how do you know what medication should be prescribed?** (well hmm ...) *That is why I would choose a doctor that would first look at the throat and then decide why it hurts - **determining the cause of the pain.** Would it then be easier to select the appropriate remedy? (yes)**

Conclusion: in order to impact on any change / phenomenon, it is first necessary to determine why the change is happening, or what the causes are.

What could be the causes of population decline in Gornji Humac? (people die, die in wars, people are leaving Gornji Humac, fewer children are born ...)

Everything you said has been happening, but we have to find out the right cause of population decline. So you will conduct a little research at home. You will write the data obtained on these worksheets.

3. FINAL PART

Teacher announces the implementation of research and gives directions.

Students receive two worksheets for their homework.

On one worksheet they should note the number of their brothers and sisters, brothers and sisters of their parents, brothers and sisters of their grandparents and brothers and sisters of their great-grandmother and great-grandfathers. The aim is to determine whether the number of children in families decreases.

On the second worksheet students should write down the results of the survey on the number of family members emigrated through four generations (students' family, parents' family, grandparents' family, great-grandparents' family). They should also explore the reasons people emigrated.

What is the purpose of our research? (To determine the causes of population decline) This research will confirm or reject your assumptions about the causes of population decline.

Why is it important to determine the causes? (in order to select the appropriate remedy)

3.2. Stage Two: Developing a plan for sustainable development of Gornji Humac

TEACHING UNIT TITLE	Sustainable development of Gornji Humac
EDUCATIONAL OBJECTIVES	a) introducing basic needs of modern man / society b) identifying differences in the culture of living in the past and in the present c) presenting assumptions about causes of changes in the culture of living d) raising awareness of every individual's duty to participate actively in the life and development of community e) creating plans for better future by using experiences from the past and each man's individual abilities
KEY CONCEPTS	life needs, culture of living, experience, active participation, ratio, sustainable development, development project
PLACE AND TYPE OF TEACHING	classroom
CROSSCURRICULAR POSSIBILITIES	MOTHER TONGUE: a telephone conversation, reporting, presentation, listening, discussing, NATURE: My homeland in the past, Family life, Family and relatives, Protection and preservation of the environment, Individuals and communities, Human rights MATHS: comparison of quantity, size ratio

DIDACTIC SCENARIO

1. INTRODUCTION

Teacher, along with the students, analyzes the results of research conducted by the students at home. In doing so, they used the instructions given by the teacher, and wrote down the data on previously prepared sheets.

Let's remember the purpose of this research? (to confirm or to reject our assumptions about the causes of population decline in Gornji Humac). In order to be properly understood, we must agree on the terms for:

- a) great-grandparents' family*
- b) grandparents' family*
- c) parents' family*
- d) your family*

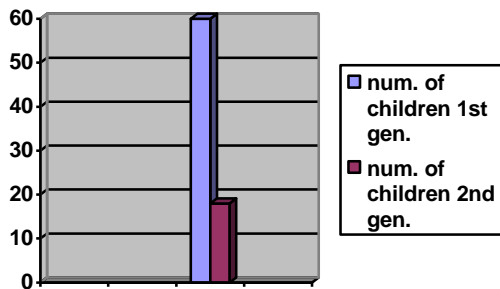
I propose the following names:

- a) great-grandparents' family - the family of the **first generation** of research*
- b) grandparents' family - the family of the **second generation** of research*
- b) parents' family – the family of the **third generation** of research*
- c) your family - a family of **fourth generation** of research*

Now let's take the worksheet on which you wrote down the number of children in families. We have 16 worksheets (because every student explored another family except his, in order to make the sample more representative; this way quarter of the population was covered). We will sum the number of children in the families of the first generation (16 families), then we'll sum the number of children in the families of the second generation (16 families), then the number of children in families of the third generation, and finally the number of children in families of the fourth generation of research. The teacher writes the data on the board.

<i>1. number of children in the families of the first generation of the research (sum)</i>	<i>60 children (16 families)</i>
<i>2. number of children in the families of the second generation (sum)</i>	<i>48 children (16 families)</i>
<i>3. number of children in families of the third generation (sum)</i>	<i>28 children (16 families)</i>
<i>4. number of children in families of the fourth generation (sum)</i>	<i>18 children (16 families)</i>

Let's compare the sum of children in the families of the first generation of research with the sum of children in the families of the fourth generation of research. Which sum is smaller? How much smaller? (42) In order to present that ratio to the students, the teacher drew a simple graph.



How many children there are today, compared to the past:

- a) half of the former number (two times less)
- b) more than half of the former number
- c) less than half of the former number

In your opinion, is it a big change in the number of children?

(We can also use the number of students in the classroom and a proportional reduction, as in the

first stage).

Now let's compare the number of children with the number of adults at the beginning of the 20th century and today (information on the number of adults in these two periods are taken from the first stage, and the number of children in these two periods teacher got reviewing school records).

	Past time	Present time
Children and adult		
number ratio	1 : 1	1 : 4

These records are read: one to one, one to four. What do we know from these ratios, how many adults came on one child in the past, and how is it today?

If students fail to decode the records, or they are not familiar with the term *ratio*, teacher will ask them where they could see these kind of records. The best example of such a record is the bottled juice (syrup), because it's practical experience from their everyday life.

On each bottle of syrup this record can be seen. Who could interpret it? What instructions it provides? (the juice is mixed in a ratio of 1:6, which means that on 1litre of syrup we put 6 liters of water) This

knowledge can be transferred to the current teaching situation.

In the past, there was one adult on one child, and now there are four adults on one child. How many times more older than the children there are in the community? (4 times more)

This is a big change and it confirms your assumption.

Decrease in the number of children in families is one of the causes of total population decline in Gornji Humac.

We will now analyze your other research. Prepare a worksheet on which you wrote down the number of emigrated family members in the families of the 1st, 2nd, 3rd and 4th generation of research.

After processing the data results are as follows:

<i>1. number of emigrated family members in the families of the 1st generation (sum)</i>	31 emigrated of 71 family members (16 families)
<i>2. number of emigrated family members in the families of the 2nd generation (sum)</i>	33 emigrated of 59 family members (16 families)
<i>3. number of emigrated family members in the families of the 3rd generation (sum)</i>	16 emigrated of 33 family members (16 families)
<i>4. number of emigrated family members in the families of the 4th generation (sum)</i>	No one emigrated because they are still young (16 families)

It is important to compare the obtained ratios. In order to compare the ratios we use the half as understandable landmark for students of this age.

We must determine whether the number of emigrants is smaller, equal to or higher than the half of the total number of family members.

First, we calculate half of the total number of members. Then we compare the number of emigrants with the half (the second row in the column).

<i>the first generation</i>	<i>the second generation</i>	<i>the third generation</i>
$31 : 71$	$33 : 59$	$16 : 33$
$31 < 35$ the half of 70	$33 > 30$ the half of 60	$16 = 16$ the half of 32
<i>less then half</i>	<i>more then half</i>	<i>exactly half</i>

When did the most people emigrate compared to the total population? (in the 2nd generation)

Looking from the past to the present did emigration increase or decrease? (increase)

Number of of emigrants people has increased, and the total population decreased. Can we relate these two phenomena? (we can) Explain (residents who emigrate no longer live in Humac).

These results confirmed our second assumption. Emigration is one of the causes of the the total population decline in Gornji Humac.

There is also a third cause: the tribulation of the population in the World War II. In this war 43 people were killed, which was approximately a tenth of the total population. That can not be influenced anymore, unlike emigration and population decline, which is still happening. Therefore, we will investigate and try to determine how to influence these two important phenomena in society.

2. MAIN PART

Now that we have identified the causes of population, what are we supposed to do? (To present results to the people)

Do you think it will affect their decisions? (No)

We still do not have enough information for performing adequate action. The next activity is to explore why people leave the village and why they do not want to start a family.

In searching for the causes of emigration we use data from the worksheet 2, where the reasons why people emigrated should be written down. We organize the data and we come to the following conclusions: People mostly emigrated because of poverty, lack of jobs, education, war, marriage.

Can you assume some of the causes of emigration today? (Lack of jobs, poor selection of occupations, hard life, schooling, poor career opportunities, lack of leisure facilities, lack of social events, the culture of life ...).

We conclude that people leave searching for better living conditions or places with different culture of life. We have no right to judge the justification of such actions. Every person has the right to make decisions and to act in order to satisfy his/her needs.

Can you assume the causes of another social phenomenon - the small number of children in the community? (People do not love each other, they are lazy, they do not want commitment, are afraid of poverty, fear they would not be able to afford their children everything they need).

We see that some of the causes of these two phenomena overlap – they are same. What are the causes mentioned in both cases, but in a slightly different way? (Lack of jobs and the fear of poverty in the near future). Surely these causes are present in the community today, but they were more pronounced in the past. How did people manage to deal with it in the past?

(They lived much poorer, worked harder, and the future was uncertain). *In such conditions of life (which were certainly worse than today) they started families and had children. How do you explain that?* (They were more modest, more diligent, more patient, accustomed to the various forms of suffering) *Why people changed?* (Because of technology development they saw and felt better quality of life, the development of society provided new rights, people know what they are entitled to and what they have the right to ask) *Are those changes in the society good or bad?* (Good) *Who behaves inappropriately, us or our ancestors?* (We all behave in accordance with the social circumstances in which we live) *Finally we reach the moment when we can say what should be done to attract people to stay and to live in Gornji Humac.* (To achieve a better quality of life in Gornji Humac) *When we say quality of life, what does that mean? What do you think about when you hear the word quality?* (Something lasting, healthy, reliable, fair, intelligent, strong) *Now add a word "life" to that word* (lasting life, healthy life, a safe life ...)

How can we achieve something like that? What is the driving force of such a development? (People and money, because society in which we live is ordered that way) *How do we make money?* (Working) *So the cooperation of people is necessary. Under what circumstances will people cooperate, work diligently and be motivated to work?* (If they can achieve the desired results)

Conclusion: *What should be offered to current and future residents of Gornji Humac?* (**Achievable plan of activities development in Gornji Humac, based on existing natural and social conditions**) *What do people have to use in their work?* (Natural and social values) *Can you predict adverse consequences of irresponsible use of natural and social values?* (their consumption or destruction) *What would be the consequences of irresponsible use of the existing values?* (creating even worse living conditions or complete destruction of the life in the homeland) *How should we use natural and social values?* (not destroying it – so it can be permanently used)

Conclusion: The development which is based on previously defined conditions is called sustainable development.

3. FINAL PART

We can see it will not be easy to make the right decisions and to make a development plan that will meet all of people's needs while taking care of future generations. To reduce the possibility of mistakes, it is necessary for all of us to participate in the creation of the development plan. Our individual diversity allows us more comprehensive, broader and better thinking. Someone will focus on the sport, someone on cultural sites, on nature, on entertainment, on learning... and this way our development plan will cover all areas of life.

Until our next meeting you should consider how we can organize and make decisions, how we can provide for each of us to take part in the work equally, how we can deal with disagreements, how we can ensure the development of all areas of society and avoid the destruction of the natural and social values of the homeland...

3.3. Stage three: Forming a project team

TEACHING UNIT TITLE	PROJECT TEAM
EDUCATIONAL OBJECTIVES	a) to recognize the benefits of organized action b) to get acquainted with the process of structuring the organization c) to be able to select the appropriate criteria for the selection of candidates c) to understand the importance of a precise definition of the organization rules d) to recognize the benefits of distribution of tasks e) to see the impact of a single work on the results of the entire organization f) to get acquainted with the decision-making process in organized communities
KEY CONCEPTS	the organization, the project team, service, voting, the selection criteria
PLACE AND TYPE OF TEACHING	classroom
CROSSCURRICULAR POSSIBILITIES	MOTHER TONGUE: oral performance, listening, discussing, reporting, notification, NATURE & SOCIETY: Living and working in the school (community); Individuals and communities; ARTS: visual symbols of the project team and related services

DIDACTIC SCENARIO

1. INTRODUCTION

Teacher discuss with students about the conclusions from the last meeting and the tasks they have been given for homework.

What is the objective of our work on this project? (preservation of life in Gornji Humac)

What needs to be done to achieve this objective? (to develop a plan for sustainable development of Gornji Humac)

What is the most important part of the plan? (the list and launch plan of activities that can be developed in Gornji Humac considering the existing natural and social conditions).

We will all have our own ideas and suggestions. How can we ensure the selection of the highest quality proposals and the right decisions? (we need to organize) What does it mean - to organize? (to agree on what we do, how we work, who will do what, what we will need in the work, who will help us ...) Do you know any organization? (Red Cross, UN, the companies they parents work for ...) Is the school some kind of organization? (Well ... yes / no) Does the school have its purpose? (yes) Does the school have goals? (yes) Are there any rules in school? (yes) Does anyone coordinate school activities and controls whether the results are achieved? (yes) I have listed the characteristics of the organization, and you have identified all the characteristics in the school. It means the school is also an organization. We will set up a particular organization in the school, whose purpose will be to develop the plan for sustainable development of Gornji Humac. The teacher and all the students will be members of the organization.

*The organization will be called **The project team**.*

What the success of the project team depends on? (knowledge, seriousness, responsibility, cooperation ... of members) Everything you have mentioned is true, but success also depends on the method of work of the project team. We need to decide: what are the objectives of the team, how to achieve the objectives, which are the areas of work, who will do what - distribution of duties, distribution of responsibilities, what will be the procedure for proposals selection and decisions making, how we resolve disputes within a team. So let's get to work!

2. MAIN PART

What is the objective of the project team? (Creating a plan for sustainable development)

Work on the tasks will lead us to the objective. What are our main tasks? (to make a list and the launch plan of development activities) What determines the choice of development activities?

(existing natural and social conditions) Do we know at this moment all natural and social conditions in our homeland? (no) It means we'll have to get to know it. This will be our first team assignment.

Now we have set two main tasks of the team:

1st – to explore the natural and social conditions in the homeland

2nd – to make the list and the plan to start development activities

If we want to improve the quality of life in Gornji Humac and to satisfy all citizens, we need to make sure that the development involves all areas of society: economy, education, health services, helping the elderly and disabled - welfare, sport and culture. We should make sure that economic development doesn't compromise the preservation of natural resources. In order to achieve all that, we will form Project team services.

The project team will have services for the following areas: economy, education, health and social welfare, sport and culture, nature protection, legislation and finance.

We will now determine the purpose of each service.

What is the purpose of the Economy service? (Development of economic activities); What is the final result of its work? (Increasing the number of jobs, the diversity of occupations, earnings - money)

What is the purpose of the Education service? (Quality youth education, courses for adults depending on the needs of the local economy) What is the final result of its work? (Students prepared for further education and adults trained for activities in their homeland)

What is the purpose of the Health and social welfare service? (Improve health services - opening infirmary in Gornji Humac, ensuring the social welfare) What is the final result of its work? (Safer and more carefree life in Gornji Humac)

What is the purpose of the Sports and culture service? (to provide sport and cultural activities for all generations) What is the final result of its work? (healthier living of the population, cultural education and satisfaction of the population)

What is the purpose of the Nature protection service? (conservation of homeland's natural resources) What is the final result of its work? (natural uniqueness and diversity of homeland, ensuring the living conditions for future generations)

What is the purpose of the Legislation service? (to determine the rules of living in Gornji Humac taking into account the equality of all members of the community) What is the final result of its work? (protected and satisfied residents)

What is the purpose of the Finance service? (responsible distribution of money) What is the final result of its work? (development of all areas of social life)

What service is still missing?

Who leads the state? (President) Who leads the city? (Mayor) Who leads the school? (Director) Who will be leading our project team? (Team leader)

So now we have a Team leader service.

What is the purpose of the existence of that service? (quality and successful work of the Project Team) What is the final result of its work? (achieving the objectives of Project Team)

Now that we have met all the Project Team services, we can start preparing for the election of leaders of each service. **What should we evaluate when selecting leader? (characteristics, knowledge, experience, candidate's desires).**

Those are the selection criteria. They guarantee us a good choice.

How do we decide which knowledge and experience are necessary? (it depends on the jobs for which the candidate is being chosen) Let's determine the necessary knowledge, experience and qualities of future candidates for each service.

Specify some necessary knowledge, experience and characteristics of Project Team (PT) leader.

(He should be well acquainted with other members of the PT; he should be able to: plan activities, share responsibilities, predict the duration of activities, communicate with colleagues inside and outside the PT, lead PT meetings, supervise the work, equally relate to all members, recognize a good idea, mediate in resolving disputes within the PT; he should also be responsible, diligent, consistent, clever, honest ... and have experience in leading organizations, e.g. class president)

Specify some necessary knowledge, experience and characteristics of Economy service leader.

(He needs a good knowledge of the natural and social conditions in the homeland, traditional activities and products, processes of certain activities, natural and social good required for activities development; he should be creative and hard-working, and have experience in performing certain jobs)

Specify some necessary knowledge, experience and characteristics of Education service leader.

(He needs to know how can the school and students get involved in the development of the village - what can the school provide, how can the school make a profit, how to achieve high-quality teaching; he should be creative, persistent, communicative, and have previous experience working on school projects)

Specify some necessary knowledge, experience and characteristics of Health and social welfare service leader.

(He should be familiar with the factors of health and healthy living; he should be able to find a way to generate profit for health service without refusing services to all residents; he should be clever, compassionate, caring, cheerful; experience in managing local humanitarian action and experience in performing the duties of school hygienist is also necessary)

Specify some necessary knowledge, experience and characteristics of Sports and culture service leader.

(The knowledge about the necessary conditions for the development of sports; knowledge about the effects of physical activity on human health; knowledge of traditional games; knowledge of cultural attractions in the homeland and the need to preserve them; he should be able to develop the idea of

generating profit within this service; to know how to use cultural heritage in economic purposes without compromising values; he should be skilled at negotiating - because of expected disagreements with the ministry of economy; he should be creative, responsible, patient, calm ..., and have experience in organizing local social events, such as the construction of drystone walls.)

Specify some necessary knowledge, experience and characteristics of Nature protection service leader.

(The knowledge of the natural resources in the homeland, the possibilities of their use without harmful consequences; knowledge of consequences of destructing natural resources; he should be caring, responsible, communicative, a skilled negotiator, willing to collaborate, to have experience such as arranging the school garden ...)

Specify some necessary knowledge, experience and characteristics of Legislation service leader.

(To be able to explain the importance of the rules in every organization and the consequences of non-compliance; knowledge of certain human rights, knowledge of school rules; he should be fair, consistent, responsible, have experience in conducting mediation proceedings, e.g. experience in creating the rules of our classroom community)

Specify some necessary knowledge, experience and characteristics of Finance service leader.

(Correct use of mathematical language, knowledge of performing calculation operations, the ability to estimate the size and the relation between them; organizing and presenting information; the ability to identify high-quality projects; he should be cautious, calm, honest, rigorous, and have experience managing finances – e.g. the class treasurer)

Once selection criteria have been defined, proposing and choosing the service leaders starts. Each selected candidate should express consent - a willingness to accept the offered service. Until next meeting each selected leader will prepare welcome speech including: greeting the members, gratitude for their confidence, stating evidence that members did not err in choosing. Finally, he must express belief in achieving objectives of service.

3. FINAL PART

At the end of the third stage of the project, the teacher along with the students will remember what has been done so far. He will then announce the next stage.

Now that the project team was formed and everyone knows their duty, until our second meeting you should consider the first task of the project team. It is: how to explore the natural and social conditions in the homeland?

3.4. Stage four: exploring the natural and social conditions in the homeland

TEACHING UNIT TITLE	Natural and social conditions in the homeland
EDUCATIONAL OBJECTIVES	a) to get familiar with natural features of the homeland b) to understand meaning of the concept <i>social conditions</i> c) to connect natural conditions with traditional occupations of people in the homeland d) to raise awareness of the consequences of irresponsible management of natural resources e) to get familiar with the cultural attractions in the homeland f) to recognize the value of cultural heritage g) to understand the obligation of preserving natural resources and the development of social conditions in the homeland for future generations
KEY CONCEPTS	natural and social conditions, public welfare, tradition, cultural attractions, irresponsible management
PLACE AND TYPE OF TEACHING	fieldwork: Gornji Humac and its surroundings
CROSSCURRICULAR POSSIBILITIES	MOTHER TONGUE: oral presentation, asking questions, answering questions, listening, interview, using books and the internet, documentation NATURE AND SOCIETY: The living conditions, My homeland, Water in our country, Weather features of the homeland, My homeland in the past, Protection and preservation of the environment, Clean environment, ARTS: Cultural Heritage of the homeland MUSIC: Traditional songs of the homeland

DIDACTIC SCENARIO

1. INTRODUCTION

Students held a welcome speech. Then the teacher started a conversation about today's task. *For homework you were supposed to think of the way to explore and discover the natural and social conditions in the homeland. Tell us your suggestions.* (to go for a walk and observe nature, then writing it down on worksheets, talk to older people, use the previous school projects, using books and the Internet ...)

- *You mentioned various data sources. All of them will surely be used in your research. Before we begin with the research, we must clearly define the objective of the research.* (natural and social conditions in the homeland).

- *Do you know the meaning of the term **condition**?* (the process of explaining a new concept should be closely followed; the word is used out of context, and the students will not be able to properly explain it, therefore it should be placed in the context of everyday speech)

- *Your parents probably said to you: "You can go outside. The condition is that you first write the homework."*

You all know what they meant by that. Is it possible to go outside? (yes) What you need to do before that? (to write the homework assignment) So we have two events, going outside and writing homework. Is it possible to replace their sequence? (If a parent holds his word sequence can not be replaced) What does your going out depend on? (it depends on written homework)

- *Right, the homework is condition for your going outside. Can someone now explain the meaning of word condition?* (younger students will probably hold on to concrete examples, but older ones could easily generalize the meaning of word, e.g. a condition is something what should exist or should be provided to make something else happen)

- *What would be the natural conditions?* (natural conditions - features of nature that surrounds us, which allowed us to live here) *Please count the features.* (altitude, relief, soil composition, weather through the seasons, water, plant and animal communities)

- *Now think about the meaning of the word **society**?* (friends we play or hang out with...)

The society is a community of people. What would be the social conditions? (probably the students will think of the conditions for the existence of society, so the teacher will warn them)

- *Now we think about what have people done before so we can live here today.*

What people ensured in their homeland? (water supply, electricity supply, roads, settlements, housing, establishments)

- *Where would you place traditional activities - activities people have performed since ancient times in the homeland?* (natural resources are used, but men must cleanse the land, put stones together on piles, process land, plant vines, ... so traditional activities are also social conditions)

- *Where would you place the knowledge and experience that people show when performing different jobs?* (one has to work in order to gain knowledge and experience, it can not be found in nature - social condition)

Conclusion: All that nature provides us belong to natural conditions. Everything that man has created by his work belongs to social conditions.

In order to recognize a man as a part of all this, and not something above all this, teacher asks the problem question.

Where does a man itself belong, to natural or social conditions of a homeland? Let this question remain open.

2. MAIN PART

The main part of the class is carried out through field work in Gornji Humac and the surrounding area (the area between Gračišće and Brkata). Higher grades students, under the guidance of geography and history teacher Ana Marčić, will join the field research.

Students from branch school Gornji Humac are divided into two groups. Group A investigates and identifies natural conditions of life in the homeland, and group B investigates and identifies social conditions of life in the homeland.

Each student (according to his interests, abilities and characteristics) gets a role in the group.

observer (observes and reports the contents required) - 2 students

scorer (records the data) - 1 student

mediator / supervisor (mediates within the group and outside the group with the teacher, supervises the correctness of operation) - 1 student

Teacher prepared the worksheet that will guide students through research.

WORKSHEET A

OBJECTIVE: To investigate and record the natural conditions of life in the homeland	
NATURAL CONDITIONS	FEATURES OF OBSERVED NATURAL CONTENTS
altitude (above sea level)	
relief	
soil	
homeland waters	
vegetation	
wildlife	

The climate is not listed among the natural conditions because it is not possible to determine it on the basis of one-day field research. Upon returning to the classroom teacher and the students will use the result of the "Weather characteristics of the homeland" project in order to put together the image of their homeland climate.

WORKSHEET B

OBJECTIVE: To investigate and record the social conditions of life in the homeland		
SOCIAL CONDITIONS		
historical sites		
traditional activities		
contemporary activities		
transport connections		
water supply		
electricity network		
public institutions		
population		
age of the population		
educational level of the population		
direction of the education of today's high school and college students		
social sectors of the local community achievements		
places where immigrants live		

Part of the data on social conditions in the homeland (related to the population) will be taken from the framework project "Sustainable Development of Gornji Humac," respectively its first part - "The demographic picture of Gornji Humac".

3. THE FINAL PART OF THE RESEARCH DAY

Upon returning to the classroom teacher and students analyze the collected data and compile "identity card" of Gornji Humac and the narrow surroundings.

The analysis will be carried out through the conversation led and directed by teacher's questions:

- *What quality natural conditions Gornji Humac has?* (natural conditions: slightly hilly relief, combination of coastal - mountain climate, air quality, a large number of pits, expansive valleys, high quality stone - so called *Humac stone panel*, holm oak forests, medical herbs habitats, spacious pastures, big trees: *klenj, koprivac, zelenica, mulberry* ...)

- *What quality social conditions Gornji Humac has?* (cultural - historical monuments: ancient ruins, Greek mounds, ponds, legends, churches, hovels, cisterns, cellars, traditional tools and pots ...; traditional activities: viticulture and wine production, sheep farming, quarrying; transport links: airport, ferry ports distance, public transport; water supply: the existence of water supply network from 1993.; power grid: electrification of village; public institutions: ambulance and post office)

- *What natural conditions Humac doesn't have plenty?* (water) *Certainly, the lack of water was a big problem in the past of the homeland. How did a man compensate the lack of that natural resource?* (In the past water tanks were built for collecting rainwater, and in the recent past a water supply network was built to bring water from the mainland).

Teacher continues the conversation trying to identify the correlation between the lack of natural conditions and social conditions for compensating those lacks.

- *Let us examine the relationship between natural and social conditions using the following example: Water is a natural resource (lacking in our homeland), and water tanks and water system are social good which ensures the required amount of water (natural resource) in the homeland. Based on the above example, can you tell me what is the purpose of certain social goods?* (to compensate the lack of natural contents in nature)

- *Specify another natural condition lacking in our homeland.* (fertile ground)

- *How did the man reduce this disadvantage?* (cleaning the ground by removing the stones, putting it on stone piles and creating small areas of arable land)

- *When he prepared the ground, what he had to be careful of when choosing plants to be planted?* (he had to choose plants that tolerate stingy soil, drought, heat during the summer and ice and snow during the winter)

- *Using this example, we will determine the social goods that arose as result of poor natural condition*
- *rocky soil.*

natural condition

Rocky ground

social condition occurring as a consequence of natural condition

stone piles, the position of the village (not taking the usable soil),

the selection of plants

Conclusion: Poor natural conditions are supplemented by social goods in order to build a better life in the homeland. The worse natural conditions are, more developed social conditions are necessary for better quality of life.

- *Specify social conditions that have not been sufficiently developed in our homeland? (All contents related to the population: the number, the age, education, social works ...)*

- *In the previous discussion we concluded that some natural disadvantages can be supplemented with social conditions. Can our disadvantages - a lack of people (especially young people) – be supplemented? (lack of people can not be supplemented)*

- *So people should be attracted to come and remain living in Gornji Humac. What do we have to ensure to make people come and stay? (quality conditions of life)*

- *Specify the most important condition for living somewhere? (the possibility to work and earn)*

ANNOUNCEMENT OF THE FOLLOWING PROJECT TASK

Our next task is to determine development activities in Gornji Humac that will enable employment and earnings of inhabitants. In order to offer activities that can truly develop and give good results you have to think about the existing natural and social conditions in our homeland. Make the most of the natural and social conditions our homeland is rich with. Also consider how to compensate for conditions which do not exist or are poorly present. You will expose and substantiate with facts your suggestions at the next meeting of the project team.

3.5. Stage five: proposal and selection of development projects

TEACHING UNIT TITLE	Selection of quality development projects
EDUCATIONAL OBJECTIVES	a) to understand the relationship between economic and natural - social activities and living conditions in the homeland b) to identify components of specific economic activities c) to recognize the consequences of certain activities on the

	<p>environment and society</p> <p>d) to understand and apply the selection procedure for high quality proposals</p> <p>e) to meet the mechanism of multiple testing of proposals</p> <p>f) active participation in local community development</p>
KEY CONCEPTS	development activities, social development, integral development, components, arguments, presentation, quality proposal, multiple tests, compromise
PLACE AND TYPE OF TEACHING	classroom
CROSCURRICULAR POSSIBILITIES	<p>MOTHER TONGUE: oral presentation, asking questions, answering questions, listening, discussing, reporting on the task</p> <p>NATURE AND SOCIETY: Coastal homeland, occupation of the people in their homeland, protection and preservation of the environment, cultural institutions in the homeland, healthcare facilities, economic activities in the region, the economy and the quality of the environment, plant life, animal life, meadows, forests</p> <p>MATHS: Assessment of the value of costs and earnings</p> <p>ARTS: advertising posters</p>

DIDACTIC SCENARIO

1. INTRODUCTION

In the introductory part of the lesson, students will be introduced to the selection procedure for the proposed development activities.

- Your job was to consider and, based on identified natural - social conditions in the homeland, to choose an activity that could be developed in our homeland and that might encourage social development of the local community.

Such activity is called development activity. To bring the development activity idea to life, it should be developed through project work. The project aimed at developing homeland is called development project.

Now you try to explain the meaning of the term "development activity". (an activity that can be developed, an activity that develops homeland) This is an activity that will encourage the development of our homeland.

- What should the social development improve? (quality of life in the homeland)

In order to improve the quality of life in the homeland, all areas of life must be developed.

- Let's repeat, which are the areas of social life (remember the services of our Project Team, they represent areas of our daily life)? (education, sports, culture, economy, health and social care, finance ...).

Development that promotes all these areas of life is called the integral development.

- We need to choose activities that will encourage the development of all areas of society. How to choose such an activity (recall elections for the heads of the project team services)? (in order to choose the preferred development activities, we must determine the choice criteria)

- Well-chosen criteria lead us to the proper choice. The criteria will be divided into two basic groups:

a) General criteria - lead us to the selection of those activities that can be developed in our homeland. Makers of the general criteria are all members of the project team

b) Specific criteria - lead us to the selection of those activities that will encourage the development of all areas of life

Makers of the specific criteria are Project team service leaders. Every leader must think independently, remembering the goals of his service, and determine the specific criteria based on these goals.

2. MAIN PART

- We will now specify the general criteria for the selection of development activities.

How to check whether a proposed activity can be developed in our homeland? (we have to check if people have already practiced this activity)

- Do you think that there are activities people have not practiced in the past in our homeland, but could practice in the future? (yes / no) We will answer together.

- What is necessary for the development of each activity? (natural and social conditions)

- Have natural conditions changed? (very little / irrelevant)

- Have social conditions changed? (yes, very much)

- So what can we conclude, if the conditions changed can activities also be changed? (yes)

- Can we develop new activities, non-traditional activities? (we can)

- What is the condition of their development? (existence of the necessary natural and social conditions in the homeland or the ability to provide these conditions in the near future)

- Let's conclude, which is the general criterion for the selection of development activity? (existence of the necessary natural and social conditions in the country, and the ability to provide and necessary social conditions).

- Now we have to determine the specific criteria. Leaders, remember the goals of your service. Well-designed criteria will allow us to choose activities that will contribute to achieving the goal of every service.

quality specific criteria > appropriate development activity > accomplishment of the objective of the service

- Using the example of the nature protection service, we will see how the special criterion for the selection of development activities is shaped from the objective of the service. Let the service leader remind us of the objective of the service. (conservation of natural resources of the homeland)

- What the service leader must take care of when selecting development activities? (not to choose an activity that would destroy and waste natural resources and thus permanently impoverish homeland)

- How could we shape the criteria that will not allow the selection of such activities? (non-use of natural resources)

- Is there an activity that does not use natural resources, and does not change the appearance of nature? (mmm ... so ...)

After several attempts we come to the conclusion that such activity does not exist, because each activity develops using natural and social resources.

What would be the consequences of such criteria? (no development activity proposal would meet this criterion and be elected)

- Now you see how the importance of the criteria. What did we do wrong? (we said that the activity should not use natural resources, we now see this is not possible) Each activity uses natural resources and changes the look of the environment.

- Do all activities make that to the same extent? (we don't understand)

- Compare for example two activities, quarrying and sheep farming. Do these two activities change the nature to the same extent; do they waste the natural resources equally? (no)

- Explain, what's the difference between these two activities? (when you take out the stone it is used forever, and in its place remains a hole. The sheep is different; sheep eats grass, thus wasting natural resources and changing environment, but not permanently, because the nature after such use can be renewed)

- Exactly, the use of natural resources is inevitable, but it must be moderate not to impoverish the homeland and thus endanger life in the future. Do you have better proposition for criteria that our service shapes? (Criterion of moderate use of natural resources and small changes in the environment)

- The use of resources must be aligned with the renewal of nature. So we can spend as much as nature can renew - **sustainable use (management)**.

After discussion we can finally form a special criterion that set by the nature protection service: Criteria of sustainable use of natural resources and the undisturbed appearance of the environment. According to previous methodical pattern specific criteria within all services of the project team will be formed. This way the leaders will protect the interests of their services and enable the achievement of goals. The result is as follows:

PROJECT TEAM SERVICE	GOAL OF THE SERVICE	SPECIAL CRITERIA
ECONOMY SERVICE	development of economic activities	criterion for opening variety of jobs
FINANCE SERVICE	responsible money distribution	criterion of generating earnings
EDUCATION SERVICE	comprehensive youth education	criterion of practical education
HEALTH AND SOCIAL WELFARE SERVICE	improving health services	criterion of health care for workers and residents
LEGISLATION SERVICE	harmonious and safe life	criterion of legal compliance
SPORTS AND CULTURE SERVICE	enrich the sport and cultural events	criterion of monitoring and charging the use of cultural property
NATURE PROTECTION SERVICE	conservation of natural resources of the homeland	Criteria of sustainable use of natural resources and the undisturbed appearance of the environment

Once the general and specific criteria for the selection of development activities have been defined, the teacher will introduce the leaders - proponents with the route of exposure and selection of proposed development activities.

- Now every member of the project team can present his development activities proposal. What do you want to achieve with your exposure? (we want to introduce our ideas to others)

- *What is the ultimate goal of your presentation?* (other members to accept our proposal)
- *What determines whether other people accept it?* (on how much they like it)
- *Your task consists of two parts: to choose activities and to convince others of the correctness of your choice. You have already selected the activity that you think can be developed in the homeland and could encourage social development. Now you have to convince others that your suggestion is good. This second part of the task is as important as the first. How would you convince others that your choice is good?* (saying to them ... that it's good, it will surely turn out well, we must believe that it will certainly be a good thing because I was up all night thinking, this activity is a good choice because our ancestors practiced it, because I asked my dad, because I have seen on television)
- *Listen to this example. Remember that every Monday at 8.30 we measure the air temperature. Third graders are in charge for measuring. Imagine this situation, I ask the students what is the measured temperature. I don't get the same answers from all the students.*

Karla says, "I think around 20 degrees"

Jelena: "17 degrees"

Analyze the responses. Who would you believe? (Jelena)

- *Explain your answer, why Jelena? (Karla is not sure)*

- *Which words did you conclude it from? (I think around)*

- *Let us hear the rest of the story. Hearing the different answers the teacher does not know whom to believe and asks for explanations. Karla explained: "I think it's about 20 degrees this morning because I feel kind of hot."*

Jelena said: "I looked at the thermometer and read the 17 degrees."

Do you still think Jelena is right? (Now we are sure that Jelena is right)

- *What's the difference between their explanations? (Jelena looked at the thermometer, and Karla did not)*

- *On the basis of what Karla stated the temperature of 20 degrees? (based on estimates)*

- *On what base she assessed it? (on basis of her feeling)*

- *Is assessment based on feelings reliable? (well ... yes ... no)*

- *Together we will answer that question. Now we are in the same classroom where we all have the same temperature. We see that some people have a T-shirt, and some a long-sleeved shirt. Who is warm, who is cold, who feels the appropriate temperature? (I'm warm, I'm just right, I'm a little cold)*

- *The answers are different, and everyone said the truth. From this we conclude that we can not estimate the temperature based on emotions because we feel differently. Let us remember the story. Karla stated the assessment of temperature, and Jelena? (she's telling the truth)*

- *We can also say **the fact**. What is that? (something that has been proven, verified, based ...)*

All this we learned, you will use in your speech. Exposure must be based on facts and not on emotions and experiences. Such exposure will convince other members of the quality of your proposal.

Conclusion:

a) when you are in the role of presenter, corroborate your exposure with the facts

b) when you evaluate and select proposals, take the general criteria and specific criteria of your service

Proposals that meet all the criteria will be selected. This means that the proposal must be accepted by the leaders of all services. Each leader must explain his decision. In case of disagreement, the proponent has the right to further substantiate his proposal and try to find a solution that will satisfy the deniers and proponents - a compromise. If the proponent requires, he can get extra preparation time (until the next meeting of the project team). In this situation, the role of project team leader will be very important. He must be a mediator in the dispute and take care of the goals of the project team.

Exposure and selection organized this way ensures selection of those development activities that can be developed in the homeland. Also, the development activities will contribute to achieving the objectives of all services, which guarantees social development and ultimately improve the quality of life in the homeland.

The teacher has prepared students for next teaching situation. Now the students prepare their exposures, and the teacher directs them in the work. This is followed by exposure, the discussion and the selection of the best proposals. It is assumed that some of the activities will be accepted in the first round. Other proposals will be developed further by students (if there is a chance for a compromise). In continuation of the work, the teacher and the students will focus on selected activities, and select one that will be elaborated.

3. FINAL PART

Teacher begins the discussion on selected activity.

- We all agreed that the selected development activity meets all the required criteria. But our work is not finished. We only selected activity that can stimulate the development of Gornji Humac. What words in this sentence warns us?

Teacher pronounced sentence again, highlighting keywords. Students express their opinions.

- Now, once you've listened to the sentence again, state the words. ("only", "can")

- Explain your choice. (The word "only" warns us that we are at the beginning of our work and that there is still a lot of work to be done, and the word "can" means that it is possible to achieve the goal, but it's not certain whether it happens)

- In continuation of our project work we have to provide all necessary conditions so the selected development activity actually leads to the achievements of goals.

Until our next meeting you consider how to make the selected development activities different, that is more effective than existing similar activities.

B. Extracurricular projects

2.4. ARCHITECTURE, LIVING AND THE CULTURE OF LIFE

Basic data about the project

Name	Architecture, living and the culture of life
Participants	5th and 7th grade students
Mentor	Ana Marčić, History and Geography teacher
Time	2 school years
Aims	<ol style="list-style-type: none">1. to introduce traditional architecture and the need to preserve it, to develop esthetics2. to learn about life in the past and encourage the students to value past achievements made in hard life conditions3. to increase students' learning motivation4. to develop key competences5. To develop students personality by encouraging persistence, resourcefulness and cooperation
Results	<ol style="list-style-type: none">1. increased learning motivation2. improved educational results in every subject3. increased key competences (learning and problem solving)4. socially and emotionally strong students: trained to cope with difficulties and failure, to bond, to be determined and persistent, to seek help when needed, to exploit their possibilities5. a) new cognitions about culture and tradition (masonry) b) project documentation: PP presentation, public display of students' work during the project (booklets, drafts, sketches, brochures)
Activities	<ol style="list-style-type: none">1. exploring the objects in wider Pučišća area (Gornji Humac and Pražnica)2. reading and researching other sources: literature, internet, interviewing the elderly and the family members3. processing the collected data, arguing, making conclusions4. students's creativity (encouraging students to create according to multiple intelligence theory)5. systematizing the knowledge6. ordering the documentation7. presenting the results

2. Reasons to include project work in the school curriculum

Extracurricular project *Architecture, living and the culture of life* was chosen primarily to preserve cultural heritage in modern times. Modern people quickly accept new ideas, often forgetting traditional values. Some customs and monuments could be irretrievably lost if our generation does

not act and save it from oblivion. Thus, it is very important to teach the youngest about the life in the past and to develop love and respect towards tradition.

Project has 7 different steps:

1. Introduction
2. Interviewing the elderly
3. Collecting and studying old photos
4. Field work – visiting the Ethnographic Museum in Split
5. Field work- traditional architecture in Pučišća
6. Field work- traditional architecture in Pražnica
7. Processing the collected data, describing the life in the past

Every step is done by the specific methodical pattern:

- a) exploring facts and collecting data (real time)
- b) processing the data (classroom)
- c) linking new info to the known facts (classroom)
- d) systematizing the facts (classroom)
- e) applying the facts and cognitions in problem solving from different subjects
- f) displaying the collected data (different expressions: written and oral, pictures, photos, charts)

3. Project realisation

3.1. Methodical unit example

3.1.1. Part one: Introduction

Name	Homeland's past
Aims	a) to find more about exploring the past b) to differ the life now and the life before c) to understand that the natural preconditions have not changed, and that the economy modernized d) to develop key competences (communication, learning, social and working competence)
Key words	The past, ancestors, exploring the past, historical sources, material historical sources, pictures
Place	classroom
Crosscurricular approach	Croatian: listening, discussion, retelling, (all grades); History: history, historical sources, word of mouth, material sources and pictures; Geography: natural precondtions in the Mediteranean, population in southern Europe

INTRODUCTION: We start the conversation about our ancestors. (*Did you talk about the past with your grandparent? What do you know about it? Were you surprised? What did you like?*)
Students talk about the life in the past.

PROCESSING THE NEW CONTENT: The students will use papers and mind maps to write about the life of their older members in the family. Main entries are: houses, family, vocations, fun. They report back and compare their maps. We continue: *What are the differences and similarities between the past and present life? Could you easily adapt to the past way of life? What would you miss? What would cheer you up? What would you want to know?*

We look at some photos of various items. Some belong to the past and some to the present. Students estimate the date and the purpose of each item. Students recognized, named and explained the purpose for the majority of past items. They recognized old coffee grinders, old flatiron, looms, sewing machine, feral and the gramophone. Some tools, like blacksmith and carpenter tools, were placed in the past but they did not know their purpose. We talk about the items (*have you ever seen this item? What was its purpose? Which items do we still use today? Which items are not used anymore? Why? Do you own any of the items? Which ones?*)

We continue to explore the old photos. We compare the items to the new ones.

FINAL PART:

We will explore the homeland's past together. We will talk to our grandparents about the life before, we will explore old houses. We will study the old items and tools. We will collect old photos. We will also explore what was the life like without the electricity, fridges or cars. Students will seek old items in their neighbourhood and take photos. If possible, students will bring some of the items to school.

3.1. 2.Part three: Collecting and studying old photos

Name	Historical sources: old photos
Aims	a) to explore the life before (grandparents and great grandparents) b) to find out what our ancestors did to survive c) to explore the houses from the past d) to describe the life at the beginning of the 20th century
Key words	photos, vocations, clothing, customs, families, houses, settlements
Place	učionica;
Crosscurricular approach	History: life in the past, voactions, families; Art: photos; Geography: Mediterranean, traditional architecture

DIDACTIC SCENARIO

1. INTRODUCTION

Students brought several photos to school. Most of them are from the second half of the 20th century, but there are also several interesting ones from the first half of the 20th century. We gathered to discuss the photos.

2. MAIN PART

Students introduce the people from the photos and explain its date and origin. We can see a man and a donkey carrying the hay. *What does the man from the photo do? What were the donkeys used for? Did your grandfathers have donkeys or horses? Were the donkeys and horses important? Do they have them today? Why not? What can you see in the background? What does this photo say about the life in the past?*

One of the photos shows roof building in the past. *What do people do? What do they use to cover the roof? Why do they use stone panels? How do they use them?* Students realise that many people built one roof. First, they would set the wooden panels, then thinner stakes and then in the end they would put stone panels on the wooden construction.

We also discuss people's clothing. *Were they rich? Were the people strong and fit? Why do you think it was so?*

Students can see that there are not many fat people, so we conclude that a hard labour and a healthy diet affected people's life and physical look. They ate a lot of vegetables, fruit, dried fruit and home made food. Children used to play outdoors but today they sit in front of TV or PC. Women used to spend days working in the fields or at home. Today women's work is much easier because they use various appliances. Men used to do hard labour in the fields and stone quarries. Today we do not move often, we spend a lot of time indoors and our diet is different. We conclude that the way of life also affects physical appearance.

We chose the most interesting photos to describe. Students work in pairs. They must describe the photos looking at every possible detail.

3. FINAL PART

In the end, students read their papers. We see that the life was harder in the past. People lived in modesty, with less clothes, less food and toys, but we can also see their smiles and happiness.

3.1. 3.Peti dio istraživanja: TRADITIONAL ARCHITECTURE IN PUČIŠĆA

Name	Traditional arhitecture
Aims	a) to recognize the main features of mediterranean settlements b) to recognize the main features of traditional architecture c) to develop key competences (communication, learning, social and working competence)
Key words	Traditional architecture, material historical sources, mediterranean settlements
Place	Field work
Crosscurricular approach	History: life in the past, vocations, families in the past Art: lines, colours, photos; TECHNICAL EDUCATION: building materials, wood, stone GEOGRAPHY: Mediterranean, dense settlements, traditional architecture

DIDACTIC SCENARIO

1. INTRODUCTION

We meet in the centre of Pučišća and talk. *Where are Pučišća situated? Why are the hosues dense? Why are the houses built on the hills? What materials were used and why?*

2. PROCESSING THE NEW CONTENT

Students systematize the facts with teacher's help. The houses in Pučišća are stretched from the sea to the hills, avoiding plains with fertile soil. The houses are dense and very high (2 or 3 floors) due to lack of space. They are made from nearby stone.

Students also notice that every house has a white roof. The roofs are covered with stone panels and then overflown with calx to shut smaller holes and prevent any possible drains. Caly was also used to disinfect the rain water (drinking water). White roof is also effective in summer months because it cools the hosue and reflects the sun beams. The roof is also resistant to winter winds.

We see and compare the dimensions between old and new houses. We conclude that old houses were smaller and that they had smaller windows. We also concluded that rich people built bigger houses and that the poor people lived in the smaller ones. The windows were small, so during the summer it was cold and during the winter it was warm. Some houses have yards while the others are small and do not have any infields. The taverns were on the ground floor while the people lived on the first floor. The stairs were built above the tavern door. They created much needed shade during the summer. The entry stairs were cantilevered by balatura or sular. Water drained from the roof to the water tank in the yard. You can still find stone benches in the yards. The shutters used to be green. Today they are brown. Two students take photos.

3. FINAL PART

Students made notes in one of the yards. We concluded that the people of Brač adjusted to the environment. They lived and built in harmony with nature. The houses are made from natural materials and are adapted to weather conditions and a lack of water. House construction was hard work, but the house is strong and long lasting. Some of the houses were built several decades ago and are still standing today.

3.1. 4. Part seven: Architecture, living and the culture of life (processing the collected data)

Name	Architecture, living and the culture of life
Aims	a) to understand the connection between nature and living, architecture and b) to apply the new cognitions c) to develop creativity and cooperation
Key words	Stone, karst, farmers, olives, grapevine, big families, small stone houses, white roof, taverns, sular, fireplaces, customs, diet, clothing
Place	classroom
Crosscurricular approach	POV: Dalmacija u prošlosti; GEO: krš, sredozemlje, mediteranska naselja; HJ: opisivanje, sažimanje; INF: rad u power pointu, rad u wordu; LK: fotografija, boja

DIDACTIC SCENARIO

1. INTRODUCTION

Students work in groups. The first group will make PP presentation. The second group will make booklet with different photos. The title is *Architecture, living and the culture of life*.

2. MAIN PART

Students prepare the working materials, photos and texts collected during the project.

The groups have to order the materials and finish the work. Presentation will start with introducing family members and then describing the houses. We continue with vocations, clothing, footwear, haircuts and other details.

There will be a lot of photos followed by short text. Students cooperate, expand the text, choose the photos for the PP presentation.

3. FINAL PART

Each group chooses its representative who will present their work. The work on the PP presentation and the booklet will continue on the next class.

2.5. THE INFLUENCE OF WASTE ON WATER AND SEA WATER QUALITY

1. Basic data on the project

Title	THE INFLUENCE OF WASTE ON WATER AND SEA WATER QUALITY
Participants	7 th and 8 th grade students from Pučišća Primary School (heterogeneous group)
Mentor	Simona Širković Martinić, science and chemistry teacher
Duration	1 school year
Objectives	<ol style="list-style-type: none"> 1. to increase students' motivation for learning 2. to relate teaching contents to life, to acquire permanent knowledge 3. to develop students' key competences 4. to develop student's personality through persistence, resourcefulness, unity and cooperation 5. to get to know the homeland, its past and present, people's attitude towards waste in the past and in the present, to be aware of planning the future
Expected results	<ol style="list-style-type: none"> 1. increased students' motivation for learning 2. improved educational results 3. increased students' key competences (especially competence for learning and problem solving) 4. socially and emotionally empowered students: trained to face difficulties and failure, to interconnect, to be persistent and tenacious, to seek help when needed, to use their abilities in unity and cooperation with others in the group 5. a) new knowledge about the habits of the homeland people (visible in project description) b) project documentation: PP presentation on project realization, public display of students' work made during the project (written papers, eco-flyer)
Main activities	<ol style="list-style-type: none"> 1. Field research, sampling and studying water (water tanks) and the sea water. 2. Studying data from other sources: literature, the Internet, interviews with experts (visiting Institute for Public Health – HZJZ - for analysis of water and sea) 3. Conducting experiments – analyses of collected sea and water samples 4. Conducting experiments - simulating sea pollution 5. Making hypothesis, argumentation, monitoring experiments, recording of events, describing and drawing conclusions about consequences. 6. Noticing the consequences of human impacts on the living

	world. 7. Noticing and commenting on damaging changes in the ecosystem. 8. Encouraging students to creativity (eco-flyer and eco poster, mind map, conducting experiments ...) 9. Systematizing acquired knowledge 10. Systematizing and arranging project documentation 11. Public presentation of project results.
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Project will include 7 steps:

1. Introduction to the subject, exploring the new science (ecology), introducing with new concepts (ecology, environmental, waste, rubbish, waste separation, heavy metals ...), literature studying
2. Field research - site Podbrkata - Puddles (Gornji Humac)
3. Observing, experimenting and making conclusion about the quality of water (for drinking, watering)
4. Field research - site Sv. Rok beach (Pučišća) and Porat (Pučišća)
5. Field work - visiting HZJZ in Split (chemical and microbiological analysis of water and sea samples)
6. Data processing and making conclusion about the potential impact of solid waste disposal on water and sea quality
7. Making PowerPoint presentations, eco – flyer and eco posters

Each step will include the same methodical pattern

- a) Researching and collecting data (in the immediate surroundings)
- b) Processing collected data (in classroom)
- c) Linking the new info to previous knowledge (classroom)
- d) Systematizing knowledge (classroom)
- e) Applying acquired knowledge in problem solving tasks from different teaching areas
- f) Displaying the processed info (different means: written and oral expression, drawings, paintings, photos, charts...)

4. PROJECT REALIZATION

4.1. EXAMPLES OF METODICAL (TEACHING) UNITS

4.1.1. Introduction

TITLE	WHAT IS WASTE?
OBJECTIVES	<ul style="list-style-type: none"> a) understanding the concepts - waste, garbage, recycling, ecology, separation of waste, bio-waste, composting, ... b) understanding the consequences of uncontrolled disposal of garbage and waste in nature c) changing attitudes to waste and encouraging students to separate waste d) developing and deepening students' concerns for nature e) development of key competencies (communication, social, work and competences for learning)
KEY WORDS	Ecology, waste, garbage, recycling, composting, waste separation, consumer society
PLACE AND TYPE OF LEARNING	Classroom / heuristic teaching
CROSSCURRICULAR POSSIBILITIES	<p>Biology: ecology, plant and animal communities of the sea and water, amphibians, fish</p> <p>Chemistry: Water, Calcium and its compounds, metals, heavy metals</p> <p>Physics: Energy, electronic waste and hazardous waste</p>

DIDACTIC SCENARIO

The work involves all students, and the response depends on individual ability and the age of student.

1. INTRODUCTION

PP presentation is presented to students containing only images - wild landfills, legal landfills, national parks, environmental disasters at sea, the natural beauty of Croatia. After each image showing some natural beauty, an image of landfill or an environmental disaster followed.

After the presentation students began to comment. One of the student wrote these comments on the board.

2. PROCESSING NEW DATA

Based on these comments heuristic conversation started. The teacher asks questions.

Noticing phenomena:

Are there such waste disposals in your area?

How could such a pile of garbage affect the living world there?

Can one such landfill affect the quality of human life? Explain!

Can the sea and nearby cisterns and ponds become contaminated this way?

Which science studies the impact of waste on the environment?

What else ecology studies?

Why is it that we just nowadays hear so much about ecology?

Have you ever heard about some ecological association?

After the conversation students were given a task (work sheets 1A and 1B).

They were divided into two groups. Group 1 is an ecological association from Pučišća Primary School and Group 2 represents the company for the collection and disposal of garbage, dumping waste in unsuitable place.

Both groups have the option of researching Internet and other literature. Both groups have 30 minutes to gather information and to prepare for debate. After preparation they began to debate, representing their views and arguments. The debate lasts for 30 minutes.

3. CONCLUSION

Both groups made conclusions after discussion. Conclusions are written in the form of a mind map on the blackboard. The central term of mind map is WASTE.

Students also suggest environmental activities they could perform for the future of their homeland.

The task for the students 1.

Until next meeting photograph and map the smaller dumps in your place of residence! Create a PP presentation!

Task for students 2.

To prepare for field research - read the literature on the physical and chemical properties of water, especially drinking water !

Worksheet 1A

Group 1 - Ecological Association from Pučišća Primary School

" Landfill near our place has damaging impact on the living world. Hazardous waste compounds dissolve in water and seep through the soil, thus polluting the water and the sea. This may change the structure of the living world that, so it violates the natural balance and damages the health of

people!"

Find the information that confirms your views in the literature / Internet.

Worksheet 1B

Group 2 - Smetlarko d.o.o. company for the collection and disposal of garbage

" We have a utility company that transport waste. We solve garbage and waste problem and provide new jobs. We're doing everything according to the law!"

Find the information that confirms your views in the literature / Internet.

4.1.2. Field research: Location Podbrkata – Puddles

TITLE	Puddles water – suitable for drinking?
OBJECTIVES	a) understanding the causes and consequences of human activities (waste, pesticides, fertilizers ...) b) understanding the consequences of uncontrolled disposal of garbage and waste in nature c) developing and deepening students' concerns for nature d) understanding the methodology of field work (new methods, new approach to work) e) developing students' key competencies (communication, social, labor and competences for learning)
KEY WORDS	Sample, sampling, physical properties of water, sterility, living world of stagnant water
PLACE AND TYPE OF LEARNING	Field research / heuristic teaching
CROSSCURRICULAR POSSIBILITY	Science - Biology: plant and animal communities of inland waters, amphibians, fish, arthropods Chemistry: Water, Calcium and its compounds, metals, heavy metals Physics: Energy of water

DIDACTIC SCENARIO

The work involves all students, and the response depends on individual ability and the age of student.

1. INTRODUCTION

After arriving at the site of the Podbrkata Puddles, the students are gathered for heuristic conversation.

Noticing of phenomena:

What kind of landscape is this?

What are the agricultural activities that people do here?

Could that affect the composition of the soil?

Does water penetrate through the surface of the ground?

What is the chemical composition of the stone on the island of Brač?

Can water saturated with chemicals contaminate water in the ponds?

One pool (puddle) is deeper and surrounded by stone cairns and the other is shallower and not fenced. Why are these two pools so different?

2. PROCESSING NEW DATA

After conversation, field methods of research take place.

Students are divided into two groups. Each group is given the same task (observation, sampling, measuring, recording, photographing). Group 1 investigates fenced puddle and Group 2 the unfenced.

Tasks for research are on the Worksheet 2.

WORKSHEET 2

Watching, sampling, measuring, recording and photographing

1. Look at the puddle!

Do you see the living world in it?

A) plants – are there any plants in it?

- What sort of plants are there (photograph it, collect samples, name it,

describe it)?

- How many plants are there – minimum, optimum, maximum?

- What is the most common plant there?

B) animals – are there any animals in it?

- What species of animals are there (photograph it, name it, describe it)?

- How many animals there are - minimum, optimum, maximum?

- What is the most common animal there?

2. Look at the puddle!

- Water color - green, yellow, brown ...
- The smell of water - yes (unpleasant, pleasant) / no
- Transparency of water – transparent / opaque

3. Experiment!

- A) Sample water from puddles in sterile glass bottles of ½ l (label the bottle - name of the puddle, date of sampling, water temperature)
- B) Measure the temperature of the water in the puddle
- C) Try measuring the depth of puddles
- D) Determine the pH level of the puddle water

3. CONCLUSION

Students comment on collected information. Before the research they had to prepare. Drinking water should not have an odor, color or taste, and dissolved substances must be less than 0.1%. It must not contain pathogens.

Based on these results they make conclusion that will be checked in a laboratory. That way they confirm or refute the hypothesis from the beginning of the research.

4.1.3. Observation, experimentation and conclusion

TITLE	EUREKA!
OBJECTIVES	a) introducing the manner and the methods of work in the laboratory b) introducing the precautions during work c) understanding the relation between cause and consequence d) developing the ability of argument based concluding e) developing students' independence in work f) developing competence in studying literature g) developing key competencies (communication, social, work and competences for learning)
KEY WORDS	Pesticides, fertilizers, ions, phosphates, nitrates, nitrites, ammonia, pH, water hardness
PLACE AND TYPE OF LEARNING	Classroom / heuristic teaching

CROSSCURRICULAR POSSIBILITY	Science - Biology: ecology, plant and animal communities of the sea and inland water, amphibians, fish Chemistry: Water, Calcium and its compounds, metals, heavy metals, bases, salts, acids
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DIDACTIC SCENARIO

The work involves all students, and the response depends on individual ability and the age of student.

1. INTRODUCTION

Students study the data collected during field work.

The task for the students: to compose table, that will integrate all data from field work. The data are being compared and commented.

Noticing of phenomena:

Are the data consistent with the starting hypothesis?

Do the pesticides and fertilizers affect the quality of water in the puddles?

What could farmers change in their work? What do you suggest them?

2. PROCESSING NEW DATA

Using *Aquamal* kit for quick determination of water quality, the students determine the amount of certain ions (phosphates, nitrates, nitrites, ammonia, pH and water hardness).

Operating instructions are included with the *Aquamal* kit.

Each student performs experiments independently. Each student was given a different task. During the experiment they observe and record the changes.

After performing the experiments students record data in the table. The table is common to all, and incorporates all the results.

	Fenced puddle SAMPLE 1	Shallow and unfenced puddle SAMPLE 2
Nitrates (NO_3^-)		
Nitrites (NO_2^-)		
Phosphates (PO_4^{3-})		
Water hardness		

(Ca/Mg)		
Ammonia (NH_4^+)		
pH value		
WATER USE (for drinking, watering ...)		

The students approach targeted literature study. They search data related to these ions. For each ion there is a limit that determines whether the water is suitable for drinking.

3. CONCLUSION

Relying on information gathered from the literature, students make conclusions about the purity of water and the possibility of its use. They record their conclusions in Table 1.

Finally, they have enough data from which they can confidently make conclusions about the validity of their hypothesis.

4.1.4. Presentation of project results

TITLE	PRESENTATION OF PROJECT RESULTS
OBJECTIVES	a) Introducing different ways of presenting the same results b) Developing work independence c) Stimulating creativity d) Deepening awareness of preserving nature e) Developing key competencies (communication, social, work and competences for learning)
KEY WORDS	Eco flyer, eco poster, environmental actions, research paper
PLACE AND TYPE OF LEARNING	Classroom / heuristic teaching
CROSSCURRICULAR POSSIBILITY	Art - composition, posters, collage Biology - Ecology ICT - PowerPoint presentations, word Mother tongue (Croatian) - scientific writing style

DIDACTIC SCENARIO

The work involves all students, and the response depends on individual ability and the age of student.

1. INTRODUCTION

After months of working on the project, the students share their impressions. They comment on what they experienced while working on the project, what was the most interesting and the least interesting to do. They also discuss about the results of research and the possibility of improving environmental actions in their hometown.

They consider the best ways of applying their knowledge.

2. PROCESSING NEW DATA

The students will present their results in the way they choose. They opted for an eco poster, eco flyer, PP presentation and writing the research paper.

Four groups have been formed depending on how they want to display the results.

3. CONCLUSION

Each group has a task of presenting their own vision of the project.

ECO FLYER

1 Osnovna škola Pučišća
Odnos prema otpadu nekad i danas

2 Hoćemo li živjeti ovako, ili ovako ???

3 Nije sav otpad smeće!
Mi odlučujemo!
Razvijajmo ekološku svijest!
Reciklirajmo!
Kompostirajmo!
Uključimo se u ekološke akcije!
Živimo zdravo!

4 Odnos prema otpadu nekad
Odnos prema otpadu danas

5 a) OPASNI
b) RADIOAKTIVNI
c) NEOPASNI
d) INERTNI

6 Odnos prema otpadu nekad
Odnos prema otpadu danas

2.6. SMALL MUNICIPAL CHURCHES, HERITAGE AND CUSTOMS

1. BASIC INFO ON THE PROJECT

TITLE	SMALL MUNICIPAL CHURCHES, HERITAGE AND CUSTOMS
Participants	5 th , 6 th and 7 th grade students (heterogeneous group)
Mentor	s. Danijela Mihić, religion teacher
Estimated time	Two school years (18 months)
Objectives	<ol style="list-style-type: none"> 1. to increase students' learning motivation 2. to relate teaching materials to life, to acquire permanent knowledge 3. to develop students' key competences 4. to develop student's personality through persistence, resourcefulness, unity and cooperation 5. to get to know the homeland, its past and present, to be aware of planning the future
Expected results	<ol style="list-style-type: none"> 1. increased students' learning motivation 2. improved educational results 3. increased students' key competences (particularly competences for learning and problem solving) 4. socially and emotionally aware students: trained to face difficulties and failure, to interconnect, to be persistent and tenacious, to seek help when needed, to use their abilities in unity and cooperation with others in the group 5. a) new knowledge about the homeland (visible in project description) b) project documentation: PP presentation on project realization, public display of students' work made during the project (sketches, stone floor plans, artistic, practical, drama games)
Main activities	<ol style="list-style-type: none"> 1. To explore archaeological sites with remains of early Christian, old Croatian, Renaissance and Baroque styles in Straževnik, Bračuta, Pučišća, Pražnica and Gornji Hmac 2. Researching data from other sources: literature, internet, interviews with experts (historians), and ordinary people who have recounted legends. 3. Processing data and connecting it with the contents of different teaching areas (Croatian language, Nature and society, History, Mathematics, Arts, Information Technology, Technical Education). 4. Making hypothesis, argumentation and conclusions 5. Encouraging students to creativity in accordance with the theory of multiple intelligences) 6. Systematizing acquired knowledge 7. Systematizing and arranging project documentation

	8. Public presentation of project results
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Project will include 6 steps:

1. Introduction to the topic, introducing the history, meeting with experts involved in historical research.
2. Field research of sites Straževnik, Gornji Humac, Pražnica, Pučišća Bračuta and Dubrova
3. Observing and studying (research) churches and legends associated with a particular church
4. Processing collected data, making assumptions about the conditions and lifestyle of believers and celebrating holidays
5. Collecting materials, fabricating stone layouts, sketching churches and facades
6. Systematizing and arranging project documentation, preparation of power point presentations and handouts (cultural guide to the early Christian and early Croatian architectural building styles)

2. PROJECT REALIZATION

2. 1. EXAMPLES OF METODICAL (TEACHING) UNITS

2.1.1. Introduction

TITLE	YOUNG PEOPLE AND THE HERITAGE
OBJECTIVES	a) To comprehend the importance of early Christian, and other old Croatian churches as historical, cultural and architectural monuments b) To develop an interest for cultural heritage and the need to protect and preserve it
KEY WORDS	exploring the past, historical evidence, heritage, historical monument, the locality
PLACE AND TYPE OF LEARNING	classroom / heuristic teaching
CROSSCURRICULAR POSSIBILITY	MOTHER TONGUE: listening, discussing, retelling, asking questions ARTS: creating a mind map HISTORY: preservation of heritage

DIDACTIC SCENARIO

1. INTRODUCTION

Local priest motivated students for joining the project telling them about the cultural, historical and religious importance of early Croatian, Christian and other churches in the district of Pučišća. He showed them a lot of material: books, a register of births, cadastral map of Pučišća, Pučišća history and many historical photos. All these materials would be used in the project work.

CONVERSTAIION: Students ask questions and comment (*I've seen some of these churches... I know all the churches in our place... I've been told some stories about the Church of the Blessed Virgin Mary on the Batak... What was the purpose of small churches? Why there were so many of them? Were people better believers in the past then today? Nowadays it is difficult to make a chapel, and how could people do so many churches in the past?*)

2. PROCESSING NEW DATA

Based on comments and suggestions heuristic discussion is led. Teacher asks questions:

Can you list the churches and chapels in our district?

Have you heard of some sites in our district where there are some churches? Why are so many churches built in the area near by? How do you interpret that?

What makes the church different from one to another? What are the similarities between them? Did they all have the same purpose? How do you explain it? What can you conclude about the people who build them?

After the question and answer students were divided into two groups.

The first group was given the task to find and list the churches located near Pučišća (Bračuta and Dubrova) among the given photographs.

The second group should find and list the churches that are in Pražnica, Gornji Humac and in the historic site Straževnik among the given photographs.

Students read and compared the records.

Pučišća – Church of st. Stjepan, parish Church of st. Jeronim, church BVM on Batak, st. Roko, st. Nikola on Lanterna, st. Luce on Ratac, Gospe Lurdska at the entrance of Pučišća, st. Juraj on Bračuta, st. Duje on Dubrova

Pražnica –parish church st. Ante Opat, litle church Svi Sveti na Selu, st. Ciprijan on the cemetery.

Sraževnik – litle church st. Juraj and st. Klement

Gornji Humac – parish church st. Nikola, litle church st. Roko, Gospa Miraška on the local cemetery.

We are continuing with conversation: *What have you noticed while listing churches in the area? What can you conclude?*

3. CONCLUSION

Based on the conversation, students have realized the richness and value of heritage in the area of Pučišća. They designated the churches found, noted the differences between them and the purpose for which they were built. Until next meeting students will make a mind map containing all the churches and chapels in our district. Students will also search for a map of the sites where these churches are placed.

2.1.2. FIELD RESEARCH – LOCALITY *Straževnik*

TITLE	Old Croatian churches on Straževnik
OBJECTIVES	a) To comprehend the importance of early Croatian churches on Straževnik as historical, cultural and architectural monuments b) To develop an interest for cultural heritage and the need to protect and preserve it c) To introduce patrons of churches and the lives of people who lived near by
KEY WORDS	Style, bell tower, apse, lunette, pilaster, church patron
PLACE AND TYPE OF LEARNING	field research / heuristic teaching
CROSSCURRICULAR POSSIBILITY	MOTHER TONGUE: asking questions, answering questions, summarizing HISTORY: style, location, historical period, the way of life of people in the past MATHS: length measurement, the ratio of length and width, the ratio of the sizes, assessing TE: layout ART: Sketch

DIDACTIC SCENARIO

1. INTRODUCTION

The field work included students, religion teacher, history teacher and a guide (local pastor). At the previous lesson students got the task to prepare teaching materials needed for field research (compass, paper, pencils, triangles, meter, camera ...).

Students and mentors begin with a conversation:

You have already heard about Straževnik. Tell us something about it!

2. PROCESSING NEW DATA

First students' question, after arriving on the field, was:

Where are the houses? Are there any visible traces?

The guide explains that houses disappeared over the centuries, only traces overgrown with grass and bushes remained. Students along with the guide decided to clear the way and find the remains of the houses. After clearing the bushes and grass, they found the stone ruins of houses.

Students' reactions were:

It's a pity that these houses are neglected. It would be good to rebuilt it! We would like to participate in the work.

We settled on a preserved wall. We continue with conversation.

How many people lived here? Where did they cook, and where did they sleep? Why were the walls so thick? How did they spend one working day, and how did they spend Sundays? Could they be placed in such a small church?

Where are the other churches?

After answering questions, we have returned to the church of St. Juraj for heuristic conversation in the presence of a professional guide, good connoisseurs of this topic.

Does this church have similarities with another you've already seen? What do these churches have in common? On which side of the world is the entrance to this church?

With the help from a teacher and the professional guide students listen to a lecture on the site where the churches are built, time of it's creation, historical circumstances, the style of construction and what are they used for.

Students were introduced to the new terms, such as apse, arcade, bell tower, lunette, pilaster, style, period ...

We are documenting what we've seen and heard:

- photographing the church
- measuring its length, width, height
- sketching the church
- to determine the position of the church by using compass and making a ground

plan

- taking notes

At the end of the work students present what they have done, analyze notes and express their thoughts.

After the conversation, we went a little further towards the church of St. Klement in the same locality. Upon arriving at the site students have taken advantage of prior knowledge of the church of

St. Juraj. They immediately noticed the differences and similarities of these two churches (*here there was a cemetery, these two churches have different apse with bell tower, barrel vault...*)

After the students' comments they are encouraged by questions:

Do you see the difference between bell towers? What is it? What is the difference between the interior of this church and the church of St. Juraj? What was the purpose of these churches? What led you to that conclusion? What kind of relief these churches have?

After discussion and comments, expert guide explains the architectural character of the church. He tells to the students an interesting stories related to the church.

Students were given the same tasks as for the previous church.

Upon completion of the work, students present what they have done.

3. CONCLUSION

For the next meeting, students will:

- sort photographs
- sort their notes
- make a neat layout of St. Juraj and St. Klenent church
- sort sketches

NOTE: We explored other churches in the area of Pučišća in the same way.

2.1.3. MEETING WITH THE ELDERLY WHO WILL TELL US ABOUT CUSTOMS FROM THE PAST

TITLE	Interesting facts, legends and customs related to some of the churches in Pučišća area
OBJECTIVES	a) To introduce facts, legends and customs b) To develop an interest in the cultural heritage and the need to protect and preserve heritage c) To introduce customs and through them to find out about the life and faith of the people
KEY WORDS	Legend, tradition, prayer, catholic action
PLACE AND TYPE OF LEARNING	field research (Barbershop)/heuristic teaching
CROSSCURRICULAR POSSIBILITY	MOTHER TONGUE: asking questions, answering question, summarizing, connecting the contents HISTORY: customs, way of life in the past

DIDACTIC SCENARIO

1. INTRODUCTION

By reading interesting facts related to the church of the Blessed Virgin Mary on the Batak, students wanted to know some more interesting things, legends and traditions associated with our churches and chapels.

We decide to go to Mr. Joško's barbershop. Older people visit the barbershop and he himself knows a lot of old stories and interesting facts related to our theme. We can also call Mr. Petar Radic – Krmejan because he knows all about the customs associated with our church.

We agreed to meet in the barbershop. Students prepared questions and they took camera and tape recorder.

2. PROCESSING NEW DATA

Upon arriving at the barbershop students ask questions:

Tell us about the way holidays were celebrated in the past? Is there any curiosity associated with each holiday? Do you know some more interesting legends associated with any church? Did these traditions influence the life and religion of the people? We heard that in Pučišća there was Catholic Action. What does this mean? Who was involved in this?

Our interviewees were happy to tell what they knew. Older people, who were also in the barbershop, joined the discussion with their comments. Students were surprised with an interesting narration. We found out about the curiosities associated with the Church of the Blessed Virgin Mary on the Batak, St. Duje and St. Nikola. We found out about the life of the people associated with the celebration of the holidays such as: All Saints, Christmas, Holy Week and St. Juraj... Over the Catholic Action we have learned that the people were faithful to God in the past.

3. CONCLUSION

When we returned to the classroom, we listened and wrote down the recordings. The photographs we need we will take by the next meeting (written materials related to the activities of Catholic Action, the minutes of the meetings...).

2.1.4. DATA PROCESSING

TITLE	Old Croatian Church complex on Straževnik
OBJECTIVES	a) To describe and to photo - document the churches b) To recognize the characteristics of a particular architectural style c) To prepare the PowerPoint presentations d) To build the stone layout e) To prepare brochures
KEY WORDS	Documentation, sketches, layout, photo presentations, brochures
PLACE AND TYPE OF LEARNING	Classrooms, individual work and work in pairs
CROSSCURRICULAR POSSIBILITY	MOTHER TONGUE: describing churches, building styles and curiosities; summarizing, connecting HISTORY: determination of the historical period by building style ART: sketch editing TE: building THE stone ground plan, one centimeter high ICT: Creating a power point presentation

DIDACTIC SCENARIO

1. INTRODUCTION

Heuristic conversation after visiting Straževnik site.

What have we done, learned and seen? Has there been any problem in the work? Which problem?

How did you solve it? What have we had to pay attention to? What details to record, photograph and sketch?

What can we do with the data collected?

2. PROSESSING NEW DATA

After determining all the facts, we continue to sort and process data and make PowerPoint presentations.

Students are dividing tasks among themselves:

- to transfer photographs to a computer
- to edit and retouch sketches
- to build stone ground plan of one centimeter high using drawn layout
- to describe the actions that are performed during the research
- to make arrangements for making PP presentations
- to create a PP presentation
- to check that all data are entered and processed

After making agreement students began to work. Teacher coordinates the work.

Each phase of the work has to be coordinated.

3. CONCLUSION

Conversation about results (power point presentation, a stone ground plans, booklet, retouched sketches)

2.1.5. Presentation of project results

TITLE	CONCLUSION - PRESENTATION OF RESULTS
OBJECTIVES	<ul style="list-style-type: none">a) To introduce the different modes of presentation of the same resultsb) To develop independence in workc) To encourage creativity and systematic approach to workd) To deepen awareness of heritage conservatione) To develop key competencies (communication, social, work and competences for learning)
KEY WORDS	sketches, drawings, presentations
PLACE AND TYPE OF LEARNING	Classroom; heuristic teaching
CROSSCURRICULAR POSSIBILITY	MOTHER TONGUE: retelling, oral abstracting of documentation, oral presentation of the work results ART: sketches, ground plans, brochures TE: building of stone ground plan one centimeter high ICT: making a power point presentation

1. INTRODUCTION

After months of working on the project, students share their impressions. They comment on what they have experienced while working on the project, what was more interesting and what was less interesting. They think about how to preserve the heritage and transfer knowledge to new generations.

2. PROSESSING NEW DATA

Results of the project students will show on power point presentations, brochures and exposed stone layouts.

3. CONCLUSION

Students were satisfied with the results of the project, and even more so because they acquired new knowledge and competence.

2. 7. SHELTERS – *BUNJICE* – COTTAGES - *PJOVERI*

1. Basic data

Name	SHELTERS – <i>BUNJICE</i> – COTTAGES - <i>PJOVERI</i>
Participants	Students 5.-8. grade
Mentor	Anton Matković, physics and T.E. teacher
Duration	2 school years
OBJECTIVES	<ol style="list-style-type: none"> 1. to increase students' motivation for learning 2. to link teaching contents to everyday life, to acquire permanent knowledge and to apply the acquired knowledge 3. to develop students' key competences 4. to develop student's personality through persistence, resourcefulness, unity and cooperation 5. to get to know the environment, its present and past, and to think about the future while preserving the past
RESULTS	<ol style="list-style-type: none"> 1. increased students' motivation 2. improved results in every teaching area 3. increased students' key competences (especially learning and problem solving) 4. socially and emotionally empowered students: trained to face and cope failure and difficulties, to connect with others, to be persistent, to seek help and to use all of their abilities in cooperation with others 5. a) new facts about the environment b) project documentation PP presentation, public display of the project work (essays, works of art, sketches, data, measures)
MAIN ACTIVITIES	<ol style="list-style-type: none"> 1. exploring the archeological sites in Pučišća area 2. exploring other sources: books, internet, interview with experts (archeologists, historians, locals) 3. processing the collected data and linking them to different subjects (Croatian, Maths, Art, Physics, Computer science) 4. making arguments and conclusions 5. students' creativity (according to the multiple intelligence theory) 6. systematizing the acquired knowledge 7. systematizing the project documentation 8. public display of the project work

2. THE MOTIVATION FOR INCLUDING THE PROJECT WORK IN THE SCHOOL CURRICULUM

We try to think of creative models of teaching and extracurricular work. The main goal is to make teaching more effective and students and teachers more successful and friendly.

According to the modern scientific cognitions (constructivist and cognitive learning theories, and multiple intelligence theory) we chose **project and research classes**, which will be realized through **cooperative learning**.

This TE subproject is a part of the all-school project CULTURE OF LIVING IN THE PAST AND IN THE PRESENT, and it is called *SHELTERS-BUNJICE-COTTAGES-PJOVERI*.

The project will be implemented through following stages:

1. Introduction, learning new terms (shelters, bunjice, cottages, pjoveri), literature
2. Finding, noticing, observing the data about building locations, making distinctions
3. Field work (exploring the areas of *Čad, Bračuta, Pučišća*)
4. Exploring *Čad*
5. Exploring *Bračuta*
6. Exploring other locations in Pučišća area
7. Processing the collected data and making conclusions about each object
8. Making PP presentation

Each stage is realized following the same methodical pattern:

- a) Exploring the facts and collecting the data (in immediate surroundings)
- b) Processing the collected data (in the classroom)
- c) Connecting the new data to the previous data
- d) Systematizing (classroom)
- e) Applying the acquired knowledge in problem solving tasks from different areas
- f) Displaying the processed data (oral and written expressions, drawings, photos, pictures, graphs...)

3. PROJECT REALISATION

3.1. EXAMPLE OF METHODOLOGICAL (TEACHING) UNIT

3.1.1. First part: introduction

Unit title	Which buildings from the past are connected to living?
Objectives	a) Understanding the terms – the past, life on the island, living, food, water b) Noticing the connection between life conditions – shelters – water - food c) Understanding the need for better life and construction (better life conditions) d) Developing students' adequate attitudes towards nature d) developing key competences (communicational, social and work competences)
Key words	Living. water, shelter, cottage, <i>pjover</i>
Place and type of teaching	Classroom- heuristic teaching
Crosscurricular possibilities	Croatian: naming the objects synonyms Technical education: layout, drafts, measures, ratios, spatial layout, drawings Physics: weather conditions, rainfalls, wind speed, load-forces, water free fall

DIDACTIC SCENARIO

The work involves all students, and the response depends on individual ability and the age of student.

1. INTRODUCTION

Students were introduced with several books about the history of Brač. They were also presented with several images and photos showing the way of living in the past (Pučišća area). There are numerous comments and impressions carried out by students. They wanted to explore the objects where their ancestors lived. We decided to do research and field work. The teacher will accompany the students involved in the project.

2. PROCESSING THE NEW DATA

We made a heuristic conversation based on the students' comments and suggestions. Teacher asks the questions.

*Are there any objects like these nearby?
Did they affect the life of people in the past and how?
Which building shapes do you know?
Do you recognize any of them?*

*Can one of these objects affect the quality of life? Explain.
What did people do to make their life better? What did they have?*

After the discussion students were given individual tasks.

(They had to name all the objects they saw in the books, on the web or from the tales of their elderly.
They also had to group them by significance, shape, construction, role)

Results:

- we differ places - objects where people hid from bad weather (rain, sun, wind)
- we also differ places - objects where you can put your tools, clothes, where you can eat
- there are also puddles, stone dents with water to wash the hands

They had different shapes: round with cupola roof or classical houses with a roof on one or two slopes.

Students also mentioned places they visited with their parents or grandparents, so we found out about several unknown objects in Čad, Bračuta, Gripe, Dubrova...

3. FINAL PART

Students make conclusions from which new tasks arise:

1st task: students will find out about: drywall objects' locations, preservation degree, accessibility;

2nd task - preparing for the field work: finding the data about the named objects, interviewing local populace, bringing papers, pencils and rubbers, preparing photo cameras and meter and preparing the map and the compass to determine objects' positions

3.1.2. Second part: field work on the site ČAD

Unit title	Shelters
Objectives	<ul style="list-style-type: none"> - Understanding the need to build shelters - rain – wind - the sun - understanding the reason for object's position - understanding the choice of building materials - understanding the construction order and objects' dimensions - developing a positive attitude towards nature - understanding the field work methodology (new approach, noticing the details, measuring and making notes) - developing key competences (communicative, social, working and learning)
Key words	Shelter, position, stone, pile, wood
Place and type of teaching	Field work - heuristic teaching

Crosscurricular possibilities	Biology: natural and climatic phenomena TE: materials (wood, stone), sketch, measures, ratio, drawings
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DIDACTIC SCENARIO

1. INTRODUCTION

Heuristic conversation is led upon arriving on the site:

What can we see nearby? What do people do? Can that affect the way of life? How can people protect themselves from the bad weather? How can people build shelters? Did you see this shelter? How many people can stay in the shelter?

2. PROCESSING THE NEW DATA

After determining the facts, the field work starts.

Groups of students are formed, each group with different task:

- to photo the shelter
- to sketch the shelter
- to measure it
- to check the measures
- to determine the position using the compass.

Teacher is the coordinator (because this is the first field work).

3. FINAL PART

Students should discuss the results. They have to check every activity and remove any doubts. They have to check the photos and to prepare marked sketches.

They must make conclusions about:

- the function of the shelter
- building materials
- shelters' complexity
- measures.

3.1.3. Third part: ČAD site – systematizing the data

Unit title	Shelters
Objectives	<ul style="list-style-type: none"> - understanding and reading the collected data - making connections between the data - understanding the building order - understanding the field work - developing key competences (communicative, social, working and learning) - developing positive attitude towards nature

Key words	shelter, sketch, drawing, photo, measure, scanning the data
Place and type of teaching	classroom/ heuristic teaching
Crosscurricular possibilities	Biology: natural and climatic phenomena TE: materials (wood, stone), sketch, measures, ratio, drawings Computer science: PP presentation, photo processing programme

DIDACTIC SCENARIO

1. INTRODUCTION

Upon returning from the site, heuristic conversation is led.

What did we do and see? Were there any problems? What did we notice, photo, and sketch?

What will we do with collected data?

2. PROCESSING THE NEW DATA

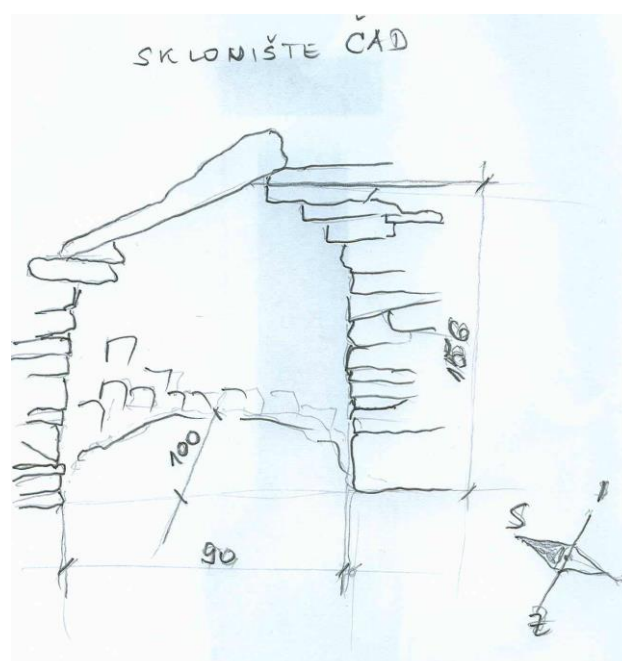
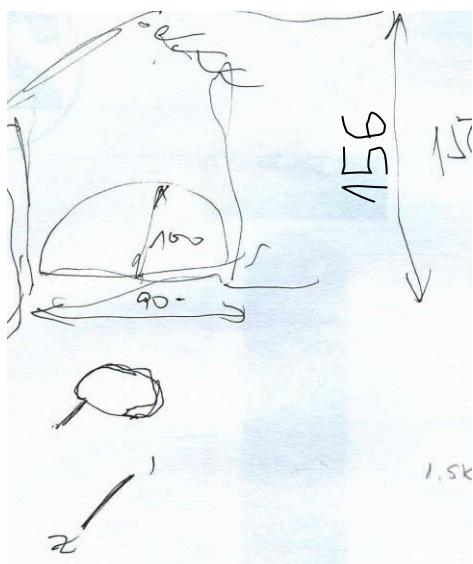
After we had determined the facts, we processed the data and prepare to make PP presentation.

Students plan to do the following:

- to transfer the photos on the computer
- to draw the sketch clearly
- to make the final sketch of the shelter
- to scan the sketches and make them digital
- to check the measures
- to describe the activities
- to make PP presentation
- to do the final data check

Students start the work, the teacher is the coordinator. Each activity must be announced, and all the data must be processed and systematized mutually.

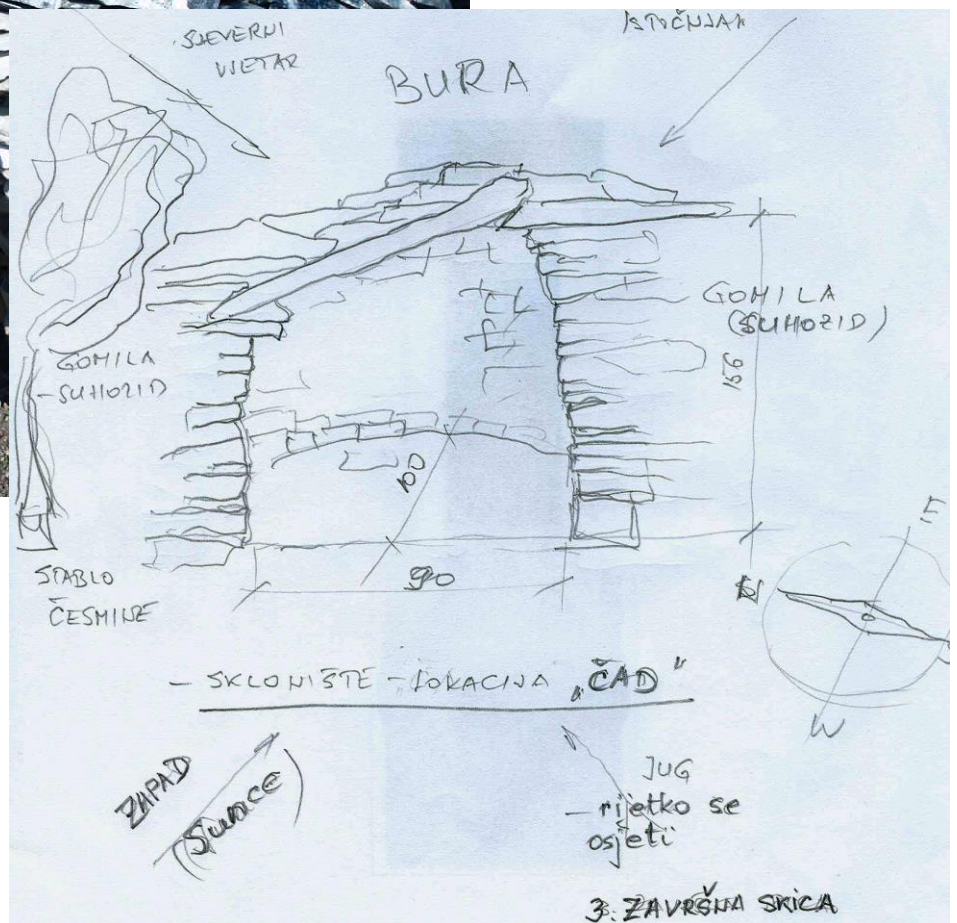
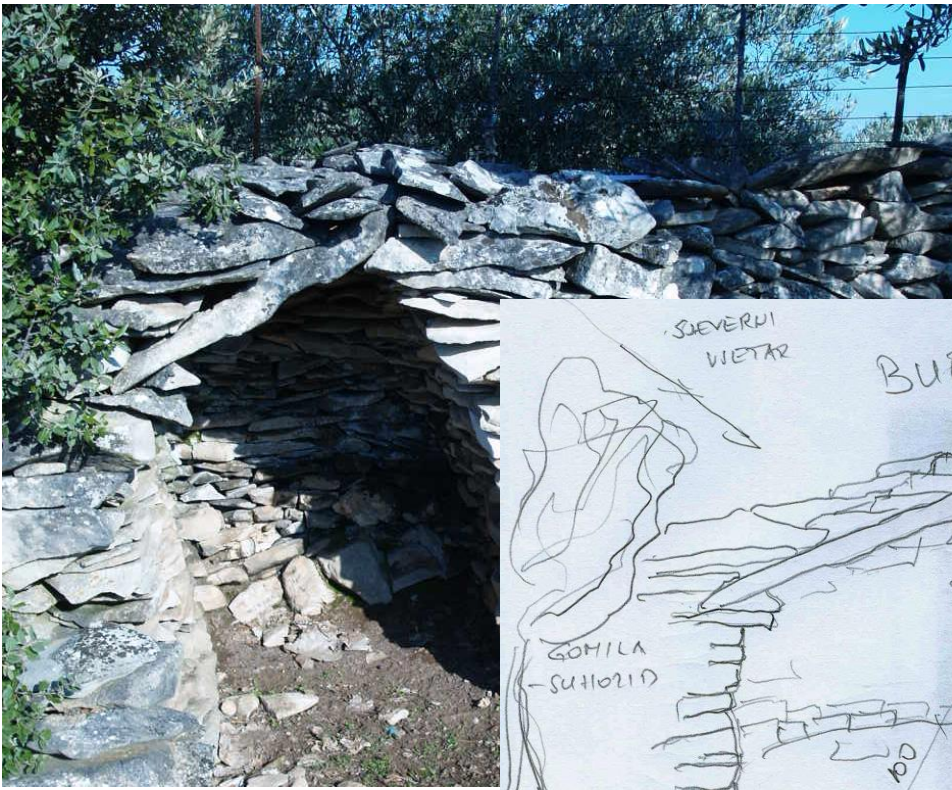
Sketches (scanned)



Sketch 1-made during the field work

Sketch 2-made during the field work, indicating geographical position

measured data



3. FINAL PART

Students comment on the results. They make conclusions about:

- the function of the shelter
- position of the shelter
- building materials

- shelters' complexity
- measures.

4. CONCLUSION (on the results of the project work)

4.1. NEW STUDENTS' COGNITIONS AND KNOWLEDGE

After project work on one site, students have gained permanent knowledge about:

a) shelter function and purpose

- place where one can hide from bad weather
- place where one can put tools, clothes and have a snack
- place where one or two persons can take a break, rest, talk

b) shelters' position

- they are faced to the west (because of the cold east and north winds)

c) building materials

- stones collected nearby
- crude stones (different dimensions and shapes)

The shelters are not complex objects. They are basic parts of piles and drywalls. They are easily built. The most difficult part is the final roof construction that mustn't leak. It would have been harder to make shelters as individual objects on meadows or in the fields.

4.2. STUDENTS' COMPETENCES

Students were introduced to their hometown and their environment. They also found out more about their ancestors. Learning from the immediate surroundings, they applied their school knowledge to every day life. Because they recognized the purpose and benefits of the project work, they also **increased their learning motivation**.

They developed and improved **working competence** by planning, organizing and evaluating tasks.

They worked as a team and developed their **social competence**.

They also perfected their communication competence because they learnt to express themselves in various ways (language, art, technical education). They improved their **learning and problem solving competences** and gained permanent knowledge.

2.8. LANGUAGE – STANDARD / LOCAL IDIOM

Project name	Language – in the past and in the present
Participants	6 th grade students
Mentor	Maja Ćapin
Duration	Four weeks
Objectives	<ol style="list-style-type: none"> 1. to increase students' motivation for learning the local language 2. to connect language teaching contents with life and to gain permanent knowledge 3. to get to know better the local language, its past and present 4. to become aware of the existence of different local languages and the need to preserve it 5. to become aware of the need to preserve own language as part of the personal and cultural identity
Expected results	<ol style="list-style-type: none"> 1. Increased students' motivation for learning their own local language 2. Students' new insights about their own idiom, its beauty and value 3. Better cooperation between students in achieving common tasks 4. Students' competence in persistently accomplishing the tasks in the individual and group work 5. Students' competence in self-evaluation and progress monitoring during the project work 6. Systematized project documentation (pictorial vocabulary, literary works in the local language, pp presentations and public presentation of the work)
Main activities	<ol style="list-style-type: none"> 1. Collecting the linguistic material 2. Conversation with native speakers 3. Listening, recording and indicating linguistic particularities of speaking 4. Comparing lexical items (local language) with the words of Croatian standard language 5. Researching data in the literature 6. Field work (taking photographs) 7. Processing data 8. Practical application of lexical items in the actual language situations 9. Creative writing using the local language 10. Systematizing acquired knowledge and making conclusions 11. Public display of project results

2. The motivation for including the project work in the school curriculum

Theme of common school extracurricular project *Culture of living in the past and in the present* is determined at the beginning of the school year. It is a framework for linking educational content of all teaching areas.

Local language as an essential component of life, culture and heritage emerged as a topic of one sub-project. Students' knowledge of their local language is getting poorer, and there are less and less native speakers from whom students listen and learn. Students should not forget their own local language, in which cultural traditions, social experience and emotional experiences of individuals is preserved.

Work on the project will contribute to the awareness of the need to preserve the local language that makes us who we are.

3. Project planning

The project will be implemented through the following stages:

- An introduction to the topic (introduction to the concept of local languages in relation to the standard language)
- Field work (working with native speakers, collecting lexical items)
- Data processing (with additional use of literature)
- Field work (photographing items)
- Creative work (the use of collected lexical items in real communication situations)
- Creative writing (writing essays in local language)
- Creating pictorial dictionary

4. Realization of the project

Examples of teaching units

4.1. First unit

TITLE	Local idiom
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none">- Distinguishing local idiom from standard language- Detection of sound differences, accentual characteristics in the words of local idiom in relation to the standard language- Creative expression (oral and written) in the local language- Raising awareness of the different idioms and the need to cherish it in

	<p>everyday life</p> <p>- Developing key competencies (communication competence in native language, competence in learning and problem solving, social, work and digital competence, cultural awareness and expression)</p>
KEY WORDS	local language and Croatian standard language
PLACE AND TYPE OF TEACHING	research and heuristic teaching

Didactic scenario

1. Introduction

Students of the 6th grade are included in the project.

The pupils were given photographs showing work in the vineyard during "jematva" (grape harvest), and works after the grape harvest.

We begin with verbal description of photographs. We write down some of the words that we have mentioned in the description. We recognize that the words belong to our local idiom, and we try to replace them with the standard. We notice that some words have no direct replacement, so we replace them descriptively.

We notice the differences in the written words, considering:

- a) the accent (the same phonemic system, same meaning, but different accent)
- b) the phonemic system (not conducting "jotacije" and diphthongs)
- c) different words for designating same things and phenomena

2. Processing new data

We begin with a heuristic discussion.

What would happen if showed the same photos to the students from other regions, from Vis, Pazin or Lepoglava? What words would we get? Would those words be different from the words from our table?

Conclusion: students from different regions would use different words for designating the same phenomenon.

Which students would have more similar words in relation to our words, and which students would have more different words?

Conclusion:

-similarity would be more noticeable among students from areas that are in close proximity, and

belong to the same dialect

- we differ the terms: dialect and local idiom.

What would happen if we asked students from Zagreb and Rijeka to describe one day spent in the vineyard and the grape harvest? Do you think the task would be equally done by the students that spent time in the harvest and by those who didn't? Why?

Conclusion:

- we easily describe something we know, something we have experienced
- the words we use are part of our everyday speech.

What are we supposed to do in order to gain completely the same words for designating the same phenomenon among students from different speech areas? In what domain of human life the use of standard language is most needed? What difficulties we might encounter due to lack of understanding?

Conclusion:

- standard language is a common language that enables us understanding in different linguistic situations.

3. Conclusion

At the end of the first stage of the work students have formed conclusions:

- Besides standard language, we use dialect and local idiom
- Local language is very different from the standard language
- Local language helps us to express our feelings or describe phenomena that are close to us
- Local language is part of our culture and we will use it whenever possible

4. Task for independent work

Students prepared charts for writing the words. Describing the photos from the beginning of the lesson, we gained a small number of words. It is necessary to supplement the dictionary base and expand it with related words (words for designating tools and objects used in the harvest and grape processing). Native speakers of Pučišća will help them in the realization of the task.

5. Processing data

Students talk about the research progress.

Conclusions:

- We were able to name some items by ourselves (*krtol, kofa, turan, badonj, vinotoka...*); we asked for help from elderly speakers for naming other objects (*spara, suka, piriot ...*)
- It was hard to find a direct meaning comparing words with standard language, so we defined them descriptively.

By comparing the data obtained, we have created the ultimate dictionary database that would be the backbone of our pictorial vocabulary of the harvest.

6. Photographing items

In order to make a pictorial dictionary it is necessary to photograph the designated items. We found most of the items in the wine cellar of one of the students from Gornji Humac.

We collected and processed the photos.

We added photographs to the local words we previously defined descriptively.

4.2. Second unit

NAME	Written creation on local language
OBJECTIVES	<ul style="list-style-type: none"> - Increased students' motivation for expressing in local language - More accurate use of local language in speaking and writing - Listening and reading texts in local language - Enriching vocabulary - Development of communication competences - Raising awareness of the need for knowledge of vocabulary in order to express in local language
KEY WORDS	description of the exterior and the interior, subjective and objective description, narration
PLACE AND TYPE OF LEARNING	Heuristic teaching / field research

Didactic scenario

1. Introduction

Few words from the lexical repertory created by students are written on the board (*šešula, krtol i dižvica*). Students recall the meaning of these words.

Starting the conversation:

What are these items used for? Which actions are performed using them? What verbs can you connect with named objects?

We write down a series of verbs and several imaginative sentences.

The same procedure is used with other collected words.

2. Processing data

We study composed sentences. Mixing of elements of standard language and local language is noticed. We mark the words not belonging to the local idiom corpus. We try to replace these words with the version of words in local language.

We compile the results of the work.

Examples:

Kofa – large wicker basket, used to carry grapes from vineyard to vine cellar

Examples of sentences: I can hardly move with this *kofa* on my head –

"Jedva se mičen s punuon kofon gruožja na glovi."

Put *spara* under this *kofa* on my head. –

"Umetni mi sparū ispol kofe gruožjo na glovi."

Mih – goat skin that was used to transfer grape must (bellows)

Examples of sentences:

Put *mih* to soak, we need to carry must. – *"Stav močit mihe, vajo gonit mast."*

Tighten hatch well to stop seeping from *mih*. – *"Stiegni dobro ušća da ne cidi mast iz mihuov."*

3. Task for individual work

Students perform individually this task in their close environment. Students talk with native speakers.

Incentive questions:

How did harvest look in the past? Who was involved in the vineyard works? Who was processing the grapes? What tools they needed for work? How the grapes were transported to wine cellar? How is wine produced from grapes?

After listening to native speakers students will make notes, expanding the dictionary database with lot of new words.

4. Written creation

In classroom, students read their notes. The data are being compiled. We recollect our own impressions and experiences gained participating in the harvest with our families.

Students write papers, the topic is: *The harvest - From grapes to wine (Od gruožja do vina)*

5. Analysis of written works

We read students' papers.

Conclusions:

- standard words and forms appear in written work, together with words and forms of local idiom
- It is necessary to identify the standard linguistic forms and replace them with the local ones

We search solutions together, and then we replace the words not belonging to local language.

We write down the corrected written works.

An example of written work:

Jematva

Vrime je od jematve. Težoci gredu brat grozje. Nosidu sobon krtole, kofe, kocu i svu potribu za jematvu. Grozje se bere i meće u krtole. Kad se krtol napuni, iskriće se u kofu, a kad se kofa napuni, žene mećedu na glovu sparū, dižedu punu kofu na glovu i nosidu u kocu. U koci se grozje meči baton, a kad se dobro izmeči, onda se mast šešulon puni u mihe. Kad se mih napuni, ušće se veže sukon na trtajun. Po dvo miha se prtidu na konja i mast se goni doma. Doma se mast iz miha prilije u badonj. U badnju vrije, a kad vrenje fremo, onda se vino iz badnja istoči u vinotoku. Sa dižvicon se vino puni u maštilac, a iz maštilca se kroz pirjot ulije u karatil. Kad svo vino isteče iz badnja, drof se stavije u turan i turno se dokle ne izojde svo vino. Drof koji ostane u turnu nosi se u rakijošnicu u kotal za rakiju i peče se. Kad se rakija spremi, onda rečemo da je po jematvi (jematva je završila).

Jematva u našen kraju

Otac se pri svih nos usto. Vajalo je prigledot je sve parićono za trgonje. Kocu, krtole, kofe, bat, šešulu, mihe i sve drugo ča tribo vajalo je naprtit na konje i hodit. Mi smo se dica malo pokašnje ustali po je otac po nu njegovu malo grinto, ali smo nakon nikega vrimenta pomalo krenuli. U krtole je svak svoj trs trgo, u kofe mećo, a matere sa sparima na glovi spretno su kofe nosile do koce. Otac je sa starijin braton u koci mast baton meči i u mihe ga puni. Napunjene mihe čvrsto se vezalo sukon na trtajun i na konje prtilo. Vajalo je koji mih u intrašej stavit da se manje putih do doma učini. U konobi smo mast u badonj mećali. Dokle su se gonjoči sa konjima vrotili, mi smo drugu turu parićali i tako sve do obida kad su matere i none sve lipo prid nos težoke iznile. Kako smo glodni i umorni bili, svu smo spizu izili i trgot opet zaprišili kako bismo s vrimenon sve finili.

4.3. Third unit

NAME	Creating a pictorial dictionary
OBJECTIVES	- To raise awareness of the need for understanding and studying the local language - To recognize applicable value of the project results - To establish cooperation among students in team work - to create PP presentation
KEY WORDS	pictorial dictionary
PLACE AND TYPE OF LEARNING	classrooms, heuristic teaching

Didactic scenario

1. Introduction

Students think and discuss about the most interesting way to present the results. They decide to create PowerPoint presentations that will include pictorial dictionary and display students' literary works.

2. Processing data

The pictorial dictionary *The Harvest (Jematva)* will contain:

- The names of tools and vessels that are used during picking and processing of grapes
- Descriptive meaning on Croatian standard language is associated with each named object
- Sentences as examples of speech, providing additional guidance on the meaning

of words and associating them with the actual context

- Photo of named objects

An example of lexical unit:

Spara – jastučić punjen vunom koji se stavlja na glavu kad se nosi kofa

- Uzmi sparu jer inakje ni lako donit vodu s dunaja na glovi.
- Matere su naše na glovu mećale sparu i no nje maštil pun vodie.



The presentation will be supplemented with students' literary works.

3. The final part

Students presented their work to other students in the school.

5. CONCLUSION AT THE END OF THE RESEARCH

Project objectives are achieved. Student motivation for work is increased. Students gained new skills and knowledge of language. They increased their linguistic communication competences. They are qualified to distinguish linguistic standards from local idiom. They notice accurately phonological and morphological characteristics of both idioms. Students can communicate in both idioms, oral and written, trying to avoid interference (overlapping) that cause linguistic errors. They increased their competence for learning and problem solving: they know how to act when they notice an unknown language unit and how to apply this knowledge. Students increased their digital competence because they were consistently, independently and proficiently using ICT tools during the collection and processing of data and the presentation of results.

Finally, through working on the project, students have increased awareness about value of their heritage and the need to preserve heritage values and to protect local idiom. They realized that many everyday activities could not be accurately expressed by using standard idiom. The local idiom preserves the tradition and social experience. We need to cherish the idiom that we can use to express tradition and social experience, in order to preserve it.

Students have learned how to achieve better educational effects: **to preserve the local idiom for the future, students need to know it, and to know it they need to study it.**

Teaching project in ES «Marjan», Split

CLOTHING - PAST AND PRESENT

1. Basic information about the project:

Title of the project	Clothing - past and present
Participants	Pupils of the class 4th c
The project manager	Andelka Vugdelija
The duration of the project	Four weeks
The project objectives	<ol style="list-style-type: none"> 1. to increase pupils' motivation to learn 2. to connect teaching content with real life and gain permanent skills and knowledge 3. to explore and to connect on the basis of historical sources (clothing, footwear, articles, photos ...) 4. to get better acquainted with the homeland, its past and present 5. to assess the impact of the past on the future of man 6. to develop a sense of beauty and purposeful clothing 7. to develop a positive and optimistic spirit of recognizing the uniqueness of special moments 8. to increase pupils' awareness of the need to cherish the national heritage as a testimony of the history of each nation 9. to develop and implement appropriate social skills and abilities
The expected results	<ol style="list-style-type: none"> 1. Increased pupils' motivation to learn 2. New insights on the manner of clothing of our ancestors 3. Better cooperation between pupils in achieving common tasks 4. Competence of pupils in persistently carrying out the tasks in the individual and group work 5. Competence of pupils in self-assessment and monitoring of progress during the project work 6. Systematized project documentation (posters, literary works, artistic works, pp presentations and public presentation of the work)
The most important activities	<ol style="list-style-type: none"> 1. Research and data collection from the literature, the Internet, museums and everyday environment 2. Talking with experts (historians), with older family members and relatives 3. Listening, writing and identifying the characteristics of manner of dressing in coastal region of the homeland compared to other regions 4. Comparing the old with the modern manner of dressing 5. Field work (taking photos) 6. Processing of the data collected 7. Pupils' creative work 8. Systematizing acquired knowledge and making conclusions 9. Public presentation of the work)

2. The motivation for the inclusion of project teaching in the school curriculum

At the beginning of the school year, the theme „Culture of living in the past and present“ has been determined for the school project. It is a framework for linking educational content of all teaching areas.

Looking for ideas on how to modernize teaching, make it more interesting, and encourage pupils to do some research work, we came across an interesting idea – to familiarise our pupils with the old customs and manner of dressing of their ancestors.

With this project we wanted to connect the past with the future at the present by developing a positive attitude about the traditions and local heritage that we inherited.

3. Planning the project

The project is implemented through the following stages:

- introduction to the topic
- field research / fieldwork (meeting and talking with professionals, grandparents, collecting old clothes, jewellery and fashion accessories, taking photos)
- data processing (with additional use of literature)
- creative work
- making posters and picture books
- exhibition
- presenting the work to parents, teachers, other pupils and broader public

4. Realization of the project

Examples of lessons

4.1. Lesson 1

THE TITLE OF THE LESSON	Clothing - past and present – introduction
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none">- to distinguish clothing items according to the historical period in which they were created and situations in which they were used- understanding of the concepts ancestors and descendants, the past, the present and the future- to be able to read the timeline- development of key competencies (competence for learning, communication, social and problem solving)
KEY TERMS	old items of clothing, decade, century, millennium, ancestors, descendants, past, present, future, home, historian, museum, historical evidence, exhibition
THE PLACE AND THE METHODS	Classroom, heuristic and research based teaching,

DIDACTIC SCENARIO

1. INTRODUCTION

Previous assignments for pupils

Pupils were assigned to collect old photos a few days earlier.

Pupils observe, describe and comment on the material they brought.

Questions encourage pupils to notice the different ways of dressing over time.

Teacher announces that pupils will now start the project Clothing past and present.

2. PROCESSING OF THE NEW CONTENT

The teacher gives detailed information about the project, how it will be implemented and with what tasks.

Teacher divides students into nine groups and each group selects a pupil who will be group coordinator that will report weekly on the progress of the group. The report will be hanged somewhere in the classroom, and in this way, everyone can see how the project is implemented at any time.

Pupils agree on the rules to follow when working in groups, in order to respect each other and cooperate better. This is an extremely important formative moment because pupils should be encouraged to achieve cooperation and mutual tolerance. During group work, teacher plays a secondary role and only gets involved if a group is not following the rules.

Teacher explains to pupils how to get the data needed for the project. It is important to help them find the data using new media which are becoming indispensable in today's world.

Teacher gives specific tasks to each group and hands out prepared preliminary papers with the corresponding content.

During the project, students will create their own plans and references to the project by recording key information and resolving the issues.

The planned tasks for groups

1. The first group collects old photos and old clothes.
Number of pupils in group: 3
2. The second group tries to find out how people used to dress for funerals.
Number of pupils in group: 3
3. The third group prepares a presentation of clothes for weddings – old and new.
Number of pupils in group: 4
4. The fourth group prepares a presentation of the history of bathing suits
Number of pupils in group: 3
5. The fifth group prepares a presentation of jewellery, costumes and fashion details of our region through time.
Number of pupils in group: 4
6. The sixth group prepares a presentation of development of headgear.
Number of pupils in group: 3

7. The seventh group explores school clothes through history.
Number of pupils in group: 3
8. The eighth group presented handbags through time.
Number of pupils in group: 3
9. The ninth group compares old and new clothes.
Number of pupils in group: 4

PRELIMINARY PAPER WITH THE CORRESPONDING CONTENT FOR PUPILS

PROJECT: CLOTHING - PAST AND PRESENT

What will I be exploring?

What interests me and what I want to know?

How do I achieve it?

People who were involved in my project:

What was particularly interesting?

What new have I learned?

What surprised / impressed me?

Some details I want to present / share with others:

Each pupil in the class can bring old photos and old clothes but has to submit it to the members of the first group. Their task is to note who brought what so that after the project is over, they can give it back. On each photograph or item of clothing, a name of pupil who brought it has to be attached.

Together we find a place in the classroom where we hold the collected data, photos and old clothes.

It is important that pupils choose a task that they will be able to accomplish. A pupil may participate in multiple groups. For children with disabilities we choose groups with tasks that are best suited for them.

When dividing the pupils into groups, a teacher must ensure that each group is of mixed composition according to pupils abilities and capabilities. The task of each pupil in the group must be clearly determined. Pupils can make a brief outline (draft) of ideas with the proposal how to successfully accomplish the task.

3. THE FINAL PART

Revising tasks of the project and the method of evaluation.

Determining group tasks and the task of each pupil in the group.

4.2. Lesson 2

THE TITLE OF THE LESSON	Clothing past and present - the presentation of works and the conclusion of the project
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none"> - To systematize the ways of managing the project and how it was documented - to explore and associate on the basis of historical sources - to increase pupils' awareness of the need to cherish the national heritage as a testimony of the history of each nation - development of key competencies (competence for learning, communication, social and problem solving)
KEY TERMS	old items of clothing decade, century, millennium, ancestors, descendants, past, present, future, home, historian, museum, exhibition, ethnologist, traditions, folk heritage
THE PLACE AND THE METHODS OF REALISATION OF TEACHING	Classroom, heuristic and research based teaching, fieldwork

DIDACTIC SCENARIO

1. INTRODUCTION

The teacher asks questions:

What we have explored and studied for the last four weeks?

What we wanted to achieve with this project?

Pupils verbally respond to questions by expressing personal observations.

2. PROCESSING OF THE NEW CONTENT

Creating shared exhibition

The collected material is divided into groups in the classroom, showing various tasks of the project. Each group presents its own task by exhibiting the material it has collected on separate benches (stands). Thus, for example, on the stand of clothes for weddings – old and new, pupils exhibit old wedding dresses, the veil, the wedding photos, old man's suits, shoes, etc. The benches are arranged in the shape of the letter U in order to have ample space for visitors to move around freely. Posters are placed on the wall behind the benches. The empty space is filled with a table exhibiting a vase and flowers, a doll dressed in traditional costume, an old camera, an old family album and a guestbook in which visitors write their observations and impressions. Group representatives dress in accordance with the group task (they put on a wedding dress, a headdress, a traditional costume etc.) Also, a doll dressed in traditional costume is placed in front of the classroom. Prior to presentations, two pupils are selected to officially open the exhibition by addressing the visitors in an introductory speech. Also, a group of pupils is selected to sing a traditional song with dance choreography.

Presentation of the works

Group representatives present the work of their group.

1. The first group presents collected old photos and old clothes sorted by age.
2. The second group presents the dressing in funerals.
3. The third group presents the clothes for weddings – old and new.
4. The fourth group presents the history of bathing suits.
5. The fifth group presents Jewellery, costumes and fashion details of our region through time.
6. The sixth group presents the development of headgear.
7. The seventh group presents the school clothes through history.
8. The eighth group presents the handbags through time.
9. The ninth group presents the old and the new clothes.

3. THE FINAL PART

The talk about the work and drawing the conclusion of the project

After the completion of the work, pupils are asked to reflect on their work (project planning, collaboration with others, gaining of new insights, use of resources, preparing presentations, participating in presentations) and to try to honestly assess themselves. In this way, the pupils

can see in which areas they performed well and in which areas they still need some improvement.

While working in groups, pupils were engaged in the division of work within the group, agreeing about the work carried out in the group discussion. Group coordinators were regularly and thoroughly preparing a report on the progress of the group. We are especially grateful to the ninth group that has greatly contributed to the pupil who has organized classes at home because of a disability, to be involved in the work. The parents also joined in the project and helped with its realisation. Based on observations, exploration and collected material pupils learned a lot about the life of their ancestors, how they dressed, what kind of fashion accessories and jewellery were worn, the customs regarding clothing for the holidays and other special events, and a number of other details. Doing the best they could, pupils prepared an exhibition. The exhibition had a lot of visitors and the community spirit and goodwill carried by tradition and infused with the spirit of the past in the present, has been felt by the teachers, parents and pupils alike. Visitors were delighted by the exhibition, which is reflected in the impressions they wrote in our guestbook and its coverage on national television news. Pupils were very happy that the guests praised their hard work and creativity. There were meetings of teachers, parents, friends and pupils of all ages, a few smiles and a few tears of joy, joint photography for the album and a handful of warm words. It was like one big family that works and learns together, socializes and has fun.

4. THE CONCLUSION AT THE END OF THE RESEARCH

Pupils independently researched, and evaluated the historical sources practicing teamwork. They nourished and promoted cultural heritage, emphasized cultural values and developed creativity. They proved that with just a little willingness and effort it is so easy to learn, work and socialize. We cannot and we must not conclude the project without once again emphasizing the importance of cooperation and communication. Cooperation and communication is the principle of life, part of pedagogical ethics and ethos, a measure of success and popularity of each individual and his community.

Teaching project in ES «Marjan», Split

Old Household Objects

1. Basic information about the project:

Title of the project	Old Household Objects
Participants	Pupils of the class 4th c
The project manager	Anđelka Vugdelija
The duration of the project	Four weeks
The project objectives	<ol style="list-style-type: none">1. to increase pupils' motivation to learn2. to connect teaching content with real life and gain permanent skills and knowledge3. to explore and to connect on the basis of historical sources (old household objects, photos ...)4. to distinguish between past, present and future on the basis of old objects from the past of our ancestors5. to connect the years with the appropriate century and millennium6. Develop a sense of beauty and purposeful planning of housing and maintaining cleanliness7. to raise awareness of importance of saving energy8. to develop and implement appropriate social skills and abilities
The expected results	<ol style="list-style-type: none">1 Increased pupils' motivation to learn2. New insights on the way of life of our ancestors3. Better cooperation between pupils in achieving common tasks4. Competence of pupils in persistently carrying out the tasks in the individual and group work5. Competence of pupils in self-assessment and monitoring of progress during the project work6. Systematized project documentation (posters, literary works, artistic works, pp presentations and public presentation of the work)
The most important activities	<ol style="list-style-type: none">1. Research and data collection from the literature, the Internet, museums and everyday environment2. Talking with experts (historians), with older family members and relatives3. Listening, writing and observing4. Comparing the old household objects with the modern ones5. Field work (taking photos)6. Processing of the data collected7. Pupils' creative work8. Systematizing acquired knowledge and making conclusions9. Public presentation of the work)

2. The motivation for the inclusion of project teaching in the school curriculum

At the beginning of the school year, the theme „Culture of living in the past and present“ has been determined for the school project. It is a framework for linking educational content of all teaching areas.

Thanks to high class inspiration and a good knowledge of the ways of working in a project pupils wanted to do something more, and set out to create a new story - The old household objects. The objectives were to explore and study the history as well as the present but also to think about the future and thus to develop pupils' awareness on the conservation of tangible and intangible cultural and historical heritage of our region.

3. Planning the project

The project is implemented through the following stages:

- introduction to the topic
- field research/fieldwork (meeting and talking with professionals, grandparents, collecting old household objects, taking photos)
- data processing (with additional use of literature)
- creative work
- making posters and artwork
- exhibition
- presenting the work to parents, teachers, other pupils and broader public

4. Realization of the project

Examples of lessons

4.1. Lesson 1

THE TITLE OF THE LESSON	Old Household Objects
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none">- to distinguish between old and new household objects- to introduce technological advances- understanding of the concepts ancestors and descendants, the past, the present and the future- to be able to read the timeline- development of key competencies (competence for learning, communication, social and problem solving)
KEY TERMS	old household objects, household chores, old crafts, decade, century, millennium, ancestors, descendants, past, present, future, home, historian, museum, exhibition
THE PLACE AND THE METHODS OF REALISATION OF TEACHING	Classroom, heuristic and research based teaching, fieldwork

DIDACTIC SCENARIO

1. INTRODUCTION

The teacher has assigned a research task for homework. The task was to find and photograph the old household objects. Pupils were indeed interested and they immediately set out to create new common story. They went to the homes of their grandparents and great-grandparents photographing and collecting old objects. In addition to the old houses, the students also visited museums, old Dalmatian taverns as well as modern shops with new goods.

After the specified time limit of four weeks, pupils have brought photos that were taken, and many have also brought household objects.

The teacher started talking about household chores and household helpers. s are observed described commented on materials that are brought.

2. PROCESSING OF THE NEW CONTENT

The teacher begins heuristic conversation.

What are the differences observed between the old and new household objects? What was life like without many household objects and appliances that we use today?

By having a discussion on basis of studying, observation and research of gathered material pupils have noticed the difference between the old and new household objects according to the type of energy, materials and design used. They detected and evaluated the importance and contribution of our ancestors for our own life and they explained the difference between the childhood of our ancestors and our own.

Modern household objects are the result of technological progress and they make our lives easier.

By asking questions about the maintenance of old and new objects and appliances teacher encouraged the pupils to take care of them so that they would last longer and remind us of the old way of life of our ancestors.

There was a division of work by groups. Two groups have classified the photos and pasted them on two papers offered (the old household objects, the new household objects) and the other two groups have classified the old and new household objects on the desks. In this way, they created two classroom posters and an exhibition of paintings, photographs and old household objects. During the work, the teacher supervised the pupils, guided them and helped in the work emphasizing the importance of good presentation and accuracy of reference in the timeline. She especially emphasized the importance of the effort of each pupil in the group. After the completion, the pupils evaluated their work.

2. THE FINAL PART

At the end, the pupils had a debate "It's nicer to live in the past/present" and they showed a remarkable level of communication skills and presentation of well substantiated opinions.

4.2. Lesson 2

THE TITLE OF THE LESSON	Making of art works - old household objects
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none"> - to adopt and practice the ability to express oneself by making a collage and using ink and brush - to increase pupils' awareness of the need to cherish the national heritage as a testimony of the history of each nation - to develop aesthetic and working abilities - to make art works - to establish cooperation among pupils in group work
KEY TERMS	old household objects, decade, century, millennium, ancestors, descendants, past, present, future, historian, museum, exhibition, ethnologist, traditions, folk heritage
THE PLACE AND THE METHODS OF REALISATION OF TEACHING	Classroom, heuristic and research based teaching, working by observation
POSSIBILITY OF CROSS-CURRICULAR CONNECTION OF CONTENT	Art – working by observation, surface, composition, drawing, colour Science - historic landmarks of homeland

DIDACTIC SCENARIO

1. INTRODUCTION

Pupils held an Art Workshop in order to decorate the space in the classroom where they presented new and old household objects and posters with photos. The task was to create artwork as an imaginative and original way to enrich the project.

Pupils had to create artworks inspired by the exhibited old household objects using the technique of combination – collage paper and ink to make visible outlines.

After the pupils arranged the desks, they protected them and divided collage papers, ink, felt-tip pens and brushes. The teacher distributed red thick paper as the base on which to attach a paper collage. She demonstrated the collage work in ink and brush.

2. PROCESSING OF THE NEW CONTENT

Pupils chose an exhibited old household object they were interested in and explained why. The art workshop was an excellent opportunity for the teacher to encourage the pupils to think in order to understand the meaning and importance of each of the old objects for the life of their ancestors.

After that, pupils went to work and began to independently create artworks by observing the exhibited old household objects. Teacher guided them step by step and encourage them for further work. Geometric and free figures were cut out of collage paper, and then connected and glued to the whole working surface, thus creating an old household object they chose to work on.

Pupils glued forms and pieces of collage paper to the basis of harder red thick paper size A3. During the work, teacher should insist on the proper size and color of the figures imaginativeness of the shapes, cutting and pasting. Then the pupils used black ink to draw lines by which the figures are bordered. Some lines should be made with a felt-tip pen and some with

a brush. Smaller lines were drawn in ink and larger lines or surfaces with a brush. Each pupil should work on their own desk. Be sure to pay attention to the type of brush.

During work, the teacher supervised each pupil and, if necessary asked additional questions guiding them to the secrets of artistic expression. She encouraged the pupils that it is not so bad even if the ink drips and gets on paper (but it is good to protect the desks so that it does not drip past the paper). Of course, the ink also got on their hands and clothes, but they all enjoyed and competed with each other gaining a sense of the value of work that needs to be invested to create something beautiful. Art workshop was accompanied by background music

3. THE FINAL PART

Pupils set up their works on the board and analysed them together. The workshop has fully met our expectations. It was a pleasant and useful work that has resulted in beautiful and interesting pupils' creations. The teacher praised their diversity and originality.

Those creations were arranged to decorate the classroom and complete the exhibition titled Old household objects. The exhibition was officially opened and the other pupils from the school were invited. Project participants have presented what they have explored, learned and created. Pupils have taken over the role of tourism professionals, who need to present the tradition, culture and history to a travel group. Pupils shared interesting information related to prepared posters, photos and exhibited old objects, discussing and passing to each other what they have learned. It was interesting and instructive. They especially enjoyed the demonstration of doing household chores using old objects. By playing the role of tourism professionals, pupils showed great interest for museums, old abandoned houses, old objects and old forgotten crafts. They also provided a different view of the tourism of city of Split and its surroundings using their original and creative ideas. The teacher encouraged the pupils to draw a conclusion of the project based on the results that were presented. She noted that, after each project, only those which worked hard can hope to really become experts not only in the subject that has been studied, but also in the skills and abilities developed in the project.

In the end, the teacher distributed the questionnaires, wanting to get feedback on what pupils thought about the project and how they experienced it. It can be inferred from their responses that their expectations were met, and in some elements even surpassed while the project is seen as a form of socializing and entertainment. What the pupils liked the most is working together with dear colleagues as well as the community and creativity of the work and the opportunity to express their own ideas.

To help include in this project a pupil for which the classes are organized at home, pupils agreed on holding a special mini-exhibition in her house thus spreading the spirit of love and compassion and developing friendship.

4. THE CONCLUSION AT THE END OF THE RESEARCH

In this project we combined the tradition, culture, with modernity. Thanks to photographs of old household objects and other objects from the past as well as numerous stories related to them, pupils learned how the time when their ancestors lived, was really very different from the time in which they live. Pupils have noticed the value of objects from the past and understood why it is important to preserve them. A sense of pride for the successful implementation of yet another project has been substantiated by the diplomas they received from the teacher for their work. Parents and grandparents were also involved in the project, thus contributing to the realization of the idea from the beginning of the story.

By participating in this project, we were all learning in a different way. Or, to quote a representative of the Agency for Mobility and EU programmes - we have added colour to our school's daily routine.

Through interesting and enthusiastically welcomed theme, the pupils have shown that they can, in their own way, touch the very soul of Dalmatian mentality, and they can also get along and have fun working together.

Teaching project in ES “Marjan“, Split

“TAILORING AND EMBROIDERY“

1. Basic information about the project:

Title of the project	Tailoring and embroidery
Participants	21 pupil of class 2 C
The project manager	Teacher Vesela Višić
Duration of the project	Four weeks
The project objectives	<ol style="list-style-type: none">1. Developing the sense for dressing in aesthetically pleasing manner and the sense for interior decoration with embroidery2. Raising awareness of the importance of preserving the heritage of the family and of the wider community3. Linking teaching content with real life and acquiring permanent knowledge4. Development of critical thinking skills, contrasting the traditional and the modern way of dressing and embroidery decoration.5. Developing a positive attitude towards the preservation of the tradition of the city of Split, exploring its past and planning the future.6. Increasing pupils' motivation for learning7. Developing pupils' personality through collaboration and new situations.8. Development of the key competences (competences for learning, problem solving, social and communicative competences).
The expected results	<ol style="list-style-type: none">1. Increased pupils' motivation for learning about the traditional ways of dressing in the city of Split and the interior decoration with embroidery.2. Better cooperation between pupils in group work and the achievement of the common tasks.3. The pupils' positive attitude towards the ways of dressing of

	<p>their ancestors and towards embroidery</p> <p>4. Development of pupils' competence for self–evaluation and monitoring their progress during the schoolwork.</p> <p>5. Developing pupils' love of embroidery and tailoring, and enhancing their pride in the tradition of Split.</p> <p>6. Gathered project documentation: PP presentation on the implementation of the project, posters, artwork, association and pantomime games, selection of the best design work.</p>
The most important activities	<ol style="list-style-type: none"> 1. Research and data collection from their surroundings and from the relevant literature 2. Interviews with the pupils' ancestors 3. Data processing 4. Comparison of the traditional and modern ways of dressing 5. Familiarizing with the tailoring and embroidery methods 6. Practical application of the acquired knowledge (making sketches of the tailor cuts and of the embroideries, designing modern clothes and embroidery that are in the aesthetical accordance with the tradition) 7. Developing multiple intelligences through the pupils' creativity 8. Systematizing the acquired knowledge 9. Arranging project documentation and the presentation of the results 10. Evaluation of the project

2. Motivation to achieve results

The theme of the school project, “The culture of living in the past and present“, has been selected at the beginning of the school year. It is the framework for linking educational content of all teaching areas.

The fact that today we have a common style in fashion, which makes the textile production simpler, leads us to the conclusion that the fashion we see today strives towards the exclusion of individuality. The goal of design is to create something different and unique, exactly what the experienced and skillful hands of old seamstresses and embroiderers in the city of Split have done. They were proud of their handicraft and they passed their love for it and their knowledge from one generation to the next. Motivated by this project, the pupils discovered a large number of books with sewing patterns and books with embroidery patterns,

dating a few hundred years back, and belonging to ex-pupils and employees of the ES “Marjan”.

All of the above inspired the teacher to develop the pupils’ sense for aesthetics through the exploration of the traditional customs in the city of Split and through the fabrication of such clothing and decorations, thus preserving the heritage of their city.

3. Planning the project

The project is implemented through the following stages:

1st stage – planning

- Collection of old books with sewing patterns and old books with embroidery patterns
- Selection of the aesthetically most valuable tailoring and embroidery patterns
- Collection of the photographs presenting the clothing styles of the citizens of Split through history
- Introduction of the project to the parents
- Collection of clothing items and decorations traditionally associated with Veli Varos.

2nd stage – implementation

2.1. Tailoring

- Dividing pupils into four groups (every group has a leader, the so-called fashion detective)
- Analysis of the old books with sewing patterns, photographs and clothing items
- Cataloguing the interesting traditional terms denoting clothing items
- Observation and imagination activities (making sketches and cutting the cardboard puppets, the design of their traditional and modern clothes using the combination of the following techniques: collage and felt-tip pen, magazine illustrations).

2.2. Embroidery

- Dividing the pupils into four groups
- Analysis of the old books with embroidery patterns (especially of those that contain sketches and preserved original embroideries)
- Discussion about the meaning of the beautiful and purposeful interior design in different styles belonging to the tradition of Split.
- Presentation of the aesthetically most valuable handicrafts traditionally linked with the city of Split and Dalmatia

- Observation and imagination activities (in order to explain the way the lace is made, every group got the assignment of designing the lace by the repetition of sequences of geometrical shapes emphasizing the symmetry, balance and aesthetics, using ink and fountain pen on white paper)

3rd stage – evaluation

- Expression of the impressions
- Analysis of the artwork and selection of the most interesting achievements in design
- Systematization of the acquired knowledge
- Presentation of the results to parents, teachers and other pupils.

4. Realization of the project

Lesson examples

4.1. Lesson 1

THE TITLE OF THE LESSON	<p>TAILORING:</p> <p><i>a) Visual stimulus:</i> traditional and modern clothes on the cardboard puppets (tailoring of the clothes)</p> <p><i>b) Art field:</i> painting and design</p> <p><i>c) Art techniques and their medium:</i> technique of combination – collage, felt-tip pen, magazines with illustrations</p> <p><i>d) Art subject:</i> sheet, line, color, recomposition</p>
METHODOLOGY OF REALIZATION	<p><i>Teaching methods:</i> demonstration, the method of practice, the method of problem-based learning</p> <p><i>Teaching modes:</i> observation and imagination</p>
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none"> - development of the aesthetics - development of cognitive thinking - development of the feeling of belonging to the community - improvement of the coordination of movements - development of social sensitivity and communication skills
KEY TERMS	<p>Cultural heritage of Split, ancestors and descendants, time line, tailoring, terms denoting particular clothing items, design, puppetry</p>

THE PLACE AND THE METHODS OF REALIZATION OF TEACHING	Classroom: heuristic and research based teaching
DURATION	2 teaching periods

DIDACTIC SCENARIO

1. INTRODUCTION

a) *Preparation of teaching materials*

The teacher divided pupils into four groups. Their goal was to prepare cardboards, scissors, glue, collage, felt-tip pens and the illustrations from fashion magazines.

b) *Introduction of the art technique and the associated technical instrument to the pupils*

The pupils continuously draw patterns of human bodies on the cardboards and cut them out, constructing this way the model of the two-dimensional cardboard puppets. During the process of gluing the collage and illustrations to the base, the teacher stresses out that the big sheets are to be glued first, on top of them the smaller sheets, and then the details can then be additionally stressed by felt-tip pens.

c) *Research of the art subject: tactile, auditory, visual research: exercises of observation and tracing art ideas.*

The pupils analyze the almost hundred-year-old tailoring books of their ancestors; they notice the interesting and unusual clothing items and the traditional terms denoting them, typical for Dalmatia and Split (fae. shirt with shoulder straps, Dalmatian shirt, body shirt with shorts, men's nightgown, etc.). The pupils explore visually and tactile every clothing item accompanied by the music of the old Dalmatian harmony-singing groups. The pupils touch the materials from which the clothing items of their ancestors are made. The pupils note detailed sketches and thorough descriptions of the sketches of clothing items, but also the accompanying dates marking the beginning and the end of tailoring and sewing process. All delighted, they exhibit the old photographs of their parents, grandmothers, grandfathers, great grandmothers and great grandfathers, and note the different styles in dressing. The teacher encourages them spontaneously so they could design the clothes for their two-dimensional puppets, and the delighted pupils accept it.

d) *Announcing the art assignment (execution of art subject)*

The pupils have the assignment to make two dimensional puppets and to design them traditional and modern clothes combining the techniques of collage and felt tip pens. The teacher emphasizes the importance of the characteristics of the traditional style of dressing, or respectively of the examples from the books with sewing patterns and fashion magazines in which the symmetrical balance of the time period in question dominates. The resulting art compositions should appear static, peaceful and dignified. In contrast with the previously mentioned time period, the modern way of dressing is characterized exactly by the asymmetrical balance which creates the impression of dynamics and turmoil.

2. ANALYSIS OF THE ART CONTENT

Pupils previously divided into groups have the assignment of arranging photographs on the tables using the time line so they could note the connection between ancestors and their descendants. Through the heuristic conversation the teacher encourages them to observe, detect and comprehend different styles in dressing in the city of Split through time. (What can you notice? Which clothing combination do you like most? What do you feel when you see the way your ancestors dressed? How would you feel in such clothes?).

Afterwards, the pupils approach the construction of the puppets in a positive manner, seeing them as their friends through whom they analyze the world in and around them. Combining the sheets, color and through the recomposition, the pupils should create characters and their style in dressing. This way they have the opportunity to develop their opinions, judgment, creativity and creation.

Each group had their own assignment:

1st group – dressing in the first half of the 20th century (great grandmothers and great grandfathers)

2nd group – dressing in the midst of the 20th century (grandmothers and grandfathers)

3rd group – dressing near the end of the 20th century (mothers and fathers)

4th group – dressing at the beginning of the 21st century (children - pupils)

During the assignment the pupils' hands and bodies are in constant motion. This method of creation in groups can be very dynamic if it is open, spontaneous and imaginative, and at the same time respectful of the instructions of the leader or the so-called fashion detective.

While some of the pupils imitate their ancestors, the other ones are already sketching them; the third group compiles the symmetrical cuts of the clothes and color appropriate for dressing style of the particular generation. The teacher is a participant which from time to time distracts them from the art kitsch and directs their attention towards the aesthetics of expression, without interfering too much in their design adventure. The pupils' learning and expression is more efficient and deeply motivated with the discovery that those puppets will be used later on as a teaching aid.

The pupils use the puppets to repeat spontaneously the traditional Dalmatian songs, expressions, and stories, to perform puppet show, they are relaxed and content. Also, they repeat the terms denoting the clothing items that are being uttered rarely nowadays, and they imitate comically their ancestors from Veli Varos.

When they finish designing the traditional clothes, they have to create modern clothes which they would prefer. During the finalization process of the clothing items for the 21st century they notice that the only differences can be found in the symmetry and asymmetry, and in the larger freedom in the color selection. That what is most important and most valuable can be seen in the sketches of the modern clothes also.

The teacher encourages them to execute their ideas independently and commends original solutions. The previous experience in puppetry and the design of clothes for the puppets helped the pupils in acquiring concrete knowledge, but it inspired also their creativity, better interpersonal communication and the attitude towards their heritage.

3. THE FINAL PART – ANALYSIS AND ASSESSMENT OF ART ACTIVITIES AND ART PRODUCTION (verification of originality, technical practicality, general quality of aesthetics and material assignment)

After the conclusion of the work the teacher and the pupils exhibit their artwork in groups. This is followed by the analysis and the comparison of designs of different styles belonging to particular time periods in Split, the designs which were thought out by the pupils. They play association games in which they guess which clothing style belongs to particular time period, and at the same time they spontaneously imitate the dances and sing the songs from that time period.

The teacher emphasizes the importance of the aesthetics achieved through imagination, the accuracy and the balance of sheets, and the symmetry of lines and characters. The pupils then notice, express and assess what is beautiful, and then discuss whether the art

assignment is completed or not. They stress that they feel a deeper connection to their group, class, school, family, Veli Varoš and Split.

4.2. Lesson 2

THE TITLE OF THE LESSON	EMBROIDERY: <i>a) Visual stimulus: lace (embroidery)</i> <i>b) Art field: drawing</i> <i>c) Art techniques and their medium: fountain pen</i> <i>d) Art subject: contour drawing and structural line, rhythm</i>
METHODOLOGY OF REALIZATION	<i>Teaching methods: demonstration, analytic observation, construction and variation</i> <i>Teaching modes: observation and imagination</i>
EDUCATIONAL OBJECTIVES	- development of the aesthetics - development of cognitive feeling - development of emotions, development of psychophysical characteristics - improvement of the coordination of movements - development of social sensitivity and communication skills
KEY TERMS	Cultural heritage of Split, ancestors and descendants, time line, embroidery
THE PLACE AND THE METHODS OF REALIZATION OF TEACHING	Classroom: heuristic and research based teaching
DURATION	2 teaching periods

DIDACTIC SCENARIO

1. INTRODUCTION

a) Preparation of teaching materials

The teacher divided the pupils into four groups. Each group chose their leader. The pupils prepared their working spaces and the teaching materials: ink, fountain pens, refined and smooth white papers.

b) Introduction of the art technique and its medium to the pupils

The teacher stresses that fountain pens leave a sharp and clear mark. The pupils will leave a narrower or wider mark on the paper depending on the width of the fountain pen and its positioning during drawing.

c) *Exploration of the art subject:* tactile, auditory and visual exploration; exercises of observation and search for the art ideas.

The pupils analyze in groups the books with sketches of old embroideries; they notice different styles and the effort invested. The sketches are compared with the examples of already constructed embroideries which they touch with their eyes closed. Together they perceive the structures and the textures of different materials; they explore the best way in which they can depict them with their drawings. They use the fountain pen in order to test its marks on the paper; they notice the graphic possibilities of the art technique.

d) Announcement of the art assignment (Execution of art subject)

All groups got the assignment to pick the most interesting and the aesthetically most pleasing embroideries in the books with embroidery patterns. While ones draw while observing, the other ones have to create i.e. design by themselves modern embroidery.

2. ANALYSIS OF THE ART CONTENT

The teacher decides to encourage the pupils' thinking and creativity through their imagination in order to make them see the value and the wealth of the preserved embroideries. The teacher gives human characteristics to the dots and lines, and the imagination process begins. She talks about the busy hands of the Split women, who interweaved lots of love, thoughts and feelings into their embroideries. The pupils start imagining their dots going for a walk around the city leaving marks on its history. The creation starts, and the additional inspirations are the songs of Dalmatian harmony-singing groups which can be heard in the background.

In the initial stages of the creation the pupils have to find the inner rhythm in order to create it themselves while drawing the lace. They listen to their heartbeats and their breathing for a few moments in peace and silence, which is a good exercise for the mental condition. The same exercise is repeated at the end of the lesson.

The lines which the pupils make with ink are narrow and strained. They drew the lines which deviated I winded like rivers and streams. They created the shapes which were then filled with intertwined texture lines. Overwhelmed with pride and happiness the pupils built the shapes from inside out and each of their embroideries contained regular and irregular rhythms. Individuals noticed that the density of the lines alternates like flux and reflux of the sea.

When the pupils were finished, each group had to “drum” their drawing while the other pupils danced in rhythm. For smaller characters they drummed with one hand on the table and for the larger ones with both hands. Also there were some who tried to imitate the old Split dance with spontaneous dance movements.

3. THE FINAL PART – ANALYSIS AND ASSESSMENT OF ART ACTIVITIES AND ART PRODUCTION (verification of originality, technical practicality, general quality of aesthetics and material assignment)

In the end came the analysis of the artwork. The pupils noticed interesting ornaments belonging to the heritage of Split. They created their own art expression which could be seen in the artwork they made by arranging the lines in their own way. They illustrated their impressions of the past, what they see, notice and feel. They enjoyed the tactile and visual contacts and they discussed openly the art activity which they were engaged in. Each group achieved the harmony in the composition of their artwork, based on the inner balance and their ideas.

4. PRESENTATION OF TAILOR CUTS AND EMBROIDERIES

A successful conclusion of the project was followed by the presentation of the artwork. The pupils, parents and everyone present were impressed by the artwork and filled with emotions while the proud pupils demonstrated their lace designs.

Then the selection of the most unusual modern embroidery with elements of tradition came. The most original group was especially praised. The puppets which named Pino, Pjero and Filomena (old and rare Split names) by the pupils were also exhibited. Different styles of dressing through history of Split were presented on the puppets. The puppets were used as a nice example for the comparison of the ways of clothing and the aesthetics then and now. The best dressed puppets were selected and their designers were praised.

The pupils can learn a lot through game, including how to avoid the art kitsch and how to create their own aesthetics. A constant exposure - tactile, auditory, and visual - to quality work preserved since ancient history of Split is needed in order to achieve the aesthetical cultivation of a child.

Teaching project in ES «Marjan», Split

«TRADITIONAL DISHES OF VELI VAROŠ»

1. Basic information about the project:

Title of the project	Traditional Dishes Of Veli Varoš
Participants	21 pupil of class 2. c
The project manager	Teacher Vesela Višić
The duration of the project	8 weeks
The project objectives	<ol style="list-style-type: none">1. Raising awareness of pupils about organically grown and healthy food2. To teach pupils the proper and varied diet and its impact on health3. Developing a positive attitude towards the preservation of tradition of Veli Varos, exploring its past and planning for the future4. Linking teaching content with real life and acquiring permanent knowledge5. Developing pupils' personality through collaboration and new situations6. Raising awareness about the importance of preserving the heritage of the family and the wider community7. Development of key competences (competences for learning, problem solving, social and communicative competence)
The expected results	1. Increased pupils' motivation for learning about organically grown food, the impact of proper nutrition on health and the traditional way of

	<p>preparing healthy and delicious food of Veli Varos</p> <p>2. Better cooperation between pupils in group work and the achievement of common tasks</p> <p>3. Good cooperation with the pupils' grandmothers. A positive attitude towards ancestors.</p> <p>4. Competence of pupils in self-evaluation and monitoring their progress during the work</p> <p>5. Developed love of cooking and pride in the tradition of Veli Varos through fellowship</p> <p>6. Gathered project documentation: PP presentation on the implementation of the project, systematized book of recipes, papers, posters, artwork and a play</p>
The most important activities	<ol style="list-style-type: none"> 1. Research and data collection from the relevant literature 2. Interview with pupils' grandmothers 3. Data processing (recipes) 4. Comparing traditional and modern menus 5. Practical application of acquired knowledge (cooking in the school kitchen and eating traditional and healthy dishes) 6. Developing multiple intelligences through the pupils' creativity 7. Systematizing the acquired knowledge 8. Arranging project documentation and the presentation of results 9. Evaluation of the project

2. Motivation to achieve results

At the beginning of the school year, the theme „Culture of living in the past and present“ has been determined for the school project. It is a framework for linking educational content of all teaching areas. Nowadays, life is very fast and people eat a lot of fast food. It may be tasty but it is unhealthy and of little nutritional value. Inspired by this fact, we decided to investigate what the ancestors of our pupils have been eating in Veli Varos.

The idea to take a peek into traditional cookbooks of our pupils' grandmothers has been accepted with pleasure. We decided to prepare a few interesting recipes in the school kitchen, in order to experience at least some of the wonderful scents and tastes of our past.

3. Planning the project

The project is implemented through the following stages:

1st stage – planning

- collecting traditional recipes
- making a menu « Traditional dishes of Veli Varoš»
- getting groceries and utensils
- agreement with the grandmothers of pupils on the course of the cooking in the school kitchen

2nd stage – implementation

2.1. Dividing pupils into three groups and division of tasks:

1st group: serving and setting tables

2nd group: preparing natural juices (squeezing lemons and oranges)

3rd group: washing vegetables and preparing the kitchen for cooking

2.2. Cooking according to the menu, and division of work in the kitchen

- Warm appetizer: fish soup of hake

cook: Dario's grandma Marica

- Main dish: roasted octopus with potatoes and five kinds of salad, homemade bread

cooks: Hrvoje's grandma Vera and Gabriel's grandma Katija

- Dessert: hrostuli and fritters

cooks: Tino's grandma Vinja and Livia's grandma Ana

- Preparing and cleaning of vegetables and fish (Gabriel's grandma Katija)

2.3. Consummation of prepared meals and juices with talks and entertainment (song, dance and play)

2.4. Clearing the tables, cleaning the kitchen and the classroom, washing dishes

3rd stage – evaluation

- expressing impressions
- systematizing the acquired knowledge and skills

- Presenting the work to parents, teachers and other pupils

3. Realization of the project

Examples of lessons

4.1. Lesson 1

THE TITLE OF THE LESSON	Recipes of Traditional Dishes Of Veli Varoš
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none">- understanding of the concepts of healthy food and drink- understanding of the traditional ways of preparing food- understanding of the concepts ancestors and descendants, the past, the present and the future- development of key competencies (competence for learning, communication, social and problem solving)
KEY TERMS	- traditions of Veli Varos, the old menus, preparing (cooking) healthy food
THE PLACE AND THE METHODS OF REALISATION OF TEACHING	Classroom, school kitchen; heuristic and research based teaching
DURATION	2 teaching periods

DIDACTIC SCENARIO

1. INTRODUCTION

The teacher assigned a research based task for homework. It was to collect the recipes of traditional dishes that used to be prepared in the kitchens of Veli Varoš. Pupils have embraced

the task with joy and great curiosity. After the specified time limit of six weeks pupils have brought recipes of local delicacies.

The teacher started talking about the styles of cooking and healthy food.

A poster with a healthy diet pyramid has been shown to pupils. They were verbally describing food groups and discussing how often they eat healthy foods necessary for their growth and development. Together, they came to conclusions about the essential and necessary changes in their diet.

2. PROCESSING OF THE NEW CONTENT

The teacher begins a heuristic conversation.

What are the observed differences between the traditional and modern way of cooking? Where have your grandmothers been procuring groceries for cooking? How have those foods been grown? How did the booklets with recipes of your grandmothers look? How were those recipes created? Which groceries are prevalent in Dalmatian cookbooks? What was the cookware like?

Pupils observed that there are significant differences between the traditional ways of preparing healthy foods and preparation of today's fast and ready-made meals. They concluded that it can significantly affect one's health.

After the discussion, pupils concluded that their grandmothers had grown food without pesticides and they weren't buying it on the market as we do today. Their grandfathers caught fish, octopus, cuttlefish, squid, crabs, shrimp and harvested clams from the sea. The grandmothers wrote all the recipes in detail in their small cookbooks, they drew dishes and recorded the dates of the preparation of certain feasts. They also wrote the proper ways to eat shrimp and clean an octopus or a squid. Next to the recipes for cakes, they wrote tips on setting tables and serving particular drinks with particular dishes. All these findings aroused great curiosity, joy and pride in pupils. They realized the importance of nurturing traditional values and from these findings they had ideas about possibilities to learn through play and do something useful on their own. They decided that they too could grow lemons, oranges, cherries and other seasonal fruits in their gardens and make fresh juices, just like their ancestors did. The teacher suggested that they try to plant chamomile, sage, lavender, rosemary and other plants that grow well in this area in order to prepare delicious teas. Some pupils described how their grandmothers picked cherries, carob, roses, pears, walnuts and

quince. They put them in big glass jars and leave them in the sun in order to make fruit liqueurs.

By showing the photos of farmers and fields of old Split and Veli Varos and by telling stories of lettuce, cabbage, potatoes, mangold, spinach, tomatoes, zucchini, artichokes and other seasonal vegetables, olive groves and vineyards, the teacher evoked the original appearance of the borough life of the inhabitants of Veli Varoš. The teacher's demonstration has been complemented with various attractions such as the story of the olive tree compared to a mother and vine compared to a wife – olive tree gives a lot of fruits and requires little care in return while the vine constantly requires a lot of care.

4. THE FINAL PART (TASK):

Cheerful classroom climate contributed to the easy division of pupils into groups. Each group had to systematize recipes that it brought and choose the most delicious menu. After they had completed their task, the representative of each group read their suggestions, and then the most attractive and interesting dishes were selected by class vote. The menu was agreed and the decision made to invite five grandmothers as guests to cook with children in the school kitchen. Also the pupils were given the tasks to find out which groceries, cookware and tablecloths to bring in order to be able to fully conjure up the kitchen and serving of 50 years ago.

The groceries procurement plan, the division of tasks to groups, the chosen menu and the recipes to prepare delicious dishes were posted on a poster in the classroom.

3.3. Lesson 2

THE TITLE OF THE LESSON	Preparing the Traditional Dishes Of Veli Varoš
EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none">- to learn to prepare fresh juices and observe their effects on health- to learn how to properly set the table and to behave politely during meals- to acquire the skills of cleaning the fish, octopus, vegetables and fruits- to learn to cook fish soup, to roast an octopus with potatoes, to prepare the salad and to bake cakes- to observe similarities and differences between modern and traditional way of cooking- to develop a positive attitude towards healthy eating- to develop key competencies (joint problem solving, communication, social and work competencies)
KEY TERMS	Dalmatian cuisine, healthy food, traditional dishes of Veli Varos
THE PLACE AND THE METHODS OF REALISATION OF TEACHING	Classroom, school kitchen; heuristic and research based teaching through practice
DURATION	5 teaching periods

DIDACTIC SCENARIO

1. INTRODUCTION

The teacher divided the pupils in three groups. Each group was given a task. The first group put on vintage aprons and set up traditional white tablecloths, cookware and cutlery on the tables. The second group had to prepare fresh juices. They washed the fruit and squeezed locally grown oranges and lemons. The third group washed the vegetables and prepared the kitchen for cooking.

2.1. PROCESSING OF THE NEW CONTENT (COOKING)

Both the plan of cooking with grandmothers and the menu were posted in a visible place. The menu of traditional dishes included fish soup of hake as an appetizer, roasted octopus with potatoes and five kinds of salad as a main dish and a dessert - hrostuli and fritters. Five grandmothers took their workspace in the kitchen. They explained the cooking process and helped the pupils to prepare the food in groups. They also taught them some cooking tricks; octopus tastes better if you first freeze it and then before the preparation you beat it with a meat mallet; how to easily and conveniently separate the bones from the fish by two strokes; fritters are more delicious if they are smaller and fried on low heat and how quickly the dough for hrostuli can be cut out. They were surprised when they saw the teeth of the octopus. They cleaned the vegetables and mixed them in salads with joy. They learned to improvise in the kitchen, and after the octopus was half done, they removed it from the oven, and fried it in the pan. They particularly enjoyed making fritters and hrostuli. Children learn the most when they themselves do something. When all the food was ready, scents have spread outside the school kitchen and elicited curious guests to come from the school premises and classrooms. The children gladly and proudly treated them.

2.2. PROCESSING OF THE NEW CONTENT (DEGUSTATION)

Pupils took their places at the table and revised the rules of etiquette. Despite the fatigue, they tasted lovingly prepared delicious, traditional dishes and enjoyed the joyful companionship. Grandmothers described the games that they played in their childhood and sang some of the old nursery rhymes. The children and the teacher showed them their gratitude by making letters of thanks, singing some songs, dancing the old Split dance and performing a puppet play "Fruit conversation."

3. THE FINAL PART

After tasting the delicious dishes and having some fun, it was time for the final cleaning. Pupils were divided into groups again and each group was given a task. They cleared the tables, cleaned the classroom and the kitchen, washed the dishes and threw out the garbage. They thanked their grandmothers again and sent them home. When they were alone with the teacher, once again they expressed their impressions. They revised what they have learned and how they applied their knowledge in certain situations. They also revised how to properly set the table and welcome guests, how to properly behave at the dinner table, how to prepare groceries for cooking and baking. They decided to avoid junk food and pointed to the value of nurturing traditions, such as in this case, by preparing and eating delicious dishes from the cookbook of our ancestors.

SOSTRO PRIMARY SCHOOL

Sostro Primary School is a primary school located at the southwest suburban part of Slovenia's capital, Ljubljana. The founder of the school is The Community of Ljubljana. The School district covers the largest area in Ljubljana and due to its superb location it takes advantages of both the city and the country life.



With 619 students and four subsidiary schools (Besnica, Janče, Lipoglav, Prežganje) it is one of the biggest primary schools in Ljubljana. Students from 1st to 9th grade visit the central school in Sostro. Subsidiary schools are visited by students from 1st to 4th grade. The lessons are organized in combination of two grades.

Together with parents we have set a firm foundation to the following values: respect, knowledge, responsibility, consistency, honesty, positive thinking, cooperation, tolerance and creativity. We educate confident, determined and successful students on these foundations every day. We are aware that a positive and consistent cooperation of students, teachers and parents is required for good learning and personal growth.

Our school represents the educational and cultural centre of this part of Ljubljana. We often organize workshops and festivals and thus play a very important role in the preservation of cultural and natural heritage. The subsidiary schools as well as the central school work hand in hand with the local community and its organizations.

We take part in various projects on state and international level besides Comenius Multilateral School Partnership. Here is a short presentation of some of them.

Project: Subsidiary School – A Stepping Stone for Development

By joining this project students were offered a large variety of extra-curricular activities: visiting other subsidiary schools and their local sights, adventurous hikes on the eastern part of Ljubljana suburbs with exploring village features, sports activities, baking bread and pastry in a traditional way, folk songs and dances, making paper flowers and Easter bundles, shaping objects from natural materials and waste material, observing the local environment and taking photos of natural and cultural heritage, cultural socializing and presenting the results of the project. When socializing students learn about new possibilities of meeting peers and new possibilities of wider interpersonal connection. They learn about cultural and ethnological heritage and develop social capital, which is expressed when we enter interpersonal relations with other people. The students learnt interpersonal dialogue, how to make contact, connect, build trust and a possibility of choice. Most often used methods are: practical work, research, experiential learning and various games since children need them and learn a lot in a non-formal way through games. This is a valuable and quality change for them in their free time in which they are otherwise often bored. Schools have widely opened their doors to parents and visitors, presented their basic mission and invited them to actively cooperate since some of them have valuable skills to share. Schools have not only connected children but also parents and other villagers which nobody has succeeded before.

We have managed to improve the quality of children's lives in the country by providing possibilities for spending some quality time in the country based on the principle of equal chances. At the same time, we have educated them in an ecological way, nourished love

towards the nature by allowing a direct personal contact with a stress on preservation of nature and cultural heritage.

The project covers three communities, 9 subsidiary schools actively take part in it, 260 children, more than 30 teachers and tourist, cultural, sports, firemen and other organizations, interest groups as well as individuals.

Project: Planet Earth Friendly School

Our school takes part in the project Planet Earth Friendly School from the very beginning in 2012/2011. By joining this project we wish to achieve a responsible attitude to human beings, all living beings and nature, which would become a way of life for our students, parents and school employees. It would help preserve Slovenian cultural, natural and national heritage. The project would develop healthy self-esteem and a respectful and responsible attitude of man to environment and nature. We have received the title Planet Earth Friendly School every year.

Project: We Borrowed the Earth from our Children

This is an all-Slovenian project for students of 7th, 8th and 9th grade that started in 2006. Through exploring the local environment students nominate the best organizations (fields of expertise: water, air, Earth, public relations on environmental topics) that set an example and contribute with their activities to better living conditions in their community. The aim of the project is to activate young people, enterprises and local communities to detect important factors that influence the environment in which people live and work. At International Day of Earth a special event is organized and the winners of the project are announced. The honorary sponsor to this event is the president of Slovenia. In 2010/2011 our school was awarded the title The Most Active School in the Project and in 2011/2012 we were the winner of the project.

Project: UNESCO



UNESCO ASP NET OF SCHOOLS

UNESCO ASP NET was founded as Associated Schools Project Network-ASPnet in 1953. Nowadays this is a global net with approximately 7900 preschool, primary school and secondary school educational institutions in 176 countries and is usually called just UNESCO Associated Schools. The head office is in Paris and is an integral part of the UNESCO Secretariat. UNESCO ASP net has been

founded to contribute to the implementation of the UNESCO mission: Contribute to peace and security with encouraging cooperation between nations in education, science and culture and to implement common respect of honesty, the rule of law and fundamental freedom for all nations in the world, irrelevant of race, gender, language or religion.

Associated schools are obliged to encourage and implement UNESCO principles, which they do through projects that attempt to prepare children and young people for the challenges of more and more complex and inter-dependant world.

The new ASP strategy and working plan stress 4 pillars of learning for the 21st century as key elements: **knowing, working, existing and living together, encouraging quality education.**

In 2012 our school was accepted to ASP net as a school with the national status. In terms of this project we strive to include UNESCO objectives and principles into our school's work as well as develop all 4 pillars of education in a balanced way. We carry out various activities, such as: celebrating international days, taking part in national and international UNESCO

projects, carrying out solidarity and voluntary actions, connecting the school to the local community, expert institutions, etc. UNESCO contents are also part of our school curriculum and lessons.

Project: Healthy School

Our school has taken part in the project Healthy School for many years. The project is coordinated by the Institute for the Protection of Health of the Republic of Slovenia. The main objective is to promote health and encourage students to think about a healthy way of life (healthy food, healthy way of spending free time, relationship to oneself and other people or other living beings...). Every year we choose a number of various topics which we discuss throughout the school year (for example: separating waste, spending breaks in an active way, improving relationships between students...).

Project: Traditional Slovene Breakfast

We carry out this all-Slovenian project with the intention to raise the awareness of the purpose and reasons for local self-sufficiency and home production. We present the meaning of farming and beekeeping and encourage students to healthy nutrition. In the last two years we carried out various activities.

The project is closely connected to our choice of topics for the Comenius manual. Our intention was to explore where the food used in Traditional Slovene Breakfast (milk, honey, apples) comes from, how and where it is grown and what can be produced from it.

The school is widely recognized for its rich diversity of activities. Students enter various competitions and are very successful. The most curious students do research work and write research papers on various topics. In school year 2012/2013 they wrote 10 research papers.

We are also active culturally. We set many cultural celebrations every year and thus honor state holidays and other important days. On the one hand we preserve cultural heritage with our folk group and on the other hand we exchange glances with contemporary culture with our improvisation theatre group ŠILČEK. For our activities we have been awarded the title Cultural School.

Students can join a number of after class activities where they can spend their free time creatively and improve their skills. In 2012/2013 we thus organized 47 different interest activities. We can afford to organize so many activities because of our excellent teaching staff and optimal school conditions with modern classroom equipment, vast outdoor sports facilities and a children's playground far from the city noise which all present a pleasant learning environment for students and teachers.

SOSTRO PRIMARY SCHOOL Project

The Apple Tree through Seasons

PROJECT TITLE	The Apple Tree through Seasons
PARTICIPANTS	1st grade students
TEACHER(S)	Lidija Legan Landeker
DURATION OF THE PROJECT	1 school year
PROJECT OBJECTIVES	<ol style="list-style-type: none">1. An individual student or a group looks for solutions to problems.2. Students revise obtained knowledge and acquire new knowledge.3. Students observe and study various phenomena in natural environment, collect data and perform simple experiments.4. Teachers encourage various research approaches to learning about the nature.5. Teachers continue and upgrade spontaneous children's research, persistence, inventiveness and cooperation.6. Students form a positive attitude towards food and become aware of hygiene when preparing food.
ANTICIPATED OUTCOMES	<ol style="list-style-type: none">1. While working children learn interpersonal cooperation, respect and personal responsibility, communication, individual critical thinking and how to perform tasks creatively.2. Students can use the obtained knowledge and skills in new everyday situations.
KEY ACTIVITIES	<ol style="list-style-type: none">1. Learning about dishes for Slovenian traditional breakfast2. The orchard3. Autumn in the orchard4. Winter in the orchard5. Project day – an apple6. An apple at Maths7. The holiday Gregorjevo (when the birds get married) in the orchard8. Spring in the orchard9. An apple from the blossom to the fruit10. Celebrating Spring and Earth Day and an art exhibition based on the topic An Apple and Spring.

1. Basic data on the project

Sostro Primary School is situated on the green outskirts of Ljubljana, where there are plenty of possibilities for direct learning and exploring the nature. There are farms in the vicinity of school that grow various sorts of fruit and vegetables in a modern and ecological way. In some areas there are marked paths, such as: Fruit Road, Chestnut Road, Blueberry Road.

We offer students various sorts of Slovene fruit free of charge at our school, but they most often take an apple, which is a traditional Slovene fruit, grown locally. This is why we decided to explore the apple and the apple tree through the seasons.

2. Planning the project by stages

The project was carried out through the following stages:

1) Learning about dishes for Slovenian traditional breakfast

We discuss the meaning of breakfast for a human body, which needs breakfast for growth, movement, work, learning and playing. We talk about traditional dishes for breakfast, students study recipes from old cookbooks, they also ask their parents and grandparents. Various kinds of fruit are available to students at school, but their favourite fruit is an apple. Therefore we decide to do a research on the apple and the apple-tree through the seasons of the year.

2) The orchard

We visit the eco orchard in the vicinity of our school and choose an apple-tree which we can observe through all seasons of the year. Students acquire new terminology on ecology (*Why mustn't we sprinkle fruit trees with phytopharmaceutical toxin? Why do we have to take care of the preservation of natural environment?*)

3) Autumn in the orchard (Lesson plan)

We visit the orchard. We learn about the parts of the apple-tree, apples, we count seeds.

4) Winter in the orchard

We visit the orchard. We observe how the fruit grower protects the trees against pests. (*Do you notice any animals? Which birds do we see in the orchard? Why do we not notice swallows? Do you notice any animals' footprints in the snow?*)

5) Project day – an apple (Lesson plan)

6) An apple at maths

Using apples students learn mathematical expressions and processes, such as numbers, classification, editing, relations (smaller, bigger), filling in charts, measuring, weighing and ordinal numerals.

7) The holiday Gregorjevo (when birds get married) in the orchard

Several celebrations and customs are connected to spring. One of them is when we let home-made boats into the brook by the orchard. The custom symbolises the prolonging of day so the craftsmen do no longer need lamps to work late afternoons and therefore they toss “the light into water”.

8) Spring in the orchard

We help the fruit grower with spring tasks: removing dead organic waste, grasping, pruning, fertilising.

9) An apple from the blossom to the fruit (Lesson plan)

10) Celebrating Spring and Earth Day and an art exhibition based on the topic An Apple and Spring.

At school students use waste paper and make models of fruit trees which we then exhibit in the school lobby.

3. Carrying out the project

Examples of teaching lessons

3.1. First teaching lesson (stage 3)

TEACHER	Lidija Legan Landeker
SUBJECT	Environmental Education
CLASS	1st grade
DURATION OF THE LESSON	Autumn
TEACHING TOPIC	The Apple Tree in Autumn
TEACHING UNIT	120 min
TEACHING OBJECTIVES	Students: <ul style="list-style-type: none">- Understand the message of a poem.- Learn the characteristics of living and non-living nature.- Track the changes in living and non-living nature.- Learn about the orchard as a habitat.- Study and name plants and fruit.- Express quantity with cardinal numerals.- Observe with guidance, use various senses, they draw and describe the observed items.- Present data in a chart.- Count to 5 and identify the written numbers up to 5.- Globally read a shorter text.- In a relaxed way perform natural kinds of movement.
TEACHING METHODS	Explanation, discussion, demonstration, practical work, work with pictorial material, observation, method of pictorial-graphic products, research in the nature
KEY EXPRESSIONS	An orchard, a fruit grower, an apple-tree
TEACHING MATERIALS	Various picture books and collections of stories
TEACHING AIDS	Various apple sorts, knives, pots with soil
CROSS-CURRICULAR LINKS	Maths, Slovene, Environmental Education, PE
BIBLIOGRAPHY	<ul style="list-style-type: none">- KRNEL, D., HODNIK ČADEŽ, T., KOKALJ, T., Mlinček. Ljubljana:Modrijan, 2010- TARMAN, D.: <i>Jesen</i>. Ljubljana: Državna založba Slovenije, 1992. (4 letni časi).- WILKES, A.: <i>Spreminjamo letne čase: kaj vse lahko počnemo vse leto</i>. Ljubljana, Tehniška založba Slovenije, 2001.- HESSAYON, D. G. <i>Sadje</i>. Ljubljana,: Mladinska knjiga, 1996- WILLIAMS, J.: <i>Jesen: poizkusi iz naravoslovja</i>. Radovljica: Didakta, 1996. (Štirje letni časi).
APPENDIX	

LESSON PLAN

1. Introduction

I tell the students a Slovene poem about an apple:

A red apple

Jabolko rdeče

*Jabolko rdeče, hej,
kje si zrastle, mi povej!*

*Tam na jablani košati,
božal me je sonček zlati.*


*Zdaj sem tvoj, nikar ne glej,
dobro umij me in pojej.*

We discuss the message of the poem (*In which tree does an apple grow? How do we call plantations of fruit trees? Why do we have to wash fruit before we eat it?*).

2. Acquisition of new knowledge

We take an observation walk to the nearby orchard. While observing apple trees students learn parts of an apple-tree and parts of the fruit – an apple. We cut the apple and look at its inner structure. I ask the students to close their eyes and listen to the sounds in the orchard and feel the tree's bark (*Which sounds can you hear?*). Using all senses children learn that the apple tree is not only a home for apples but also for a number of living beings (*What animals did you notice in the orchard? Did you notice any other plants on the bark? What do plants need for growth?*)

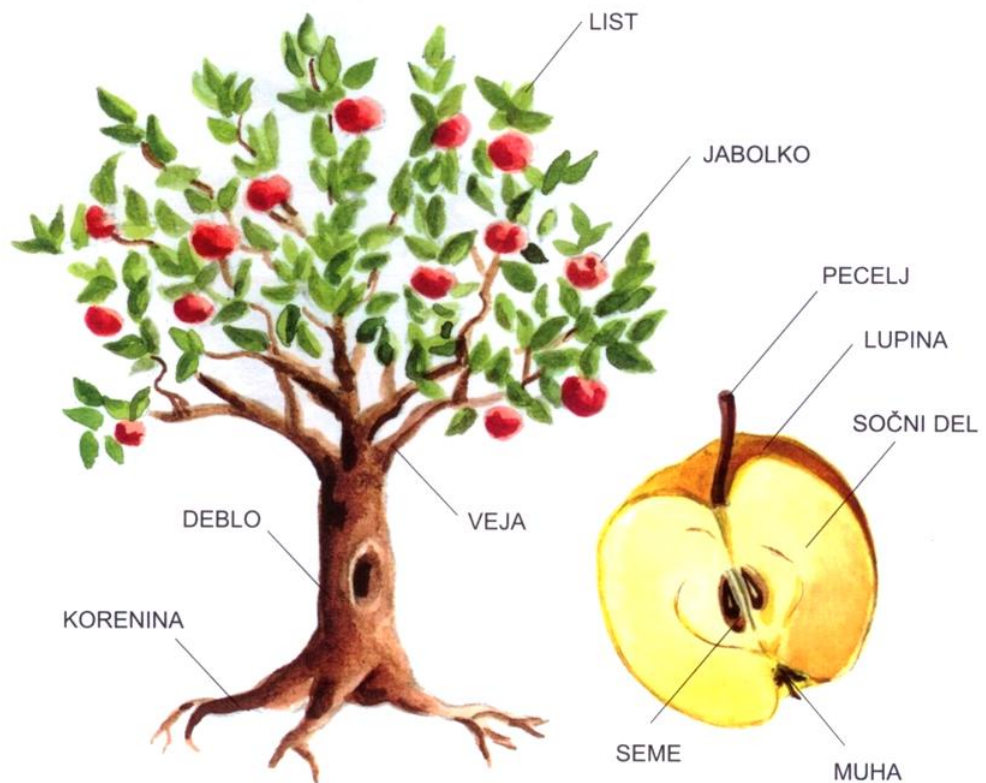
I divide students into 5 groups with 4 children. Each group gets an apple from the orchard. The teacher cuts the apples into halves, so that the seeds are visible. Students count the seeds and mark a suitable number in the chart. We compare the groups' results and discuss if fruit of the same kind always have the same number of seeds. From transversal position the students can notice a star-shaped ovary, where 5 or less seed usually develop.

	1 seed	2 seeds	3 seeds	4 seeds	5 seeds	More seeds
						

Students plant the seeds into pots with soil. By this experiment they find out that young plants can grow from seeds. In a few weeks they will be able to take the plants home, find a suitable spot in the nature and plant them together with their parents.

3. Conclusion

On the interactive board students read parts of the apple tree that we observed in the orchard. After the arrival into the classroom we revise what we have seen and learnt.



4. Home assignment

Students draw a picture of an apple tree with its parts and at least one living being they noticed on the way to the orchard.

3.2. Second teaching lesson (stage 5)

TEACHER	Lidija Legan Landeker
SUBJECT	Environmental Education
CLASS	1st grade
DURATION OF THE LESSON	Spring
TEACHING TOPIC	Project Day – an Apple
TEACHING UNIT	4 lessons
TEACHING OBJECTIVES	<p>Students:</p> <ul style="list-style-type: none"> - Listen to an artistic text. - Name parts of the apple, learn about various sorts and compare them. - Learn about a variety of apple usage. - With teacher's help they prepare apple juice, an apple strudel and dried apple cuts and thus develop manual skills. - Know that they have to make preparation for work and clean afterwards. - Use various appliances for working with apples. - Can describe an apple with a number of qualities. - Justify the meaning of eating apples and the apple's skin, students compare sorts of apples, origin, taste colour, size. - Students perform natural ways of movement in a relaxed way.
TEACHING METHODS	Text work, discussion, explanation, narration, demonstration, practical work
KEY EXPRESSIONS	Names for various apple sorts (Idared, Fuji, Jonagold, Golden Delicious, Pilot)
TEACHING MATERIALS	
TEACHING AIDS	A big apple model, fruit drier, juicer, food (recipe), apples of various sorts, a scraper, knives
CROSS-CURRICULAR LINKS	Maths, Slovene, Environmental Education, PE
BIBLIOGRAPHY	<ul style="list-style-type: none"> - JANOSCH. <i>Mož in jabolko</i>. Ljubljana: Mladinska knjiga, 1965. - Curriculum for the 1st grade, available on the internet: http://www.mizs.gov.si/si/delovna_podrocja/direktorat_za_predsolsko_vzgojo_in_osnovno_solstvo/osnovno_solstvo/ucni_nacrti/ - STOPAR, M., VIRŠČEK MARN, M. <i>Sorte jabolok</i>. Ljubljana: Kmečki Glas, 1998. - KRNEL, D., HODNIK ČADEŽ, T., KOKALJ, T., Mlinček. Ljubljana: Modrijan, 2010
APPENDIX	A recipe

LESSON PLAN

1. Introduction

We sit in a circle and I place a big apple model in the middle. I encourage students to describe the apple with various adjectives. I ask them if they know any fairy tales about apples (*students answer: Apple King, Snow White...*). I read the story A Man and an Apple. After the fairy tale we talk about the main character – an old man and its handling.

2. Acquisition of new knowledge

I show students various sorts of apples, we describe them, compare their looks, smell and taste. We talk about various dishes that can be prepared from apples (an apple strudel, a pie, apple sauce, dried apple slices, baked apples, stewed fruit, apple juice).

Children wash their hands, wear aprons and prepare the working surface and litter bins for subdivision of waste. In the end we take biological waste into the school composter. Tasks are carried out on three stations, students are divided into three groups. On each station there is a teacher to help the students with their task. All students are active on all stations.

1. station – APPLE SLICES:

The teacher talks to students about the procedure of making dried apple slices. This way we can store apples for a longer time. I remind the students of the importance of the apple skin (underneath there are a lot of vitamins) so we do not peel the apples.

Students cut the washed apples into thin slices and put them in a fruit drier for an hour.

2. station – APPLE JUICE

Students cut the washed apples into bigger pieces and put them in a juicer. Each student prepares juice.

3. station – APPLE STRUDEL

Students grate apples and spread them on the dough taking turns. They sprinkle apples with sugar and cinnamon. They roll the dough and spread melted butter on it. They take the strudel to the school cafeteria to be baked and then bring it back into the classroom.

When the task is finished we clean the working surface and prepare a tasting of dishes made of apples. We invite other student and teachers to the tasting.

RECIPES:

DRIED APPLE SLICES:

We wash the apples, cut them into half, remove the seeds, the stalk and the stamen and cut them into slices. We place them on the fruit drier tray and dry them (in a fruit drier or stove), until they are dry.

SIMPLE APPLE STRUDEL

We wash the apples and grate or cut them into thin slices. We add sugar, lemon juice and cinnamon. We spread the bought strudel dough and equally spread the filling. By choice we can add cottage cheese or raisins. We carefully roll the dough and spread melted butter on it. We bake it in the oven.

3. Conclusion

Students liked the project day very much and they would like to acquire new knowledge in this way more often.

4. Home assignments

Students find proverbs and fairy tales on apples. We will make a poster at school.

3.3. Third teaching lesson (stage 9)

TEACHER	Lidija Legan Landeker
SUBJECT	Environmental Education
CLASS	1st grade
DURATION OF THE LESSON	Spring
TEACHING TOPIC	An Apple from the Blossom to the Fruit
TEACHING UNIT	12 lessons
TEACHING OBJECTIVES	Students: - Realize that life depends on other living beings and non-living nature. - Learn about the characteristics of living nature. - Learn how they themselves and other people can influence the nature and actively help protecting and preserving the natural environment and taking care of their environment. - Understand that we grow plants for food and that we need appliances and machines for that.
TEACHING METHODS	Explanation, discussion, practical work, work with pictorial material, observation, method of pictorial-graphic products.
KEY EXPRESSIONS	A sprout, immature apples, shaking off, flower bud
TEACHING MATERIALS	Calendar, CD: Vivaldi, The Four Seasons
TEACHING AIDS	
CROSS-CURRICULAR LINKS	Maths, Slovene
BIBLIOGRAPHY	HESSAYON, D. G. <i>Sadje</i> . Ljubljana,: Mladinska knjiga, 1996. ANDRÉA, M.: <i>Enciklopedija Evropske narave</i> . Ljubljana: Mladinska knjiga, 2007. GEISTER, I.: <i>Izbrana življenjska okolja rastlin in živali v Sloveniji</i> . Ljubljana: Modrijan, 1999. LACEY, M.: <i>Narava, moja prva knjiga</i> . Ljubljana: Karantanija, 2008. METTLER, R.: <i>Narava, vsak mesec drugačna</i> . Ljubljana: Mladinska knjiga, 2000.
APPENDIX	

LESSON PLAN

1. Introduction

Using the calendar we revise seasons of the year and months. We revise spring months (March, April, May). I encourage the students to think about the expression spring while listening to Vivaldi's The Four Seasons (*What do you imagine at the word spring? What happens in nature in spring?*) Gradually the day becomes longer, the environment warms up. More light and a higher air temperature influence the growth of plants and animals. New sprouts grow from the bulbs and seeds that spent the winter in the soil and develop into plants with stems, leaves and blossoms. Blossoms and leaves developed on our apple-tree in the orchard as well. Higher temperatures affect a number of tiny animals that survived winter. Bees and other bugs fly

around apple trees (*What attracts bugs? Why does a tree need bugs? What would happen if all bees died?*).

2. Acquisition of new knowledge

We go to an orchard with students. They look at blossoming fruit trees and observe which bugs fly around the trees. The fruit grower explains that insects are very important for the pollination. For easier observation we choose one branch on the tree which we would observe all spring. We have a look at the blossom and its structure.

We arrange regular visits of the orchard with the fruit grower in order to monitor the chosen apple-tree. We visit the orchard twice a week: from blossoming in May to shaking off the immature apples in June, by which the tree gets rid of some fruit in a natural way. Every time we visit the orchard we count the blossoming sprouts on the chosen branch, the ones that have stopped blossoming and fruit (developing apples). We write the number in a chart. In the period of three months the students observe the gradual development from the blossom to the apple (*Have apples developed from all blossoms? What would happen if apples developed from all blossoms? Do you find the branch strong enough to carry twenty apples?*).

Date	Number of blossoming sprouts	Number of spouts that have stopped blossoming	Number of immature apples

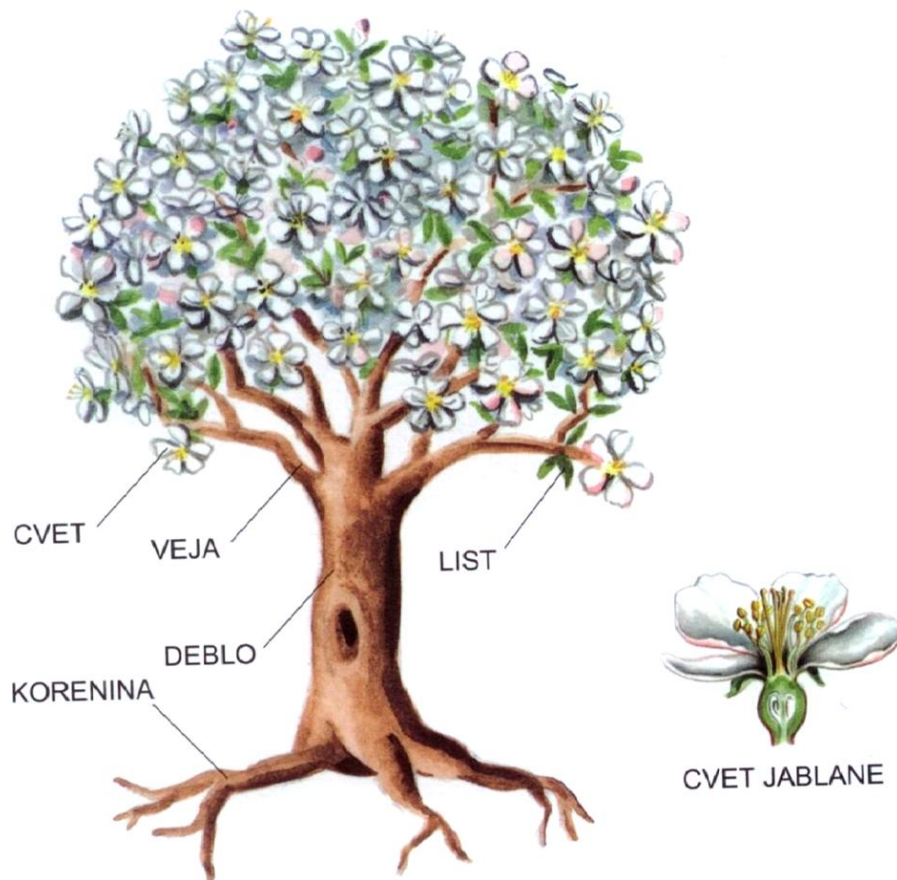
3. Conclusion

Students learn about the life circle in nature: blossoming, fruit with a seed, seeding, the growth of a young plant, an adult plant, blossoming, an apple etc., and at the end of the plant death and decomposition.

Together with the students we conclude that one tree can carry only a limited number of fat and well-shaped apples. If apples developed from most blossoms, the apples would be small and the harvest in the next year would be reduced, since apples cause a great exhaustion of the tree.

4. Home assignment

Students draw a blossoming apple tree.



4. CONCLUSION AT THE END OF RESEARCH

The project task lasted the whole school year. In this time we reached the set project objectives; students learnt interpersonal cooperation, respect and personal responsibility, communication, autonomous and critical judgement and how to solve problems creatively. They learnt how to use acquired skills in everyday situations. We achieved that the trend of eating fresh fruit increased among the 1st graders, at the end of the year students who rejected apples in the beginning of the year also started eating them.

We finished research work successfully, since everybody involved was satisfied – from students, parents, teachers and villagers that helped us carry out the project. We decided to continue the project The Apple Tree through Seasons next year with the new generation of 1st graders.

SOSTRO PRIMARY SCHOOL Project

Food Self-Sufficiency in Our Town

1. Basic data on the project

PROJECT TITLE	Food Self-Sufficiency in Our Town
PARTICIPANTS	4th grade students
TEACHER(S)	Mojca Plut, Andreja Rakar, Slađana Đorđević
DURATION OF THE PROJECT	October 2013
PROJECT OBJECTIVES	<ol style="list-style-type: none">1. Understanding one's social and natural environment in time and place.2. Awareness of interdependence of social and natural processes and phenomena as well as importance of sustainable development.3. Development of research skills and abilities by carrying out fieldwork.4. Bringing the meaning of farmers and farming closer to the students'.5. Improving students' awareness of the reasons for local self-sufficiency and domestic growing and processing food.6. Forming a positive attitude towards self-sufficient farming, its meaning for a human and humankind in general.
ANTICIPATED OUTCOMES	<ol style="list-style-type: none">1. Increasing students' motivation for fieldwork.2. Better cooperation and a higher degree of responsibility of students for the tasks done in teams.3. Students' competence to follow the progress of the project.4. Student cooperation in data analysis.5. Through artistic expression students' develop their social and aesthetic personal qualities.6. Positive motivation in practical work.
KEY ACTIVITIES	<ol style="list-style-type: none">1. Brainstorming – self-sufficiency.2. Visiting a self-sufficient farm (fieldwork).3. Listening, taking notes, collecting data.4. Data analysis.5. Painting Still Life.6. Practical work in the classroom.

2. Planning the project by stages

The project will take place in the following stages:

1. introduction to the topic, visiting the farm and fieldwork,
2. conduct a survey,
3. data analysis,
4. forming conclusions,
5. painting Still Life,
6. practical work in the classroom.

In the introduction part we talk with the students about food and its meaning for people.

The basis for our project was a Slovenian project Traditional Slovene breakfast. The aim of this project is to improve students' awareness of the purpose and the reasons for local food self-sufficiency, domestic growing and processing food.

The aim of our project is to acknowledge the importance of food self-sufficiency in our town and to encourage people and students to have healthy nutrition.

One of the stages of our project is a survey among parents, since we are interested in the extent to which parents are aware of the problem of food self-sufficiency.

3. Carrying out the project

Examples of teaching lessons

3.1. First teaching lesson (stage 1)

TEACHER	Mojca Plut
SUBJECT	Science and Craft
CLASS	4. c
DURATION OF THE LESSON	120 minutes
TEACHING TOPIC	Food Self-Sufficiency in Our Town
TEACHING UNIT	Visiting a self-sufficient farm
TEACHING OBJECTIVES	Students: <ul style="list-style-type: none">- can describe the importance of food for people,- understand the expression healthy food and exercising it as a way of healthy life,- understand the expression food self-sufficiency,- improve their awareness of the reasons for local self-sufficiency and domestic growing and processing food,- form a positive attitude towards self-sufficiency farming and its importance for people.
TEACHING METHODS	Discussion, visiting a farm, field work, textwork
KEY EXPRESSIONS	Food, local self-sufficiency, growing food, processing food
TEACHING MATERIALS	Garden plants and crops, fruit, flowers, food reserve, farm animals
TEACHING AIDS	notebook, sheets with questions
CROSS-CURRICULAR LINKS	Social Studies, PE, Slovene
BIBLIOGRAPHY	Od mravlje do sonca: Naravoslovje in tehnika za 4. razred devetletne osnovne šole. Ljubljana: Modrijan, 2006. ISBN 978-961-241-638-6 LONČAR ,Sanja.2012. Pomen samooskrbe s hrano in semeni. (online).(10.marec 2012; 22.59). Website: < http://www.s12.si/ekologija/dogodki/1485-pomen-samooskrbe-s-hrano-in-semeni-sanja-lonar.html > http://tradicionalni-zajtrk.si/
APPENDIX	A survey for parents

LESSON PLAN

1. Introduction

We talk to the students about a healthy way of living – healthy food as well (we revise the food pyramid). Then I ask the following questions: What kind of food do we eat? Is it safe and of good quality? Is it of domestic origin or imported? Can the food that travelled hundreds of kilometres be as fresh as the food from the local environment? What is food self-sufficiency? When do we talk about local food self-sufficiency?

Brainstorming activity follows: Students try to connect new expressions with already known items. They suggest words they think are connected to the expression self-sufficiency.

Then we talk about the new expression. I tell the students we are going to visit a nearby farm where we will have a look at how they grow and process food by themselves.

Each student has to prepare 5 questions for the farmer. They put their questions on small pieces of paper. They compare questions with the classmates in order to avoid repetition. Then we walk to the nearby farm.

2. Acquisition of new knowledge

A visit of the farm follows:

1. **viewing outbuildings** (a stable, a chicken coop, a dog kennel, a hayrack, a woodshed, a greenhouse) - students ask questions about their farm, the size of the farm and fields. The students' task is to observe all the outbuildings in groups and then ask the farmer about the use of individual buildings on the farm.
2. **viewing the field and the garden** (crops, garden plants, flowers, ...) – students ask prepared questions about the field, the garden, the garden plants and the crops. They observe the garden and the field and name the crops. They discuss the answers.
3. **farm animals** (a bull, goats, hens, a pony, a dog, a cat), - students observe farm animals and talk about taking proper care of them.
4. **processing food at home** (showing goat milking, products made from plants grown in the garden, food preserves – juice, preserved fruit, vegetables,...) – students can observe milking a goat, they can try it themselves, they can taste goat cheese, home cookies and have a look at the food reserves that the farmer has prepared. Students identify the products and tell which kind of food they grow in their gardens or fields too.

3. Conclusion

Students talk about their visit of the farm in groups. Each member of the group reports about new knowledge, acquired on the farm. They discuss the answers to the questions they asked the farmer. They produce a mind map about a self-sufficiency farm in pairs. Since we were interested in the extent of self-sufficiency in the students' families, we prepared a short survey for the students' parents.

4. Home assignment

Each student receives a survey to take it home and fill it in with his/her parents (Appendix 1). I tell students to bring vegetables, fruit or herbs that they grow at home. I stress they shouldn't buy products if they do not grow them at home.

5. Data analysis

After visiting the farm we drew the following findings:

- there are people / farmers in our environment that could supply schools and kindergartens with food
- food grown in the home garden or field is definitely healthier than the one transported from other countries.

APPENDIX 1

FOOD SELF-SUFFICIENCY

(a short survey for students and their parents)

1. Have you got a garden / a field ? YES NO other_____

(I you circled yes, continue with the survey at this page, if your answer was no, fill in the survey on the following page.)

2. What sort of vegetables do you grow at home?

Which fruit do you grow yourselves?

3. Do you grow enough food / vegetables for your family? YES NO
Explain.

4. Which food products do you prepare from your own vegetables and fruit?

5. Do you find food self-sufficiency important? Why?



http://www.nutris.org/prehrana/images/slike/sadje_zelenjava1.jpg



http://www.mko.gov.si/uploads/pics/Sadje_zelenjava_Zdenko_Purnat.jpg

6. Where do you buy fruit and vegetables?

7. Is the origin of vegetables and fruit important to you? Explain.

8. Why do you not grow your own food (vegetables, fruit)?

9. Do you plan to grow your own food in the future?



http://www.vitafit.si/wp-content/uploads/2011/05/sadje_in_zelenjava_recite_zelenjavi_da.jpg

Thank you for your cooperation.

3.2. Second teaching lesson (stage 5)

TEACHER	Mojca Plut
SUBJECT	Art
CLASS	4. c
DURATION OF THE LESSON	90 minutes
TEACHING TOPIC	Still Life (a basket of autumn fruit)
TEACHING UNIT	Balance in the painting
TEACHING OBJECTIVES	Students <ul style="list-style-type: none"> - make a collage, - develop a sense for enriching shapes with art variables, - develop a sense of correlation between various colours (colour contrasts), - develop a sense for distributing shapes on the surface, - develop a sense for the balance on the surface - in artistic expression they develop their personal qualities (proper attitude to the fruit we brought from the farm, awareness what effort was needed to grow that fruit).
TEACHING METHODS	Practical work
KEY EXPRESSIONS	Balance, light and dark opposite, Still Life
TEACHING MATERIALS	A basket of autumn fruit, reproductions of artistic paintings of still life.
TEACHING AIDS	Collage paper, glue, drawing paper
CROSS-CURRICULAR LINKS	Social Studies, Science and Craft
BIBLIOGRAPHY	TACOL, Tonka, in TOMŠIČ ČERKEZ, Beatriz. Likovno izražanje: Učbenik za likovno vzgojo za 4. razred devetletne osnovne šole. Ljubljana: Debora, 2005. ISBN 961-6525-10-7.
APPENDIX	

LESSON PLAN

1. Introduction

I show students examples of reproductions of artistic paintings and drawings. I Ask:

- Do they like the works of art? What do you like on one type of work and what on the other? (I do not use the expressions painting and drawing on purpose)
- What do these works of art have in common, in what way do they differ?
- Could these works of art be grouped?

I guide the students to classify the works of art into two groups (drawings, paintings). We then decide how to name both groups and why.

- What is typical of drawings?
- What are characteristics of paintings?

As an example I take one painting. We discuss colours and name them. With paintings we no longer talk about lines and dots but about colour surfaces. They recognize various colour surfaces and point at them. They see that the surfaces can overlap.

I tell the students to look around and find various colour surfaces and name the colours.

We observe the painting again and see that the entire surface is painted.

2. Acquisition of new knowledge

I tell the students we are going to be painters this lesson. We are going to paint with coloured paper.

I show the students an example of painting painted with coloured paper. They recognize various colour surfaces and name the colours. They find out that the surfaces overlap and that the whole background is filled.

I tell them that they are going to make a painting of autumn fruit – STILL LIFE only by tearing coloured paper. First they glue the background, the colour of which should be in contrast with the motif – an autumn basket.

Students have to be aware of the balance in the painting.

Students make a collage.

3. Conclusion

Students sign their names on the back side of the painting. We exhibit the paintings on the board and discuss them. We observe who followed the instructions and how this can be noticed.

We prepare the exhibition: AUTUMN BASKET

3.3. Third teaching lesson (stage 6)

TEACHER	Mojca Plut, Andreja Rakar, Slađana Đorđević
SUBJECT	Cross-curricular links
CLASS	4. a, b, c
DURATION OF THE LESSON	180 minutes
TEACHING TOPIC	Food and Its Use
TEACHING UNIT	Cooking a stew, preparing a fruit bowl, making “The Greenies”
TEACHING OBJECTIVES	Students <ul style="list-style-type: none"> - name vegetables and fruit, - find expressions for fruit and vegetables in English by using on-line dictionaries, - choose healthy vegetables and fruit, wash them and clean them, - can safely use kitchen utensils (a knife), - set the table, - make figures from vegetables, use creativity - consider good table manners, - consider the principles of minimum hygiene.
TEACHING METHODS	Discussion, practical work, work with texts
KEY EXPRESSIONS	A stew, table cover, home grown vegetables, fruit
TEACHING MATERIALS	Cookbooks, recipes
TEACHING AIDS	Cutlery, a knife, a cutting board, cups, toothpicks, a computer
CROSS-CURRICULAR LINKS	Science and craft, Slovene, home economics, art
BIBLIOGRAPHY	Od mravlje do sonca: Naravoslovje in tehnika za 4. razred devetletne osnovne šole. Ljubljana: Modrijan, 2006. ISBN 978-961-241-638-6 ROP, Nikolina. 1996. 100 receptov sestre Nikoline. Ljubljana: Družina, 1996. BOGATAJ, Janez. 2006. Kuhinja Slovenije. Ljubljana: Rokus. ISBN 961-6531-24-7
APPENDIX	

LESSON PLAN

1. Introduction

Students present what sort of vegetables, fruit and herbs they have brought from home (home grown). We revise the expression self-sufficiency. Students tell what this is and why local self-sufficiency is so important.

They produce labels for fruit and vegetables in Slovene, English and Macedonian language. They use on-line dictionaries. They put up a mini market with a variety of home grown vegetables and fruit in the corridor. They set the labels next to the products.

2. Acquisition of new knowledge

We choose a recipe for a vegetable stew with the students. They bring some recipes from home, they use various cookbooks and web pages with recipes.

Students are divided into smaller groups and help prepare vegetables for the stew. They wash the vegetables, cut them and put them into a pot.

A STEW RECIPE:

Ingredients:

potatoes
carrots
cabbage
Brussels sprouts
turnip
leek
peppers
kohlrabi
tomatoes
zucchini
green beans
garlic
onions
a few spoons of oil

Instructions:

We fry onions on some oil. When they turn slightly yellow we add the vegetables chopped into small pieces and stir for some time. We salt the vegetables, add bay leaf, chopped tomatoes and pour some water. We cook the vegetables until they turn soft. While cooking, we add neatly chopped herbs: rosemary, marjoram and garlic. Before serving, we add chopped parsley.

ENJOY YOUR MEAL.

Tasks are distributed among students. Some cook, others wash the dishes and tidy the classroom after the task is finished.

The next group of students prepares a fruit bowl. They wash the fruit, clean it and cut it into small pieces. They also prepare some cream.

While cooking the students use the rest of the vegetables and shape funny figures – “The Greenies”. They are creative, cooperative, helpful and careful with the knife. They prepare an exhibition in front of the classroom.

3. Conclusion

Students set the table for the meal. They all taste the stew and the fruit bowl.

4. Home assignments

Students help prepare a healthy lunch at home.

4. CONCLUSION AT THE END OF THE RESEARCH

At the end of the research and all activities, connected to this project, I have drawn the following findings:

Students have become more sensitive in connection to food and its production.
Students know that self-sufficiency is of great importance to people.

They know that the advantage of locally grown food lies in the fact that time from the field to the table is shorter and therefore the loss of nutrients smaller.

From the surveys we can conclude that people in our town try to be as food self-sufficient (mostly plants) as possible if they have suitable conditions for growing food.

SOSTRO PRIMARY SCHOOL Project

Animals Give Us Food

1. Basic data on the project

PROJECT TITLE	Animals Give us Food
PARTICIPANTS	1st grade students
TEACHER(S)	Maruša Babnik, Katarina Birk, Rahela Vovko
DURATION OF THE PROJECT	1 week
PROJECT OBJECTIVES	<ul style="list-style-type: none">- Form, deepen and widen the background knowledge that rises from direct experiences.- Discover interconnection and interdependence in phenomena in the processes in natural and social environments.- Continue and direct spontaneous children's research in students.- Develop students' personalities in persistence, inventiveness and cooperation.- Encourage education for sustainable development.- Compare living beings and their environments and recognize oneself as one of them.Bring the meaning of farmers and farming closer to the students'.- Form a positive attitude towards food.- Raise awareness for hygiene at preparing food.
ANTICIPATED OUTCOMES	<ul style="list-style-type: none">- Increase motivation for learning.- Improve learning achievements.- Develop student's competence for solving problems.- Learn how to solve problems themselves and find new ways to solutions.- Know how to use gained knowledge.
KEY ACTIVITIES	<ol style="list-style-type: none">1. Gathering data from references.2. Visiting a farm.3. Making a final product.4. Using gained knowledge in similar situations in life.

2. Planning the project by stages

1. Introduction to the topic: Making posters on farm animals, goats and their product – goat cheese.
2. Conducting a survey.
3. Data analysis.
4. Visiting a farm and a demonstration of milking a goat.
5. Practical work: Producing goat cheese.

3. Carrying out the project

Examples of teaching lessons

3.1. First teaching lesson (stage 1, 2, 3)

TEACHER	Maruša Babnik, Katarina Birk
SUBJECT	Environmental Education
CLASS	1. b
DURATION OF THE LESSON	45 min
TEACHING TOPIC	What is the Basic Need that Enables Life?
TEACHING UNIT	Food is needed for growth and development
TEACHING OBJECTIVES	<ul style="list-style-type: none">• Compare living beings and their environments and recognize oneself as one of these organisms.• Discover that living beings depend on each other and the nonliving materials.• Learn that domestic animals give food (milk).• Learn that animals reproduce and have young.• Learn that food is necessary for growth and functioning.• Learn how they themselves and others influence the nature and how they can actively help protect and keep the natural environment and regulate the environment where they live.• Conduct a survey.• Precisely observe and recognize common characteristics of farm buildings.• Fill in and read charts with information.• Organise data into a tree-chart.
TEACHING METHODS	Discussion, explanation, brainstorming, work with text, pictures and photographs, practical work (method of observation, perception and feeling), demonstration
KEY EXPRESSIONS	Animal - human, nature, growth, food, milk
TEACHING MATERIALS	Projector, didactic puzzle, computer
TEACHING AIDS	Paper, glue, scissors, magazines, newspapers, advertising leaflets
CROSS-CURRICULAR LINKS	Maths, Slovene, Art
BIBLIOGRAPHY	<ul style="list-style-type: none">- KRNEL, D., HODNIK ČADEŽ, T., KOKALJ, T., Mlinček. Ljubljana:Modrijan, 2010- Čotar Danijel:Domače sirarstvo za zabavo in zares, Celjska Mohorjeva družba, 2000- Web site: http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_spoznavanje_okolja_op.pdf
APPENDIX	

LESSON PLAN

1. Introduction

I informally chat with students what they ate and drank that day for breakfast. I ask if they know all these animals that provide us with food for meals? We focus on domestic animals. I explain the students that we are about to learn in detail what domestic animals offer us for our survival. I excite them by telling them they are going to try milking the goat and making goat cheese themselves. We agree to be cooperative at work, follow the rules, behave respectfully to the hosts and to be calm in order not to scare farm animals.

We play the game in pairs: CUBS – MOTHERS. Half the students get one part of the puzzle - cubs, the other half the second half of the puzzles - mothers. When they find a pair we talk about the animal's living environment and what the animal offers to people.

I use a Powerpoint projection to ask students questions:

What does a domestic animal need for growth? How does food come into the body?

What living environment does the animal live in?

Which milk (of which animal) do we most often drink?

Can milk be processed into milk products?

Which products do we make from milk?

What is your favourite milk product?

2. Acquisition of new knowledge

I form groups of students and give instructions.

1st group: students make a poster with domestic animals that give milk. Using a tree graph they separate domestic animals which live on the farm and others. Then they separate farm animals which give milk from the ones which do not. (They cut out pictures from magazines and advertising leaflets).

2nd group: students make a poster of products derived from milk (they cut pictures from magazines and paste them on the poster).

3rd group: students conduct a survey among 1st graders and find out their favourite milk products. They conduct a survey in other grades too. When conducting a survey each student holds a picture of a milk product in his or her hand. The students line up behind the picture and the interviewer counts the pupils in each line. He divides boys and girls in each group. They do the same in their own class.

Group report follows. Students use posters when reporting.

- The first group explains why they decided to put an animal into a particular section of the tree chart.
- The second group presents milk products.
- Students in the third group prepare the results of the survey and put the numbers in a chart.

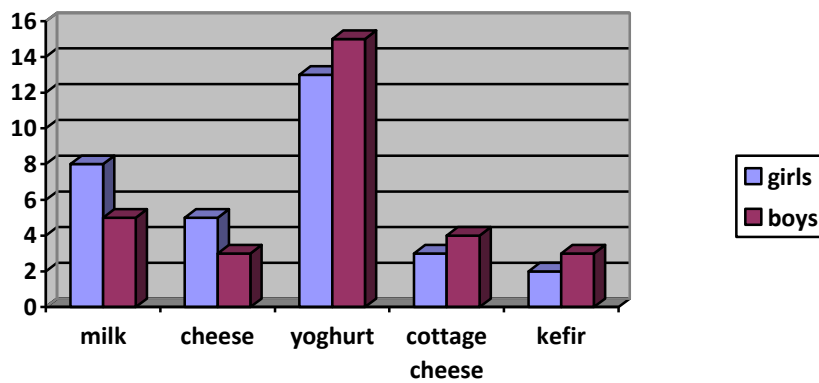
3. Conclusion

The students talk about how much they liked group work, what they would change. Students report about their newly acquired knowledge.

4. Home assignments

Students draw their favourite milk products in their notebooks.

5. Data analysis



The chart shows which milk products are students' favourite. We can see that 8-year old children prefer yoghurt but do not eat kefir very often.

3.2. Second teaching lesson (stage 4)

TEACHER	Maruša Babnik, Katarina Birk
SUBJECT	Environmental Education
CLASS	1. b
DURATION OF THE LESSON	90 min
TEACHING TOPIC	What do We Need, How do We Live?
TEACHING UNIT	What does an animal need for growth?
TEACHING OBJECTIVES	<ul style="list-style-type: none"> • Compare living beings and their environments and recognize oneself as one of these organisms. • Discover that living beings depend on each other and the nonliving materials. • Learn that domestic animals offer leather, wool and fur. • Learn that domestic animals give food (milk, meat, eggs). • Learn that there are small and big animals. • Learn that animals reproduce and have cubs. • Learn that food is necessary for growth and functioning of every living being. • Learn how they themselves and others influence the nature and how they can actively help protect and keep the natural environment and regulate the environment where they live. • Develop a respectful relationship to the profession of a farmer. • Learn that they need to store fresh food in a fridge or cold cellars. • Learn about the machinery that is used on the farm and know that machines ease the farmers' work.
TEACHING METHODS	Discussion, explanation, brainstorming, work with text, pictures and photographs, practical work (method of observation, perception and feeling), demonstration
KEY EXPRESSIONS	Animal - human, nature, growth, food, milk
TEACHING MATERIALS	Interactive board
TEACHING AIDS	Bottles, a sieve, a pot, glue, scissors, waste material
CROSS-CURRICULAR LINKS	Maths, Slovene, PE, Art
BIBLIOGRAPHY	<ul style="list-style-type: none"> - KRNEL, D., HODNIK ČADEŽ, T., KOKALJ, T., Mlinček. Ljubljana:Modrijan, 2010 - Čotar Danijel:Domače sirarstvo za zabavo in zares, Celjska Mohorjeva družba, 2000
APPENDIX	-

LESSON PLAN

1. Introduction

In the introduction I tell students we would go to a nearby farm and have a look at it. We will see how a goat is milked and learn what is grown on this farm. I instruct the students to observe very carefully. In the end they will also be able to caress the animals.

2. Acquisition of new knowledge

When we arrive to the farm I divide students into two groups. One group takes a look at the stable, a hayrack and farm machines. The farmer explains the use of each machine. He shows the animals in the stable and tells them how he takes care of them. When showing them a hayrack, he explains that a hayrack has a function of a fridge, since there is no fresh grass in winter and they have to provide enough hay in summer.

The second group takes a look of a big garden with the housewife. She shows all sorts of vegetables they grow. She explains how they store and use them or make products from them.

Then the housewife describes a work day on a farm. In the end she shows them how to milk a goat. Some students try milking themselves. Some students help filter the milk and pour it into bottles.

3. Conclusion

The housewife gives students some milk. We take milk to school and store it in the fridge. We talk to the students how they liked the visit on the farm and what they liked best.

4. Home assignments

Students make a goat using waste materials. They glue waste boxes, tubes, caps and the like. Then they paper-mâché and paint it.

5. Data analysis

The students find out that:

- animals have to be taken care of,
- milking a goat is not easy,
- work on the farm is hard and has to be done every day.

3.3. Third teaching lesson (stage 5)

TEACHER	Maruša Babnik, Katarina Birk
SUBJECT	Environmental Education
CLASS	1. b
DURATION OF THE LESSON	90 min
TEACHING TOPIC	How do They Live, What do They Need?
TEACHING UNIT	Production of goat cheese – “Enjoy your meal”
TEACHING OBJECTIVES	<ul style="list-style-type: none"> - Revise that domestic animals give food (milk) - Learn that food is necessary for growth and functioning. - Practically learn the production of goat cheese and help with the procedures. - Learn the meaning of hygiene at preparing food.
TEACHING METHODS	Discussion, explanation, work with texts, practical work (method of observation, perception and feeling), demonstration
KEY EXPRESSIONS	Domestic animals, milk, goat cheese, hygiene, health
TEACHING MATERIALS	Projector, interactive communication technology
TEACHING AIDS	A pot, a knife, a sieve, a cutting board, a cheese model, a notebook
CROSS-CURRICULAR LINKS	Maths, Slovene
BIBLIOGRAPHY	<ul style="list-style-type: none"> - KRNEL, D., HODNIK ČADEŽ, T., KOKALJ, T., Mlinček. Ljubljana:Modrijan, 2010 - Čotar Danijel:Domače sirarstvo za zabavo in zares, Celjska Mohorjeva družba, 2000 - Website: http://iqfcheese.com/IQF-Cheese-Products/IQF-Cheese-Slices/IQF-Goat-s-Cheese-slices-Unripened.aspx http://www.goodgoat.net/ http://www.123rf.com/clipart-vector/goat.html
APPENDIX	PPT projection

LESSON PLAN

1. Introduction

Using PPT slides we revise knowledge from the previous lesson. We discuss rules that have to be observed in the Home Economics classroom. I explain the meaning of having clean hands and hygiene at producing and preparing food.

2. Acquisition of new knowledge

We start producing goat cheese:

- we prepare the utensils: a pot, a knife, a sieve, a cutting desk, a cheese model,
- we pour 8 litres of milk into a pot and heat it to 38°C,
- while heating the milk we prepare the rennet: we melt a pinch of rennet into two spoons of warm water,
- when milk warms up to the desired temperature, we stir the rennet into milk,
- we cover the pot and let the mixture rest for 30 minutes,
- using a knife we cut the mixture into small cubes,
- we heat the cut mixture again, this time to 43°C, so that the cheese separates from the liquid. We use the sieve to drain the whey,
- we chop the chives,
- we crush the cheese into a cheese firming model, sprinkle it with chives and cover it with some weights for the rennet to pour away

The students prepare goat cheese following the described procedure.

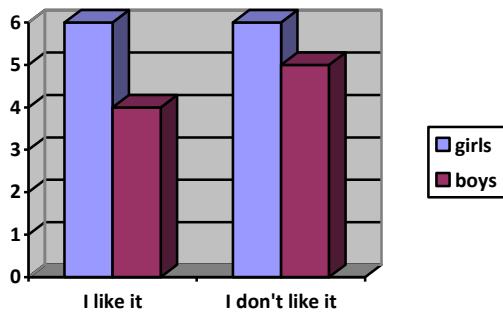
3. Conclusion

While the cheese is firming, we use the interactive board to revise. Then we taste the cheese and find out how many students like it.

4. Home assignments

They paste magazine pictures of products made from goat cheese into their notebook. They finish the goat made of waste materials.

5. Data analysis



Students taste goat cheese and tell if they like it or not. They fill in a chart on the interactive board. We find out that 10 students like the taste of goat cheese and eleven do not.

4. CONCLUSION AT THE END OF THE RESEARCH

The project task was limited to 6 days. We explored which domestic animals give milk to people as everyday food item. We found out that a goat is one of them. We observed milking a goat. Some students tried milking the goat, too, and they were delighted because they succeeded. We find out which milk product the students liked best. It was yoghurt. In the Home Economics classroom we produced real goat cheese. Given the size of the classroom and the number of students it would be more appropriate to make groups smaller in advance so that every individual could carry out the whole technological procedure of producing goat cheese.

According to the survey analysis we concluded that 10 students out of 21 liked goat cheese. We made a chart using the interactive board.

In the end students expressed their opinion. What would they change? What did they like best about the task? They said that visiting the farm and direct contact with animals was their favourite task. They wished they had even more individual practical work when producing goat cheese.

SOSTRO PRIMARY SCHOOL Project

Beekeeping – Honey in Our Meals

1. Basic data on the project

PROJECT TITLE	Beekeeping – Honey in Our Meals
PARTICIPANTS	Beekeepers, students of classes 3. a and 3. b, parents, school cooks
TEACHER(S)	Judita Šimenc, Tatjana Lazar
DURATION OF THE PROJECT	One week
PROJECT OBJECTIVES	<ol style="list-style-type: none">1. Students strengthen the link between the school and local organizations (Ljubljana–Moste Beekeeping Organization).2. Students develop an attitude to beekeeping, bees and the awareness that bees are important pollinators in the nature and not just collectors of nectar.3. Students learn that proper nutrition prevents some diseases and strengthens health.4. Students learn about bee products (honey, wax, pollen, propolis) and their application.5. Students learn that food self-sufficiency is important.6. Students develop motivation for project and research work.7. Students work in teams.8. Students are able to find recipes in various cookbooks and other sources and conduct a survey.9. Students produce and read various charts.10. When preparing food students observe hygienic minimum standards.11. Students learn about folk art – painting beehive panels..
ANTICIPATED OUTCOMES	<ol style="list-style-type: none">1. Good connection and cooperation with beekeepers in town, a possibility to visit an apiary, get an expert presentation of bees and beekeeping.2. Preservation of interest for beekeeping and a continuation of our ancestors' work.3. Develop an appropriate attitude to bees and a care for their preservation in nature.4. Students eat honey as a healthy sweetener.5. Students are motivated to work and cooperate well.6. They are proud of their products.7. Acquire good table manners.
KEY ACTIVITIES	<ol style="list-style-type: none">1. We use literature to learn about bees' life and their importance for production of fruit. We observe some old beehive panels as examples of folk art. Students paint their own beehive panels.2. Beekeepers visit our school. An exhibition of beekeeping tools. Learning about beekeepers' work, their tools. Testing honey. An exhibition of beehive panels.3. Collecting recipes for gingerbread biscuits, conducting a survey on using and supplying honey.4. A science day: collecting survey data, making a candle from

	bee wax, using honey for baking gingerbread biscuits, setting the table.
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2. Planning the project by stages

1. Discussing bees, beekeeping, collecting information, painting beehive panels.
2. Beekeepers visit school. An exhibition of beekeeping tools, testing honey, a presentation of bees' life and their importance for nature and people. An exhibition of beehive panels.
3. Collecting recipes for gingerbread, conducting a survey on using and supplying honey.
4. A science day: reporting on survey data, making a chart, data summary, making a candle from bee wax, baking gingerbread biscuits.

3. Carrying out the project

Examples of teaching lessons

3.1. A Science Day (stage 4)

TEACHER	Judita Šimenc
SUBJECT	Science Day
CLASS	3. a
DURATION OF THE LESSON	2, 5 hours
TEACHING TOPIC	Healthy Meals
TEACHING UNIT	Honey in our Meals
TEACHING OBJECTIVES	Students: <ul style="list-style-type: none"> - work in groups, show motivation for work, - know why honey is important in our meals and that it is a healthy sweetener, - report on a survey and write the data in the chart, read the chart and explain the results, - learn other bee products, - make a candle from bee wax, recognize natural wax by smell and colour, - read a recipe for gingerbread biscuits, make and shape the dough, - acquire good table manners, - prepare food observe hygienic minimum standards, - are proud of their products.
TEACHING METHODS	Work with texts, discussion, practical work, observation, shaping, reporting.
KEY EXPRESSIONS	A survey, a graph, self-sufficiency, bee products, healthy sweetener
TEACHING MATERIALS	Cookbooks, family recipes for gingerbread.
TEACHING AIDS	A survey, way plates, wick, cutting tools, plates, ingredients and utensils for baking gingerbread, gingerbread biscuits recipe, aprons, song recordings.
CROSS-CURRICULAR LINKS	Maths, Slovene

BIBLIOGRAPHY	SLOVENIAN BEEKEEPERS' ASSOCIATION, FILMS ABOUT BEEKEEPING (www.czs.si/cebelarski_filmi.php) in Čebelarska zveze Slovenije, brochures ČEBELICA, MOJA PRIJATELJICA od 1 do 4, family recipes, recepes from the internet (www), kuharska knjiga Rop, Nikolina, 1992: <i>100 receptov sestre Nikoline</i> . Ljubljana:Družina.
APPENDIX	1. Basic recipe for gingerbread biscuits 2. A survey

SCIENCE DAY PLAN

1. Introduction

We listen to and sing a popular song by Lojze Slak, ČEBELAR (Eng. Beekeeper) (You Tube).
Revise: *What have the beekeepers told us about honey? How does bee honey differ from white sugar? Why is it healthier?*
Report on the survey outcomes (Appendix).

2. Acquisition of new knowledge

- Students colour the columns in the chart. They interpret the outcomes.
- They discuss the importance of many beekeepers and bee families in their vicinity? *Why do we buy food at familiar beekeepers?*
- Watch a video on bee life.
- They smell, touch, observe bee products (propolis, wax, pollen) and taste various sorts of honey. They find the differences.
- They learn about the use of these products in medicine and healing. They talk about how and when they use them at home.
- They report about searching for recipes for gingerbread biscuits. *Where did they find the majority of recipes? We read a few different recipes. Why do we add baking soda or yeast into the dough?*

GROUP WORK:

- Students form two groups (baking gingerbread biscuits and making a candle),
- They wash their hands and put on the aprons.
- Following the instructions they prepare the working surface, the utensils and the material.
- Each group listens to or reads the instructions for work and performs the task under the supervision of a teacher.
- They clean the desks.

3. Conclusion

- **A game:** Students recognise a bee product with tied eyes (they smell, taste and touch).
- We set the table and eat gingerbread biscuits made by school cooks at the school cafeteria.

4. Home assignment

Students present their tasks to their parents so they can bake gingerbread biscuits at home.

5. Data analysis

A SURVEY

We received 21 answers to our survey questions.

All families use honey. Three families use it every day, 14 families a few times a week, 4 families a few times a month.

Most often they use it as a spread with bread and as a cold medicine.

Most of them most often eat flower honey. Other answers are also: forest honey, acacia honey.

Most families buy honey directly at beekeepers. Three families buy it at the grocer's too. One of the student's grandfather has got an apiary so this student gets it there.

RECIPES

Recipes for baking real home-made gingerbread biscuits cannot be found in all cookbooks. They could find more recipes on the internet and at housewives.

4. Conclusion at the end of research

We reached the project goals. Students showed interest for project work. We collected a variety of recipes for gingerbread biscuits. We found them in various sources. Students could learn about beekeepers' work by talking to them. They asked them a lot of questions. We made contact with a number of local beekeepers who are willing to come to school to be mentors of a new beekeeping class. Almost all parents took part in the survey. At the beekeeping exhibition in the school lobby other students exhibited their products together with our beehive panels. A lot of people visited the exhibition at the 90th anniversary of the Beekeeping Organization Moste Polje in Zadružni dom.

APPENDIX

Appendix 1

BASIC RECIPE FOR GINGERBREAD BISCUITS

1 kg soft flour
2 spoons of baking soda
30 dag butter
30 dag sugar
5 whole eggs
30 dag honey
1 teaspoon of ground cinnamon
1 teaspoon of ground cloves
walnut halves

Add baking soda to the flour. Whisk the butter, eggs and sugar into a smooth batter. Add cloves and cinnamon, stir and pour into the flour. Add honey and make dough. Shape the dough into walnut-size balls and place them on baking paper. Press one half of a walnut on each ball. Heat the oven to 180 degrees Celsius and bake the biscuits for 15 minutes.

Appendix 2

A SURVEY

Sostro Primary School

Dear parents,

We take part in a project about healthy food and thus explore the use of honey. We kindly ask you to answer a few questions. Thank you very much.

With regards,
Students and teacher of 3rd grade

A SURVEY

Circle the suitable answer, please.

1.) HOW OFTEN DO YOU USE HONEY?

- a) every day
- b) a few times a week
- c) a few times a month
- d) very rarely or not at all

2.) HOW DO YOU MOST OFTEN USE HONEY? (Choose two answers.)

- a) as a spread on bread
- b) as a drink sweetener
- c) we bake biscuits
- d) as a medicine

2.) WHAT SORTS OF HONEY DO YOU MOST OFTEN USE?

- a) flower honey
- b) chestnut honey
- c) other sorts of honey (Which sorts? _____.)

3.) WHERE DO YOU MOST OFTEN GET HONEY?

- a) at the grocer's
- b) at the beekeeper
- c) we have an apiary at home

Thank you for your answers!

5. ERTUĞRUL GAZİ SECONDARY SCHOOL SCHOOL CURRICULUM AND SUSTAINABLE DEVELOPMENT

5.1. ABOUT US: ERTUĞRUL GAZİ SECONDARY SCHOOL

Our school which adopted modern and creative educational principles is located in Istanbul- defined as the cradle of the civilization- with 1570 students and 65 teachers. Although it was established 3 years ago, Ertuğrul Gazi Primary School is one of the well-known and the most successful schools in Sultanbeyli all thanks to the projects, success and works obtained not only in Sultanbeyli but also in Istanbul.

As a result of the changes in Turkish Education system including 12years of compulsory education, Ertuğrul Gazi Primary School is divided into two separate schools: Ertuğrul Gazi Elementary School and Ertuğrul Gazi Secondary School. Hence we are a double shift school. Elementary school consisting of kindergarten students, class for students with special needs and students from 1st grades to 4th grades has 892 students and 30 teachers. On the other hand, Secondary School has 678 students (from 5th grades to 8th grades) and 35 teachers .

Education is a wide range process taking place not only at school but also in daily life starting from the very first day of our lives with our family and going on at school. Therefore, the collaboration between family and school is vital. It is necessary to be in communication with parents as well as students. Hereby parents can involve in the process and have better communication with their daughters and sons. Also this can help students feel themselves more secure and comfortable.

Ertuğrul Gazi Primary school is a whole with its **teachers** who consistently improve his/her professional and educational knowledge, **directors** who do their best to obtain the necessary materials and create good educational atmosphere for students and teachers and **students** who are eager to learn and aim at being active learners instead of being just passive listeners in the learning process.

Our school, success, projects are getting better and better from one year to another. And we hope to be one of the best schools not only in Istanbul but also in Turkey.

1. ERTUĞRUL GAZİ SECONDARY SCHOOL IN COMENIUS

The school joined Comenius project in 2011/2012 within the project *the development of school curriculum: teacher training for sustainable development.*

In the academic year of 2011/ 2012 our students together with their teachers created a project named ***Culture of Living***. Students compared and contrasted past and present. They searched on their cultures and transferred what they learnt to their classmates. As most of the students in our school are migrants to Sultanbeyli from different regions of Turkey, this project helped them to learn more about their classmates' cultures, customs and lifestyles in the past and present. It also enabled to outline the differences between the cultures of the people coming from different regions of the country and helped them share a unique cultural identity in harmony. Besides, this project improved the communication between elder generation and younger ones.

In the academic year of 2012/2013 the project continued under the title of ***Season Cuisine***. Different projects are grouped within the main project. Students worked on agriculture and products of their regions. Later, they shared their experiences with class mates. They made surveys on harvest and agriculture potential of their regions, prepared a cookery book, an activity book, a vocabulary for agricultural products and organized a sale of work for their parents and friends.

By being counselors and guides, learners and teachers, our teaching staff improved themselves during the process. First of all, they had opportunity to share their experiences with their colleagues from different countries. The project is about culture and anything related to culture. The way we experience our culture is a different point of view for the others. This is a kind of exchanging knowledge.

3. LIST OF SCHOOL PROJECTS:

a. Educational Projects done so far

GRADES	PROJECT NAME	PROJECT LEADER
1 ST - 8th	Would you be my Tutor?	Mehmet Bütün- Mehmet Gündüz
5 th -8th	Access to success	Dilek Kayhan-Yeşim Toklu
4th	Surprise me	Özlem Tozyılmaz
5 th	A cup of coffee	Şerife Karabulut
5th	Junior mathematicians	Berna Genç-Bilgesu Demirpençe
5 th -8th	Waste batteries	Gökhan Çalgıcı
8th	Busra's numbers	Mehmet Bütün
1th-8th	Teaching values	Melike Parlak
To parents	How to be a good parent?-seminars	Hüda Karpuzoğlu
8th	I have a question!	Dilek Kayhan
1th-8 th	Intercommunication	Hüda Karpuzoğlu

b. Extracurricular Projects Implemented under Comenius 2011/2013

GRADES	PROJECT NAME	PROJECT LEADER
1 st -8th	Culture of Living	Dilek Kayhan- Yeşim Toklu

To parents	Reading a Culture	Dilek Kayhan- Nurgül Çamođlu
5 th	Playing with words	Kübra Kaya- Dönüş Demir
8th	Our national Heritage: Agriculture	Nurgül Çamođlu

5.2. OUR NATIONAL HERITAGE: AGRICULTURE

1. Basic data on the project

Title	OUR NATIONAL HERITAGE: AGRICULTURE
Participants	8 th grade students
Coordinator	Nurgül Çamoğlu (History and Geography Teacher)
Duration	4 months
Objectives	<ol style="list-style-type: none">1. To get involved in the learning process2. To learn how to learn3. To trigger curiosity and motivation4. To raise consciousness on global warming5. To deal with the real life situations6. To promote the pleasures and values associated with intellectual curiosity, creativity and learning7. To encourage proactive participation and involvement by all the students in the project8. To be aware of the importance of developing the economic situation of the country by trying to find solutions9. To raise awareness on protecting and preserving national resources/crops10. To understand the importance of agriculture11. To be able to explain the contribution of the agricultural products grown in our country to the national/world economy.12. To analyze the help of the agricultural products to the country's economic development13. To determine the regional dispersion of the agricultural products by reading map14. To annotate the dispersion of agricultural production in years by analyzing the graphics and charts given.
Expected results	At the end of the project, students are expected

	<ol style="list-style-type: none"> 1. to comment on statistics and charts 2.to adopt the importance of agricultural production by analyzing the benefits of agriculture to the world and their national economy. 3. to have more information about the agricultural products grown in their region by probing the dispersion of the agricultural production in regions 4. to annotate the contribution of the agricultural production to the other sectors 5.to realize the importance of agricultural production in promoting international trade. 6. to interpret the physical map of the country by examining the effects of geography to the agriculture 7. to realize the importance of the quality in agricultural production 8. to be able to comment on the results of a survey 9.to realize the connection between agriculture and other sectors 10.to have a general idea of the agricultural products which are rare or most common in Turkey. 11.to examine the process of manufacturing and realize the importance of industry in food production
<p>The most important activities</p>	<ol style="list-style-type: none"> 1. having researches 2.conducting surveys 3. preparing a map showing the regional dispersion of the agricultural products in Turkey 4. group discussion 5. making statistical charts

2. INTRODUCTION

Turkey is in a geographically well-situated area which enables good quality and quantity of food production. However, recently food production reduced due to global warming, industrialization

and agricultural situation of the country. The project aims to attract attention to the economic and natural effects on food production and its economic outcomes in Turkey. By doing this project, it is aimed to help raise students who respect and protect the environment and who are aware and active learners who gather necessary information on solutions to the problems the citizen encounter in agricultural and economic areas.

3. PROCESS

FEBRUARY, 2013

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS-Students are expected:
1) Doing a research on the crops cultivated in Turkey	* To determine the regional dispersion of the agricultural products by reading map *To get involved in the learning process *To trigger curiosity and motivation	*task-based learning *research	*research results	*to attract attention to the project *to have a general idea of the agricultural products which are rare or most common in Turkey.
2) the effects of geography and climate on crop diversity and production	* To determine the regional dispersion of the agricultural products by reading map *To raise consciousness on global warming * To be able to analyze and synthesize the information	*critical thinking *brainstorm *communicative approach *question and answer drill	*physical map of Turkey and the world	* to have more information about the agricultural products grown in their region by probing the dispersion of the agricultural production in regions *to interpret the physical map of the country by examining the effects of geography to the agriculture
3) the reasons of the difference in quality and quantity of crops in recent years	* To determine the regional dispersion of the agricultural products by reading map * To trigger curiosity and motivation *To raise consciousness on global warming	*critical thinking *brainstorm *group work *research *presentation *cooperative learning	*research results *presentation charts	* to have more information about the agricultural products grown in their region by probing the dispersion of the agricultural production in regions *to interpret the physical map of the country by examining

				the effects of geography to the agriculture *to realize the importance of the quality in agricultural production
4) doing a map showing the regional dispersion of the agricultural products in Turkey	* To determine the regional dispersion of the agricultural products by reading map *To get involved in the learning process * To promote the pleasures and values associated with intellectual curiosity, creativity and learning *To annotate the dispersion of agricultural production in years by analyzing the graphics and charts given	*research *demonstration	*dried fruits, vegetables and grains *crayons *scissors *pasteboard	*to comment on statistics and charts * to have more information about the agricultural products grown in their region by probing the dispersion of the agricultural production in regions

MARCH, 2013

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS- Students are expected:
1) The fields the crops are mostly used and the reasons of production of jam, wine, oil, bread etc.	* To trigger curiosity and motivation *To understand the importance of agriculture * To annotate the dispersion of agricultural production in years by analyzing the graphics and charts given	*research *presentation	*statistics *charts *research results	* to comment on statistics and charts *to realize the connection between agriculture and other sectors
conducting a survey on grains/vegetables/	*To get involved in the learning	*Inquiry-based	* survey *survey	* to comment on statistics and charts

/drinks are mostly used in es and evaluation of the y results	process *To encourage proactive participation and involvement by all the students in the project	learning *case method *research	results	*to be able to comment on the results of a survey
3) Doing a research on the products gained after manufacturing the crops (fruits/vegetables/ grains)	* To trigger curiosity and motivation *To encourage proactive participation and involvement by all the students in the project	*research *presentation *group work	*presentation charts *research results *video clips	* to comment on statistics and charts *to interpret the physical map of the country by examining the effects of geography to the agriculture
4) Doing a presentation on the ways how the manufactured products are produced	*To get involved in the learning process *To understand the importance of agriculture	*presentation * “think, pair, share” technique *demonstration	*charts *video clips *research results	*to comment on statistics and charts *to examine the process of manufacturing and realize the importance of industry in food production

APRIL, 2013

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS- Students are expected:
1) The use of products in medical sector	*To understand the importance of agriculture * To be able to explain the contribution of the agricultural products grown in our country to the national/world economy *To analyze the help of the agricultural products to the country's economic development	*research *presentation *communicative approach	*transcription or recipe of herbal medicines	*to adopt the importance of agricultural production by analyzing the benefits of agriculture to the world and their national economy. *to annotate the contribution of the agricultural production to the other sectors *to realize the connection between agriculture and

				other sectors
2) The use of products in industry	<ul style="list-style-type: none"> * To understand the importance of agriculture * To be able to explain the contribution of the agricultural products grown in our country to the national/world economy *To analyze the help of the agricultural products to the country's economic development 	<ul style="list-style-type: none"> *research *presentation *communicative approach 	<ul style="list-style-type: none"> * research results *statistical charts 	<ul style="list-style-type: none"> * to adopt the importance of agricultural production by analyzing the benefits of agriculture to the world and their national economy. *to realize the connection between agriculture and other sectors
3) Doing a research on the effects of industry on the quality and quantity of the food production	<ul style="list-style-type: none"> *To deal with the real life situations * To analyze the help of the agricultural products to the country's economic development 	<ul style="list-style-type: none"> *research *critical thinking *"think, pair, share" technique 	<ul style="list-style-type: none"> *research results 	<ul style="list-style-type: none"> *to annotate the contribution of the agricultural production to the other sectors *to interpret the physical map of the country by examining the effects of geography to the agriculture *to realize the importance of the quality in agricultural production
4) Having a debate on whether the industry has good effects on food production or not	<ul style="list-style-type: none"> * To analyze the help of the agricultural products to the country's economic development * To get involved in the learning process * To trigger curiosity and motivation *To deal with the real life situations 	<ul style="list-style-type: none"> *discussion *competition *"think, pair, share" technique 	-	<ul style="list-style-type: none"> *to annotate the contribution of the agricultural production to the other sectors *to realize the importance of agricultural production in promoting international trade *to interpret the physical map of the country by examining the effects of geography

				to the agriculture *to realize the importance of the quality in agricultural production
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MAY, 2013

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS- Students are expected:
1) Doing a research on world exports and imports of agricultural products	* To trigger curiosity and motivation *To be able to explain the contribution of the agricultural products grown in our country to the national/world economy	*research *presentation	*research results *charts *statistics	*to adopt the importance of agricultural production by analyzing the benefits of agriculture to the world and their national economy. *to realize the importance of agricultural production in promoting international trade *to realize the importance of the quality in agricultural production
2) Writing an evaluation report on the reasons and the amounts of agricultural import/export done	* To get involved in the learning process * To be able to explain the contribution of the agricultural products grown in our country to the national/world economy *To annotate the dispersion of agricultural production in years by analyzing the graphics and charts	*writing a report *problem-based learning *critical thinking	*charts *statistics *research results	*to adopt the importance of agricultural production by analyzing the benefits of agriculture to the world and their national economy. *to realize the importance of agricultural production in promoting international trade *to realize the

	given			importance of the quality in agricultural production
3) Having a discussion on determining the red goods in agricultural industry and the reasons of the needs to import them	<ul style="list-style-type: none"> * To get involved in the learning process *To be able to analyze and synthesize the information *To annotate the dispersion of agricultural production in years by analyzing the graphics and charts given 	<ul style="list-style-type: none"> *brainstorm *discussion *critical thinking *research 	*research results	<ul style="list-style-type: none"> * to comment on statistics and charts *to realize the importance of agricultural production in promoting international trade *to interpret the physical map of the country by examining the effects of geography to the agriculture *to realize the connection between agriculture and other sectors
4) An activity to brainstorm how to reduce import of the red goods in agricultural industry and try to find ways how to produce more red goods in Turkey	<ul style="list-style-type: none"> * To analyze the help of the agricultural products to the country's economic development *To get involved in the learning process *To learn how to learn *To be aware of the importance of developing the economic situation of the country by trying to find solutions 	<ul style="list-style-type: none"> *case study *critical thinking * “think, pair, share” technique *brainstorm 	*research results	<ul style="list-style-type: none"> *to realize the importance of agricultural production in promoting international trade *to interpret the physical map of the country by examining the effects of geography to the agriculture *to realize the importance of the quality in agricultural production *to realize the connection between agriculture and other sectors

4) SAMPLES OF ACTIVITIES AND LESSON PLANS

A. SAMPLE LESSON PLAN

Lesson/Subject:	Extracurricular Project: OUR NATIONAL HERITAGE: AGRICULTURE
Date:	24.04.2013
Estimated time:	50 minutes
Age/Grade:	The 8 th grade students- 14 year-olds
Number of students:	14 (half of the class)
Objectives:	<ul style="list-style-type: none">*to annotate the contribution of the agricultural production to the other sectors*to realize the importance of agricultural production in promoting international trade*to interpret the physical map of the country by examining the effects of geography to the agriculture*to realize the importance of the quality in agricultural production
Methods and Strategies:	research interview brainstorming critical thinking case study group work
Necessary Materials:	-

PROCESS:

Note: As the learner group is crowded, the teacher divides it into two to have a more communicative environment with more active learners. The other half of the group will have the lesson next day.

Warm-up & Review: (10 Minutes)

The lesson starts with evaluating the students' knowledge about agriculture. Students are asked to give more information on the ways of agriculture and how to boost agricultural production to meet the needs of the people living in Turkey.

Introduction & Presentation: (35 Minutes)

The teacher initiates the process with a question: "Considering The Industrial Revolution and the latest technological developments, do you think industry has good or bad effects on agricultural production in Turkey?"

The students are divided into two groups. One group supports the idea that it has good effects while the other group supports the opposite idea. After ten minutes' of information sharing, they are expected to be prepared for convincing the opposite team and the teacher that they are right.

The teacher emphasizes that the activity is not about winning or losing the competition because one can lose although he is right. Everybody should try their best to "convince" the audience.

Evaluation: (5 minutes)

While the teams are discussing, the teacher evaluates the groups by grading their speeches in accuracy, fluency and correct information. The teacher ends the lesson by summing up the important points.

B. A SAMPLE ACTIVITY

Name of the Activity:	"The Station"
Date:	20.03.2013
Estimated time:	35 minutes
Age/Grade:	8 th grade students – 14 year-olds
Number of students:	28
Objectives:	*To get involved in the learning process

	<p>*To learn how to learn</p> <p>*To promote the pleasures and values associated with intellectual curiosity, creativity and learning</p> <p>*To encourage proactive participation and involvement by all the students in the project</p>
Necessary Materials:	4 different corners for groups, pasteboards, crayons, pencils
<p>PROCESS:</p> <p>The teacher prepares the corners for different kinds of activities beforehand:</p> <ol style="list-style-type: none"> 1. Preparing a poster about agriculture and finding a slogan describing it 2. writing a song about how to boost agriculture 3. writing a story about the life of a farmer 4. solving a problem given about a farmer who encounters many difficulties while farming <p>The teacher asks the learners to form four groups of seven pupils each. They are asked to choose one of the corners and start working with their friends in the group. Each team has seven minutes of studying time in each corner. When the time is up, they are supposed to leave the work they've done to another group working in another corner and move on to the next corner.</p> <p>At the end of the activity, the teacher sticks all the posters and works onto the board for the students to see what they've achieved in the end.</p> <p>This activity helps the students learn how to learn better as all four corners require learners with different learning styles.</p>	

C.1. THE SURVEY

How many members are there in your family?	
Which fruits do you prefer buying most in a week?	
Which vegetables do you prefer buying most in a week?	
What is the most necessary product in your kitchen except from water?	

Why?	
How much money do you spend for food shopping in a month?	
How much money do the working family members earn in a year?	
Do you do farming in your backyard?	
If yes, what do you grow?	

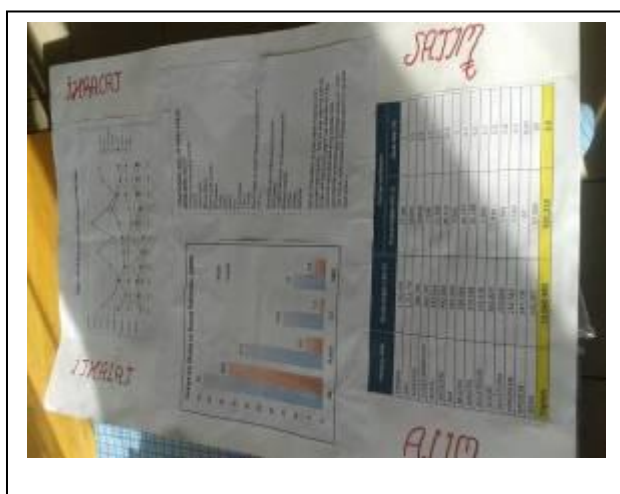
C.2. THE SURVEY RESULTS

57 people participated in the survey. The results indicate that families with members of 6 or more find it necessary to buy 8 or more loafs of bread in a day. When looked at the economic conditions of those families it's understood that the families with lower salaries or budgets for food shopping buy the most fundamental and the cheapest food: bread and potato. Those families don't buy much fruit as they find it luxurious. Yet, the families with better economic conditions and fewer members prefer buying dairy products and different kinds of fruits more.

The ones who do farming mostly grow seasonal vegetables like lettuce, parsley and spring onion and fruits like apple and plum which are easy to grow without intensive care.

5)CONCLUSION

A. PICTURES AND EXAMPLES OF THE WORK



A Chart showing the import and export done in a year



A chart showing the reasons of the difference in quality and quantity of crops in recent years



The products gained after manufacturing the agricultural products



Presentation



A map showing the regional dispersion of the agricultural products in Turkey

B. PROJECT RESULTS

- The students are able to comment on statistics and charts without feeling anxious or hesitated.
- Every participant student has more information about the agricultural products grown in their region by probing the dispersion of the agricultural production in regions
- They can annotate the contribution of the agricultural production to the other sectors
- They've realized the importance of agricultural production in promoting international trade.
- They are able to interpret the physical map of the country by examining the effects of geography to the agriculture
- They've realized the importance of the quality in agricultural production

- They are able to comment on the results of a survey
- They've realized the connection between agriculture and other sectors
- They have general information about the agricultural products which are rare or most common in Turkey.
- They can examine the process of manufacturing and realize the importance of industry in food production
- Most of the students (about two third) can comment on the importance of agricultural production by analyzing the benefits of agriculture to the world and their national economy. However, some of them found it rather difficult to compare the economic conditions of different countries in terms of agriculture as they couldn't quite grasp the main relevance between agriculture, the term "economy", import and export.

4.3. THE CULTURE OF LIVING

1. Basic data on the project

Title	THE CULTURE OF LIVING
Participants	30 students from different grades in the school
Coordinator	Dilek Kayhan and Yeşim Toklu (English Language Teachers)
Duration	December 2011- June 2012
Objectives	<ol style="list-style-type: none">1. To reflect the cultural inheritance, historical background of the people living in the district and bound the elder generation to the younger ones to provide cultural awareness.2. To have cultural and historical awareness to maintain the cultural unification.3. to develop students' key competences4. to outline the differences between the cultures of the people coming from different regions of the country and help them share a unique cultural identity in harmony5. to be models to imply the transfer of cultural heritage to future generations6. to have environmental awareness7. to revive and foster the interaction between cultures8. to motivate different ethnic groups to participate in social cultural and educational activities equally and cooperatively9. to enhance the collaboration and the communication between parents, students and teachers10. to promote the pleasures and values associated with intellectual curiosity, creativity and learning11. to create, maintain and strengthen knowledge and understanding of the culture in Turkey12. to encourage proactive participation and involvement by all the students in the project
Expected results	<ol style="list-style-type: none">1. students can be more interested in and curious about the environmental and cultural change in years2. students can raise a consciousness and understanding, compare their past and what the future will hold, trying to figure out what is the best thing to do for their future in order to live in a peaceful environment3. It can help students improve their research skills, social relations and problem solving abilities4. being a part of the group will encourage the students to take responsibility and help one another in case of an emergency or unexpected situations5. The students can empathize with the people from different cultures and origins and instead of struggling with differences, they can embrace them.
The most important activities	<ol style="list-style-type: none">1. having researches on the culture of different ethnic groups2. having surveys to compare the past and present3. interviews with the local people4. field trips

	5. doing presentations on the culture of living 6. growing plants and trees 7. songs from different cultures will be sung by the school choir in the festival 8. having a project festival to take other students attentions to the project 9. having a fashion week on cultural clothes 10. preparing an exhibition of the objects from the past 11. competitions
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2. INTRODUCTION

Anatolia has always been seen as the cradle of the civilizations and many different nations and great kingdoms have reigned in Anatolia. There is a mixture and a harmony of several different cultures on the same land. Besides, Istanbul has been one of the most popular capital cities throughout history and Istanbul is like a miniature of Anatolia in cultural diversities.

There are millions of people living in the same city, Istanbul, but has different kinds of origins and cultures. It is important to preserve the cultures as they are and respect the others. The project ‘The Culture of Living’ aims to serve as a bridge between the past and the present, to inform the local people and the participants about the cultural heritage and inspire them to be active in the process of creating a cultural harmony to live in peace no matter where the people are from or what they do for living. It also purposes to be a model to recognize and preserve the cultural and historical heritage by injecting awareness to dozens of people living together in the same area. To achieve these goals, an informal educational method is formed which consists of fun, exciting, dynamic exercises applied to the participants who came from different regions and have cultural diversities but live in the same district now. It is expected to provide and foster the confidence, the communication and the tolerance that people from different cultures and origins have against one another so that it can be possible to enhance environmental and cultural awareness and fortify the social compliance.

3. PROCESS

The students are divided into three groups:

- The 1st group: 1-4 grade students (research on the neighborhood)
- The 2nd group: 5-6 grade students (research on Sultanbeyli)
- The 3rd group: 7-8 grade students (research on the relation and the similarities between Sultanbeyli, Istanbul and Turkey)

DECEMBER, 2011

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1)conducting a meeting for informing the participants about the project	*to take the participants attention to the project	*explaining *demonstrating	*Powerpoint presentations *hand-outs *invitations	*Students can realize that school is not a place where they have to go everyday just to learn by memorizing and listening to get high grades, they can get real life experiences by taking part and responsibility in extracurricular activities to learn more about the real life.
2) Surveys on culture	*to reflect the cultural inheritance, historical background of the people living in the district and bound the elder generation to the younger ones to provide cultural awareness	*Inquiry- based learning *case method *research *critical thinking	*surveys *interviews *presentations	*By researching, students happen to notice the reasons and results of migration from different regions and cultures to their district *They can grow empathy towards the people in need * They can improve their inner world of thoughts and emotions
3) preparing schoolboards with the materials and presentations about the culture of the Black Sea Region	* to have the cultural and the historical awareness to maintain the cultural unification. * to outline the differences between the cultures of the people coming from different regions of the country and help them share a unique cultural identity in harmony	*group work *presentation *brainstorming *researching the data *displaying the data	*souvenirs *pictures and photos *touristic information *recipes of the local food *traditional clothes	*Students will notice the similarities as well as the differences between their culture and the other one. * Students will learn more about traditions of the culture and it will help them embrace their cultural values.
4) doing a presentation about the meals and desserts of the region	* to have the cultural and the historical awareness to maintain the cultural unification. * to outline the differences between the cultures of the people coming from different regions of the country and help them share a unique cultural identity in harmony	*presentation of the food and the recipes	*food and desserts *recipes	*Students will learn more about the traditional food

JANUARY, 2012

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1)preparing a booklet on cultural tales, stories, legends and riddles	<ul style="list-style-type: none"> * to develop students' key competences (reading and writing) * to maintain the cultural and the historical awareness to maintain the cultural unification. 	<ul style="list-style-type: none"> *brainstorming *role-playing *cooperative learning groups *story telling *presentation *interview 	<ul style="list-style-type: none"> *books *internet *interviews 	<ul style="list-style-type: none"> *A booklet will be composed by the students * More people will be informed about their cultural heritage by means of the book
2) displaying the gathered information about the Central Anatolia Region	<ul style="list-style-type: none"> * to have the cultural and the historical awareness to maintain the cultural unification. * to outline the differences between the cultures of the people coming from different regions of the country and help them share a unique cultural identity in harmony 	<ul style="list-style-type: none"> *groupwork *presentation *brainstorming *researching the data *displaying the data 	<ul style="list-style-type: none"> *souvenirs *pictures and photos *touristic information *recipes of the local food *traditional clothes 	<ul style="list-style-type: none"> *Students will notice the similarities as well as the differences between their culture and the other one. * Students will learn more about traditions of the culture and it will help them embrace their cultural values
3) doing research about a famous face of Turkish culture “Hacivat and Karagöz”	<ul style="list-style-type: none"> * to develop students' key competences (reading and writing) * To promote the pleasures and values associated with intellectual curiosity, creativity and learning * To create, maintain and strengthen knowledge and understanding of the culture in Turkey 	<ul style="list-style-type: none"> *presentation *role-playing *cooperative learning *communicative approach *research *story telling activities *question and answer drill 	<ul style="list-style-type: none"> *gathered data *pictures *tales 	<ul style="list-style-type: none"> * students will get to know about the poets, storytellers, scholars and writers of their culture. *students will become a cultural bridge between past and present *students will be modals to their peers.
4) holding an art competition about culture of living in Turkey	<ul style="list-style-type: none"> * To encourage proactive participation and involvement by all the students * to develop students' key competences 	<ul style="list-style-type: none"> *competition 	<ul style="list-style-type: none"> *pictures 	<ul style="list-style-type: none"> *students will be able to express their opinions observations, emotions about the places they live in in the past and present.

FEBRUARY, 2012

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1) displaying the gathered information about the Aegean Region	<ul style="list-style-type: none"> * to have the cultural and the historical awareness to maintain the cultural unification. * to outline the differences between the cultures of the people coming from different regions of the country and help them share a unique cultural identity in harmony 	<ul style="list-style-type: none"> *group work *presentation *brainstorming *researching the data *displaying the data 	<ul style="list-style-type: none"> *souvenirs *pictures and photos *touristic information *recipes of the local food *traditional clothes 	<ul style="list-style-type: none"> *Students will notice the similarities as well as the differences between their culture and the other one. * Students will learn more about traditions of the culture and it will help them embrace their cultural values
2) doing research about a famous face of Turkish culture “Nasreddin Hodja”	<ul style="list-style-type: none"> * to develop students' key competences (reading and writing) * To promote the pleasures and values associated with intellectual curiosity, creativity and learning * To create, maintain and strengthen knowledge and understanding of the culture in Turkey 	<ul style="list-style-type: none"> *presentation *role-playing *cooperative learning *communicative approach *research *story telling activities *question and answer drill 	<ul style="list-style-type: none"> *gathered data *pictures *stories 	<ul style="list-style-type: none"> * Students will get to know about the poets, storytellers, scholars and writers of their culture. *students will become a cultural bridge between past and present *students will be modals to their peers.
3)preparing recycle-bins for the waste materials and having an exhibition of art craft using the waste materials	<ul style="list-style-type: none"> *to have environmental awareness 	<ul style="list-style-type: none"> *exhibition 	<ul style="list-style-type: none"> *waste materials 	<ul style="list-style-type: none"> * Students will be able to realize the importance of the environment we live in as well as the culture *students will become more active and responsible towards the environmental problems * they will notice that culture and environment are two basic elements that require each other to survive
4) Helping the children in need-collecting necessary items for children - clothes, food, Toys, books etc-and sending them to Van where an earthquake took place recently	<ul style="list-style-type: none"> * to have environmental awareness * to enhance the collaboration and the communication between parents, students and teachers *. to have cultural and historical awareness to maintain the cultural unification * to encourage proactive participation and 	<ul style="list-style-type: none"> *collecting necessary items 	<ul style="list-style-type: none"> *food *books *clothes *toys 	<ul style="list-style-type: none"> *students will develop empathy * students will become responsible individuals being a part of the group will encourage the students to take responsibility and help one another in case of an emergency or unexpected situations Footnote: Doing this contribution was the idea students suggested when they heard about the disaster in

	involvement by all the students in the project			Van
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5) Designing clothes that reflect the culture (FASHION WEEK)	<ul style="list-style-type: none"> *to promote the pleasures and values associated with intellectual curiosity, creativity and learning *to be models to imply the transfer of cultural heritage to future generations *to revive and foster the interaction between cultures * to motivate different ethnic groups to participate in social cultural and educational activities equally and cooperatively to create, maintain and strengthen knowledge and understanding of the culture in Turkey 	<ul style="list-style-type: none"> *demonstration *cooperative learning and group work *brainstorming *presentation * “think, pair, share” technique 	*clothes	<ul style="list-style-type: none"> * Students will search for more information about traditions and clothing in the past and it will lead them to understand why and in what circumstances people wore those clothes. * Students can be more interested in and curious about the environmental and cultural change in years. *They will have a chance to compare the past and present.
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MARCH, 2012

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1) displaying the gathered information about the South-Eastern Anatolia Region	<ul style="list-style-type: none"> * to have the cultural and the historical awareness to maintain the cultural unification. * to outline the differences between the cultures of the people coming from different regions of the country and help them share a unique cultural identity in harmony 	<ul style="list-style-type: none"> *group work *presentation *brainstorming *researching the data *displaying the data 	<ul style="list-style-type: none"> *souvenirs *pictures and photos *touristic information *recipes of the local food *traditional clothes 	<ul style="list-style-type: none"> *Students will notice the similarities as well as the differences between their culture and the other one. * Students will learn more about traditions of the culture and it will help them embrace their cultural values
2) doing research about a famous face of Turkish culture “Aşık Veysel”	<ul style="list-style-type: none"> * to develop students' key competences (reading and writing) * To promote the pleasures and values associated with intellectual curiosity, creativity and learning * To create, maintain and strengthen knowledge and understanding of the culture in Turkey 	<ul style="list-style-type: none"> *presentation *role-playing *cooperative learning *communicative approach *research *story telling activities *question and answer drill 	<ul style="list-style-type: none"> *gathered data *pictures *stories 	<ul style="list-style-type: none"> * Students will get to know about the poets, storytellers, scholars and writers of their culture. *students will become a cultural bridge between past and present *students will be models to their peers.

3) Giving seminars to the students on historical awareness	*to have cultural and historical awareness to maintain the cultural unification.	*seminar *question and answer *presentation	*presentation *hand-outs	* students can raise a consciousness and understanding
4) Visiting the nursing home for old people to keep in touch with the old generation	* to have cultural and historical awareness to maintain the cultural unification * to be models to imply the transfer of cultural heritage to future generations	*field trips *interviews	*transportation	* The students can empathize with the people from different cultures and origins and instead of struggling with differences, they can embrace them.

APRIL, 2012

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1) displaying the gathered information about the Eastern Anatolia Region	* to have the cultural and the historical awareness to maintain the cultural unification. * to outline the differences between the cultures of the people coming from different regions of the country and help them share a unique cultural identity in harmony	*group work *presentation *brainstorming *researching the data *displaying the data	*souvenirs *pictures and photos *touristic information *recipes of the local food *traditional clothes	*Students will notice the similarities as well as the differences between their culture and the other one. * Students will learn more about traditions of the culture and it will help them embrace their cultural values
2) doing research about a famous face of Turkish culture "Mevlana"	* to develop students' key competences (reading and writing) * To promote the pleasures and values associated with intellectual curiosity, creativity and learning * To create, maintain and strengthen knowledge and understanding of the culture in Turkey	*presentation *role-playing *cooperative learning *communicative approach *research *story telling activities *question and answer drill	*gathered data *pictures *stories	* students will get to know about the poets, storytellers, scholars and writers of their culture. *students will become a cultural bridge between past and present *students will be models to their peers.
3) Finding slogans on protecting our cultural values- Slogan competition	*to have cultural and historical awareness to maintain the cultural unification. *to be models to imply the transfer of cultural heritage to future generations *to motivate different ethnic groups to participate in social cultural and educational activities equally and cooperatively	*brainstorming *competition	*slogans	* being a part of the group will encourage the students to take responsibility and help one another in case of an emergency or unexpected situations

<p>4)Forestation around the school area by the kinder-garten students and have “real” family trees with names on each branch of the tree</p>	<p>*to have environmental awareness * to be models to imply the transfer of cultural heritage to future generations</p>	<p>*gardening</p>	<p>*trees and plants</p>	<p>*students will become more active and responsible towards the environmental problems * they will notice that culture and environment are two basic elements that require each other to survive</p>
<p>5)Assignments for the groups *group1-acting out a folk story *group2-doing a research on the reasons of immigration and finding solutions *group3-the problems the ethnic groups encounter in Istanbul and Turkey and finding solutions</p>	<p>*to reflect the cultural inheritance, historical background of the people living in the district and bound the elder generation to the younger ones to provide cultural awareness *to outline the differences between the cultures of the people coming from different regions of the country and help them share a unique cultural identity in harmony *to revive and foster the interaction between cultures *to enhance the collaboration and the communication between parents, students and teachers *to find the reasons of the immigration</p>	<p>*role-playing *research *interview *cooperative learning groups *critical thinking *problem solving *brainstorming *inquiry-guided learning *problem-based learning *case studies</p>	<p>*stories *surveys</p>	<p>* It can help students improve their research skills, social relations and problem solving abilities * being a part of the group will encourage the students to take responsibility and help one another in case of an emergency or unexpected situations *The students can empathize with the people from different cultures and origins and instead of struggling with differences, they can embrace them.</p>

MAY, 2012

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1) displaying the gathered information about the Mediterranean Region	<ul style="list-style-type: none"> * To have the cultural and the historical awareness to maintain the cultural unification. * to outline the differences between the cultures of the people coming from different regions of the country and help them share a unique cultural identity in harmony 	<ul style="list-style-type: none"> *group work *presentation *brainstorming *researching the data *displaying the data 	<ul style="list-style-type: none"> *souvenirs *pictures and photos *touristic information *recipes of the local food *traditional clothes 	<ul style="list-style-type: none"> *Students will notice the similarities as well as the differences between their culture and the other one. * Students will learn more about traditions of the culture and it will help them embrace their cultural values
2) doing research about a famous face of Turkish culture “Yunus Emre”	<ul style="list-style-type: none"> * to develop students' key competences (reading and writing) * To promote the pleasures and values associated with intellectual curiosity, creativity and learning * To create, maintain and strengthen knowledge and understanding of the culture in Turkey 	<ul style="list-style-type: none"> *presentation *role-playing *cooperative learning *communicative approach *research *story telling activities *question and answer drill 	<ul style="list-style-type: none"> *gathered data *pictures *stories 	<ul style="list-style-type: none"> * students will get to know about the poets, storytellers, scholars and writers of their culture. *students will become a cultural bridge between past and present *students will be models to their peers.
3) Making a video of an elder member talking about the old customs, discussing on how to get attached to the older generation and enhance the connection in between.	<ul style="list-style-type: none"> *To reflect the cultural inheritance, historical background of the people living in the district and bound the elder generation to the younger ones to provide cultural awareness. *To have cultural and historical awareness to maintain the cultural unification. *to outline the differences between the cultures of the people coming from different regions of the country and help them share a unique cultural identity in harmony *to be models to imply the transfer of cultural heritage to future generations *to motivate different ethnic groups to participate in social cultural and educational activities equally and cooperatively 	<ul style="list-style-type: none"> *interview *recording *discussion *case study *research 	<ul style="list-style-type: none"> *camera 	<ul style="list-style-type: none"> * It can help students improve their research skills, social relations and problem solving abilities * being a part of the group will encourage the students to take responsibility and help one another in case of an emergency or unexpected situations *The students can empathize with the people from different cultures and origins and instead of struggling with differences, they can embrace them.

4)Informative field trips	<ul style="list-style-type: none"> *to revive and foster the interaction between cultures *To have cultural and historical awareness to maintain the cultural unification *to enhance the collaboration and the communication between parents, students and teachers *to create, maintain and strengthen knowledge and understanding of the culture in Turkey 	<ul style="list-style-type: none"> *Field-trips *question and answer 	*transportations	<ul style="list-style-type: none"> *The students can empathize with the people from different cultures and origins and instead of struggling with differences, they can embrace them. *students can raise a consciousness and understanding, compare their past and what the future will hold, trying to figure out what is the best thing to do for their future in order to live in a peaceful environment
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JUNE, 2012

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1) displaying the gathered information about the Marmara Region	<ul style="list-style-type: none"> * To have the cultural and the historical awareness to maintain the cultural unification. * to outline the differences between the cultures of the people coming from different regions of the country and help them share a unique cultural identity in harmony 	<ul style="list-style-type: none"> *group work *presentation *brainstorming *researching the data *displaying the data 	<ul style="list-style-type: none"> *souvenirs *pictures and photos *touristic information *recipes of the local food *traditional clothes 	<ul style="list-style-type: none"> *Students will notice the similarities as well as the differences between their culture and the other one. * Students will learn more about traditions of the culture and it will help them embrace their cultural values
2) evaluating the whole project	<ul style="list-style-type: none"> *to analyse the process of implementation, focusing on participation of the community *identify problems and constraints that have been encountered and taking precautionary measures to eliminate the possibility to have the same problems again *identify important lessons to be learnt and make recommendations for the implementation of future projects 	<ul style="list-style-type: none"> *discussion *brain-storming *problem-solving *critical thinking *group work 	-	<ul style="list-style-type: none"> *students will be able to express and criticize themselves, learn from their mistakes, take responsibility of their actions

3)Project Festival	*to promote the pleasures and values associated with intellectual curiosity, creativity and learning *to encourage proactive participation and involvement by all the students in the project	*competitions *corners displaying the data gathered	*Outcomes of the project	*students can be more interested in and curious about the environmental and cultural change in years *being a part of the group will encourage the students to take responsibility and help one another in case of an emergency or unexpected situations
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4) SAMPLES OF ACTIVITIES AND LESSON PLANS

A. SAMPLE LESSON PLAN

Lesson/Subject:	The Comenius Club-“The Culture of Living” Project- The reasons for immigration from east to west in Turkey
Date:	18.04.2012
Estimated time:	40 minutes
Age/Grade:	The 6 th and 7 th grade students- 12 and 13 year-olds
Number of students:	10
Objectives:	*to enhance the collaboration and the communication between parents, students and teachers *to find the reasons of the immigration *to reflect the cultural inheritance, historical background of the people living in the district and bound the elder generation to the younger ones to provide cultural awareness
Methods and Strategies:	research interview brainstorming critical thinking case study group work
Necessary Materials:	Surveys and interviews

PROCESS:

Note: The research is supposed to be done before the lesson and students are expected to come to the class with surveys conducted before by them.

Warm-up & Review: (10 Minutes)

The teacher asks the students how the things have went during the week and if they encountered interesting incidents or stories while they were conducting the surveys, whether they feel content or uncomfortable with the research. Students share some of their experiences.

Introduction & Presentation: (10 Minutes)

The teacher asks the students to present some of the surveys and the interviews they carried out.

Evaluation: (20 minutes)

The students try to analyze the results. Students will brainstorm to reduce the reasons in three main headlines. The teacher will write the reasons to the board and divide the students into three groups to work on each headline to find out some solutions.

After presentation of the solutions that each group finds, the class is dismissed.

B. A SAMPLE ACTIVITY

Name of the Activity:	“I Know”
Date:	11.01.2012
Estimated time:	15 minutes
Age/Grade:	2 nd grade students – 8 year-olds
Number of students:	32
Objectives:	*To have the cultural and the historical awareness to maintain the cultural unification.
Necessary Materials:	A small ball

PROCESS:

Note: It is an activity for evaluation. The teacher gives a lesson about the household materials used, the meals cooked and the errands done in the past.

The teacher brings a small ball on which “I know” is written. The students are divided into two groups of sixteen students each. Initiating the game, the teacher throws the ball to one of the students and names one of the three main topics: the materials, the meal and the household items. The student catching the ball quickly answers and throws the ball to another student from the other group. If the students fail to answer correctly, they will be dismissed. The team who has more members left after 10 minutes of playing wins. This will help the teacher evaluate the students’ knowledge without putting pressure on them.

C. A SAMPLE SURVEY

The Reasons for Immigration from the East to the West in Turkey

Age:	
Gender:	
Place of Birth:	
Job:	
Married or single:	
How many people live in his/her house?	
How many of them work?	
The reason for migration:	
Is he/she happy to have come to Istanbul?	
Did he/she find what he/she expected?	
Is it Better or Worse than the expectations? In what way?	

5) CONCLUSION



A. PROJECT RESULTS

The project “The Culture of Living” was an extracurricular project but it had effects in many different lessons.

1. It helped students learn different vocabulary. (Turkish Lesson)
2. It led students do research about ancient cultures existed in Turkey throughout history. (History Lesson)
3. It was required to do a research on the lifestyles in the past, how they survived or if they used any technological devices. (Science Lesson)
4. The relation between the cultures (English)
5. The effects of geographical locations and differences on culture. (Geography lesson)

In regards to the information mentioned above, the project resulted in:

- raising both the students and the local people’s awareness on cultural harmony
- improving students’ research skills and social relations
- encouraging students to take responsibility
- helping the students aware of the differences in thoughts and feelings
- motivating the students to be responsible about the environmental problems
- triggering their curiosity in cultural change in years and its effect on people
- helping students develop empathy
- Leading the students notice the similarities as well as the differences between their culture and the other one.
- motivating the students to learn more about traditions of the culture and helping them embrace their cultural values
- Improving students’ knowledge about the poets, storytellers, scholars and writers of their culture.
- improving students’ vocabulary
- helping students and teachers develop strategies when a real life problem emerged
- giving tips to the teacher on how to be a good leader and facilitator, not just a teacher
- preparing teachers for culturally diverse classrooms
- creating a school as a learning community for both the teachers and the students
- improving teachers to be more anticipating
- helping the students express and criticize themselves, learn from their mistakes, take responsibility of their actions
- encouraging the students to take responsibility and help one another in case of an emergency or unexpected situations

B. SHARING EXPERIENCE

The project helped not only the students but also their teachers and parents (all the participants) in enhancing their competences and knowledge about how to be a part of the “culture”. Here are some detailed examples:

Final reports written by the participants:

Tuğba Adatepe (6th grade student): “I had really wonderful time working with my friends. I didn’t realize before how unaware I was about the lifestyles of the people that were close to us. For example, when I visited one of my closest friends’ houses, I realized that there were carpets even on the wall and it was a tradition. I didn’t know before that one of my classmates moved to Istanbul as they were afraid of terrorism in their hometown. Now I sometimes find myself staring at or looking for traditional items around me without realizing it. After all, the project helped me realize the world.”

Yusuf Cengiz (7th grade student): “I didn’t expect my teachers to allow me to work in the project actually because I have low grades. Later, I found out that it was an extracurricular activity where any volunteer student was welcome. At first I wasn’t so self-confident that I could manage carrying out the project successfully. However, I happened to find it quite exciting to be a part of a group. My teachers told me that I was really skillful when it came to social relations. I made many interviews with local people and realize the problems they have. I tried to find solutions to their problems which made me feel like an adult and I realized that I ‘matter’. Now everyone in the school knows my name”.

Elif Kement (4th grade student): “When my teacher asked me to help doing the project, I was a little scared at first. But when she explained what to do, I thought I could do it easily. The most enjoyable part of the project for me was a folk story that we acted out in the class. Some of my friends dressed old fashioned clothes and talked like adults, it was fun. And sometimes my teacher put me in charge of the exercises, helped me do presentations and I felt very happy to be with my teacher and study with my friends. Once there was an assignment for our group “The Eastern Anatolia Region”. When my teacher asked questions about that region I answered easily because I studied a lot for the assignment and it made me a better student.”

Nurgül Çamoğlu (History & Geography Teacher): “It is a great pleasure to share experiences with my colleagues and students.

At the beginning of the project I was a little intimidated if the local people would get offended and show bad reactions to the project. Later on, I observed that they were quite interested in the project and a trust was established between teachers, the school management and parents (the local people) as they felt to be understood.

As a teacher, the project helped me become more of a counselor than a lecturer. I feel like we, as teachers, shed a light to the students to trigger their imagination on combining the past with the present, finding solutions to the problems emerged, above and beyond all other consideration, becoming individuals who respect others and take actions instead of criticizing only.”

Kübra Kaya (Turkish Teacher): “I wasn’t directly involved in the project however I observe the students in the class in my lesson using different vocabulary than they did before. The project obviously affected their language competences. Moreover, some of the students in the project became more self-confident.”

Murat Çelik (a parent): “My son is now more outgoing and social all thanks to the work teachers done with the project. He has changed a lot. The boy last year would never want to go to our hometown however he is looking forward to going there this year and, as he said, he

wants to “observe the surroundings”. He asks more about how we lived in past, how life was like without electricity or television, etc.”

4.4. PLAYING WITH WORDS

1. Basic data on the project

Title	“Playing with Words”
Participants	5 th grade students
Coordinator	Kübra Kaya- Dönüş Demir (Turkish Language Teachers)
Duration	4 months
Objectives	<ol style="list-style-type: none">1) to improve linguistic competence2) to increase motivation for learning new vocabulary3) to become aware of the origins of the local food4) to give a speech in public5) to express himself/herself freely6) to work cooperatively7) to improve their research skills8) to form grammatically correct sentences and use a fluent language when writing a story.9) to describe the items given accurately and fluently.10) to develop empathy
Expected results	<ol style="list-style-type: none">1) Students can become more self-confident while speaking in a public area.2) Students can get more motivated in participating in the tasks and curious for learning3) Students will be able to preserve the local values and create new things4) Students can improve their linguistic competence (all four skills-reading, writing, speaking, listening)5) Students can enjoy being a part of a group and working cooperatively6) Students will be able to acquire more information on the task given.

The most important activities	<ol style="list-style-type: none"> 1. having researches 2. creating a dictionary 3. writing a story 4. acting-out 5. cooking/baking 6. preparing an activity book 7. making a fruit tree using waste materials 8. preparing a cookbook
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2. INTRODUCTION

The project is based on one of the main topics of the Comenius Project done in the school, “The Cuisine”. By means of this project, students will gain appreciation of nature and the ways in which food and culture are bound together. Moreover, they will find entertaining ways of using written and daily language.

3. PROCESS

FEBRUARY, 2013

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1) doing a research about the fruits and vegetables grow in spring	<ul style="list-style-type: none"> *to improve their research skills *to increase motivation for learning new vocabulary *to improve linguistic competence 	<ul style="list-style-type: none"> *research *task-based learning 	<ul style="list-style-type: none"> *internet *books 	<ul style="list-style-type: none"> *Students can get more motivated in participating in the tasks and curious for learning *Students will be able to acquire more information on the task given.
2) preparing cards for a game named “taboo” which requires describing the fruit or vegetable given	<ul style="list-style-type: none"> *to improve linguistic competence *to increase motivation for learning new 	<ul style="list-style-type: none"> *cooperative work *think pair share technique *learning through games 	<ul style="list-style-type: none"> *colorful papers and pens *Turkish dictionary 	<ul style="list-style-type: none"> * Students can become more self-confident while speaking in a public area. * Students can improve their linguistic

without using the words written on the card	vocabulary *to describe the items given accurately and fluently.			competence (all four skills-reading, writing, speaking, listening)
3) preparing an apple tree from carton paper, on which the correct forms of most misspelled words are written	*to work cooperatively *to improve linguistic competence *to increase motivation for learning new vocabulary	*group work *communicative approach *dictation	*colorful carton papers *crayons *scissors *glue	*Students can enjoy being a part of a group and working cooperatively *Students can get more motivated in participating in the tasks and curious for learning
4) acting out (bazaar)	* to give a speech in public * to form grammatically correct sentences and use a fluent language when writing a story * to develop empathy	*role-play *group work *communicative approach *active learning	*fresh fruits and vegetables * fake money made by the students *a scale *bags	*Students can become more self-confident while speaking in a public area. *Students can improve their linguistic competence (all four skills-reading, writing, speaking, listening)
5) Writing a fable (a story)	*to improve linguistic competence *to express himself/herself freely *to form grammatically correct sentences and use a fluent language when writing a story *to develop empathy	*critical thinking *writing strategies *narratives	*paper and pencil	*Students will be able to preserve the local values and create new things *Students can improve their linguistic competence (all four skills-reading, writing, speaking, listening)

MARCH, 2013

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1) doing a research about the fruits and vegetables grow in summer	*to improve their research skills *to improve linguistic competence *to increase motivation for learning new vocabulary	*task-based learning *research	*internet *books	*Students can get more motivated in participating in the tasks and curious for learning *Students will be able to acquire more information on the task given.
2) writing a recipe of the fruit salad they made on their own	*to form grammatically correct sentences and use a fluent language when writing a story *to describe the items given accurately and fluently *to improve linguistic competence	*task-based learning *writing strategies	*colorful papers *pencils	*Students can improve their linguistic competence (all four skills-reading, writing, speaking, listening) *Students can get more motivated in participating in the tasks and curious for learning
3) Doing a presentation in the class after shooting a video/taking photos of herself/himself making jam	*to describe the items given accurately and fluently *to increase motivation for learning new vocabulary *to give a speech in public	*demonstrating *active learning *student-centered approach	*photo machine/video recorder	*Students will be able to preserve the local values and create new things *Students can become more self-confident while speaking in a public area.
4) creating a vocabulary of fruits, vegetables and fruit/vegetable preserves like jam, marmalade, pickles, jelly etc.	*to form grammatically correct sentences and use a fluent language when writing a story *to describe the	*task-based learning *cooperative learning	*colorful papers and crayons *pencils *glue *scissors	*Students can enjoy being a part of a group and working cooperatively *Students can improve their linguistic competence (all four skills-reading, writing,

	<p>items given accurately and fluently.</p> <p>*to increase motivation for learning new vocabulary</p>			speaking, listening)
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APRIL, 2013

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1) doing a research about the fruits and vegetables grow in autumn	<p>*to improve linguistic competence</p> <p>*to increase motivation for learning new vocabulary</p> <p>*to improve their research skills</p>	<p>*task-based learning</p> <p>*research</p>	<p>*internet</p> <p>*books</p>	<p>*Students can get more motivated in participating in the tasks and curious for learning</p> <p>*Students will be able to acquire more information on the task given.</p>
2) Writing a composition on the benefits of fruits, vegetables and grains	<p>*to improve linguistic competence</p> <p>*to increase motivation for learning new vocabulary</p> <p>*to become aware of the origins of the local food</p> <p>*to form grammatically correct sentences and use a fluent language when writing a story.</p>	<p>*critical thinking</p> <p>*writing strategies</p> <p>*narratives</p>	<p>* paper and pencil</p>	<p>*Students will be able to preserve the local values and create new things</p> <p>*Students can improve their linguistic competence (all four skills-reading, writing, speaking, listening)</p>
3) reading stories out loud (Reading sessions- Name of the book: Tales Told by a Fruit Tree)	<p>*to improve linguistic competence</p> <p>*to increase motivation for learning new vocabulary</p>	<p>*reading strategies</p>	<p>* the book "Tales Told by a Fruit Tree"</p>	<p>*Students can become more self-confident while speaking in a public area.</p> <p>*Students can improve their linguistic competence (all four skills-reading, writing,</p>

	*to work cooperatively			speaking, listening)
4) Writing an empathy story about a wheat, on the process it has been through from the very beginning to the very end	*to express himself/herself freely *to form grammatically correct sentences and use a fluent language when writing a story. *to develop empathy *to improve linguistic competence	*critical thinking *writing strategies *narratives *research	* pencil and paper *research results	*Students will be able to acquire more information on the task given. *Students can improve their linguistic competence (all four skills-reading, writing, speaking, listening)
5) creating an activity book from the original riddles, puzzles and games students created on their own	*to improve linguistic competence *to increase motivation for learning new vocabulary *to describe the items given accurately and fluently. *to form grammatically correct sentences and use a fluent language when writing a story.	*research *critical thinking *active learning *task based learning	*original riddles, puzzles and games the students made up *colorful papers and pens * a notebook *glue	*Students can get more motivated in participating in the tasks and curious for learning *Students can enjoy being a part of a group and working cooperatively *Students can improve their linguistic competence (all four skills-reading, writing, speaking, listening)

MAY, 2013

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1) doing a research about the fruits and vegetables grow in winter	<ul style="list-style-type: none"> *to improve linguistic competence *to increase motivation for learning new vocabulary *to improve their research skills 	<ul style="list-style-type: none"> *task-based learning *research 	<ul style="list-style-type: none"> *internet *books 	<ul style="list-style-type: none"> *Students can get more motivated in participating in the tasks and curious for learning *Students will be able to acquire more information on the task given.
2) doing a research on traditional food in Turkey and presenting the information acquired	<ul style="list-style-type: none"> *to become aware of the origins of the local food *to give a speech in public *to work cooperatively *to express himself/herself freely 	<ul style="list-style-type: none"> *research *presentation 	<ul style="list-style-type: none"> *internet *book 	<ul style="list-style-type: none"> *Students can get more motivated in participating in the tasks and curious for learning *Students can improve their linguistic competence (all four skills-reading, writing, speaking, listening) *Students can become more self-confident while speaking in a public area.
3) Creating a recipe book by gathering recipes of traditional food in Turkey	<ul style="list-style-type: none"> *to become aware of the origins of the local food *to improve linguistic competence *to improve their research skills *to describe the items given accurately and fluently *to form grammatically correct sentences and use a fluent language when writing a story. 	<ul style="list-style-type: none"> *research *critical thinking *active learning *task based learning 	<ul style="list-style-type: none"> *recipes *colorful papers and pens * a notebook *glue 	<ul style="list-style-type: none"> *Students will be able to preserve the local values and create new things *Students can enjoy being a part of a group and working cooperatively *Students can improve their linguistic competence (all four skills-reading, writing, speaking, listening)

4) Doing a research about one of the most well-known stories of Noah and writing original recipes for “AŞURE” which they cook with the help of their parents	*to become aware of the origins of the local food *to work cooperatively *to form grammatically correct sentences and use a fluent language when writing a story.	*research *brainstorming *critical thinking	*internet *books *paper and pencil	*Students can get more motivated in participating in the tasks and curious for learning *Students will be able to preserve the local values and create new things *Students can improve their linguistic competence (all four skills-reading, writing, speaking, listening)
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4) SAMPLES OF ACTIVITIES AND LESSON PLANS

A. SAMPLE LESSON PLAN

Lesson/Subject:	Comenius project - “playing with words”- Turkish Lesson
Date:	18.03.2013
Estimated time:	40 minutes
Age/Grade:	The 5th grade students- 11 year-olds
Number of students:	30
Objectives:	*to form grammatically correct sentences and use a fluent language when writing a story *to describe the items given accurately and fluently. *to increase motivation for learning new vocabulary
Methods and Strategies:	*task-based learning *cooperative learning
Necessary Materials:	Colorful papers, crayons, scissors, pencils, glue
PROCESS:	
Warm-up & Review: (10 Minutes)	
The teacher initiates the lesson with a ‘brainstorm’ activity. The students are asked fruits, vegetables and their preserves that come to their minds.	

Introduction & Presentation: (15 Minutes)

The teacher divides the class into three groups of students to work together for different tasks. One group categorizes the products, written on the board, as fruits, vegetables, grains and their preserves by putting them in alphabetical order. The other group tries to write definitions for each one and the last group tries to draw pictures of the same products.

Evaluation: (15 minutes)

After finishing the work, the teacher gathers all the papers and asks the students to combine definitions with correct pictures. In the end, a vocabulary on agricultural products will have been created.

B. A SAMPLE ACTIVITY

Name of the Activity:	Taboo
Date:	12.02.2013
Estimated time:	15 minutes
Age/Grade:	5th grade students – 11 year-olds
Number of students:	30
Objectives:	<ul style="list-style-type: none"> *to improve linguistic competence *to increase motivation for learning new vocabulary *to describe the items given accurately and fluently.
Necessary Materials:	Taboo cards which were prepared by the students from the other class the project was conducted.

PROCESS:

The teacher initiates the activity by emphasizing on the word structure- morphology. A box full of cards are given to the students who are supposed to know the structure of the word whether it is the basic form of the word which has no derivational suffixes or a compound word or a derived word. If the student answers correctly, he/she gets to describe the word without using the taboo (forbidden) words given. The group who predicts more words correctly in a minute wins the game.

This activity helps the teachers reinforce and promote the vocabulary knowledge of the students.

5) CONCLUSION

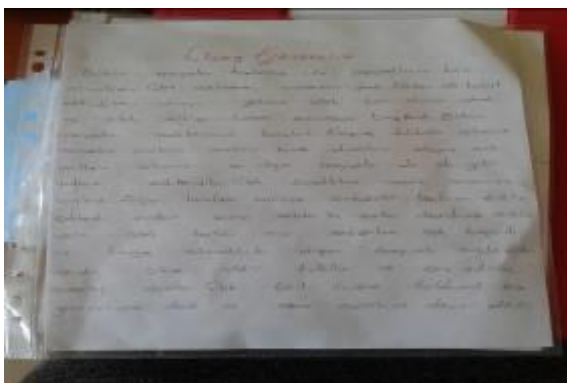
A. PICTURES AND EXAMPLES OF THE WORK



ACTING-OUT



FRUIT TREES MADE BY STUDENTS

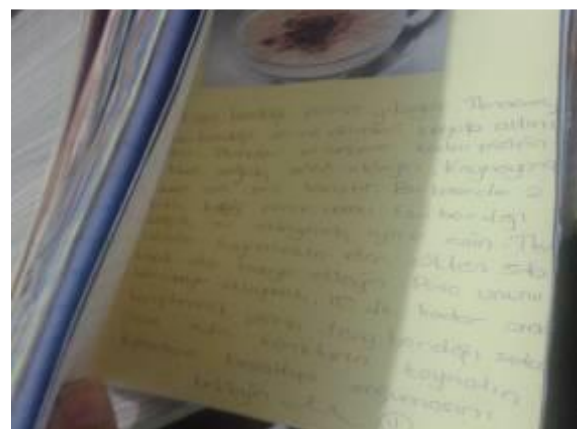


A SAMPLE STORY (FABLE)

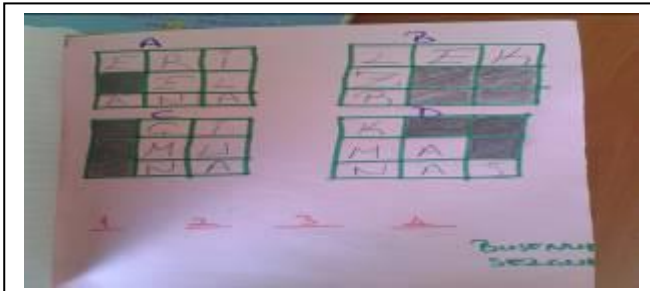


VOCABULARY

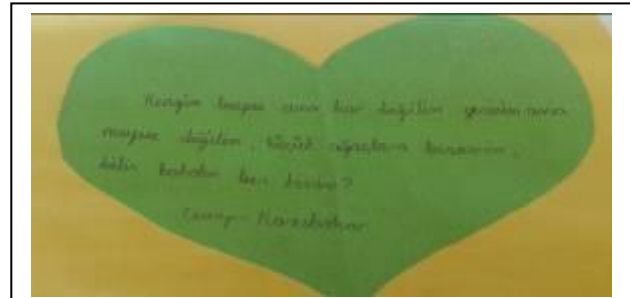
THE ACTIVITY BOOK, THE COOK BOOK AND THE VOCABULARY



A RECIPE FROM THE COOK BOOK



A PUZZLE FROM THE ACTIVITY BOOK



A RIDDLE FROM THE ACTIVITY BOOK



A PUZZLE FROM THE ACTIVITY BOOK



SPELLING TREE

B. PROJECT RESULTS

It is observed that students enjoyed the time they spent for the project highly. All the objectives and the expected results were easily acquired. The students:

- Students can become more self-confident while speaking in a public area.
- Students can get more motivated in participating in the tasks and curious for learning
- Students will be able to preserve the local values and create new things
- Students can improve their linguistic competence (all four skills-reading, writing, speaking, and listening)
- Students can enjoy being a part of a group and working cooperatively
- Students will be able to acquire more information on the task given.

And the teachers had a chance to learn more about “time management” which helped them to reduce stress and enhance productivity.

4.5. READING A CULTURE

1. BASIC DATA ON THE PROJECT

Project name	Reading a Culture
Participants	Parents (5 people from different age groups)
Project Consultants	Dilek Kayhan, Kübra Kaya, Nurgül Çamoğlu
Duration	3 months
Objectives	<ol style="list-style-type: none">1. to initiate parents' participation to the learning environment2. to motivate the parents for life-long learning3. to reach out to a large number of people to educate and inject the love and habit of reading4. to get parents' attention to the need to preserve the mother language as a part of the cultural identity5. to make the parents models that children look up to6. to develop parents' linguistic competences7. attract students' attention to reading for pleasure and free time activity by targeting the parents as reader models and educating them accordingly
Expected results	<ol style="list-style-type: none">1. Parents will be motivated to participate in a school project.2. The project will strengthen the connection between school management, teachers, students and parents.3. Participants will become more motivated to be active readers that can set a good example to their own children.4. Their curiosity, creativity and learning enthusiasm will be reinforced.5. They will learn to carry out a discussion on literature.6. They will get a chance to flourish their linguistic competences.7. They will find a connection between the literary works and culture itself.8. Participants will be able to express their opinions experience, emotions on the process they have been through.9. They will realize that culture is an inevitable and fundamental part of our lives that affects everything about life and changes in time with us.10. They will become more aware of the cultural difference between past and present.
Main activities	<ol style="list-style-type: none">1. Discussion2. Reading sessions at school and at home3. Research on Turkish literature4. Creative writing5. Criticism on the literary work

2. INTRODUCTION

The project is focused on reading as it is one of the fundamental skills for acquiring new information and preserving the old. Parents are the target group for the project for the reason that they are the first models the children encounter from the day they were born and modeling and imitation are the two important ways of learning. Besides, the more intellectual and sophisticated the parents become, the better the quality of the assistance they can lend to their children gets. Our ultimate aim is to attract students' attention to reading for pleasure and free time activity by targeting the parents as reader models and educating them accordingly.

3. PROCESS

The project is developed in several stages. Each month includes the same order of activities from the fifth to the eighth stage:

1) A presentation on the reasons and objectives of the project:

The project consultants make an announcement that a project on intensive reading will be conducted and all the interested parents will be welcome to the school to get more information and apply to be a participant of the project.

2) Selecting the participants for the project:

As the project requires a high level of competence in language, the parents with the best linguistic competences are selected.

3) An introduction to the topic:

The participants are given an explanation on how to carry on the project in detail.

4) The booklist:

The booklist consisting of the books from three different periods in Turkish history are given to the participants. They are supposed to choose two books from the first period. The participants are expected to read the books in three weeks.

5) A research on the literary work

The participants do a research on the literary periods when the books were written.

6) Reading sessions:

Parents are invited to participate in the reading sessions held at school once a week.

7) Workshop and Discussion

Participants gather to discuss the effects of the book on themselves and the touch of the culture to the literary work written in that specific period.

8) Creative writing by analyzing the books

After the discussion, parents are supposed to share their feelings and thoughts on the book with others (students and the other participants). The writings will be displayed on the school board for students to read and get motivated.

4. REALIZATION OF THE PROJECT

NOVEMBER, 2011 (UNIT 1)

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1) Presentation on the reasons and objectives of the project	<ul style="list-style-type: none"> *to take the attention to the project *to gain enough information about the project 	<ul style="list-style-type: none"> *presentation 	<ul style="list-style-type: none"> *hand-outs *presentation 	<ul style="list-style-type: none"> *Parents will be motivated to participate in a school project. * The project will strengthen the connection between school management, teachers, students and parents.
2) Selecting the participants and creating a booklist	<ul style="list-style-type: none"> *to motivate the parents to participate in the project *to initiate parents' participation to the learning environment 	<ul style="list-style-type: none"> *question and answer 	-	<ul style="list-style-type: none"> *Participants will be able to do a research on the books written in the booklist to choose the ones that they prefer.
3) Doing a research on the period of Turkish Folk Literature	<ul style="list-style-type: none"> *to gather information about a specific topic *to explore the effects of culture on the literary work *to realize the difference in culture in time *to get motivated for life-long learning 	<ul style="list-style-type: none"> *research *learning communities *inquiry guided learning *task-based learning 	<ul style="list-style-type: none"> *internet *literature 	<ul style="list-style-type: none"> *Participants will be able to get enough information to maintain a positive discussion on the task. *They will become more aware of the cultural difference between past and present.
4) Reading sessions at school (with the other participants, once a week)	<ul style="list-style-type: none"> *to be models that children look up to *to reach out to a large number of people to educate and inject the love and habit of reading *to get motivated for life-long learning 	<ul style="list-style-type: none"> *reading for pleasure and specific information *critical thinking 	<ul style="list-style-type: none"> * books 	<ul style="list-style-type: none"> *They will become better models to the students. *Participants will become more motivated to be active readers that can set a good example to their own children.
5) Discussion on the literary work	<ul style="list-style-type: none"> * to develop linguistic competences *to promote the pleasures and values associated with intellectual curiosity, creativity and learning *to create, maintain and strengthen knowledge and understanding of the culture in Turkey 	<ul style="list-style-type: none"> *discussion strategies *brainstorming * learning communities *inquiry guided learning 	<ul style="list-style-type: none"> *gathered information 	<ul style="list-style-type: none"> *They will learn to carry out a discussion on literature. *they will get a chance to flourish their linguistic competences. *they will find a connection between the literary works and culture itself. *their curiosity, creativity and learning enthusiasm will be reinforced.

6) Creative writing and displaying them on the school board	<ul style="list-style-type: none"> * to develop linguistic competences * to be models that children look up to 	<ul style="list-style-type: none"> *creative writing strategies *critical thinking 	*writing assignments	* Participants will be able to express their opinions experience, emotions on the process they have been through in the first month of the project.

DECEMBER, 2011 (UNIT 2)

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1) “Silent hours for reading” activity at home	<ul style="list-style-type: none"> * to be models that children look up to *to attract students’ attention to reading for pleasure and free time activity by targeting the parents as reader models and educating them accordingly 	<ul style="list-style-type: none"> *reading strategies 	*books	<ul style="list-style-type: none"> * The project will strengthen the connection between school management, teachers, students and parents. * They will become better models to the students The students will realize the importance of the life-long learning and notice that learning doesn’t stop after graduation.
2) Doing a research on the period of early 20 th century Turkish Literature	<ul style="list-style-type: none"> *to gather information about a specific topic *to explore the effects of culture on the literary work *to realize the difference in culture in time *to get motivated for life-long learning 	<ul style="list-style-type: none"> *reading for pleasure and specific information *critical thinking 	<ul style="list-style-type: none"> *internet *literature 	<ul style="list-style-type: none"> *Participants will be able to get enough information to maintain a positive discussion on the task. *They will become more aware of the cultural difference between past and present.
3) Reading sessions at school (with the students/their children in the classes once a week)	<ul style="list-style-type: none"> *to get motivated for life-long learning *to attract students’ attention to reading for pleasure and free time activity by targeting the parents as reader models and educating them accordingly 	<ul style="list-style-type: none"> *reading strategies 	*books	<ul style="list-style-type: none"> *The students will realize the importance of the life-long learning and notice that learning doesn’t stop after graduation. *Both students’ and parents’ curiosity, creativity and learning enthusiasm will be reinforced.
4) Discussion on the literary work and writing a contrastive analysis report on the effects of cultural difference	<ul style="list-style-type: none"> * to develop linguistic competences *to promote the pleasures and values associated with intellectual curiosity, creativity and learning 	<ul style="list-style-type: none"> *discussion strategies *brainstorming * learning communities *inquiry guided learning 	<ul style="list-style-type: none"> *gathered information *writings 	<ul style="list-style-type: none"> *They will learn to carry out a discussion on literature. *they will get a chance to flourish their linguistic competences. *they will find a connection between the literary works

on books considering the diversities Turkish Folk Literature and early 20 th century Turkish Literature have.	*to create, maintain and strengthen knowledge and understanding of the culture in Turkey	*critical thinking *active learning		and culture itself. *their curiosity, creativity and learning enthusiasm will be reinforced.
5) Creative writing on the literary work they have read and displaying them on the school board	* to develop linguistic competences * to be models that children look up to	*creative writing strategies *critical thinking	*writing assignments	* Participants will be able to express their opinions experience, emotions on the process they have been through the project.

JANUARY, 2011 (UNIT 3)

WORK	OBJECTIVES	METHODS AND STRATEGIES	TEACHING MATERIALS	EXPECTED RESULTS
1) “Silent hours for reading” activity at home	* to be models that children look up to *to attract students’ attention to reading for pleasure and free time activity by targeting the parents as reader models and educating them accordingly	*reading strategies	*books	* The project will strengthen the connection between school management, teachers, students and parents. * They will become better models to the students The students will realize the importance of the life-long learning and notice that learning doesn’t stop after graduation.
2) Doing a research on the period of Turkish Republican Literature	*to gather information about a specific topic *to explore the effects of culture on the literary work *to realize the difference in culture in time *to get motivated for life-long learning	*reading for pleasure and specific information *critical thinking	*internet *literature	*Participants will be able to get enough information to maintain a positive discussion on the task. *They will become more aware of the cultural difference between past and present.
3) Reading sessions at school (with the students/their children in the classes and with the other	*to get motivated for life-long learning *to attract students’ attention to reading for pleasure and free time activity by targeting the parents as reader	*reading strategies	*books	*The students will realize the importance of the life-long learning and notice that learning doesn’t stop after graduation. *Both students’ and parents’ curiosity, creativity and

participants, once a week, one hour each)	models and educating them accordingly			learning enthusiasm will be reinforced.
4) Discussion on the literary work and writing a contrastive analysis report on the effects of cultural difference on books by keeping the fact in mind that different literary movements have different effects on the writings.	* to develop linguistic competences *to promote the pleasures and values associated with intellectual curiosity, creativity and learning *to create, maintain and strengthen knowledge and understanding of the culture in Turkey	*discussion strategies *brainstorming * learning communities *inquiry guided learning *critical thinking *active learning	*gathered information *writings	*They will learn to carry out a discussion on literature. *they will get a chance to flourish their linguistic competences. *they will find a connection between the literary works and culture itself. *their curiosity, creativity and learning enthusiasm will be reinforced. * They will realize that culture is an inevitable and fundamental part of our lives that affects everything about life and changes in time with us.
5) Creative writing on the literary work they have read and displaying them on the school board	* to develop linguistic competences * to be models that children look up to	*creative writing strategies *critical thinking	*writing assignments	* Participants will be able to express their opinions experience, emotions on the process they have been through the project.

5. SAMPLE ANALYSIS REPORT (WRITTEN IN JANUARY)

“I’ve read different books on different movements in Turkish literature owing to the project done in my daughters’ school. I’ve acquired useful information about the foundations of our culture.

I’ve especially noticed some specific cultural elements in the books I read in chronological order. In the period of Turkish Folk literature, the author of the book I read emphasized more on morals and ethics. The people living in that era were brave, strong and masculine. They gave great importance to women as wives and mothers. The love he mentioned was pure and innocent. In the books from the second period, the lives of the characters were described in a very complicated way. They lived a luxurious life. It was hard for me to read the books because they were written in a difficult and more sophisticated language. To be honest, I found the books a little unrealistic. I didn’t understand the whole literary work because there were too many unknown-words for me. It’s because they aren’t in use now, I suppose. However, I liked the way the author described our religion and its symbols. In the third period, I was intrigued in the revolutions done in our history and its effects on life. A modern life was described in detail. The lives described in the books were realistic. I examined that the women were given much more importance as an individual who could help, work, fight, elect and get elected. They had more rights just like the men. I think social and political events have a great effect in forming the life and culture itself.”

6. CONCLUSION

A. RESULTS

The project has achieved its expected results.

- * Parents are now more willing to participate in the school projects.
- *The connection between school management, teachers, students and parents is strengthened.
- * Participants now have a regular reading hour/activity at home which will enable them to be better examples for their own family.
- *They now can learn to carry out a discussion on literature.
- * The project helped them improve their linguistic skills.
- * They discovered the connection between the literature and the culture.
- * They feel more comfortable while expressing their opinions, experience, emotions.
- *They realized that culture is an inevitable and fundamental part of our lives that affects everything about life and changes in time with us.
- * They became more aware of the cultural difference between past and present.

Moreover;

- *They realized the importance of educating themselves to help their children with their educational lives.
- *Some of other students ask their parents to participate in school projects.
- *Teachers had a chance to work with adults. Teachers improved themselves accordingly.

B. SHARING EXPERIENCE

Meral Gül (Participant):“When I first heard of the project, I was surprised as the schools do most of the projects for the sake of the students. I thought it required collaboration with the students and parents- parents as supervisors- to give some extra credits to the students who failed in exams. I can't claim that my son is a successful and hard-working boy so I went to the school to ask for more information. I found out that the project was only for parents to improve their social and linguistic skills. It is really impressive and touchy to know that there are still educators who provide opportunities to the people that they don't have to work with. If it wasn't for the project, I could have never participated in any kind of educational activity as the area we live in is a bit far from the center and I have kids to look after.”

Feriha Başaran (Participant): “It was a pleasure to be a part of a school project just for myself. I acquired much information and I had really close friends. We as participants are willing to carry on the reading sessions if we have a chance to. I really appreciate the work done in the project and thank the school management and the teachers.”

Ayşe Aydemir (6th grade student): I am really proud of my mom. My friends asked me if it was my mom who wrote the report on a book that was hung on the school board. They always tell me that I am a very lucky girl to have such a wonderful mother. I want to be like her, when I grow up.”

Kübra Kaya (Project Consultant): “While doing this project I realized the true meaning of being a ‘consultant’. I wasn't a teacher in the project, I didn't teach them anything. I might have

taught them how to learn and motivate them accordingly. But the work I did was really consulting.

...To be honest, working with adults was really hard. I couldn't address them informally; I couldn't give them advice explicitly, not to offend them. However, we got used to each other in time and it was an amazing experience for me."

C. PICTURES



READING SESSIONS AT SCHOOL



DISCUSSION SESSIONS



READING SESSIONS WITH THE STUDENTS IN THE CLASS