Forum for Across the Curriculum Teaching

FACT

ISSN 2367-7546 Issue №22 2021

Journal for the support and development of content and language integrated learning (CLIL)

Contents

TO THE AUTHORS
Submit materials to the following e-mails: keithpkelly@yahoo.co.uk and elicit_bg@abv.bg
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Topic
For which grade the material is
For what purpose the material is
How to use the material
Also send opinions, critics, etc.
Write author's name, position, e-mail

Cite sources in alphabetical order
The Editorial Board is not responsible for the authors' material

Editor-in-chief: Keith Kelly
Executive editor: Stefka Kitanova

ISSN 1311-7637; Online ISSN 2367-7546.

Edited and published by Bulgarian Section of European Association of Teachers

Cover idea by children from Anglia School – Plovdiv
Cover design: Krsto Terziev, Kamelia Bisolnakova

Introduction

Hello dear colleagues,

We hope you are all keeping well and sane! We're happy to be able to put out a new FACTWorld Journal, and it's a rich and varied collection as usual!

I was asked by a colleague to work up a sequence of lesson activities based on Chinese mother tongue science on the topic of 'The Water Cycle' and you can find the complete discussion of this process. We have an original poem / song from Frank O'Reilly called the 'Maid of Durban Town' accompanied by a series of lesson activities. Our art theme is taken from the cover (Da Vinci rocks!) with two versions of 'Draw me a story' integrating art and storytelling. A story is integrated with Maths in the next item – Gold Hunters' Tournament. Next, we have a Bulgarian language prose from a school leaver musing on the year gone by: 'Covid perspective of 2020'. Literature continues along with music art integration taking us into the next item which uses a Dylan original as a template for biology, chemistry work in English. We also have a report on an Erasmus+ schools Art inclusion project and an announcement of a multilingual Erasmus+ project around 'discovering identity'.

All in all, a bumper package! Enjoy!

Best wishes

Keith

The Water Cycle – from mother tongue to CLIL

Keith Kelly (keith@anglia-school.info)

The mother tongue textbook pages below are from Taiwan and in Chinese and the aim is to produce 3D CLIL versions of the lessons to be delivered through English. I was asked by the teacher to make some suggestions as to how to go about this.

Figure 1: Taiwan Grade 3 textbook pages

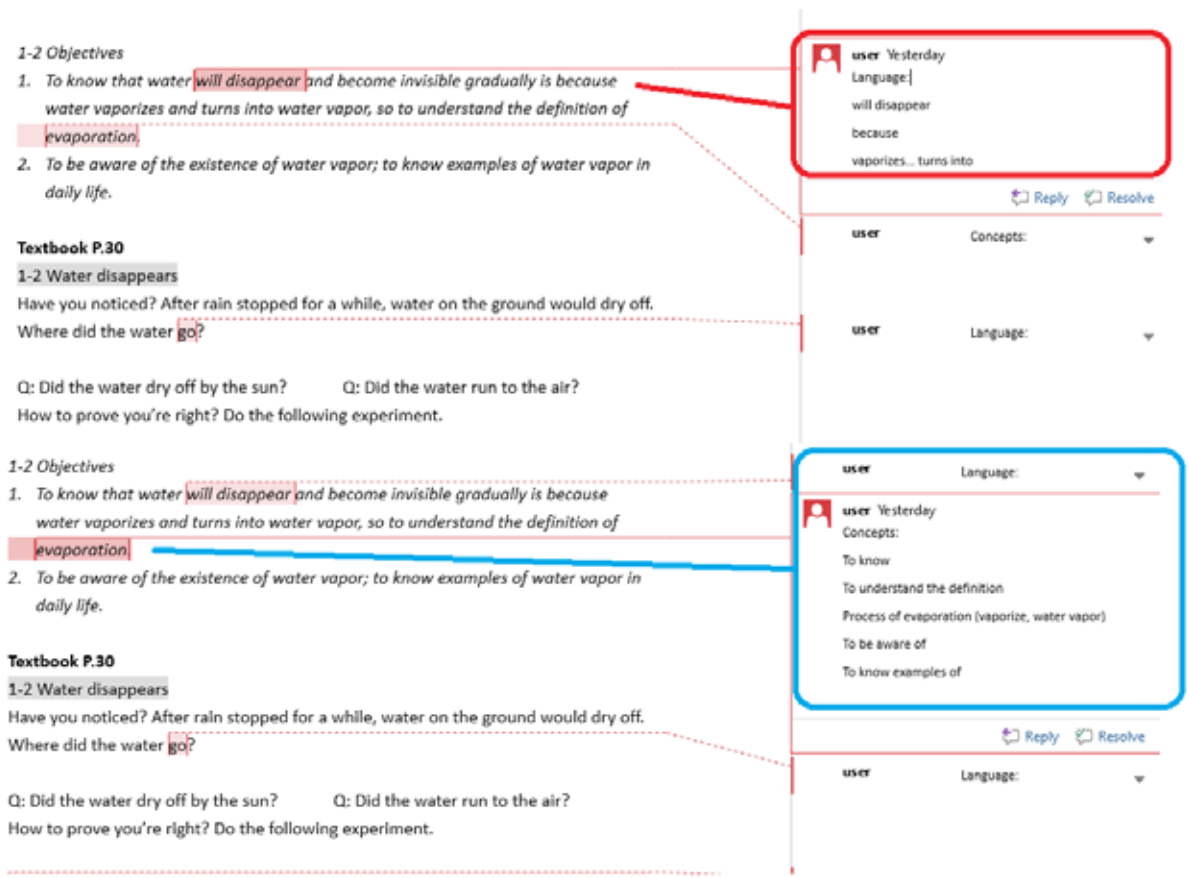


Figure 2: Textbook Analysis of the 3 Dimensions (concepts, procedures and language).

Figure 2 shows a brief extract from the teacher's notes translated into English for me to use. I provided a full analysis of these notes to give a 3D CLIL perspective (Language, Procedures, Content) on the lesson. What follows is a description of options available to the teacher in working on this material through English.

1 - 3D CLIL Summary

The textbook pages show the 3 dimensions below.

In terms of concepts,

we have defining evaporation and condensation
we have describing these two processes
we have some description of aspects of the processes and the different conditions they occur
we have identifying examples from every day life

In terms of language,

we have some subject specific terminology (evaporate, vapor, vaporize, condense, condensation, absorb)
we have general academic language for:
defining - The process where … (water / vapor) changes to (vapor / water) … is called … (evaporation / condensation)
describing different conditions - (under natural / heated conditions… In what other circumstances will / does…)
describing processes and cause-effect - When …, … / If …, … / will + infinitive, simple present – becomes / will become – absorbs / will absorb – evaporates / will evaporate – condenses / will condense – is covered with / will be covered with)
There is also less explicit peripheral language accompanying the practical observation activities which will probably have the teacher explaining what to do, and interacting with the learners during the practical.
Also, as we have a cycle and processes, it is a good idea to accommodate sequencing phrases, though they are not a focus in the textbook pages – First, Next,After that,Eventually,Then,Finally, etc.

In terms of procedures,

we have - observe (the level of the water / the droplets on the container)
The only procedures I can identify, apart from the multiple questions on the page of course, are the two instructions to carry out observations. Firstly, learners are asked to observe water evaporation in a plate over several days. Secondly, learners are asked to observe condensation on an iced drinks container (and compare that with an un-iced container.
Your question to me was 'How can I turn the content in my Chinese textbook into an English CLIL version?' 'What will this look like in 3D CLIL?' You also asked if you need adapt the Chinese to 3 dimensions first and then translate and I discouraged you from doing this. As I remember it, you referred to the theme 'The Water Cycle' initially and these two concepts of evaporation and condensation fit naturally within a longer unit including The Water Cycle. You told me that the focus is Grade 3. I'm assuming this means children who are 10-11 years old.

2 - Comments

The first thing I should say is that we need to introduce more explicit procedures into these pages. If you want your learners to speak and write about evaporation and condensation (and the water cycle), they will need to experience a range of procedures or activities which help them a) see the language needed (above in red), b) practice using the language mechanically at first, and c) make the language become second nature to them more freely. Please note, though I'm stressing the language, it is with direct link to the concepts. By focusing on the academic language development, we teach the curriculum concepts through strategically chosen procedures.
So, what input will you use (text, visual, video, objects, pictures, animations, etc) and what output will you expect (spoken output or written output) from your learners? It is the answer to this question which will best inform you about which activities you chose to make use of in your teaching.
I tend to oversimplify my description of the options and refer to the structure of moving from input to output, but of course all content classes are very different. Nevertheless, moving from input to output will give us a starting point for your options.
Input
Use images of the processes happening (evaporation, condensation), show them on screen, talk through

them to your learners. As they listen and watch, give them cards with descriptions of the steps in the process that they have to put in the correct order while they watch you.
Use video showing these processes and give learners a very simple task to do while watching. Again, these might be the steps they see in the process which they simply put in the correct order.
Use text description of the process and get learners to put them in the right order.
Use text description of the process, give half of the sentences to learner A and the other half to learner B and tell them to talk to each other asking and answering questions about their missing text in order to fill in the missing information.
Create a diagram of the process (process of evaporation, process of condensation, the water cycle) and produce a blank version to hand out the learners. You can use this diagram for learners to use during their initial viewing of a video, or listening to your talk, or reading the input text. NB – put learners in groups of 3 and give them the blank diagram, give them headings cards for the names of the steps, and give them descriptor cards for explanation of what is happening at each step and then tell the 3 to talk to each other to reconstruct the diagram, labels and descriptions.
Depending on the amount of subject-specific terminology in a lesson, you might also use vocabulary learning games (like taboo) and applications (like Quizlet).
Output
With output, you have to decide what is expected of your learners. Look back to the objectives. Do you want your learners to be able to write definitions, to speak definitions, to write a process description for evaporation and condensation? Once you identify what is expected, create tasks to take learners to that point.
Create a variety of interactive communication tasks using the content language from the theme (paired speaking, group speaking, information searching in the whole class, word guessing games).
Create instruments to scaffold (substitution tables, gapped sentences, writing frames) language for describing the processes in order that your learners will be able to produce accurate academic language when facing the task 'Write a description of the process of evaporation when a wet towel is hung on a hot radiator' or 'Write a description of the process of condensation when an iced glass is placed in a warm room'.
Final comments
The above is a very brief summary of the 3 dimensions and of some suggestions for guiding your learners through input, and supporting them through output. There are many many more and for the full collection, you'll have to come on one of my courses! But, I hope these ideas will help you prepare for your Grade 3 class on this theme.
3 - Materials (suggestions)
Warm up
Refer to any of the every day life examples of evaporation and condensation and elicit how much your learners already know about these concepts. If possible, have actual objects to share (glass, window, iced container etc). You may decide to lead this part in your learners' mother tongue and at the relevant moment switch to English having ascertained that the basic concepts are familiar, understood.
Input Visual
Use a video showing the 'big picture' process of the water cycle. Scaffold your learners' viewing of this video using a technique like those given I the 'input' list.
I use the videos in https://www.tigtagworld.com/clil/ and, generally speaking, the input videos are all accompanied by a gapped transcript as well as a 'watch and do' task which focuses on the concept structure. These resources are paid. But I include here the general approach for the concepts in your lesson. It is offered as an example of 'input content' for the process of our discussion on turning your materials into 3D CLIL materials.

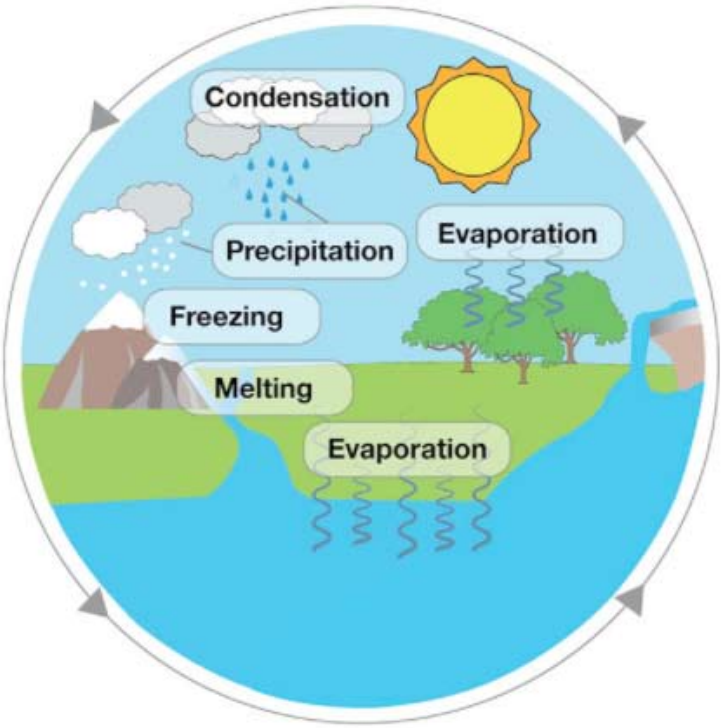


Figure 3: TigTag CLIL visual on The Water Cycle

This is the visual from tigtag for the water cycle. I suggest the using this structure for learners to watch and label with the phrases while they are watching the film. Then you can get them to check their labelling with a neighbour, and then ask for two or three learners to read out their answers to the class.

Input Text

Build on the input visual to give learners the opportunity to work in groups with the following text plus visual material.

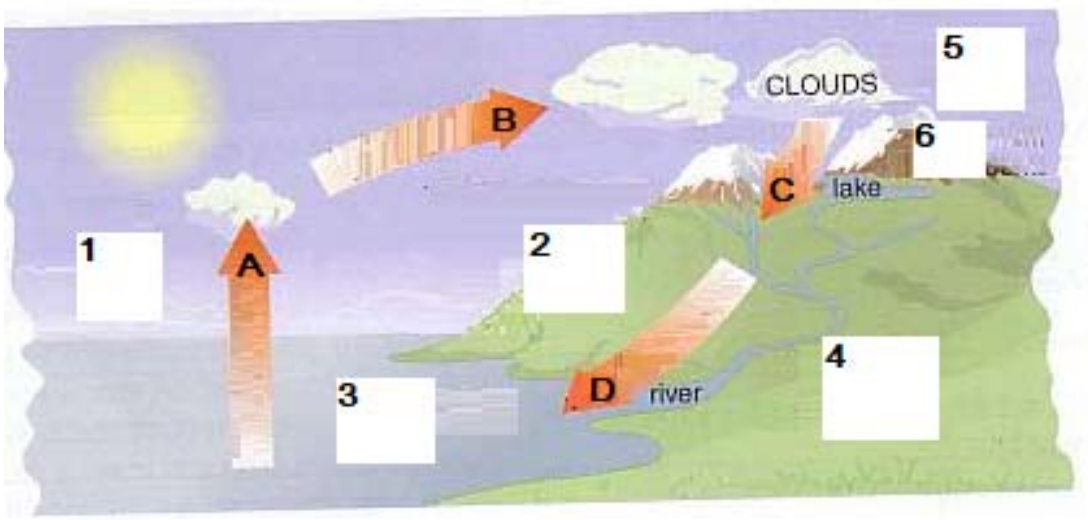


Figure 4: Instrument for guiding input on The Water Cycle

Give out the water cycle image above with letters and numbers.

Water vapour condenses	Water evaporates	Rain falls
Water flows into sea	Water vapour in the air	The water that flows back to the sea is just like the water that the sun made evaporate
Rain, snow and hail in the clouds	Ice and snow in the mountains	Water in the rivers and lakes
First,	Then,	Next,
After that,	Eventually,	and

Table 1: Phrase cards for The Water Cycle reading and sorting
Cut out and place in an envelope the headings and descriptors, give them to learners.
Tell the learners in groups of 3 to discuss and sort the headings and descriptors in the right places.
While they are talking and sorting, go round and point out the sequencing phrases and encourage the learners to put them in the correct places.
Answers:

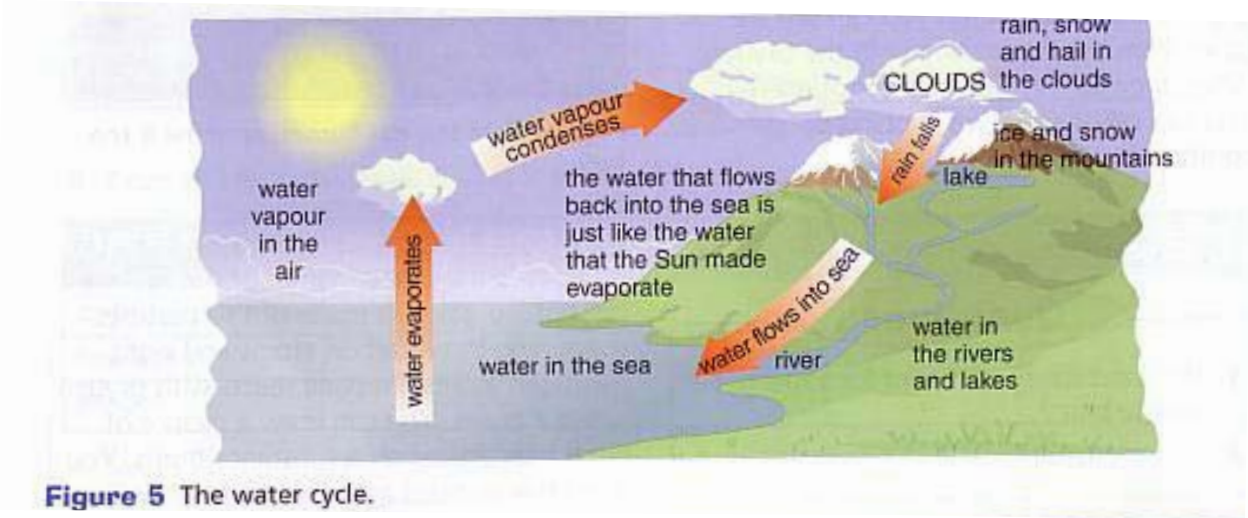
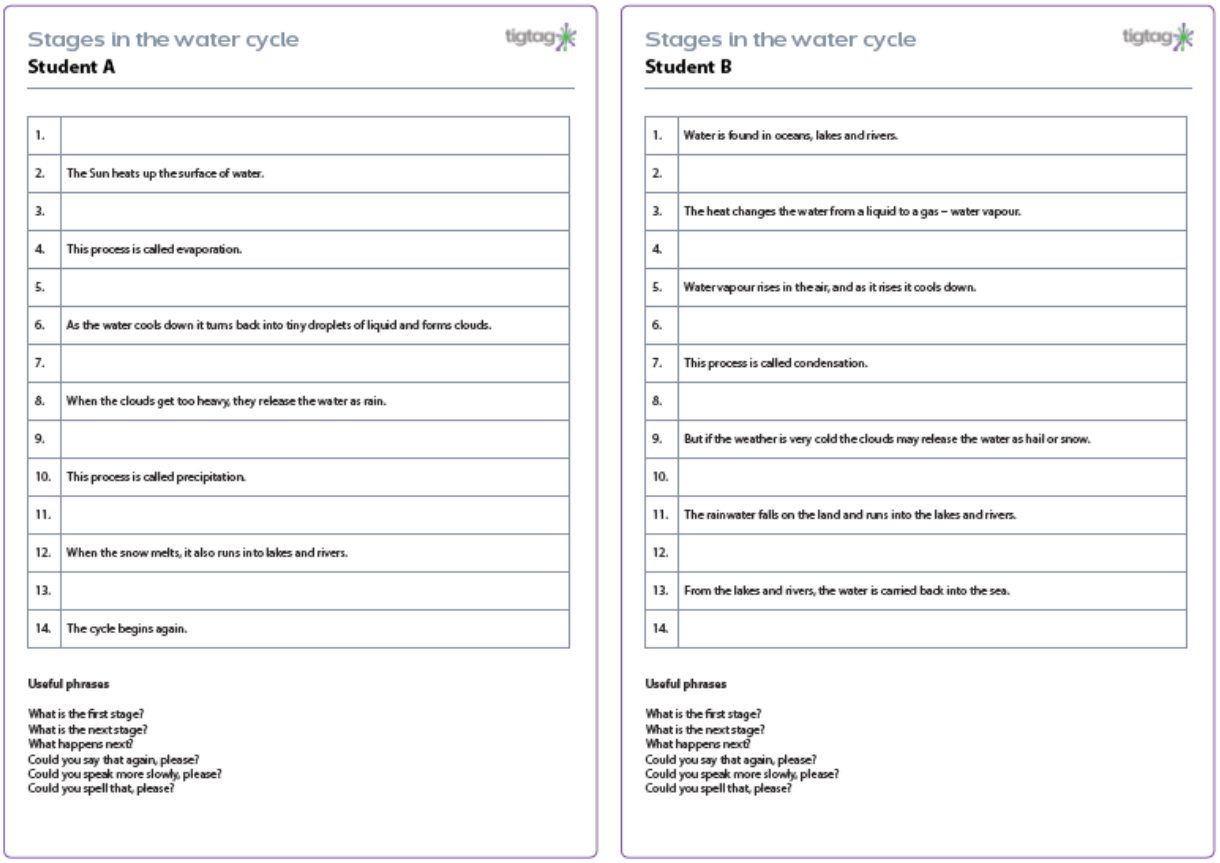


Figure 5 The water cycle.

Figure 5: Answers to the reading and sorting activity on The Water Cycle
Speaking Output
Create a task where learners have share information with each other, like the activities given in the list 'output'.

Photo: Albena Nikolova



Stages in the water cycle
Student A

1.	
2.	The Sun heats up the surface of water.
3.	
4.	This process is called evaporation.
5.	
6.	As the water cools down it turns back into tiny droplets of liquid and forms clouds.
7.	
8.	When the clouds get too heavy, they release the water as rain.
9.	
10.	This process is called precipitation.
11.	
12.	When the snow melts, it also runs into lakes and rivers.
13.	
14.	The cycle begins again.

Useful phrases

What is the first stage?
What is the next stage?
What happens next?
Could you say that again, please?
Could you speak more slowly, please?
Could you spell that, please?

Stages in the water cycle
Student B

1.	Water is found in oceans, lakes and rivers.
2.	
3.	The heat changes the water from a liquid to a gas – water vapour.
4.	
5.	Water vapour rises in the air, and as it rises it cools down.
6.	
7.	This process is called condensation.
8.	
9.	But if the weather is very cold the clouds may release the water as hail or snow.
10.	
11.	The rainwater falls on the land and runs into the lakes and rivers.
12.	
13.	From the lakes and rivers, the water is carried back into the sea.
14.	

Useful phrases

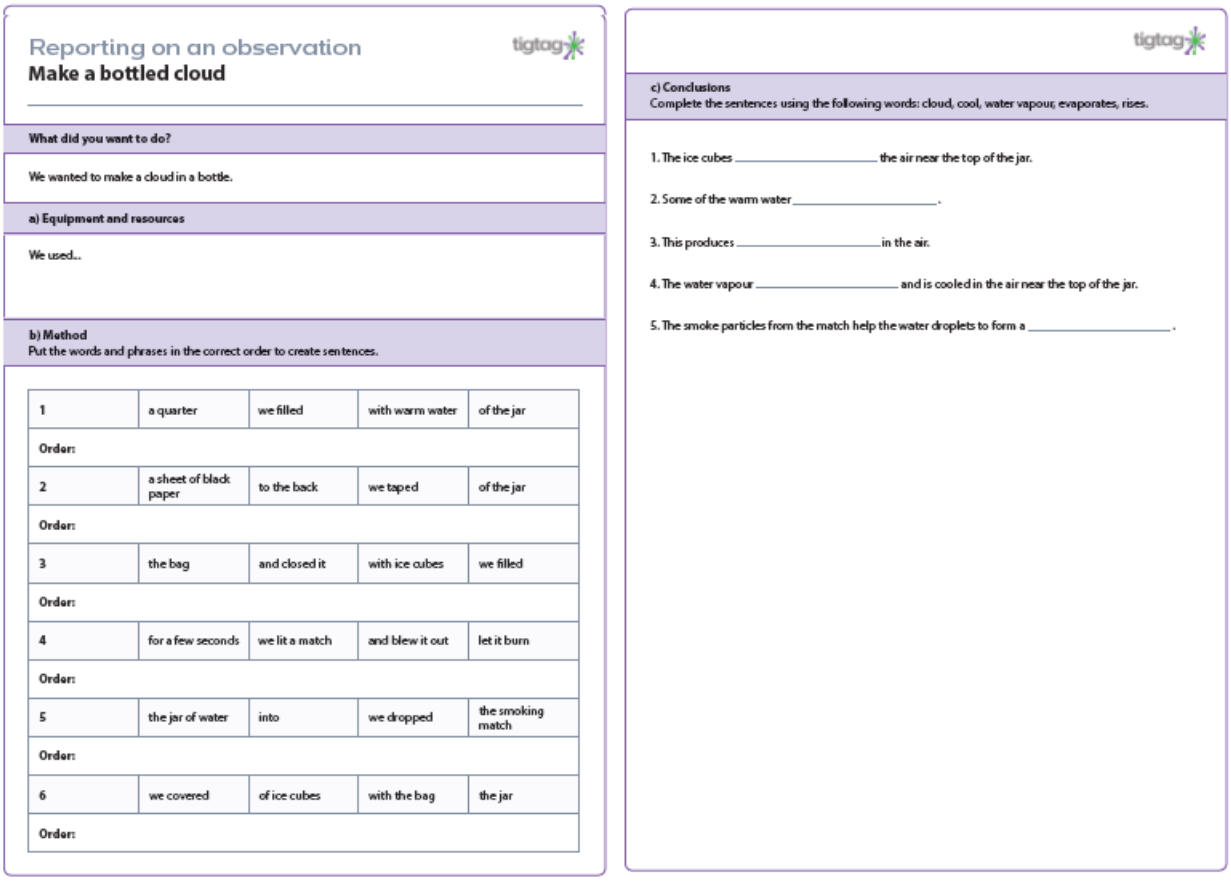
What is the first stage?
What is the next stage?
What happens next?
Could you say that again, please?
Could you speak more slowly, please?
Could you spell that, please?

Figure 6: Paired speaking activity on The Water Cycle

In the speaking task above, you can see that the learners work in pairs where learner A has the first sheet, and learner B has the second. They are instructed to talk to each other (without looking at the other's sheet!) and fill in the missing information from their own sheet.

I also place the practical activities here in place of traditional writing. I think your in page practical activities for showing and observing evaporation and condensation would both fit in this space as a part of the water cycle. There are other practicals in tigtag too, such as getting learners to create their own 'cloud in a bag' where they create condensation in a transparent bag.

Photo: Albena Nikolova



Reporting on an observation
Make a bottled cloud

tigtag

What did you want to do?

We wanted to make a cloud in a bottle.

a) Equipment and resources

We used...

b) Method
Put the words and phrases in the correct order to create sentences.

1	a quarter	we filled	with warm water	of the jar
Order:				
2	a sheet of black paper	to the back	we taped	of the jar
Order:				
3	the bag	and closed it	with ice cubes	we filled
Order:				
4	for a few seconds	we lit a match	and blew it out	let it burn
Order:				
5	the jar of water	into	we dropped	the smoking match
Order:				
6	we covered	of ice cubes	with the bag	the jar
Order:				

tigtag

c) Conclusions
Complete the sentences using the following words: cloud, cool, water vapour, evaporates, rises.

1. The ice cubes _____ the air near the top of the jar.
2. Some of the warm water _____.
3. This produces _____ in the air.
4. The water vapour _____ and is cooled in the air near the top of the jar.
5. The smoke particles from the match help the water droplets to form a _____.

Figure 7: Observation report writing frame on The Water Cycle - 'Cloud in a Bag'

So, you can see that the observation report writing is scaffolded in the frame above. This is a more basic version. The more advanced version has less support provided.

4 - Conclusions

The above is offered only as an example of 3D CLIL and moving from input to output where the concepts and language are provided for through strategic choice of procedures (activities). Your further concepts of evaporation and condensation also need to be 'adapted' to fit in with a 3D CLIL approach.

The adaptation of the lessons on evaporation and condensation should also have attention paid to the concepts, procedures and language and move from (guided) input to (supported) output in a similar way as the lesson above. The aim being to recycle and consolidate both the process concepts and the process language which occurs and is naturally repeated. I've made a start on the evaporation lesson which I'm attaching separately and you will see that I have adapted how the content is presented on the textbook page, and I have provided a report writing frame for the observation on evaporation. I suggest you do something like this for the condensation pages too.

Let me know if I can help further and good luck with 3D CLIL!

Keith (14.08.20)

References:
www.tigtagworld.com/clil (accessed on 13.08.20)

The Maid of Durban Town

By Frank O'Reilly

In days of old when knights were bold
They jousted hard to be a sweet dame's champion.
Above the fray she oversees the field, the comely lass
And scans the struggling knaves de haut en bas.
She turns to Jill, her handmaid loyal and true
And whispers, 'Dearest Jill, what did I do?'

From Derby Town to Liverpool
From Manor House to Oxford Towers
She cheers and strengthens all she meets,
And brightens up dull boys and long grey streets.
Friends are forgot and thrills of youth die down
But ever in our memories stays the Maid of Durban Town.

Oh the fair maidens of the Tilford Bach:
Many a snow white blouse on many a slender back.
Verily the tittering Oxford dons declare:
Ne'er have they tested disputant so rare.
Even the impis in their Zulu kraals
Pluck the bow she fashioned from their mountain lays.

She steps so daintily into the reading room,
Clasping her lucky learned books right lovingly.
Deft linguists quake; hoary historians shake
And geographers stoop to unlace their boots.
O would that great-souled Goethe were still among us
To sing out loud the battling feelings in the breast!

The poet poor hoards in his heart
Chopin's sweet airs in the autumn air.
With delicate fingers she soothes the ivory keys.
Her straight black hair rests on her slim shoulder.
She pauses, sensing eyes on her back
And turns and smiles and all is well.

COURTLY LOVE AND MEDIEVAL FASHION

by Albena Nikolova (beni.n2012@abv.bg)

The romance of Medieval Courtly love practiced during the Medieval times of the Middle Ages was combined with the Code of Chivalry and the art of Chivalry. The romance, rules and art of Medieval Courtly Love allowed knights and ladies to show their admiration regardless of their marital state. It was a common occurrence for a married lady to give a token to a knight of her choice to be worn during a Medieval tournament.

The ideals of Medieval Courtly love was publicized in the poems, ballads, writings and literary works of various authors of the Middle Ages, Geoffrey Chaucer, the most famous author of the Middle Ages, wrote stories about Medieval Courtly Love in his book Canterbury Tales. The wandering troubadours of the Middle Ages were expected to memorize the words of long poems describing the valour and code of chivalry followed by the Medieval Knights. The Dark Age myths of Arthurian Legends featuring King Arthur, Camelot and the Knights of the Round Table further strengthened the idea of a Knights Code of Chivalry and Medieval Courtly Love.

Read the beginning of a contemporary poem of Courtly Love:

The Maid of Durban Town

1. Write the correct letter next to the explanations of these words;

a.	To joust	1. From high to low…
b.	The fray	2. A beautiful young girl
c.	Knaves	3. The fight
d.	Comely lass	4. Her loyal servant
e.	Her handmaid loyal	5. to fight as a knight
f.	De haut en bas / French/	6. Tricky, deceitful fellows

Example

1, - f

2. –

3. –

4. –

5. –

6. -

Key – 2d, 3b, 4e, 5a, 6c

2. Put in the correct prepositions in the poem – above, among, with, to, on, in, into, from, up, down – each can be used more than once

The Maid of Durban Town

… days of old when knights were bold
They jousted hard to be a sweet dame's champion.
…. the fray she oversees the field, the comely lass
And scans the struggling knaves de haut en bas.
She turns …Jill, her handmaid loyal and true
And whispers, 'Dearest Jill, what did I do?'

… Derby Town … Liverpool
… Manor House … Oxford Towers
She cheers and strengthens all she meets,
And brightens … dull boys and long grey streets.
Friends are forgot and thrills of youth die …
But ever … our memories stays the Maid of Durban Town.

Oh the fair maidens of the Tilford Bach:
Many a snow white blouse … many a slender back.
Verily the tittering Oxford dons declare:
Ne'er have they tested disputant so rare.
Even the impis … their Zulu kraals
Pluck the bow she fashioned … their mountain lays

She steps so daintily … the reading room,
Clasping her lucky learned books right lovingly.
Deft linguists quake; hoary historians shake
And geographers stoop to unlace their boots.
O would that great-souled Goethe were still … us
To sing out loud the battling feelings … the breast!

The poet poor hoards …hisheart
Chopin's sweet airs …the autumn air.
… delicate fingers she soothes the ivory keys.
Her straight black hair rests … her slim shoulder.
She pauses, sensing eyes … her back
And turns and smiles and all is well."

Synonyms to poetic words – verily – really,
impis – bodies,
daintily – delicately,
deft – skillful,
hoary – greyish white,
hoards – treasures

3. Dressing for Battle

Watch the video and put the sentences into the correct order:
https://www.youtube.com/watch?v=zGl_UXc9HIE

…….Then he struggles into his chain-mail suit.
…….Then he puts on a long-sleeved tunic of wool or linen over the top.
……..Now, finally dressed for battle, the knight mounts the horse.
…….Next, he buckles on his long sword.
…….He puts his helmet on top of his hood of mail.
…1….First the knight puts on linen stockings and breeches.
…….Finally, he picks up his shield and spear,
…….Over this tunic, he puts a quilted vest.
key – 2, Then he puts on…, 3. Then he struggles into…, 4. Over his tunic ,… 5.Next, he buckles… 6.He puts his helmet…, 7 Finally, he picks up…, 8. Now, finally dressed,…

4. Watch the video "What is hidden under the woolen cloak?"
https://www.youtube.com/watch?v=4Un5ipTjDms

Watch the video again and complete the sentences:

1. The first layer of garment consists of ……
   ……
2. The second layer consists of ……
   ……
3. The third layer consists of ……
   ……
4. The hair was worn ……
   ……

Key – 1. Linen chemise, wool hose, wool garters, leather shoes. 2 a wool kirtle, linen bindings, small pin broach .3. abliaut and a long girdle. 4. In plaits decorated with ribbons, for formal occasions – veil with a circlet.

The Maid of Durban Town

CLIL activities by Stefka Kitanova (butsa13@abv.bg) and Vasil Chakarov (vaskobas@abv.bg)

1. Find out where on the map of UK are situated Derby town and Liverpool. What is the distance between them? Find the shortest way. How long does it take to go by different means of transport?
2. One of the ways passes by Peak District National Park. Find out some protected animals and plants beginning with D and L. make a short description of each. Draw them. Is there any animal of plant beginning with your name first letter? If so – describe and draw it. Do you like it? Why do/donot?
3. On the way from Derby to Liverpool are there any settlements with interesting/strange names? Make a list and explain why you think they are so.
4. Find out what kind of dwellings/settlement were there along the way from Derby to Liverpool during the ages? Draw a time line with short descriptions.
5. In the poem oxford is mentioned. Find out how many Nobelists graduated from oxford universities and in which sciences. In interested - make short presentations on each with his/her main achievement and the reason for Nobel premium.
6. Find out Goethe's some poems related to nature (e.g. The eagle and the dove, Gingo biloba (later: Ginkgo biloba), To my trees, To the coming moon, The violet, etc.).
7. There are several oaks named after the famous poet Goethe - Goethe oaks. Find out the story about them.
8. Chopin also has master pieces related to the nature (e.g. Waterfall – et. Op. 10 - 1, Chromatique – et. Op. 10 - 2, Torrent – et. Op.10 - 4, Sunshine – et. Op. 10 – 8, The bees – et. Op. 25 -2, etc.). Find out the stories related to their composition and what are the natural elemnst in the music of them.

https://www.peakdistrict.gov.uk/__data/assets/pdf_file/0017/53612/protected-species.pdf

DRAW ME A STORY – VERSION 1

Maria Dobcheva
Maximum Schools - Plovdiv

Language Aims: Listening and Speaking
Subject Links: Art
Literature
Age: 9-14 year-olds
Level: Elementary - Pre-Intermediate
Time: 30-40 min, depending on students' interest and involvement
Preparation: 1. A tale divided into scenes (6-9 scenes) (An example is provided here with the story 'The Three Billy Goats')
2. A4 sheets – 6-9 for each group/pair and colour pencils (the number of sheets depends on the number of pictures the teacher decides to set for the story)
Procedure: 1. Divide the students into groups/pairs, according to the number of scenes.
2. Give each group/pair a scene and ask them to read and draw the scene.
3. Collect the written scenes after 5 min.
4. When the pictures are ready display them so that everyone can see them and ask the students to arrange them in the correct (according to them) order.
5. Students retell the story, following the pictures and compare with the original story.

Material used during a Summer Camp in Panagurishte, June 2019, organised by Maximum Schools

By Sophia Voeva, 12 years, Ikast

THE THREE BILLY GOATS

SCENE 1:
Once upon a time there were three goats – a big goat, a middle goat and a very small goat.

One fine day the three goats went to look for some sweet grass to eat. On their way up the hill, the three goats came to a river. On the other side of the river there was a beautiful meadow (=field) with the best grass they had ever seen.

SCENE 2:
There was a wooden bridge over the river, but under the bridge there lived an ugly green troll. Every time he heard footsteps on the bridge, he popped up and gobbled up (=ate) the person who was trying to cross.

SCENE 3:
First the youngest goat said that he would try to cross the bridge. When the troll heard his *trip, trap, trip, trap,* he popped up his ugly green head and asked: 'Who is walking over my bridge?' The youngest goat said: 'It is only me – the littlest goat!' The troll shouted 'I am coming to gobble you up!' But the little goat replied: 'Oh, no, don't gobble me up – I am too little and not at all tasty. Wait until the second goat comes along – he is bigger and tastier.' The troll said happily 'Very well! I'll wait!' And the youngest goat crossed the bridge.

SCENE 4:
Then the second goat came along the bridge and as soon as the troll heard his *trip, trap, trip, trap*, the troll popped up and said that he would gobble him. But the second goat said that he was not big enough and was not very tasty and that the troll should wait for the third goat to come as he was the biggest and the tastiest. The troll agreed and said that he would wait for the third goat to come.

SCENE 5:
Finally the eldest goat came up. He was big and strong and his beard was long and his horns were big. When the troll heard his big *TRIP, TRAP, TRIP, TRAP,* he popped up and said that he would gobble him. But the eldest goat was not scared and said: 'Oh, no! I am here to gobble YOU!'.

SCENE 6:
And as the eldest goat said so he ran towards the troll and pushed him hard with his horns. The troll fell off the bridge into the deep water and disappeared, never to be seen again. And that was the end of the ugly troll.

SCENE 7:
From that time on, people with their children went over the bridge without fear.

Once upon a time there were three goats – a big goat, a middle goat and a very small goat.

One fine day the three goats went to look for some sweet grass to eat. On their way up the hill, the three goats came to a river. On the other side of the river there was a beautiful meadow (=field) with the best grass they had ever seen.

There was a wooden bridge over the river, but under the bridge there lived an ugly green troll. Every time he heard footsteps on the bridge, he popped up and gobbled up (=ate) the person who was trying to cross.

First the youngest goat said that he would try to cross the bridge. When the troll heard his *trip, trap, trip, trap,* he popped up his ugly green head and asked: 'Who is walking over my bridge?' The youngest goat said: 'It is only me – the littlest goat!' The troll shouted "I am coming to gobble you up!' But the little goat replied: 'Oh, no, don't gobble me up – I am too little and not at all tasty. Wait until the second goat comes along – he is bigger and tastier.' The troll said happily 'Very well! I'll wait!' And the youngest goat crossed the bridge.

Then the second goat came along the bridge and as soon as the troll heard his *trip, trap, trip, trap*, the troll popped up and said that he would gobble him. But the second goat said that he was not big enough and was not very tasty and that the troll should wait for the third goat to come as he was the biggest and the tastiest. The troll agreed and said that he would wait for the third goat to come.

Finally the eldest goat came up. He was big and strong and his beard was long and his horns were big. When the troll heard his big *TRIP, TRAP, TRIP, TRAP,* he popped up and said that he would gobble him. But the eldest goat was not scared and said: 'Oh, no! I am here to gobble YOU!'

And as the eldest goat said so, he ran towards the troll and pushed him hard with his horns. The troll fell off the bridge into the deep water and disappeared, never to be seen again. And that was the end of the ugly troll.

From that time on, people with their children went over the bridge without fear.

By Sophia Voeva, 12 years, Ikast

DRAW ME A STORY – VERSION 2

Maria Dobcheva, Maximum Schools - Plovdiv

Language Aims: Listening and Speaking
Subject Links: Art
Literature
Age: 9-14 year-olds
Level: Pre-Intermediate – Intermediate
Time: 30-40 min, depending on students' interest and involvement
Preparation: 1. Two stories tales
2. A4 sheets – 6 for each group and colour pencils (the number of sheets depends on the number of pictures the teacher decides to set for each story)
Procedure: 1. Divide the students into two groups and choose A Storyteller for each group. (Students must be put in two distant corners of the room)
2. Each story teller reads slowly the story and the others decide what to draw – each sheet of A4 is numbered and corresponds to a particular part (with weaker students this can be predetermined by the teacher and the parts can be pre-set)
3. Students swap pictures and try to retell the other group's story
4. All active participants get tokens

Material used during a Summer Camp in Panagurishte, June 2019, organised by Maximum Schools

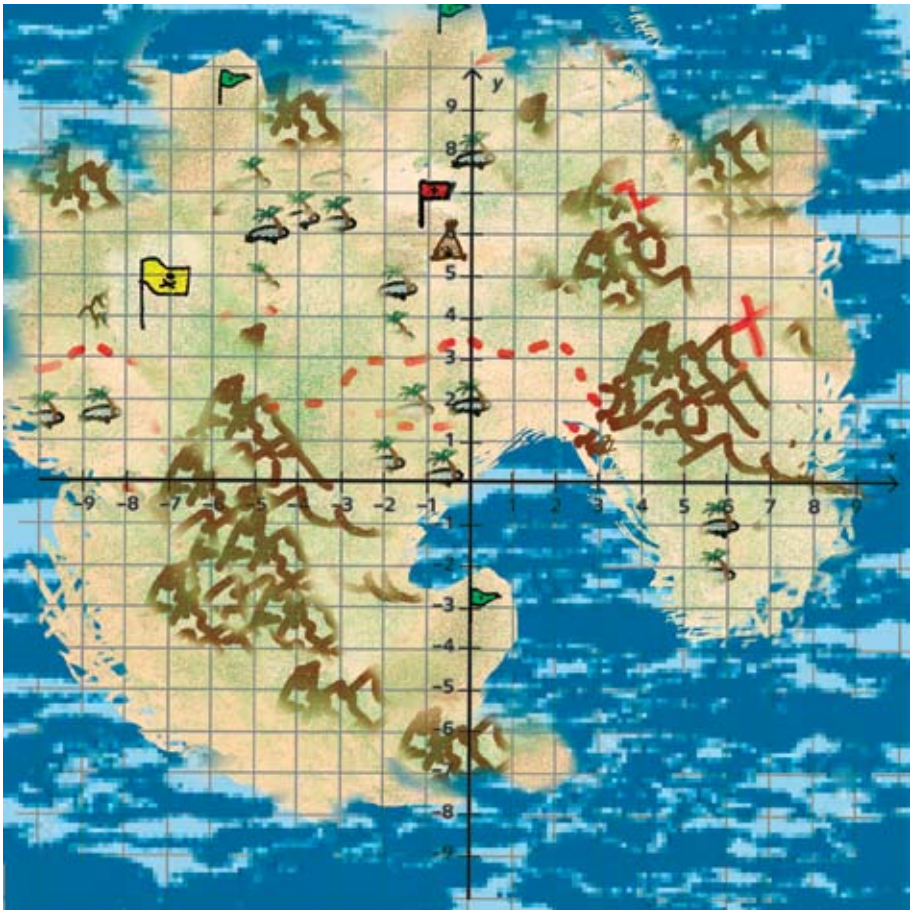
Photo: Albena Nikolova

GOLD HUNTERS TOURNAMENT

Kristina Koeva-Shishkova (krisi_koeva@yahoo.com)

Language Aims: Speaking and Listening

Subject Links:	Maths: Developing skills to work with X-/Y-axes; developing rotational skills according to a particular maths algorithm
Age:	9-14 year-olds
Level:	Elementary – Pre-Intermediate
Time:	30-40 min, depending on students' interest and involvement
Preparation:	1. 10 pcs A4 format maps laminated samples (8 groups * 2 students) 2. 5 pcs self-adhesive paper with gold chest stickers colour printed on them 3. 5 pcs self-adhesive paper with white stickers 4. Laminated score-table and a white-board marker
Procedure:	1. Divide the class into 8 groups and give instructions for the tournament - each pair of students competes with another for 3 minutes and then they rotate opponents, writing their names in the appropriate box in the score-table. 2. Set the story and tell them that they have 30 seconds to locate the gold chests on the map (each pair of students receives a map and 2 gold chest stickers per student for the first game only and then one gold chest stickers per student for the others). Captain X and Captain Y are pirates who hate each other, but fate meets them on an isolated island after their ships are wrecked. Being afraid about their gold and treasures, they decide to hide everything they have in the ground and even in the sea. Greed, however, prevails and they both start searching for their enemy's possessions. Who will find the other person's treasure first? Who will protect what they have? 3. Teacher completes the Score-table Note: An example map and a score-table are attached here, but any others can be used. The 'gold treasures' can be any suitable stickers.



All your documents, photos, databases and other important files have been encrypted
with strongest encryption RSA-2048 key, generated for this computer.

Private decryption key is stored on a secret Internet server and nobody can
decrypt your files until you pay and obtain the private key.

If you see the main encryptor red window, examine it and follow the instructions.
Otherwise, it seems that you or your antivirus deleted the encryptor program.
Now you have the last chance to decrypt your files.
Open http://tkj3higtqlvohs7z.oe92jfee23.com or http://tkj3higtqlvohs7z.feoks62f22.com ,
https://tkj3higtqlvohs7z.s5.tor-gateways.de/ in your browser.
They are public gates to the secret server.
Copy and paste the following Bitcoin address in the input form on server. Avoid missprints.
15xw5bFQzRCdAcYhCeBA2tQ7nUv7LjWqE9
Follow the instructions on the server.

If you have problems with gates, use direct connection:
1. Download Tor Browser from http://torproject.org
2. In the Tor Browser open the http://tkj3higtqlvohs7z.onion/
   Note that this server is available via Tor Browser only.
   Retry in 1 hour if site is not reachable.
Copy and paste the following Bitcoin address in the input form on server. Avoid missprints.
15xw5bFQzRCdAcYhCeBA2tQ7nUv7LjWqE9
Follow the instructions on the server.

	Name	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10	Winners
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												

На прощаване в 2020

Зрелостникът от корона випуск 2020 тази година не брои шумно до 12, а затворен в ***Стаята***, скрит зад своя ***Прозорец***, отброява дванадесетте оди от Вазовата ***Епопея***. Той не се подготвя за изпращане в двора на любимото училище, а ***На прощаване*** се обръща ***Към брата си*** по съдба и го пита: „ ***Помниш ли, помниш ли*** как преди пет години започна нашият общ път в 9. ФЕГ, как в онзи страшен и трепетен миг на новото начало се впуснахме в ***Борба*** с френския език, ***Помниш ли, помниш ли*** онази ***Градушка*** от нови френски думи и всичките предизвикателства, които като ***Стихии*** се изсипаха върху нас и ние като ***Опълченците на Шипка*** бранехме социалния си живот, защото усещахме, че ще го загубим. Тогава започна нашата обща ***Делба*** и от гърдите на учителката ни по френски се изтръгна първият ***Стон*** от отчаяние, че няма никога да го проговорим този красив език. ***Дяволско*** време са тези пет години – толкова трудни и в същото време толкова хубави.

Сега жалим за бала си, чувстваме се ***Заточеници***, оплакваме се, че ***Линее нашто поколение*** и привличаме вниманието към себе си с призива ***Елате ни вижте!***, но истината е, че най-много ни липсват онези ***Две хубави очи***, които ни развълнуваха още преди пет години и не са ни безразлични и до днес. Предлагам да свалим тази ***Маска*** на отчаяние, да престанем да се движим като ***Сенки***, да изпушим по един ***Тютюн*** и да повярваме в онзи ***Сън за щастие***, в който пак е ***Септември***, всичките ни учители и по-малките ученици са в двора на нашата гимназия и ние се ***Завръщаме в бащината къща***, където ни помнят и обичат. ***Моята молитва*** е и за онези от нас, които ще тръгнат ***По Европа*** и когато се почувстват ***Немили-недраги***, ще знаят, че винаги могат да се върнат при ***Железния светилник,*** който осветяваше пътя ни пет години и ще го осветява и занапред“

Зрелостникът от корона випуск 2020 е ***Юноша***, който пише сега своето ***Писмо*** до випуските след него и знае, че някои ще го съжаляват, други ще му се радват, а трети ще са безразлични –***Разни хора, разни идеали*** – но за него е важно, че той изпя достойно своите ***Моторни песни*** и съхрани своята ***Вяра***, че го чакат светли и успешни дни.

Димитър Койчев, 12 г клас

(Публикувано в Литературен алманах на ученици „Свързани в думите“ от 9 ФЕГ, 2020 г.)

by Sophia Voeva,
12 years, Ikast

Man gave names to the animals	Man gave names to the …chemicals
Lyrics (original) Chorus Man gave names to all the animals In the beginning, in the beginning. Man gave names to all the animals In the beginning, long time ago. He saw an animal that liked to growl, Big furry paws and he liked to howl, Great big furryback and furry hair. 'Ah, think I'll call it a bear.' Chorus Man gave… He saw an animal up on a hill Chewing up so much grass until she was filled. He saw milk comin'out but he didn't know how. 'Ah, think I'll call it a cow.' Chorus Man gave… He saw an animal that liked to snort, Horns on his head and they weren't too short. It looked like there wasn't nothin' that he couldn't pull. 'Ah, think I'll call it a bull.' Chorus Man gave… He saw an animalleavin' a muddy trail, Real dirty face and a curly tail. He wasn't too small and he wasn't too big. 'Ah, think I'll call it a pig.' Chorus Man gave… Next animal that he did meet Had wool on his back and hooves on hisfeet, Eating grass on a mountainside so steep. 'Ah, think I'll call it a sheep.' Chorus Man gave… He saw an animal as smooth as glass Slithering his way through the grass. Saw him disappear by a tree near a lake . . . Source: LyricFind ongwriters: Bob Dylan	Lyrics (processed/transformed) Chorus Man gave names to all the chemicals In the beginning, in the beginning. Man gave names to all the chemicals In the beginning, long time ago. He saw achemical that liked to cowl, Big flurryhawse and he liked to show, Great currysacqueand scurrytear. 'Ah, think I'll call it a beer.' Chorus Man gave… He saw achemical up on a hill Chewing up so much glass until she was killed. He saw silkcomin'out but he didn't know how. 'Ah, think I'll call it a lough/scow/chough.' Chorus Man gave… He saw achemical that liked to swart, Forms on itsleadand they weren't too shred. It looked like there wasn't nothin' that he couldn't pull. 'Ah, think I'll call it a wool.' Chorus Man gave… He saw achemicalleavin' a ruddyale, Real dirty brace and a curly shale. He wasn't too small and he wasn't too big. 'Ah, think I'll call it a swig.' Chorus Man gave… Next chemicalthat he did meet Had brool on his back and rooves on itsmeat, Eating glass on a mountainside so bleep. 'Ah, think I'll call it a jeep.' Chorus Man gave… He saw achemicalas smooth as brass Slithering his way through the class. Saw him disappear by a knee near a hake . . . Source: LyricFind Songwriters: Bob Dylan, Stefka Kitanova

https://www.youtube.com/watch?v=pdrkZU3jM3Y – the song in original

Biology activities

by Stefka Kitanova (butsa13@abv.bg) and Vasil Chakarov (vaskobas@abv.bg)

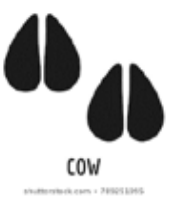
These activities could be used according to students' age and level of language.

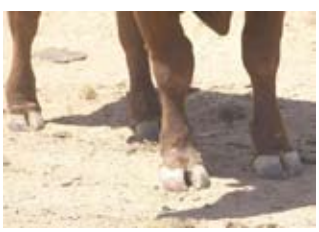
Activity 1. Listen to the song and give the students the text. Ask them to find the animals mentioned and fill in table:

Animals	Characteristics given in the song	Add characteristics, e. g.
Bear		Carnivorous, omnivorous, hibernation…
Cow		Ungulate (even-toed), herbivorous, ruminant…
Bull		Ungulate (even-toed), herbivorous, ruminant…
Pig		Ungulate (even-toed), omnivorous…
Sheep		Ungulate (even-toed), herbivorous, ruminant…

Note: **ungulate** – animals with hooves, they are even-toed (the hooves divided into 2 parts, egcattle, giraffes, camels) and odd-toed (the hooves not divided, eghorses, rhinos, tapirs); **ruminants** - they digest food in two steps: chewing and swallowing in the normal way, and then regurgitating the semidigested food to re-chew it and thus extract the maximum possible food value

Activity 2. Ask students to match hooves with traces/tracks.Preparation needed: copy the tracks and cut them, deleting the names.Ask students to find information if animals need to take care for their hooves/ paws and describe.




bull


sheep



bear


Activity 3. What is common for all the animals? All are mammals (from 'mamma' (Latin – teat, pap); characteristics: mammary glands that produce milk for feeding the young, fur or hair, etc.). Which milk we (can) use? Is there any difference in its composition? Ask students to search for information (given here, human included for curiosity).

Species	Fat, %	Protein, %	Lactose, %	Energy (kJ), 100 g
Cow	3.5	3.5	4.9	276
Buffalo	7-9	3-4.1	4.8-6	385
Sheep	6	5.4	5.1	396
Human	3.7-4.2	1.1-1.6	7.0	289
Pig	5.3	4.9	5.3	n.a.
Bear	26.6-27.8	11.4-11.8	2.6-4.6	n.a.

Ask students to compare the contents and think what the differences could be due to/are related to.

Activity 4. Ask students to find legends, myths, sayings, believs, constellations,art pieces, etc. related to these animals in English and in their language and compare the meanings (this could be given as project work and presentations to be made); e.g. A **pig's** tail will never make a good arrow; It's better to be a lion for a day than a **sheep** all your life; All behind, like a **cow's** tail; Like a bull in a China shop; As mad as a **bear** with a sore head.

Literature:

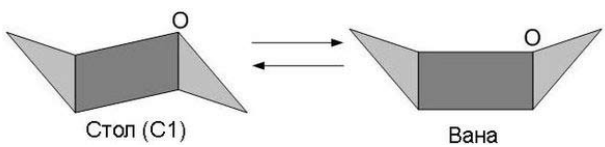
https://www.semanticscholar.org/paper/Milk-composition-in-free-ranging-polar-bears-(Ursus-Hedberg-Derocher/15ece0abe893fe844519f0789a0e49166719d8a1
https://slideplayer.com/slide/4436105/
https://www.semanticscholar.org/paper/Body-composition-at-farrowing-and-nutrition-during-Revell-Williams/4c53864f96cd79bb24049441c7589df34b3121ce

Chemistry activities

by Stefka Kitanova (butsa13@abv.bg) and Vasil Chakarov (vaskobas@abv.bg)

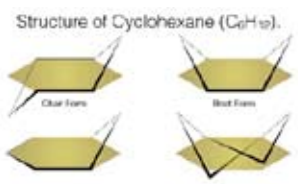
These activities could be used according to students' age and level of language.

Activity 1. Is there a chemical that looks like a cowl? (hood, lid)



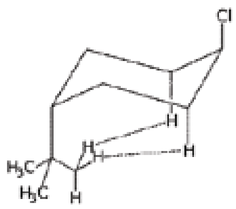
glucose– configuration chair and boat – the boat looked reversely

is like a hood/lid/cowl



cyclohexane – boat and chair

The phenomenon is called isomerism- two molecules with the same molecular formula but differ structurally. Therefore, isomers contain the same number of atoms of each element, but the atomic arrangement differs.They can have different chemical, physical and biological properties.

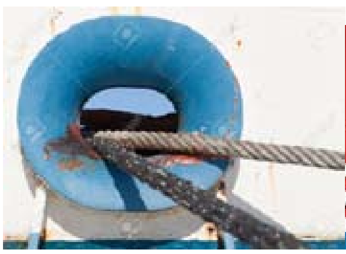
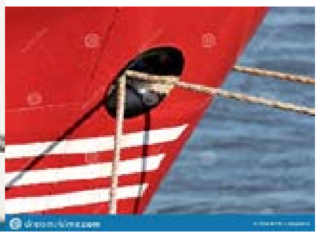


butylcyclohexyl chloride

Activity 2. What is hawse (hole)?

Hawse – Hawse (hole) is a term for a small hole in the hull of a ship through which hawsers may pass. When are the hawse(hole)/hawse(pipe) used? And how should they be? What is the material they should be made of? Where on the boat are they located?

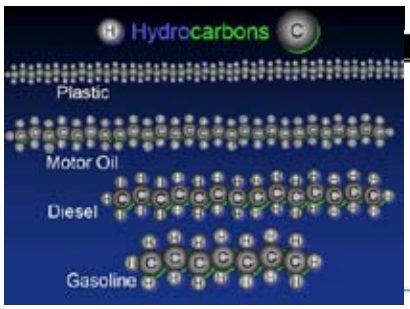
(answer – used in case the ship/boat needs to stay steady; they should be made of strong substance – eg metal or alloy; frictions should be minimized)

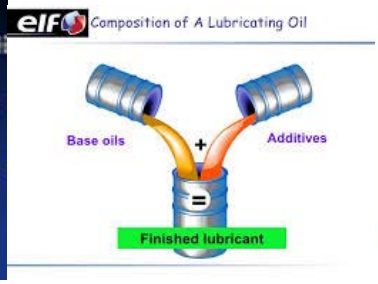



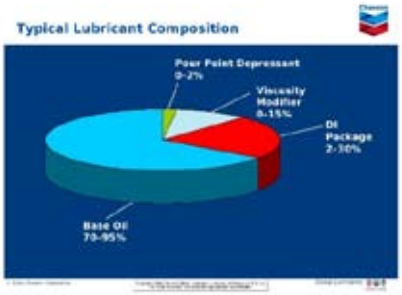
Properties of Alloys

Alloy	Composition	Properties	Uses
Bronze	• 90% copper • 10% tin	• Hard and strong • Doesn't corrode easily • Has shiny surface	• To build statues and monuments. • In the making of medals, swords and artistic materials.
Brass	• 70% copper • 30% zinc	• Harder than copper	• In the making of musical instruments and kitchenware.
Steel	• 99% iron • 1% carbon	• Hard and strong	• In the construction of building and bridges. • In the building of the body of cars and railway tracks.
Stainless steel	• 74% iron • 8% carbon • 18% chromium	• Shiny • Strong • Doesn't rust	• To make cutlery and surgical instruments.
Duralumin	• 93% aluminum • 3% copper • 3% magnesium • 1% manganese	• Light • Strong	• To make the body of aeroplanes and bullet trains.
Pewter	• 96% tin • 3% copper • 1% antimony	• Luster • Shiny • Strong	• In the making of souvenirs.

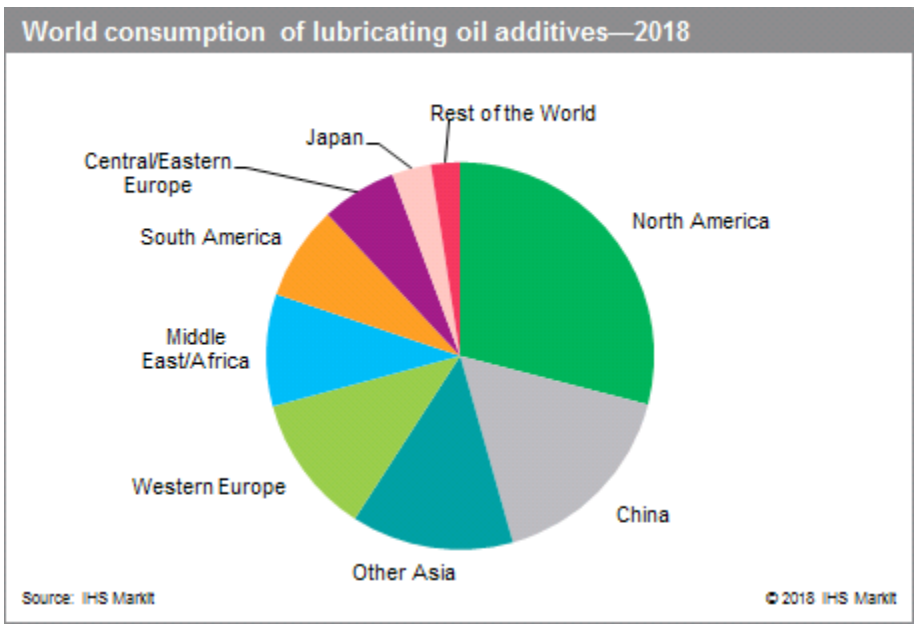
Frictions to be minimized lubricants are used– eg grease, fat, emollient, lotion, unguent. Some chemical compositions and properties of lubricants are given below.



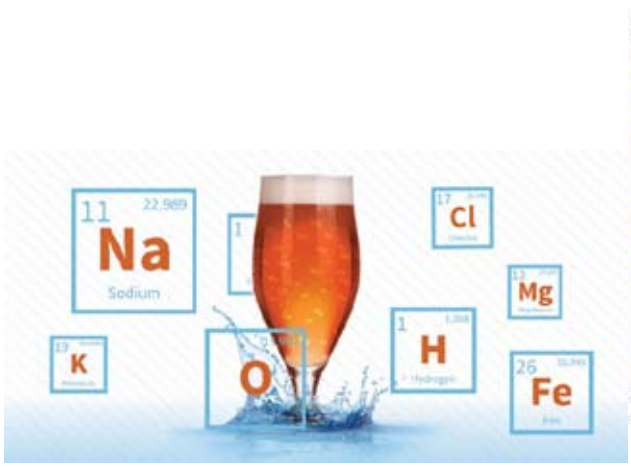


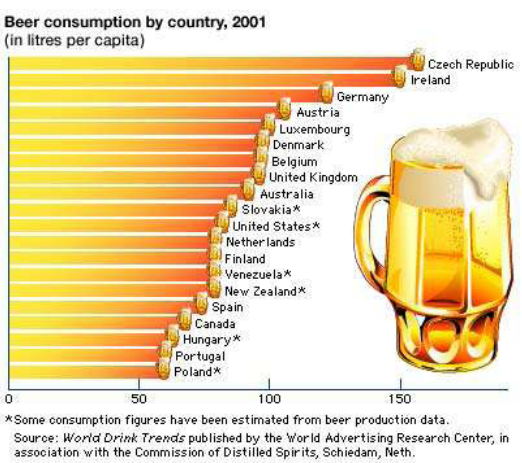


A discussion on world production of oil additives could be raised along with their influence on the environment and how this impact could be mitigated.

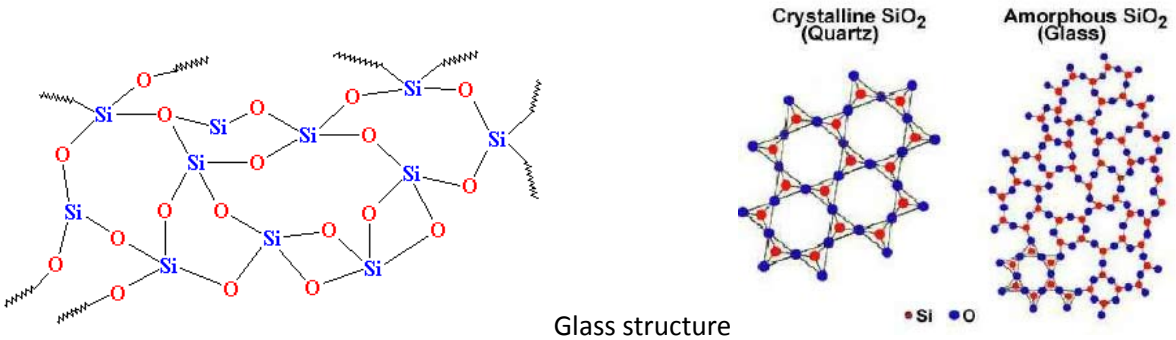


Some information on the beer is presented. In case higher interest shown by students – in the References are given links to articles on chemical composition of beer.Information about how different beers are produced and the differences between beer and ale are needed in order to campare.





Project work might be assigned on world famous and strange glass buildings as it is widely used in constructions.

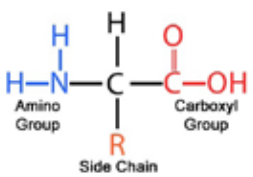


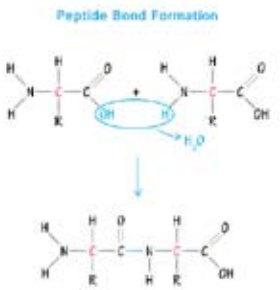
Glass structure

There is a saying: A man who has risen from the lowest grade to officer was said to have 'come in at the hawsehole'. Find in your own language a saying with similar meaning. Discuss if it is applicable and widely used.

Activity 3. Around the silk – biology, chemistry, history

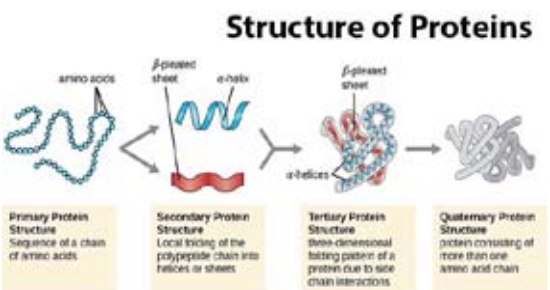
Silk is a protein. So the structure of proteins could be revised – structure of an amino acid, primary, secondary, tertiary and quaternary protein structure. Information on how silk is produced could be given. And the 'journey' of silk could be discussed (Silk nature of Road). Also where students are curios the names of silk in Chinese could be given and discuss how the scripts reflect the silk.





structure of an aminoacid

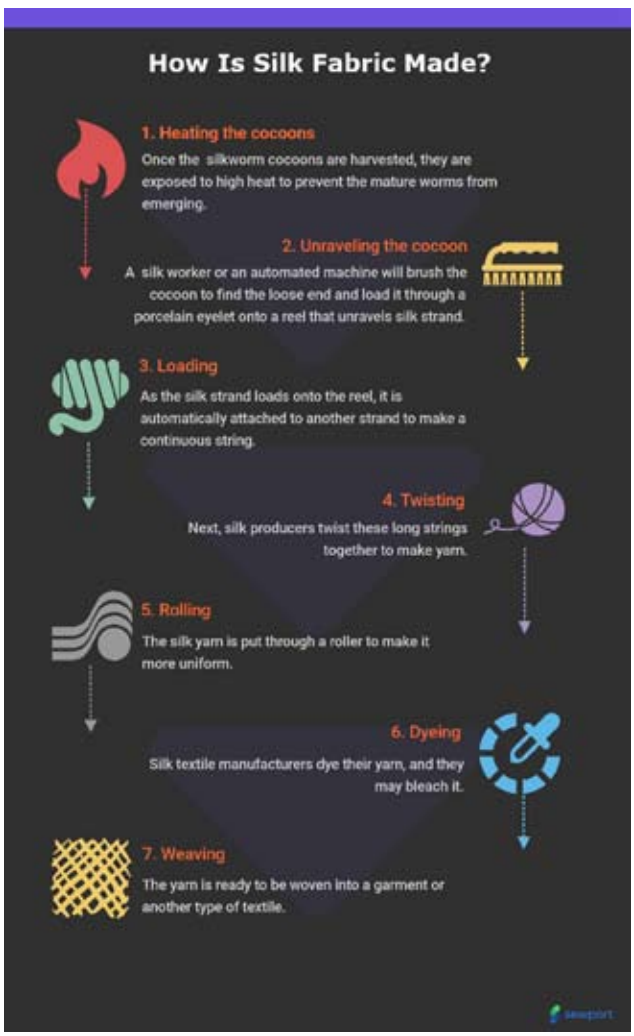
Chinese for silk – ancient (top), traditional (middle), and simplified (bottom)



Silk moth life cycle – descrption of processes, colours, shapes

The life cycle starts when a female silk moth lays eggs. The caterpillar or larvae are hatched from them. The silkworms feed on mulberry leaves and give rise to pupa. ... Several caterpillars form a protective layer around pupa and this covering is known as the cocoon. Describe the process presented on the picture:

Silk fabric production – description of process sequence (first, second, then, …)



Silk road – draw a map of the silk road and find out the means of transport used to carry the silk, eg camels, dromedaries, horses, scows, choughs, etc. and by which seas and loughs, lakes and other water pools it went. Calculate the days needed for transport from point A to point B, knowing the speed of these means.

Mean of transport	Speed
camel	65 km/h/run; 40 km/h/walk
dromedary	65 km/h/run; 4 km/h/walk
horse	40 to 48 km/h/gallop
train	65 km/h/steam
(Red-billed) chough	85 km/h
scow	8 knots/basic (1 knot=1.852 km/h)

Find out information on historical heraldry of Red-billed chough and present it to the class.

Literature:

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+ Arte, + Inclusión, proyecto Erasmus +

el IES VALMAYOR, el Lycée Camus de Bois Colombes, el Liceo Capece de Maglie, el Instituto Bilingüe Miguel de Cervantes de Sofia

Las opiniones de los participantes

Instituto Bilingüe Miguel de Cervantes de Sofia:

¿Qué es el arte? Quizás lo más bonito que la humanidad ha creado nunca.

¿Qué es la inclusión? Aceptar y apreciar a alguien tal y como es.

¿Y +Arte +Inclusión? Un proyecto inefable que nos ayuda a comprender y a introducir a nuestro ambiente a los ¨diferentes¨ que nos rodean a través del arte. Aprendemos, incluimos y nos lo pasamos bien .

María Ioana Dimitrova

Me alegro un montón de tener la oportunidad de participar en el proyecto. La igualdad de género, el respeto a razas y culturas diferentes y la libertad de expresión son algunos de los temas principales sobre los que trabajamos con nuestros compañeros extranjeros. Ampliamos nuestra cultura general y al mismo tiempo adquirimos conocimientos importantes, siendo personas de mente abierta. ¡Es una experiencia inolvidable!

Radina Zasheva

Да си млад човек през 21. век не е лесно, защото все повече от нас виждат очевидните проблеми в света, но за жалост рядко ни се отдава възможност да говорим открито за тях. Затова проекти като този са ценна възможност. Не само биваш насърчаван да изразяваш мнението си, ами и срещаш други гледни точки на свои връстници. Получаваш и онова незаменимо чувство да си част от нещо значимо. Затова съм благодарна, че мога да открия подобна възможност в собственото ми училище.

Стефани Георгиева

Преди известно време присъствах на курс по творческо писане, организиран от училище. Записах се от чисто любопитство, по принцип не изразявам себе си чрез писане на поеми, есета, разкази или други текстове, даже често и не записвам шарените си мисли на хартия, но от курса научих толкова много, макар да беше дълъг само час. Той събуди нов интерес у мен, разкри на участващите как от една дума, фраза или кратък диалог може да се разиграят какви ли не ситуации. Останах впечатлена, разказах с въодушевление на семейството си и се вдъхнових да пиша независимо че съм начинаещ.

Кристина Михова

За мен идеята на проекта - приобщаване чрез изкуството, допълва по любопитен начин европейския девиз „единни в многообразието“.
Мисля, че е чудесно как младежи от редица страни, говорещи на различни езици и имащи

различни бит и култура, се обединихме около една обща идея. Именно чрез изкуството и редица артистични прояви се опитахме да се опознаем и да прогледнем за чуждата гледна точка. Благодарение на проекта, се запознах с нови, интересни личности, които са много различни от мен самата. Те ми показаха своите начини на мислене, като по така обогатиха общата ми култура.
АлександраВладикин

За щастие, бях от първата група, която преди година пътува до Испания. Този проект ми даде възможността да създам много нови приятелства. Успях лично да се запозная с другите участници в проекта, които, също като нас, са амбициозни и имат огромното желание да работят в екип. Относно задачите по проекта смятам, че са интересни и успяват да разчупят мисленето ни и да ни направят по-идейни.
Василена Монева

el Liceo Capece de Maglie – Italia:

Trabajar con Erasmus ha sido relajante y apasionante, especialmente en este período de crisis global. Es también gracias a estas actividades que este período oscuro de la historia que estamos viviendo se vuelve más agradable.
Jacobo Marsella

Hola, somos Martina y Asia. Nos gustó mucho trabajar en este Proyecto. Participamos en algunas actividades gracias a las cuales pudimos mejorar nuestro español y utilizar nuestra creatividad. Es una de las experiencias mas bonitas que hemos hecho en nuestra vida. Nos ha dado la posiblidad de viajar por diferentes países del mundo, aunque COVID lo arruinó todo. Nos ayudó a abrir nuestras mentalidades y a conocer a muchos amigos italianos, españoles, franceses y búlgaros. Esperamos que algun día conseguiremos viajar para aprovechar nuestros conocimientos y ampliar nuestra cultura.

by Andrew Voev, 6 years, Ikast

¿Cómo vamos a descubrir la identidad?
GENIO & INGENIO: EL DESCUBRIMIENTO DE LA IDENTIDAD
(Proyecto 2020-1-ES01-KA229-082085)

de Juana Maria Benavent Calvo y Stefka Kitanova

IES Jaime II – Alicante (coordinador), LICEO STATALE 'LEONARDO' SCIENTIFICO - LINGUISTICO – GIARRE, IV Liceum Ogolnoksztalcace w Rzeszowie, 164 Instituto Bilingüe Miguel de Cervantes de Sofia

El proyecto será el primer paso para un futuro Erasmus KA2 y parte del mismo. Los alumnos estudiarán la figura emblemática del genio Leonardo da Vinci en todos los aspectos de su variada actividad. Asimismo investigarán cómo su figura ha sido estudiada y plasmada en diferentes representaciones literarias, musicales, cinematográficas.Los alumnos harán de científicos, artistas, escritores, viajeros virtuales.

Actividades hasta ahora – concursos de logo, de fotos cientificas , de relato corto, Linna Boaglio del IES Jaime II en la modalidad de 12-13 años, y Georgi Ivanov en la modalidad de 14-17 años del Instituto Bilingüe Miguel de Cervantes de Sofia. Muchas conferencias dedicadas a: cientificas en el supermercado, las hormigas, mujer y niña en la ciencia, el Big Bang y los agujeros negros, 'visita' museo del Cáñamo de Callosa de Segura, MARQ de Alicante, ciencia, arte y filisofia alrededor de Leonardo, una tertulia con Javier Sierra – el autor de 'La cena secreta', cuentos e historietas sobre los dinosaurios y antropologia… no se pueden enumerar todas la actividades.

Y una novedad – por primera vez hecha una visita virtual a Alicante! Aun virtual – absolutamente interesante. Durante los días 15, 17, 22 y 24 de febrero de 2021 se desarrollaron las actividades programadas para la Movilidad 'virtual' en Alicante.

El día 15 de febrero comenzamos el programa de nuestra movilidad virtual con asistencia de todos los que formamos parte de esta asociación.

Contamos con la colaboración de María Campillo para la visita a Alicante a través de sus leyendas y de Ana María Galera, para la presentación de la fiesta de Alicante: Las Hogueras. El día 17 de febrero, lo dedicamos a Elche, ciudad en la que se encuentran dos Patrimonios de la Humanidad: El Palmeral y el Misteri d'Elx. Contamos con la inestimable colaboración del Excelentísimo Ayuntamiento de Elche, de la mano de la Concejala de Cultura y Juventud, doña Margarita Antón, y de los miembros del Patronato del Misteri, don Vicente Diaz Boix y doña Ana López. Así mismo, los alumnos de Música en inglés, mostraron sus trabajos sobre el Misteri a sus compañeros de los centros socios, en una velada interesante y interactiva.

El día 22 de febrero lo dedicamos a mostrar nuestra provincia, de extremo a extremos. Cada una de sus comarcas, sus pueblos, su gastronomía, sus gentes y sus fiestas. En este caso, contamos con la colaboración del Excelentísimo Ayuntamiento de Orihuela, por parte de la Concejalía de Turismo. De la mano de Iván Llorca conocimos los rincones de Orihuela, y de nuestros alumnos, sus pueblos de origen.

Por último, el día 24 de febrero nuestro alumnado mostró, compartió, jugó..... e inclusó invitó a degustar ciertos platos a nuestros queridos socios . Una tarde muy activa e interactiva.

Seremos positivos, y ver el lado bueno de esto. Gracias a las nuevas tecnologías, el número de profesores y alumnos que han podido participar ha sido mayor y por lo tanto, también su difusion.

Y como se nota – vamos poco a poco descubriendo la identidad – nos esperan mas aventuras - en Italia, Polonia y Bulgaria – a ver si al final nos conoceriamos mejor.