CRADLE: KREATIVITÄT, KRITISCHES DENKEN UND WEITERE KOMPETENZEN DURCH PROJEKTUNTERRICHT

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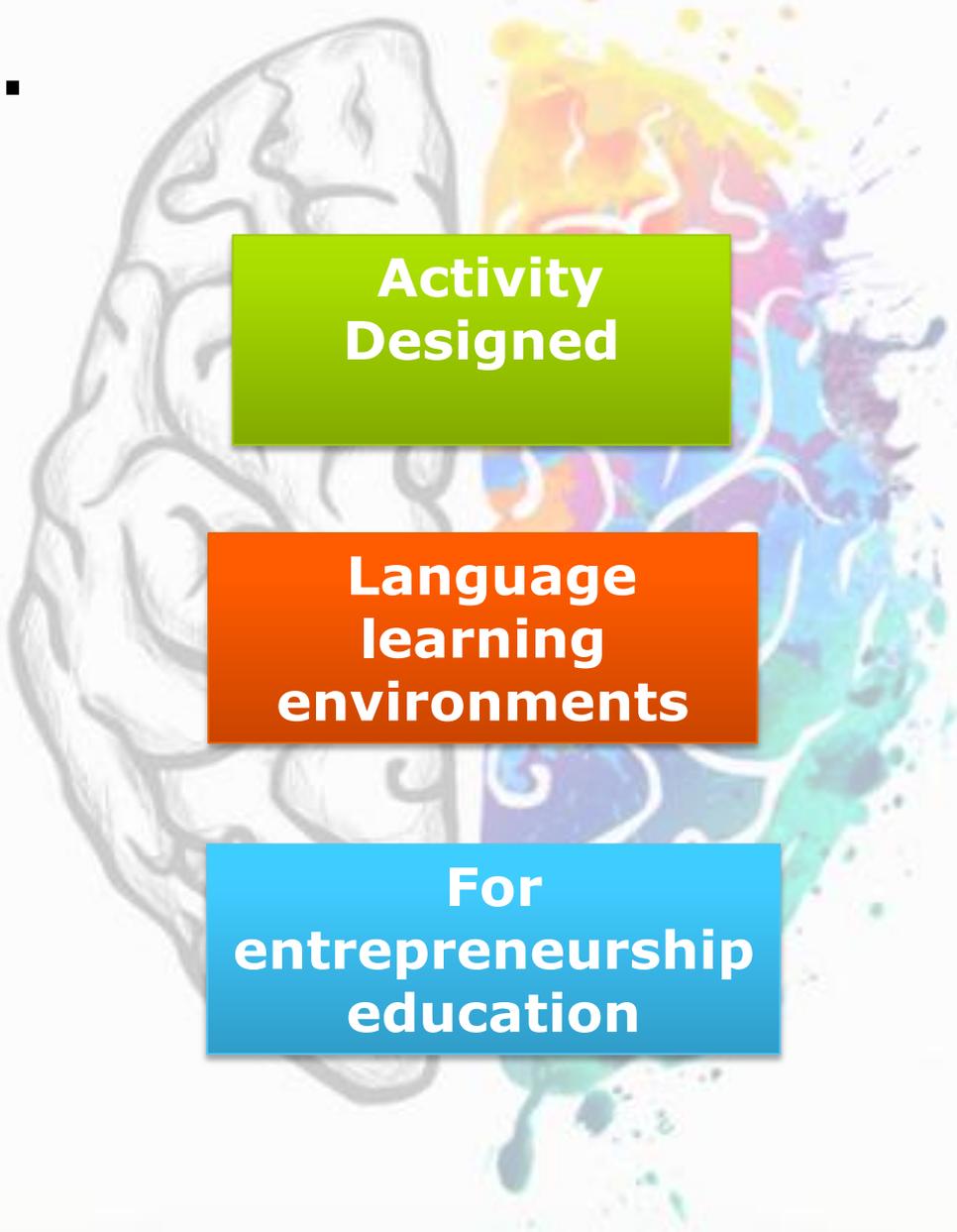**ATHEN, 14.09.2019**

GOETHE INSTITUT

Sprache. Kultur. Deutschland.

AKTIVITÄT

KLASSENSPAZIERGANG

https://bit.ly/2lNWwVY

Creating...

Activity Designed

Language learning environments

For entrepreneurship education

https://bit.ly/2kqb91e

ERWARTETES ERGEBNIS

Die Förderung Unterricht von unternehmerischen und fremdsprachlichen Fähigkeiten durch innovative und effizientere Unterrichtspraxis bereits in jungen Jahren.
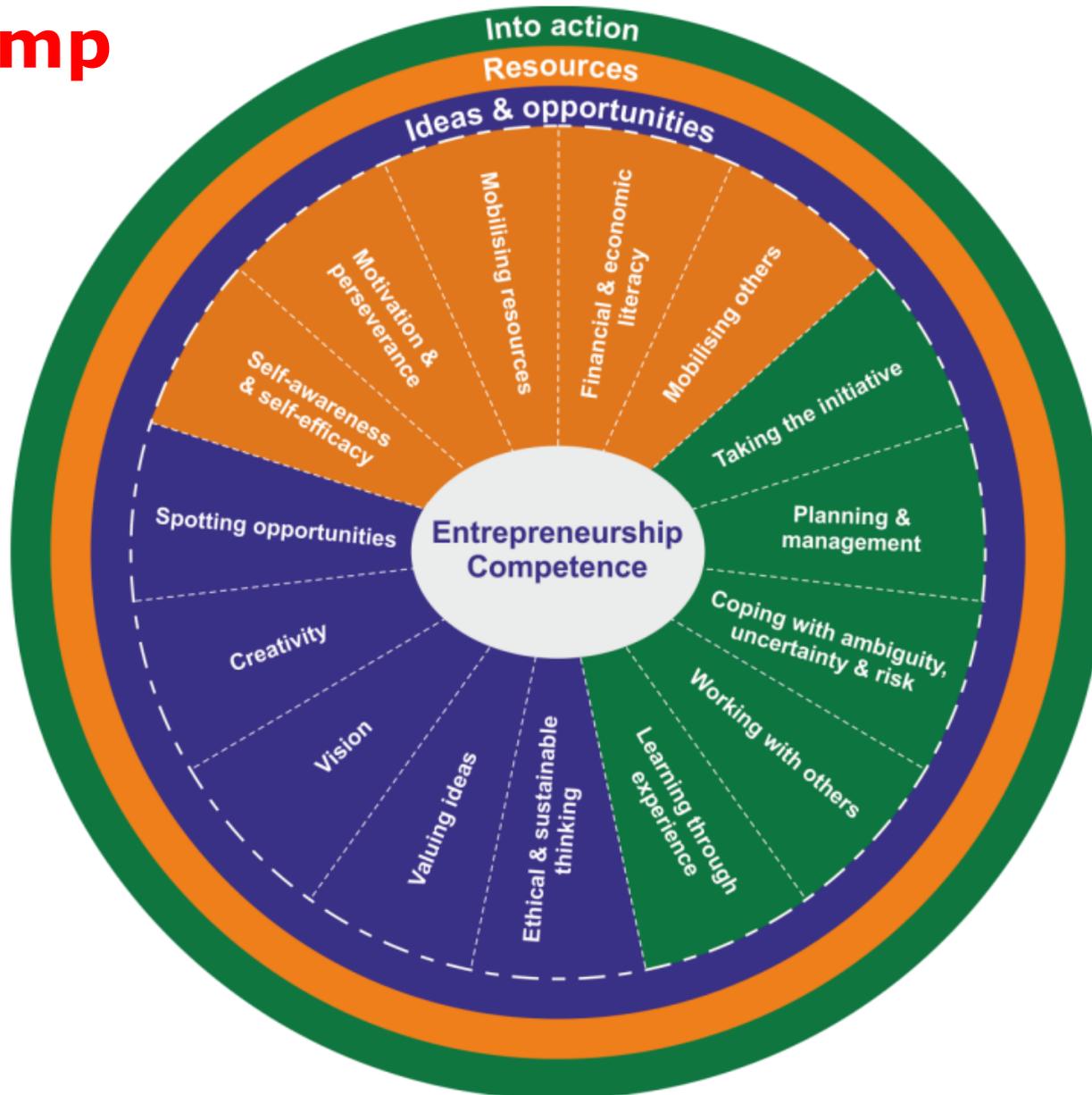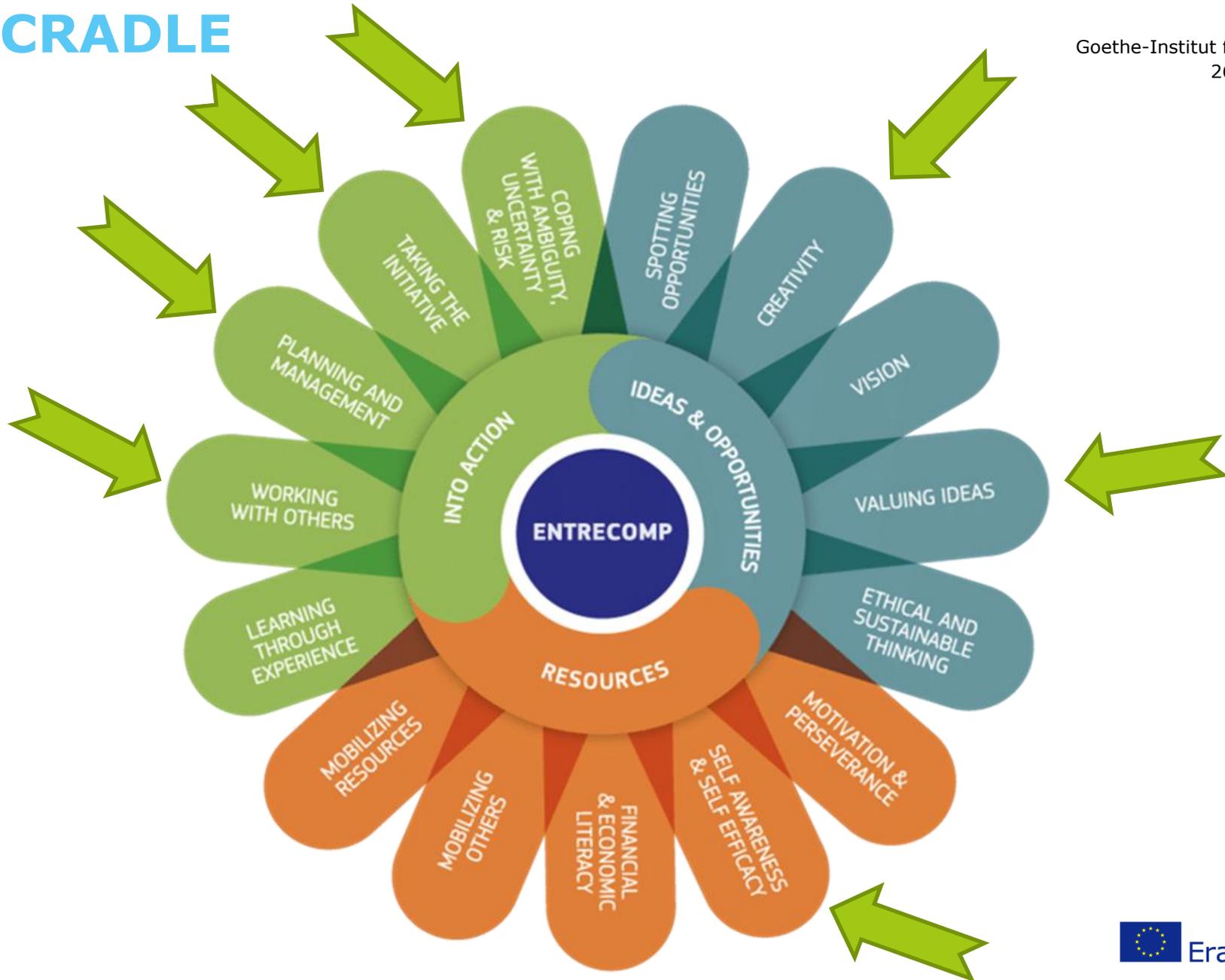
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EntrComp

Figure 2: Areas and competences of the EntreComp conceptual model.

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Erasmus+

"Ideas & opportunities" can be supported by

- experiment based activities
- stimulating curiosity and wonder
- spending time on creative activities
- setting open or impossible tasks and challenges
- surprise and unexpected activities
- involving several senses

Resources" can be supported by

- ensuring experiences with success (enable students to have success and master a task)
- setting appropriate challenging tasks
- working with uncertainty (in a controlled way)
- seeking help, knowledge and feedback from the world outside

"Into action" can be supported by

- working with student-centred projects
- involving the students in planning and execution
- giving students real responsibility for activities
- using network and relations inside and outside school
- stimulating various collaboration and presentation forms

Step			
1			
2			
3			
4			

Step		Activity-Designed Learning (ADL)	
1		prior understanding and research	
2		idea generation and designing	
3		prototyping and actions	
4		evaluation and reflection	

Step	CLIL	Activity-Designed Learning (ADL)
1	trigger previously learned content and language	prior understanding and research
2	formulate hypotheses and design activities	idea generation and designing
3	execute activities and record observations	prototyping and actions
4	formulate conclusions and generate transfer	evaluation and reflection

Step	CLIL	Activity-Designed Learning (ADL)	EE elements
CLIL & ADL & EE – parallel designs			
1	trigger previously learned content and language	prior understanding and research	develop curiosity and gain knowledge from external sources
2	formulate hypotheses and design activities	idea generation and designing	develop creativity and ideas related to a topic based on prior knowledge; evaluate and choose ideas.
3	execute activities and record observations	prototyping and actions	design relevant scenarios, and plan, execute and present simple projects
4	formulate conclusions and generate transfer	evaluation and reflection	recognize own learning and the ability to share this with peers

KURZES VIDEO

https://www.geirangerfjord.no/film-og-video-3
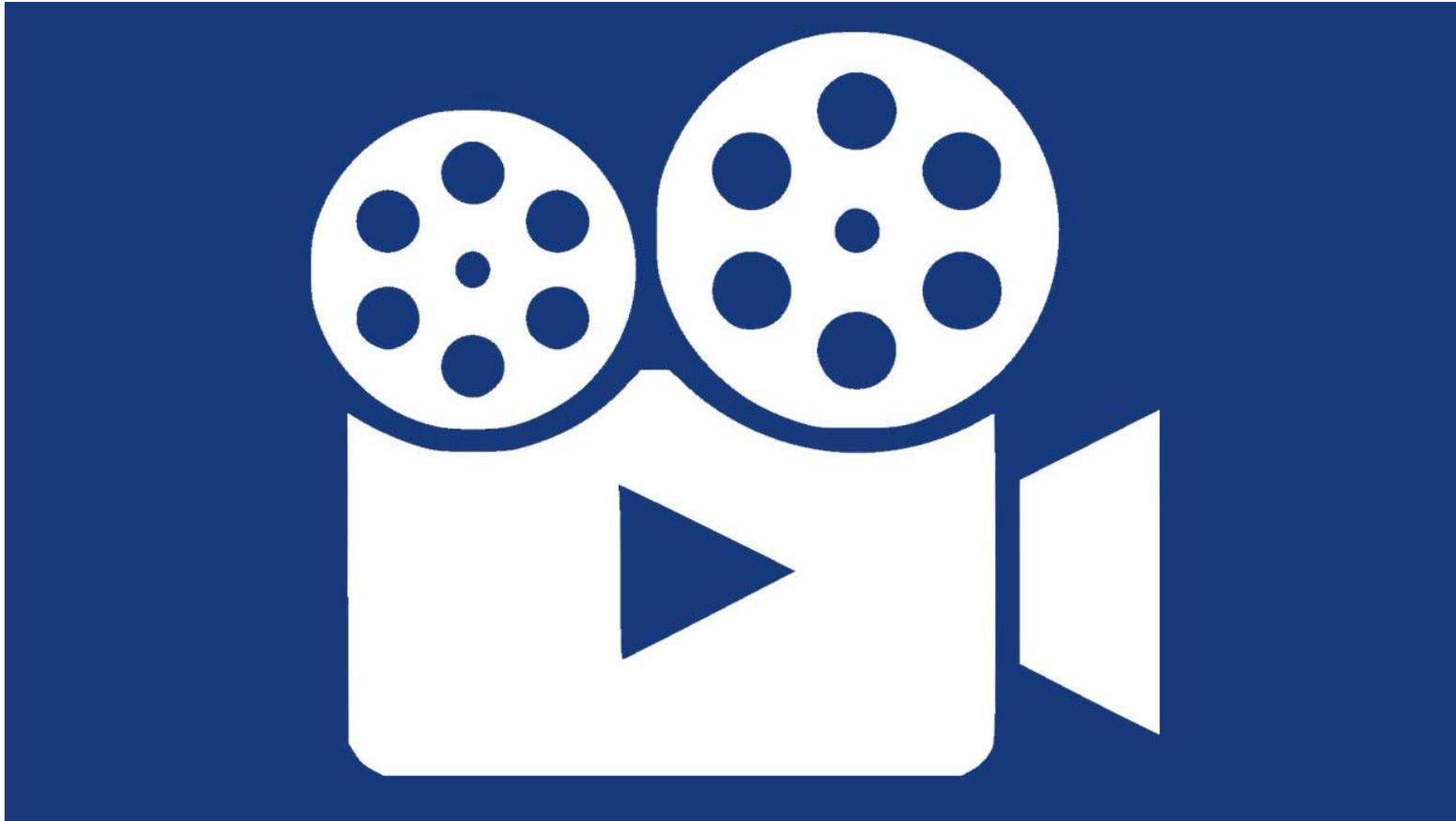
DURCHGEFÜHRTE PROJEKTE

Speeddating

http://bostonypa.com/events/2016/11/15/speed-dating-for-professionals

CRADLE-PROJEKTE

Ellinogermaniki

Vacations -1st grade

Free time – 2nd grade

Health – 3rd grade

CRADLE-PROJEKTE

De Iris

Our own class museum

Chicken run- 3rd grade

Toverfluit

The flea market

Unescoschool

Help the planet! - 5th grade

Improving our new school library

Uwekind

How to make sport popular among the pupils? -2nd grade

Rights and obligations in school -2rd grade

Healthy lifestyle -3rd grade

Internet - dangerous or safe environment -3rd grade

Neue Schule

The world of bees - 3rd grade -

It's an earthquake... don't panic - 4th grade -

From Kythnos to Athens with German in our suitcase -
3rd grade -

Climate change - 5th grade -

Pontian Hellenism - 3rd grade

Adoption of a statue - 3rd grade

KOMMEN WIR NUN ZUM WIE...

https://bit.ly/2kzgUKm

INHALT/PROJEKT

https://bit.ly/2lTlfYO

PICTURE-BASED ASSOCIATIONS

Prior understanding and research

Description

In the middle of the room, pictures, small figures and objects are spread out. The moderator states the topic of the unit. Participants are asked to associate some ideas and pick up a picture or object which symbolises them. In the following whole group discussion, participants present their selected picture / object and explain how it relates to their associated ideas.

Usage in a lesson:

The choice of pictures and objects should not be totally arbitrary to avoid unintended humour. Little time should be given for associative brainstorming, but enough time for the statements and discussion.

Materials:

Pictures, small figures and objects provided by the moderator

WASTE BIN AND STORING TANK

Idea generation and designing

Description

A waste bin and a storing container are symbolically put on a table in the middle of the room. Talking about the content of the unit, participants successively declare what they want to take home (storing container) and what they want to leave behind (waste bin).

Usage in a lesson:

In groups where participants feel safe and comfortable, they can be asked to do this activity in a quick round with spontaneous utterances. If there are conflicts within the group, participants should write anonymously on bits of paper what they consider worth storing and what not.

Materials:

- 2 containers (a waste bin and a storage tank)

- if needed, slips of paper for written feedback

INFO BOOTH
Prototyping and Actions

Description

Participants split into small groups. They arrange tables and mobile boards to form small booths and organize them, one per group, e.g. to present the results of previous work. Making use of the booth's three dimensions, information can be laid out in form of leaflets and flyers, but can also be displayed as a hung poster, wall newspaper or photo mashup. Good in combination with an activity such as a vote or a signature list. The more possibilities are given to hang up things, the higher the attraction of the info booth. Objects matching the topic are used for further illustration and decoration.

Usage in a lesson:

An info booth sheds light upon various aspects of a group's work, allowing members to focus on what they personally think most relevant or exciting. Another example where the info booth may come in handy, is to provide insight into the content and outcomes of a whole course and to give future participants of this course an idea of what they may expect. This form of presentation is particularly suitable for open house events.

Materials:

- Mobile boards, flipcharts, posters, sheets of paper, index cards, various pens, glue, scissors for mashups, adhesive strips or pins

WHAT WAS IT LIKE?

Evaluation and reflection

Description:

At the end of a seminar day, participants walk around in the room. At a signal, they stop moving and with the person next to them embark on a spontaneous mini role play mini role play. From a predefined perspective, e.g. as life partners, they chat about the seminar. When the end signal is given, they move on, find a new partner and discuss again what the day was like, but from a different perspective. Possible roles are "peer colleagues", "superior", "best friends".

Usage in lesson:

This method does not require much effort and is fun. By changing perspectives, participants view the content and process of the seminar from various angles and in different states of mind.

Lernerzentrierter und Handlungsorientierter Unterricht

Förderung von Kreativität

Gemeinschaftsgefühl wird gestärkt

Interessen und Kompetenzen der Lerner werden berücksichtigt

Kooperationsbereitschaft wird gestärkt

Stärkung des Selbstbewustseins

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VIELEN DANK FÜR IHRE AUFMERKSAMKEIT.