



## Set of methods

### “Iceberg of Literacy”

Grundtvig Workshop

Vilnius, Lithuania

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Lithuanian Association of Adult Education

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## Contents

Introduction .....	3
Morning warming up activities.....	4
“Windrose”. Arūnė Taunyte, Lithuania.....	4
“Listening the scents”. Arūnas Bėkšta, Lithuania .....	5
“Sound stories”. Arūnas Bėkšta, Lithuania. ....	8
“Texts are images”. Arūnas Bėkšta, Lithuania.....	10
“Mind maps”. Arūnas Bėkšta, Lithuania.....	13
„Hip and nose writing“. Arūnas Bėkšta, Lithuania. ....	16
Participants Sharing.....	17
“Acquaintance card”. Antoniya Messerdhieva, Bulgaria.....	17
“Irish towns and cities”. Alice Bannet, Ireland .....	19
“Cooperative Integrated Reading”. Sarmite Vilde, Latvia.....	22
“Jumbled sentences”. Tamara Bakalova, Bulgaria.....	24
“Spelling: Introduction”. Michelle Mitchell, Ireland .....	25
“Synthetic Phonics”. Tuija Osterman, Sweden. ....	27
„Role play – Shopping“. Elve Kask, Estonia. ....	28
“Study circle”. Rita Liepinia, Latvia. ....	29
Outdoors learning .....	31
“Baroque Literature Genres – Epitaph”. Jolanta Labuckaitė, Lithuania .....	31
“Understanding Signage and Directions”. Piano Group .....	32
“Word Treasure Hunting”. Ukulele group. ....	35
Closing activity.....	37
“Peer-to peer consultation”. Arūnė Taunytė, Lithuania. ....	37

## Introduction

This e-publication is the selection of methods, which were presented and used during the Grundtvig Workshop “Iceberg of Literacy (ICoL)” on May 04-11, 2014 in Vilnius, Lithuania.

In our workshop, we had 18 participants from nine countries: Bulgaria, Estonia, Germany, Greece, Ireland, Latvia, Romania, Finland and Turkey.

Every morning we started with warming up activities related with literacy. For stimulation of learning interest, learning motivation and creativity, we tried connecting literacy with different senses. We present those methods in the first chapter “Morning warming up activities”.

We asked participants to bring with them to the Workshop methods, which they use in their trainings on literacy to share with other participants. We tried some of the methods during the second workshop day in Vilnius “Varpo” adults’ secondary school. Descriptions of methods you can find in the second chapter “Participants Sharing”.

Learning is fundamentally the result of two factors: engagement and substance. When quality substance is presented in a truly engaging way, effective learning takes place. When learners are excited and engaged, the rewiring of neural pathways that are at the foundation of acquiring both skills and knowledge, happens significantly more efficiently<sup>1</sup>.

Therefore, for better engagement we wanted to explore possibilities of learning in a different environment outdoors. We asked Ms. Jolanta Labuckaite, teacher of Vilnius “Varpo” adults’ secondary school to present her experience in teaching literature lessons in the cemetery.

Next day we distributed the group into three groups: Ukulele group, Piano group and Trumpet group. We gave the maps of Vilnius and assigned the region for “Learning adventures”.

Objectives of groups:

1. Explore Vilnius and come back with visual presentation of Vilnius.
2. Generate the ideas for methods of literacy learning in city environment.
3. Design and present one method in details.

You can find the presentations and descriptions of methods in the third chapter “Outdoors learning”.

We hope that some of the methods may be new for you; some of them can inspire you to design your own methods or give ideas to use them in different learning environments or for different purposes.

Organizers.

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<sup>1</sup> Lauri Jarvilehto. (2014), *Learning as Fun*, Rovio Learning. Helsinki.

Morning warming up activities.

“Wind rose”. Arūnė Taunytė, Lithuania

### Objectives

To be acquainted, to feel free, to present oneself, to hear and pronounce the names of every participant.

### Resources needed

- Free space suitable for the group
- Wind rose (drawing on the paper)
- Map (multimedia)
- Ball

**Group size:** up to 20

**Time:** 40 min.

### Instructions

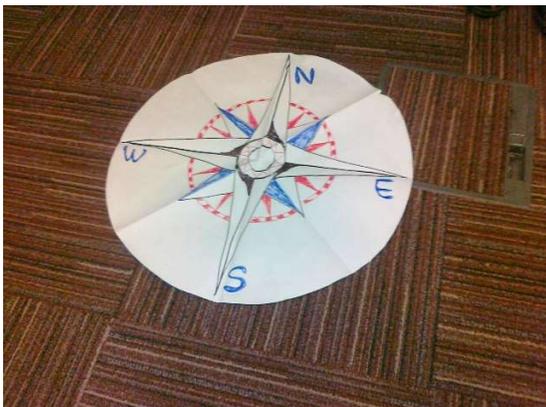
Place the Wind rose on the ground showing the East-West-South-North.

Ask participants to name the Wind rose in their mother-tong. Whole group repeats the word.

Invite participant to find his/her place in the room showing the country he came from, trying to keep distance and location of his country and town on the imaginary map of Europe.

Throw the ball to any participant (still standing in the place he has chosen) and ask to present himself/herself in few sentences telling: the name, country and town, why he/she takes part in the workshop. Invite the whole group together to repeat each name. Then participant throws the ball random to other participant, who presents himself the same way, etc.

At the end invite all participants to check the map and to see, how geographically precise was their position taken.



## “Listening the scents”. Arūnas Békšta, Lithuania

### Objectives:

- Developing creativity
- Developing reading skills
- Enriching the vocabulary
- Fun

### Resources:

- 7 different sticks of scents of flowers and fruits
- Small cards with numbers from 1 to 7 written on them
- Plasticine for attaching incense sticks to some surface
- Work sheet with haiku on the scents (see the example of work sheet next page)
- Open air place where you can put the scents in the distance of at least 5 meters from each other
- Small present for the winners (it could be the pack of incense sticks or similar)

### Instructions

The participants will read the haiku on the scents, go around the place with numbered scents and identify which of them correspond to which flower or fruit described in the haiku.

- Find in the shop incense sticks of seven different flowers and fruits.
- Search the Web to find haiku on those flowers and fruits
- Prepare the handout according an example on the next page
- Arrange an environment:
  - Adhere the plasticine on seven items in the open space (stone, bench, branch of the tree, etc.) and put the cards with numbers at them
  - Stick 2-3 incense sticks of one scent into each piece of plasticine and fire them before inviting participants to the place
  - Assign one or two members of the group to be “Scent guardians”. Their role will be to collect the filled in handouts and to identify the winners.
- Ask participants to read haiku.
- Invite participants to go around the place, find the incense sticks, sniff them, try to find which number corresponds with the flower or the fruit, and write the number in the handout.
- Find the participants who managed to show most of correct matches.
- Give the present to the winners and ask them to loudly read the haiku.

I took the idea from “Culture night” event in Vilnius in 2011. It was presented by public organization Hortus Apertus:

<https://www.facebook.com/media/set/?set=a.217959798234927.59460.156323984398509&type=1>

# Listening of scents (smells). Your name \_\_\_\_\_

This is the game based on Japanese scent ceremony. You will have the opportunity to travel through the oldest routes of scents “listening” to the incense scents and verses. To enjoy and to discover are the major parts of scent game.

## Assignment

Go to each of seven incenses in the row and try to “listen” to their scents, try to feel how scents turn to the words.

Read haiku and try to find which scent fits the best the mood of haiku. Mark the number of the incense and go further. Try to find the match of each incense with its haiku. After finishing your journey through 7 scents present your sheet to the “Scent Guardians”. Don’t forget to write your name.

## \_\_\_\_\_*Rose*

The red blossom bends  
and drips its due to the ground.  
Like a tear it falls

## \_\_\_\_\_*Lavender*

Petaled purple mist,  
formed of bee song, light, and rain-  
breath of night, distilled

## \_\_\_\_\_*Magnolia*

Magnolia tree  
In the storm—twisting dervish  
Of leathery leaves

## \_\_\_\_\_*Strawberry*

Red lollipop lips  
And sweet strawberry kisses  
Surely, this is love

## \_\_\_\_\_*Lemon*

Bouncy dancehall tunes  
Ease the pain of household chores  
Inner peace returns

## \_\_\_\_\_*Jasmine*

The scent of jasmine  
Whispers love's best memories  
Blessed sweetness of life

## \_\_\_\_\_*Opium*

You, my opium  
Intoxicate me fully  
Who wants any senses?



“Sound stories” . Arūnas Bėkšta, Lithuania.

**Objectives:**

- Developing creativity
- Developing ability to express feelings, ideas
- Developing writing skills
- Developing communication

**Resources needed:**

- Records of sounds. For example, birds, rain, farm, city, train station (you can download it from YouTube)
- Cards for writing (3 cards per person)
- Pens (for each participant)
- One Flip Chart paper sheet per group

**Time:** about 45 min.

**Instructions:**

1. Explain participants the steps of exercise
2. Ask to close eyes, relax and listen to the sounds
3. Play one-by-one records applying contrast method, for example, first play birds’ songs, then city sounds, then farm, then railway station and rain (about 1- 2 minutes of each)
4. After listening of sounds ask participants to write short phrases standing for feelings, memories, associations with the sounds they listened (one phrase on one card).
5. Divide the group into smaller groups of 5-6 persons.
6. Ask the groups to share what they wrote on the cards and to write the story.
7. Read the stories.

**Modifications:**

- You can give your students the task to record different sounds and use those records.
- You can use different set of sounds

Designed by Arūnas Bėkšta, Lithuanian Association of Adult Education.

**Stories written by our participants:**

other: RHYME CHARMING  
 CONCEPT OF LIFE  
 Once upon a time there lived 3 little happy birds who wanted to explore the world. One day they were invited by their city cousins to ~~visit~~ <sup>visit</sup>. When they came to the city, they heard a lot of different noises. ~~There were so many noises at the same time so very~~ <sup>There were so many noises at the same time so very</sup> with the music was loud and the rhythm was too fast. They decided to say good-bye to the city life and return back to their home nest back to where they belonged.  
 On their way back they heard the water music of the rain, ~~the~~ <sup>the</sup> animal sounds, and they felt joy and happiness, and they thought to themselves:  
 "What a wonderful world!"  
 (and charming)

The blue sky above Central Park  
 BIRDS are singing ♪ people are happy 😊 but they have to go to work through Brooklyn. What a noisy street! NYPD POLICE, TAXI cabs, we are rushing on, passing a train station and we heard some music ♪ looking for a quiet place we find a Brooklyn backyard.  
 Now it starts to rain: a flock of sheep resist the rain and thunder. A musician is playing guitar, lonely in his room 😞  
 The Poets

Evening in the countryside, getting dark. I'm walking with my cousin, a friend. We are walking in the bushes and listen to the nightingale singing.  
 Suddenly, the clouds became ~~gray~~ <sup>dark</sup> and the thunderstorm struck. It became to rain and we ran home.  
 At home we watched the symphony of the weather through the window. It was rather scary, I felt afraid but my friend made me feel safe by playing mandolin.  
 Snowflakes!

Cinderella  
 Jim has arrived at the train station early in the morning for his daily work commute in Dublin.  
 He is upset to find his train is delayed and he will be late! It is an alarming situation, very noisy he hears alarms and he becomes stressed!  
 He becomes nostalgic and remembers where he grew up in a village near the mountains with a beautiful forest with birds who sing so beautiful every morning. He misses this!  
 He remembers the beauty of nature and specifically when it rained. Rain is good for the land and crops but also it is a time to be inside and relax by the fire with family.  
 During this time it was very special times together and his mother would play the piano and everyone would listen + sing. He decides <sup>the piano enough is!</sup> enough is!

“Texts are images”. Arūnas Bėkšta, Lithuania

**Objectives:**

- Developing creativity
- Developing the vocabulary
- Expressing emotions

**Note:** Best works after any activity in nature.

**Duration:** about 45 minutes

**Instructions:**

1. Step 1. Writing Haiku
  - a. Present what Haiku is, explain principles of creating Haiku
  - b. Ask participants to think about their emotions, feelings
  - c. Ask participants to write Haiku
2. Step 2. Blow the image
  - a. Demonstrate how to put dots of ink on the paper and how to blow the image
  - b. Ask participants to write their Haiku on the sheet with image
3. Presentations
  - a. Make the exposition of created images with Haiku
  - b. Ask participants to read their Haiku
  - c. Praise every participant by applauding
  - d. Make photos of participants with their Haiku

**Resources:**

1. Several small bottles of different color ink or gouache (the ink should not be too thin)
2. Straws for blowing the images to each student
3. Sheets of color paper A4 of different colors
4. A4 white paper or block notes for writing draft Haiku
5. Pens

Poet Ms. Rima Aranauskienė presented the idea of creating Haiku and blowing the images to participants of September meeting of members of Lithuanian Association of Adult Education in 2008.

**How to Write a Haiku Poem**

<http://www.wikihow.com/Write-a-Haiku-Poem>

Previously called *hokku*, haiku was given its current name by the Japanese writer Masaoka Shiki at the end of the 19th century.

**Know the sound structure of haiku.** Japanese haiku traditionally consist of 17 *on*, or sounds, divided into three phrases (in English haiku- three lines): 5 sounds, 7 sounds, and 5 sounds. English poets interpreted *on* as syllables. Haiku poetry has evolved over time, and most poets no longer adhere to this structure, in either Japanese or English; modern haiku may have more than 17 sounds or as few as one.

The best-known Japanese haiku is Bashō's "old pond":

古池や蛙飛込む水の音

*Transliterated:*

fu-ru-i-ke ya (5)

ka-wa-zu to-bi-ko-mu (7)

mi-zu no o-to (5)

*Translated:*

old pond . . .

a frog leaps in

water's sound

**Use haiku to juxtapose two ideas.** The Japanese word *kiru*, which means "cutting," expresses the notion that haiku should always contain two juxtaposed ideas. The two parts are grammatically independent, and they are usually imagistically distinct as well.

The juxtaposed ideas (of which there should only be two) are "cut" by a line break, punctuation, or simply a space. This poem is by American poet Lee Gurga

*fresh scent—  
the labrador's muzzle  
deeper into snow*

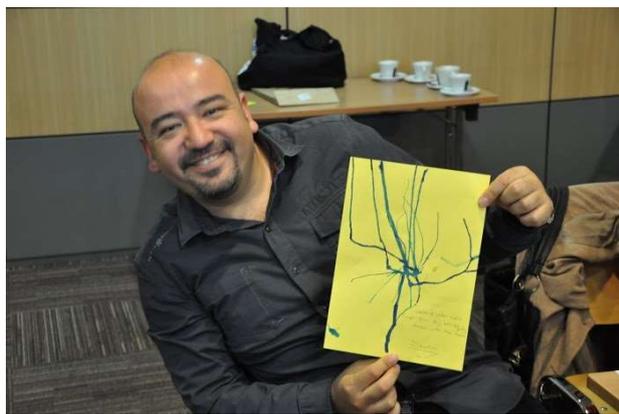
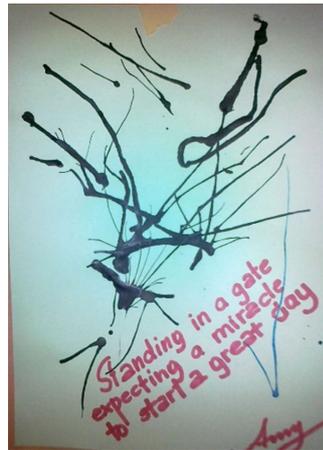
In either case, the idea is to create a leap between the two parts, and to heighten the meaning of the poem by bringing about what has been called an "internal comparison." Creating this two-part structure effectively can be the hardest part of writing a haiku, because it can be very difficult to avoid too obvious a connection between the two parts, yet also avoid too great a distance between them.

**Include a seasonal reference.** A reference to the season or changing of the seasons, referred to in Japanese as *kigo*, is an essential element of haiku. The reference may be obvious, as in using a word like "spring" or "autumn" to indicate the season, or it might be subtler. For example, mentioning wisteria, which flower during the summer, can subtly indicate the season. Note the *kigo* in this poem by Fukuda Chiyo-ni:

*morning glory!  
the well bucket-entangled,  
I ask for water*

### Blowing the image

1. Put three drops of ink on the sheet of paper.
2. Blow the ink using straw and try to steer the drop forming shapes.
3. Write your Haiku at the image.



### Variations

1. You can ask students to write Haiku on certain subject
2. You may make the exhibition of Haiku in the corridor of the school
3. You can organize the Haiku competition

“Mind maps”. Arūnas Bėkšta, Lithuania.

## **Mind mapping**

**Purpose:** A mind map is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping you to better analyze, understand, synthesize, recall and generate new ideas.

### **Resources:**

- Texts on which participants will design Mind maps (about one page)
- Color markers
- Flipchart paper

**Time:** 45 min.

### **Instructions:**

1. Explain the idea and process of designing the Mind maps. You can show Tony Buzan presenting the Mind map by himself on YouTube:  
<https://www.youtube.com/watch?v=MlabrWv25qQ>
2. Divide the group into subgroups of 4-5 participants
3. Give them text for reading and ask to prepare the presentation of the text using Mind map. Text should be plain, without clear structure.
4. Put the mind maps on the wall and ask participants to present their texts using Mind maps.
5. Discuss with participants on applications of mind mapping. (These can be text analysis, making notes, preparing presentation, planning the content of the book, etc.)

### **The Idea of Mind mapping:**

Just as in every great idea, **its power lies in its simplicity.**

In a mind map, as opposed to traditional note taking or a linear text, information is structured in a way that resembles much more closely how your brain works. Since it is an activity that is both analytical and artistic, it engages your brain in a much, much richer way, helping in all its cognitive functions. And, best of all, **it is fun!**

So, how does a mind map look like? Better than explaining is showing you an example.



## Example of designing Mind-map

### Handout. Text for designing Mind map

#### Functional Illiteracy and Literacy Problems in America

<http://www.intellectualtakeout.org/library/education/functional-illiteracy-and-literacy-problems-america>

An American Founder once famously noted that "it is universally admitted that a well-instructed people alone can be permanently a free people." Although we have grown much more economically and technologically advanced since James Madison uttered the preceding words, the same thing cannot be said for the nation's literary abilities. Unfortunately, the high literacy skills of the Founding era, which caused other nations to look on America with amazement and esteem, have gradually disintegrated in recent times: approximately 30 million people in this country have only minimal literacy skills, reading at a fifth grade level or below, and 11 million people are illiterate.

Adults with minimal to no literacy are often referred to as "functionally illiterate." These adults may be able to get by without others knowing about their problem, but more often their handicap lowers business productivity and efficiency, raises health care and education costs, and reduces their overall financial, physical and emotional well-being. Additionally, inadequate literacy constitutes a major aspect of the achievement gap between Black and White students.

What has led to this state of affairs? One factor deemed to have played a role is a change in reading instruction brought about by Progressive educators in the early Twentieth century. According to the traditional approach to teaching reading called "phonics," each word consists of individual units of sound ("phonemes"). Learning how to read thus consists of decoding words based on the sounds symbolized by each letter or combination of letters. By contrast, the method proposed by the Progressives, "Whole Language Instruction," presupposes that children learn reading in the same way as talking. It focuses on memorization of whole words and utilizing context to guess words the child does not recognize. Many schools continue to use this method, despite a preponderance of scientific evidence that phonics is more effective and cheaper.

#### Mind map of the text:



“Hip and nose writing”. Arūnas Bėkšta, Lithuania.

**Objectives:**

- Warming up
- Learning alphabet and words by using the body (kinesthetic learning style)
- Fun

**Resources:**

- Markers
- Flipchart paper

**Time:** 5 min.

**Instructions:**

1. Write letters, which you want participants to learn on the flipchart.
2. Ask participants to “write” the letters with their nose in the air.
3. Write new word and ask participants to “write” it with their hip in the air.

## Participants Sharing

### “Acquaintance card”. Antoniya Messerdhieva, Bulgaria

I use various Interactive methods and exercises in my training groups. Here is an exercise for self-revealing, called “**Acquaintance Card**”. Each participant writes about himself or herself answering a few questions. Write 2 things you do well, write one aim, write your biggest success so far, write 3 words that you want to hear others say about you, write two things you want to do better, write the name of a person who has had the greatest influence in your life. Each participant in the large group shares this information.

- **Tasks**- The ability to speak for themselves, to analyze their own behavior, to learn new information about the other members of the group to be tolerant to other character traits

- **Resources needed.** Each participant receives handout „Acquaintance card”

- **Group size** - from 15 to 20

- **Time** - according to the members of the group from 20 to 30 minutes

### Instructions

1. Each participant receives handout „Acquaintance card” and then fills it.
2. Each participant in the large group shares this information.
3. Trainer summarizes.



## Acquaintance Card

Fill the 6 parts of the circle. If you prefer you can draw your own answers.

---

Write 2 things you do well

Write 2 things you would like to do well

Write your biggest success so far

Write the names of the person who has had the greatest influence on you

Write an aim you want to reach this year

Write 3 words that you want to listen other people to say about you

## "Irish towns and cities". Alice Bannet, Ireland

Date: 7/5/14

Topic: Irish Towns and Cities -Iceberg Literacy Workshop

Time given: Forty five minutes

### Aim:

To introduce learners to words for Irish Cities and Towns

### Objective:

To investigate different effects of word search layouts on literacy learners.

### Learning Outcomes:

Learners will be able to recognise and read names of Irish cities and Towns

Learners will consider the effectiveness of using upper/lowercase fonts and directional settings in Word search layouts

### Teaching Methods and Materials:

Power point

Map

Cards with place names

Hand outs- Word searches

Balloons

### Process:

Icebreaker: Greeting in Irish  
Facilitator will introduce names of cities and towns of Ireland with visual, auditory and kinaesthetic aids. 15 mins  
The words will be spoken by the facilitator and students will repeat the word with emphasis on correct pronunciation. 15 minutes

Facilitator will form groups of four/five students in each group and each group will be given hand outs of two word searches each to complete. Groups will complete 2 different word searches of towns and cities 15 mins  
The first team to complete the task must blow up the balloon and burst it to announce their completion.

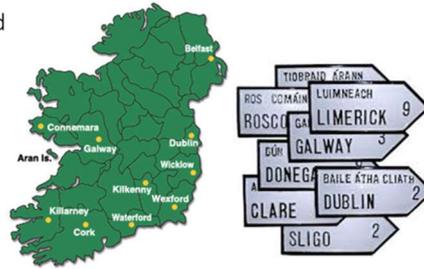
### Reflection:

The session was fun and inclusive. It appeared that all participants were involved. If I were to do this lesson again I would spend as much time as necessary allowing time for practise in the groups. I would also encourage peer correction and try to hear each student say the words. There is also a missed opportunity for the students to practise the R in VARK .Reading and writing the words will help them to deepen and extend their learning .I would definitely extend and adapt this lesson for ongoing implementation.

# Irish Towns and Cities



Ireland



Belfast



Dublin



Wicklow



Wexford



Kilkenny



Waterford



Killarney



Dublin

Kilkenny

Wicklow

Wexford

Galway

Cork

Belfast

Connemara

Waterford

Killarney

Irish Towns and Cities

Alice Bennett

A	A	W	N	W	W	A	K	O	E	Y	N	E	G	B
T	G	U	E	K	I	L	L	A	R	N	E	Y	T	E
E	A	O	D	X	R	A	D	I	N	N	E	K	T	L
R	L	A	E	K	F	B	L	A	I	E	M	I	R	F
I	W	F	N	M	R	O	W	O	L	K	C	I	W	A
W	A	T	E	R	F	O	R	D	B	L	O	F	E	S
K	Y	F	I	N	B	O	C	D	U	I	O	Y	I	T
A	R	A	M	E	N	N	O	C	D	K	K	N	A	N

Waterford

Kilkenny

Killarney

Belfast

Dublin

Cork

Galway

Wexford

Wicklow

Connemara

## “Cooperative Integrated Reading” . Sarmite Vilde, Latvia

### **Tasks:**

- read the given text which is cut into slips of paper and put the text in right order (students can help each other),
  - write the text on a piece of paper and pass to another group.
- The second group will check the result and if it is needed make some changes.
- Finally: the text has been given back to original group, there is the final text evaluation (group work)

### **Presentation:**

1. The text is going to be read in roles (each character can choose different style of reading: e.g.- Fast, slow, timid or shy, loud, silent, etc.)
2. Creative thinking: As text is unfinished, use your imagination and complete the text (complete the direct speech!)

**Resources:** some blank paper, pens or pencils, markers

**Group Size:** number of groups depend on the number of participants and the length of the text, which is used for exercise (in our case, we had 3 groups of 6 participants)

**Time:** ~ 45 min

### **Instructions:**

1. Everyone reads his/her text on a slip of paper (peer support and help for students with poor reading skills)
2. Group work: organize the whole text.
3. Check other group text (you can make changes)
4. Text is given back to group and they prepare it for presentation: (Public reading.)
5. Members of each group take the roles of the personages and group reads its text one by one.
6. Answer the question: Guess the title of book and the author where the text is taken from.

Examples of sentences from the book:

So Pooh pushed and pushed and pushed his way through the hole, and at last he got in.

'You were quite right,' said Rabbit, looking at him all over. 'It is you. Glad to see you.'



Writing the story



Reading (performing) the story

## **“Jumbled sentences”. Tamara Bakalova, Bulgaria**

The main purpose of my method and exercise is to develop students' skills in reading for general comprehension and good listening practice. It also encourages students to try to guess the meaning of unknown words and to work in groups

**Tasks**-To assemble the story of jumbled sentences.

A teacher distributes leaflets with sentences from which students must assemble a story

**Resources needed** – A teacher chooses an appropriate story, writes one by one sentences in the leaflets

**Group size** - from 5 to 10

Time - according to the length of the text and the group from 7 to 10 minutes

### **Instructions**

- A teacher shuffles the leaflets and distributes them to students and tells them to assemble the story

- Students read the sentences and start to discuss and to put them together. At last, one of them reads the whole text.

**Reflection and evaluation** - At the end of the exercise teacher praises the students.

## “Spelling: Introduction”. Michelle Mitchell, Ireland

**Lesson Duration:** Normally 1 Hour

**Number of Students:** 1

### **Objectives for students:**

1. To gain an understanding of the various ways in which people learn to spell
  2. Create a personalized spelling list for student to work on
  3. Discover learners spelling patterns
  4. Gain an awareness of what student strengths and areas of improvement are
  5. Further develop vocabulary, oral and written skills
  6. For student to become aware of verbs, nouns.
- 

### **Materials:**

- Computer
- Worksheets
- Information sheets
- Writing materials
- Dictionary

### **Directions:**

**Step 1:** I will introduce and explain the topic and some different ways in which people learn to spell this will include: visual and auditory skills and information on memory techniques.

**Step 2:** I will ask the student to discuss with me any particular words they are having difficulty with and from here we will begin to create his personalized spelling list.

**Step 3:** To further build upon the list I will ask the student to write me something and from here we can begin to determine a pattern of what words need attention. The student will also be provided with a generic spelling list of the top 50 most misspelled words and asked if they would like to add any to their list.

**Step 4:** To concept of a noun will be introduced and examples supplied as to who it is used in writing. The student will be presented with worksheets to fill nouns in on and a noun crossword puzzle to do.

**Step 5:** Time permitting me will repeat this task with verbs.

**Step 6:** In the final stage of this lesson we will discuss further exercises the student can do to practice their spelling over the coming the week. I will also provide the student with the tools to do this via workbooks and online resources.

### **Assess Students:**

Assessment of students on literary and written skills.

Assessment of students will also be assessed on their level of understanding of the lesson subject.

**Back-up Material** – If the student completes this lesson, I will commence work on pronouns until class ends.

**How will I know that learning has occurred?**

Students will be able to successfully complete activity sheets

Through discussion, interaction I hope to identify if the student understood the various concepts explained in class.

Student will be able to independently complete quiz

Student ask relevant questions

Confirmation from the student

“Synthetic Phonics”. Tuija Osterman, Sweden.

The approach is the Freirean Approach to Adult Literacy Education (Paulo Freire, 1921).

**The task** is to teach to read and write simultaneously by letter/sound correspondences. The Freirean approach of the content of language lessons is based on learners' cultural and personal experiences.

**Resources needed:** Books and authentic material such as pictures, comics, songs, video clips and photographs.

**Group size:** max 15 students

**Time:** one school year/25 hours a week

**Instructions:** Synthetically taught students learn to read and spell at the same time. The technique translates letters into sounds and blends the sounds to form words. The teacher does not pronounce the word but allows the students to work the word out themselves.

**Reflection and evaluation:** The Finnish language suits especially well to this technique because it is always pronounced as written. The Freirean approach motivates the students and gives them the opportunity to incorporate their past into the integration and learning process.

- The evaluation during the studies is supportive and personal both oral and written. At the end of the training the students are evaluated in relation to the aims set for each student. The evaluation comprises: listening and listening comprehension, speaking, reading and reading comprehension, writing, numerical skills. These will all be assessed separately.

**“Role play – Shopping”**. Elve Kask, Estonia.

**Goals** – the students have to learn vocabulary and use it in practical situations in the life.

**Tasks**

1. The students read a dialogue about shopping
2. They get a worksheet, where they must order a dialogue and read it in roles
3. We repeat what says the shop assistant and the customer
4. To divide the students into 2 groups and let them stand up and face each other
5. 1 student moves on the right and asks everyone the question „How can I help you?“ The other student answers: “ I need a goat:“
6. When he has asked everybody the same question he stops and the next one asks the same question moving on the right.
7. When all have asked and answered then we take an other question e.g. „Which color do you like?“, „What size do you have?“and so on.

After that we can extend it and hang different items of clothes or lay them on the table and play shopping.

**Resources** – Worksheets, (clothes)

**Group size** – 6- 10 Students

**Time** – 45 minutes

**Reflection and evaluation** – next time the students must present the dialogue in roles by heart or write it.

**“Study circle”.** Rita Liepinia, Latvia.

In the Study Circle, learners share their knowledge (which can also be implemented through researches at home) and competences through discussion and activities chosen and done together. It is a sort of peer learning during which each participant can learn from what the others have to say (sharing knowledge), experience, and improve other main key competences, such as problem solving, communication, listening, initiative, in addition to learning to learn. The trainer acts as facilitator contributing to focus on the main issue and encouraging the development and the correct use of the key competences.

### **Aims and expected results**

**The Study Circle** gives to everybody the possibilities to participate on an equal base to a training experience, during which the trainees are able to express and experience themselves as problem-solvers, in order to promote the auto-training through sharing experiences, knowledge and competences. Study Circle lets participants to express opinions on a local problem, to socialize with other people and share results.

### **Competences addressed**

- Social-emotional skills.
- Communication/listening skills.
- Initiative.
- Learning to learn competence.
- Problem Solving.

### **Time for method implementation**

The balance between the group’s stages depend on the size of group and on the topics or tasks but might typically involve:

- 5 minutes: working individually
- 10 minutes: sharing and discussing in pairs
- 20 minutes: comparing and debating in groups of four or more
- 15 minutes: pooling and gaining an overview in a plenary.

### **Instructions**

The trainer can decide to use the Study Circle interchanging it with frontal lessons or other methods.

**First step** is to have the proper classroom context: learners and trainer should be positioned in circle; everybody has the same “position” (a person with a doctorate has no more status than a person with a high school diploma. Value is placed not on having mastered someone else’s ideas, but on generating and communicating ideas of one’s own) and the atmosphere should be relaxing and familiar.

**Second step** is to assign a task to the learners (for example if the training subject is art, the task could be “knowledge/information on Michelangelo”): the trainer will invite learners to share their present knowledge about that topic and then to decide how to get more info. The trainer will act as facilitator during this decision-making phase.

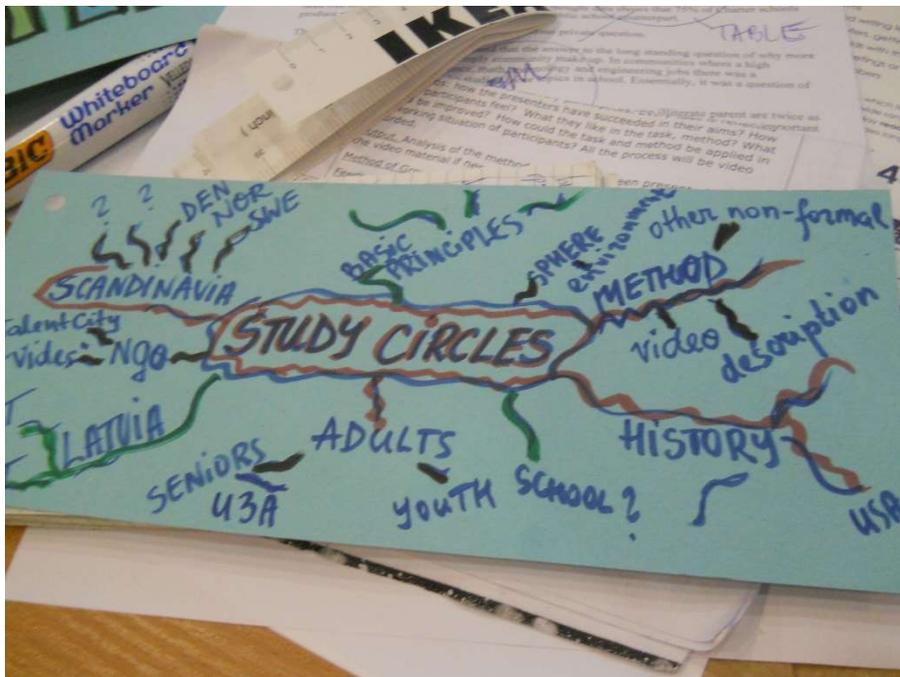
**Third step** is to put together info to build the common and shared knowledge on the topic. Only at this point the trainer, if expert of the subject, can add info and knowledge.

**Fourth step** for the trainer is to evaluate the learning achievement (through test or other means).

**Final step** for the trainer is to underline the competences that each learner displayed, promoting the reflection on the acquisition of new knowledge and of life skills used (including learning to learn).

### Materials needed to perform the method

Considering that the method is based on the open discussion among the students, it doesn't require particular material, apart from a nice learning setting. PCs for desk research may be suggested.



## Outdoors learning

“Baroque Literature Genres – Epitaph”. Jolanta Labuckaitė, Lithuania

### Objectives:

- Students will know that it is a distinct literary genre
- They will recognize this genre in cultural environments (e.g., in the cemetery)
- They will be able to write an epitaph themselves

### Instructions:

1. Brief history of *Rasos* cemetery – why *Rasos*?
2. What does epitaph mean (epitaph as a gravestone record)? Why epitaph?
  - a) Baroque distinctive genre, in Lithuania - classical literary genre (beginning of 19th c.)
  - b) Latin, Polish (19 c.) and Lithuanian epitaphs (20 c.) in *Rasos* cemetery.
  - c) What do epitaphs reflect?

They are:

- Inscriptions that pay tribute to the deceased.
- Panegyric or satire (classical literature).
- Quotes from *the Bible* (*Memento mori* – *Remember that you will die*).
- Achievements of the deceased written down (e.g. of politicians, public figures).
- Some of famous poets used to write epitaphs, often for themselves.

3. Presentation of some gravestones with epitaphs:

- a) J. Basanavičius.
- b) V. M. Putinas.
- c) K. Boruta.



## “Understanding Signage and Directions”. Piano Group

**Lesson Duration:** 1-hour field work and 1-hour class work

**Target group:** Basic Literacy Learners

**Number of Students:** 9

### **Objectives for students:**

1. To gain an understanding of various street signs around Vilnius
2. To interpret how to follow them correctly
3. Discover the impact signs can have on a person’s literacy levels
4. Gain a better awareness of how to manage getting around the city successfully
5. To use improves ones use of maps and following directions
6. Further develop on oral, written and reading skills
7. To effectively work as part of a group
8. Develop IT skills

### **Materials:**

- PowerPoint including visual aids
- Camera
- Map of the City
- Writing materials

### **Instructions**

**Step 1:** I will explain to the class what the objectives are

**Step 2:** I will introduce streets around Vilnius that students will relate to and use

**Step 3:** Students will be given a task to complete: They will break into three groups of three students. They will be given a map. Each group will have to find various places around city using the maps.

**Step 4:** When students arrive at their destination the need to take a picture. They need to learn how to pronounce the names of the streets. Students must also take pictures of any other important signage they see in the area and interpret what they mean.

**Step 5:** When students arrive back into class, the present their findings to the other groups and give directions to the other groups to the destinations they have visited. They also present the pictures so students can learn visually.

### **Assess Students:**

Assess students on literary and oral skills.

Assess students on their level of understanding of the lesson subject.

Assess students on group participation

Assess students on the quality of the presentation

## How will I know that learning has occurred?

Students will be able successfully take part in a group work

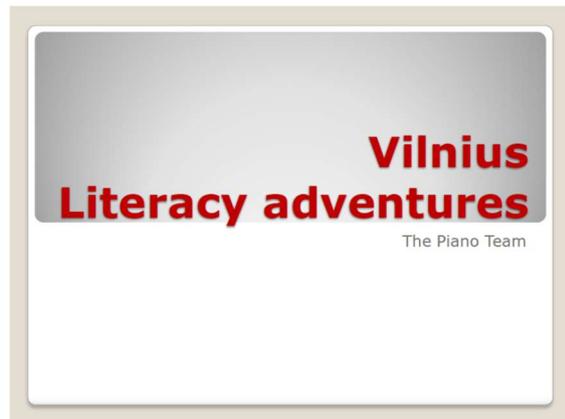
Through discussion, interaction I hope to identify if the students understood the various objectives expected of them.

Students find their destinations and complete the tasks distributed to them.

Students will be able independently complete any individual work expected from them.

Students ask relevant questions

Confirmation from the students





**Got into politics**



**Learned to sing**



**Learned to DANCE !**



**Beautiful town**

“Word Treasure Hunting”. Ukulele group.

### Objectives/purposes

- To introduce students to basic words in a foreign language
- To encourage students to gain a feeling for the language
- To familiarize students to the local context of words

### Resources

- Street map
- Prepared word cards
- Slide show with photographs

**Duration:** 90 min.

### Instructions:

- Form groups of 4/5 students
- Show photo and show words on cards to compare
- Show map and highlight specific areas
- Give groups a set of word cards and map each
- Go to find words in assigned place
- Find the person to READ the word aloud to them to LISTEN
- The groups return to school
- Teacher selects individual to read back to class

### Variations and Developments

- Suggestion to have a person at each location to sign at each checkpoint
- Large map for students to stick words on to location – reinforce learning
- Memory game
- Word search
- Find words in a town guide and mark the locations
- Further work for higher levels can include:
  - Functions of locations
  - Associated vocabulary of locations
  - Jobs associated with locations





## Closing activity

“Peer-to peer consultation”. Arūnė Taunytė, Lithuania.

### Objectives:

- To clarify the issues which still are unclear after the workshop.
- To find out the possible solutions of difficulties one faces in the professional practice by “employing” the experiential recourses within the group.

**Duration:** 30-45 min.

### Instructions:

1. Divide the group into small groups of three participants
2. Individually reflect the program and find the topics, which remain unclear.
3. Consult with other persons in small groups:
  - 1) One person is speaking, other two are listening, but not speaking (up to 5 min)
  - 2) Person, who has spoken is silent now and listening, while other two are discussing (up to 5 min.)
  - 3) All three together are talking about the issue (up to 5 min.)
  - 4) Each person in the group presents his question and gets the colleague consultations using the same structure. It takes up to 15 minutes for a person

Questions for reflection after the peer-to-peer consultation:

- Was it useful to consult the colleagues this way?
- What was easy, what was difficult?
- What problems you cleared up?

This method is very apply-able while working with ideas or planning the activities. Participants get advices based on practical experience of colleagues.

