



# IDEA BANK FOR TEACHERS

2017

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# MODULE 1 „FOLK COSTUMES AND MATERIAL CULTURE“

**ELEMENTARY SCHOOL:**

**DONJI KRALJEVEC**

**Čakovečka 7**

**Croatia**

**Lesson unit : Balance and rhythm of the surfaces**

**The teacher of art and drawing: Gabrijele Binder**

**Class : 7th grade**

**Motiv : Logo**

**Teaching methods : analysing, variation, combination accessories: scissors, glue, collage paper**

**Lesson articulation : introduction - 10 min**

**Individual pupils work - 70 min**

**Evaluation - 10 min**

## **Motivation - conversation**

First of all we look through our reproductions in our books and analyse them, then we talk about signs on the streets like the ones over the shop windows and entrances to the shops, signs in sport etc.

We read a few words from the book, and then the pupils imagine their new occupation in the future for logo they want to draw the sign on their own, or they would make their own logo for their future company. Then we think of Erasmus project, what is all about, and what figures and forms our Erasmus project can represent, some human figures doing something or this project can represent our togetherness with other 6 countries partners.

Pupils can draw with pencils, at the beginning they can sketch but finally the work of art must be done in clean forms from the collage paper.

**Evaluation** - when they are finished they bring their works of art - stick them to the blackboard and we all comment every one of their works of art - we choose the best.

**ISTITUTO COMPRENSIVO L. BASSI- S. CATALANO,  
Via Marinella, 2 - 91100 Trapani  
Folk Dictionary-Lesson Plan**

**Spain**

The aim of this activity is to enrich the students' vocabulary making them learn new words related to the folk world.

The English teachers make a list of words which can be useful for the Erasmus Plus activities, type them on a sheet of paper with the Italian meaning in scrambled order and make copies for the students.

A copy is given to each learner and the teacher says they have to match the English words to the Italian ones. Then the teacher using the interactive whiteboard shows English sentences with the new words in context so that students can better understand the meaning and match the pairings. At the end the teacher check their answers, correct them when it is necessary and make the students repeat the words chorally and individually to learn the right pronunciation. At home they will have to copy the words twice or three times and learn them.

About a week later the teacher gave them a photocopy with the words in Italian and told them to complete with the English words.

The students did the task well since almost all the learner successfully completed the list.

**VILNIAUS R. RAKONIŲ PAGRINDINĖ MOKYKLA**

**E.Venckovičiaus 9, Rakonys,  
Vilniaus r. LT 13244**

**LITHUANIAN LESSON PLAN**

**Class:** 6

**Duration:** 45 minutes

**Topic:** Lithuanian Folk Costumes

**Aim:** Getting familiar with traditional folk costumes from the ethnic regions of Lithuania

**Objectives:**

Students will present the regions of Lithuania using a map of Lithuania.

Students will compare traditional folk costumes from the ethnic regions of Lithuania.

Students will draw one of the Lithuanian folk costumes.

**Methods:** conversation, presentation, comparative analysis, watching and commenting the educational program "Lithuanian traditional costume", individual work

**Materials:** presentation "Regions of Lithuania", educational program "Lithuanian traditional costume", map of Lithuania, the Internet, students' drawings

**Procedure:**

Procedure and time	Teacher's activities	Students' activities
Introducing the lesson topic, aim and objectives (5 min.)	The teacher will explain the activities and evaluation of the work.	
Introducing the presentation "Regions of Lithuania" (15 min.)	Comments.	Students will present the regions of Lithuania, show them on the map and speak about their differences.
Watching the educational program "Lithuanian traditional costume" (15 min.)	Comments.	Students will compare traditional folk costumes from different regions of Lithuania.
The main costume ornaments (5 min.)	The teacher and students will discuss the details of the costume and ornaments.	Students will colour the ornaments of the costume.
Assessment and reflection (4 min.)		Students will share impressions and evaluate the work.
Giving homework (1 min.)	Comments.	Draw a folk costume.

**Visual material**



Traditional folk costumes from the ethnic regions of Lithuania (from left to

right):

1. Mažoji Lietuva (Lithuania Minor)
2. Suvalkija
3. Dzūkija
4. Aukštaitija
5. Žemaitija

**IES LICINIO DE LA FUENTE  
URBANO PINEDA  
ES61 - Andalucía  
Spain**

**Lesson plan: BARBIES**

**OBJECTIVES:**

Not only to know the traditional costumes of our country, especially Andalucía, but also the kind of dresses of our partner's countries.

**CONTENTS:**

- To know about our culture and history in order to know the use of this kind of dress.
- To know about our partner's culture and history in order to know the use of this kind of dress.

**TIMING:**

Several sessions

**ACTIVITIES:**

- To know about our culture and history in order to know the use of this kind of dress.
- To know about our partner's culture and history in order to know the use of this kind of dress.
- Visit an exposition of barbies (kind of dresses through history and areas)
- Study of the kind of dresses of every country
- Sketches about any of the dresses.
- Making dresses
- Exposition of the barbies
- Mobile game

# SZKOŁA PODSTAWOWA NR 110

## Zamknięta 3

### PL11 - Łódzkie

#### Poland

#### LESSON PLAN FOR CLASS VI

Art teacher Monika Pośtajko

Topic: Folk culture and its creators in our region

#### 1. The main goals of the lesson

- Getting familiar with folk creativity of our region.
- Getting familiar with information about folk creators.
- Watching products, folk art products which are folk culture exhibits.
- Gaining information about materials and tools using by former village artists.
- An attempted evaluation of spatial forms - (straw spiders, tissue paper flowers, straw flowers) and flat forms - (paper cut-outs, straw torn papers) in the aspect of used art means and position held.
- Search for the motivations to practical operation, inspired by folk culture.
- Discover new fascination and art experience.
- Fostering respect for our ancestors creativity and promoting the regional issue.

Operational objectives:

Category A: Knowledge remembering.

pupil:

- Says the main field of folk culture.
- Gives examples of artifacts making in different occasions.
- Gives the names of well known folk creators in his town, municipality.

Category B: Knowledge understanding.

pupil:

- Identifies and defines the main art techniques.
- Says ceremonies and customs related to ornamentation and creation of typical village craft.

Category C: Knowledge application of typical situations.

pupil:

- Seeks and applies information about folk art in available sources.
- Supplements the work cards correctly.

Category D: Knowledge application in problem situations.

pupil:

- Can describe old customs and ceremonies.
- Characterizes possible products of artifacts and used materials.
- Creatively comments given topic related to folk culture.
- Acquires an inspiration and reflection to own art activities.

Operational objectives implemented with emotional goals:

- Identifies meaning and value of folk art.
- Deepens aesthetic sensitivity.
- Develops regional interests.

Acquired abilities during the lesson:

- Getting to know with forms of folk art and creators in own region.

- Knowing examples of ancient folk customs.
- Acquiring information about used materials and tools using by family creators
- Developing respect for creativity of our ancestors.

## 2. Form and method of work

Form of work: collective, group, individual.

Methods: problem (pupils use sources, collect documentation and develop it), folk art exhibitions, work with information sources.

## 3. Didactic aids

Fryś-Pietraszowa E., Kunczyńska-Iracka A., Prokopek M., publication Arkady, Warsaw 1988

Hryń-Kuśmierk R., Śliwa Z., Encyclopedia of Polish traditions and Polish Christmas, Easter customs, Podsiedlik-Raniowski and Company, Poznań 2000.

## 4. The course of the lesson

### a. Preparatory phase

During the lesson I want pupils to know forms of folk art and its creators in our region - group work. Through analysis and watching ancient products of our family creators, pupils learn about creative materials and form of artifacts, typical in this region. Pupils get to know with the ways of preparing, how they worked and when they arose. The aim of my activities is to stimulate curiosity and folk interests, seek new ideas of own creativity inspired by folk art and continuity of tradition.

Watching exhibits. Work time - 10 minutes.

- Get to know with folk collection taken from home
- Pupils visit exhibition freely
- I explain unusual names of forgotten everyday objects, elements of costumes,  
documents.
- Sharing names of products' sections
- I draw pupils' attention to handicraft of folk creator

Getting familiar with lesson topic and job specification.

#### b. The complementation

The class subdivision into groups. Work time - 5 minutes.

- Divide into 5 groups.
- Each group gets one exhibit to analysis: (straw spiders, straw baskets and other  
materials, paper cut-outs, tissue paper flowers, straw torn papers).
- The task of each group is to define material, technique, way of performance  
and  
reason why this handicraft was made.
- Pupils write their discoveries in work sheet, giving names and description  
under  
code.

The work rapport of task forces. Work time - 5 minutes.

- Explaining and discussing.
- Reading work effects of task forces.

(In description of particular artifact exhibits, the most often mentioned materials were: straw, tissue paper, colour paper).

- Commonly improving the names of art techniques and forms:
  1. Spider - spatial form,
  2. Baskets - spatial form,
  3. Paper cut-outs - flat form, plant ornament,
  4. Tissue paper flowers - spatial form,
  5. Torn papers - flat form, open composition, any subject - village life.

Ask the problem question: Is a straw an artistic means? Work time - 10 minutes.

- The pupils' task is to remind known techniques and art means, known during art lessons.

- Remembering information about used means of artistic expressions (dash, stain, spot).

- The orientation of pupils' consideration to group handicrafts into flat and spatial.

During creation of flat forms arises:

- drawing - using dash and drawing tools,
- painting - created by spot, using water and oil paints,
- collage - using different materials, newspapers, coloured paper, textiles.

During creation of spatial form arises:

- wooden sculpture, clay, stone,
- bas-relief, relief of wood, stone, moulded fibre,
- mobile - big spatial compositions with different materials (metal, glass, wood),
  - such as the Eiffel Tower (in metal),
- asking the problem question again: Is a straw an artistic means?

After watching straw products pupils find that straw can be a material to create collage - torn paper, meaning the spatial composition, as well as spatial composition

such as mobile but in smaller size.

Work with folk culture encyclopaedias. Work time - 10 minutes.

- Pupils search for known handicraft and try to answer , when artefacts was created,

then they complete work sheets.

- The most frequent opportunity to create straw spiders decorated with tissue paper

flowers was Christmas. Enormous crystalline spiders or wreaths were hung on cottage ceiling and they protected people from any evil. Moreover they were supposed to bring happiness and wealth during the following year.

- During Easter, after big cleaning, houses were decorated with potted flowers

(straw baskets), borders were painted on the walls, paintings or cut-outs were

affixed. Straw spiders, egg shells, coloured papers and feathers were hung under ceiling. Inside and outside sand patterns were dumped.

c. The recapitulative phase.

Assessment of folk art artistic value. Work time - 5 minutes.

- Pupils are provoked to discussion about folk art.

Homework - Write biographical note about Władysława Gruzińska - folk creator

**AGRUPAMENTO DE ESCOLAS IRMÃOS PASSOS  
ESCOLA BÁSICA DE CUSTÓIAS | 6ºH**

**Portugal**

**School Year 2015/2016**

**Handicrafts Lesson**

## Unit Work: Heritage

Lesson Plan no. 17,18

Length of Time: 50+50 minutes

**Summary:** Continue the work about folk heritage. Modelling sardines and Barcelos roosters.

### Context:

The purpose of this class is to allow students to get acquainted with elements representative of the Portuguese folk heritage and experiment with the ceramic paste modelling technique. Students will explore the creation of fish (sardines) and develop ways of representing form, dimension and relationship between bi-dimensional and tri-dimensional forms.

Areas of Experimentation	
Design. Construction	
Objectives	Content
<p><b>REPRESENTATION:</b> 6 - Master bi-dimensional representation. 6.1 - Develop methods of representing form, dimension and position of objects 6.2 - Interpret and code the basic properties of the visual world through elements of bi-dimensional representation.</p> <p><b>PROJECT:</b> 12- Master coordinated and interrelated activities to achieve an objective. 12.1 Develop ways to look for new ideas and answers to problems, aiming at identifying and defining alternatives.</p>	<p><b>MATERIALS:</b> Understand procedures and methodologies</p> <p><b>FORM:</b> Elements of form (relationship between the parts and the whole and amongst themselves - proportions)</p>
Atividades / Estratégias	

- Issue of materials to students
- Summary of the previous class in conjunction with the students.
- Reminder of the objective of the work and its rules
- Issue students with the information sheet about clay
- Show a PowerPoint presentation about the theme
- Supervise the students' work
- Individual modelling of a sardine in ceramic paste
- Conversation with the students about the experience
- Collect the students materials in the respective folders
- Clean the room
- Review of the work accomplished.

Materials	Resources
Ceramic paste Utensils for modelling	Computer Projector Information sheet

#### Avaliação

Recording in the board diary: direct observation, attitudes and values demonstrated

Evaluation of the works (qualitative).

Exchange of ideas about the work undertaken.

Teacher: Mariana Lourenço

**50.YIL GENERAL REFET BELE ORTAOKULU**  
**Esentepe Mahallesi Pamuk Sokak No:1 KARTAL**  
**TR100 - İstanbul**  
**Turkey**

#### DAILY PLAN

SCHOOL: 50.YILGENERAL REFET BELE SECONDARY SCHOOL  
 CLASS: 7A-B-C

LESSON: ENGLISH

TIME: 40'

TECHNIQUES: LISTENING, SPEAKING, QUESTION, ANSWER, REPETITION, NARRATION.

MATERIALS: Student's books, workbooks, dictionary, smart board, flash cards, pictures

SOURCES: Teacher's grammar books.

AIMS: Be able to take pleasure from learning English as the second language.

Be able to use simple sentences

Be able to ask questions.

Be able to write, read, the sentences and use traditional clothes

Be able to understand "name of traditional clothes"

BEHAVIOURS: To take pleasure from learning English.

To use simple sentences according to the level.

To use, write, say, read the sentences.

To understand the usage of. ' (be) am, is, are

To learn the names of clothes in different countries

SUBJECT: Asking and answering the question- 'What is traditional Turkish/ Polish /Portugal /Spanish /Croatian /Lithuanian /Italian traditinal costume like?

TO ANALYSE: What is traditional .....costume like?

**WORK: What is traditional Turkish folk costume like?**

One of the typical features of Turkish clothing is the usage of many layers. Very often people wear trousers, a long robe and a jacket on top. Women usually wear several scarves or kerchiefs of different colors. Flamboyance is another typical thing for Turkey. The traditional attire is always colorful, bright and striking.

**What is traditional Polish folk costume like?**

Traditional Polish folk costumes vary by region but are typically brightly colored and decorated with embroidery. Poland's folk costumes are sometimes still worn for special occasions, like weddings, or in the most rural parts of Poland by members of the older generations. Traditional dress in Poland varies by region. Headdresses range from hats to wreathes of flowers, fabric colors vary greatly, and aprons, vests, and ribbons are used depending upon the origin of the costume.

**What is traditional Portuguese folk costume like?**

It typically consists of bouffant long skirts for women and shortened leggings, waist coats and sombreros for men. Known as saia, women's skirts display vibrant checkered or striped patterns, most often in red and white, and the outfit is

completed with a kerchief to cover the hair.

TO EVALUATE: I will tell to my students to work individually. They have to find the missing letters in the words.

HOMEWORK: Do the exercises in their workbook and get them to find some more pictures about the folk costumes or get them to draw the pictures of them and bring them to the class to share with their classmates.

\* Get the students to make a search about these countries' folk costumes.

**What is traditional Italian folk costume like?**

**What is traditional Croatian folk costume like?**

**What is traditional Lithuanian folk costume like?**

**What is traditional Spanish folk costume like?**

Teacher of English  
Aynur ATEŞ AYDIN

## **MODULE 2 "FOLK MUSIC"**

**ELEMENTARY SCHOOL:  
DONJI KRALJEVEC**

**Croatia**

School year: 2016/17

**Teacher:** Krunoslav Lajtman

7th grade

Date: 14th October

**TEACHING UNIT:** Traditional instruments of Medimurje

Unit 6

**TEACHING TOPICS:** Traditional instruments of Medimurje

**TEACHING AREAS:** Listening

**TEACHING CONTENT:** 'Jagica was bragging', 'Give me the eyes of the hawks', kinds of tambourine, the cymbal

**KEY POINTS:** Tamburitza choir, traditional music, kinds of tamburitza, cimbal

**LEARNING GOALS:** Cognitive (Educational Teaching Tasks: Knowledge):

- Identify and name the tamburitza and cimbal, visual and hearing perception of the instruments
- Functional Teaching Tasks: Skills
- Creating a Power Point Presentation
- listening examples for each instrument
- educational teaching tasks: attitudes, behaviors
- cooperate in collective music
- express his or her opinion.

**TEACHING TYPES:** Frontal and group work

**TEACHING METHODS:** demonstration, discussion, work with text, group work

**TEACHING STRATEGIES:** collaborative and experiential teaching.

## **TEACHING ARTICULATION**

1. activity

singing

'Jagica was bragging', Medimurje

Students learn the song 'Jagica was bragging' by listening.

2nd activity

listening

Jagica was bragging, Medimurje, Give me the eyes of the hawks

First listening: During listening the students determine the performers.

Second listening: The students observe the description of a tambouritza band and cimbal instrument

3rd activity

## Creating a Power Point Presentation

The students are divided into three groups. The group finds the picture of the instrument, the second group finds listening examples, and the third one writes the text. Finally we add the materials to the joint presentation.

### 4th activity

In the last part of the class we look at the presentation and sung the learned song 'Jagica was bragging'.

## **ISTITUTO COMPRENSIVO L. BASSI- S. CATALANO, Italy**

### **LESSON PLAN : MODULE 2**

A music lesson

The aim of this activity is to know our traditional culture through the knowledge of old traditional songs.

The coordinator / tutor for this activity is Mrs. Vita Magaddino :one of the school Music teacher .

One of the Project activities ( A8) is: to learn local songs and folk melodies using musical instruments and then recording a CD .

First of all, it's necessary to find out some typical Sicilian songs.

Techniques and materials used: Students can ask information about old traditional songs to their parents or grandparents, or they can try to find them on the website .

So the main method used is that of Research, repetition, individual and coral learning. .

Mrs Magaddino is involving in this project different students of different classes that are in the school choir and that would like, in a second moment, to record these songs in a MP3 player format.

Some of the students belongs to Musical section of the school and they can play the musical instruments necessary for the songs .

The students , after a research , choose two typical Sicilian songs, known by their parents and grandparents: "Ciuri Ciuri" and "Vitti na Crozza". They talk about love, life but also death.

Now , after the choice of the songs , it's time to train and sing them and at last to record them , with the help of another teacher M. Calvaruso . They have to use several musical instruments : guitar , keyboard and accordion.

Evaluation: The result is excellent: All of them, also the teachers , are having fun . The students are very proud to know and sing these two songs that belongs to the past but join together past and present.

# VILNIAUS R. RAKONIŲ PAGRINDINĖ MOKYKLA

Lithuania

## MUSIC LESSON PLAN

**Class:** 10

**Duration:** 45 minutes

**Topic:** THE INFLUENCE OF THE ENLIGHTENMENT IDEAS ON THE FOLK ART OF DZŪKIJA REGION

### **Aims:**

- to know the music of the Classical era as a cultural phenomenon;
- to develop communication skills;
- to learn to listen carefully to music performed by others and analyse it;
- to meet the educational needs of the students in musical development and self-expression;
- to monitor changes in learning and musical development

### **Objectives:**

- to identify the specific features for the given music style;
- to explain the influence of the aesthetic ideals of the historical period on composers' creative works;
- to perform, use the acquired knowledge during school events;
- to understand the importance of melody;
- to understand the importance of folk and professional art development of the region

### **Methods:**

- working with sources of information;
- concert;
- discussion

### **Materials:**

- sound recordings;
- video;
- the Internet;
- skudučiai (Lithuanian folk instrument)

### **Literature:**

1. E. Balčytis. Muzikos vadovėlis 9 kl.
2. D.B. Bindokienė. Lietuvių papročiai ir tradicijos;
3. T.Siitan. "Vakarų šalių muzikos istorija";
4. V. Gerulaitis. Muzikos stilių raida;
5. The Internet.

Procedure:

Procedure and time	Teacher's activities	Students' activities
Music listening (10 min.)	The teacher will briefly present the music the students are going to listen to.	Students will listen to Ludwig Van Beethoven 9th <i>Symphony</i> . "Finale". <i>Folk songs of the Dzūkija region: "Žaliasis sodelis" and "Atvažiavo Piršlys"</i> .
<i>Topic of the lesson (10 min.)</i>	The teacher will introduce the lesson topic "The influence of the Enlightenment ideas on the folk art of Dzūkija region".	Students will follow the information given out by the teacher, underline the answers.
Singing (7 min.)	The teacher will play two melodies of the 18 - 19th centuries.	Students will learn the songs of the Classical Period.
Concert (7 min.)	The teacher will play the melodies, which the students have already learnt, on the piano.	Students will listen to the music, analyse and evaluate it. They will accompany on the skudučiai (Lithuanian folk instrument).
Discussion (8 min.)	Summary of the topic.	Students are actively involved in the discussion,

		answer and ask questions.
Evaluation (2 min.)	The teacher assesses the students who have been active in the lesson.	

**IES LICINIO DE LA FUENTE  
URBANO PINEDA  
Spain**

**LEARNING HOW TO PLAY THE MALAGUEÑA**

**OBJECTIVES:**

Knowing our musical roots through Folklorical Music of our area, especially how to play, sing and dance la malagueña "Cuando salí de Marbella".

**CONTENTS:**

- La Malagueña: style, structure y lyrics
- 🌐 Cuando salí de Marbella:
  - Melody
  - Chords
  - Lyrics
  - Dance

**TIMING:**

One sesion

**ACTIVITIES:**

- Explicative video about different types of Malagueñas.
- Projection of the Malagueña we are going to work: "Cuando salí de Marbella"
- To study the melody and the chorus of the song.
- Performance with recorder.
- Performance with keyboard.
- Performance with percussion instruments.
- To study the chords of the song's chorus.

- Performance with the guitar.
- Performance with the piano.
- To study the lyrics.
- Singing the song with the teacher's guitar together.
- First steps of the Malagueña's dance.

Reflection:

Students have to be aware of the importance of maintaining our cultural roots alive.

## **PRIMARY SCHOOL NR 110**

### **Poland**

#### **LESSON PLAN FOR CLASS VI**

Monika Postajko

music teacher

Topic: Folk music - Polish Musical Folklore

The main goals:

Knowledge - pupil:

- defines the name folklore, ethnography, open-air museum, folk band, folk dialect,
- characterizes achievement of Oskar Kolberg.

Abilities - pupil:

- says the names of national dances,
- defines their characteristics rhythms and features,
- hearing, distinguishes simple tunes and particular national dances,
- sings folk song.

Attitudes - pupil:

- will be proud of national cultural material and believe in the need to maintain and sharing  
folk tradition from generation to generation,
- will experience listened music.

Methods: problem, practical operation, demonstration

Work methods: individual, teamwork

Didactic aids: mp3 with folk dances (a collection of tiles for class VI), mp4 with folk dances, folk instruments.

## I. Introduction - organisational and order procedures.

1. Musical riddle - teacher reads a fragment of the book "Recorded in the memory" publishing Didasko:

"People are said to be like bushes or birds. Bushes are these, who are connected with ground and farm. Field, ground, ancestral home, owning by the same family through the generations, are the most important things for farmer. That's why bushes, because they are ingrained in ground. Birds are these, who, because of regional history, job tradition, treat ground as very important welfare but not the most important. The sandy, mid-forest Kurpiowskie farm required additional work of bee-keeping in the forest, timber floating to Gdańsk, seeking ambers. Mountain farmers have sown oats - but young shepherds went to fields for half a year in order to graze their sheep and help the old shepherds. And they are birds."

2. Listening to musical fragment of Mazowsze band "My little quail has flown".

3. General outline of folk expressions.

4. Describing Oskar Kolberg.

### The implementation

## II. Giving the aim of lesson and writing it in the notebook - Folk music - Polish Musical Folklore.

1. Explaining definitions by means of multimedia presentation: folklore, ethnography, region,

Kozła region, open-air museum, folk band, dialect, Polish folk dances, folk instruments.

2. Listening to fragments of national dances, performing by folk and orchestral band:

a) pupils point differences and similarities,

b) teacher says about folk dance.

3. Common discussion after listening to given dance.

a) rhythm - listening to folk melodies played on folk instruments

b) tempo

c) dance origin

d) the basic steps and figures

4. Join learning of folk song "My little quail has flown" with simple rhythmical scheme.

## III. Summarising the lesson.

Summarising the knowledge using exercises and reminding the aim of the lesson.

## **AGRUPAMENTO DE ESCOLAS IRMÃOS PASSOS ESCOLA BÁSICA DE CUSTOIAS**

**MUSIC EDUCATION: LESSON PLAN - Class 6th grade**

**SUMMARY:**

Portuguese Folk Music and Instruments

**CONTENTS:**

**TIMBRE** : Portuguese Folk Instruments (aerophones; chordophones; membranophones; idiophones)

**RHYTHM:** Mono and polyrhythm

**MELODY** - Mono and polyphony

**OBJECTIVES:**

Students will see and hear the traditional Portuguese instruments.

Students will know the family of the traditional Portuguese instruments.

Students will understand the different aspects of traditional Portuguese music (mono and polyrhythmic; mono and polyphony) related to the region

Students will visually and additively identify the traditional instruments and their family.

Students will identify aspects of traditional Portuguese music.

**MATERIALS:**

Map of Portugal with the traditional instruments

Images (instruments and traditional music groups) (PowerPoint presentation)

Films (excerpts) with traditional songs, dances and instruments

**PROCEDURE:**

1. Teacher will present a map of Portugal with the traditional instruments.
2. Teacher will give a PowerPoint presentation of traditional instruments and folk music. At the same time she will tell about some characteristics from the most typical instruments ( cavaquinho; different types of guitars; adufe, trancanholas, bilha com abano, among others)
3. Teacher will show some films about certain instruments and traditional music from different regions: north, south, inland and coast. Teacher will tell about different aspects of music related to rhythm and melody.
4. Auditory and visual test: identify instruments and music characteristics;
5. Ask students to describe the Portuguese music and instruments, using musical terms.

## INDICATORS OF SUCCESS:

- Students visually and additively identified Portuguese traditional instruments.
- Students additively identified characteristics of traditional Portuguese music
- Students used musical terms correctly to describe the different aspects of Portuguese traditional instruments.
- Students used musical terms correctly to describe the different aspects of Portuguese traditional music.

## AGRUPAMENTO DE ESCOLAS IRMÃOS PASSOS ESCOLA BÁSICA DE CUSTOIAS

MUSIC EDUCATION: LESSON PLAN - Class 6th Grade

SUMMARY: Portuguese folk and dance music: "Malhão, Malhão"

### CONTENTS:

- RHYTHM: Ostinato; monorhythmy .
- MELODY: Melody with chord accompaniment

### OBJECTIVES:

- Students will accompany with non-pitched percussion instruments (reco-reco; triangle; tambourine, bass drum) using correct rhythm (ostinato);
- Students will perform song using correct posture, singing voice, and rhythm;
- Student will play song with the accordion (melody with chord accompaniment)
- Students will perform the dance;

### MATERIALS:

- Copies of "Malhão, Malhão"
- Non-pitched instruments: triangle, tambourine, reco-reco;
- Pitched instrument: accordion (private instrument from a student that performs in an cultural association)

### PROCEDURE:

1. Tell students about this Portuguese folk song and circle dance in a 2 /4 time. Traditional from the region of Minho and Douro Litoral (Porto) is known as "*old malhão*", "*malhão from minho*" or just "*malhão*". It is a country dance that was danced in the villages and later passed to the city, changing of choreography: from dance in line to circle dance. The meaning of "*malhão*" is probably related with an agricultural instrument.
2. Sing "Malhão, Malhão" to students.
3. Have students sing while the teacher will play the ostinato in the end of each phrase.



4. Tell students to sing and to beat the rhythm with their hands as the teacher did.
5. The student with the accordion will play the melody with chord accompaniment, while the class will sing the song and beat the ostinato.
6. Teach the coreography.

Distribute the non-pitched instruments to half-class (group A) to perform the rhythm (ostinato in monorhythmy) while the other half (group B) sing and dance, and the student with the accordion plays instruments, using correct technique and rhythm.

Students sing the song using correct posture, correct rhythms, and accurate pitches.

7. the melody with chord accompaniment.
8. Switch the groups.
9. Ask students to describe the dance/song using musical terms.

#### **INDICATORS OF SUCCESS:**

Students perform accompaniment to the song on non-pitched percussion

Students perform the dance with the right movements and pulse.

Students used musical terms correctly to describe the dance.

## **50.YIL GENERAL REFET BELE ORTAOKULU**

### **Turkey**

#### **DAILY PLAN**

SCHOOL: 50.YILGENERAL REFET BELE SECONDARY SCHOOL

CLASS: 8 A-B

LESSON: ENGLISH

TIME: 40'

TECHNIQUES: LISTENING, SPEAKING, QUESTION, ANSWER, REPETITION, NARRATION.

MATERIALS: Student's books,workbooks, dictionary, smart board, flash cards, pictures

SOURCES: Teacher's grammar books.

**AIMS:**

- Be able to take pleasure from learning English as the second language.
- Be able to use simple sentences
- Be able to ask questions.
- Be able to write, read, the sentences and use traditional games
- Be able to understand "name of traditional games"

**BEHAVIOURS:** To take pleasure from learning English.

To use simple sentences according to the level.

To use, write, say, read the sentences.

To understand the usage of. 'Simple Present Tense'

To learn the names of Street Games in different countries

**SUBJECT:** Asking and answering the question- 'What are traditional Street games in Turkey/ Poland / Portugal / Spain / Croatia / Lithuania / Italy ?

**TO ANALYSE:** What are traditional street games in Turkey?

**WORK:**

**What are traditional Street games in Turkey?**

Blind Man 'Körebe' , Leap Frog 'Birdir Bir' , Five Stones ' Beş Taş' ,  
Hopscotch 'Seksek', Handkerchief - Snatching 'Mendil Kapmaca ,  
Hide and Seek ' Saklanbaç', Dodgeball 'Yakantop'....

**What are traditional Street Games in Poland?**

Playground Games for Polish Children - Klasy, Chlopek & Zoska...

**What are traditional Street games in Portugal?**

Jogo da Malha - Pino (Meco) and Mesh, The Boatman, Snail, Wheel of Cabacinha....

**TO EVALUATE:** I will tell to my students to work individually.They have to find the missing letters in the words.

**HOMEWORK:** Do the exercises in their workbook and get them to find some more pictures about the folk costumes or get them to draw the pictures of them and bring them to the class to share with their classmates.Get them to try to learn how to play them.

\* Get the students to make a search about these countries' traditional Street Games.

**What are traditional Street Games in Italy?**

**What are traditional Street Games in Croatia ?**

**What are traditional Street Games in Spain?**

**What are traditional Street Games in Lithuania?**

Teacher of English

Aynur ATEŞ AYDIN

## MODULE 3 "TRADITION AND FOLK CUSTOMS"

**Elementary School:**

**Donji Kraljevec**

**Croatia**

### TEACHING PREPARATION

**Class:** Mixed class **teacher:** Marija Puric Hranjec

**Teaching theme:** Natural and Traditional Heritage in clash

**Unit:** LEGENDS INSPIRED BY TRADITIONAL AND NATURAL HERITAGE

**Type of teaching:** Research, workshops, practical works

**Number of teaching classes:** 4

#### **Key points:**

A) basic concepts: legends, natural and traditional heritage, folk tales, landscapes, telling old stories

**Expected achievements:**

A) for all students:

- Taking and presenting the richness of the natural and traditional heritage of Medimurje

- Understanding the importance of legendary narrative stories, inspired by real events, considering the cultural heritage

- the development of social skills of conversation, respect for the elderly, cooperation, tolerance, development of one's own attitudes and opinions, ecological awareness, public performance

- Creating the creative ability of oral, pictorial, written expression and modeling

**Planned activities for achieving the goal:**

#### **Steps:**

Teacher and students activities

- to present legends as folk tales, an important segment considering the tradition of people's lives in some region

To familiarize students with types of legends

- introduce them to sources where they can get acquainted with legends
- introduce students with narration of the stories as the most reliable way of transmitting folk tales - legends
- arrange ways to present the explored legends
- announce various forms and possibilities of presentation of nurturing folk legends inspired by natural and traditional heritage
- organizing a comic strip of selected legends
- organizing the presentation of comic strips of selected legends
- organization of the puppet show of selected legends for school students

Individual work:

- actively participate in the conversation and record the needed information
- students are independently explore various sources of legends
- students learn the legend and record them by writing
- Drawing and illustrating of explored legends
- reading and reciting the legend
- students opinions
- creating a comic strip based on selected legends
- making a presentation based on the selected legend
- preparing a puppet show scenarios based on selected legends
- making props and dolls for the puppet play legend
- preparing to play the puppet play legend
- performing a puppet show and presenting comics for all school students

**Additional Tasks for Students:**

- Collect sources for legends, explore the legitimate legends website, learn the legends for narration, collect the material for making puppet show and comic strip

### **Teaching aids and aids, additional material and others:**

- Notebook, projector, literature of legends, picture material, canvas, wooden sticks, glue, cardboard, paint, scissors, scaler, paper

### **Literature:**

Puric Hranjec Marija, (2006): *Tourist Guide of the Medimurje County, Medimurska County, Cakovec*

Puric Vladimir, (2017): *Narration*

### **Teacher notes:**

Students's enthusiastic approach to the research of legends. The theme will continue to live through a project that will be conducted by students of ecological, film and stage groups. The results of the research topic will be publicly presented. The Puppet Show THE LEGEND ABOUT SURKA will be prepared for public performance at the level of municipality, county etc.

## **ISTITUTO COMPRENSIVO L. BASSI- S. CATALANO, Italy**

### **Traditional Recipes-Lesson Plan**

The aim of this activity is to make our students know how to prepare our local traditional dishes and to enrich their vocabulary with the words related to cooking recipes.

First of all the students have to interview their grandparents and parents about Sicilian traditional dishes and ask them how they can be prepared. In class students tell the results of their interviews and the teacher and the learners choose the three dishes which are considered the most traditional of all.

The second step is to translate the recipes from Italian into English. The teacher give the students a photocopy with the procedures in English to cook the three dishes with some empty spaces and the list of the words in scrambled order to fill in the blanks.

The third step is to check their answers so the teacher shows the complete recipes on the interactive white board and the students make the correction, if necessary.

The last step is to cook the three dishes and it will take place during our Erasmus Plus meeting in Trapani from 13th to 18th March!!!!

## VILNIAUS R. RAKONIŲ PAGRINDINĖ MOKYKLA

### TECHNOLOGY LESSON PLAN

**Topic:** Lithuanian Christmas Eve Dinner

**Aim:** To develop students' abilities to find, choose and use information about cold, hot dishes and drinks for Christmas Eve dinner and create a project "Christmas Eve Dinner".

**Objectives:** Students will be able to find, choose, summarize and use information using various sources of information; make a Christmas Eve dinner menu.

**Methods:** presentation, group work.

#### Procedure:

1. Introducing the topic, aim and objectives of the lesson.
2. A conversation about Christmas Eve traditions in the students' families and the dishes which they prepare.
3. The class is divided into 4 groups (the 1<sup>st</sup> group - cold dishes, the 2<sup>nd</sup> - hot dishes, the 3<sup>rd</sup> - desserts, the 4<sup>th</sup> - drinks).
4. Work in groups (the students are searching for information and making 3 recipes).  
Each group presents the results of the work.  
Teacher explains and complements the students' knowledge.  
The students write a menu for Christmas Eve dinner.
5. Summary of the lesson.

#### SOURCES:

<http://www.delfi.lt/5braskes/skanios/lietuviska-kuciu-vakariene-stalo-serviravimas-tradicijos-ir-patiekalai.d?id=69923930>

[http://www.delfi.lt/gyvenimas/namai\\_ir\\_seima/kuciu-tradicijos-ir-patiekalai.d?id=1693408](http://www.delfi.lt/gyvenimas/namai_ir_seima/kuciu-tradicijos-ir-patiekalai.d?id=1693408)

<http://www.delfi.lt/1000receptu/sventes/kuciu-stalas/>

<http://www.delfi.lt/gyvenimas/receptai/skaitytoju-receptai-kuciu-patiekalai.d?id=52394441>

<http://www.moteris.lt/sveikata/12-kuciu-patiekalu-receptu.d?id=66710146>

<http://mama.tv3.lt/receptai/naujausia/p/52/kuciu-vaises>

<http://www.anonsas.lt/portal/categories/593/kuciu-patiekalai>

# IES LICINIO DE LA FUENTE

## FORGOTTEN PROFESSION

### OBJECTIVES:

To teach our students the kind of professions which were ordinary in the last century and how they have been changing until to be disappeared due to our society changes.

### CONTENTS:

- Night watchman
- Milkman
- Water carrier
- Knife grinder
- Barber
- Shoeshiner
- Town crier
- Witch doctor
- Rat hunter
- Laundry woman

### TIMING:

One sesion

### ACTIVITIES:

#### Competition:

To guess "the profession"  
"Mobile game" using the application Kahoot. An image is shown and several questions are asked. Students have 20 seconds to answer. Every player wins points according to their skills.

#### Exposition:

Once the forgotten professions are shown in the mobile game, the teacher gives details about any of the professions and the utility they had.

#### Researching:

After the exposition, teacher gives the students some time to look for "forgotten professions" via internet.

**Talk:**

Brainstorming and conclusions about the topic.

**Reflection:**

Due to the fact of our society changes... What professions can disappear in a future?

**PRIMARY SCHOOL NR 110****Poland**

Lesson plan of Polish and technique education for pupils from class 3

Topic: Learning about folk art.

**Lesson aims:**

- Learning about folk creativity in our region.
- Watching folk products and art works in Brzozowscy Family Museum.
- Collecting information about materials and tools using by artists.
- An attempt of spatial form evaluation - straw spiders, tissue paper flowers and flat composition - paper cutouts, taking into consideration artistic means and their functions.
- Seeking motivation to practical activity, which is inspired by folk art.
- Exploring new fascinations and art experiences.
- Fostering respect for our ancestors ' creativity and promoting regional issues.

**Operational objectives:**

Category A: Remembering knowledge.

Pupil:

- Says main folk culture areas.

Category B: Understanding knowledge.

Pupil:

- Recognizes and name main art techniques.

Category C: Using knowledge in typical situations.

Pupil:

- Finds and uses information about folk culture in available resources.

Category D: Using knowledge in problem situations.

Pupil:

- Describes particular artifacts and used materials.
- says creatively about specified topic connected with folk culture.
- has inspiration and reflections to his own art activities.

Operational objectives with emotional ones:

- Recognizes meaning and value of folk art.
- Deepens aesthetic sensitivity.
- Develops regional interests.

Abilities acquired during lesson:

- Knowing old folk customs.
- Knowing folk art products and their classification.
- Knowing short history of Polish folk cutouts.
- Developing respect for our ancestors' creativity.

### Work form and method

Work form: group and individual.

Methods: problem (pupils work with different resources, collect certificates and work with them) demonstration, working with information resources.

### Didactic aids

Multimedia presentation, films, cutouts, spiders, sculptures, photos, dictionaries, work sheets.

### The format of the lesson:

1. Password laying /- mathematical activity - password „Tradition“  
Count, put in ascending order. Write results and letters in table.

$16 : 4 = \square \text{ R}$

$30 : 6 = \square \text{ A}$

$3 \cdot 5 = \square \text{ Y}$

$6 \cdot 4 = \square \text{ C}$

$21 : 3 = \square \text{ D}$

$9 : 9 = \square \text{ T}$

$5 \cdot 5 = \square \text{ J}$

$9 \cdot 3 = \square \text{ A}$

Password:


2. Introduction in lesson topic "Tradition".

- What do people hand down from father to son?
- What did you learn from older members of your family?
- What does tradition mean?
- What kinds of tradition are in your family?

Pupils talk freely about given theme, explain terms, use their knowledge, observations, experiences.

3. Caring out the observation "Folk culture products".

Pupils watch multimedia presentation. Answer the questions:

- How can we name all presented products?
- How can we name people who make them?
- Folk creativity always accompanied people. It was and are handed down from father to son. It is in music, dance, clothes, everyday objects.

4. The class is divided into 6 groups.

Each group gets one exhibit to study: straw spider, wood sculpture, paper cutouts, tissue paper flowers, flowers painted on buildings and furniture, embroidery. ( They are exhibits or photos).

The task of each group is to name material, technique, way and reason of performance.

Pupils write their discoveries on the work sheets, giving product name and its description according to the pattern.

5. Group relation.

Pupils read the results of their group work.

Teacher explains and completes children knowledge.

(In a description of particular artifact products, the materials which appeared the most often were straw, tissue paper, coloured paper, wood, fabric).

- Pupils improved names of technique terms or art forms:  
Spider -spatial form, chamber decoration;  
Paper cutouts- spatial form, flower ornament;  
Tissue paper flowers - spatial form, which were used to decorate their houses;  
Painted flowers on the buildings and furniture - flat form, flower ornament, they decorated everyday objects.  
Wood sculpture - spatial form,  
Collages- flat form, open composition, any subject - country life.  
Embroidery - flat form, flower ornament, patterns, which were used to decorate table clothes, serviettes, blouses, skirts, kerchiefs, aprons.

6. Listening to folk music and showing short dance.

During re - listening to the track, they create movement improvisation to folk

music.

7. Performing flat decoration form „ Coloured cutouts"

Listening to teacher information.

Folk cutouts were known in central and south east regions of Poland. The oldest ones are Łowickie and Kurpiowskie. In these regions, during long, winter evenings, older women and girls cut different patterns from coloured paper and decorated them their cottages. Cutouts were in the shapes of people, animals, plants, things. Roosters were the most popular. Cutouts are typical, polish folk art. They are not known in any other European country.

8. Observing different cutouts, folk art products - multimedia presentation.

„Łowicki Folklore „ or „Museum in Sromów,,

9. Term consolidation: composition, centre line:

Chosen pupils found term explanations in the dictionary.

10. Explanenation of art tasks.

- Giving materials, tools and presenting the way of performance - variable work at variable difficulty level

Screening of a film „Workshops of Łowickie cutouts"

[https://www.youtube.com/watch?v=hwjQi\\_PHMgw](https://www.youtube.com/watch?v=hwjQi_PHMgw)

„Rooster - cutouts,,

<http://kurlandia.blog.onet.pl/2013/03/14/kogut/>

*I level - affixing prepared elements.*

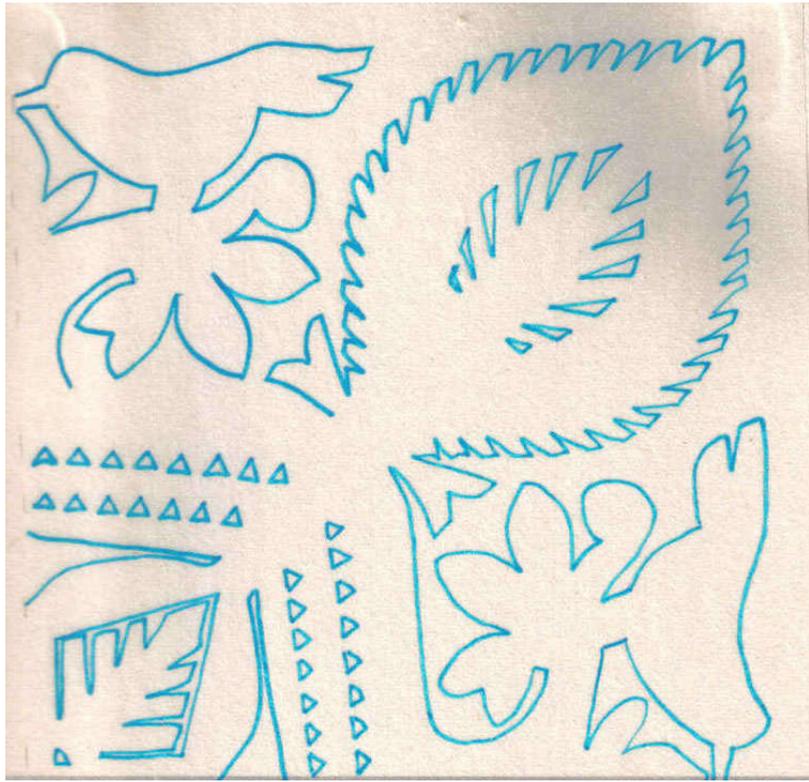
<http://kurlandia.blog.onet.pl/2013/03/14/kogut/>

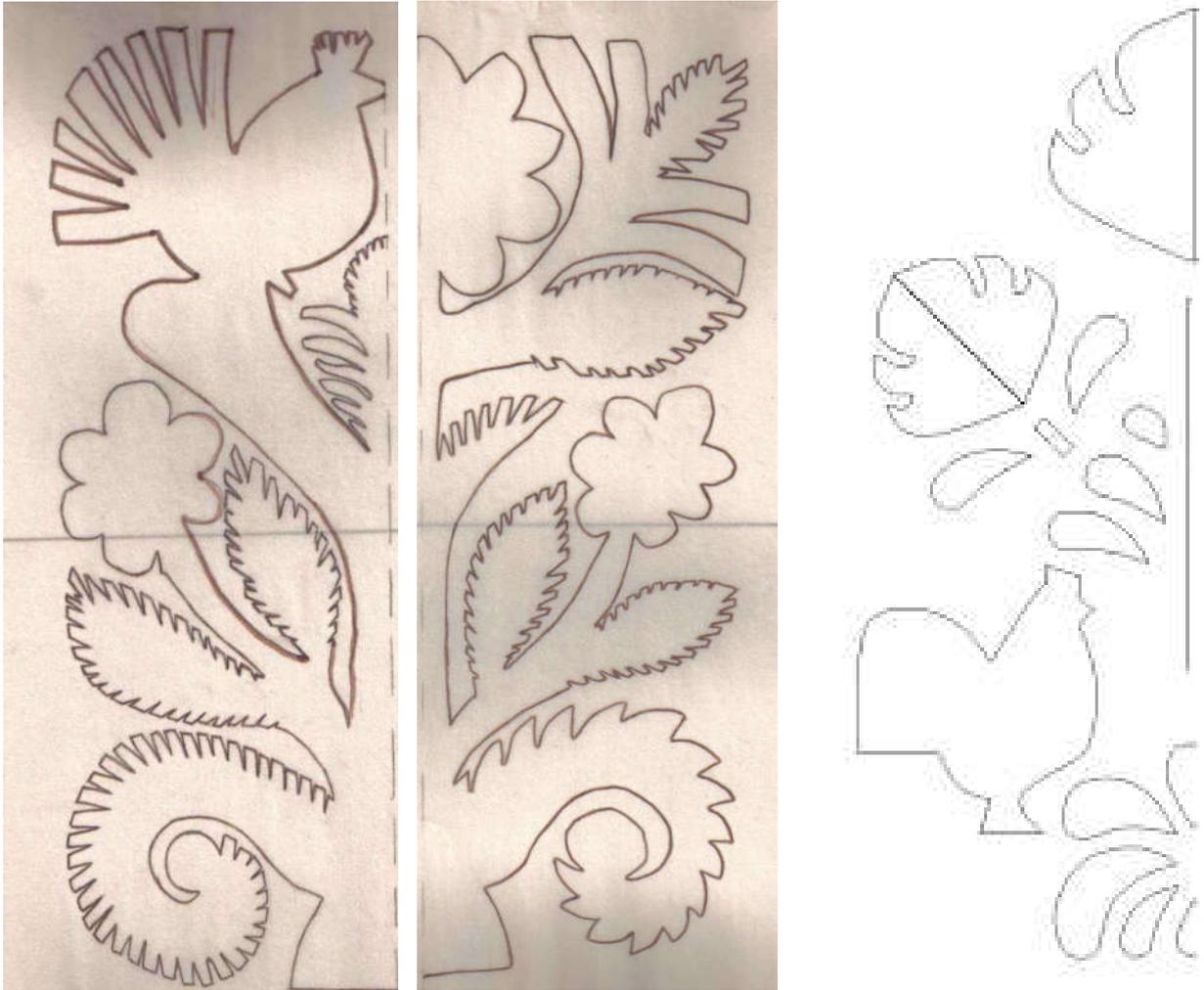




*II level - cutting the patterns according to prepared template*  
<http://folkowidom.blogspot.com/2012/09/szablony-do-wycinanek.html>







- Drawing the attention to safety.

11. Children creative work.
12. Cleaning-up after the job.
13. Work explanation by value of aesthetic.

**SOURCES:**

Jabłoński Janusz, Encyklopedia polskich tradycji i zwyczajów, Warszawa: wyd. SBM Renata Gmitrzak 2015

<http://marchevka.blogspot.com/2015/02/marchevkowo-na-folkowo-ziemia-owicka.html>

<http://kulturaludowa.pl/artykuly/polska-wycinanka-ludowa/>

<http://kurlandia.blog.onet.pl/2013/03/14/kogut/>

[https://www.youtube.com/watch?v=hwjQi\\_PHMgw](https://www.youtube.com/watch?v=hwjQi_PHMgw)

<https://www.youtube.com/watch?v=jQz1J0X8Cc>

<http://www.skanseny.net/>

<http://www.holidaycheck.pl/pi/05bcabf6-aa5a-331e-9fe5-cdb90c8dda73>

[http://mazowsze\\_wycinanki.republika.pl/](http://mazowsze_wycinanki.republika.pl/)

<https://folkstar.pl/products/show,1593,1,wycinanka-z-ludowym-wzorem-kogucikow-rekodzielo.html>

<http://www.muzeumludowe.pl/>

<http://folkowydrom.blogspot.com/2012/09/szablony-do-wycinanek.html>

## AGRUPAMENTO DE ESCOLAS IRMÃOS PASSOS ESCOLA BÁSICA DE CUSTOIAS | 6ºH School Year 2015/2016

### ART LESSON

Unit work: *Heritage*

Lesson Plan | no. 20, 21

Length of Time: 50+50 minutes

Summary: Subtractive synthesis: experimentation with gouache. Painting of objects molded with ceramic paste. Evaluation of the work undertaken.

#### Context:

Following on from the previous classes, the purpose of this class is to explore the subtractive synthesis starting from the 3 primary colours (pigment colour), white and black. The students will explore the colours using gouache paint.

Experimentation Areas	
Painting: gouache	
Objectives	Content
II. Conscientiously use the mixture of certain colours to obtain other colours and tones.	Light/colour - the nature of colour <ul style="list-style-type: none"><li>• Colour involvement</li><li>• Colour symbolism</li></ul>
III. Understand the relationship between light and colour, subtractive synthesis, thermic quality and contrast.	
IV. Explore the knowledge gained about colour.	

V. Recognise the properties of the material: gouache.

### Activities/ Strategies

6. Issue of materials to students

(Although issued by teachers, required materials for the class, should be listed on the board, as usual)

7. Summary of the previous class in conjunction with the students.

- Conversation with the students about subtractive synthesis.
- Issue of the material required for the activity.
- Subtractive synthesis: Experimentation and creation of secondary, tertiary, warm, cold and neutral colours through painting with gouache.
- Put materials away (the sheets with the colour experiments must be kept on the tables).
- Review of the work accomplished.

Teacher Mariana Lourenço

## 50.YIL GENERAL REFET BELE ORTAOKULU

### Turkey

#### DAILY PLAN

SCHOOL: 50.YILGENERAL REFET BELE SECONDARY SCHOOL

CLASS: 6 A-B-E-G

LESSON: ENGLISH

TIME: 40'

TECHNIQUES: LISTENING, SPEAKING, QUESTION, ANSWER, REPETITION, NARRATION.

MATERIALS: Student's books, workbooks, dictionary, smart board, flash cards, pictures

SOURCES: Teacher's grammar books.

AIMS: Be able to take pleasure from learning English as the second language.  
Be able to use simple sentences  
Be able to ask questions.  
Be able to write, read, the sentences and use traditional food and drinks  
Be able to understand "What is traditional Turkish breakfast like?"

BEHAVIOURS: To take pleasure from learning English.  
To use simple sentences according to the level.  
To use , write , say , read the sentences.

To understand the usage of .' (be) like'

To learn the names of food and drinks in different countries

SUBJECT: Asking and answering the question- 'What is traditional Turkish/ Polish /Portugal / Spanish / Croatian / Lithuanian / Italian breakfast like?

TO ANALYSE: What is traditional .....breakfast like?

**WORK: What is traditional Turkish breakfast like?**

There is white cheese, green and black olives, honey, jam, butter, bread ,tomatoes , cucumbers, toast tea, milk and eggs at traditional Turkish breakfast.

**What is traditional Polish breakfast like?**

Breakfast drinks include a somewhat coffee (kawa), tea (herbata), milk (mleko), while cold cereals are becoming more common, typically, breakfast is a much more , substantial meal: cold cuts (wędliny), smoked sausages (kiełbasy wędzone), pickled and fresh fruits and vegetables (marynowane i świeże owoce i warzywa), hard-cooked eggs (jajka na twardo), cheeses (sery), pastries and breads galore (w bród ciasta i pieczywa), jams and jellies (dzemy i galaretki). Omelets (omlety) are becoming popular.

**What is traditional Portuguese breakfast like?**

The home-made Portuguese breakfast is normally a roll (um pão) or two rolls (dois pães) - with butter (manteiga), cheese (queijo), ham (fiambre) or butter and jam (manteiga e doce) and a medium/large white coffee (um galão).

The Portuguese appreciate fresh bread in the morning (pão fresco), specially it it's still warm. hummm...

Sometimes, there's nothing better than just an espresso (um café or uma bica) with a kind of custard tart, in other words, "um pastel de nata".

**What is traditional Italian breakfast like?**

The traditional Italian breakfast (prima colazione or colazione) consists of caffè e latte (hot coffee with milk) or coffee with bread or rolls, butter, and jam. A cookie-like rusk hard bread, called fette biscottate, and cookies are commonly eaten. Other products such as breakfast cereals, fruit salad (macedonia), muesli and yogurt are becoming increasingly common as part of the meal.

**What is traditional Croatian breakfast like?**

In Croatia a typical breakfast is more like a feast. It's a buffet of meats, cheeses, vegetables and breads, It is a tasty spread of Gouda cheese, fresh cheese, beef pepperoni, home smoked hams, salted dried bacon, salami, onions, tomatoes, freshly baked warm breads, that are bought from the nearby bakery every morning, butter, marmalade and strong aromatic home brewed coffee.

### **What is traditional Lithuanian breakfast like?**

One favorite is the omelet served with freshly baked bread. It comes with a choice of a variety of fillings. The bakery also has some very interesting pastry options, such as potato bread buns.

### **What is traditional Spanish breakfast like?**

The most standard breakfast for us is a cafe con leche (cup of strong coffee with milk) and a toast (sweet with jam, or savoury with some cheese, cold cut, etc) or pastry (croissant, churros...). Maybe a fruit juice or piece of fruit.

Then Show some pictures of the food on the smart board and let the find out the counrty and the the name of the food.

TO EVALUATE: I will tell to my students to work individually. They have to find the missing words and complete the dialogues.

HOMEWORK: Do the exercises in their workbook and get them to find some more pictures about the food and drinks at breakfast and bring them to the class to share with their classmates.

Teacher of English  
Aynur ATEŞ AYDIN