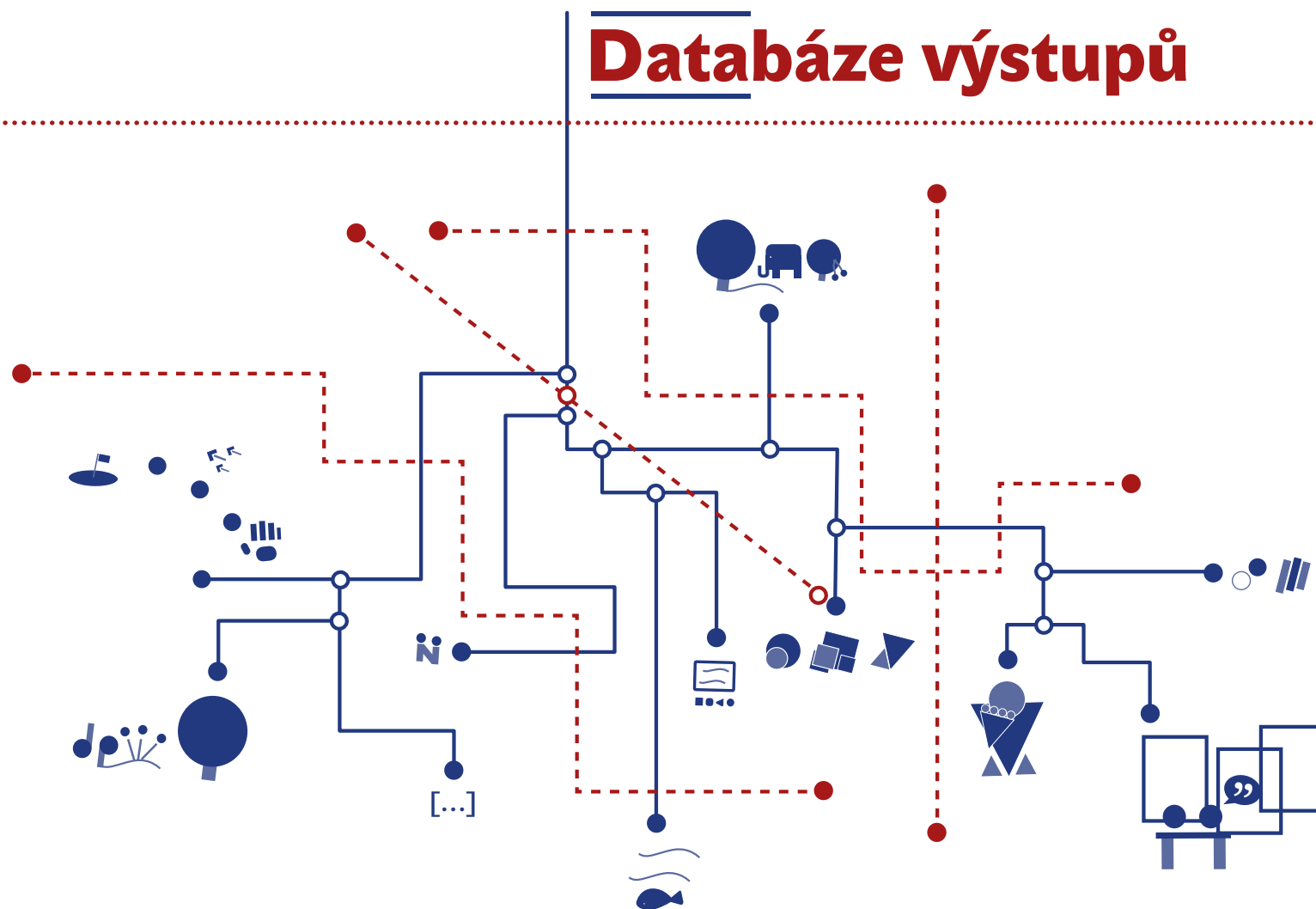


La-ngonpo

Databáze výstupů



La Ngonpo: databáze výstupů

Vydalo Multikulturální centrum Praha, o. s.
Praha 2013
www.mkc.cz

Grafická úprava: Jan Michoin



Tato publikace byla vytvořena s finanční podporou Evropské unie. Za obsah publikace zcela zodpovídá Multikulturální centrum Praha, a nemůže být tak považován za stanovisko Evropské unie. Publikace byla podpořena Českou rozvojovou agenturou v rámci Programu rozvojové spolupráce ČR.

Milí učitelé,

materiál, který jste právě otevřeli, představuje ukázkou výstupů žáků zapojených do projektu La Ngonpo. Jedná se o mezinárodní partnerství škol v oblasti globálního rozvojového vzdělávání na základě metodického manuálu La Ngonpo: místo setkávání, které probíhalo v letech 2010–2012 mezi školami v ČR a v indickém Ladaku, od roku 2012 se přidalo i několik škol v Nepálu.

Žáci partnerských škol ve věku 12–16 let se jednu hodinu týdně paralelně věnují stejným tématům a výstupy své práce poté nahrají na webovém rozhraní www.la-ngonpo.org, kde si je mohou prohlédnout žáci z partnerské školy a srovnat s vlastním viděním daného tématu. V partnerském dialogu tak žáci získávají možnost obohatit své znalosti a postoje, otevřít se novým pohledům na svět a tím také lépe pochopit vlastní kulturu a poznat sami sebe.

Zároveň jsme si ale vědomi, že ač partnerská spolupráce přináší vzájemné obohacení a přímou interakci žáků a učitelů s jejich kolegy z jiného kulturního kontextu, jedná se o poměrně velký závazek s nejistým výsledkem. Partnerská spolupráce se z různých příčin nemusí dařit přesně tak, jak bychom si ji představovali. Nejčastěji za tím stojí špatné technické možnosti jednoho z partnerů, případně obtížné sladění školního kurikula s potřebami projektu, jiný harmonogram školního roku a prázdnin, apod. Některé školy tak dané výstupy nemusí dostat včas tak, aby s nimi mohly dál pracovat. Jiné by se zase rády projektu zúčastnily, ale bez závazku v podobě partnerství s jinou školou a tedy i přesně rozplánovaného harmonogramu hodin, ale zároveň nechtějí přijít o možnost srovnání a seznámení se s jinými pohledy partnerů.

Za tři roky trvání projektu se na webových stránkách www.la-ngonpo.org od zapojených škol nashromáždilo velké množství zajímavých výstupů. Pro případy zmíněné v předchozím odstavci a jim podobné jsme přichystali databázi výstupů projektu La Ngonpo. V předkládané publikaci bychom vám chtěli představit alespoň některé z nich v kontextu jejich zařazení v metodickém manuálu La Ngonpo: místo setkávání. Databáze výstupů La Ngonpo tedy slouží jako doplňkový materiál k projektu, kde můžete nalézt přehledně zařazené výstupy z partnerských škol v ČR, Indii a v Nepálu, ať již je chcete použít ve výuce či se chcete jen dozvědět, co vytvořili děti z různých kulturních kontextů, když zpracovávaly stejné téma.

Přejeme vám, abyste při používání této databáze našli některé odpovědi a mnoho otázek.

*Za tým La Ngonpo
Anna Fischerová*

Poděkování

Velké poděkování patří všem žákům a učitelům zapojeným do projektu La Ngonpo za jejich aktivitu, nasazení a velmi inspirativní výstupy, které často přesahují rámec webové stránky La Ngonpo.

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Kliknutím přejdete do příslušné sekce

Přehled modulů a hodin



modul 1 Kruh

Hodina	Vzdělávací oblasti	Výstupy z hodiny (na web La Ngonpo)	Poznámky
1. Naši partneři	Člověk a příroda, Člověk a společnost, Jazyk a jazyková komunikace		
2. Kruhy	Člověk a společnost, Jazyk a jazyková komunikace	Má květina (žáci přepíší)	Domácí úkol: fotografie kruhů (žáci poté nahrají na web)
3. Koláže	Umění a kultura, Člověk a společnost, Jazyk a jazyková komunikace	Koláže (žáci nahrají fotografie a popisky)	80 minut
4. Co máme společného?	Informační a komunikační technologie, Jazyk a jazyková komunikace, Člověk a společnost, Člověk a příroda	Otázky pro partnerskou školu (učitel pošle koordinátorovi z partnerské školy)	Práce s fotografiemi kruhů a s výstupy od partnerů (koláže, fotografie kruhů)



modul 2 Hrdinové

Hodina	Vzdělávací oblasti	Výstupy z hodiny (na web La Ngonpo)	Poznámky
1. Moji hrdinové	Člověk a společnost, Jazyk a jazyková komunikace	Pětílístek (žáci přepíší) Seznam současných hrdinů třídy + stručné informace o nich (žáci nahrají)	Zadání domácího úkolu: Sociologický výzkum
2. Hrdinský příběh	Člověk a společnost, Jazyk a jazyková komunikace	Fotografie živých obrazů (učitel či žáci nahrají) Vlastní otázky k příběhu (učitel či žáci nahrají)	80 minut
3. Dobrý nebo špatný?	Člověk a společnost, Jazyk a jazyková komunikace		
4. Mé zásady	Umění a kultura, Člověk a společnost, Jazyk a jazyková komunikace	Otázky pro partnerskou školu (učitel pošle koordinátorovi z partnerské školy) Zásady žáků (každý žák vloží min. jednu), Volitelné: Fotografie zásad	Práce s výsledky sociologického výzkumu



modul 3 Migrace

Hodina	Vzdělávací oblasti	Výstupy z hodiny (na web La Ngonpo)	Poznámky
1. Můj region	Člověk a příroda, Člověk a společnost, Jazyk a jazyková komunikace	„Virtuální mapa“ regionu (žáci ve skupinách zpracují na webu)	Zadání domácího úkolu: připravit „virtuální mapy“. Volitelně: vyfořit významná místa (žáci fyzicky pošlou foto partnerům).
2. Abdin	Člověk a příroda, Člověk a společnost, Jazyk a jazyková komunikace		Volitelný domácí úkol: „Rozhovor s imigranty“.
3. Moji sousedé	Člověk a příroda, Člověk a společnost, Jazyk a jazyková komunikace		Volitelně: Práce s „Rozhovory s imigranty“, které žáci uskutečnili. Zadání domácího úkolu: podívat se na virtuální mapy partnerů.
4. Strom migrace	Člověk a příroda, Člověk a společnost, Jazyk a jazyková komunikace, Umění a kultura	Fotografie stromu migrace (žáci nahrají na web) „Virtuální strom“ (žáci vytvoří po hodině) Otázky pro partnery o jejich mapách (učitel předá koordinátorovi)	80 minut Žáci si na webu prohlédnou „Virtuální mapy“ žáků z partnerské školy.



modul 4 Krása

Hodina	Vzdělávací oblasti	Výstupy z hodiny (na web La Ngonpo)	Poznámky
1. Umění	Umění a kultura, Člověk a společnost, Jazyk a jazyková komunikace	Poselství na web (každý žák nahraje větu ze závěrečné aktivity)	V hodině lze využít dataprojektor.
2. Naše třída	Umění a kultura, Člověk a společnost	Fotografie děl (učitel či žáci nahrají název a popis) Co se mi na třídě či na škole líbí a co bych vylepšil? (každý žák napíše či se přepíše plakát vytvořený na hodině.)	80 minut
3. Zkrášlování	Člověk a společnost, Člověk a příroda, Jazyk a jazyková komunikace		V hodině lze využít dataprojektor.
4. Ohňostrojí	Člověk a společnost, Jazyk a jazyková komunikace	Fotografie „Třídní ohňostrojí“ a „Our dreams“ (vloží učitel či žák) Volitelně: My dream (žáci popíší jeden svůj sen)	Práce s výstupy z 1. a 2. hodiny z partnerské školy. V hodině lze využít dataprojektor.



modul 5 **Voda**

Hodina	Vzdělávací oblasti	Výstupy z hodiny (na web La Ngonpo)	Poznámky
1. Virtuální voda	Člověk a příroda, Člověk a společnost, Matematika a její aplikace	Brainstorming na téma voda (žáci přepíšou slova z hodiny)	
2. Moře plastu	Umění a kultura, Člověk a společnost, Člověk a příroda, Jazyk a jazyková komunikace	Fotografie děl „Moře plastu“ a plastového odpadu posbíraného během hodiny (nahraje učitel) Průzkum „Kolik plastu spotřebuji za 1 týden?“ (žáci zapíšou výsledky)	80 minut
3. Velká ryba	Člověk a společnost, Člověk a příroda, Člověk a jeho svět, Jazyk a jazyková komunikace		
4. Změna	Člověk a společnost, Člověk a příroda, Jazyk a jazyková komunikace	Otázky pro partnerskou školu (učitel pošle koordinátorovi z partnerské školy)	Práce s výstupy na webu z první a druhé hodiny



modul 6 **Společně**

Hodina	Vzdělávací oblasti	Výstupy z hodiny (na web La Ngonpo)	Poznámky
1. Slon	Člověk a společnost, Jazyk a jazyková komunikace	Foto slona se vzkazy (učitel či žák nahraje fotografii na web) Virtuální slon (každý žák napíše každý žák napíše, co nejdůležitějšího se během projektu naučil/a)	
2. Příprava výstavy I	Člověk a společnost, Umění a kultura		80 minut, Domácí úkol: Žáci se podívají na všechny své a partnerské výstupy na webu La Ngonpo.
3. Příprava výstavy II	Člověk a společnost, Umění a kultura		
4. Rozloučení	Člověk a společnost	Volitelně: Žáci po hodině vloží na web to, co vytvořili (např. své psaní, text písně, video s písní, fotografie výstavy atd.)	Do hodiny přineste vyplněné certifikáty.

Modul 1

Kruh



1. hodina **NAŠI PARTNEŘI**

Žáci si osvojí nové poznatky o zemi partnerské třídy. Pojmoují své vnímání daného regionu a možné stereotypy.

Z této hodiny nevyplývají žádné výstupy na web La Ngonpo.



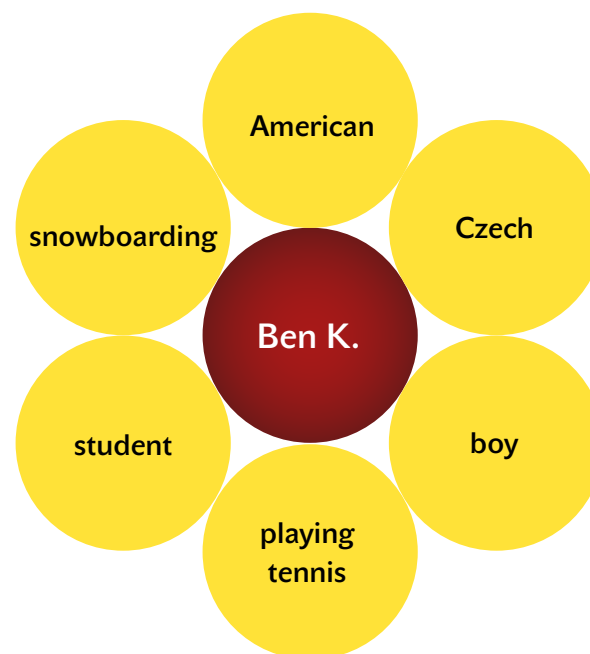
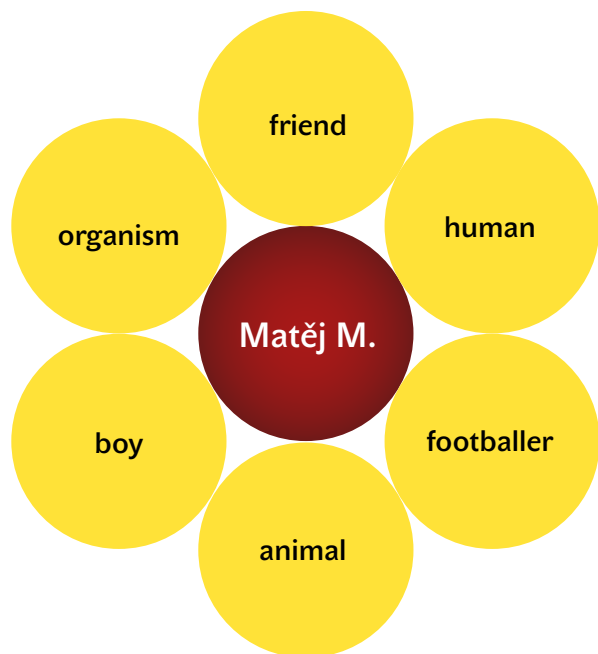
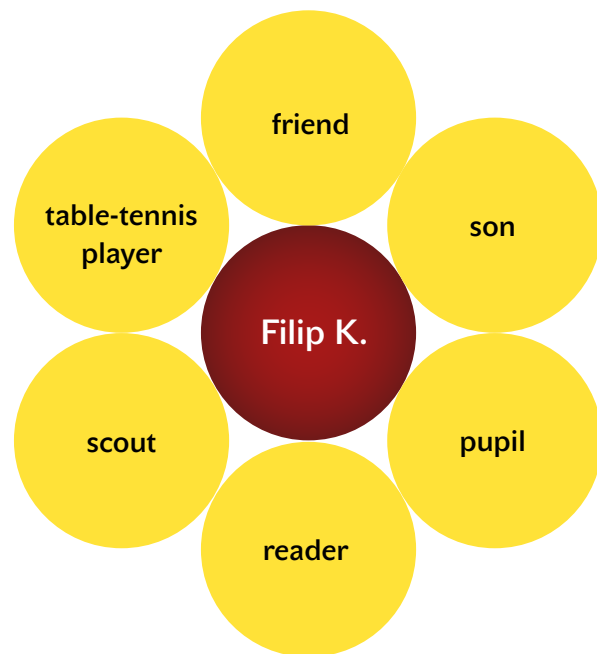
| 2. hodina **KRUHY**

Žáci pojmenují svou identitu a jedinečnost každého člověka.
Uvedou, co nového je spojuje se spolužáky, a vysvětlí, jak
mohou sami vytvářet stereotypy.

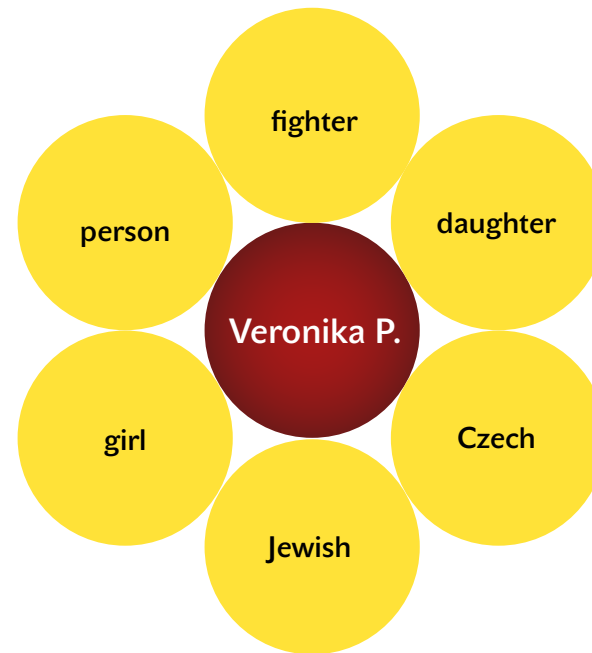
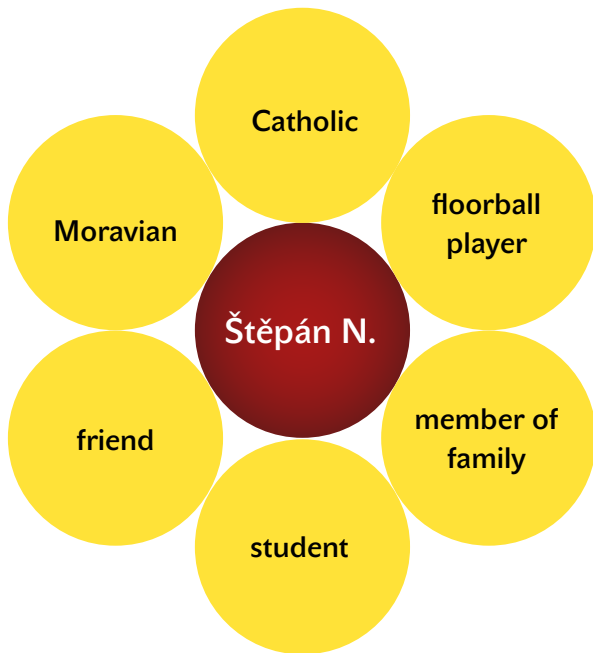
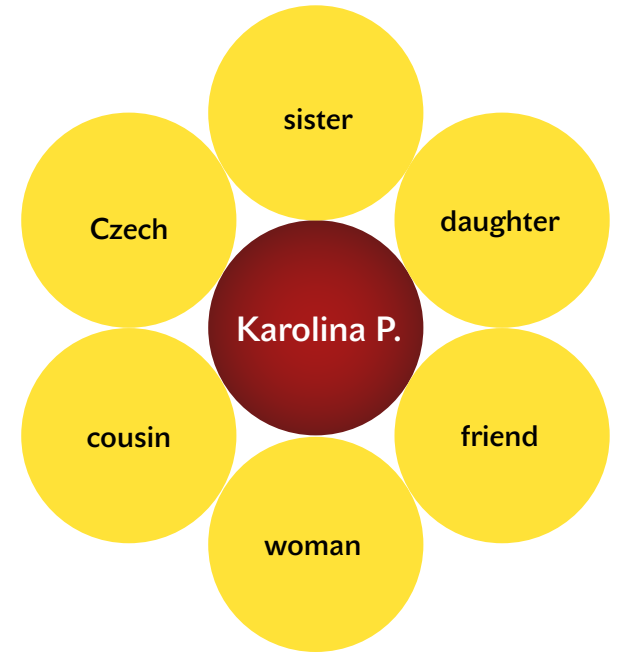
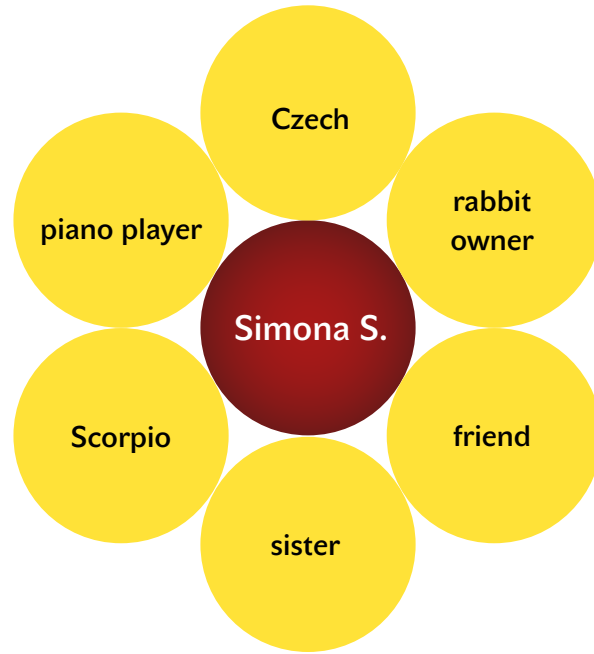


MÁ KVĚTINA

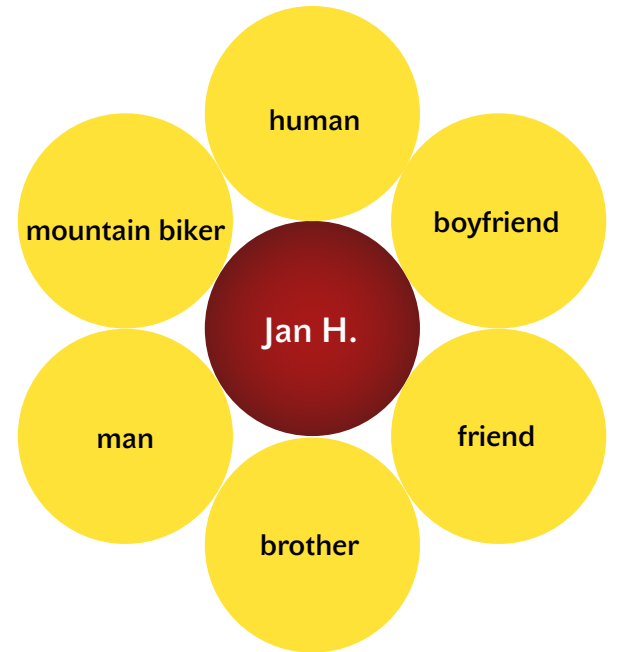
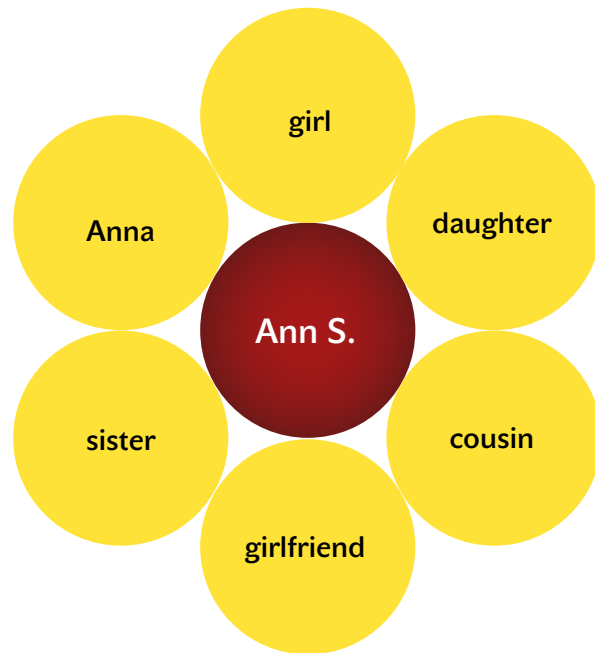
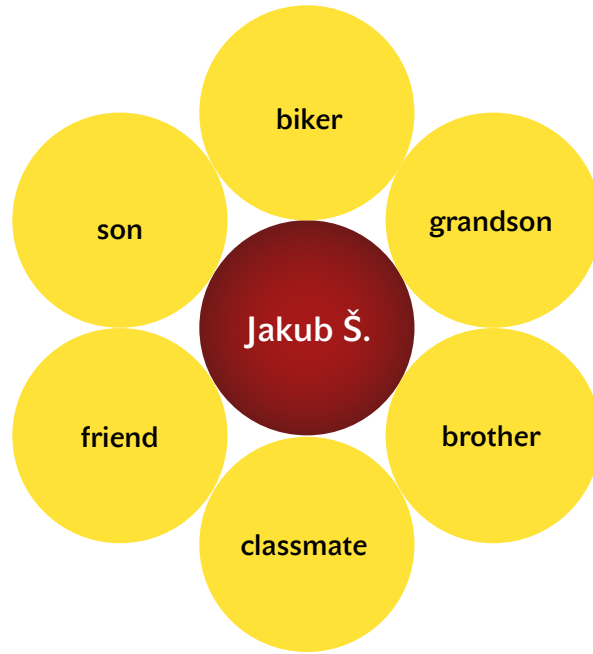
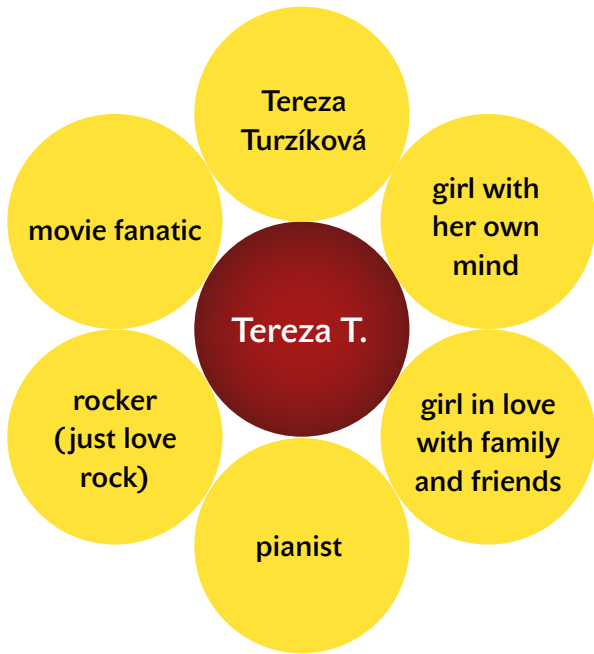
V hodině KRUH jste se zamýšleli nad tím, kdo jste a co nyní tvoří vaši osobnost. Přepište sem květinu (v anglickém jazyce), kterou jste v hodině vytvořili. Tím pomůžete žákům z partnerské školy vás lépe poznat.



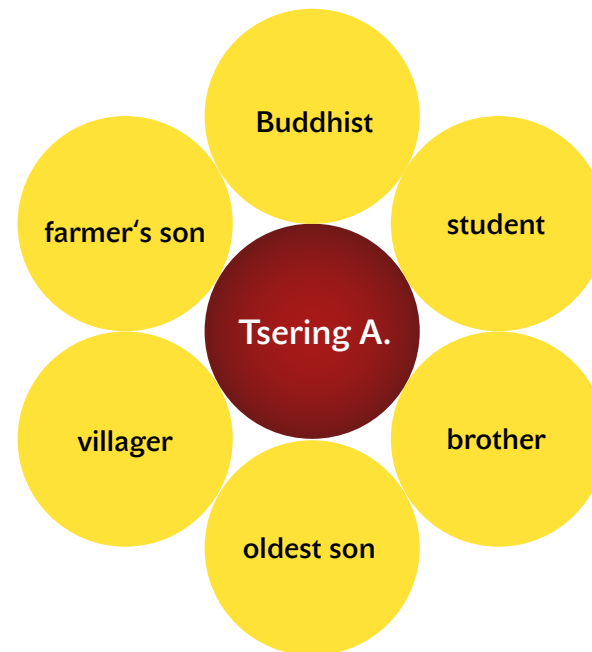
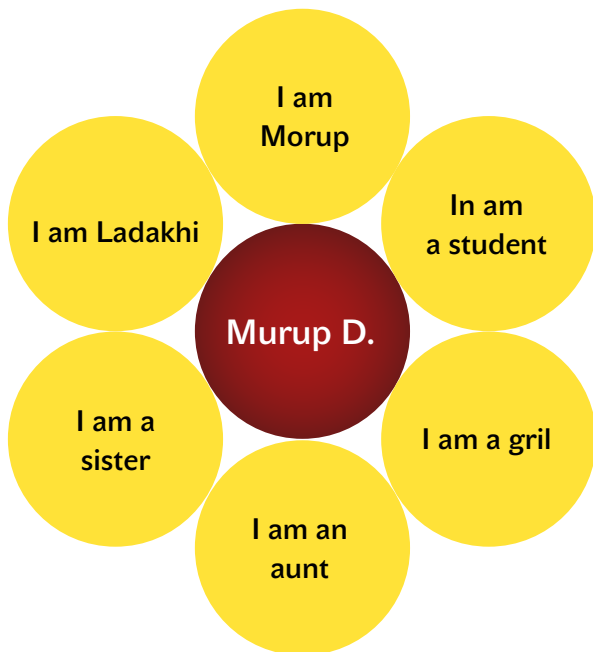
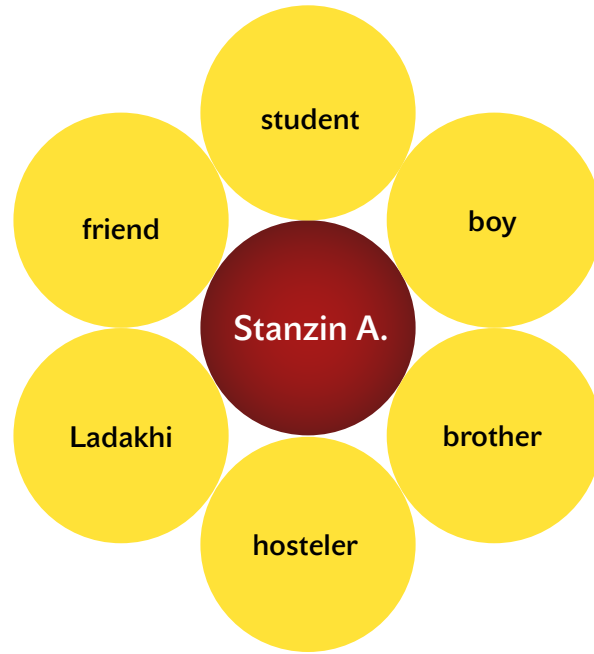
KVĚTINY ČESKÝCH ŽÁKŮ



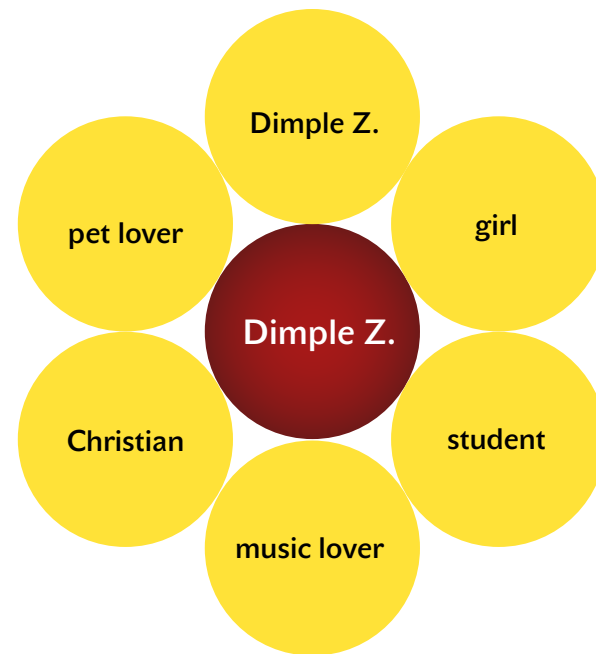
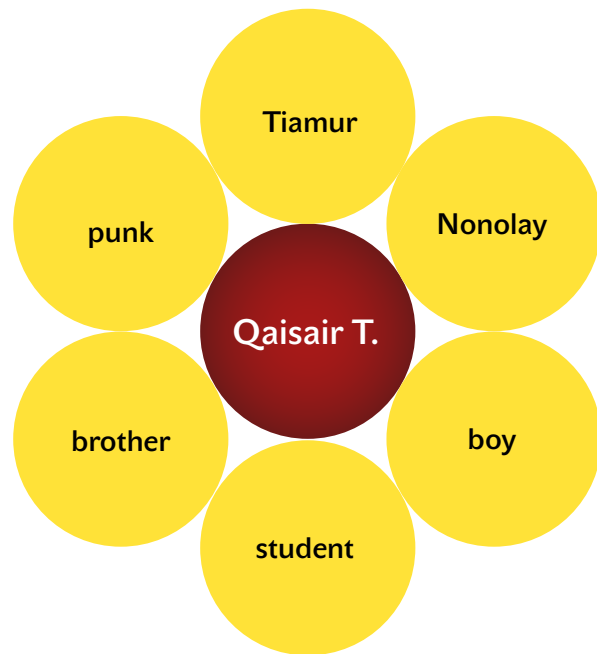
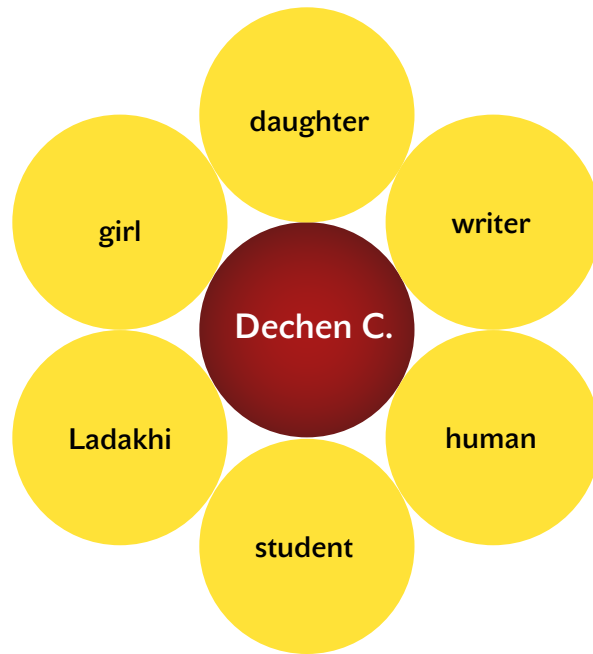
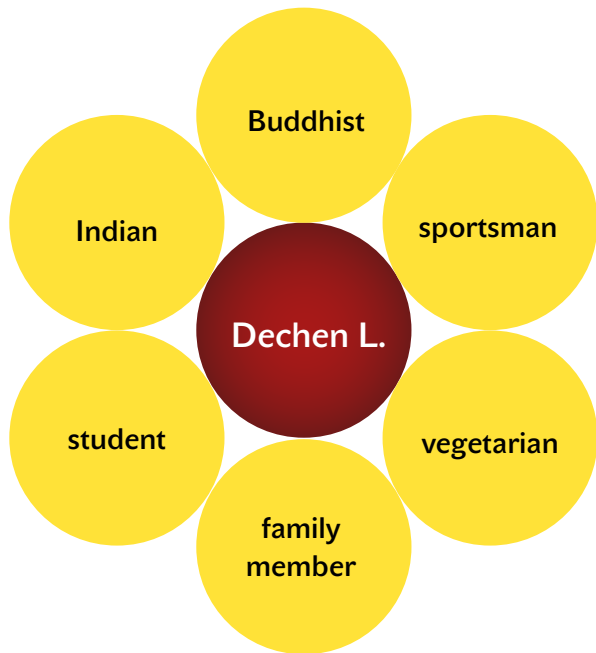
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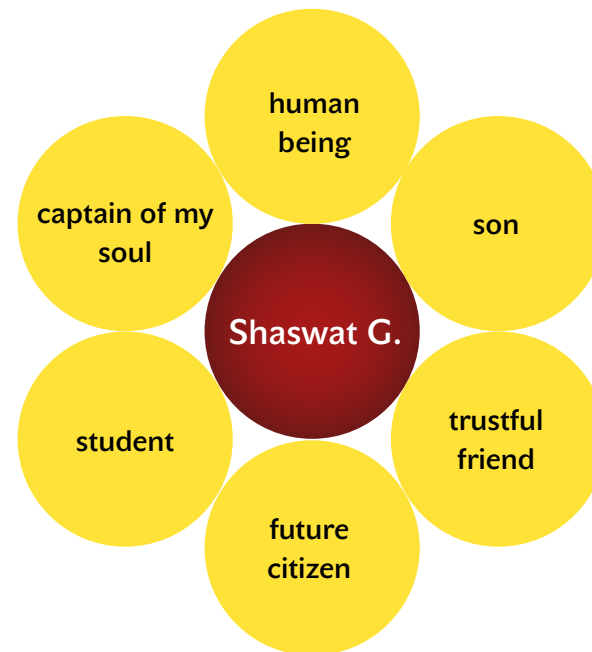
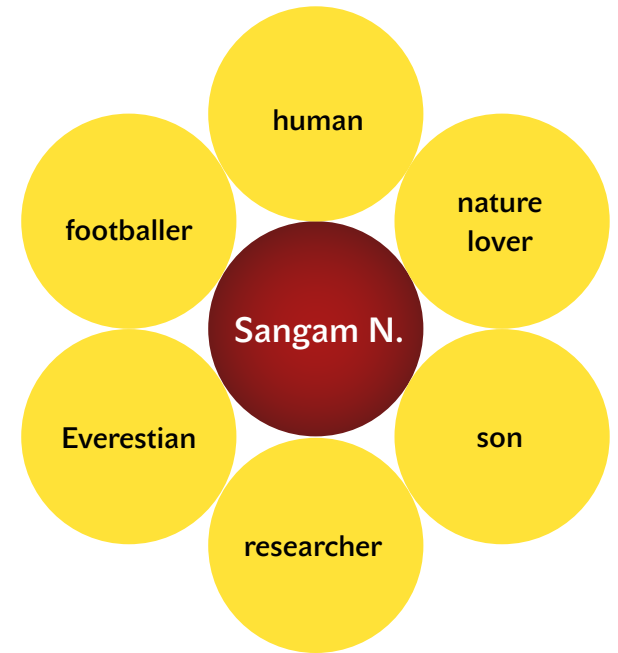
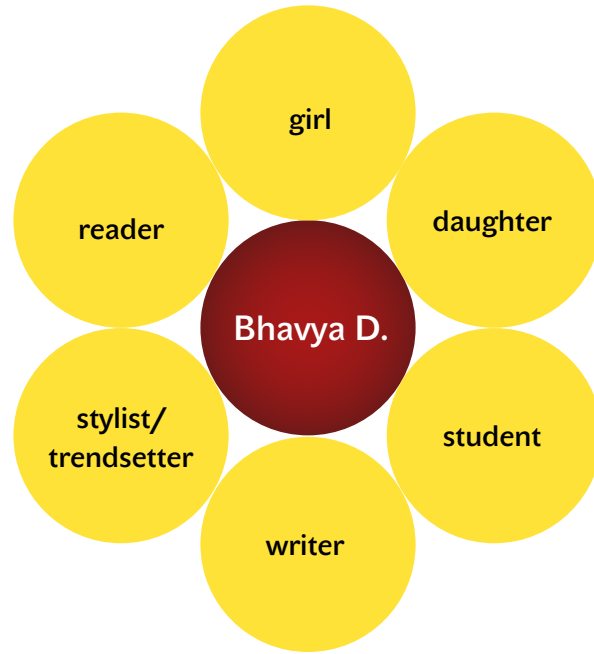
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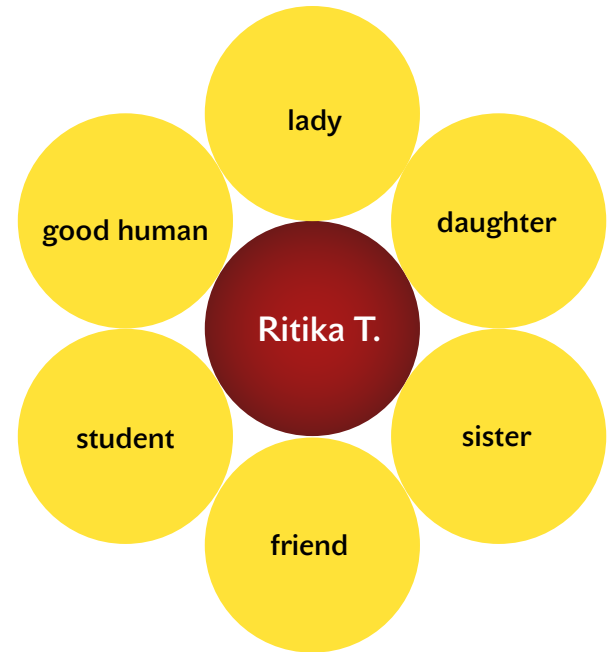
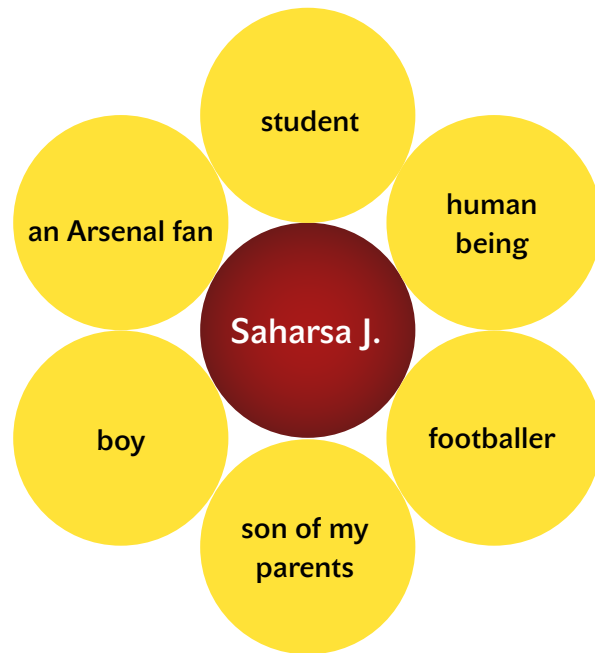
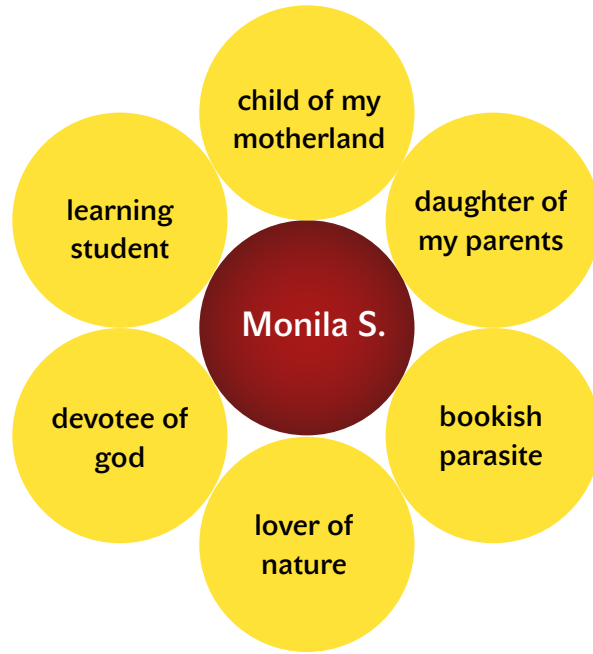
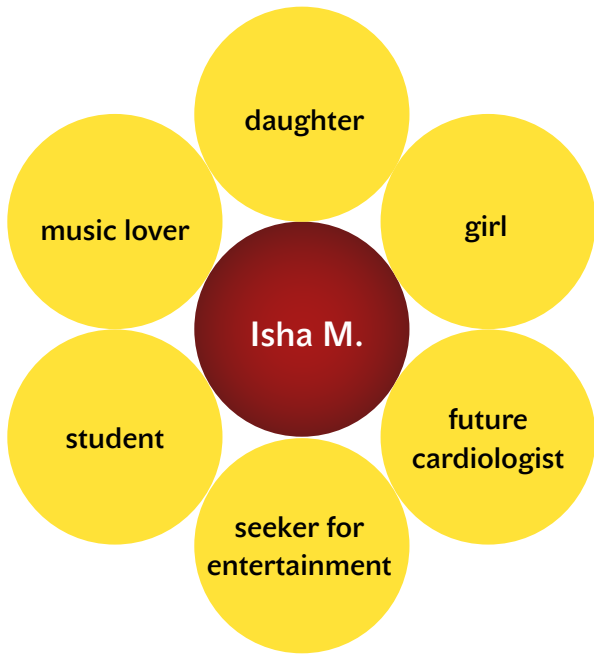
KVĚTINY LADACKÝCH ŽÁKŮ



KVĚTINY LADACKÝCH ŽÁKŮ



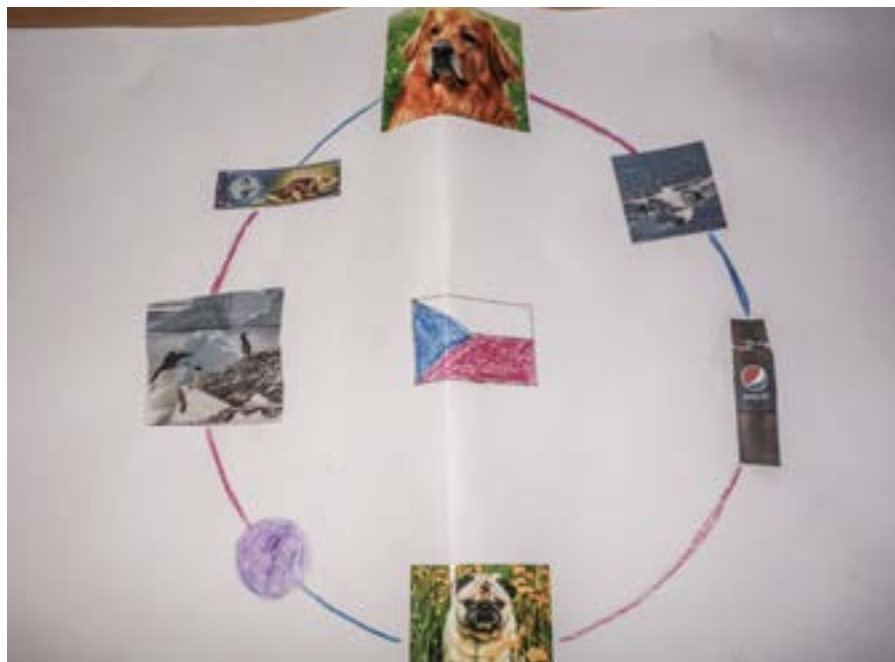
KVĚTINY NEPÁLSKÝCH ŽÁKŮ

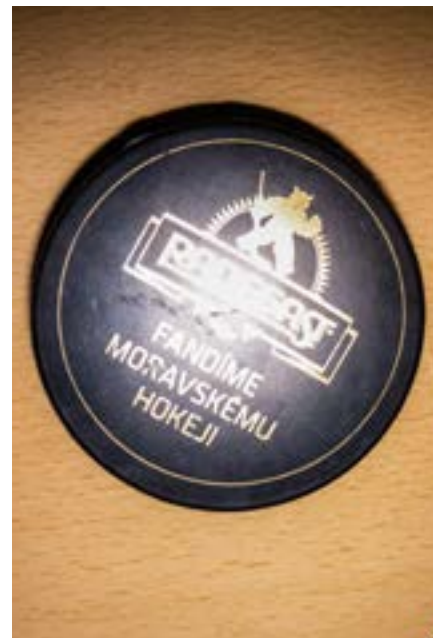


KVĚTINY NEPÁLSKÝCH ŽÁKŮ

FOTOGRAFIE KRUHŮ

Za domácí úkol bylo všimnout si světa kolem vás a objevovat v něm různé kruhy. Nahrajte sem vaše vlastní fotografie kruhů.





ČESKÁ REPUBLIKA





ČESKÁ REPUBLIKA





LADAK, INDIE



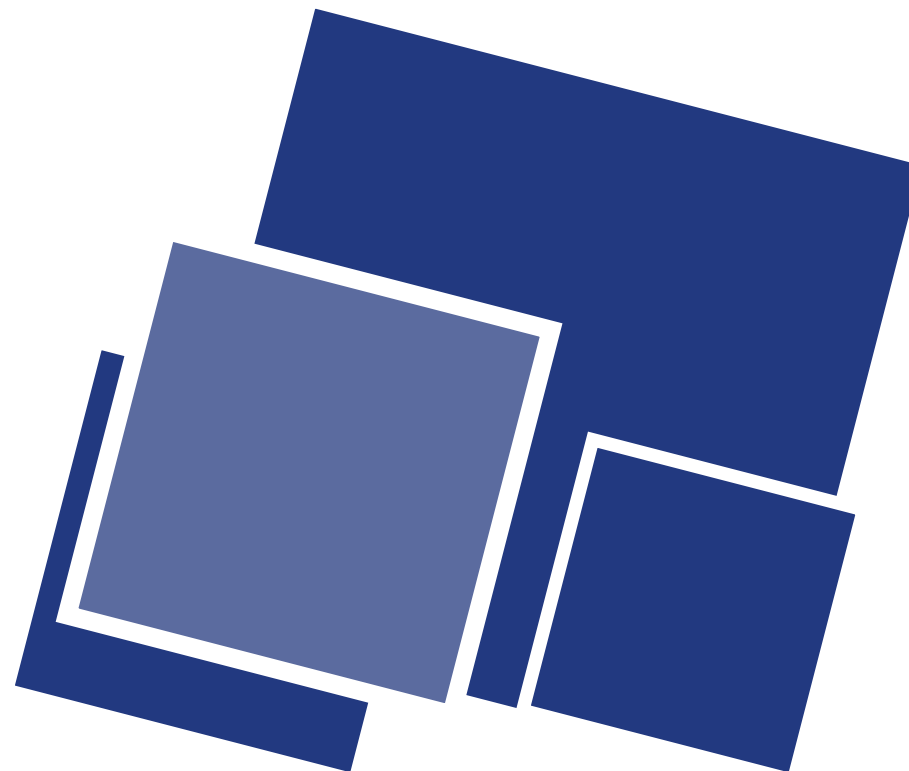
LADAK, INDIE



NEPÁL

3. hodina **KOLÁŽE**

Žáci pojmenují, co mají společného se svými spolužáky.
Předvídají, jaké zájmy mají žáci z partnerské školy a co je pro ně v životě důležité.



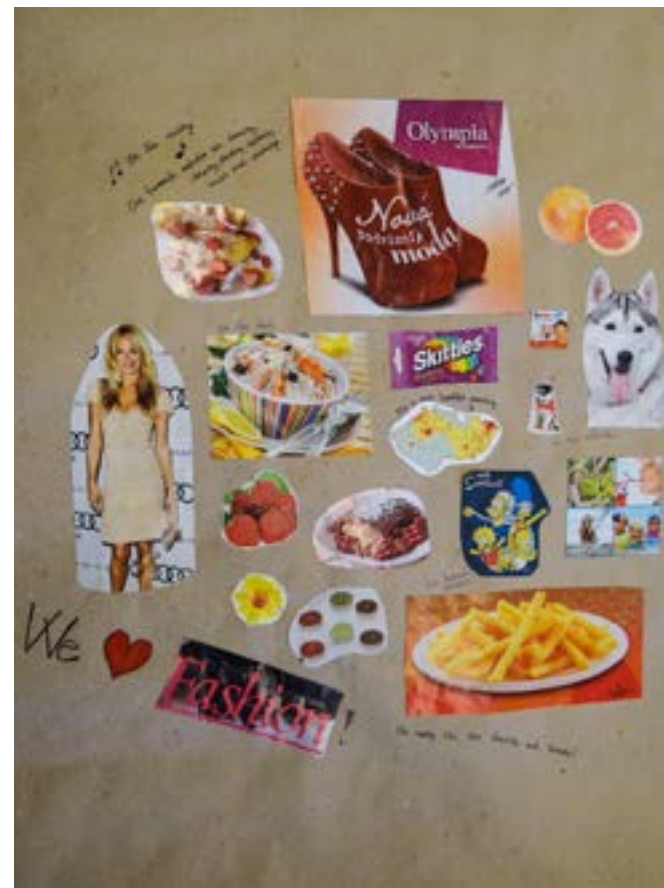
KOLÁŽE

V této hodině jste vytvořili koláž o tom, co máte rádi, jaké máte zájmy a co je pro vás v životě důležité. Nahrajte sem fotografie vaší koláže a přidejte k ní krátký popis v anglickém jazyce, který pomůže žákům z partnerské školy poznat, co jste chtěli vaší koláží vyjádřit.



▲ We are three young teenagers, from the Czech Republic, Prostějov. In our group there are two girls and one boy. We all go to the secondary school called Trivis. Our school is good, but difficult. We have to study a lot for school. Our favourite subjects are English, PE and Math. We all love sports.
SŠV TRIVIS Prostějov,
2012/2013

▲ ZŠ Úvaly,
2011/2012



▲ Gymnázium Šternberk,
2012/2013



▲
Tyršova ZŠ,
Brno, 2010/2011



▲
Tyršova ZŠ,
Brno, 2010/2011



▲
ZŠ Vsetín, Rokytnice
2012/2013



▲
SECMOL
Ladak, 2010/2011



▲ *Lamdon Senior Secondary School,
Leh, Ladak, 2012/2013*



▲ *Druk Padma White Lotus School,
Ladak, 2011/2012*



▲
Secmol,
Ladak, 2012/2013



▲
Hello jullay, we like to eat and taste different types of food. We like sports cars and F1cars and we like footballers like Messi and Christiano, etc. We like to play cricket and football and Bolt is our favorite athlete and we like photographing and listening music on cell phones. We like to go to gym and playing games on pc and play station 2 or 3.

Lamdon Senior Secondary School,
Leh, Ladak, 2012/2013



▲ *Kavya School,*
Kathmandu, Nepal, 2012/2013

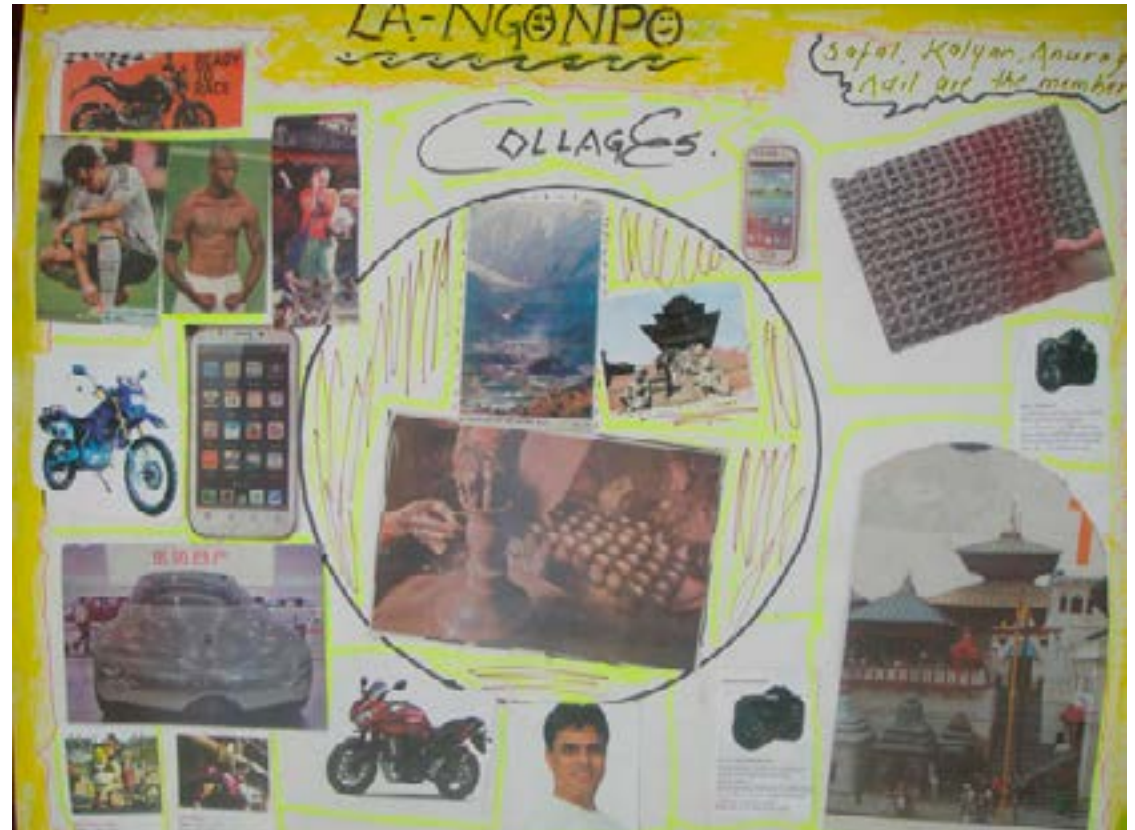


▲ *Kavya School,*
Kathmandu, Nepal, 2012/2013



▲ Our group has made and uploaded this collage because it represents our country and also because it interests us. We hope that this collage helps you to know something about our country NEPAL.

Chelsea International Academy
Kathmandu, Nepal, 2012/2013



▲ Hey friends! Its collage made by our group. It was really an awesome experience to make group collage moreover about Nepal.
Kadambari Academy, Birgunj,
Nepal, 2012/2013

4. hodina **CO MÁME SPOLEČNÉHO**

Žáci porovnájí koláže partnerské školy se svými očekáváními. Uvedou, co mají společného s žáky z Ladaku, a vyhodnotí, co se za poslední měsíc naučili (o sobě, o svých spolužácích a spolužácích z Ladaku).



OTÁZKY PRO PARTNERSKOU ŠKOLU

Vyplňte 5–10 otázek pro partnerskou třídu, které jste vybrali mezi svými studenty. Otázky z partnerské třídy zodpovězte v komentářích.

GRADE 6 – PRIMA (1ST INTERNATIONAL SCHOOL OF OSTRAVA) – PARTNERSKÉ OTÁZKY 1

Do you like animals; if yes, which is your favourite?

ZŠ Jablonné nad Orlicí: Yes, dogs and cats.

Kavya School: Yes, dogs , rabbits and cats.

What kinds of animals do you eat?

ZŠ Jablonné nad Orlicí: Chicken, beef, pork, fish.

Kavya School: Duck, Pork, Mutton, Chicken, Fish.

What can you tell me about your nationality?

ZŠ Jablonné nad Orlicí: People like drinking beer, eating schitzel, Our national sport is ice hockey.

Kavya School: Out here people love to have holidays. everyone is friendly. They love to celebrate festivles. world highest mountain Mt. Everest is in Nepal. Our national game is dandi biyo.

Have you got Easter?

ZŠ Jablonné nad Orlicí: Yes.

Kavya School: No.

Do you have any animals?

ZŠ Jablonné nad Orlicí: Yes, dogs, cats, fish, parrots, hamsters.

Kavya School: Yes. Parrots, dogs, fish, rabbits, cow.

How do you like wearing a uniform?

ZŠ Jablonné nad Orlicí: We do not wear uniforms.

Kavya School : We feel bore but no other option. It is compulsory.

Do you like your school?

ZŠ Jablonné nad Orlicí: sometimes, it depends....

Kavya School: yes

What is your favourite food?

ZŠ Jablonné nad Orlicí: Sirloin with sauce and dumplings, pork sauerkroust and dumplings.

Kavya School: Momo, Chowmin, Rice and curry, pani puri, potato fries.

What languages do you speak?

ZŠ Jablonné nad Orlicí: Czech, English, Slovak.

Kavya School: Nepali, English, Newari.

(ODPOVÍDALI ŽÁCI ZŠ JABLONNÉ NAD ORLICÍ A KAVYA SCHOOL, KATHMANDU, NEPÁL)

CLASS 8+9 (SPRING DALES PUBLIC SCHOOL) – PARTNERSKÉ OTÁZKY 1

How do you feel about our last lesson?

What time your school will start and close?

ZŠ Velké Němčice: We start at 8 and finish at 1.30 and on Tuesday we finish at 03.05.

SŠV TRIVIS Prostějov: Our school year starts in September and finishes in June. The lessons start at eight o'clock a.m. and usually finish at three o'clock p.m.

I think in the last output of your lesson there were lots of you mobile phones. Why?

Do you think that there is something different or surprising in our last lesson output.

Which subject do you like and Why?

ZŠ Velké Němčice: The most of us voted for English and P.E.

SŠV TRIVIS Prostějov: Our favourite subjects are Czech and English languages and P.E.

SŠV TRIVIS Prostějov: We also like studying German language and Law. We like these subjects because we have good teachers and we are interested in our lessons.

What is your national meal?

ZŠ Velké Němčice: Our national meal is roasted pork with sauerkraut and dumplings, siorion with sauce and dumplings and wienerschnitzel with potato salad.

ZŠ Velké Němčice: sirloin

SŠV TRIVIS Prostějov: Traditional Czech cuisine is based on meat and sauces. Our favourite fruit are apples and plums.

What are you doing in longterms holidays?

ZŠ Velké Němčice: We travel, swim, play tennis, football, dance, go to summer camps, have a holiday with family....

ZŠ Velké Němčice: It is summer, so we go for swim, we travel and have parties with our friends. We can sleep till later morning hours. Some of us have a job.

Why you are not wearing uniform in school.

ZŠ Velké Němčice: It is not tradition in our country to wear a uniform at school, only some privat schools have uniforms.

SŠV TRIVIS Prostějov: It is not typical for our country to have uniforms at school. However, in our school we have got TRIVIS t-shirts and dresses for sport and we like to wear them, because we proud of our school.

Which day you are go for the lesson La-ngonpo?

ZŠ Velké Němčice: Usually Monday

SŠV TRIVIS Prostějov: We usually have La Ngonpo lessons on Wednesdays. When we need more time and longer lessons we change Wednesdays to Mondays.

What do you think about us.

ZŠ Velké Němčice: We think you are clever, interesting, not very tall, slim,friendly, not pure, you like sports and animals....
spontaneous answers of students.

(ODPOVÍDALI ŽÁCI ZŠ VELKÉ NEMČICE A SŠV TRIVIS PROSTĚJOV)

9.B (ZŠ ÚVALY) – PARTNERSKÉ OTÁZKY 1

What is your national meal?

Spring Dales Public School: PABA, THUKPA and many more.

How many pupils are in one class?

Spring Dales Public School: We have 2 group class 7th and (8th+9th) There are 14 student in each group.

Is there a river in Ladak?

Spring Dales Public School: Yes, there are so many rivers.

How long is your way to school?

Spring Dales Public School: Just one hour.

What do you think about us?

Spring Dales Public School: You are looking good and I think that you people are much more experienced in this project.

What music do you listen to?

Spring Dales Public School: Mostly Hindi and Ladakhi.

Do you like KFC (MacDonald) food?

Spring Dales Public School: Sorry.

(ODPOVÍDALI ŽÁCI SPRING DALES PUBLIC SCHOOL VE VESNICI MULBEKH V LADAKU, INDIE)

KONVERZACE (ZŠ A MŠ GENERÁLA FRANTIŠKA FAJTLA, PRAHA 9) – PARTNERSKÉ OTÁZKY 1

How many people are in your school?

SECMOL: 36 students

At what age do people marry in Laddakh?

SECMOL: 26 years old onwards upto 33-35 years old.

Do you play football?

SECMOL: yes, there are many teams in school and in Leh itself.

What language do you speak?

SECMOL: Ladakhi.

How many people are there in Ladakh?

SECMOL: Around 3 lakhs.

Do you have Facebook?

SECMOL: Yes.

Why did you decide to join the project?

(ODPOVÍDALI ŽÁCI CAMPUSU SECMOL, LADAK, INDIE)

6 B (KAVYA SCHOOL, KATHMANDU, NEPÁL) – PARTNERSKÉ OTÁZKY 1

I want to know the name of a famous place out there?

1st International School of Ostrava: Brno, because they have many memorials and some nice city squares. Prague, because it is the main city, and there are many monuments like Charles Bridge. There is also the castle there where the president lives.

What is your main language?

1st International School of Ostrava: Czech

I would like to know the name of few famous people of your country?

1st International School of Ostrava: Antonín Dvořák and Bedřich Smetana are famous composers. Karel Gott is the most famous singer. Martin Dejdar is a famous actor. Lucie Bílá is also a singer.

Do you read Czech book or English book?

1st International School of Ostrava: All of the students read Czech and English books. About half of the class reads English books also at home.

Do you like to read comics?

1st International School of Ostrava: Most of our students like comics at least a little bit.

In which language do you communicate with your family and friends?

1st International School of Ostrava: Mostly Czech, but sometimes English, and also Polish.

Are you religious?

1st International School of Ostrava: Mostly no, but some are still thinking about it.

Which is your cultural dress?

1st International School of Ostrava: Many layered skirts (you can google „kroje“). For boys it is trousers, a white shirt with laces, and also a vest.

Which is your national game?

1st International School of Ostrava: We don't have a national game, but hockey and soccer are very popular.

(ODPOVÍDALI ŽÁCI 1ST INTERNATIONAL SCHOOL OF OSTRAVA)

CHelsea's CLASS (CHelsea INTERNATIONAL ACADEMY, KATHMANDU, NEPÁL)

– PARTNERSKÉ OTÁZKY 1

What is the most important thing for you in your life and how do you relate yourself with your society?

What do you know about our country, Nepal?

How was your first day in this class? Did you enjoy it? How do you manage time for La-Ngonpo?

How do you improve your English?

How do you enjoy your vacations?

How do you solve your household problems?

What did you think about our collages? What have you learnt about us from our work?

What are the national symbols of your country?

How is the behavior of the people of your country towards strangers?

What is your religion? What are your interests?

1A/B TRIVIS (SŠV TRIVIS PROSTĚJOV) – PARTNERSKÉ OTÁZKY 1

What do you like doing in your free time?

What sports do you like doing?

What is your country famous for?

Do you like playing PC games? If yes, which of them do you like most?

What time do your lessons start?

Do you have pocket-money?

What is your favourite food? What is your national food?

How do you celebrate your birthday?

Do you go to the parties or to the discos?

What are the most important national holidays or special events in your country? How do you celebrate them?

Are you happy in your life?

Do you have any pets?

Do you play any musical instruments?

Did you like our collages?

What are your hobbies? What do you best like to play with?

How do your traditional clothes look like?

Do you like the La Ngonpo cooperation with us? What? Why?

Do you have to help your family on the field? Or how do you have to help your family?

How does your house look like?

How many days there are your holidays?

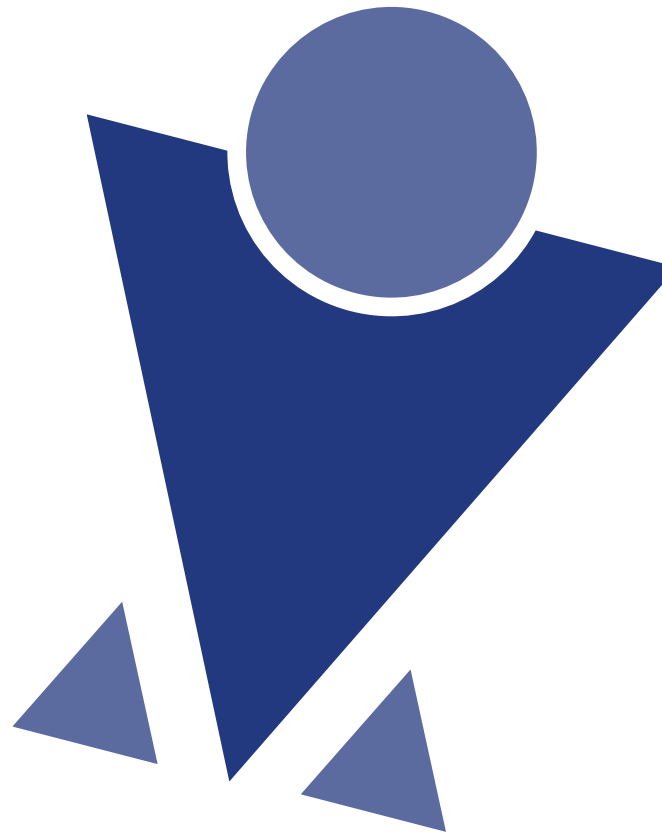
Modul 2

Hrdinové



1. hodina **MOJI HRDINOVÉ**

Žáci popíší, jak vnímají „hrdinu“ a jak se jejich vnímání měnilo během života. Dále vysvětlí, proč lidé obdivují různé hrdiny.



PĚTILÍSTEK

Na závěr hodiny MOJI HRDINOVÉ jste vytvořili pětilístek shrnující, co pro vás znamená "hrdina". Přepište váš pětilístek sem (v anglickém jazyce).

Eva K.

Hero

2 adjectives about hero:

Hero is super and nice.

3 verbs about hero:

Hero cares, helps and makes.

One sentence about hero:

She very loves me.

One summarizing word:

Woman

ODPOVĚDI ČESKÝCH ŽÁKŮ

Barbora H.

Hero

2 adjectives about hero:

Hero is good and helpful.

3 verbs about hero:

Hero helps and eats and drinks.

One sentence about hero:

Hero helps other people.

One summarizing word:

Good

Eliška Z.

Hero

2 adjectives about hero:

Hero is brave and clever.

3 verbs about hero:

Hero helps, protects and cherishes.

One sentence about hero:

My hero wants to win.

One summarizing word:

Strongest

ODPOVĚDI ČESKÝCH ŽÁKŮ

Petra R.

Hero

2 adjectives about hero:

Hero is nice and brave.

3 verbs about hero:

Hero is flying, helping and make anger.

One sentence about hero:

Heroes help with troubles.

One summarizing word:

Mum

Madlena Sabina P.

Hero

2 adjectives about hero:

Hero is fast and amazing.

3 verbs about hero:

Hero flies, runs fast and rescues people.

One sentence about hero:

He is very mysterious.

One summarizing word:

Spiderman

ODPOVĚDI ČESKÝCH ŽÁKŮ

Monika V.

Hero

2 adjectives about hero:

Hero is amazing and brave.

3 verbs about hero:

Hero plays, sings and speaks.

One sentence about hero:

He is amazing.

One summarizing word:

Brother

Jaromír S.

Hero

2 adjectives about hero:

Hero is nice and four-footed.

3 verbs about hero:

Hero goes, jumps and barks.

One sentence about hero:

The hero is fast.

One summarizing word:

Dog

ODPOVĚDI ČESKÝCH ŽÁKŮ

Denisa H.

Hero

2 adjectives about hero:

Hero is beautiful and rich.

3 verbs about hero:

Hero asks, walks and laughs.

One sentence about hero:

Has an original style.

One summarizing word:

Perfection

Anna O.

Hero

2 adjectives about hero:

Hero is strong and nice.

3 verbs about hero:

Hero rescues, loves and operates.

One sentence about hero:

Vet treats sick animals.

One summarizing word:

Best

ODPOVĚDI ČESKÝCH ŽÁKŮ

Simona S.

Hero

2 adjectives about hero:

Hero is brave and unselfish.

3 verbs about hero:

Hero saves childrens lives, fights against nazism, finds new families for children.

One sentence about hero:

Saves Jewish children lives.

One summarizing word:

Courage

Denisa J.

Hero

2 adjectives about hero:

Hero is strong and smart.

3 verbs about hero:

Hero rescues, helps and risks.

One sentence about hero:

Anyone can be a hero.

One summarizing word:

Courage

ODPOVĚDI LADACKÝCH ŽÁKŮ

Nilza A.

Hero

2 adjectives about hero:

Hero is cool and charming.

3 verbs about hero:

Hero acts, dances and tricks.

One sentence about hero:

She is so... amazing.

One summarizing word:

Incredible

Rizgin Y.

Hero

2 adjectives about hero:

Hero is intelligent and kind.

3 verbs about hero:

Hero helps, teaches and cares.

One sentence about hero:

He is so active.

One summarizing word:

Outstanding

ODPOVĚDI LADACKÝCH ŽÁKŮ

Tsering Y.

Hero

2 adjectives about hero:

Hero is funny and helpful.

3 verbs about hero:

Hero plays, walks and eats.

One sentence about hero:

He is famous in Ladakh.

One summarizing word:

Successful

Putit D.

Hero

2 adjectives about hero:

Hero is good and compassionate.

3 verbs about hero:

Hero helps, works and writes.

One sentence about hero:

He shows right ways.

One summarizing word:

Kindness

ODPOVĚDI LADACKÝCH ŽÁKŮ

Dorjay D.

Hero

2 adjectives about hero:

Hero is honest and helpful.

3 verbs about hero:

Hero speaks, cleans and walks.

One sentence about hero:

He always helps students.

One summarizing word:

Brave

Dechen A.

Hero

2 adjectives about hero:

Hero is non-discriminative and knowledgable.

3 verbs about hero:

Hero guides, helps, advises.

One sentence about hero:

He works for public welfare.

One summarizing word:

Guru

ODPOVĚDI LADACKÝCH ŽÁKŮ

Stanzin D.

Hero

2 adjectives about hero:

Hero is brave and honest.

3 verbs about hero:

Hero is running, jumping and helping.

One sentence about hero:

He is a good boxer.

One summarizing word:

Fighter

Chetan W.

Hero

2 adjectives about hero:

Hero is strong and a fighter.

3 verbs about hero:

Hero sings, dances, sleeps.

One sentence about hero:

Hero is a powerful man.

One summarizing word:

Brother

ODPOVĚDI LADACKÝCH ŽÁKŮ

Jigmet L.

Hero

2 adjectives about hero:

Hero is smart and intelligent.

3 verbs about hero:

Hero cares, loves and guardes.

One sentence about hero:

I love her advices.

One summarizing word:

Best

Padma A.

Hero

2 adjectives about hero:

Hero is courages and helpful.

3 verbs about hero:

Hero helps, loves, cares.

One sentence about hero:

Hero shows the right path.

One summarizing word:

Spellbinding

ODPOVĚDI LADACKÝCH ŽÁKŮ

Stanzin S.

Hero

2 adjectives about hero:

Hero is vocalist and punk.

3 verbs about hero:

Hero sings, plays guitar and sleeps.

One sentence about hero:

He is a good vocalist.

One summarizing word:

Awesome

Erum N.

Hero

2 adjectives about hero:

Hero is goodlooking and smart

3 verbs about hero:

Hero plays, eats, sings.

One sentence about hero:

He is very cool.

One summarizing word:

Superdupercool

ODPOVĚDI LADACKÝCH ŽÁKŮ

Isha M.

Hero

2 adjectives about hero:

Hero is famous and handsome.

3 verbs about hero:

Hero inspires, interacts and influences.

One sentence about hero:

He sings very well.

One summarizing word:

Amazing

Presika T.

Hero

2 adjectives about hero:

Hero is powerful and beautiful.

3 verbs about hero:

Hero sacrifices, dedicates and entertains.

One sentence about hero:

He is creepily adorable.

One summarizing word:

Inspiring

ODPOVĚDI NEPÁLSKÝCH ŽÁKŮ

Priyesh L.

Hero

2 adjectives about hero:

Hero is dexterous and skilled.

3 verbs about hero:

Hero defends, thinks, wins.

One sentence about hero:

Hero is always unbeaten.

One summarizing word:

Zealot

Muskan S.

Hero

2 adjectives about hero:

Hero is inspiring and supercool.

3 verbs about hero:

Hero inspires, talks nad loves.

One sentence about hero:

My hero inspires me.

One summarizing word:

My father

ODPOVĚDI NEPÁLSKÝCH ŽÁKŮ

Sagar P.

Hero

2 adjectives about hero:

Hero is handsome and powerful.

3 verbs about hero:

Hero plays, bowls, sings.

One sentence about hero:

He is an awesome man.

One summarizing word:

Contributer in cricket of Australia

Diya B. S.

Hero

2 adjectives about hero:

Hero is kind and caring.

3 verbs about hero:

Hero loves, cares, teaches.

One sentence about hero:

They teach me good manners.

One summarizing word:

Grandparents

ODPOVĚDI NEPÁLSKÝCH ŽÁKŮ

Subesh K.

Hero

2 adjectives about hero:

Hero is smart and kind.

3 verbs about hero:

Hero teaches, helps and loves.

One sentence about hero:

He is with me.

One summarizing word:

Football coach

Surabhi D.

Hero

2 adjectives about hero:

Hero is kind and helpful.

3 verbs about hero:

Hero helps, loves and cares.

One sentence about hero:

She always love me.

One summarizing word:

Mother

ODPOVĚDI NEPÁLSKÝCH ŽÁKŮ

SEZNAM SOUČASNÝCH HRDINŮ TŘÍDY

Přepište sem seznam současných hrdinů třídy a dodejte ke každému krátký popis v anglickém jazyce (např. kdo to je, co dělá či udělal, odkud je, čím je slavný).

CHELSEA'S CLASS (CHELSEA INTERNATIONAL ACADEMY) – HRDINOVÉ TŘÍDY

Seznam hrdinů třídy

Fernando Torres

Fernando Jose Torres Sanz (El Niño) is a Spanish footballer who currently plays for the English club Chelsea FC. He truly is a football maestro and to see his heroic play, all we need to do is turn on the TV and Whoa! Its Torres on the pitch.

Roger Federer

If you're a tennis fan then you must be familiar with Roger Federer, who has appeared in 24 Grand Slam Finals and won 17 of them. The Swiss star has been successful ever since he started his career since 1998.

Alexander the great

If you are crazy about history then you must be reknown to the greatest conqueror on earth whose aim was not to enslave people but unite them to one big and peaceful world.whose thoughts were so great that even success had to bow before him.

My Father

My father is my hero because he helps me in my homework, understand my problems and fulfills all my needs.

Mingma, my friend

Mingma is my hero because she inspires me a lot and she is a fun – loving, joyful girl.

Neymar

He is a football player who plays for FC Santos and Brazil. He plays in the forward position with great skill and style.

Muralitharan (cricketer)

He was a fierce off-spinner and a nightmare for batters. he is the first bowler to get 1000 wickets and is a bowling legend.

Seznam hrdinů třídy

H.H the 14 Dalai Lama

His Holiness the 14 Dalai Lama was born in Tibet on 6 august. He is the spiritual leader of all Buddhist. He was awarded with the Nobel Peace Prize.

Shaid Kapoor

He is the popular actor in India and one of the good dancers especially in Punjabi dance. He's done lots of movies like "vivah, jab we met, life ho to aisa etc. He is very smart, famous, popular, very talented person in India.

Late ER. Sonam Nurboo

Sonam Nurboo was a great engineer as well as politician of Jammu And Kashmir State. He was born at Skara Leh-Ladakh. He designed the first highest altitude airport in the world known as "KBR (Kushok Bakula Rinpoche) Airport Leh Ladakh".

Parents

Many of our students have chosen their parents as their "HEROES", the one who is very important in our life. One who cares for us, loves us, teaches us how to live in society which are our lovely parents. My parents are my heroes. Our parents are our first teachers who teach how to walk, talk, live etc. Parents show us the right path to make our future more successful. Parents work hard for their children so that their children don't face any kind of problem in any kind of stage.

Mahatma Gandhi

Mohandas Karamchand Gandhi was born on 2 October '1889 at Porbander Gujarat. He completed his education from England and went to South Africa as a practicing lawyer. After that he returned to India to gain India Independence from the Britishers. He started the Satyagrah and Civil Disobedience movement in 1930. He started Civil Disobedience by doing Dandi March and broke the Salt law started by the Britishers. He is also known as the "FATHER OF NATION" in India. After India got it's freedom from Britishers, he was shot dead by Nathuram Godse on 30 january'1948.

Seznam hrdinů třídy

His Holiness the 14th Dalai Lama

He is peace lover, kind hearted and ocean of wisdom.

Mahatma Gandhi

He is the father of India and He follows non-violence.

Mr. Bill Kite

He is strong, kind and helpful to our school.

Late Dr. Sonam Norbu

He was first Engineer of Ladakh, he established hospital, and opened road Leh to Kargil.

His Holiness 19th Bakula Rinpochey

His main aim was to educate all the people of Ladakh for overall development.

King Singey Namgyal

He was very religious person and he built magnificent Leh Palace.

Mother Teresa

She won the Noble peace prize in 1979, she helped poor and needy people.

Barak Obama

He is so kind and helpful to others, He had got Noble Peace prize. He is very intelligent, he killed the most wanted terrorist Osama Bin Laden.

Pratibha Devi Singh Patel

She is the first woman President of India, She is so courageous and a good socialist.

King Martin Luther Junior

He was very kind and known for helping others. He is the person who I admire the most.

Seznam hrdinů třídy

Gutama Buddha

Gutama Buddha (Sidhartha) is my really super hero. Who shows us right path and he found the path of truth. He meditated for six years. He discovered the truth, he wanted to relive the world from suffering.

My Favourite Teacher

My favourite teacher is my hero, Madam Sarita teaches us English. She has very sweet temper, She never scold the student. She writes short stories and beautiful poems, She is very good story writer. She teaches us how to recite poems. She helps us to improve our compositions she teaches us to be punctual by her own action. She is polite, soft spoken and strict disciplinarian, she is an ideal teacher I love my teacher very much

My Mother

Mother is my real hero. She always ready to protect me from the biting cold. She carries me everywhere you are the dearest on this planets.

Leader

My Hero is leader. They help us to safe our country and country people. They struggle for country and some of them are died for country.

Class Teacher

Class teacher is my hero. I choose her. She is super hero. She teaches us very well. She is very helpful us whenever we want she is ready to help us all the time.

Sichen Tendulkar

He is the real hero for us, because he is one of the great cricketer of the world, I really like Sichen and I want to become a Sports man like Sichen.

Shahruk Khan

He is one of the greatest film actors of Indian cinema, and he is one of the great actors in Bollywood and he is also famous in other countries

Hero is my Parents

My Hero are my parents, they help me in every things

Seznam hrdinů třídy

Winton

He rescued 780 children in the Second World War before to go to the concentration camp.

Jan Palach

He fought against the communist system.

Michael Schumacher

He is the best world Formule 1 champion

Lady Gaga

She is great singer.

Hercules

He is a mythical hero, he protected people against bad gods.

Audrey Kitching

She is beautiful and she achieved a lot in the fashion world.

Spiderman

He protected people against accidents and bad people.

Hellboy

He is strong and fights against ugly monsters.

Wolverin

He is one of X-men, they protect people against evil.

7. A (ZÁKLADNÍ ŠKOLA VSETÍN, ROKYTNICE, 2011/2012) – HRDINOVÉ TŘÍDY

Seznam hrdinů třídy

Spiderman

Superhuman strength, sixth sense, climbing walls

Fireman

They work in their station. They must be strong physically and mentally. They have special gear. They must be fast. When saving they can lose their lives. He's quick, clever, fearless and most importantly must be able to do something that only think. It is a very important profession!

Capitan America

He is very strong. He has a shield. He is strong.

Roman Kreuziger

He is very strong. He is a racer.

Doctor

He is famous, because he saves human lives. He can be in any places in the world

Václav Havel

Vaclav Havel was born on the 5th October 1936 and died on 18 December 2011. He was our president and a dramatist. Vaclav Havel became a member of the Central Committee of the Union of Czechoslovak Writers. Vaclav Havel spent five months in custody in January- May 1977, in October was convicted of damaging the interests of the Republic abroad for 14 months. He became the first President of Czechoslovakia.

III. (ZŠ Nový Rychnov, 2012/2013) – HRDINOVÉ TŘÍDY

Seznam hrdinů třídy

Tomáš Klus

Czech singer

Josef Váňa

The best Czech horse rider ever.

Ondřej Brzobohatý

Czech actor and singer

Sherlock Holmes

film character and book hero

Rocky Balboa

film character

Harmon Rabb Junior

film character

My daddy

My teacher

PEČÁCI (ZŠ PEČKY, 2012/2013) – CLASS HEROES

Seznam hrdinů třídy

Maria Sharapova

She is a tennis player and a model from Russia. She is one of the best tennis player.

Lassie

It is an intelligent dog from a film.

Martin Luther King

His famous speech is "I have a dream". He wanted equality for all men. He was from the USA.

Andrew Biersack

He has a metal band. He is from America.

Kobe Bryant

He is the best American basketball player. He is black man from the USA.

Lionel Messi

He is the best football player in the world. He is from Argetina.

| 2. hodina **HRDINSKÝ PŘÍBĚH**

Žáci analyzují hrdinský příběh a vyvodí z něho ponaučení.
Diskutují o tématu hrdinství a zvažují, co vše ovlivňuje to,
jak hrdinství chápou.



FOTOGRAFIE ŽIVÝCH OBRAZŮ

V hodině jste zobrazili důležité momenty z příběhu Dubový hrdina formou živých obrazů. Fotografie těchto obrazů vložte sem.



▲ In this scene, Kim is selected to save the village from the dragon. Kim is really scared, because no one returned back from this expedition.
ZŠ Pečky,
2012/2013

▲ Kim slaying the dragon
ZŠ Krhanice, 2011/2012



▲ The comitee decided to send Kim against the dragoon.
ZŠ Jablonné nad Orlicí,
2012/2013



▲
Tyršova ZŠ,
Brno, 2012/2013



▲
We are a village
1st International School of Ostrava,
2012/2013

▲
ZŠ Vsetín,
Rokytnice, 2011/2012



▲
Kim slaying the dragon
PORG Ostrava,
2012/2013



▲
ZŠ Vsetín,
Rokytnice, 2011/2012



▲
Tyršova ZŠ,
Brno, 2012/2013



◀ Dragon got killed
Secmol,
Ladak, 2012/2013



▲ Kim got selected as a hero.
Secmol,
Ladak, 2012/2013



◀ I like Kim that is why I did his role.
Secmol,
Ladak, 2010/2011



◀ Kim was nominated as King by the villagers to protect the village from dragons
Lamdon Secondary School
Ladak 2012/2013



▲ Kim being presented the birch wreath.
Chelsea International Academy,
Kathmandu, Nepal, 2012/2013



◀ Carpenter family
We are near the Indus River.
Secmol,
Ladak, 2010/2011

OTÁZKY K PŘÍBĚHU

Na závěr hodiny jste vytvářeli otázky k tomu, co byste se ještě rádi dozvěděli o příběhu.

Přepište sem vaše otázky (v anglickém jazyce).

7.B (ZŠ VRCHLABÍ, 2011/2012)

Otázky o dubovém hrdinovi

What Kim did for three days?

Kim was dearly missing his parents and love for nature.

Where Kim disappeared?

Kim disappeared in the forest, nobody knows where he went...

How to kill a dragon?

Dragon can be killed with an axe.

Why do people not go look at the slain dragon?

Because they were scared of the horrible dragon.

He narrated the story of the past in myths?

No idea (question bit confusing)

As the faces carved into the trees?

Kim returned in gorgeous way, he looked like a real hero.

Why women do not offer?

Because the ancient people believed that women were not so strong enough to protect the village.

(ODPOVÍDALI ŽÁCI TŘÍDY 8. B PARTNERSKÉ ŠKOLY
LAMDON MODEL SENIOR SECONDARY SCHOOL V LADAKU, INDIE)

Otázky o dubovém hrdinovi

Was the dragon really killed?

Yes, I guess so.

Where did Kim and the dragon disappear to?

Maybe Kim disappeared in the woods.

Why didn't they accept Kim?

They didn't accept Kim because he broke the ancient tradition of the festival by killing the dragon.

After Kim was sent out of the village, what happened to his house?

Maybe it was forgotten like the oak trees.

After the death of the dragon, why were the villagers still afraid?

Even after the dragon's death the villagers were afraid maybe because they thought that other dragons would come to avenge it's friend's death.

Why didn't they believe Kim?

They didn't believe Kim because they thought Kim was not strong enough to face the dragon.

What did the dragon want?

Maybe the dragon wanted human blood.

CLASS 8+9 (SPRING DALES PUBLIC SCHOOL, LADAKH, INDIA, 2012/2013)

Otázky o dubovém hrdinovi

- 1. Who lived in the wooden house?*
 - 2. How far was the wooden house from the village?*
 - 3. There was some fear in the village? What was that?*
 - 4. What does the Wreath of birch twigs mean?*
 - 5. To accept Kim as a Hero would be dangerous. Why?*
 - 6. Why the villagers chose Kim to save them from Dragon and why not other?*
-

PRIMA (PORG OSTRAVA, 2012/2013)

Otázky o dubovém hrdinovi

- How old was Kim?*
- Is the village called La Ngonpo?*
- Is this story in India?*
- How many heads has got the DRAGON?*
- Why they did not find the DRAGON before?*
- Was this axe made of wood?*
- Are there dragons in India? And how many?*
-

PEČÁCI (ZŠ PEČKY, 2012/2013)

Otázky o dubovém hrdinovi

Why did the Council of Elders choose Kim?

Why did his parents let him go?

Was Kim afraid of death?

How did Kim kill the dragon?

Where did Kim go?

Why didn't the Council of Elders want him in village?

Why were wood faces more important than alive Kim?

GRADE 7 - SEKUNDA (1ST INTERNATIONAL SCHOOL OF OSTRAVA, 2012/2013)

Otázky o dubovém hrdinovi

Where the story exactly happened?

How Kim came back?

How Kim killed the dragon?

Why people didn't want to have another hero?(Kim)

How the people in village lived after the event with Kim and dragon?

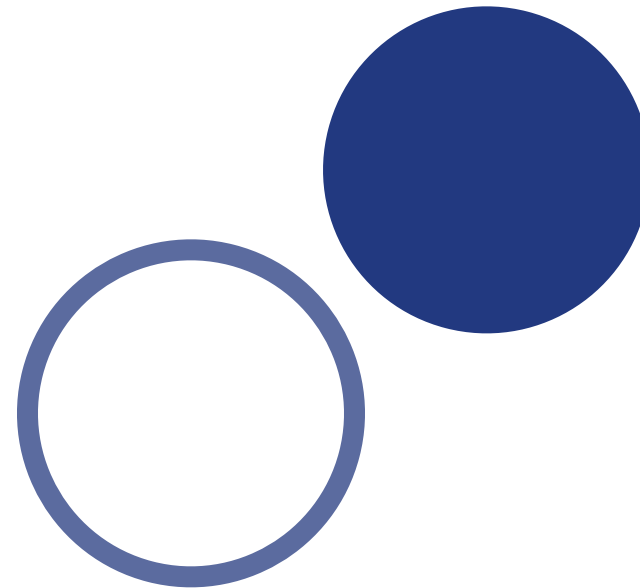
Which feelings did Kim has after he killed the dragon?

Which another characteristics did Kim have?

3. hodina **DOBŘÝ NEBO ŠPATNÝ**

Žáci vyvodí, že úhel pohledu a kontext ovlivňují, jak nahlížíme na lidi okolo nás. Zvaží, k čemu může vést označování lidí za dobré a špatné. Kriticky přemýšlí o několika „hrdinech“.

Z této hodiny nevyplývají žádné výstupy na web La Ngonpo.



4. hodina **MÉ ZÁSADY**

Žáci porovnají, čím se různí lidé řídí ve svých životech a činech.
Vytvoří svůj vlastní seznam zásad



ČESKÁ REPUBLIKA

- Where there's a will there's a way.
- A friend in need is a friend indeed.
- Better late than never.

Daniela H., PORG Ostrava, 2012/2013

- what doesn't kill you makes you stronger
- family and friends in the first place
- always try hard

Mirek K., ZŠ Vsetín, Rokytnice, 2012/2013

- Either you have excuses or results. You can't have it both ways.
- life's a battle but worth it.
- Life is to seek.

Vendula D., ZŠ Vsetín, Rokytnice, 2012/2013

- Don't let fear keep you out of game.
- There is always the reason to live.
- Believe in everything, because everything is possible.

Jana F., ZŠ Vsetín, Rokytnice, 2011/2012

- Never back down
- Never leave your friends
- Hard work is good work for your muscles

Ondřej Č., ZŠ Pečky, 2012/2013

- Always help your family and never forget them.
- Be honest.
- Don't lose your friends.

Miša B., ZŠ Pečky, 2012/2013

- Life is not about how many times you fall on your face, but how many times you can pick up and move on.
- Enjoy every day because you never know what will happen.
- Life is like a hill. When you go up, and once you go down.

Kristýna B., ZŠ Horníkova, 2010/2011

- Live so that you could die every day
- Be yourself
- Life is Beautiful Enjoy it

Anita B., ZŠ Řehořova, 2011/2012

- I'm never going to smoke
- right to learn
- love family

Norbert G., ZŠ Krhanice, 2011/2012

- Make something from your life.
- Be friendly to others.
- Respect other Cultures.

Tanno H., 1st International School of Ostrava, 2012/2013

- Be polite
- Don't ruin the environment
- Try to be as friendly as I can be

Vít K., 1st International School of Ostrava, 2012/2013

- I do my homework
- I don't eat before dinner
- I don't carry money to school

Vojtěch S., Tyršova ZŠ, Brno, 2012/2013

- always play fair play
- tasks first and then the fun
- smile even if not why

Vojtěch V., Tyršova ZŠ, Brno, 2012/2013

- Life is black and white, and it's up to you how decorate it.
- You know my name, not my story.
- Live life to the fullest.

Patricie R., Gymnázium Šternberk, 2012/2013

- Dream as if you'll live forever. Live as if you'll die today.
- Don't let yesterday use up too much of today.
- For every minute you are angry, you lose sixty seconds of happiness.

Kateřina S., Gymnázium Šternberk, 2012/2013

- Being deeply loved gives you strength. Loving deeply gives you courage.
- Never let the fear of losing keep you out from playing the game.
- What you think of yourself is much more important than what people think of you.

Magdaléna B., Gymnázium Šternberk, 2012/2013

NEPÁL

- Honesty is the best policy
- Rome was not built in one day
- The pen is mightier than the sword

Priyesh L., Chelsea International Academy, Nepal, 2012/2013

- Wisdom begins in wonder
- Some of life's best lessons are learned at the worst times.
- You only live once, but if you work it right, once is enough

Isha M., Chelsea International Academy, Nepal, 2012/2013

- A lot of good things have to be let go in order to find the best
- Be who you were meant to be
- Honesty is the greatest policy

Shambhavi N., Chelsea International Academy, Nepal, 2012/2013

LADAK

- Do good have good
- Buddhism is way of life
- Education is most important

Tsewang A., SECMOL, Ladak, 2012/2013

- Smoking is bad for our lungs
- Education is very important in our life
- And also the Health is wealth

Stanzin N., SECMOL, Ladak, 2012/2013

- start with hope end with success
- all is well
- more doing little talking

Phuntsog N., SECMOL, Ladak, 2012/2013

- always to throw wrappers in the bin
- always to help old people
- will never tell lie and to be kind to everyone

Rigzin T., Ladakh Public School, Ladak, 2011/2012

- never to tell lie
- respect elders
- not to cut trees

Stanzin T., Ladakh Public School, Ladak, 2011/2012

- to respect my country
- to study hard to make an image
- to give each and everyone equal respect

Janspal D., Ladakh Public School, Ladak, 2011/2012

- always follow the teachings of H.H. The Dalai Lama
- never to fail in exams
- always respect the elders

Stanzin T., Ladakh Public School, Ladak, 2011/2012

- I will never argue with my parents
- I will study hard
- I will always preserve water

Jigmet L., Ladakh Public School, Ladak, 2011/2012

- Do good have good
- Happiness never decreases by sharing
- Thousands of candles can be lit by one candle

Abbar, Moravian Mission School, Ladak, 2010/2011

- Fear is the beginning of defeat
- Something is better than nothing

Tsering S., Moravian Mission School, Ladak, 2010/2011

- be kind to others
- don't kill animals, love them
- save our environment

Tsering N., Lamdon Model Senior Secondary School, Ladak, 2011/2012

- don't do different things, do things differently
- if you help others, they will give you respect
- education is more important than money

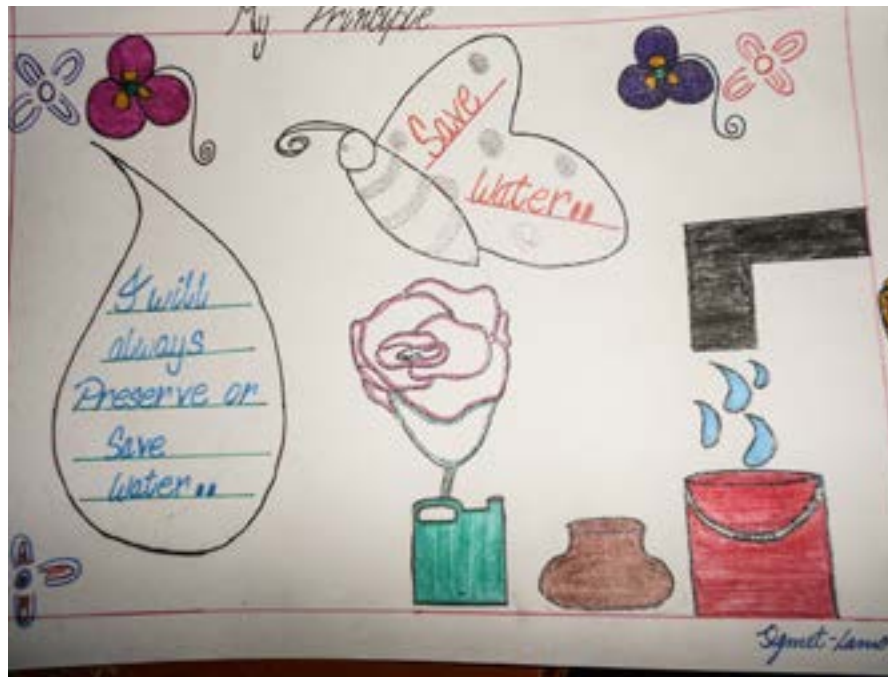
Stanzin N., Lamdon Model Senior Secondary School, Ladak, 2011/2012

- no one is perfect.
- everything that shines is not gold.
- education is a gift that cannot be taken away by someone

Stanzin K., Lamdon Model Senior Secondary School, Ladak, 2011/2012

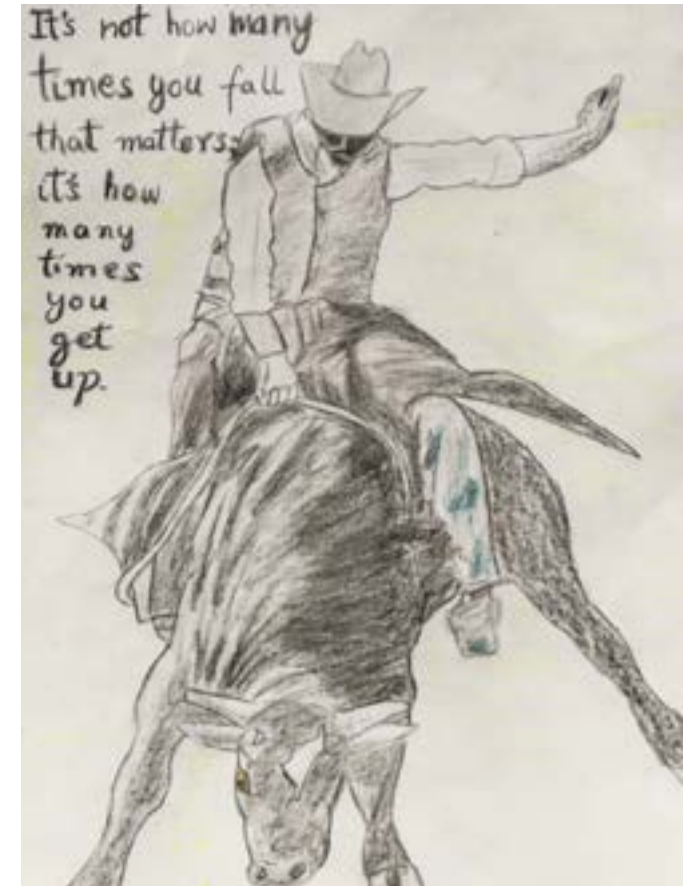
FOTOGRAFIE MÝCH ZÁSAD

Pokud jste v poslední hodině vytvořili společně objekt či plakát vašich zásad, nahrajte jeho fotografii sem.

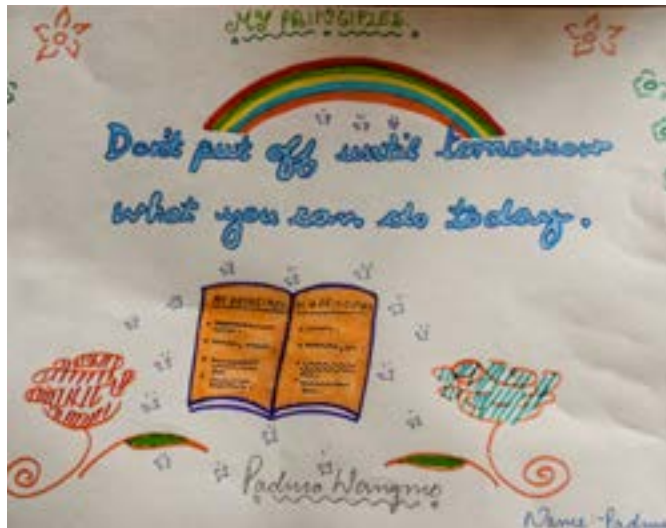


▲ JIGMET L.,
Ladakh Public School,
Leh, Ladak, 2011/2012

▲ RIGZIN T.,
Ladakh Public School,
Leh, Ladak, 2011/2012



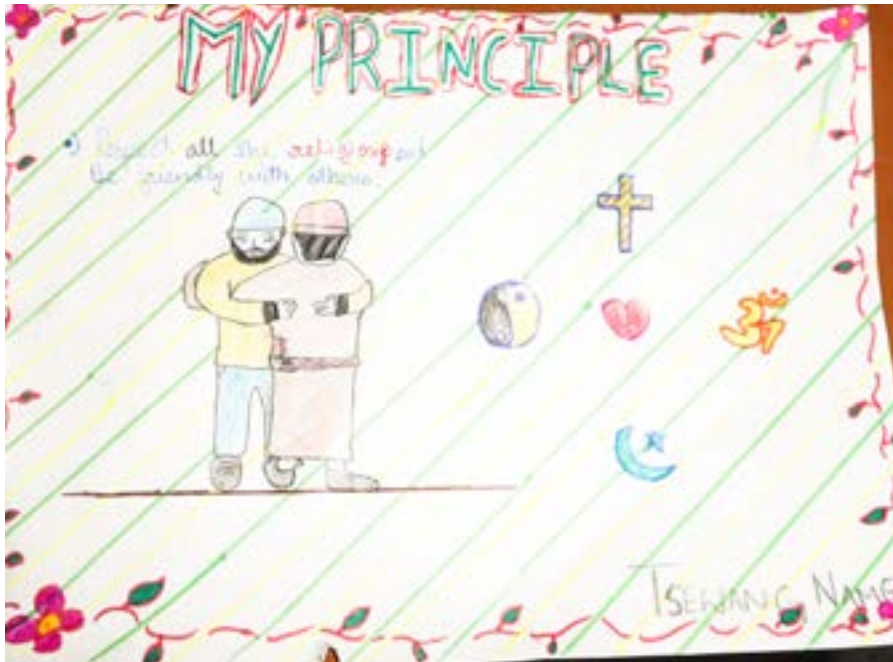
▲ STANZIN K.,
Ladakh Public School,
Leh, Ladak, 2011/2012



▲
PADMA W.,
Ladakh Public School,
 Leh, Ladak, 2011/2012



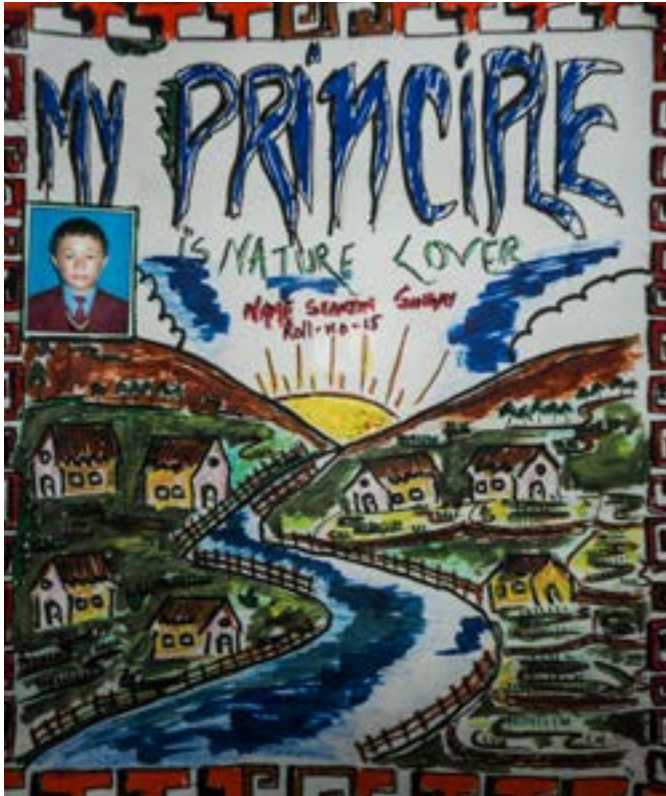
▲
RINCHEN A.,
Ladakh Public School,
 Leh, Ladak, 2011/2012



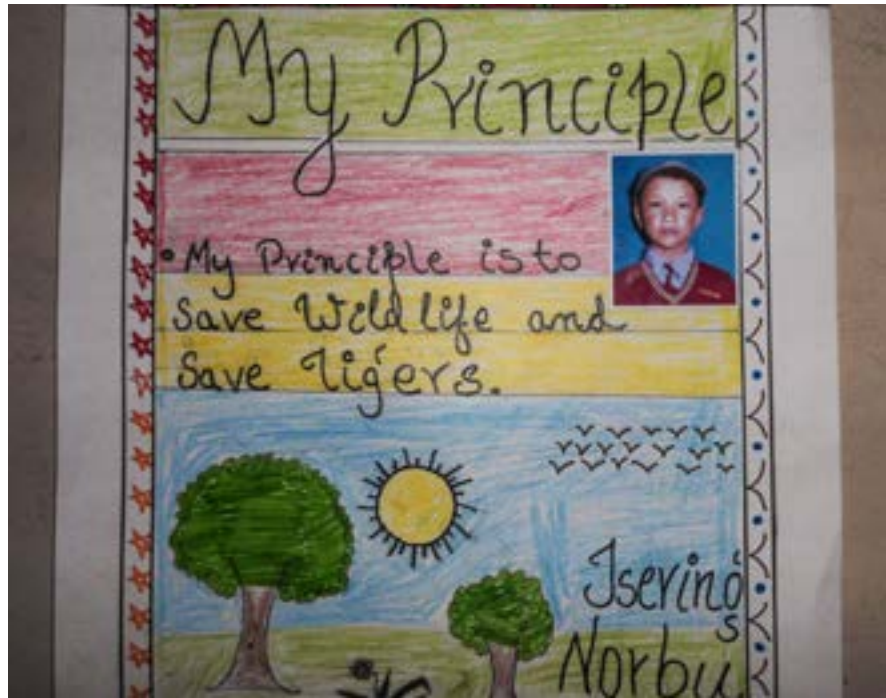
▲
TSEWANG N.,
Ladakh Public School,
 Leh, Ladak, 2011/2012



▲
SONAM Y.,
Ladakh Public School,
 Leh, Ladak, 2011/2012



▲
STANZIN S.,
Lamdun Model Senior Secondary
School, Leh, Ladak, 2011/2012



◀
TSERING N.,
Lamdun Model Senior Secondary
School, Leh, Ladak, 2011/2012



◀
STANZIN N.,
Ladak Public School,
Leh, Ladak, 2011/2012



▲
I like break dance
SHEFAIL A.,
Moravian Mission School
Leh, Ladak, 2011/2012



▲
ZEYAN S.,
Lamdon Model Senior Secondary
School, Leh, Ladak, 2011/2012



▲
My friends respect all
Secmol,
Ladak, 2012/2013



▲
In my school students are interested in
construction
Secmol,
Ladak, 2012/2013



▲
I like to do team work with my friends
Secmol, Ladak, 2012/2013

▲
My friends are doing really nice practice before going for it.
Secmol, Ladak, 2012/2013



◀ My friends always follow the right path
Secmol,
Ladak, 2012/2013



◀ He is a great Ladakhi language teacher
Secmol,
Ladak, 2012/2013



◀ *Secmol*,
Ladak, 2012/2013

9. C (ZŠ ÚVALY, 2012/2013) – PARTNERSKÉ OTÁZKY 2

- Have you ever been abroad?*
 - Do you like handball?*
 - What's your favourite film/serial?*
 - Have you ever seen sea?*
 - Do you know what Halloween is?*
 - Do you like project La Ngonpo?*
 - Do you like school?*
 - Do you have good marks at school?*
-

9. A (ZÁKLADNÍ ŠKOLA VSETÍN, ROKYTNICE, 2012/2013) – PARTNERSKÉ OTÁZKY 2

- Who is your hero?*
 - What do you think about this project, task?*
 - Is your hero, fictional or real?*
 - What is your film hero?*
 - Who is your book hero?*
 - Which attribute describes your hero?*
 - How many animals do you have at home?*
 - What are your hobbies?*
-

PEČÁCI (ZŠ PEČKY, 2012/2013) – PARTNERSKÉ OTÁZKY 2

- 1. Who are your class heroes?*
 - 2. Do you choose your heroes due to their behaviour or appearance?*
 - 3. Are you influenced by your family, the place where you live or your religion?*
-

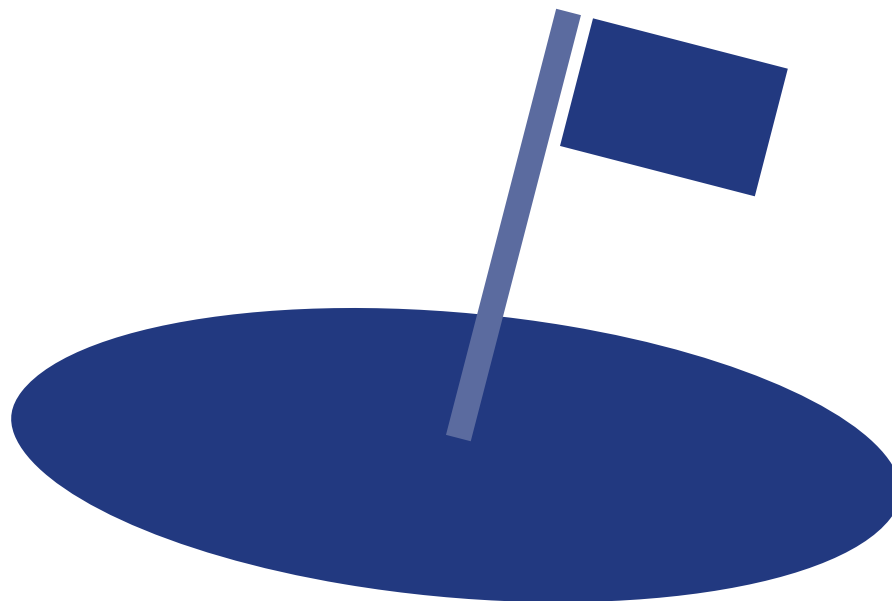
Modul 3

Migrace



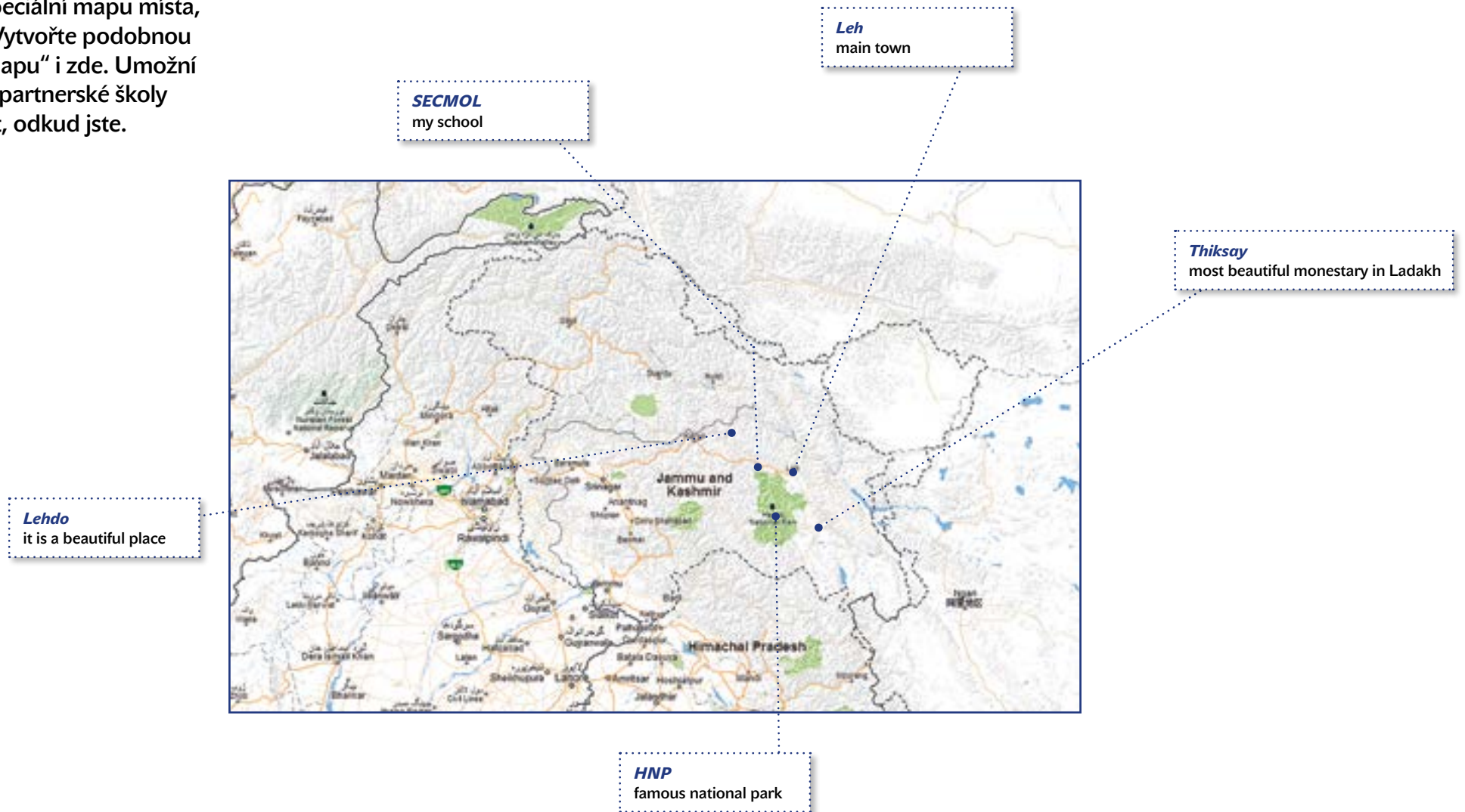
| 1. hodina **MŮJ REGION**

Žáci uvedou pro ně významná místa regionu a vyznačí je na mapě. Popíší svůj vztah k místu, kde žijí.



MAPA MÉHO REGIONU

V hodině MŮJ REGION jste připravili speciální mapu místa, kde žijete. Vytvořte podobnou „virtuální mapu“ i zde. Umožní to žákům z partnerské školy lépe poznat, odkud jste.



Ladak

Praha
is the capital of the Czech Rep. and a very exceptional

free legal graffiti place
Here is free legal graffiti place. Here you can write graffiti. Graffiti is a type of writing but is illegal but town do this legal place for writing.

Karls bridge
The most famous bridge in Prague. The most beautiful saint. Its very old saint. There is a lot of tourist. There is Prague river. Vltava. Charles IV is the founder of the Charles University in Prague.

Sněžka
Sněžka is the highest mountain in Czech Republic.

Zampaský bridge
It is 2nd highest by hand build bridge in Europe.

Radhošť, Rožnov pod Radhoštěm
Radhošť is a mountain in the protected area Beskydy. It measures 1129 meters and offers beautiful views.

Pustevny
Pustevny is part of village Prostřední Bečva. It is a tourist place. In winter there are ice statues. We want take them here because is interesting place.

Bory
Bory is the famous prison in city Plzeň.

wells Luhačovice
Spa Luhačovice are very pleasant and nice environment. There are many parks and medicinal springs. Mineral springs in Luhačovice are divided into two groups. The first group is used for drinking and publicly accessible, free of charge, the second group is intended for balneological purposes.

National museum
Is very old build. It's stayed in year when we birthing.



Třeboň
Třeboň is very nice and historical city!

Brno
Masaryk University

Zoo Olomouc
Come to see how it looks like our ZOO.

Winery
There's a lot of good wine.

Česká republika

FOTOGRAFIE VIRTUÁLNÍCH MAP

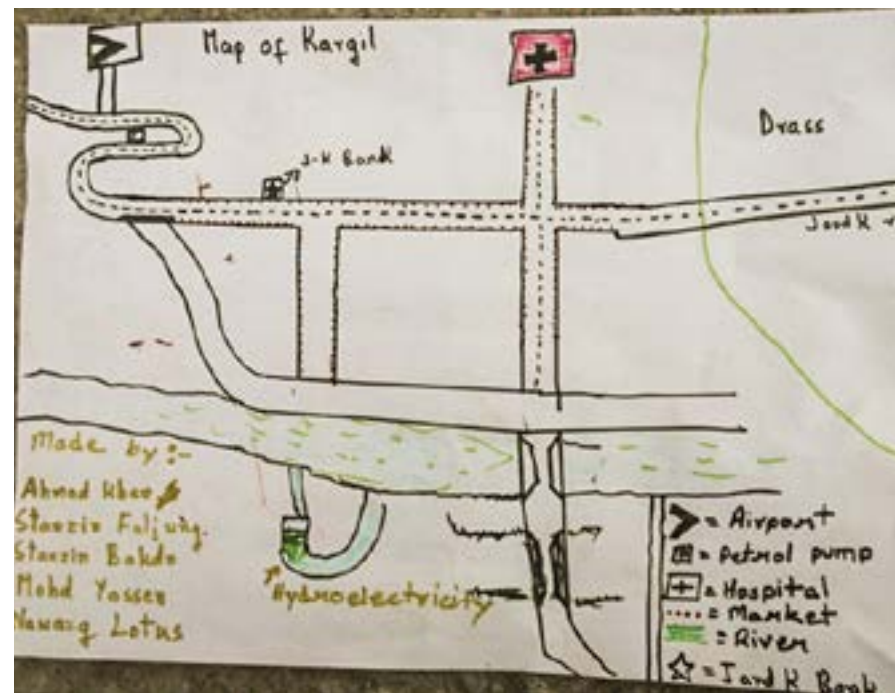
Pokud během přípravy virtuálních map vznikly pěkné papírové mapy, můžete jejich obrázky nahrát sem.

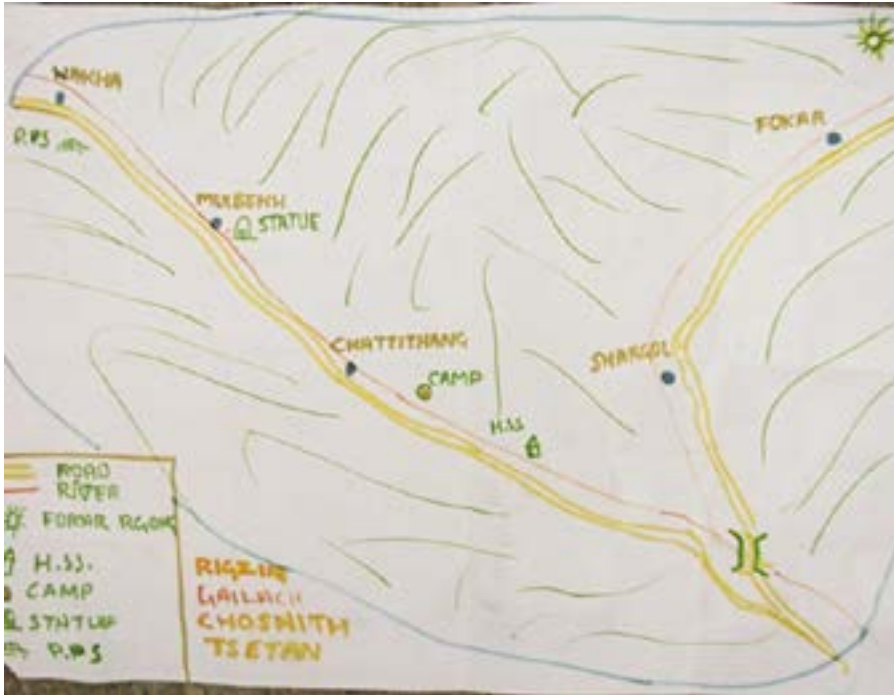


▲ Škola, vesnice, město Leh,
Lamdon Model Senior Secondary School,
Ladak, 2011/2012

▲
▲ *Spring Dales Public School, Ladak,*
2011/2012

▲ Ladacký region, vysoké hory a mnoho dalšího,
Lamdon Model Senior Secondary School,
Ladak, 2011/2012





▲ *Lamdon Model Senior Secondary School, Ladak, 2011/2012*

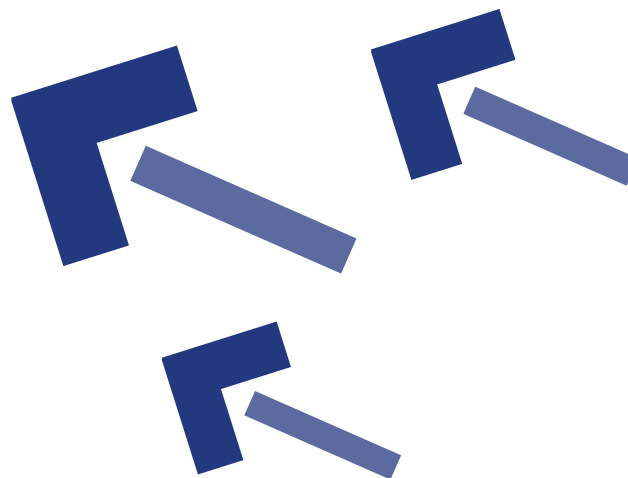
▲ *Spring Dales Public School, Ladak, 2011/2012*

▲ *Spring Dales Public School, Ladak, 2011/2012*

2. hodina **ABDIN**

Žáci se vžijí do situace Abdina, íránského uprchlíka v České republice. A formulují domněnky o tom, jak se mohou cítit žadatelé o azyl.

Z této hodiny nevyplývají žádné výstupy na web La Ngonpo.



3. hodina **MOJI SOUSEDÉ**

Žáci uvedou a odvodí důvody, proč lidé v dnešním světě migrují. Vysvětlí souvislosti jejich životů s životy jejich sousedů (imigrantů) a vyhodnotí, jak sami mohou ovlivnit životy imigrantů.

Z této hodiny nevyplývají žádné výstupy na web La Ngonpo.



Migrant Story – Rigzen

There was a girl known as Rigzen. She is from Zanskar. She came to Leh to study. At her village there was no school AND her parents want her to become a doctor. All the villagers want her to study hard. At last she became a doctor.

Migrant Story – Anwar

Anwar is a boy from Doda district. His family was suffering from poorness and he came to Ladakh to earn some money. Here, in Ladakh he works as a coolie. He is very happy here in Ladakh. He has earned enough money to go to his home and he has subbit all the loan of his family.

Migrant Story – Dolma

Anwar is a boy from Doda district. His family was suffering from poorness and he came to Ladakh to earn some money. Here, in Ladakh he works as a coolie. He is very happy here in Ladakh. He has earned enough money to go to his home and he has subbit all the loan of his family.

Migrant Story – Zahir

Zahir was a boy. He came from Bangladesh in search of a job. In his country there was shortage of job. He wanted to earn more money because his family was very large. In his family there was shortage of food that's why he wanted to come in India.

Migrant Story – Khalli

Khalli was a boy who migrated from Afghanistan to Iran because of the ongoing conflict. He was kept in a refugee camp. There he was kept with 2 other boys who were from Iraq. Later he settled down in Iran and he got a job.

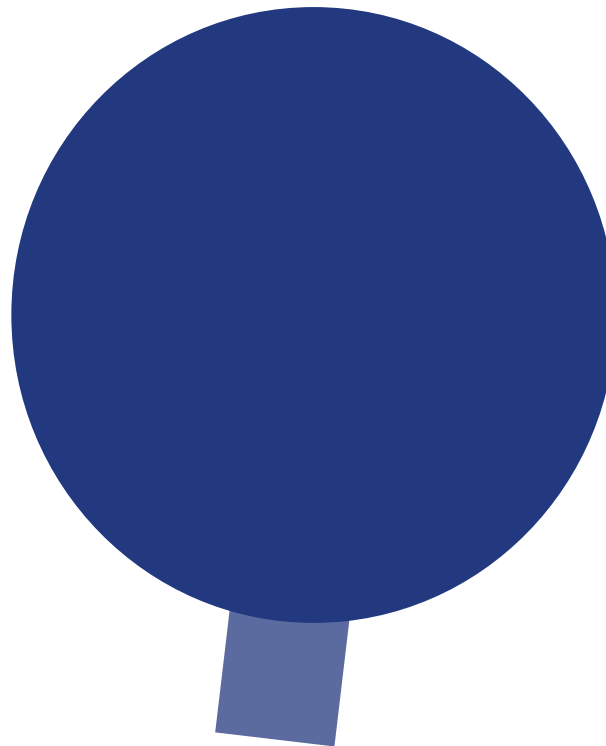
Migrant Story – Abdin

Abdin was a boy, he lived with his parents but was parted from them when they left for Czech Republic, he was kept away from his parents in another camp. He was kept isolated in a camp with two other Afghani boys who only spoke in their mother tongue. Later he was free and he settled in Czech Republic.

(PŘÍBĚHY SEPSALI ŽÁCI MORAVIAN MISSION SCHOOL V LADAKU, 2010/2011)

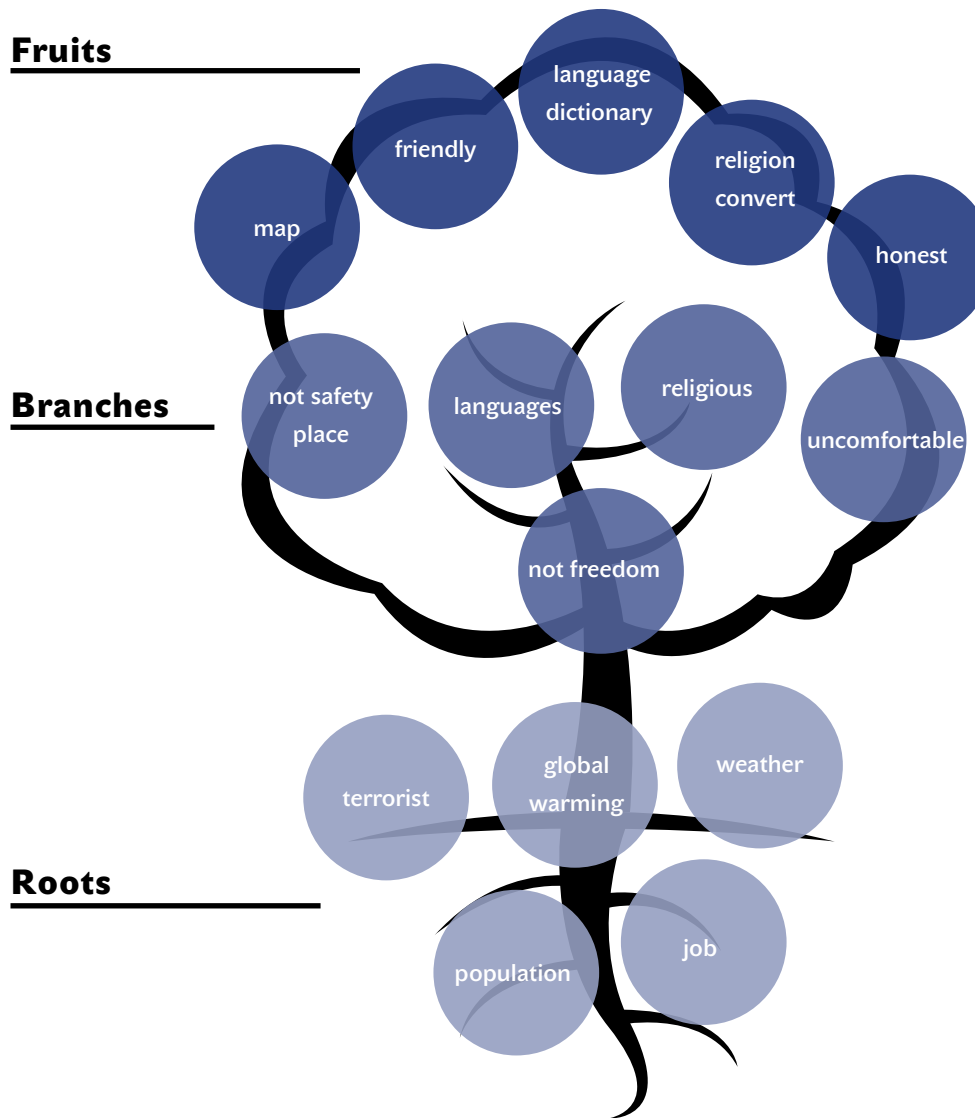
4. hodina **STROM MIGRACE**

Žáci uvedou základní informace o migraci a pojmenují hlavní migrační proudy ve světě. Definují příčiny a důsledky migrace. Žáci navrhnou možná řešení problému nucené migrace.



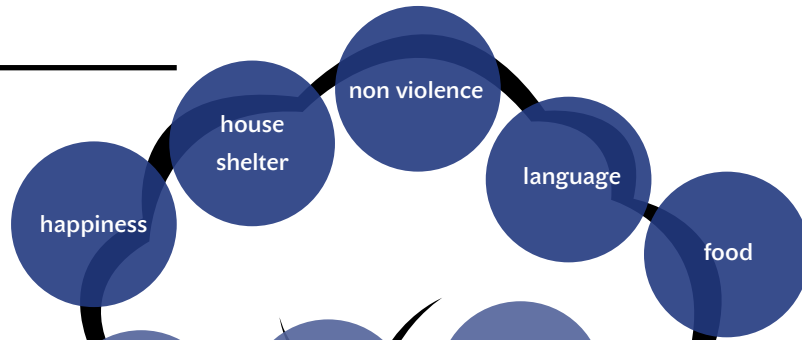
STROM MIGRACE

V hodině jste vytvořili "stromy migrace", které zobrazují příčiny a dopady migrace a představují možná řešení nedobrovolné migrace. Vytvořte ho v anglickém jazyce i zde.

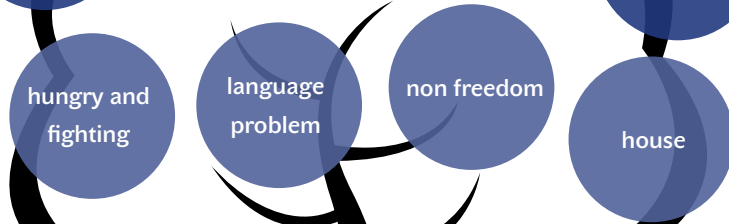


SECMOL, Ladak, 2011/2012

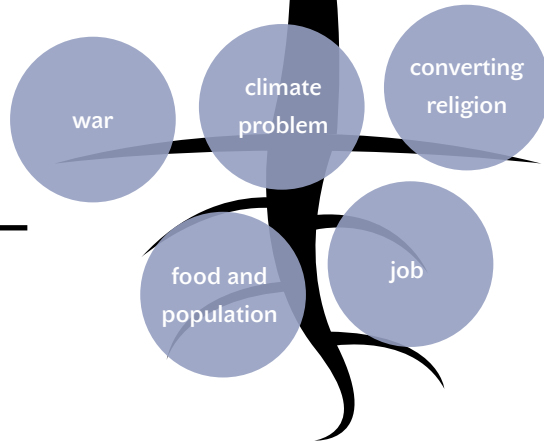
Fruits



Branches

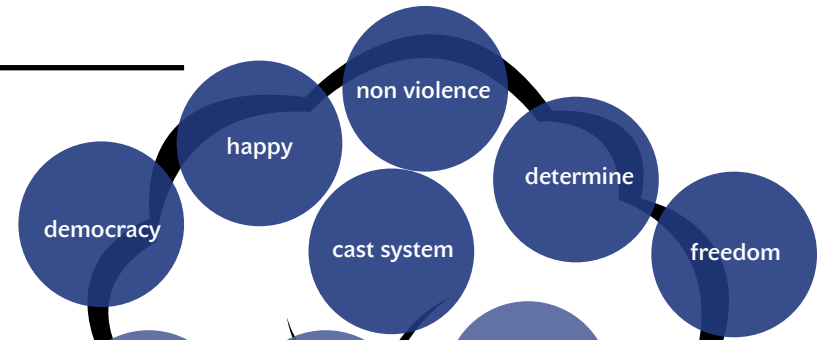


Roots

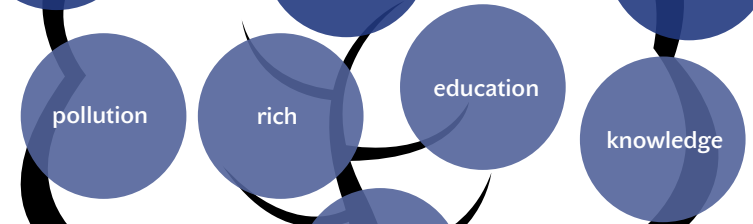


SECMOL, Ladak, 2011/2012

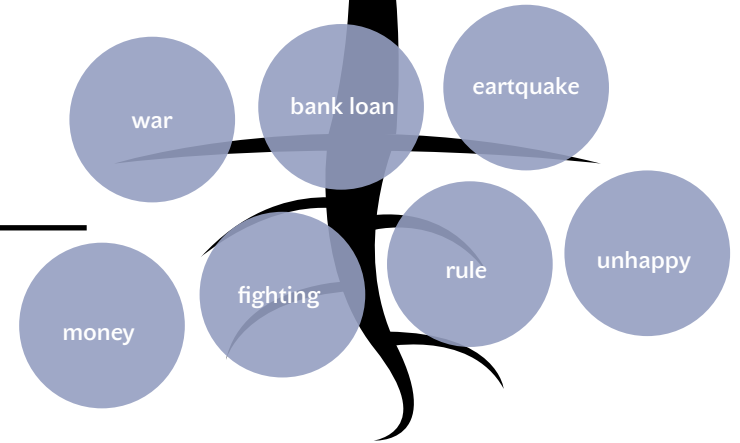
Fruits



Branches

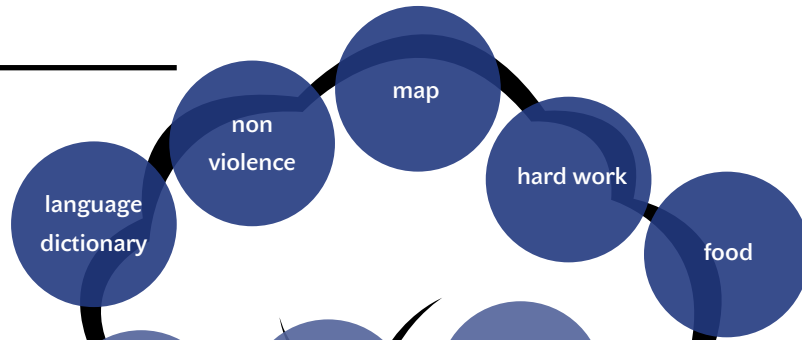


Roots

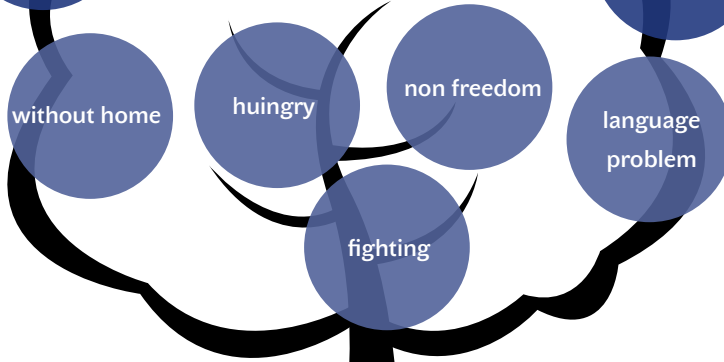


SECMOL, Ladak, 2011/2012

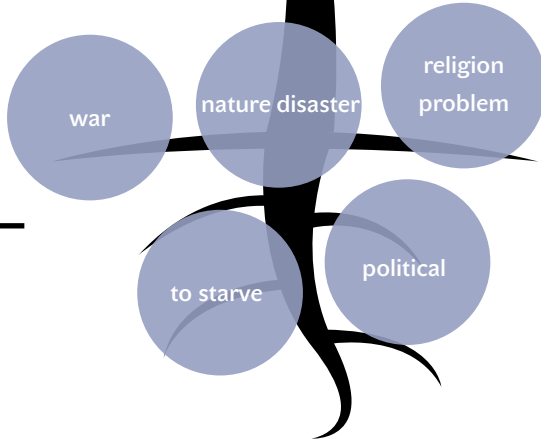
Fruits



Branches

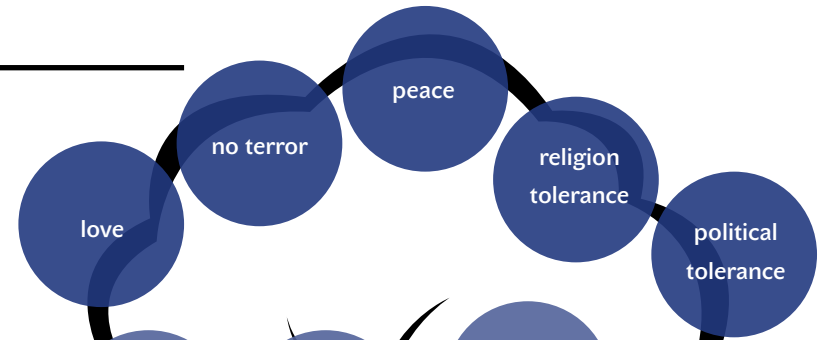


Roots

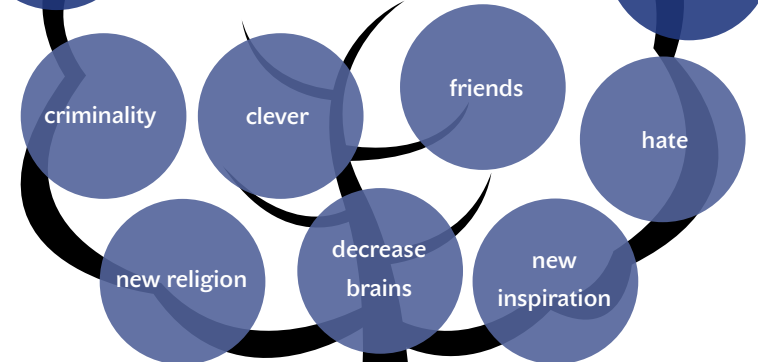


SECMOL, Ladak, 2011/2012

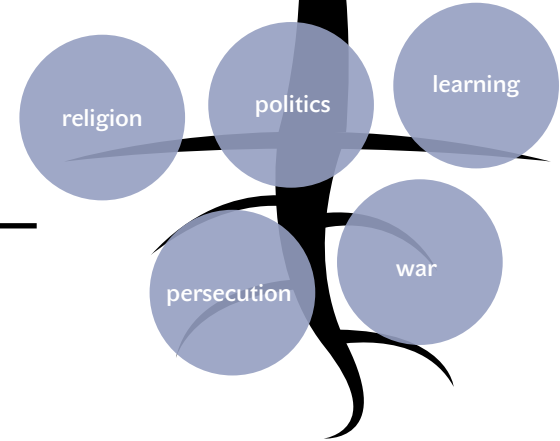
Fruits



Branches

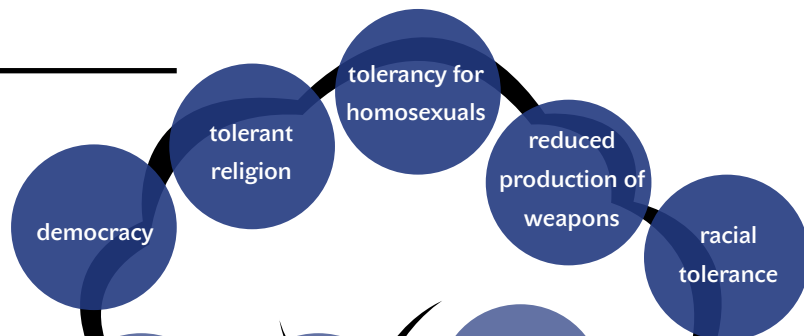


Roots



ZŠ Úvaly, 2011/2012

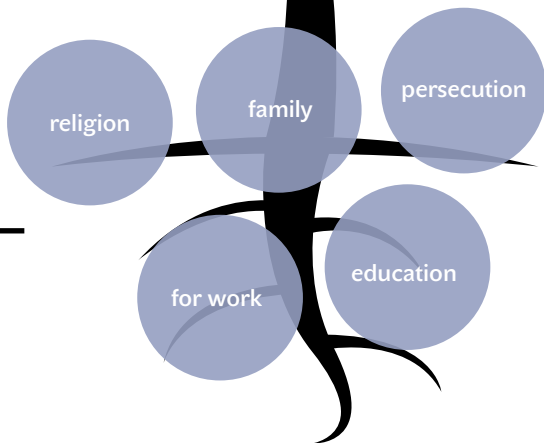
Fruits



Branches



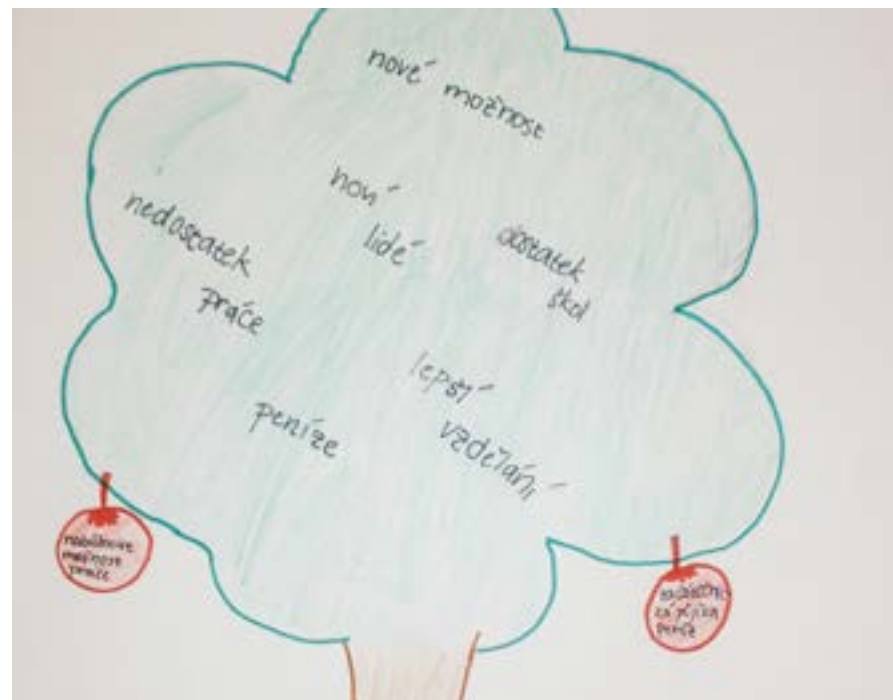
Roots



ZŠ Úvaly, 2011/2012

FOTOGRAFIE STROMŮ MIGRACE

Zde nahrajte fotografie stromů migrace, které jste během hodiny vytvořili.



▲ ZŠ Vsetín, Rokytnice, 2011/2012



▲ Tyršova ZŠ, Brno, 2011/2012

Fruits: job possibilities, start-up loan.
Branches: money, lack of jobs, better education, new people, enough schools, new opportunities.

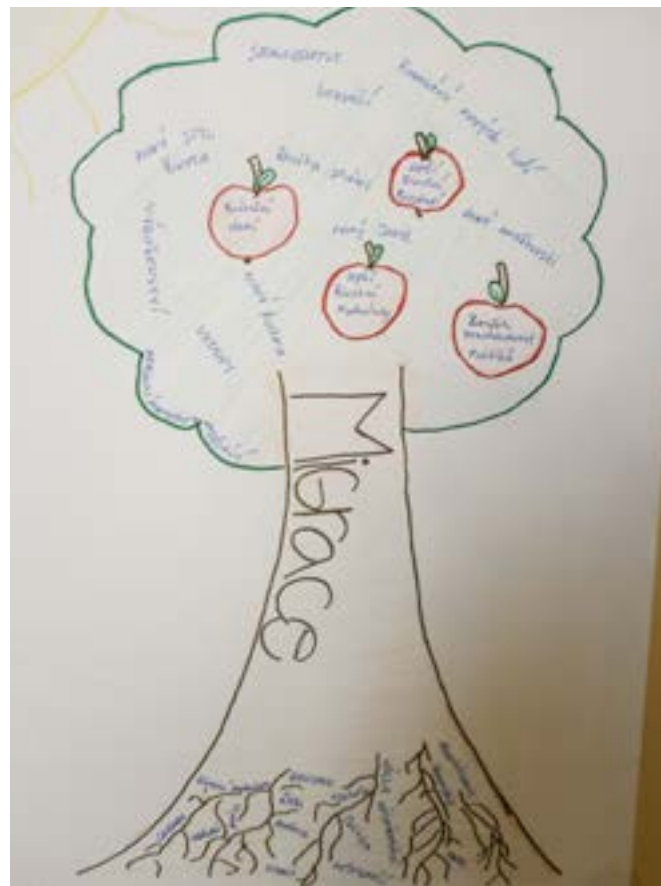


▲ ZŠ Velké Němčice, 2011/2012

Lidé se stěhují za práci nebo kvůli náboženství. V nové zemi mohou najít nové kamarády, práci a mohou být šťastní.



▲ ZŠ Vsetín, Rokytnice, 2011/2012



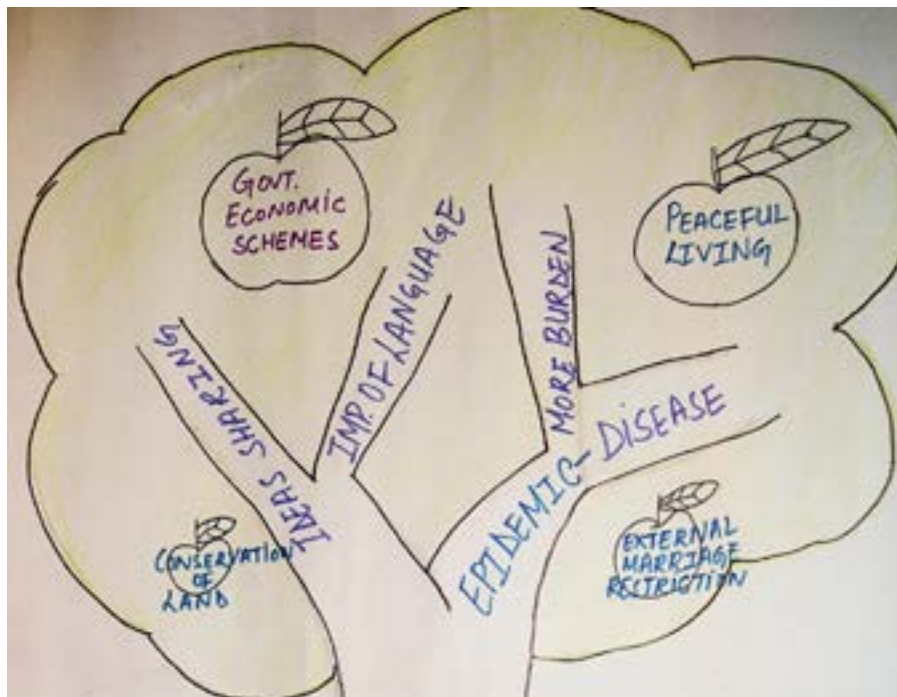
▲ Tyršova ZŠ, Brno, 2011/2012

Fruits: lower taxes, better living conditions, stop inconsiderate politicians, better environment
Branches: working and living conditions, relationships, new culture, religion, new life style, safety, losing friends, new language, new opportunities, getting to know new people, satisfaction.



▲ ZŠ Úvaly, 2011/2012

Fruits: no terror, political tolerance, religious tolerance, love, peace
Branches: hate, crime, intelligence, friends, mixed-race, brain drain, new religion, new inspiration.



▲ Lamdon Model Senior Secondary School, Ladak, 2011/2012

▲ Lamdon Model Senior Secondary School, Ladak, 2011/2012

▲ SECMOL, Ladak, 2011/2012



▲
SECMOL,
Ladak, 2011/2012

▲
Lamdon Model Senior Secondary School,
Ladak, 2011/2012

▲
SECMOL,
Ladak, 2011/2012

PARTNERSKÉ OTÁZKY

Vyplňte 5–10 otázek pro partnerskou třídu, které jste vybrali mezi svými studenty. Otázky z partnerské třídy zodpovězte v komentářích.

8. (TYRŠOVA ZŠ, 2011/2012) – PARTNERSKÉ OTÁZKY 3

What is the most important for your life?

Secmol: Live happy and be nice with other living beings.

Why people leave home, when they haven't nothing else?

Secmol: They hope that they will find work in other areas.

Do you think, must people wage war? Why?

Secmol: May be no.

Which place on the earth is the best for you? Why?

Secmol: I think Ladakh itself because we have a good community and people are helpful to each other.

Which places in your home are the most interesting for you?

Secmol: Main kitchen, we all get together every evening and morning .

Would you like to emigrate to Czech Republic? Why yes/not?

Secmol: No because the community is not same as Ladakh.

GRADE 6 – PRIMA (1ST INTERNATIONAL SCHOOL OF OSTRAVA, 2012/2013) – PARTNERSKÉ OTÁZKY 3

Do you live in or near mountains?

Do you live in a village, town, or city? Where is your school and where is your home?

Do you have libraries?

Do you have many modern buildings in Nepal?

Do you have a favourite shop? Are there many shops in your city?

What is your favourite place in your country?

What places would you show me if I was in Nepal?

What is the capital city, and in what city do you live?

What is mo mo and how do you cook it?

Do you really have an elephant at your school?

SECMOL-B (2011/12) (SECMOL) – PARTNERSKÉ OTÁZKY 3

Why you school lunch is not good?

In Prague is there any famous person?

Do you like your school?

How many people visit Hospital in a day?

Which Prague do you live?

What is the meaning of Prague?

How many people are educated in you town?

How many states in CR?

In map we saw all of CR is green, is it like that for real?

SECMOL-A (2011/12) (SECMOL) – PARTNERSKÉ OTÁZKY 3

Do you have any mountains in your country?

Tyršova ZŠ: Yes, we have the highest mountain Sněžka in mountains Giant.

Secmol: Thank you.

Are there any farmers in your town?

Tyršova ZŠ: In Brno aren't any farmers, but around Brno yes – they grown grain, rape, sunflowers for oil, they breed animals – cows, horses, sheep, goats.

We saw three bridges in the map which one is the famous?

Tyršova ZŠ: Dam in Brno – in summer are here fireworks – about the best firework competitions the people of the whole world.

What is the most famous thing in your town?

Tyršova ZŠ: Castle Špilberk - we can see the whole city.

Why did you show the bridge?

Tyršova ZŠ: We have a river and the landscape is beautiful.

How many religions are there in Czech Republic?

Tyršova ZŠ: Czech Republic is Christianity, but we have here Muslims, Buddhists, Hinduists too.

What is the famous thing that you can find in your Town?

Tyršova ZŠ: This is beautiful viewpoint Hády, zoo, churches and theatres.

How many people live in you town?

Tyršova ZŠ: In Brno now live about 385 thousand people.

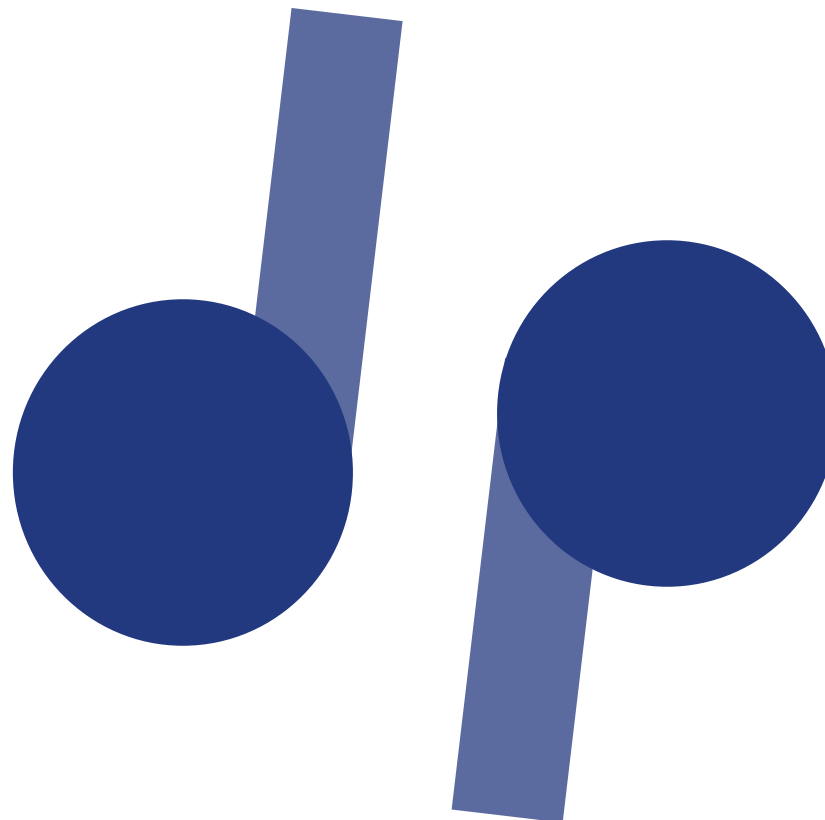
Modul 4

Krása



| 1. hodina **UMĚNÍ**

Žáci vysvětlí, co je podle nich umění. Zobecní, čím se liší díla, a zdůvodní, proč tomu tak může být. Zváží význam kontextu pro porozumění výtvarným dílům.



POSELSTVÍ HODINY

Na konci hodiny jste v jedné větě napsali, jaké poselství či ponaučení si odnášíte z této hodiny. Přepište vaši větu sem (v anglickém jazyce).

ZŠ ÚVALY, 2011/2012

Lukáš V.

Art is something that expresses the author's feelings.

Karolína M.

Art isn't pretty or ugly, everything is art...

Klára M.

For my life is art very important because i would like to be an architect and I love it. Art is everywhere around us. It's important for our culture.

Štěpánka D.

Art is to express the beauty on the paper. It is the expression of feelings and moods we feel and have.

Tomáš H.

Art author expresses his feelings and moods. Artist can be anyone, but only some are true artists.

TYRŠOVA ZŠ, BRNO, 2011/2012

Štěpán H.

Art is a message to the next generation, so that they can see who is destroyed, or that what they can never see.

Petra P.

Art is the expression most secret thoughts the author.

Dominik H.

Art is awesome...

Markéta T.

Art is colors, shapes, images, faces that express emotions and it can tune into the atmosphere.

ZŠ VELKÉ NĚMČICE, 2011/2012

Pavína J.

Everybody is original and each painting is an art!

Michal N.

Everything is interesting in its own way.

Tomáš S.

The art is all around us, what man created and isn't used for practical purpose.

ZŠ FRÝDLANT NAD OSTRAVICÍ, 2011/2012

Jana K.

I realized that I really admire artists and they must be very interesting persons.

Václav B.

That every picture no matter how long you draw it or what ever it is ... It has a dream and an idea.

Kristýna V.

Each country has different arts and culture.

SECMOL, LADAK, 2011/2012

Nargis B.

Be creative and see everything differently.

Dorjay D.

Nature is incomplete without Air, Water, Fire.

Thinless C.

As we have culture other people have too.

Phuntsog N.

Different people have different thinking.

Nawang T.

Be creative and be different then others.

LAMDON MODEL SENIOR SECONDARY SCHOOL, LADAK, 2011/2012

Stanzin K.

Art is the way to be unique.

Jigmet C.

Art tells many stories.

Stanzin T.

Art is a magic which touches our hearts.

Stanzin P.

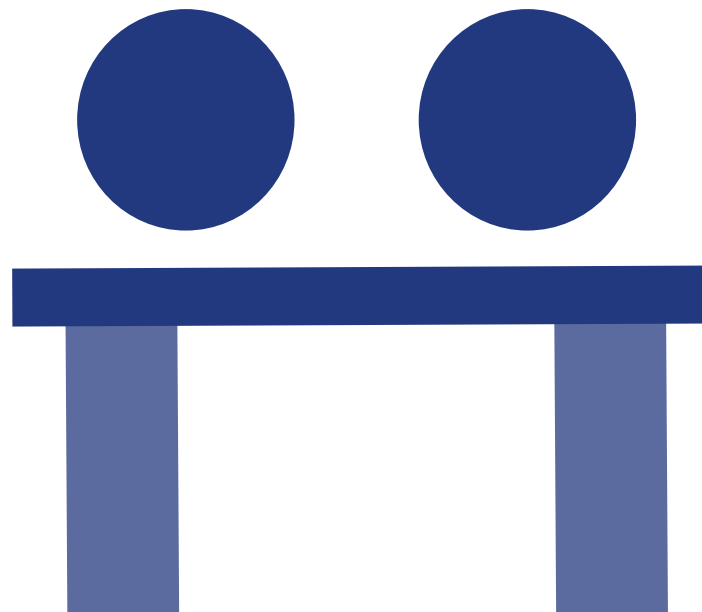
Art is a beauty.

Tsewang S.

Find art in people.

2. hodina **NAŠE TŘÍDA**

Žáci uplatní svou vynalézavost k vytvoření díla z neobvyklých materiálů. Uvedou, co se jim na třídě či škole líbí a co by zlepšili. Navrhnou řešení (či plán) na zlepšení.



UMĚLECKÉ DÍLO

V hodině jste vytvářeli objekt, který symbolizuje, co se vám na vaší třídě či škole líbí. Nahrajte sem jeho fotografii a doplňte název a krátký popis v anglickém jazyce.



▲
Počítač
Tyršova ZŠ,
Brno, 2011/2012

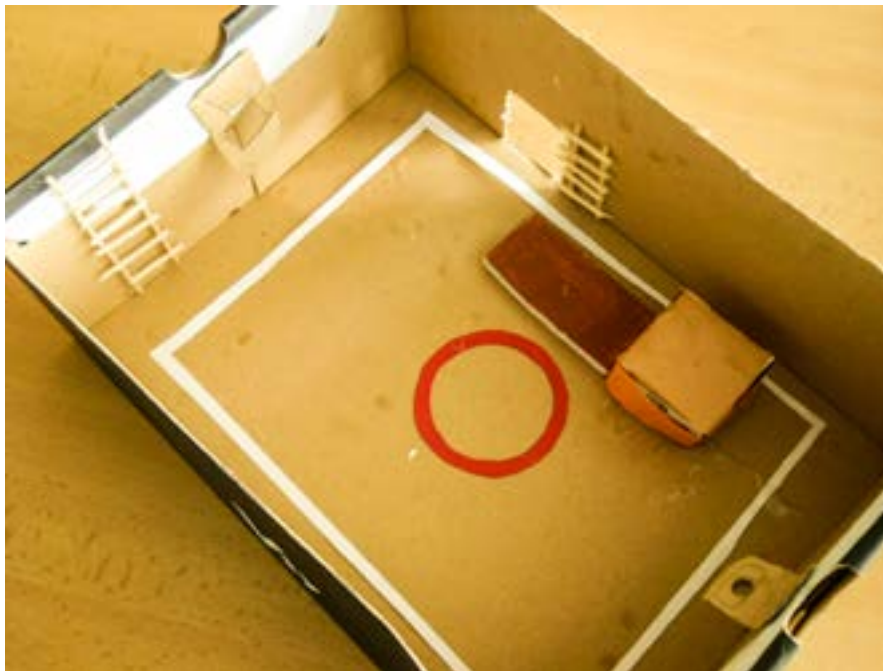
▲
ZŠ Vrchlabí, 2011/2012



▶
Toto umělecké dílo představuje to, jak jsme si všichni blízcí a máme společné cíle.
Střední zdravotnická škola,
Praha, 2010/2011



▲
Jídelna
Tyršova ZŠ,
Brno, 2011/2012



▲
Tělocvična
ZŠ Vrchlabí,
2011/2012



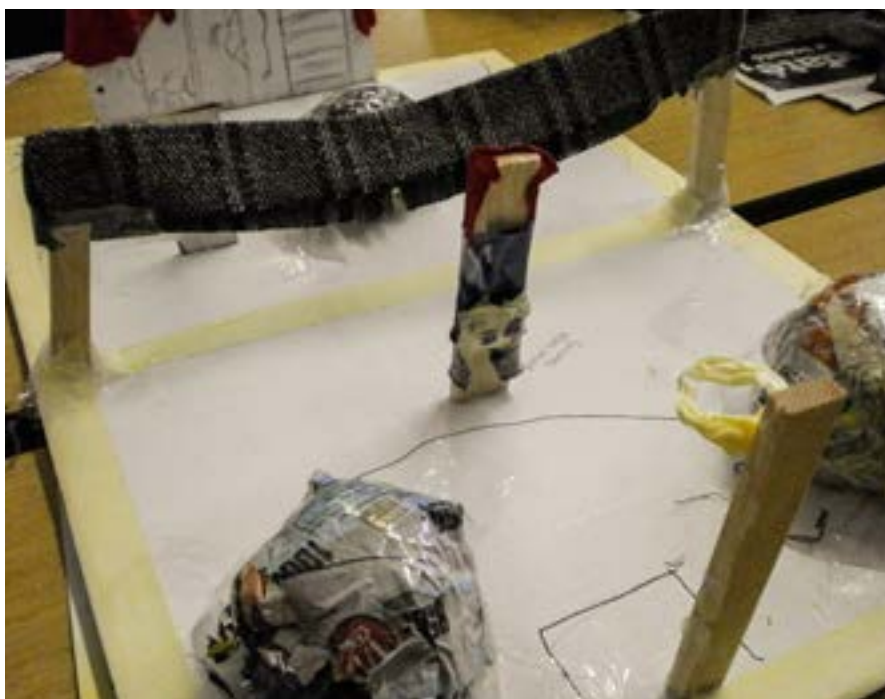
▶
„Solární energie“. V naší škole využíváme
sluneční energii k vytápění místností,
k výrobě elektřiny a na vaření.
SECMOL
Ladak, 2011/2012



▲
„Koupelna“. Je vyhřívána
solárními panely. Máme ji rádi.
SECMOL,
Ladak, 2011/2012



▲
„Zmatek“. Toto dílo symbolizuje naši třídu. V naší třídě je nepořádek, a tak jsme podle toho také nazvali naše umělecké dílo.
ZŠ Velké Němčice,
2011/2012



◀
Tělocvična
Tyršova ZŠ,
Brno, 2011/2012



◀
„Zábavný“. Postavičky ukazují, že v naší třídě všichni kamarádi a nikdy se nenudíme.
ZŠ Velké Němčice,
2011/2012

NAŠE TŘÍDA A ŠKOLA

V hodině jste přemýšleli nad tím, co se vám na vaší třídě či škole líbí a co naopak byste vylepšili. Přepište sem jeden příklad od každého (v anglickém jazyce).

ZŠ ÚVALY, 2011/2012

What do you like?

- Our school is nice, because we have got new WC and new interactive whiteboard....
 - friendship in our class, class teacher, outdoor classroom
 - I like the willingness of our class and large windows
 - I like the interactive whiteboard at our school.
-

What would you like to improve?

- I think that our school is alright maybe I changed some teachers
 - approach of some teachers, behavior of some pupils, new extensit, meal in the school cantem, teaching
 - activity of our class, new desks and chaos
 - I dislike windows at our school, because it is old.
-

ZŠ VRCHLABÍ, 2011/2012

What do you like?

- Computer classroom, Girls
 - We have got a small shop at the school
 - large classrooms and school equipment
 - I like our teacher
-

What would you like to improve?

- Lunch Breaks (longer)
 - food in school dining room
 - I would give a larger box to the locker room
 - newer textbooks
-

TYRŠOVA ZŠ, BRNO, 2011/2012

What do you like?

- I like our teachers; they are very kind and nice.
 - I like our class, because we are really good group.
 - I like the school teachers to approach students and the overall impression of the school
-

What would you like to improve?

- I like how our school looks like I'd not change anything.
 - Be attentive at school. :/
 - Nothing, maybe just toilets
-

ZŠ FRÝDLANT NAD OSTRAVICÍ, 2011/2012

What do you like?

- I like colorful walls and computer labs at our school.
 - I like our collective, interactive board and computer classroom
-

What would you like to improve?

- I would like to change pupils' attitude to teachers and teachers' attitude to pupils.
 - I would like to change our school system.
-

What do you like?

- I like solar house and garbage recycle system
 - conversation class and monthly presentation
 - drama class and computer + internet
 - I like conversation class, La-Ngonpo class and teaching method of my school
 - no uniform and cows in my school
 - English class and solar buildings
-

What would you like to improve?

- I would like to make a new box for teaching equipment
 - more special classes like La Ngonpo
 - I would like to do more computer classes
 - I would like to do more drama activities in my school
 - more hens
 - I would like to grow more vegetables in my school garden.
-

What do you like?

- I like the bus system of my school
 - I like our school temple
 - I like to play football.
 - I like uniform of our school
 - I like maths subject.
 - I like the teachers of our school.
 - The musical instruments of our school
 - I like the sports room of our school
 - I like hostels of our school.
-

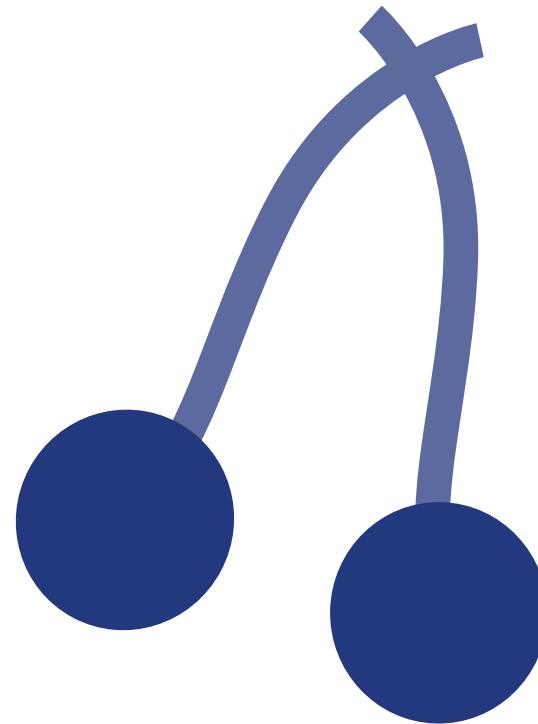
What would you like to improve?

- I'll like to improve the computer class
 - I would like to improve the discipline of our school
 - I would like to improve in studies.
 - I like to improve our computer class
 - I like to improve Hindi
 - I would like to improve the condition of our canteen
-

3. hodina **ZKRÁŠLOVÁNÍ**

Žáci uvedou důvody, proč se lidé na světě zdobí. Vyhodnotí, co se v naší společnosti vnímá jako krásné, a porovnájí, jak se jejich osobní vnímání krásy liší od většinového.

Z této hodiny nevyplývají žádné výstupy na web La Ngonpo.



4. hodina **OHŇOSTROJ**

Žáci porovnají své a partnerské výstupy z první a druhé hodiny. Analyzují text písně a vysvětlí, jak chápou její význam. Popíší, jaké jsou jejich sny a cíle v životě, a navrhnou, jak je lze naplnit.



TŘÍDNÍ OHŇOSTROJ

Na konci hodiny celá třída vytvořila fotografii „ohňostroje“. Fotografii vložte sem.



▲
*ZŠ Úvaly,
2011/2012*



▲
*ZŠ Velké Němčice,
2011/2012*



▲
*Tyršova ZŠ,
Brno, 2011/2012*



▲
*Lamdon Model Senior Secondary School,
Ladak, 2011/2012*



▲
*SECMOL,
Ladak, 2011/2012*

NAŠE SNY

Na konci hodiny jste nakreslili obrázek symbolizující jeden z vašich snů a společně se spolužáky je vlepili na jeden plakát. Fotografie plakátu se všemi sny vložte sem.



▲
Tyršova ZŠ,
Brno, 2011/2012

▲
ZŠ Vrchlabí,
2011/2012



▲
ZŠ Velké Němčice,
2011/2012

MŮJ SEN

Chcete-li, můžete zde popsat jeden ze svých snů v anglickém jazyce. Můžete se inspirovat tím, co jste již začali psát v hodině.

Karolína S.

My dream is to live in London.

Sára A.

I love writing. My biggest dream is to be a writer. I know, that it probably won't happen, that's why it is a dream. That doesn't mean that all of my dreams are never gonna happen. You just have to believe. And I do.

Veronika J.

I want my family together again.

Tomáš K.

I want to be like my dad and rescuing people.

Tomáš S.

I love my friends, and I want to make them feel really good.

Tereza M.

My dream is to have his own farm with horses and be at least somewhat successful rider.

Daniela L.

Someday, I would like to study at least one year in England.

Ilona N.

I want to be a dancer star and live in Paris. dance is my life and I want to live my dream.

Karolína S.

I want to be a blacksmith, from an early age because I enjoy working in art, creative.



český snílek

Neema A.

My dream is to become great. I want to become a teacher because I want to teach students equally without any discrimination.

Stanzin D.

I want to become a football star and I can do anything for it.

Rigzin D.

When I got my degree I want to be a doctor. Then I will give free treatment to the poor people.

Nilza A.

I want to be a pop star and I frequently dream about it. I told it to my parents and they also like it.

Stanzin D.

I want to become a fashion designer I like to design beautiful dress. I can become that only by hard work.

Jigmet T.

I am going to indian army.

Palzes A.

I want to become a buddhist philosopher because it can improve our mind and it can also make our tension free. It can come true by trust and hard work.

Stanzin J.

My dream is to become famous bass guitarist because this musical instrument is very interesting and it makes soft and good sound.

Thupsta D.

I want become organic farmer.

Namgyal N.

I want to become a famous ice hockey player and want to play for indian team.

Tsering D.

I want to become film actor and act in Ladakhi movies.

Tsering D.

I want to work as a tracking guide and be a nice guide for tourists. I want to learn english.



ladacký snílek

Modul 5

Voda



1. hodina **VIRTUÁLNÍ VODA**

Žáci vysvětlí pojem „virtuální voda“. Porovnájí náročnost na vodu u konkrétních plodin a výrobků a vyhodnotí, jaké dopady to může mít na lidi a na naši planetu.



BRAINSTORMING O VODĚ

V hodině jste vytvořili seznam slov, která se vám vybaví jako první, když se řekne „voda“. Přepište sem slova, která vás v hodině napadla (v anglickém jazyce).

drinking	thirst	snow	blood	swimming	soup	sea
waste water	fish	rain	element	waterfall	laek	
drop	river	floods	need for life	dam	pond	sound
ocean	neatness	underground	happiness	well	joy	
beauty	white frost	ecology	clouds	pool	heaven	

český brainstorming

liquid	white	useful	underground	melting	transparent
ice	rain	natural	vapour	hot spring	flood
glacier	tasteless	water tanker	pond	drink	tree
in body	washing	lake	cold	drop	irrigation
stream	freeze				

ladacký brainstorming

2. hodina **MOŘE PLASTU**

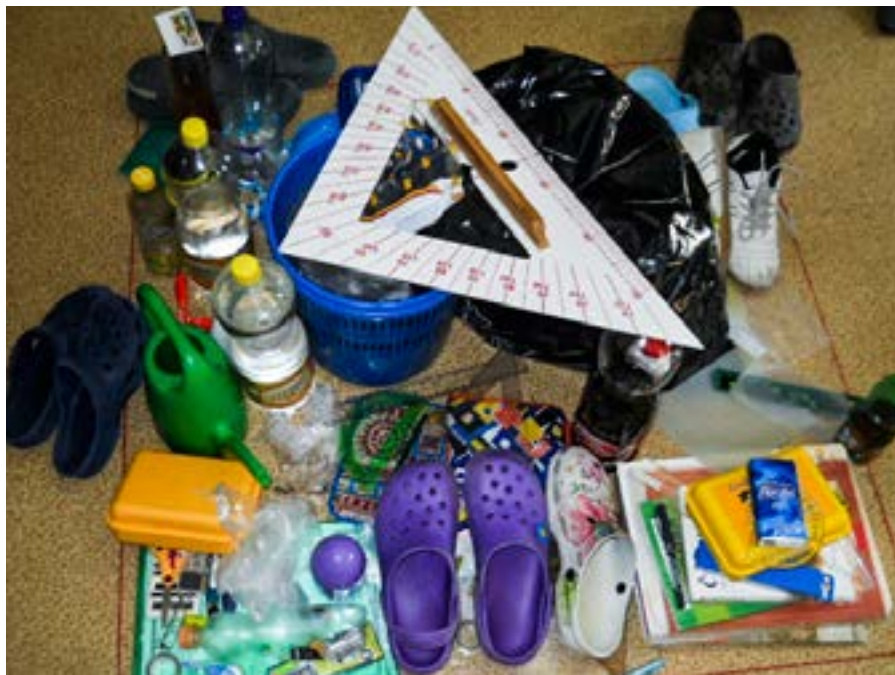
Žáci navrhnou možná řešení problému plastového odpadu v mořích a co sami mohou dělat s problémem odpadů. Dále srovnají účinnost navržených řešení na odstranění problému a společně vytvoří Moře plastu.



SBÍRKA PLASTOVÉHO ODPADU

V hodině jste sesbírali veškerý plast (igelitové sáčky, tašky, PET lahve atd.), který jste měli právě u sebe. Nahrajte sem jeho fotografii.

Plastové moře



▲
ZŠ Krhanice,
2011/2012



▲
ZŠ Vrchlabí,
2011/2012

▲
Tyršova ZŠ,
Brno, 2010/2011

FOTO MOŘÍ

V hodině jste vytvářeli „Moře plastu“ s různými mořskými živočichy vyrobenými z igelitových tašek, PET lahví a dalších materiálů. Nahrajte sem fotografii vašeho moře.



▲
*Střední zdravotnická škola,
Praha, 2010/2011*

▲
*ZŠ Generála Františka Fajtla,
Praha 2011/2012*



▲
*Lamdon Model Senior Secondary School,
Ladak, 2010/2011*



▲
ZŠ Krhanice,
2011/2012



▲
SECMOL,
Ladak, 2010/2012

VÝZKUM O PLASTU

Za domácí úkol jste spočítali, kolik vy (či celá vaše rodina) spotřebuje igelitových tašek, sáčků a PET lahví za jeden týden. Vložte sem výsledky vašeho průzkumu.

Nikola B.

60 tašek / 40 lahví



Claudia K.

20 tašek / 10 lahví



Tomáš H.

4 tašky / 2 láhve



Klára M.

2 tašky / 16 lahví



Silvie B.

28 tašek / 14 lahví



Pavla K.

20 tašek / 6 lahví



český plast

Tsering A.
2 tašky / 2 láhve



Kunzang Ch.
8 tašek / 3 láhve



Rigzin D.
1 tašku / 0 lahví



Palzes A.
5 tašek / 0 lahví



Stanzin J.
3 tašek / 2 láhve



Tsering L.
0 tašek / 1 láhev

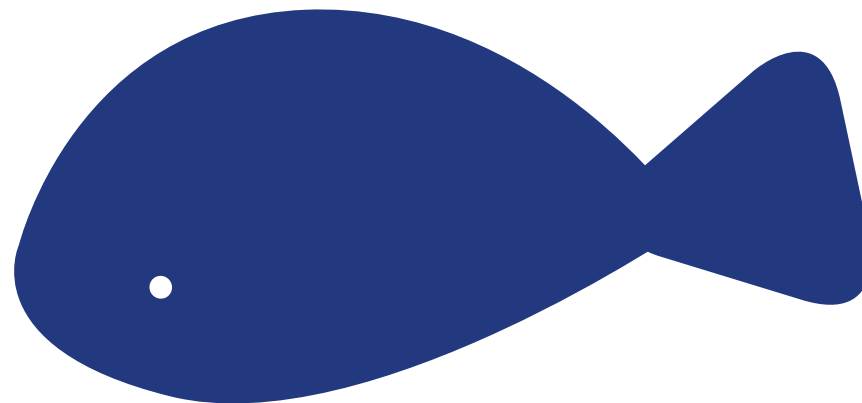


ladacký plast

3. hodina **VELKÁ RYBA**

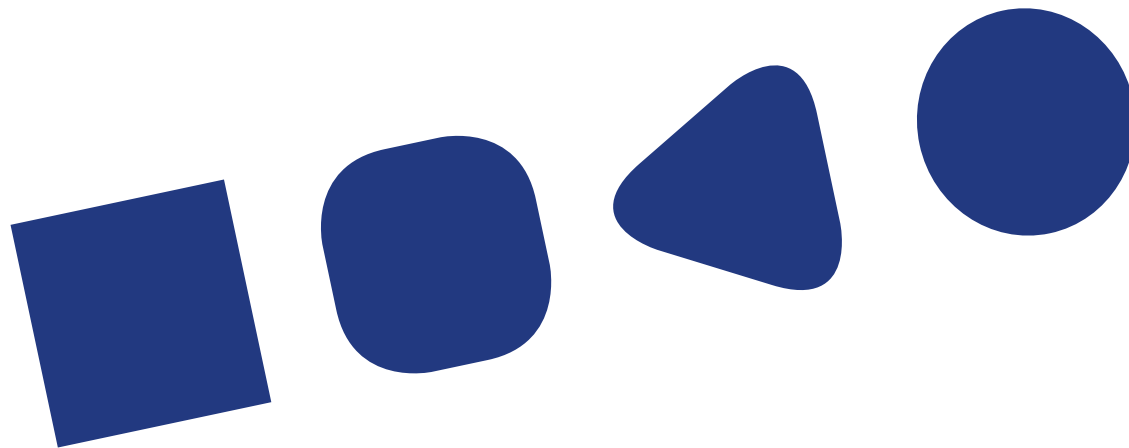
Žáci vysvětlí podobnosti mezi dvěma konkrétními případy globálních „vodních“ problémů. Naleznou paralely k daným problémům v českém kontextu. Kriticky pracují s textem.

Z této hodiny nevyplývají žádné výstupy na web La Ngonpo.



4. hodina ZMĚNA

Žáci srovnají své výstupy s výstupy partnerů. Formulují argumenty pro a proti a zaujmou stanovisko. Dále navrhnou, jak sami mohou zlepšit vlastní životy, své okolí nebo svět, a zváží roli jedince ve vytváření budoucnosti.



PARTNERSKÉ OTÁZKY

Vyplňte 5–10 otázek pro partnerskou třídu, které jste vybrali mezi svými studenty. Otázky z partnerské třídy zodpovězte v komentářích.

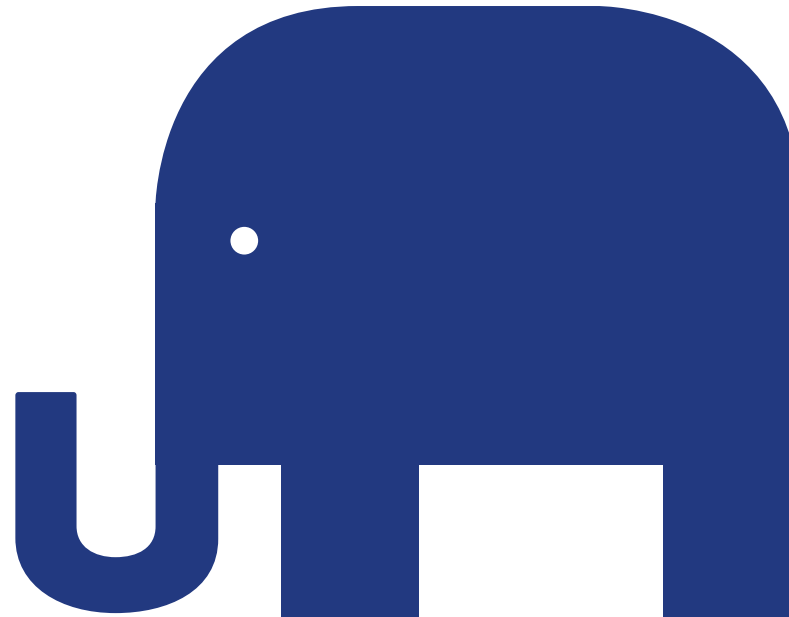
Do této aktivity se prozatím nikdo nezapojil.

Modul 6

Společně

| 1. hodina **SLON**

Žáci odvodí, kdy lze vnímat konflikt jako přínosný a proč. Uvedou příklady, ve kterých se jejich vidění reality lišilo od vidění partnerů, a zdůvodní, proč tomu tak může být. Formulují, co nejdůležitějšího se naučili během projektu.



SLON SE VZKAZY

V hodině jste přemýšleli nad tím, co jste se během projektu La Ngonpo naučili, a poté společně vytvořili slona se vzkazy. Nahrajte sem jeho fotografii.



▲
ZŠ Vrchlabí,
2011/2012

VIRTUÁLNÍ SLON

Zapište do „virtuálního slona“,
co nejdůležitějšího jste se
během projektu naučili
(v anglickém jazyce).

I liked that all pupils have same clothes.
I am interested in how to crate fireworks.
I liked the photos of circles. Interesting for
me were informations about quantity of
consumed watev in various activities.

Our relationship with teachers is different
from their.

Everyone is different. Cooperation with
this class gave me a lot about life and their
conditions. I also know that I was more
appreciate what I do, how others behave
towards me, in terms of what I am. I also
learned that we all cherish.

Most of all I liked it when we
took pictures fireworks.

Everyone is different. Cooperation with this
classm gave me a lot about life and their
coditions.

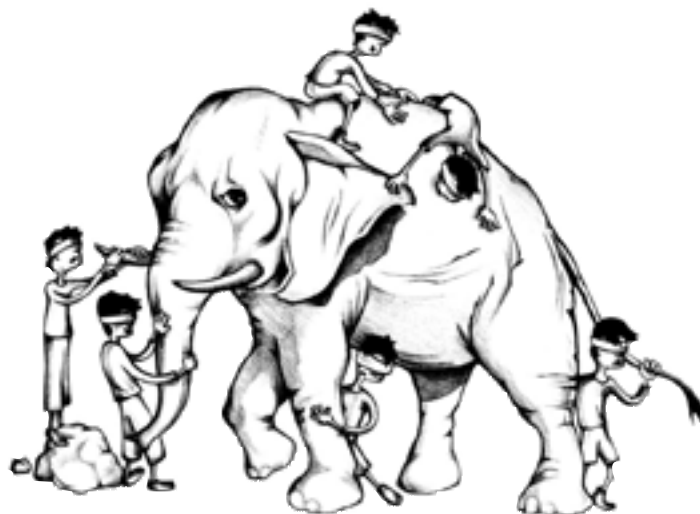
The Indian culture and how they work for
the family.

The Indian culture and how they work for
the family.

Everything isn't what it seems on
the first time.

I yet know who is imigrant.

I met new people. I don't interested in In-
dia, but I thing the people from there have
very hard life.



I learned that it can work with
children from other countries

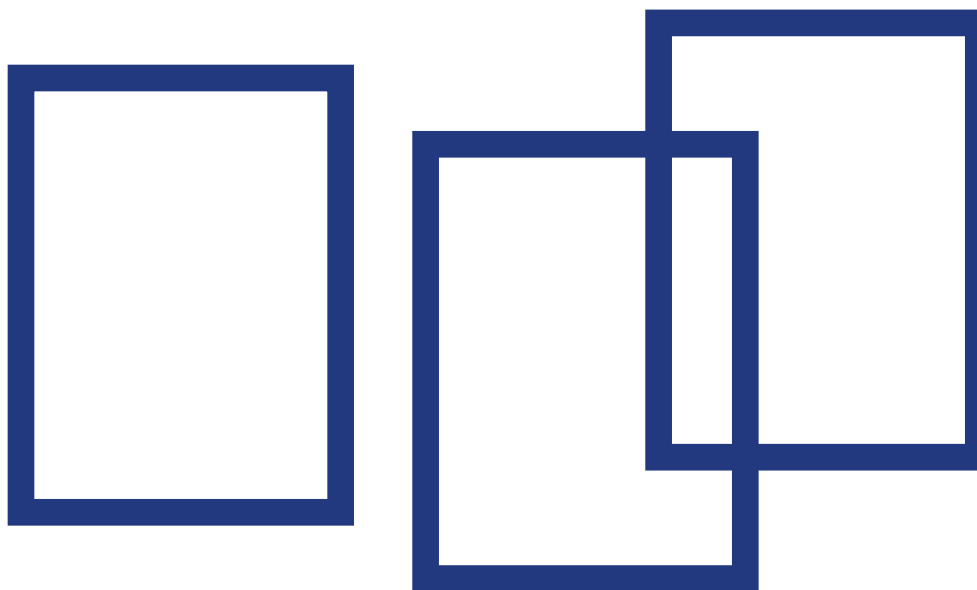
thanks to him that the project we have
learned more and more work and that's fine

ODPOVĚDI ŽÁKŮ ZŠ VRCHLABÍ A ZŠ ÚVALY,
2011/2012

| 2. hodina **PŘÍPRAVA VÝSTAVY I.**

Žáci navrhnu koncept výstavy a sestaví „akční plán“. Dále vyberou strategii propagace výstavy. Naplánují slavnostní zahájení výstavy.

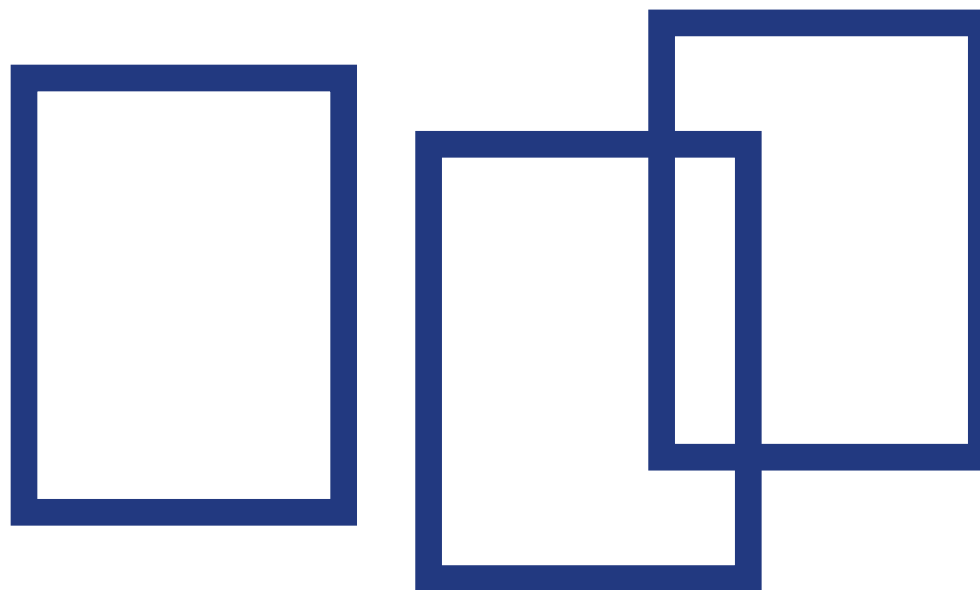
Z této hodiny nevyplývají žádné výstupy na web La Ngonpo.



3. hodina **PŘÍPRAVA VÝSTAVY II.**

Žáci vyberou své a partnerské výstupy na výstavu a připraví popis jednotlivých výstupů. Dále formulují tři pozitivní charakteristiky nebo případy pozitivního jednání jednoho ze spolužáků.

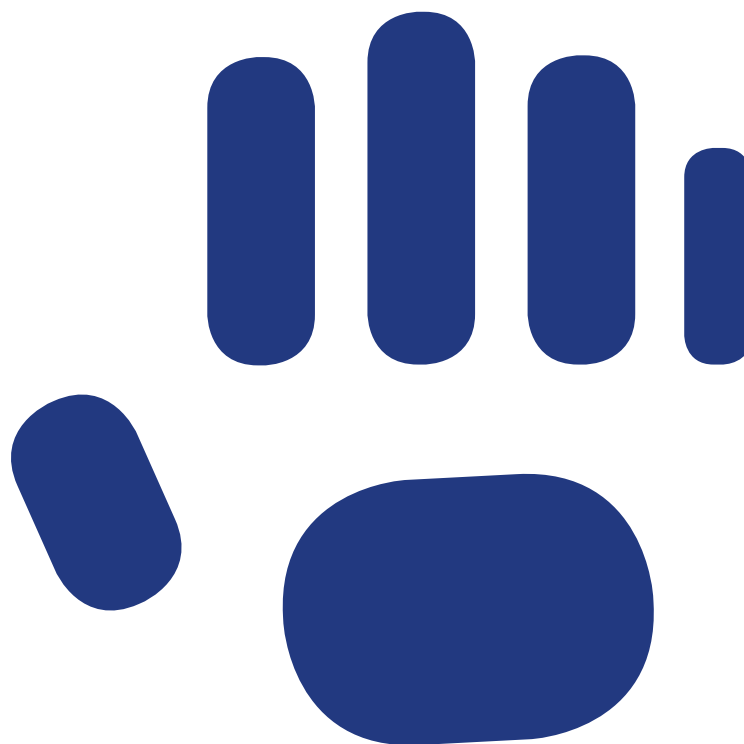
Z této hodiny nevyplývají žádné výstupy na web La Ngonpo.



4. hodina **ROZLOUČENÍ**

Dle zvolené varianty:

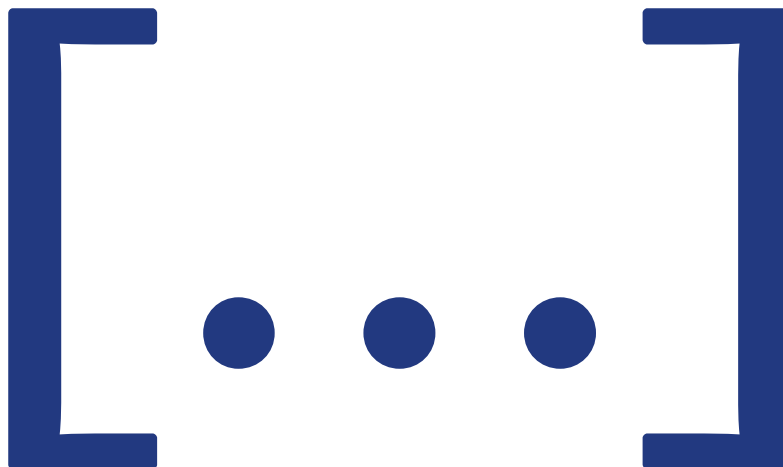
- A. Žáci vyhodnotí projekt a písemně formulují své pocity a přínosy projektu.
- B. Žáci zváží průběh příprav výstavy a její realizaci a určí, co se jim povedlo.
- C. Žáci složí píseň, kterou si uzavřou celý projekt.



ROZLOUČENÍ

Sem můžete nahrát, co jste vytvořili v poslední hodině (např.: co jste napsali o celém projektu, text písně, video s písní či fotografie výstavy).

Do této aktivity se prozatím nikdo nezapojil.





www.la-ngonpo.cz