**Lesson 2:**

1. About *Kindergartens (KGs)* – What kind of kindergarten do students dream about? What would it look like? Why and how would space and its usage be important in a kindergarten? What were students’ own experiences as preschoolers? Reminiscences.
2. Natural surroundings. Open space – Open minds… How may spatial planning of schools/KGs affect children, their growth and development as well as learning?
3. Students’ own ideas and responses to all of the above.

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1. We say we think. What is ‘thinking’? What is [a] thought? Others think with words, others with images. Others combine both of these.
2. How do our thoughts influence our lives, and to what extent?
3. Students’ and Teacher’s ideas, thoughts, responses.

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1. Language learning. What is Language? Different responses: Sounds, the alphabet, words, grammar, syntax, vocabulary, a code, gestures, body language; sign language; dance (has its own language); communication by seeing, hearing, smelling, listening to one another and to self! Being clear about what we wish to communicate to another person/ or an animal.
2. Students’ own responses thoughts, conversation, views, ideas. Teacher’s intervention where and when needed; questions, ideas.
3. Why do we learn a language? To communicate. To express ourselves, our thoughts. A thought needs a kind of language to express itself. To study, to see how other people think. Comparisons of different languages and people’s cultures and ‘ways of thinking’ as reflected in their respective language(s).
4. Formal letter-writing. (In class)

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**Lesson 3:**

1. Comprehension questions on “What is Culture?”
2. Discussion: What is culture/civilization? Students’ opinions, ideas.
3. Why do we need to discover our and other people’s cultures? To understand ourselves and others better.
4. Individual ‘culture’/ ‘mentality’. [N.B.: According to anthropologists, “Cultures are not the product of lone individuals”. Vd., Dennis O’Neill, ‘What is Culture?’ on the internet].
5. Digging up culture – laws, customs, traditions, dress codes, food, eating habits, dance, music, language (as a product, a carrier and communication means of one culture), daily habits, behavior. Man – woman; their position in a community. Common elements and differences in cultures throughout the world.
6. The significance of dealing with ‘culture’: one of the reasons is that we may be living in a multicultural society/ school/ KG or any environment at large. There has been a constant shift of populations on the planet, therefore, the structures of societies change continuously; and societies have to adjust to changes.
7. Children of mixed marriages or a non-native background and culture: by understanding where they come from, their background, teachers may be able to be better at what they do and at helping children integrate in class, and/or in society, so that these children do not feel left out.

*“Children are our teachers. We should learn from them, too.”*

1. Fear and Faith. Discussion on these two concepts.

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1. Listening: 1st chapter of Jules Verne’s *The Mysterious Island*. Penguin Readers (Level 2). (Interrupted listening, so that students could be asked what they understood: oral summary). At the end, after we had listened to the whole chapter, the text was read and interpreted).

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**\*\*\* The rest of the material taught/ dealt with in class will be announced in e-class.**