

Programme: LIFELONG LEARNING PROGRAMME
Sub-programme: COMENIUS
Action type: PARTNERSHIPS
Action: COMENIUS Multilateral school partnerships
Working language of the partnership: EN – English
Project title: *School for Life*
Project acronym: SoLIFE

Project Reunion
School No. 4 „Elena Donici Cantacuzino”
Pucioasa, Romania

THE STRUCTURE OF AN ACTIVE LESSON

1. WARM-UP

What is it?

It's the stage when:

- the student is provoked / prepared for the activity;
- the student remembers what he knows about an object, he revises his own knowledge, he starts thinking about the new theme which will be studied;
- the student establishes a starting point, based on previous knowledge, which will be completed with the new information.

The aim:

- to revise previous information;
- to establish new aims for learning;
- to focus students on the new theme;
- to create a new context in order to understand new ideas.

2. GUIDING LEARNING

What is it?

It's the stage when:

- the student learns new things;
- the student searches for new information, ideas, investigating actively or creating a new sense;
- the new information is introduced in the present scheme of knowledge, then there are built some bridges of connection between known and new in order to ask for explanations;
- the teacher doesn't influence students, having a minimum of influence on them;
- the process of learning takes place having as a result the understanding and the use of concepts by the students.

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The aim

- to compare the expectations with what was learned;
- to revise expectations or to create new ones;
- to identify the main ideas;
- to implement personal connection with the lesson;
- to ask questions about the theme of the lesson.

3. PRACTICE AND PRODUCTION

What is it?

It's the stage when:

- the classic fixing of learning is surpassed, creating a new moment critically analyzing what was learned;
- stimulating questions and motivated personal opinions;
- stimulating the integration of new knowledge;
- stimulating self-reflection regarding their way of working;
- the student applies the new information in new situation inspired from their real life, he creates (posters, essays, charts, projects, collages)
- evaluation and self evaluation takes place;
- group work or individual activities can be organized underlining differentiated learning.

The aim

- to summarize the main ideas;
- to interpret the ideas;
- to share ideas;
- to create personal answers;
- to test the validity of some ideas;
- to evaluate learning;
- to ask new questions.