



Name der Studentin / des Studenten: Francesca Menti
 Studiengang: VZS
 Ort: Dornach
 Dokumentierter Zeitraum: 1.4.16 - 30.4.16

Praxisportfolio Theorieportfolio Kunstportfolio

Einleitung:

Teaching a foreign language is not always an easy path, especially when the children do not have special interest or need for it. It is something new, it could be exciting or completely annoying, the first impact is very important.

The enthusiasm is essential and it should be in each lesson, so the children can learn with joy and fun.

During my internship in the Rudolf Steiner School in Basel I taught English in class two.

In the lower classes it is important to create a lesson with pictures, nursery rhymes, songs, finger plays, stories and circle games. At these ages the children are very open to everything, they are very flexible and the teacher can still work through the imitation that the child still lives.

In class two the children are going through a strong element of dualism - I and You. It is so important to have a dynamic balance between being loud and quiet, speaking and listening, question and answer, yes and no.

The teaching should have a strong rhythmical element in both the lesson structure and the nature activities as well.

In my work I will examine a lesson that I did in this class and all the difficulties that I had to face.

Tätigkeitsbeschreibung:

During my preparation I worked a lot in reading all my notes collected during the AfaP foreign language course, and reading some parts of the book "Teaching English to Teens and Preteens" by Alec Templeton and "Teaching youngsters English" a collection by Alec Templeton.

I spent also some time surfing the web, where I could collect extra ideas. Here some web sites that I found very useful for my lessons:

www.waldorfteacherresources.com

www.wlts.org

www.waldorf-resources.org

www.waldorfschoolsongs.com

Obviously the knowledge of the Study of Man by Rudolf Steiner is a base for everyone of my lessons.

In the end I have to say that the most important resource was to think about the children and to create the lesson based of their characteristics and needs and my skills.

Arbeitsbeispiel:

I will examine here in detail a lesson, that I taught in class 2.

After the main break I started the lesson greeting the children in a circle "Good morning dear class 2 " and they replied "Good morning dear Miss Menti".

Then we recited the starting verse:

"God be in my head and in my understanding

God be in my eyes and my looking

God be in my mouth and my speaking

God be in my heart and in my thinking

God be at my end and at my departing."

We sang a spring song "Spring is coming", that the children enjoyed very much and with it I combined some movements with the arms.

Spring is coming

from England
m. Elisabeth Lebrecht (1907-2005)

1. Spring is com - ing, spring is com - ing, bird - ies build your nest!
5 Weave to - geth - er straw and feath - ers, do - ing each_ your best!

2. Spring is coming, spring is coming, flowers are coming, too.
Pansies, lilies, daffodillies, now are coming through!

3. Spring is coming, spring is coming, all around is fair.
Shimmer, quiver on the river, joy is ev'rywhere!

Downloaded from www.waldorfschoolsongs.com

After the usual beginning, I tried to create some conversation asking the children simple questions:

"How are you?"

"What is your name?"

"How old are you?"

"How is the weather today?"

Then I reviewed the verse of the last lesson "1,2,3,4,5 I caught a fish alive..." dividing the class in 2 groups: one group was the fishermen and the other group was the fishermen's wives. At

the beginning they had one line for each to repeat after me, the second time they tried to say it by alone.

Group 1: *1,2,3,4,5*

I caught a fish alive

6,7,8,9,10

I let it go again.

Group 2: *Why did you let it go?*

Group 1: *Because it bit my finger so.*

Group 2: *Which finger did it bite?*

Group 1: *The little one on the right.*

During this verse the children could do also some movements in relation to what they were saying.

After it, I introduced some new content: the days of the week.

Right before the lesson the class teacher suggested me to introduce the days asking them what they usually do on Monday in the school and so on for the whole week, and then we discovered together what my friend Daisy usually does during the week:

"Busy Daisy

Washes on Monday,

Irons on Tuesday,

Shops on Wednesday,

Sews on Thursday,

Cleans on Friday,

Bakes on Saturday,

Dances on Sunday -

This is what Daisy

Does every week."

We did it three times, twice I said it first and the children were repeating it, and the last time we said it together.

At the end the children played "1,2,3 heads down", and then we finished the lesson reciting our ending verse

"May you always have work for your hands to do.

May your pockets hold always a coin or two.

May the sun shine bright on your window pane.

May the rainbow be certain to follow each rain.

May the hand of a friend always be near you.

And may God fill your heart with gladness to cheer you."

I said goodbye to the children and so did they.

Selbstreflexion und Selbstevaluation:

It took some time for the children to calm down from the break and to form a nice circle before starting the lesson. The children perceived that I was not so sure of myself because of the transition between German to English, sometimes I have worries to mix up the two languages together as German is still a language fresh and in movement in me. But as soon as I started the lesson all the worries disappeared as I was in the flow of the English language, which is part of myself and the children felt it.

In the conversation part, I find it always difficult to get all the children to speak because of the time and also because some of them are shy, and they do not want to talk in front of the class. So during the conversation just 4-5 children could speak. Maybe after the lesson I should write down the names of the children who spoke, to make sure that I give space to all the children to speak at least once in a month in the lesson during the conversation time.

During the review of "1,2,3,4,5 I caught a fish alive" the children did it with fun and they could behave better than the last time. In the previous lesson I spent too much time in explaining how the situation was, so they started to become nervous and not following the game. The class teacher told me that I gave them too many pictures and I did not leave enough space for them to create their inner images. I should have started telling them what to say, and then with the time, they would have time to understand what was happening. But this time I did not spend so much time in explanation and they went through it in a nice way. Moreover in the class there is a child, who can speak some English and can remember very well every lines and he guided most of the children during the activity.

When I introduced the days of the week, the children could not understand what I was asking, what they do during the week at school. I could not bring it clear in the lesson because I did not plan to start the days of the week in the way the class teacher suggested and it was not my idea so I did not feel comfortable with this idea and the children felt it. It is not the first time that I realized, that to be an apprentice, limits in a certain way the freedom of the "future teacher". I think that the ideas of the class teacher might be better than mine, but they do not belong to me and so I cannot express my creativity and myself during the lesson and the children perceive it. That is why the idea of the class teacher did not work well. In fact, I did not have any problem with the "Busy Daisy" verse, the children understood it and they did it following my movements and we also changed some of them because we found together new gestures, which were more suitable than the old one.

I noticed that I am not a flexible person, it is difficult for me to improvise a lesson, but the more experience I have the better I can improvise something, or maybe I am just slowly learning to be flexible.

I think that the game "1,2,3 heads down" is really good, the children are never tired to play it and they have great fun. They are very quiet, they speak very clear and if not, I ask the child to repeat it louder, or I correct him. Some of the children want to go forward with the game and they do not give so much attention to what they say, that's why they make a big effort to repeat it. The game brings also a variation in talking in choir and alone, that is a great exercise.

The ending verse was recited very well. At the beginning of the school year it was not easy for the children, because there are many words, which they do not hear so often for example "pane" or "pocket" but with the time they learnt to recite it and also to remember it.

I am making more and more experiences in this class and I am so inspired how the children develop so quickly a foreign language.

In the last months I was in class 5 and I could teach there once, the children can speak very well and understand English taking into consideration that they are just in class 5. It was completely a new experience from class 2.

My goal for the next year is to accompany the new English teacher in reading and writing in Class 3 and to do also some experiences in Class 4 to understand better how the process of reading and writing a foreign language takes place in a child.



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Im Kompetenznachweis sollen Fach-, Methoden-, Sozial- und Selbstkompetenzen erfasst werden, die Bestandteil des im Portfolio dokumentierten Gesamtrahmens waren. Der Nachweis der Kompetenzen erfolgt nach Möglichkeit direkt anhand des Portfolios.

Fachkompetenz:

I learnt how to simplify an English lesson for children who do not know a lot about the language. I paid attention to repeating the same words, and to make simple sentences to allow the children to understand them and also to be able to use them, to make their own sentences by hearing many times the same construction of the sentence.

I learnt to research more material for my lesson, and also to find again the old material (sometimes it is not so easy to find it again).

Methodenkompetenz:

I read the characteristics of class 2 and what the children face in this age.

I thought on how the children are, what they need.

I also took into consideration which lesson they had before and in which Epoche they are.

Sozialkompetenz:

I was very open to take into consideration the class teacher's suggestion and I was keeping always in mind all that I learnt from my teachers during this course at the AfaP.

I tried to learn as much as possible from the children, searching in myself the reasons of some behaviours.

Selbstkompetenz:

I worked a lot on my patience to think again about my lesson and to analyse it again. I realised a strong determination in finishing my work also if I felt very bad every time that I spent so much time in front of the computer, I accepted it and I kept on doing it splitting the time in several days in order to reduce the negative effect on myself.

I also obtained more self awareness of my individual way of teaching.

Unterschrift der/s Studierenden

Dornach, 15.6.16

Ort und Datum

Francesco Henti

Unterschrift



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Bewertung des Portfolios:

Vor- und Nachname: _____
Funktion: _____

Eine Präsentation zum Portfolio hat stattgefunden:
Ja Nein

Kommentar zum Portfolio:

Mit der Unterschrift bestätigt der Aussteller der Qualifikationsbestätigung, dass die Angaben im Kompetenznachweis mit der persönlichen Wahrnehmung übereinstimmen und dass das Portfolio alle inhaltlichen und formalen Kriterien eines Leistungsnachweises erfüllt:

Unterschrift der Fachmodulleiterin
/ des Fachmodulleiters

Ort und Datum

Unterschrift