



NEWSLETTER NO. 2

Leonardo da Vinci Programme

Project:

Vocational English and German Language Course for Au pairs

"Developing English and German Language Course and Vocational Thematic Materials for Au Pairs"

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1. Brief description of the project

The aim of the project is creation of a professional 90-hour training course providing practical knowledge about child care both in English and German at an intermediate level.

The project addresses an urgent need for complex and specialised language training of professionals working within childcare environment. The aim of the project is to prepare them to participate in childcare more effectively, by increasing the level of their language competences in the specialised area and understanding children and their parents needs. This modern training tool also creates opportunities for the unemployed to gain new qualifications at their own pace and outside the formal educational system. So far, there has been no course designed especially for potential au pairs using the CLIL (Content and Language Integrated Learning) approach for this particular target group.

The specific aims of the project are:

- to provide a user-friendly course by developing CDs with both theoretical and language modules which can be done with or without a trainer at one's own pace
- to create opportunities for people who choose taking care of children as their professional career
- to increase the quality of childcare which can have a considerable impact on their upbringing and multicultural awareness of the European society

- to provide a modern training tool for anybody willing to start a new vocational career at any stage of their lives or gain extra qualifications (life-long learning)
- to promote learning English and German as foreign languages in thematic specialised contexts (the CLIL approach)

The project was launched on 15.06.2007 and is planned to finish on 31.03.2009.

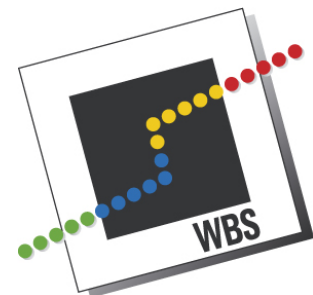
2. Partnership

Project Coordinator:

Academy of Humanities and Economics in Lodz www.wshe.lodz.pl

Partners:

1. Pacificstream Information Limited (Psi, UK)
2. IDEC SA (EL) www.idec.gr
3. JAUNIMO KARJEROS CENTRAS (LT) www.vdu.lt/jkc
4. Annur – Formación – Kultura (ES) www.annur.org
5. WBS Training AG (DE) www.wbstraining.de
6. Institute of Creative Proceedings (IPT, PL) www.ipt.pl



3. Description of the course contents

As the development stage of the course material has been finalized, at present the course content is the following:

MODULE A: BECOMING AN AU PAIR

1. Training opportunities and legal aspects
2. What makes a good au pair
3. Looking for a job as an au pair
4. Meeting the parents

REVISION

MODULE B: CHILD DEVELOPMENT

1. Stages of child development
2. Communication with children
3. Diversity and inclusion
4. Childcare for specific age brackets

REVISION

MODULE C: PRACTICAL ASPECTS OF CHILD CARE

1. Health and safety
2. Emergencies
3. Everyday routines
4. Indoor and outdoor games

REVISION

4. Description of the exercise typology applied in the e-learning environment of the courses.

The e-learning format of both courses applies the following types of exercises:

"drag and drop"

In this type of exercise, words, phrases or short sentences can be dragged with the use of the mouse and dropped in an indicated place in a sentence, text, table, etc. First you click on a selected element, drag it to the target place and drop it there. The instruction line of such an exercise always contains the words: *"Drag and drop ... "*

A variation of this exercise type requires rearranging words or parts of sentences in a right/left column so that they match the corresponding word or parts of sentences in the left/right one.

Another variation may require rearranging letters so that they form a correct word, or rearranging words so that they form a correct sentence or rearranging sentences so that they form a correct dialogue or text.

Sample instructions:

Reorder the dialogue / sentences / etc.

Reorder the words to make correct sentences.

Put the words in the correct order.

“multiple choice”

In this type of exercise there are several answer options. The learner ticks all the correct ones – more than one answer is possible. The instruction line of such an exercise usually contains the words: *“Tick all the correct words, sentences ... “*

A **“single choice”** is a variation of this type – here only one answer is possible.

"true or false"

In this type of exercise, a learner chooses the correct option ‘True’ or ‘False’ by ticking it. The instruction line of such an exercise always contains the words: *“Tick the sentences True or False. “*

“matching”

In this type of exercise a learner matches corresponding synonyms or antonyms or words with their definitions by drawing a line between them. The instruction line of such an exercise usually contains the words: *“Match the words to their definitions / synonyms /etc.”* or *“Match the words to make correct collocations / phrases.”*

“typing words into the gaps”

In this type of exercise a learner has to key in the correct answers in the indicated places by the use of a keyboard. He/She may have to complete the missing letters in a word or missing words in a sentence/phrase. The instructions may be:

„Complete the text / sentences with the missing words / phrases.“

„Complete the words filling in the missing letters.“

5. Sample course materials

Read about Piaget's stages of cognitive development and fill the gaps with proper phrases.

The sensorimotor stage

At this stage a child depends entirely on their to comprehend the world. In their two years of life children begin their using reflexes and end up with complex combinations of sensorimotor skills. The first simplest reflexes adopted by a newborn infant include grasping or sucking which later on occur in such as opening and closing fingers, known as primary circular reactions. They lead to the development of habits – automatic routines repeated regularly without thinking. Between four and twelve months infants' responses to a stimulus become more complex and they extend out to the environment. Children at this age turn to secondary circular reactions and their actions take on more stereotyped repetition .

At the end of this phase (around the ninth month) object permanence has developed. The tertiary circular reactions phase begins when the child reaches 12 months and lasts to 18 months. During this time children discover that there are new means to or obtain the same goal. At around one and a half, a child develops mental or which is the beginning of true creativity. They are able to hold an image in their mind for . This is also the time when children become in their original roles. No longer do they use them as something to sit on, put in their mouth or "race" cars.

- stereotyped repetition
- senses and motor abilities
- good at pretending
- intentional character
- symbolic representation
- produce the same consequence
- automatic routines
- exploration of the world

ok ?

Drag A, B or C block and drop it next to the correct line.

A

A child 1–4 months old

B

A child 5–8 months old

C

A child 9–12 months old

- may show "stranger shyness"
- squeals with pleasure appropriately
- B** begins to show emotions like anger or fear
- C** becomes apprehensive about strangers
- B** becomes aware of other people's emotions
- cries to draw attention
- clings to familiar adults
- uses cooing sounds to show comfort
- A** usually wants a comfort object, such as a teddy or a piece of cloth
- is emotionally likely to have frequent changing moods
- C** smiles at mother
- establishes eye contact
- demonstrates affection

ok ?

Lesen Sie den Text und lösen Sie dann die Übung.
Ergänzen Sie die passenden Verben in der richtigen Form mit oder ohne zu.

Lesen ▶

robben heben wenden krabbeln
hochziehen stehen halten

Mit etwa 10 Monaten versucht das Kind, sich an Möbeln hochzuziehen .

Im Alter von 4 Monaten kann das Kind in der Bauchlage den Kopf heben .


Wenn das Kind 6 Monate alt ist, kann es schon den Kopf aufrecht halten .

Mit etwa 6 Monaten ist das Kind imstande, sich vom Rücken auf den Bauch zu wenden .

Nicht alle Kinder wollen rückwärts gehen .

Viele Kinder beginnen mit 10 oder 12 Monaten aufrecht zu stehen .

Im Alter von 9 Monaten können viele Kinder auf dem Bauch krabbeln .



ok ← ?

< 04/27 >

6. Au Pair Survival Kit

Both language courses are going to be accompanied by Au Pair Survival Kits including indispensable practical hints and glossaries translated into all partners' languages. The following content is envisaged in both Au Pair Survival Kits:

- nursery rhymes, songs lyrics, indoor and outdoor games,
- hints and advice on what to do in problem situation, e.g. when a child misbehaves,
- emergencies (first aid in most typical emergencies),
- essential vocabulary and phrases.

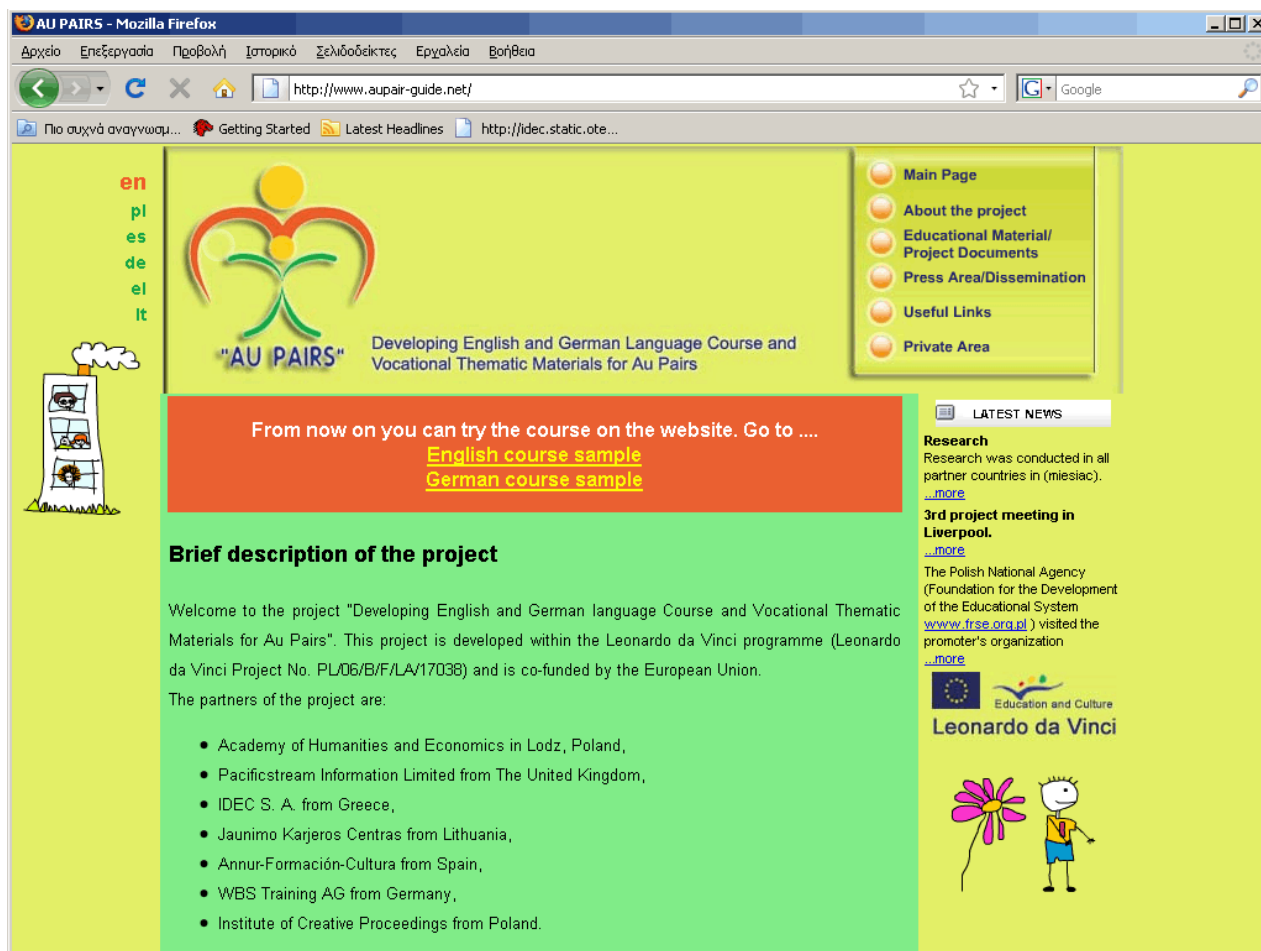
7. Student's E-Guide

Student's E-Guide has been developed in order to support course participants in the e-learning environment of the courses. The E-Guide provides them with the guidelines on the following:

- what is e-learning about,
- basic information about the course,
- key issues of being an e-learner (define your learning style, set your goals, be organized, do not get distracted, join online community, instruct yourself, define your computer skills)
- how to efficiently use both English and German language courses for au pairs.

8. Project website

We encourage you to visit the project website www.aupair-guide.net. You can find a lot of information about the project there.



9. Future events

Next stages of the project will be implementation of both English and German courses, developing the final version of Au Pair Survival Kit and conducting pilot courses among the target group in all partner countries.

Anybody who is interested in the project is asked to send inquiries or comments to Daria Olejnik at: dolejnik@wshe.lodz.pl