

## ... NAJI I LOOHJZ (AJAZAUN TA TOJ A TNAAAJ JVAH I

# I'll be going to school soon!

With a laugh and a tear in the eye ... This is how transitions into new stages of life are often described. For children who go to school for the first time, it is no different: they are looking forward to the new and at the same time, they take leave of people and places they have grown to love. At this stage, feelings such as excitement and anticipation, but also fear, are the most normal thing in the world.

What can we do for children so that they start the first day of school with two smiling eyes? Take time, listen .... and talk a lot!

### Prepare and strengthen self-confidence

The unknown often scares us. Therefore good preparation makes it easier for children to step into the new phase of their lives. Good preparation does not mean that children should be able to read, write and calculate before they start school - it's more about empowering children in their self-reliance and self-confidence.

"What will I learn at school?" "Will I make new friends?" "What will the teacher be like?" "What does a classroom look like?". Children are concerned with all these questions and it's good for them to talk about it.

### Starting school does not mean starting from scratch -It is a transition

To make the transition from nursery to primary school even easier, both institutions are increasingly working closer together. As a result, teachers are getting to know more about each other and they are able to better coordinate the everyday life of nursery school with that of the primary school, as well as education in the field of linguistics.

### Children are different and they go their own way when it comes to learning language

Sometimes there may be detours en route, but what matters is that they finally reach their destination!

#### Talking brings people together ...

... this applies to children, teachers and parents alike. So: Open the poster and chat!

Mork takes place in dialogue, it is all the better. an imprint of the hand, a drawing and much more besides. Imagination holds no limits! When creative Each child can design this page as they wish: There is space for a group photo of the nursery school, AND I WILL TELL YOU ABOUT IT! MY WORLD IS A COLOURFUL ONE

### Imprint

0<mark>S</mark>Z KOMPETENZ Z E N T R U M

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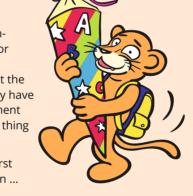
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Leitfaden zur sprachlichen Förderung am Übergang vom Kindergarten in die Grundschule (Guide to promoting language at the transition between nursery school and primary school)

(Charlotte Bühler Institute on behalf of the Austrian Federal Ministry of Education and Women, 2014)

(Charlotte Bühler Institute on behalf of the Austrian Federal Ministry of Women, Families and Young People, 2010)

framework plan)

BildungsRahmenPlan (Module for the last year in elementary educational

institutions. In-depth comments concerning the state-wide educational

(Charlotte Bühler Institute on behalf of the Austrian Federal Ministry of Education, Science and Research, 2009) Modul für das letzte Jahr in elementaren Bildungseinrichtungen. Vertiefende Ausführungen zum Bundesländerübergreifenden

einrichtungen in Österreich (State-wide educational framework plan for elementary educational institutions in Austria) (Charlotte Bühler Institute on behalf of the federal states of Austria, 2009) Bildungsplan-Anteil zur sprachlichen Förderung in elementaren Bildungs-

einrichtungen (Shared educational plan for the promotion of languages

Bundesländerübergreifender BildungsRahmenPlan für elementare Bildungs-

www.literacy.at

www.charlotte-buehler-institut.at

www.haus-der-kleinen-forscher.de

www.okay-line.at

in elementary educational institutions)

www.elementarpaedagogik.edugroup.at

www.sprachsensiblerunterricht.at

www.schule-mehrsprachig.at

www.bakabu.at

www.oesz.at/puma

Further information & materials

That's me ( \_\_\_\_\_ years old):

# DO YOU REMEMBER, BACK THEN AT NURSERY SCHOOL ...

pecause My parents chose this name for me My name means Ny name is

Best of all, I like to play ... because

My favourite book is ... because

·dous

on which children build their linguistic the parents' home - lay the foundation

tion, nursery schools - in addition to

As an elementary educational institu-

way and integrate them into the every-

create motives for speech in a playful

gestions as to how you can creatively

provide you with a few ideas and sug-

creativity and they open doors to cul-

tools: They stimulate imagination and

ket. But languages are not only useful

school and later on in the labour mar-

an early stage, has better chances in

learns how to use language well, at

Language is a crucial key competence

lle diw bne støser facets and with all

they discover the wonderful world of

funny songs and rhymes ... in short:

day they encounter unknown words,

much as possible and always learn

personalities. They want to learn as

Children have inquisitive and curious

Mehrsprachigkeit im

Alltag von Kindern

Fun & games ... and a whole lot of language!

Play with me **ENGLISH** 

C

(MY LANGUAGES)

www.oesz.at/puma

and understand something new. Every

strange letters, fascinating stories,

in every person's life. Anyone who

With this poster, we would like to

tures, people and worlds.

... Nursery school

AMU9 ...

agengnal ...

their possibilities.

Dear teacher!

دا من بازی در

day life of the nursery school.

stable, we recommend that you stick a copy of the poster onto a solid board and/or laminate it at a printer's

chatting!

ztnents ...

loodo2 ...

lot of self-confidence!

children a lot of fun playing together and

the PUMA game at home. Thank you!

ally, with their child, encourage them

Veld bne seged betengiseb ent ni llit ot

ents aware of this poster and addition-

It would be nice if you could make par-

pable of much more." That gives them when I was five years old. Now, I am ca-

glance, they can see: "I could do that

ing for the children themselves. At a

is exciting enough for teachers and

parents, however it is especially excit-

egengnel e ni szergorg gnidoteW ."noit

-etnemuoob gninreel egeugnel-inim"

With this poster, in addition to the

skills are seen and appreciated.

PUMA game, we provide children with

and succeeding if their knowledge and

school. They especially enjoy learning

the nursery school and from home to

new learners. Children bring a lot from

New schoolchildren are certainly not

promoting children, in terms of their

contribution towards supporting and

dedicated work, you make a significant

competences, piece by piece. With your

understanding and learning.

We would like to wish you and the

**Τίρ:** Unfortunately we had to use relatively thin paper to print the poster. In order to make the board more

My favourite word is ... because I would like to learn ... because

For this, the children need language partners who can help them to create the poster pages and take the time

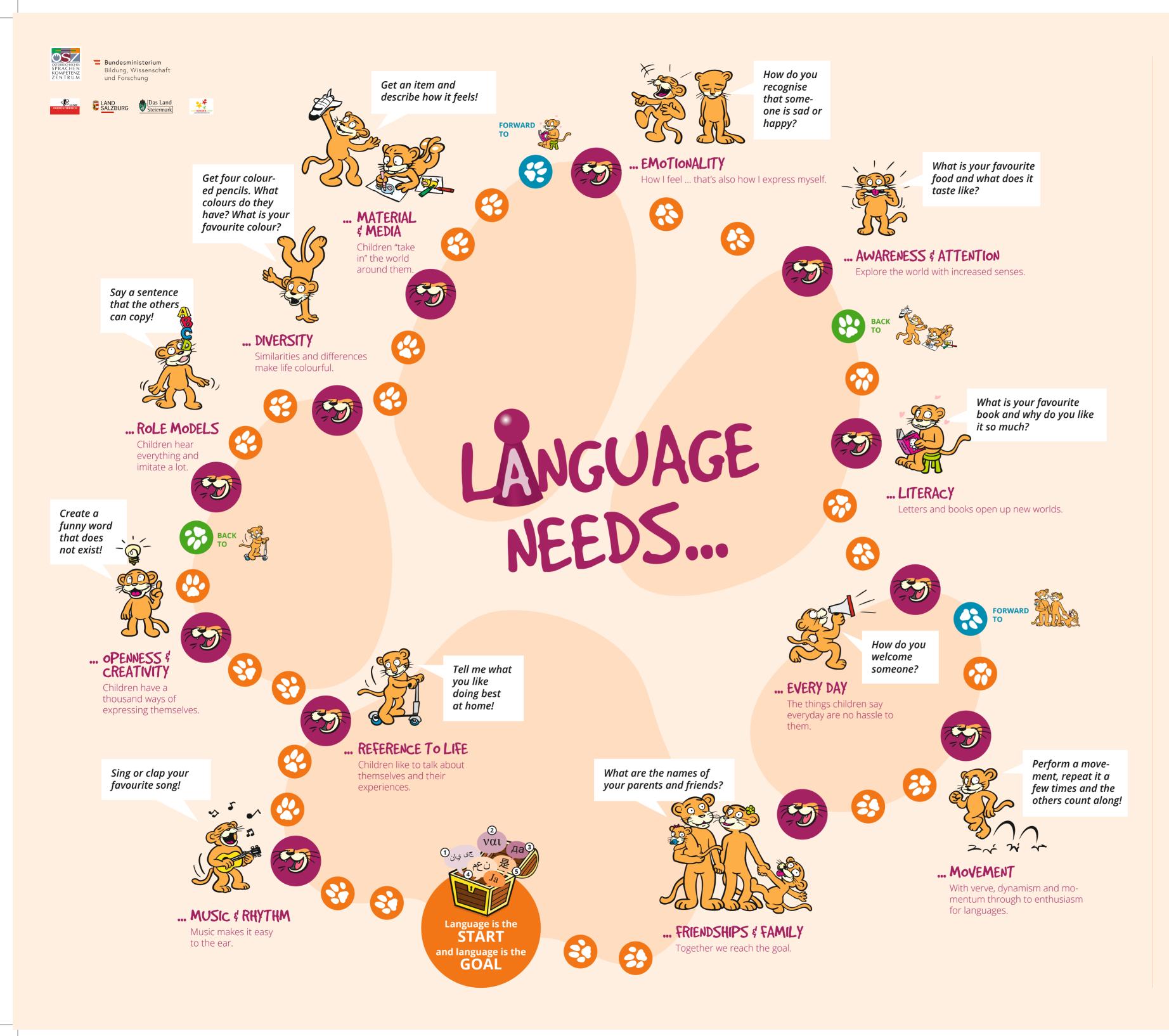
we have prepared a few pages in such a way that each child can personalise them with their own words and

his heart. For children, the PUMA poster should be a losting reminder of the time at nursery school. Therefore, Memories are something very personal and each person takes very different inpressions and experiences to

I know that there are many languages in the world. I know these languages:

At nursery school, I speak At home, I speak

in order to speak with them about their experiences, prejerences and interests.





The PUMA game creates **independent motives for speech** from the first things children say. This is to support

- the joy of storytelling, singing and chatting
- self-assurance when speaking
- getting to know other languages
- solidarity

The **aim** of this **cooperative** game is that all players play together as a team in order to fill the **treasure chest** with as many linguistic treasures as possible.

## Players

- 4 children max.
- Suitable for children for whom the tasks in the PUMA squares both present a challenge and are manageable

## Equipment

- 1 die with 3 or 6 dots
- Player figure for each player
- Linguistic treasures in the form of collected material (e.g. pearls, shells, small stones) in order to count the tasks performed by the children
- Linguistic treasure chest (e.g. cardboard box, wooden box) in order to collect the linguistic treasures that are won in the game, together as a group

### The treasure squares

- For each treasure square, the Puma gives the child a task which he/she has to perform in his/her language.
- If the child does not want to complete the task immediately, he/she will receive another chance on the next round.
- If a treasure square is already occupied by a player's figure, add your own figure and complete the task.
- For each task that is performed, there will be a "linguistic treasure" that will be placed in the common language box.
- Instead of the tasks that are described, other suitable tasks can be considered.

### Other squares

- Orange squares are playing squares on the way to the goal.
- Blue squares: The player moves forward to the adjacent treasure square.

Green squares: The player moves back to the adjacent treasure square.

## The START square is "Language is the START"

- Place the players at the start square
- Decide who will start
- Roll the die and move forward
- Perform the tasks on the treasure squares

### The END is reached when someone lands on "Language is the goal"

- The game ends when all the players have reached the end destination.
- Now the treasure chest is emptied and the shared treasures are counted.

In the world there are many languages and ways of writing: For example, "Yes" can be said as:

 ① jī hān (Urdu)
 ② ne (Modern Greek)
 ③ da (Russian)

 ④ na<sup>c</sup>am (Arabic)
 ⑤ shi (Chinese)

