

the PUMA game at home. Thank you! to fill in the designated pages and play aliy, with their child, encourage them ents aware of this poster and addition It would be nice if you could make par-

... Parents

them a lot of self-confidence! am capable of much more." That gives that when I was five years old. Now, I At a glance, they can see: "I could do exciting for the children themselves. parents, however it is especially is exciting enough for teachers and tion". Watching progress in a language "mini-language learning documenta-PUMA game, we provide children with With this poster, in addition to the skills are seen and appreciated. school. They especially enjoy learning and succeeding if their knowledge and

the nursery school and from home to

new learners. Children bring a lot from

New schoolchildren are certainly not loodos .

understanding and learning. promoting children, in terms of their contribution towards supporting and competences, piece by piece. With your

ou muicu cuilaren buila tueir linguistic the parents' home - lay the foundation tion, nursery schools - in addition to As an elementary educational institu-

.. Mursery school

everyday life of the nursery school. playful way and integrate them into the tively create motives for speech in a suggestions as to how you can creaprovide you with a few ideas and With this poster, we would like to

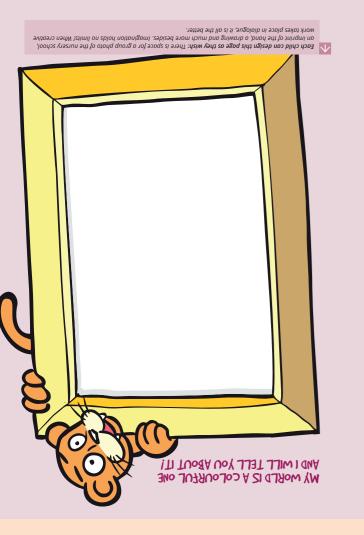
AMU9 ...

ageugned ...

to cultures, people and worlds. tion and creativity and they open doors useful tools: They stimulate imaginamarket. But languages are not only in school and later on in the labour an early stage, has better chances learns how to use language well, at in every person's life. Anyone who Language is a crucial key competence

la natiw bns etseer facets and with all rney discover the wonderful world of funny songs and rhymes ... in short: strange letters, fascinating stories, day they encounter unknown words, and understand something new. Every much as possible and always learn personalities. They want to learn as Children have inquisitive and curious

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



In order to visualise and document the linguistic progress, we have always put a circle in front of things. It should be painted colourfully if the child has the impression that he/she can already do the e!]-awareness and they are oble to confront their first day at school with Joy, confidence and curiosity. And who knows? Maybe they will even feel like taking the poster to their school enrollment or showing it to the hildren are proud to show how much they can already do. They automically build self-confidence and This page is designed to encourage children to deal with their own language skills. Self-assessment ond the recognition of personal strengths are important skills that accompany us throughout our lives. They are increasingly in demond in schools and in the labor market. You cannot start training these skills asset the self-asset skills are increasingly in demonstration. told me. sem ybousmos say what i need .ylimeł ym Say something מוום פכר. tions and provide



I HAVE LEARNT A LOT AT NURSERY SCHOOL! I CAN ...

Imprint



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LAND SALZBURG Steiermark







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

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!

Further information & materials

That's me (,

At nursery school, I speak

For this, the children need longuage partners who can help them to create the poster pages and take the time in order to speak with them about their experiences, preferences and interests.

is Memories are something very personal and each person takes very different impressions and experiences to his heart. For children, the PUMA paster should be a lasting reminder of the time at nursery school.

Therefore, we have prepared a Jew pages in such a way that each child can personalise them with their ow

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

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

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

My favourite book is ... because

My tavourite word is ... because

l would like to learn ... because

My parents chose this name for me

At home, I speak

иуу пате теапѕ

My name is

www.oesz.at/puma

www.bakabu.at

www.schule-mehrsprachig.at

www.literacy.at

www.sprachsensiblerunterricht.at

www.okay-line.at

www.elementarpaedagogik.edugroup.at

www.charlotte-buehler-institut.at

www.haus-der-kleinen-forscher.de

Bundesländerübergreifender BildungsRahmenPlan für elementare Bildungseinrichtungen 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 Bildungseinrichtungen (Shared educational plan for the promotion of languages in elementary educational institutions)

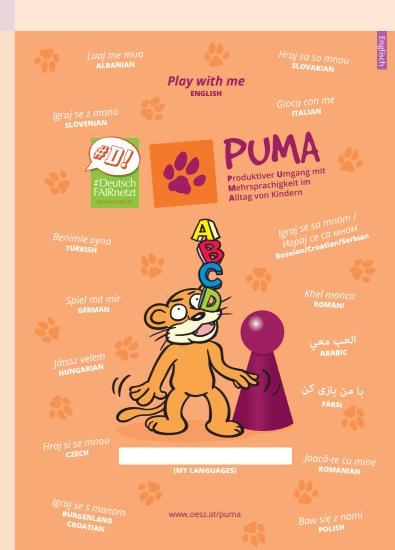
(Charlotte Bühler Institute on behalf of the Austrian Federal Ministry of Education, Science and Research, 2009)

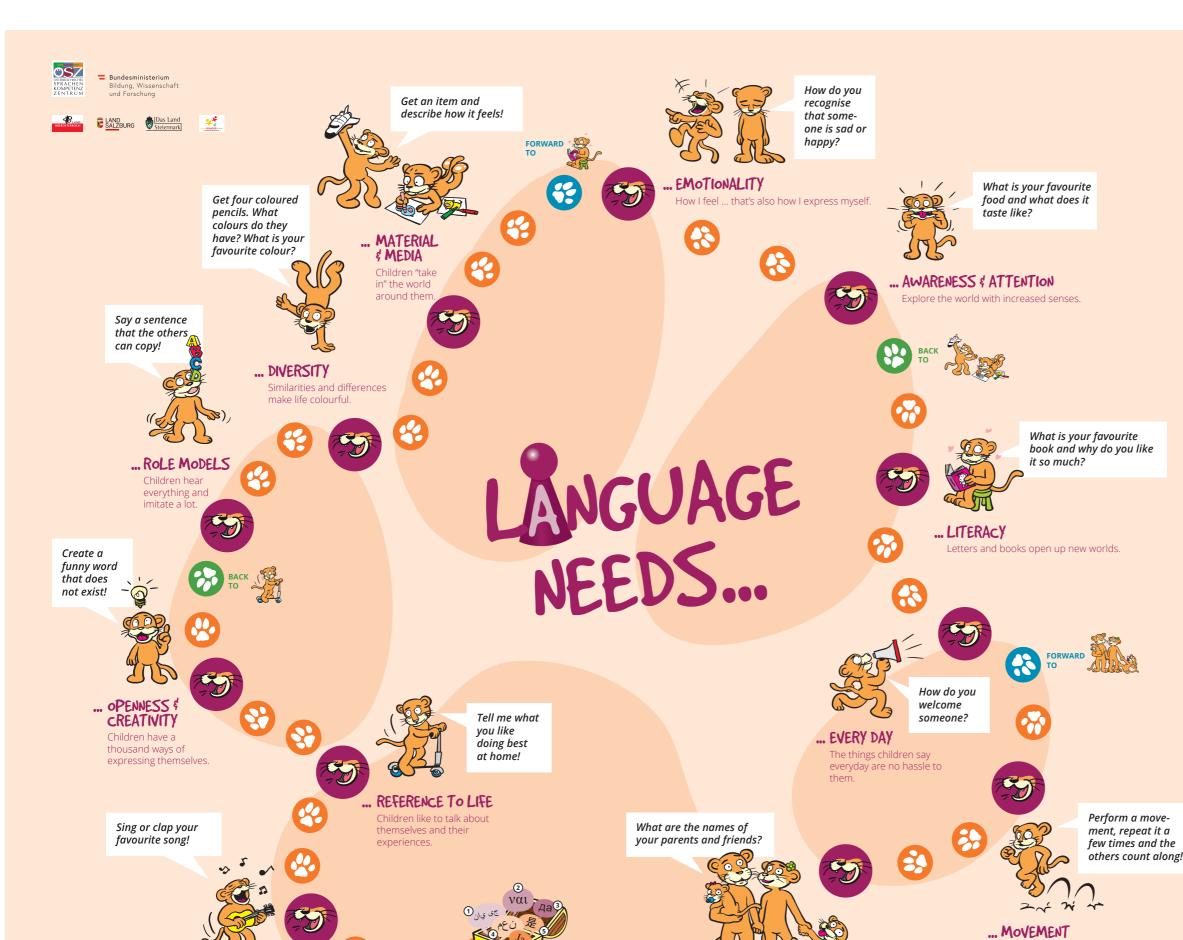
Modul für das letzte Jahr in elementaren Bildungseinrichtungen. Vertiefende Ausführungen zum Bundesländerübergreifenden BildungsRahmenPlan (Module for the last year in elementary educational institutions. In-depth comments concerning the state-wide educational framework plan)

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

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)





START

GOĂL

... MUSIC & RHYTHM

Music makes it easy

to the ear.





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
- · Instead of the tasks that are described, other suitable tasks can be considered.

Other squares

Orange squares are playing squares on the way to



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

With verve, dynamism and mo-

for languages.

... FRIENDSHIPS & FAMILY

Together we reach the goal.

mentum through to enthusiasm

- · 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 naram (Arabic) 5 shi (Chinese)