



MY WORLD IS A COLOURFUL ONE
AND I WILL TELL YOU ABOUT IT!

Each child can design this page as they wish. There is space for a group photo of the nursery school, an imprint of the hand, a drawing and much more besides. Imagination holds no limits! When creative work takes place in dialogue, it is all the better.

This page is designed to encourage children to deal with their own language skills. Self-assessment and the recognition of personal strengths are important skills that accompany us throughout our lives. They are increasingly in demand in schools and in the labor market. You cannot start training these skills early enough.

Children are proud to show how much they can already do. They automatically build self-confidence and self-awareness and they are able 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 teacher on the first day of school.

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

- ... greet people, express thanks and ask for something.
- ... talk about what I have experienced and observed.
- ... recognise and name a few letters.
- ... look at picture books and tell the story.
- ... ask for something, recte rhymes.
- ... clap the syllables of my name or other words.
- ... slip into other roles and act.
- ... sing songs.
- ... repeat words that somebody has told me.
- ... talk about how I feel.
- ... speak a few words in different languages.
- ... ask simple questions and provide answers.
- ... say something about myself and my family.
- ... say what I need and what I like or dislike.

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

My name is _____ That's me (_____ years old).

My name means _____

My parents chose this name for me because _____

At home, I speak _____

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

I would like to learn ... because _____

My favourite word is ... because _____

My favourite book is ... because _____

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

Memories are something very personal and each person takes very different impressions and experiences to his heart. For children, the PUMA poster should be a lasting reminder of the time at nursery school. Therefore, we have prepared a few pages in such a way that each child can personalise them with their own words and drawings.

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

The unfortunately we had to use relatively thin paper to print the poster. In order to make the board more stable, we recommend that you stick a copy of the poster onto a solid board and/or laminate it at a printers shop.

Dear teacher!

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

... Language

In every person's life, anyone who learns how to use language well, at an early stage, has better chances in school and later on in the labour market. But languages are not only useful tools: They stimulate imagination and creativity and they open doors to cultures, people and worlds.

... PUMA

With this poster, we would like to provide you with a few ideas and suggestions as to how you can create everyday life of the nursery school. As an elementary educational institution, nursery schools - in addition to the parents' home - lay the foundation on which children build their linguistic competences, piece by piece. With your dedicated work, you make a significant contribution towards supporting and promoting children, in terms of their understanding and learning.

... School

New schoolchildren are certainly not new learners. Children bring a lot from their previous lives with them to school. They especially enjoy learning languages in all their facets and with all their possibilities.

... Parents

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

We would like to wish you and the children a lot of fun playing together and chatting!

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

Imprint



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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!



Further information & materials

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)



Play with me ENGLISH

Produktiver Umgang mit Mehrsprachigkeit im Alltag von Kindern

ALBANIAN: Luaj me mua

SLOVAKIAN: Hraj sa so mnou

SLOVENIAN: Igraj se z mano

ITALIAN: Gioca con me

TURKISH: Benimle oynay

ROMANI: Khel manca

GERMAN: Spiel mit mir

ARABIC: اللعب معي

HUNGARIAN: Játssz velem

FARSI: با من بازی کن

CZECH: Hraj si se mnou

ROMANIAN: Joacă-te cu mine

BURGENLAND CROATIAN: Igraj se s manom

POLISH: Baw się z nami

(MY LANGUAGES)

www.oesz.at/puma

LANGUAGE NEEDS...



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 hǎn (Urdu) ② ne (Modern Greek) ③ da (Russian)
④ na'am (Arabic) ⑤ shì (Chinese)