

## Analysis of the pedagogical programmes of the HUSK /1.7.1/0014 (Hodnoty Dunaja –Duna kincsei) project

### 1. Introduction

note: half a page about the project itself and the aims of the activities  
written by activity responsible partner (KLIK) in english

This project is very important for the education of the growing up generations. It brings closer the everyday's problems and events to the pupils, and trough them to their families. Thereby the resposible thinking and the knowledge-transfer would reach to wider layers. During the activities usually we use nonformal educational methods. That novel methods would be attractive the learning and maybe this knowledges will be incorporate to the pupils everiday's thinking easier.

### 2. Schools basic information

note: written by teachers, national language

#### 2.1 School 1 basic information

##### 2.1.1 School introduction

name	Základná škola Dunajská Lužná
type	základná škola, 1.-9. ročník
location (address)	Školská ul. 257, 90042 Dunajská Lužná
no of pupils	548
special branches	no
results, achievements and partnership	ZŠ Kly pri Mělníku v České republice

##### 2.1.2 Connection between the present pedagogical programme and the given topic

note: Each point from the pedagogical programme in connection with this project e.g. the enviromental education of the school etc.

Téma projektu sa prekrýva v nasledujúcich tematických celkoch a témach (tematického) ročného plánu pre predmet Vlastiveda, 3. ročník:

- **Ako sa vyznať vo svojom okolí** - Krajina, Ako sa orientovať podľa svetových strán, Plán blízkeho okolia, Ako vzniká mapa
- **Objavujeme Slovensko** – Kde sa nachádza Slovensko, Krásy našich hôr, Chránené územia, Rieky – dar života
- **Poznávame dejiny Slovenska** – Ako chápať časové súvislosti, Prečo sa ľudia usadili na našom území, Predmety ako svedkovia doby, Slovensko v súčasnosti
- **Naše starobylé pamiatky a ich krása** – Ako vznikali mestá, Povesti o mestách

##### 2.1.3 Sugesstions about how to integrate the Danube topic into the 2013/14 school year plan

note: Ideas on the basis of the project's experiences such as theme week, theme day, competitions, activities connected with the days of enviromental protection , visiting museums, excursions, school camps etc.

Návrhy integrovania témy projektu Hodnoty Dunaja do tematických ročných plánov pre predmet Vlastiveda, 3. ročník, s využitím navrhnutých aktivít Metodickéj príručky:

- v tematickom celku **Ako sa vyznať vo svojom okolí** zakomponovať tieto aktivity z Metodickéj príručky: Obce mikroregiónu Pridunajsko, Cesta Dunaja naprieč Európou, Čo sa zmenilo za 150 rokov, Vyfarbi sa mapa!
- v tematickom celku **Objavujeme Slovensko** zakomponovať tieto aktivity z Metodickéj príručky: Tajomná krajina, Rodné listy, Prechádzka pri jazierku, Vrba, vrba, kto v tebe býva?, Cesta Dunaja naprieč Európou, Dunajkvíz, Kolobeh vody v prírode, Dunajské kľukatenie písmen a čísel, Ramená Danubia, Ochrana prírody, Veľkoplošné chránené územia
- v tematickom celku **Poznávame dejiny Slovenska** zakomponovať tieto aktivity z Metodickéj príručky: Mincovňa, Zaujímavosti mikroregiónu Pridunajsko, Ľudová architektúra, Múzejný vzdelávací program v maďarskom skanzene Szentendre
- v tematickom celku **Naše starobylé pamiatky a ich krása** zakomponovať tieto aktivity z Metodickéj príručky: Zaujímavosti mikroregiónu Pridunajsko, Ľudová architektúra, Rozprávka, Múzejný vzdelávací program v maďarskom skanzene Szentendre

## 2.2 School 2 basic information

### 2.2.1 School introduction

name	Základná škola Hamuliakovo
type	základná škola, 1.-4. ročník
location (address)	Dunajská 134/28, 90043 Hamuliakovo, Slovakia
no of pupils	52
special branches	no
results, achievements and partnership	s rakúskou základnou školou v Deutsch Jahrndorf a maďarskou základnou školou v Rajke

### 2.2.2 Connection between the present pedagogical programme and the given topic

note: Each point from the pedagogical programme in connection with this project e.g. the enviromental education of the school etc.

Téma projektu sa prekrýva v nasledujúcich tematických celkoch a témach (tematického) ročného plánu pre predmet Vlastiveda, 3. ročník:

- **Ako sa vyznať vo svojom okolí** - Kronika, Krajina, Ako sa orientovať podľa svetových strán
- **Plán** – Ako vyzerajú veci pri pohľade zhora, Význam plánu
- **Mapa** – Ako vzniká mapa I, Ako vzniká mapa II
- **Objavujeme Slovensko** – Kde sa nachádza Slovensko, Krásy našich hôr, Chránené územia, Rieky – dar života
- **Poznávame dejiny Slovenska** – Ako chápať časové súvislosti, Prečo sa ľudia usadili na našom území, Predmety ako svedkovia doby
- **Naše starobylé pamiatky a ich krása** – Ako vznikali mestá, Povesti o mestách

### 2.2.3 Suggestions about how to integrate the Danube topic into the 2013/14 school year plan

note: Ideas on the basis of the project's experiences such as theme week, theme day, competitions,

activities connected with the days of environmental protection, visiting museums, excursions, school camps etc.

Návrhy integrovania témy projektu Hodnoty Dunaja do tematických ročných plánov pre predmet Vlastiveda, 3. ročník, s využitím navrhnutých aktivít Metodickéj príručky:

- v tematických celkoch **Ako sa vyznať vo svojom okolí, Plán, Mapa** zakomponovať tieto aktivity Metodickéj príručky: Obce mikroregiónu Pridunajsko, Cesta Dunaja naprieč Európou, Čo sa zmenilo za 150 rokov, Vyfarbi sa mapa!
- v tematickom celku **Objavujeme Slovensko** zakomponovať tieto aktivity z Metodickéj príručky: Tajomná krajina, Rodné listy, Prechádzka pri jazierku, Vríba, vríba, kto v tebe býva?, Cesta Dunaja naprieč Európou, Dunajkvíz, Kolobeh vody v prírode, Dunajské kľukatenie písmen a čísel, Ramená Danubia, Ochrana prírody, Veľkoplošné chránené územia.
- v tematickom celku **Poznávame dejiny Slovenska** zakomponovať tieto aktivity z Metodickéj príručky: Mincovňa, Zaujímavosti mikroregiónu Pridunajsko, Ľudová architektúra, Múzejný vzdelávací program v maďarskom skanzene Szentendre
- v tematickom celku **Naše starobylé pamiatky a ich krása** zakomponovať tieto aktivity z Metodickéj príručky: Zaujímavosti mikroregiónu Pridunajsko, Ľudová architektúra, Rozprávka, Múzejný vzdelávací program v maďarskom skanzene Szentendre

## 2.3 School 3 basic information

### 2.3.1 School introduction

name	Základná škola Kalinkovo
type	základná škola, 1.-4. ročník
location (address)	Kalinkovo 194, 900 43 Kalinkovo
no of pupils	56
special branches	no
results, achievements and partnership	no

### 2.3.2 Connection between the present pedagogical programme and the given topic

note: Each point from the pedagogical programme in connection with this project e.g. the environmental education of the school etc.

Téma projektu sa prekrýva v nasledujúcich tematických celkoch a témach (tematického) ročného plánu pre predmet Vlastiveda, 3. ročník:

- **Ako sa vyznať vo svojom okolí** Krajina - typy, Ako sa orientovať podľa svetových strán, Ako vyzerajú veci pri pohľade zhora, Význam plánu, Plán blízkeho okolia, Ako vzniká mapa, Ako chápať časové súvislosti, Prečo sa ľudia usadili na našom území, Predmety ako svedkovia doby, Múzejný vzdelávací program v maďarskom skanzene Szentendre
- **Naše starobylé pamiatky** – Ako vznikali slávne mestá, Slávne mestá, Povesti o mestách, Múzejný vzdelávací program v maďarskom skanzene Szentendre

### 2.3.3 Suggestions about how to integrate the Danube topic into the 2013/14 school year plan

note: Ideas on the basis of the project's experiences such as theme week, theme day, competitions, activities connected with the days of environmental protection, visiting museums, excursions, school camps etc.

Návrhy integrovania témy projektu Hodnoty Dunaja do tematických ročných plánov pre predmet Vlastiveda, 3. ročník, s využitím navrhnutých aktivít Metodickéj príručky:

- v tematickom celku **Ako sa vyznať vo svojom okolí** zakomponovať tieto aktivity z Metodickéj príručky: Obce mikroregiónu Pridunajsko, Zaujímavosti mikroregiónu Pridunajsko, Cesta Dunaja naprieč Európou, Čo sa zmenilo za 150 rokov, Vyfarbi sa mapa!, Múzejný vzdelávací program v maďarskom skanzene Szentendre
- v tematickom celku **Naše starobylé pamiatky** zakomponovať navrhnuté aktivity Metodickéj príručky: Mincovňa, Ľudová architektúra, Zaujímavosti mikroregiónu Pridunajsko, Rozprávka, Múzejný vzdelávací program v maďarskom skanzene Szentendre

## 2.4 School 4 basic information

### 2.4.1 School introduction

name	Jubilejná základná škola Miloslavov
type	základná škola, 1.-4. ročník
location (address)	Alžbetin Dvor 81, 900 42 Miloslavov
no of pupils	52
special branches	no
results, achievements and partnership	no

### 2.4.2 Connection between the present pedagogical programme and the given topic

note: Each point from the pedagogical programme in connection with this project e.g. the environmental education of the school etc.

Téma projektu sa prekrýva v nasledujúcich tematických celkoch a témach (tematického) ročného plánu pre predmet Vlastiveda, 3. ročník:

- **Ako sa vyznať vo svojom okolí** – Krajina, Ako vyzerajú veci pri pohľade zhora, Význam plánu, Ako vzniká mapa, Kde sa nachádza Slovensko, Krásy našich hôr, Rieky – dar života, Lesy – naše pľúca
- **Spoznávame dejiny** – Časová priamka, Prečo sa ľudia usadili na našom území, Predmety ako svedkovia doby
- **Naše starobylé pamiatky a ich krása** – Ako vznikali mestá, Povesti o mestách

### 2.4.3 Suggestions about how to integrate the Danube topic into the 2013/14 school year plan

note: Ideas on the basis of the project's experiences such as theme week, theme day, competitions, activities connected with the days of environmental protection, visiting museums, excursions, school camps etc.

Návrhy integrovania témy projektu Hodnoty Dunaja do tematických ročných plánov pre predmet Vlastiveda, 3. ročník, s využitím navrhnutých aktivít Metodickéj príručky:

- v tematickom celku **Ako sa vyznať vo svojom okolí** zakomponovať tieto aktivity z Metodickéj príručky: Obce mikroregiónu Pridunajsko, Tajomná krajina, Rodné listy, Prechádzka pri jazierku, Vríba, vríba, kto v tebe býva?, Cesta Dunaja naprieč Európou, Dunajkvíz, Čo sa zmenilo za 150 rokov, Vyfarbi sa mapa!, Kolobeh vody v prírode, Dunajské kľukatenie písmen a čísel, Ramená Danubia, Ochrana prírody, Veľkoplošné chránené územia
- v tematickom celku **Spoznávame dejiny** zakomponovať tieto navrhnuté aktivity z Metodickéj príručky : Mincovňa, Zaujímavosti mikroregiónu Pridunajsko, Ľudová architektúra, Múzejný vzdelávací program v maďarskom skanzene Szentendre
- v tematickom celku **Naše starobylé pamiatky a ich krása** zakomponovať tieto z aktivity z Metodickéj príručky: Zaujímavosti mikroregiónu Pridunajsko, Ľudová architektúra, Rozprávka

## 2.5 School 5 basic information

### 2.5.1 School introduction

name	<b>Základná škola v Rovinke</b>
type	<b>základná škola, 1.-9. ročník</b>
location (address)	<b>Školská 266, 900 41 Rovinka</b>
no of pupils	62
special branches	no
results, achievements and partnership	no

### 2.5.2 Connection between the present pedagogical programme and the given topic

note: Each point from the pedagogical programme in connection with this project e.g. the enviromental education of the school etc.

Téma projektu sa prekrýva v nasledujúcich tematických celkoch a témach (tematického) ročného plánu pre predmet Vlastiveda, 3. ročník:

- **Ako sa vyznať vo svojom okolí** – Krajina, Ako vyzerajú veci pri pohľade zhora, Význam plánu, Ako vzniká mapa, Krásy našich hôr, chránené územia, Rieky – dar života
- **Poznávame dejiny Slovenska** – Ako chápať časové súvislosti, Prečo sa ľudia usadili na našom území, Predmety, ako svedkovia doby, Slovensko v súčasnosti
- **Naše starobylé pamiatky a ich krása** – Ako vznikali mestá, Slávne mestá, Povesti o mestách

### 2.5.3 Suggestions about how to integrate the Danube topic into the 2013/14 school year plan

note: Ideas on the basis of the project's experiences such as theme week, theme day, competitions, activities connected with the days of enviromental protection , visiting museums, excursions, school camps etc.

Návrhy integrovania témy projektu Hodnoty Dunaja do tematických ročných plánov pre predmet Vlastiveda, 3. ročník, s využitím navrhnutých aktivít Metodickéj príručky:

- v tematickom celku **Ako sa vyznať vo svojom okolí** zakomponovať tieto aktivity z Metodickéj príručky: Obce mikroregiónu Pridunajsko, Tajomná krajina, Rodné listy, Prechádzka pri jazierku, Vríba, vríba, kto v tebe býva?, Cesta Dunaja naprieč Európou, Dunajkvíz, Čo sa zmenilo za 150 rokov, Vyfarbi sa mapa!, Kolobeh vody v prírode, Dunajské kľukatenie písmen a čísel, Ramená Danubia, Ochrana prírody, Veľkoplošné chránené územia
- v tematickom celku **Poznávame dejiny Slovenska** zakomponovať tieto aktivity z Metodickéj príručky: Mincovňa, Zaujímavosti mikroregiónu Pridunajsko, Ľudová architektúra, Múzejný vzdelávací program v maďarskom skanzene Szentendre
- v tematickom celku **Naše starobylé pamiatky a ich krása** zakomponovať tieto aktivity z Metodickéj príručky: Zaujímavosti mikroregiónu Pridunajsko, Ľudová architektúra, Rozprávka

## 2.6 School 1 basic information

### 2.6.1 School introduction

name	Mikszáth Kálmán Általános Iskola
type	elementary school
location (address)	1239 Budapest, Sodronyos utca 28.
no of pupils	140
special branches	There are children who have mental disorder and some of them are underprivileged.
results, achievements and partnership	

### 2.6.2 Connection between the present pedagogical programme and the given topic

note: Each point from the pedagogical programme in connection with this project e.g. the enviromental education of the school etc.

#### **Hungarian grammar**

**5–8. grades: Enhancing the vocabulary.** Proverbs, adages regarding the Danube.

**5–6. grade: Themes and suffixes.** Presenting the system of themes and suffixes by using words related to Danube.

**6. grade: The spelling of geographical nouns.** The students can draw little maps (even working in groups), on which they mark different Danube-related geographical nouns that fall under the different spelling regulations (written in one or two words, hyphenated compounds).

**7. grade: Locatives.** Learning locatives, syntagms using Danube-related geographical nouns.

**Text creation.** Composing pamphlets or manifestos, drawing/making posters about protecting the Danube.

**8. grade: History of the Hungarian language.** Examining the etymology of geographical nouns, and names of nearby settlements (occurrences of the prefix „Duna” and the suffix „víz”)

### Hungarian literature

**5–8. grades: Reading comprehension.** Different texts about the river.

**5. grade: Folk songs.** Teaching and parsing Hungarian folk songs about the Danube (Összefolyik a kis Tisza a Dunával, Hej Dunáról fúj a szél, Túl a Dunán stb.). Recognizing the rhythmic system in the songs.

**6. grade: Legends.** Reading and writing legends about the Danube and its history. (e. g. the formation of the Soroksár branch of the Danube.)

**7. grade: Hungarian Reform Era.** The building of bridges over the Danube in this era, and connected poems. (Arany János: Híd-avatás)

**8. grade: Analysis of poems.** Analysis of different poems about the Danube. (Kukorelly Endre: Kicsit majd járkálok; Petőfi Sándor: A Dunán; Ötvegy László: Este a Duna-parton; Szép Ernő: Sötét lesz a Duna háta, A Duna vallomása; József Attila: Megfáradt ember. Európa olvasva: Duna – an anthology.)

### Physics

**7. grade: Mechanics.** Mechanics of fluids: the movement of rivers, vortices. **Mass, volume.** The measuring of the characteristics of not solvable, rigid bodies. The toxicity of water.

**Pressure.** The kinetics of flowing water. Natural disasters. Internal energy of water.

**Changes in the state of matter.** The 1956 ice flood of the Danube.

**8. grade: Electricity.** The calculation of electrical work and power. The Danube as an alternative source of energy.

2.6.3 Suggestions about how to integrate the Danube topic into the 2013/14 school year plan  
note: Ideas on the basis of the project's experiences such as theme week, theme day, competitions, activities connected with the days of environmental protection, visiting museums, excursions, school camps etc.

Our school has already had a theme day dedicated to the River Danube.

Recommended activities:

- Visiting the Danube museum in Esztergom – getting to know the history of the river and the various opportunities it presents and threats it faces.
- Boat excursion on the Danube: getting to know the wildlife, the flora, the environment of the river, experiencing the effect of civilization on nature
- The river as an alternative source of energy: building scale-models of working water mills, turbines and hydro plants
- Environmental education: collecting and examining various pieces of trash at the riverside
- Developing and making a board game based on the experiences about the Danube, combining leisure with learning. A school competition with the finished product is also a possibility.
- Various competitions in writing tales or poems, drawing cartoons about the life of the Danube.
- Examining the chemical characteristics of the water in different parts of the river – experiments.
- Going fishing or angling, in order to get first hand experience of the wildlife, plus to learn a

lesson in patience, discipline and perseverance.

## 2.7 School 2 basic information

### 2.7.1 School introduction

name	Flóris Török Elementary School
type	elementary school
location (address)	1237 Budapest, Dinnyehegyi köz 2.
no of pupils	670
special branches	Raised/high lesson numbers of English teaching, one eco-class in every year in upper classes
results, achievements and partnership	In 2012 we won the „ perpetual eco-school” certification. Our students usually take good places at competitions of Budapest and national level as well as sports competitions. In this year more than 30 of our students won the certification of „Top-ranked at learning, top-ranked at sport”. We have a good partnership with the schools according to the pedagogical programme.

### 2.7.2 Connection between the present pedagogical programme and the given topic

note: Each point from the pedagogical programme in connection with this project e.g. the environmental education of the school etc.

This project is closely in accordance with our pedagogical programme, our local syllabus, our programme of environmental education and our programme of health education.

It can be easily adopted in the programme of eco-school and the annual schedule.

These can be seen at these links:

[http://www.tfai.hu/images/stories/iskolai/dokumentumok/pedprog\\_2013\\_03.pdf](http://www.tfai.hu/images/stories/iskolai/dokumentumok/pedprog_2013_03.pdf)

<http://www.tfai.hu/images/stories/iskolai/dokumentumok/helyitanterv20101125.pdf>

<http://www.tfai.hu/images/stories/iskolai/dokumentumok/kornyezetineveles.pdf>

<http://www.tfai.hu/images/stories/iskolai/dokumentumok/egeszsegneveles.pdf>

### 2.7.3 Suggestions about how to integrate the Danube topic into the 2013/14 school year plan

note: Ideas on the basis of the project's experiences such as theme week, theme day, competitions, activities connected with the days of environmental protection , visiting museums, excursions, school camps etc.



Our annual school programme of 2013/2014 hasn't been made yet but we are planning to have at least one lesson connected to the Danube with every subject at the appropriate topic. Every year we have project day, project week at our school. We also have study circle of local history and environmental protection and these give us possibility to deal with this topic in the upcoming school-year.

Our colleagues usually go to museums with the students and they are planning to do so in the future, The 3rd grade go to open-air school every year.

We can easily implement this topic in the programmes of the camps. We usually have a similar kind of trip before the project days. We usually celebrate the World Animal Day, Birds and Trees' Day, World Water Day, World Poetry Day and World Music Day.

## 2.8 School 3 basic information

### 2.8.1 School introduction

name	Grassalkovich Antal Elementary School
type	elementary school
location (address)	1239 Budapest Hősök tere 18-20
no of pupils	614
special branches	It is a German Nationality, Bilingual Elementary School. Children learn different subjects in German language. (History, Biology, Geography)The second foreign language is English. All grades are two ethnic and classes and a music class.
results, achievements and partnership	High level of proficiency in German, German sister school, field trips, camps, in German and English speaking countries

### 2.8.2 Connection between the present pedagogical programme and the given topic

note: Each point from the pedagogical programme in connection with this project e.g. the environmental education of the school etc.

#### English:

5-8 grades: Topic/Animals - animal habitats, food chains, animals next to the Danube, plants, herbivores, carnivores, amphibians, reptiles

5-8 grades: Topic/My Life - environment, environmental protection, pollution, selective waste collection, eco-footprint,

5-8 grades: Topic/Me and my Friends: communication between friends, tolerance, acceptance, openness, appreciation, respect, diversity,

5-8 grades: Topic/ Health and Healthy life: Healthy lifestyle, diet,

#### Music:

**5-8 grades:** folk songs and games/ songs about the Danube

### 2.8.3 Suggestions about how to integrate the Danube topic into the 2013/14 school year plan

note: Ideas on the basis of the project's experiences such as theme week, theme day, competitions,

activities connected with the days of environmental protection , visiting museums, excursions, school camps etc.

**Theme day** dedicated to the River Danube.

- Boat trip on the Danube: physical activity and examining the flora and fauna of the river
- The river as an alternative source of energy – making and planning models
- Environmental education : analysing the water ,
- Various competitions in writing tales, drawing about the life of the Danube.
- Purity day: we collect the rubbish near the Danube

**Visiting museums:**

- Visiting the Danube Museum in Esztergom and
  - Natural History and Science Museum in Budapest
- Visiting the local museum in Soroksár, where the history of people next to the Danube and their life can be seen

**Excursions, school camps:**

- Open-air school Camp, trip in Szigetköz
- Health Care camp with cooking and eating healthy food

**Special collection:** Twice a year: Collection of paper and used batteries

## 2.9 School 4 basic information

### 2.9.1 School introduction

name	Páneurópa Általános Iskola
type	elementary school
location (address)	1238 Budapest, Táncsics Mihály utca 25-33.
no of pupils	341
special branches	It is a German nationality language teaching elementary school. The children learn German literature and grammar as well.
results, achievements and partnership	This school has German sister school in Nürtingen. This school has eco-school certification.

### 2.9.2 Connection between the present pedagogical programme and the given topic

note: Each point from the pedagogical programme in connection with this project e.g. the environmental education of the school etc.

This project is closely in accordance with our pedagogical programme, our local syllabus, our programme of environmental education and our programme of health education.

It can be easily adopted in the programme of eco-school and the annual schedule.

These can be seen at this link:

<http://www.paneuropa.sulinet.hu/dokumentumok.html>

### 2.9.3 Suggestions about how to integrate the Danube topic into the 2013/14 school year plan

note: Ideas on the basis of the project's experiences such as theme week, theme day, competitions, activities connected with the days of environmental protection , visiting museums, excursions, school camps etc.

Our annual school programme of 2013/2014 hasn't been made yet but we are planning to have at least one lesson connected to the Danube with every subject at the appropriate topic. Every year we have project week at our school. We also have environmentalist study circle and these give us possibility to deal with this topic in the upcoming school-year.

We can easily implement this topic in the programmes of the camps because we have a one week long environmentalist camp in every year. We usually celebrate the Earth Day, World Animal Day, Birds and Trees' Day, World Water Day, World Poetry Day and World Music Day.

## 2.10 School 5 basic information

### 2.10.1 School introduction

name	Fekete István Elementary School
type	elementary school
location (address)	1237 Budapest, Nyír utca 22.
no of pupils	275
special branches	Raised/high lesson numbers of Mathematics and Drama teaching, one mathematics and one dramatic class in every year. There are some children who have mental or learning disorder and some of them are underprivileged.
results, achievements and partnership	In 2008 our school won the „perpetual eco-school” certification. Our students usually take good places at drawing competitions of Soroksár, Budapest and Hungary. We are very good at teaching things about protection of civil, fire and the environment. In this year 5 of our students won the certification of „Top-ranked at learning, top-ranked at sport”. We have a good partnership with the schools according to the pedagogical programme.

### 2.10.2 Connection between the present pedagogical programme and the given topic

note: Each point from the pedagogical programme in connection with this project e.g. the environmental education of the school etc.

This project is closely in accordance with our pedagogical programme, our local syllabus, our programme of environmental education and our programme of health education.

It can be easily adopted in the programme of eco-school .

These can be seen at these links:

<http://www.feketei.hu/joomla16/index.php/dokumentumaink>

<http://www.feketei.hu/joomla16/index.php/okoiskola>

### 2.10.3 Suggestions about how to integrate the Danube topic into the 2013/14 school year plan

note: Ideas on the basis of the project's experiences such as theme week, theme day, competitions, activities connected with the days of environmental protection , visiting museums, excursions, school camps etc.

Our annual school programme of 2013/2014 hasn't been made yet .

But I think we are planning to have at least one lesson connected to the Danube with every subject at the appropriate topic.

Every year we have project day, at our school.

Our colleagues usually go to museums with the students and they are planning to do so in the future: We are visiting the Danube museum in Esztergom, the Natural History and Science Museum in Budapest, the local museum in Soroksár, where the history of people next to the Danube and their life can be seen, the rivermill on the Danube in Ráckeve.

We are going on a boat trip on the Danube.

We are collecting used batteries all year long and collecting paper and used plastic bottles three times a year.

Every year we celebrate for example: the World Animal Day, Birds and Trees' Day, World Water Day, World Poetry Day and World Music Day.

We are going to make competitions in drawing and writing novels about the life of the Danube.

We are going to go to the „Small” Danube to analyse the water and collect the rubbish at the bank of the river.

### 3. Summing-up

note: max. 1-1 page from HU and SK teacher-coordinator on the basis of the schools' analysis in English language

SK:

The Danube treasure's project topics are connected to the pedagogical programmes of geography, natural science, environmental and regional education subjects in Slovakia. The Data Collection developed during the project implementation is great support to the teachers, not only in the model area, but in each primary schools in Slovakia. This collection could be used also by the teachers and pupils on the 2nd level of primary school as well. Methodological guide and its activities for pupils are suitable for education of mentioned subjects, but moreover on education of reading and maths subjects.

By the analysis of pedagogical programmes of primary schools in model area were founded similarities with the project topics, which are described in the part 2 of this report. After analysis of pedagogical programmes, SEA project team has proposed to include developed activities to the programme – part 2.X.3 of analysis. These proposals were discussed with the SK teachers and they will use them by the development of pedagogical programmes for the school year 2013/2014.

HU:

The contents of the curriculum frameworks would insert the project very easily. That are the topics of subjects

SUBJECT	CLASS	THEMATIC UNIT
Study circle of local history	Lower & upper classes	<ul style="list-style-type: none"> <li>The past, present and future of the Danube</li> </ul>
Study circle of environmental protection	Lower & upper classes	

project day	Lower & upper classes	
Project week	Lower & upper classes	
Knowledge of one's country & folk /subject/	5-6. évf.	<ul style="list-style-type: none"> <li>• My own world</li> <li>• Meeting the past</li> <li>• Source and origin of traditional and folk (religious) festivals</li> <li>• The Hungarians in the territory of the historical and present Hungary</li> <li>• Ethnical minorities and nationalities living in Hungary</li> </ul>
art	1-8.	<ul style="list-style-type: none"> <li>• Expression, fine arts:</li> <li>• Visual communication</li> <li>• Culture of object &amp; environment</li> </ul>
Craft/mechanical art	1-8.	<ul style="list-style-type: none"> <li>• Things to do in the household &amp; our surroundings</li> <li>• Material culture, technologies, making materials, modelling</li> </ul>
biology	7-8.	<ul style="list-style-type: none"> <li>• Non-cellular systems: viruses</li> <li>• substantive cells: bacteriums; unicellulars</li> <li>• Thread-like &amp; thalloid plants</li> <li>• Green algae, brown- and red algae, fungus, lichen, moss, sponge</li> <li>• Knowledge of plants</li> <li>• Knowledge of animals</li> <li>• symbiosis</li> <li>• human and their environment</li> </ul>
history	5-6.	<ul style="list-style-type: none"> <li>• ancient time of mankind</li> <li>• the world of medieval Europe</li> <li>• the beginning of Hungarian history &amp; the age of the Arpads</li> <li>• the golden age of the Hungarian kingdom</li> <li>• The World and Europe in the pre-modern times</li> <li>• Hungary in the pre-modern times</li> <li>• The age of revolutions and civilization in Europe and Hungary</li> </ul>

	7-8.	<ul style="list-style-type: none"> <li>• The age of nation states and the new phenomenon of the economic life</li> <li>• Tyranny and conciliation. The age of dualism in Hungary</li> <li>• The rivalry of great powers and World War I</li> <li>• Europe and the World between the the two world wars</li> <li>• Hungary between the the two world wars</li> <li>• World War II</li> <li>• Cold war conflicts and the development of the bipolar World</li> <li>• Hungary from the end of World War II to the suppression of 1956 revolution and the war of independence</li> <li>• The rivalry of the two world systems, the dissolution of the Soviet block</li> <li>• The characteristics of the Kádár age</li> <li>• The standardizing Europe, the accomplishment of globalism</li> <li>• The creation and development of the democratic relations in Hungary</li> </ul>
Music	1-8.	<ul style="list-style-type: none"> <li>• Musical reception I.</li> </ul>
Geography	7-8.	<ul style="list-style-type: none"> <li>• The materials and process of the solid Earth</li> <li>• The basics of the Geographical zonality</li> <li>• The general Geography of Europe</li> <li>• The Geography of Northern- and Mediterranean Europe</li> <li>• The Geography of the Atlantic Europe</li> <li>• The Geography of Eastern- and Central Europe</li> <li>• The Geography of the Carpathian basin</li> <li>• The Geography of countries adjacent to Hungary</li> <li>• Natural and cultural values of Hungary</li> <li>• The social Geography of Hungary</li> </ul>