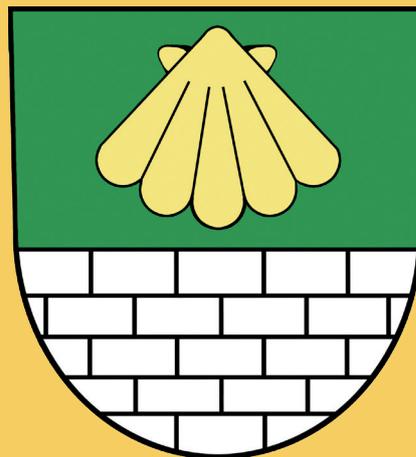




MĚSTSKÁ ČÁST PRAHA 13



Guide to the Multicultural Map



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TEAM OF AUTHORS



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The Guide to the Multicultural Map is intended as support material for the interactive multicultural map can find on the website <https://skolyprahy13.cz/primas-praha-13/multikulturalni-mapa/>



INTRODUCTION

RNDr. Marcela Plesníková
Deputy Mayor MČ Praha 13



Prague 13, a city district that has become a successful applicant for financial support from the Operational Programme Research, Development and Education implemented in 2016-2017. The main goals of **the Local Action Plan** project were to improve the quality of pre-school and primary education, and to improve cooperation between formal and information education to develop the potential of every pupil.

The subsequent **PRIMAS project with a budget of over CZK 9 000 000** is implemented within the framework of OPIE call 21 – Improve the Quality of Education by Strengthening Inclusion in a Multicultural Society (financial support from Operational Programme Prague – Growth Pole of the Czech Republic). All 10 primary schools founded by the Prague 13 city district are participating in this two-year project (2017-2019). Our goals are to promote coherence, contribute towards understanding and respect for social/cultural diversity, and understanding and tolerance of different cultures. The schools are fully prepared to educate pupils with different first languages.

One tangible result is the establishment and furnishing of a multicultural corner in each school - furniture, construction sets and a 3Panel. I myself attended the opening ceremony e.g. at FZŠ Trávníčková faculty school, at which the parents of foreigners attending this educational facility were also present. A whole series of events reinforcing the coexistence of all pupils were implemented in the mentioned spaces of all the schools during the project, and I am very happy to see it is succeeding.

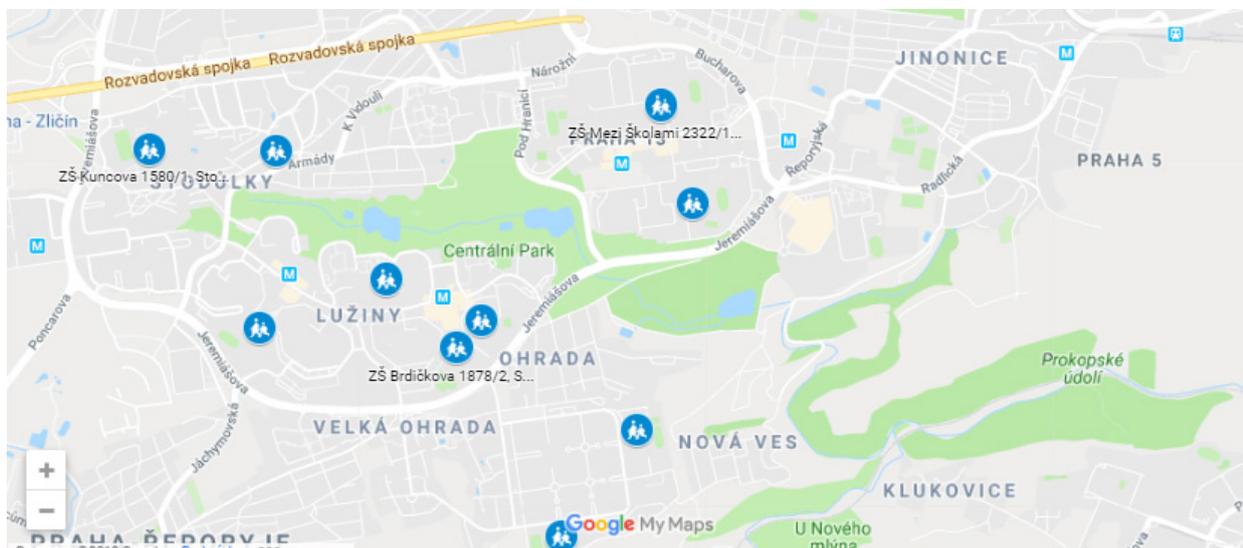
One important goal and information material is the compilation of a Multicultural Map, which will facilitate the integration of newly arriving children with differing first languages in each school. The document will offer contacts to the authorities, schools, pedagogical/psychological counselling centres, non-profit organisations focusing on integrating such pupils etc. The development of social services in Prague 13 has also been clearly prepared, **focusing on support for people with different first languages.**

Another output is the Collection of Ideas, which summarised – through the sharing of good practice – tips for interesting events. I see that there is a lot of interest in good ideas.

Both these documents will be available not only in the schools, but also at the offices of the Prague 13 city district (the department of education and social affairs) and in the other mentioned institutions that focus on care for the children of foreigners. They will also be available in electronic form on the websites of the authority, schools, institutions addressing the integration of disadvantaged pupils with different first languages, and on the RVP (framework educational programmes) methodological portal.

We are now part of the ongoing three-year Local Action Plan II (2018-2021) and I am convinced it will bring a similar and just as successful result as the Primas project has.

PRESENTATION OF PRAGUE 13 PRIMARY SCHOOLS



NAME OF SCHOOL	ADDRESS
FZŠ PedF UK, Praha 13, Brdičkova 1878	Brdičkova 1878/2, Stodůlky 155 00 Praha
ZŠ s RVJ, Praha 13, Bronzová 2027	Bronzová 2027/35, Stodůlky 155 00 Praha
FZŠ prof. O. Chlupa PedF UK, Praha 13, Fingerova 2186	Fingerova 2186/17, Stodůlky, 155 00 Praha
ZŠ, Praha 13, Janského 2189	Janského 2189/18, Stodůlky, 155 00 Praha
ZŠ, Praha 13, Klausova 2450	Klausova 2450/2, Stodůlky, 155 00 Praha
ZŠ, Praha 13, Kuncova 1580	Kuncova 1580/1, Stodůlky, 155 00 Praha
FZŠ PedF UK, Praha 13, Mezi Školami 2322	Mezi Školami 2322/1, Stodůlky, 155 00 Praha
ZŠ, Praha 13, Mládí 135	Mládí 135/4, Stodůlky, 155 00 Praha
ZŠ, Praha 13, Mohylová 1963	Mohylová 1963/2, Stodůlky, 155 00 Praha
FZŠ PedF UK, Praha 13, Trávníčkova 1744	Trávníčkova 1744/4, Stodůlky, 155 00 Praha

FZŠ PedF UK, Praha 13, Brdičkova 1878

Brdičkova 1878/2, Stodůlky, 155 00 Praha



Number of pupils: 728

Why attend our school:

- We are a large school with a permanent and qualified teaching staff.
- Our school enjoys a very good and friendly atmosphere.
- We offer our pupils specialisations (language, mathematics, sports, art, computer science).
- We are close to a metro station – easy accessibility.
- At our school pupils can choose from a generous range of interest activities.
- We have now provided expert focus on pupils with different first languages and special education needs for many years.
- We can boast of a series of sporting and knowledge successes.
- Our pupils have a high success rate in secondary school entrance examinations, and we receive very positive feedback from these schools.
- Pupils in the first stage can attend a choir.

What you will find here:

- Tablet room.
- A common room suitable for the most varied cultural events.
- A tearoom – a space where pupils, their families and neighbours can come to spend their free time.
- A library where pupils can spend their lunch breaks and afternoons.
- Three computer classrooms.
- A school canteen with a very good reputation.
- An art classroom.
- Language classrooms.
- Several classrooms are equipped with interactive whiteboards.
- A ceramics workshop with a kiln.
- Multicultural corner.
- Outdoor sports area.
- Three gyms.
- After-school clubs pavilion.
- Counselling centre – psychologist and special educator.

We regularly organise:

- Christmas and Easter workshops.
- A book exchange.
- Nights with Hans Christian Andersen.
- A ball for the ninth-grade pupils.

- Dráček předškoláčků – an afternoon programme for pre-schoolers.
- A school academy.
- Multicultural projects and projects focusing on foreign languages.
- Sports and knowledge competitions.
- Outdoor schools, skiing lessons, sports camps, school excursions.
- Sight-seeing and language trips abroad.
- Charity events.
- Choir and dance-club performances.
- Open-door days.
- Tutoring for pupils with different first languages and for pupils with special educational needs.
- The “Let’s Clean Up the Czech Republic” event.

Contact:

Head teacher: Mgr. Kamila Hubalovská

Tel.: 235 514 519

E-mail: skola@fzsbrdickova.cz

Web: www.fzsbrdickova.cz

WHAT PROGRAMME OUR SCHOOL OFFERS PUPILS WITH DIFFERENT FIRST LANGUAGES

Regular tutoring for pupils with different first languages

At our school we have already offered tutoring for pupils with different first languages for a number of years, involving several language teachers in both first and second stages, educators and assistants. If a pupil with a different first language is having significant difficulties in both written and spoken language in Czech, they have the option to attend not only tutoring, which takes place in weekly intervals during the school year, but also a holiday course in Czech for foreigners. To help the pupil achieve the highest possible standard of Czech as quickly as possible, they receive both assigned homework and schoolwork in Czech from the start. If a new pupil with a different first language, who does not speak Czech at all or only with great difficulty, arrives at the school they initially attend individual tutoring and have an adaptation coordinator available. Depending on their progress they are then transferred to a group of pupils at a similar level.



Book exchange

As we have observed reduced interest in reading in our pupils over the long term, and as some also have very little support from home, we have introduced a traditional “Book Exchange” for first stage pupils. Pupils can bring to school any number of books they are no longer interested in and exchange them on the event day for others. In this way we are succeeding in getting our younger pupils more enthusiastic about reading and sharing already read books among each other. This year we also provided additional support through the placement of a “bookbox” in the cloakrooms.

Night with Hans Christian Andersen

We held our fifth, and very successful, "Night with Hans Christian Andersen" this year. Every year this event generates great interest in the children. We very carefully prepare and work to ensure that we best fulfil the thematic commission in terms of the content and programme every year. This year, for example, we dedicated to the Albatros publisher and lesser-known fairy tales by H. Ch. Andersen. Pupils had the chance to watch a theatrical performance, make their own book, learn through a documentary about how books are produced, play a sport and read or listen to a fairy tale by Andersen. We understand the important role played by books in mastering a language, and so our goal is to provide our pupils with an offer that is as full and as attractive as possible.

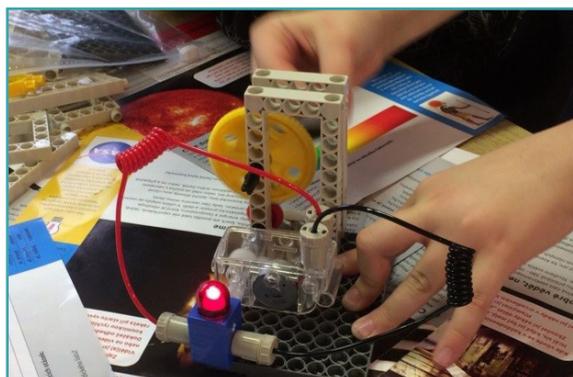


EDISON multicultural project

We enjoy participating in international cooperation very much. We are currently preparing the third year of the EDISON project for next year, as part of which our pupils have the opportunity to communicate in English, learn a great deal of interesting information about other cultures and customs, yet mainly get to know a huge variety of new things thanks to the young people/lectors who they always fall in love with and from whom they absorb their differentness in a completely natural manner. Our pupils find programme very attractive and interesting. We are convinced that the experience of communicating in a different language is also valuable for them. They must often overcome their shyness or inability to express themselves perfectly and so have the opportunity to understand their fellow pupils with different first languages.

Project afternoons in the multicultural corner

We regularly organise project afternoons and meetings in the multicultural corner, where we have had many beautiful moments over the last two years. We have created various decorations, produced Christmas posters, autumn candelabras and Easter saucers, read books, played board games, worked on the 3panel, held competitions, tried iTriangle construction sets, got to know new countries and their culture through presentations by our pupils with different first languages, held language workshops, etc. We thus created the space and time our pupils needed to get to know each other through fun activities and establish communication in smaller circles.



Afternoon moments at the school tearoom

Our school can boast of a cosy tearoom where pupils can spend afternoons with their classmates, friends, families or neighbours. Here they can purchase tea and something small to eat, sit around small tables, chat, relax in a tent, sing at the piano etc.

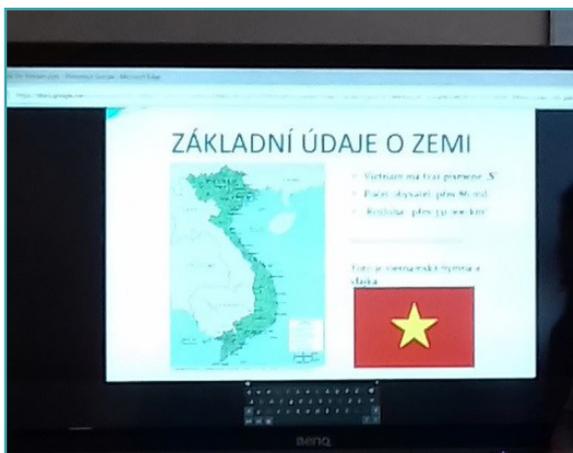


Language and sight-seeing trips abroad

We consider trips abroad to be very valuable experiences, as they offer pupils not only fantastic travel experiences but also the possibility to communicate in English and the option of accommodation in host families, which is usually a considerable contribution towards getting to understand the local culture and customs. This year we will once again be sending two coaches and are already looking forward to it very much.

Presentation by our pupils with different first languages about their homelands

The EDISON project has inspired us to understand that our pupils possess great wealth that they can share with us. Under the guidance of a teacher, pupils with different first languages prepare presentations and then introduce their native country, culture, traditions, customs, nature, language and the most varied attractions to their classmates. This is usually a pleasant experience for everybody, where they can taste foreign cuisine, hear a foreign language, learn a couple of basic words in their classmate's language, examine the most varied objects or clothing from distant countries or learn many interesting things about them.



School Library

The advantages of our school library are not limited to its furnishings – they are primarily the possibilities it offers pupils. Here they can work on computers, read books, play all types of boardgames and, most importantly, spend their free time in a meaningful way. Here, too, our assistants are very willing to assist pupils who need help with their homework or preparations for lessons.

ZŠ s RVJ, Praha 13, Bronzová 2027
Bronzová 2027/35, Stodůlky, 155 00 Praha



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Web: www.zs-bronzova.cz

Number of pupils: 623

Why attend our school:

- We are an estate school near Stodůlky fishpond in Central Park
- High quality, professional teaching staff
- Modern and traditional teaching methods, project afternoons
- An individual approach for pupils with different first languages, Czech language tutoring
- The possibility to choose a bilingual class in year 1
- English language teaching from year 1; German language teaching from year 5
- The possibility to choose Spanish from year 8 (instruction from a native speaker)
- The school education programme "We don't learn about a language; we learn the language"

What you will find here:

- Specialised classrooms (IT, science, music, physics)
- Interactive whiteboards, teaching programmes
- A school library, BookWorld corner; Reading Club
- Training apartment with kitchenette
- After-school club (rich whole-year programme), English after-school club (instruction from a native speaker)
- Two gyms, outdoor multifunctional playground, ice rink
- Traffic playground
- Cinema
- School canteen
- School psychologist; dentist's surgery

We regularly organise:

- Open days
- The Young Audience Club
- The course "Bez zábran do školy" (No barriers to school)
- The English with a Native Speaker project (cooperation with Charles University)
- **The Promotion of Artistic Education for Equal Opportunities project**
- **The Child Sponsorship project**
- Project afternoons not only for pupils with different first languages
- Charity collections (Klokánek, Domov Na Hrádku), visits to the Lukáš Day Care Centre
- Recycling games, collection actions
- Sports and knowledge competitions and Olympics; traffic competitions for young cyclists
- Competitions for clever children interested in English (a tradition since 2000)
- Lectures, discussions, concerts, theatres for pupils in the first and second stages
- Trips out, excursions, adaptation courses, outdoor schools
- Sight-seeing trips abroad (e.g. Great Britain, Germany, Austria, Poland, Italy)
- Skiing and snowboarding course for pupils In the second stage

LIFE IN THE CZECH REPUBLIC THROUGH THE EYES OF A "FOREIGNER"

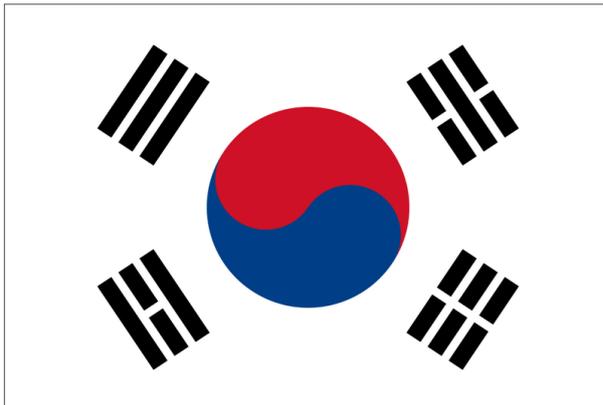
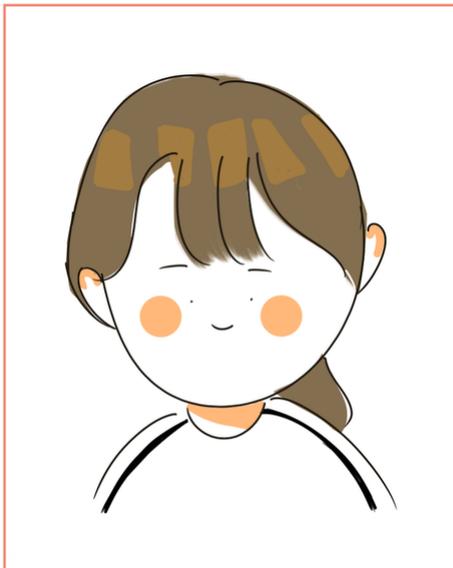
Tôi tên là Leila



„My name is Leila, I am a pupil in the second stage at the Bronzová primary school with expanded language teaching. My roots go back to Vietnam (through my mother) and Kyrgyzstan (through my father). I am proud that I am half Vietnamese and half Kyrgyz. I was born and grew up in Prague. I have several siblings. When I was small, I did not feel I was different. I never had the feeling that I did not belong here. Yet as I grew older, I began to realise that people tended to stare at me and comment on me. I felt like an “animal in a zoo”. I have also had to deal with insulting remarks and ridicule because of my appearance. I have learned to live with them. Yet I cannot say that all Czechs are the same. In school I have a lot of Czech friends who behave nicely towards me.

I am and always will be proud of where I come from. People often ask me what language we speak at home. When I tell them Czech, they stare at me in surprise. Yes, we speak Czech! My parents also want me to speak Vietnamese and Russian. It is sometimes hard, as I am also studying English and German at school. I do not feel Kyrgyz, Vietnamese or even Czech. I am grateful that I live in a city as beautiful as Prague, and can attend a school in the Czech Republic.”

제 이름은 김서진입니다. Seojin



„My name is Seojin and I come from South Korea. I have lived in the Czech Republic since 2012. We initially lived in Ostrava for one year and then moved to Prague. At first I did not speak Czech at all. Now I can't even remember how I learned the language. I was helped very much by my classmates in Ostrava, who were very friendly to me. I liked it in the new school in Prague, and only some children in the after-school club were nasty to me. I did not understand why. From year 3 I began to attend the Bronzová primary school with expanded language teaching. In the first stage I was happy. Everything changed with the step up to the second stage. I was suddenly in a new group. We did not know each other very well. In my class there were three of us girls from Asia. The others said stupid things to us and swore at us. We talked to our class teacher and sorted everything out. And after a year, everything had changed – we had all got used to each other and now everything is fine. Everybody talks to everybody else. I am extremely happy that we no longer argue. As regards the Czech language, I find it very difficult. Especially inflection and conjugations. We don't have these in Korean, or cases, voices or paradigms.

Living in the Czech Republic is not bad, but compared to Korea they are really two different worlds. In the Czech Republic there are beautiful old buildings and nature. Yet I feel that there is nothing to do here. When I fly to Korea I feel like I am on another planet. Better cafés, stores, food, and more interesting free-time activities.“

GAMING AFTERNOONS WITH THE ITRIANGLE CONSTRUCTION SET

The PRIMAS project has already been underway for a year and a half at the Bronzová primary school with expanded language teaching. The goal of this project is to “improve the quality of education by strengthening inclusion in a multicultural society”. We obtained a furnished multicultural corner – tablets, an interactive 3Panel, an iTriangle construction set and furniture.

Thanks to the project, every month pupils in years 6 to 8 get together. They spend their gaming afternoons over the iTriangle construction set. They deepen their knowledge of various subjects and use illustrative examples to practice physics and mathematics. They find combining schoolwork and practice great fun. They are excited when they succeed in fulfilling a task. Pupils have already tried to create a simple circuit with a bulb, a windmill, a pendulum, moving vehicles, a weather station, an inclined track and other models, and are only limited by their imaginations. They have not yet lost anything of their enthusiasm or will to work, and they look forward to every following project afternoon.

Pupils will remember the laws of physics through practical demonstrations far more easily. We also recommended the creative construction set to teachers to liven up their physics lessons.

**FZŠ prof. O. Chlupa PedF UK, Praha 13, Fingerova 2186
Fingerova 2186/17, Stodůlky, 155 00 Praha**

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Number of pupils: 821

Why attend our school:

- Our school focuses on active education and a safe and friendly atmosphere
- We apply innovative teaching and working methods
- We uniformly develop all aspects of our pupils' personalities while taking their individual needs into account
- We give everybody a chance irrespective of talent and social origin
- We promote a positive relationship towards lifelong learning

What you will find here:

- English language teaching from year 1
- Many interesting after-school activities
- The support programme for pupils with different first languages
- Our own library and reading club
- The Chlupík school magazine and newsletter for parents
- An after-school club for younger pupils, and a school club for older ones
- A school psychologist and special educator
- The Pupils' Parliament and Parents' Council
- Consultation periods – pupil, parent, teacher
- The school canteen and buffet
- A fully equipped gym and multifunctional playground

You will also doubtlessly enjoy:

- Outdoor schools, adaptation courses, trips out, excursions
- The school-wide thematic week, subject days
- The autumn run, sports tournaments, skiing courses
- RUN and HELP
- The thematic week, subject days
- The open-door day, workshops for pre-schoolers and parents
- Thematic enrolment into year 1
- Multicultural projects
- Author readings, recitation and singing competitions, carol singing
- School sleepover with programme
- Cafés for parents – discussion groups and workshops on current themes
- The Chlupík theatrical summer – an amateur-theatre festival for pupils
- "Šerpování" award ceremony for year-9 pupils and their last bellringing
- Language and sightseeing excursions, exchange stays and many other actions



We are all aware of the pressure on a pupil – in particular if they are foreign – when they find themselves at a new school.

In an effort to lessen the burden on their psyche, we work to make their arrival as easy as possible. If the pupil is joining the school at the start of a school year, ideally in year 1, the situation is easier as everybody is just getting to know each other and building a new class group together, step by step. We also apply gradual reading and writing practice together with the others. Many year-1 pupils actually have the same problems as foreigners, as they do not yet have a sufficient vocabulary and sometimes have difficulty understanding some synonyms. In addition, year-1 teachers adapt the learning to the circumstances, and the rate of work and acquisition of new knowledge is slow, which is ideal for pupils with different first languages. As a rule at our school, in classes with multiple pupils with different first languages there is also an assistant who is always available for the children. They also accompany the pupils to the after-school club, which offers space for additional activities promoting Czech-language acquisition.

Here are some comments from pupils who joined our school in year 1.

The children were asked:

1. What is your name and which class are you in?
2. Where were you born (where have you come from)?
3. How do you like it at school, and do you already have some friends?
4. Are you learning Czech?
5. Can you tell us something about your family?
6. How do you celebrate holidays, for example Christmas?



Lusya year 2 – China

„I like going to school, I have several friends, both boys and girls, and I like the dumplings from the school canteen. I enjoy learning Czech because then I will be able to read fairy tales myself. I started learning Czech at primary school and now I am learning even more at school. Mummy and daddy only speak Chinese and so we speak that together at home. I know Chinese very well. I also speak Chinese with my grandmother, who we visit during the summer holidays. We don't celebrate Christmas in China, but we do here – we have a Christmas tree and presents.“

Miri year 1 – Serbia

„I enjoy going to school mainly because of the fun I have with my friends. I learned a bit of Czech from my mum, and now I am learning it at school. My mum is Czech but my dad is Serbian. He doesn't want my mum and I to speak Czech at home. In the summer I visit my grandmother and cousins in Serbia. We celebrate Christmas the Serbian way – Grandfather Frost brings us presents.“



When a pupil with a different first language joins a Czech school during a school year or in one of the higher years, for example in the second stage, the situation is much more difficult for them, especially if their first language is not a Slavic one. They arrive in a group with established standards and usually also firm relationships between the pupils. They also have to adjust to the new language environment, social norms and customs.

To facilitate the integration of a foreign child of this age, we try to work with their future class group in advance and are usually successful. We almost always find a child willing to be a guide for their new classmate and to gradually introduce them to their new classmates, their teacher and how the school works. We have had great success with this system, and the original guide function frequently turns into a solid friendship. The teacher of course monitors the situation in the class and is already ready to assist the pupil not only with their life at school but also with directly related matters. The pupil can also seek help from assistant, the school psychologist and the leader of the school club.

Here are some comments from a pupil who joined the school in the second stage. He was asked the same questions as the younger pupils.



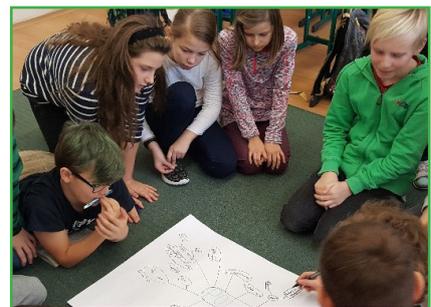
Ivan year 9 – Russia

„I started going to a Czech school when I was 12 and I hardly understood a word. Until then I had lived in Russia. The start at the Czech school was not at all easy, even though my new classmates and teachers really tried to help me. One problem was that my parents speak Russian at home, and so I only heard Czech at school.

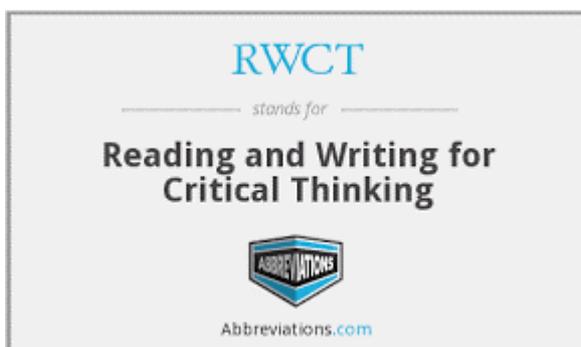
Yet I found the swapping of teachers between lessons most difficult. They each had their own method of expression, different volume levels and communication abilities, and also their own handwriting, which was illegible to me. The fact that I relatively quickly learned how to communicate with others was not yet a complete victory. I kept having problems with declension and conjugation, and I did not know the meanings of some Czech words. That is what I now think is the greatest problem. We foreigners are never able to catch up to our Czech classmates in Czech language, which affects the choice of secondary school and our success in entrance examinations to a certain degree. Yet I am now happy in the Czech Republic. I have friends here, both boys and girls, and I get on well with everybody. As for Christmas, I have an advantage over my other classmates because we celebrate twice – in the Orthodox way at home and then again the Czech Christmas with my friends.“

Methods for assisting pupils with different first languages at our school:

- An educational support plan (PLPP) or an individual plan (depending on the level of assistance measures)
- Czech language instruction over and above that in the school timetable (afternoon tutoring, Reading Club)
- Teaching assistant
- Pupils in lower years can also attend Czech language lessons if needed
- The use of various types of dictionaries and instructional cards, tablets and other didactic aids
- The modification of evaluation criteria, possibility of verbal evaluation
- Educational intervention and special pedagogical care
- Consultation periods – pupil, teacher, parent (with the optional presence of a translator)
- Teaching in groups – classmates help the pupil with different first language, mutual cooperation
- Thematic project afternoons and the use of a multicultural corner to assist in the integration of pupils with different first languages into the group, and in the removal of language barriers



ZŠ, Praha 13, Janského 2189
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Why attend our school

- We are an active school with an international programme called Start Together in the first stage
- We continue with project-based teaching and critical thinking in the second stage
- We teach according to the "Správná škola" (Proper School) education programme
- We use modern teaching methods and forms of work
- We prioritise a partner- and individual-based approach – we are an open school for both parents and children
- We organise both winter and summer outdoor schools, trips abroad, excursions, sports and cultural events
- We offer English teaching from year 1 in a playful and natural form
- Expanded language teaching in the second stage – the possibility of 2 optional languages from year 6

What you will find here

- Two IT classrooms
- Computers in classrooms
- Almost all classrooms have interactive whiteboards
- A newly rebuilt outdoor oval
- Two gyms
- An outdoor playground for the after-school club
- A ceramics workshop, training kitchenette, workshops
- A school library



We regularly organise

- Christmas fairs to raise money for childhood oncology
- Charity events and projects
- School-wide thematically focused projects
- Environmental and multicultural projects
- Sports and knowledge competitions and Olympics
- Skiing and snowboard courses from year 1
- Educational stays abroad
- Outdoor schools and adaptation courses
- Preventive programmes
- Events for pre-schoolers



Our school and pupils with different first languages

The international programme *Začít spolu* (Step by Step)

successfully and naturally integrates children with different first languages into the class group and the school environment. The programme focuses on cooperation and communication, integrated thematic teaching, cooperative studying, projects and modern teaching methods. In the second stage this programme is tied to project studying and RWCT methods.



Preventive programmes – our school regularly and systematically focuses on the prevention of bullying, cyberbullying, xenophobia etc. in class, through morning groups, class and school events, projects and specialised preventive programmes.

Tutoring children with different first languages – the school participates in the Templates project to support children with different first languages through a “Czech language for foreigners” group/tutoring, which is free for pupils in the first and second stages.



Free-time activities and after-school club – the school offers a wide selection of sports, art and interest groups and also the possibility of attending the school after-school club up to year 5.

Expert assistance and support – the school also offers the possibility of psychological counselling, speech correction, and special educators work here who focus on the integration of children, pupils with special educational needs and foreign pupils, who they help to prepare for learning and in the creation of individual education plans.

Additional assistance and support

A partner- and individual-based approach by the teachers and management of the school. Throughout the year, the school organises many school and out-of-school activities at which children with different first languages can successfully integrate into the group – outdoor schools, adaptation courses, school and class events, excursions, thematically focused projects etc.



The Doodles – a performance by the Prague-based gay chorus

Our year-9 students recall their starts and evaluate their past years:



Adriana Costetchi, Republic of Moldova

„I come from a former part of Romania, Bessarabia, which is today in the Republic of Moldova. My parents have been here for thirteen years, but I arrived when I was thirteen and began attending year 7. Everything was completely new in the Czech Republic for me. On 1 September, when I arrived at the school, I did not know a word in Czech and I thought that I would never learn the language. I did not understand my classmates or other people at all, and I remember that I cried over every terrible mark I got at school. But then I said to myself that I was not the first or the last foreigner, and so I would simply have to cope. My Czech teacher helped me so much; she was like a second mother to me and with her help I learned Czech within three years. They actually accepted me at two secondary schools, which not even all Czech children manage. I would like to thank all those at my school for what they have done for me, both the children and the teachers have always behaved warmly to me and I never had the feeling that I was a foreigner for them...“

Ruslan Lyzhechko, Ukraine

“The start was not easy at all. I joined my current classmates in year 7. On my first day of school, I was terribly scared and was so unhappy because I did not know anything and thought that everybody would laugh at me. In the first month I did not speak to anybody as I thought nobody would understand me, but then I made some friends who taught me Czech. Tutoring did not help me at all – only school and my friends helped. Today I still do not speak Czech perfectly, but I can easily communicate in normal situations...“



Petar Petrovic, Republic of Serbia

“I moved to the Czech Republic from Serbia around two years ago. At the start, I could only communicate with people in English – I tried to speak Czech but it was not easy. When I first arrived at the school in Ládví in Prague, I was quiet and people did not talk to me very much – I had two or three friends. Dad found me an assistant, who I did not want at first, but later I was happy I had her... we spoke Serbian together and she taught me Czech. But then we had to move to a different part of Prague and I started attending the ZŠ Janského primary school. Right at the start I was positive, and in the very first week we went to the outdoor school, where I got to know my classmates and my new teacher. This is my first and last year at this school – I have never had any problem and I would like to thank all those at ZŠ Janského for this...“

Sofia Zargarjanová, Armenia



"My father is Armenian and my mother Slovak, but I have lived in the Czech Republic since I was born. However my upbringing was different to that of Czech children. In our family we maintain Armenian traditions and customs. I was happy in years 1 and 2 – I understood the other children and made friends. Yet I was in Armenia throughout all of year 3. I looked forward to returning to the Czech Republic, especially to my friends from school. Yet when I came back, everybody thought I was a new pupil, which made me sad. Nobody talked to me – they made fun of me... I did not speak Czech so well after I returned... out of all my classmates I had a single friend, and even the class teacher was nasty to me at the start... But I began to work on myself. I learned grammar by myself and improved my marks. The other children and teachers also started behaving better towards me. I am proud of myself – it was terribly hard work but was worth it. Now I understand everybody, we have a great class teacher and a great class and those old memories are being replaced with new, better ones..."

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Počet žáků: 350

Why attend our school

- We are a family-type school at the edge of the Prokopské údolí valley
- We are an open school vis-à-vis the public; we support children's personalities and we have an experienced and professionally qualified teaching staff
- We use modern teaching methods and technologies
- English language teaching from year 1 and a second foreign language from year 6
- We closely cooperate with the ROLINO language school (discounts on courses for our pupils)
- We teach according to the R.O.Z.U.M. (Rozvoj Osobnosti, Zdraví, Učení, Morálky) (Personality Development, Health, Learning, Morals) education programme
- We offer a large number of groups, tutoring and clubs (reading, research, foreign languages, logic games)
- Pupils have relaxation and sports groups available (ping-pong, table football, punching bag)

What you will find here

- A school library, reading room, reading corner, reading workshops
- School parliament
- Two computer classrooms, a multimedia classroom
- Two large gyms and an outdoor playground
- A canteen
- An after-school club (years 1 to 4)
- We participate in the Milk to School, and Fruit and Vegetables to School programmes
- We employ the services of the company Svač! (which prepares and distributes healthy snacks)
- A positively tuned group and pleasant behaviour

We regularly organise

- Outdoor schools, for year-4 pupils with swimming lessons, skiing courses
- Trips abroad, adaptation courses
- Intensive preparation for secondary school entrance examinations in the form of week-long outdoor courses
- Regular meetings between the school management and class representatives (parents)
- A playschool for future year-1 pupils
- Regular meetings and activities to develop the communication skills of children with different first languages and their easier integration into class groups (Primas project)
- Tutoring children with a different first language (Společná adresa) (Common Address)
- Cross-curricular and school-wide projects
- Christmas fairs, carnivals
- Bicycle Ride, Walking to School, Safely to School
- Open lessons with the possibility of watching the teaching
- Educational trips out and excursions, theatre and other out-of-school performances



Daryna Konovshiy, 3. A, Ukraine

„My name is Daryna. I was born in November 2009 and I come from Ukraine. When I was around one year old, my mother left for the Czech Republic. I stayed with my father in Ukraine. Sometime later my mother returned and I celebrated my third birthday. Then we all left for the Czech Republic and I started attending school. I cried on the first day and then for the whole week. In the second week a new girl arrived at the pre-school, called Alinka, and we became friends. Then another girl arrived from Ukraine, called Vanesa. So together we started year 1 at our school and there we met lots of new friends. We go together to regular meetings with other children of foreigners, and we performed the play “O dvanácti měsíčkách”. I am now nine and attend year 3. “

Lucie Pařízková, 8. A

„My name is Lucka, and I am from the Czech Republic – from Prague. I think that there is nothing bad about foreigners. Some of my friends are foreigners and I get on with all of them very well. My opinion is that it is good to have foreign friends because you can learn new and interesting things from them, e.g. different customs, recipes etc. If I have friends from other countries (who do not live in the Czech Republic), I can go to visit them and then it will be easier for me to get to know other places.

But you should not go too far with a friendly approach to foreigners. When a foreigner moves to the Czech Republic, I think they should adapt to the local rules. It is clear that these people will not change their entire lifestyle, but they should not break the law and they should not behave inappropriately. This of course does not only apply to the Czech Republic, but for all states and for people from all countries. In my opinion we should help people who move to our country. The change of environment, language, customs, rules and laws must not be at all easy. Nevertheless, the numbers of immigrants should be controlled to ensure that there is room for everybody in our state.

Finally, I would like to add that I myself would like to move abroad in the future and I would not like people to behave nastily to me there.“



Interview with Martin Varha, 8.A (Ukraine)



Do you remember your first day here at school?

I was four when I came to the Czech Republic, so I can't remember much about it.

What are the earliest experiences in the Czech Republic that you can remember?

I thought the Czech Republic was interesting – I was amazed by almost everything, from the buildings to the transport system...

What was your first Czech word?

My first word was "sorry", but I have learned Czech now. I think that after three years I now speak fluently and well.

What do you think about Czechs?

I think Czechs are polite and welcoming.

How did you imagine the Czech Republic before you arrived?

I did not really think about it at all. After I arrived I found I liked the local traditions, holidays, food...

How do you see the differences between life in the Czech Republic and in Ukraine? Do you feel a foreigner here?

I feel just as safe and happy here as in Ukraine.

I sometimes feel like a foreigner, but it is nothing really unpleasant.

When were you last in Ukraine?

We travel to Ukraine every summer, and we always look forward to it. I have good memories from Ukraine.

Will your family stay in the Czech Republic permanently?

My parents want to return to Ukraine when they get old, but I would rather stay here. I would travel to visit my family. Perhaps I will decide differently – I will see after I finish school and start looking for work.

Thanks to Lucie Pařízková, 8. A, for the interview



Insights from our class

„We have a lot of foreigners in our class, e.g. a Ukrainian, Russian, Slovak, a Bulgarian and also a boy from the border between Russia and Mongolia. We get on very well with them. Our friends come from interesting countries.“

Slovensko

„Slovaks are very friendly and funny. In Slovakia they have good food – korbáčik string cheese is our favourite.

I hope we will visit there again.“

Ukrajina

„Ukrainians are generally fine. They are hard workers but there are also exceptions. We have not been to Ukraine, but we would definitely like to visit sometime.“

Rusko, Mongolsko

„We also have a classmate who was born on the border between Russia and Mongolia. He is called Nomto, he is pretty good and it is fun to be with him. We would like to visit Russia, but don't know how. Perhaps to Mongolia as well.

However, most people in the class are from the Czech Republic. We hope that we will always get on well with the children of foreigners.“

Tereza Víšková a Karolína Pragerová, 6. A



Interview with Tamara Knappová, 5.A (Slovakia)



Where are you from?

I come from Slovakia.

How do you like it here?

A lot, but the environment is better in Slovakia.

What do you like here?

I like all the monuments.

Do you have friends here?

Yes. Lots of them.

Is it better in Slovakia or in the Czech Republic?

It is better in Slovakia.

How did you learn Czech?

I learned it well when I started attending pre-school.

Would you like your first language to be taught here?

Yes, I would like that.

What language do you speak at home?

At home we speak my first language – Slovak.

What is your favourite subject at school?

Art.

What do you have difficulty with at school?

Mathematics.

How well are you doing at school?

Very well.

What are your interests and hobbies?

I like painting and drawing; I go swimming and my favourite sport is climbing.

What are the differences between the Czech Republic and Slovakia?

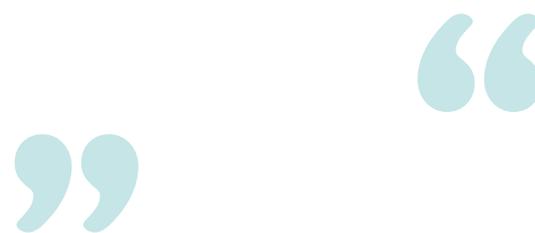
The environment, the language and the currency are different.

Why did you move here?

My parents moved here 11 years ago for work.

How long have you lived here?

I have lived in the Czech Republic since I was born, so 11 years.



Stanislava Těteková, Jiří Pospíšil, Matěj Konečný, 5. A thank you for the interview



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Number of pupils: 762

Why attend our school:

- ZŠ Kuncova primary school is a modern estate school that opened on 1 September 1983. The founder of the school is the Prague 13 city district.
- Since 2014, the ZŠ Kuncova primary school has held the Healthy School title and obtained the School for Democracy title in 2016.
- In November 2016, ZŠ Kuncova was awarded the national prize for quality and the Socially Responsible School title.
- Since September 2007, teaching at ZŠ Kuncova has been carried out according to the KUSTOD education programme (ref. 551/2007) from years 1 to 9, which enables quality teaching in both the first and second stages and expanded teaching of certain subjects (mathematics and informatics, foreign languages, physical education and art) from years 6 to 9.
- The school provides general education in accordance with the current state of knowledge of the world and in accordance with the principles of patriotism, humanity and democracy. The school provides pupils with work, transport, art, drama, physical, health, civic, sexual, drug and environmental (ecological) education. ZŠ Kuncova also specifically develops the social and financial literacy of its pupils.
- One of the school's goals is to improve the education process based on advances in science, research and development and the widest possible application of effective modern pedagogical approaches and methods.
- The school management has repeatedly successfully applied for subsidies for free Czech language teaching for pupils from abroad.
- There is a natural atmosphere at the school. We do not prioritise performance at the cost of stress. We emphasise conscious adherence to rules, decency and respect for all pupils' rights, including the possibility of commenting on the running of the school via class representatives in the pupils' parliament or the "confidential post box".

The school also provides and offers:

- An above-standard preventive programme for pupils from years 1 to 9 (e.g. lectures and discussions with the Czech Police), courses in the prevention of socially pathological phenomena for pupils in years 6 and 7, above-standard courses in sexual education and drug prevention for pupils in years 8 and 9, the Games against AIDS programme for pupils in years 8 and 9, a visit to the "Dům světla" (Lighthouse) with pupils in year 9, theatre performances, preventive educational and discussion programmes etc.)
- Financial collections (Srdíčkové dny, Červená stužka, Žlutý květ, Run and Help) (Heart Days, Red Ribbon, Yellow Flower, Run and Help)
- Sponsorship of Prague zoo (ocelot breeding)
- Adaptation courses for pupils in year 6
- Traditional skiing courses for pupils in year 7 in this country and a more advanced skiing course abroad (in Austria) for pupils in years 8 and 9
- Swimming courses for pupils in years 3 and 4
- Outdoor schools and health stays, sight-seeing or exchange trips abroad, rafting courses, school excursions, events and projects connected with the school's educational activities
- A rich variety of out-of-school activities for pupils in cooperation with various organisations, personalities and sports clubs e.g. Taneční studio Ivy Langerové, SK Bivoj judo, FZUŠ Stodůlky etc.

- The school has an after-school club with 9 departments, a school library (over 6 000 books) with 4 PCs connected to the internet, and a school canteen.
- In view of the need to improve pupils' reading literacy, every year we purchase new books for the school library that both the teachers and the pupils themselves use. The school library now contains over 6 200 books. Four computers for pupils connected to the internet are also available in the library. In 2017 we created three reading corners with tables, chairs and bookshelves in the school premises and in the corridors, two of which are for pupils in the first stage and one for pupils in the second stage.
- Pupils have two vending machines for dairy products available, namely in pavilion B1 and also on the 2nd floor of pavilion B4 for the first stage, which pupils in the second stage can also use through purchased credit cards. In addition, two drinks vending machines offering a range of mineral waters and multivitamin drinks are also available in pavilion B3 and in the corridor in the direction towards pavilion B1 for all pupils and employees of the school.
- In addition to the two drinks vending machines and two dairy products vending machines, pupils have now had a vending machine for school requisites available for two years, in which they can find exercise books, pencils, crayons, rulers and other necessities.
- As we are more and more frequently seeing logopaedic defects in children commencing year 1, we will be opening speech therapy groups every year led by two special educators who are also first stage teachers.
- We very closely cooperate with PPP (Educational and Psychological Counselling), which is based in our school. The educational advisor provides consultation relating to teaching, disciplinary and social problems concerning pupils not only with the class teachers, but regular teachers also note learning difficulties to be examined at the counselling centre in cooperation with parents
- In addition to traditional and regularly repeating events, class teachers participate in a series of other one-off projects. In 2015 e.g. all pupils in years 2 to 5 gradually (always two classes at a time) participated in primary prevention seminars to promote the integration of visually impaired and blind people, provided for them in the common room at our school by employees from the "Běluška" civic association. Meetings with physically and mentally handicapped children are also mediated by class teachers for their pupils at the Diakonie facility located in Stodůlky not far from our school.

Multicultural education

Subsidies from Call No 21 enabled us, at the end of the last school year and over the holidays, to build a multicultural room intended for discussions and meetings with pupils from abroad in pavilion A in the after-school club area out of a smaller classroom. The multicultural classroom serves for free tutoring in Czech for foreigners. The teaching is adapted to the needs of the children. In the multicultural room we hold project afternoons and thematic meetings for children with different first languages, and it includes a touch-controlled LCD panel on a multifunctional stand, a Dell computer, 4 tablets, 4 educational construction sets, and a charging box for 15 tablets.





Our pupils see multiculturalism at school every day and perceive it as a natural part not only of school life. At our school we have children of various races, nationalities and minorities as well as from different cultural and social environments.

Multicultural education has been integrated into teaching primarily in Czech, national history, geography, history, civics and in music as an important and indispensable topic.

**FZŠ PedF UK, Praha 13, Mezi Školami 2322
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Number of pupils: 709

“School – the foundation of lifelong learning”

Why attend our school:

- Our school holds the National Prize of the Czech Republic for Social Responsibility and Sustainable Development
- We are a large school with qualified teachers
- We offer an interesting educational programme that offers the possibility of individualised education
- We are a modern, barrier-free school
- When the weather is good, teaching can take place in an outdoor classroom
- We offer language teaching from year 1
- A second language from year 6 (German, Spanish, Russian)
- The school has a developed system of support for pupils with SPU (specific learning disabilities), different first languages and pupils at risk of failing

We offer a wide range of out-of-school activities

- A special educational counselling centre operates at the school, including a special educator
- What you will find here:
- Interactive classrooms with modern equipment
- Language laboratories
- The school has 2 large gyms, a school playground and an athletics playground
- We have a new school canteen offering a selection of 3 main courses. We hold a “Healthy School Canteen” certificate
- Art studio
- Our own cinema
- Years 1 and 2 are located in a separate pavilion and can use the facilities of the larger school
- Every after-school club department has its own playground

- Our own school library
- We regularly organise:
- Project and multicultural days
- Open-door days
- Environmental programmes
- Christmas and Easter workshops
- Courses in the Czech language for pupils with different first languages
- Excursions and language stays in the Czech Republic and Europe
- Outdoor schools
- Sports and knowledge competitions
- We cooperate with an integration centre
- Preparatory workshops for future year-1 pupils
- School sports days
- Trips out, outdoor schools
- Skiing trips to the Alps



Multicultural education

Our school traditionally holds a series of project days during the school year designed to show life in other countries. During these days, the pupils work in separate workshops where they focus on the culture, cuisine, history and language of the given country, attend interesting cultural programmes, prepare typical meals, and attend discussions with native speakers and travellers.

Insights from project days:

At our school we have pupils from many countries around the world. During lessons these pupils inform their classmates about these countries. Every year we incorporate a project day into the annual plan that focuses on getting to know one country more thoroughly. In 2017 and 2018 we “travelled” to Norway and Japan on these project days – the pupils worked in separate workshops, got to know the history, cuisine and language... painted, cooked, sang, danced... During the project days there were also discussions with representatives from the embassies of the countries. At the conclusion of the “Japan” project day there was a performance at our school by the internationally famous Japanese percussion group Yamato.



In September 2018 we held International Language Day at our school. Pupils in the second stage created multicultural maps, discovered what languages are spoken in which countries, and looked at the customs, culture and cuisines of the given countries. They summarised everything into beautiful presentations that they then showed to their younger schoolmates. The presentations were prepared in the languages learned at the school, meaning in English, Russian, German and Spanish.

At the occasion of the 100th anniversary of the founding of our republic in October 2018, we held the “We Love Czech-o-Slovakia” competition. This competition was the culmination of the autumn project for the whole school focusing on the foundation of the republic. Pupils in the second stage learned a lot of interesting information about the lives of our nearest neighbours, discovered what we have in common with Slovakia, and also played the role of interpreter between the two languages. Our Slovak pupils played this role perfectly.



A foreigner at our school



Aleska, 15 years old, Belarus

„My name is Aleska, I am 15 and I am from Belarus. I first attended a Czech school in the second half of year 2, when I moved to Prague with my mother. At the start I did not understand some things, but I learned quickly. I was helped a lot by the Czech courses for foreigners at our school, and I attended them for the first few months. I liked the teaching here and also our class excursions.



After I finished year 4, however, I had to return to Belarus. I started year 5 and studied at a Belarus school for just under another 3 years – I knew that I wanted to return to the Czech Republic and eventually I was able to do so.

I returned to my school in Prague at the end of year 8. Compared to the teaching in Belarus schools I have to say that the teaching in the Czech Republic is much higher quality.

Now I am in year 9 and I am happy at our school, just like most of the other foreigners here (and there are a lot of them). I like that our school arranges a lot of events like the sleepover at school or how we celebrate some festivals all together, we go out on excursions and to outdoor schools, we participate in competitions and Olympics. For example, I won the school round of the chemistry Olympics and was then also a successful researcher in the district round. I try to study hard, and at this school have never yet had anything other than straight 'A's – this is thanks to the work of our fantastic teachers.”

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Number of pupils: 557

Why attend our school

- The school is located in the original housing district of Stodůlky in Prague
- Our school has a reputation of providing quality language teaching
- Pupils are taught by experienced and qualified teachers
- We offer English teaching from year 1
- A second foreign language can be chosen from year 6 and conversation from year 7
- Above-average success rates for graduates in secondary school entrance procedures
- Holder of the National Prize of the Czech Republic for Social Responsibility and EFQM
- Certificate to hold Cambridge English-language examinations
- Possibility of an English-language after-school club for pupils in years 1 to 4
- The school canteen participates in the BIO School and School Full of Health projects

What you will find here

- *Counselling centre – psychologist, special educator*
- *Friends of the School club at ZŠ Mláďí*
- *A newly equipped computer classroom*
- *A mobile tablet classroom*
- *Interactive whiteboards, projection screens*
- *A pupils' library*
- *A gym – one of the largest in Prague*
- *An outdoor playground*
- *A zone for active relaxation for pupils during breaks*

We regularly organise

- European Day of Languages – project day
- Erasmus+ - project organisation and exchange stays for pupils
- Language trips to Great Britain, Austria and Germany
- Exchange stays at our partner school in Austria
- Outdoor schools, adaptation courses, skiing courses, trips out and excursions
- Multicultural projects and project-focused teaching
- Knowledge and sports competitions and Olympics
- Christmas fair, spring festivities and Children's Day
- Teaching of pedagogical intervention and special pedagogical care subjects



Fragments from our school

Pupils regularly participate in competitions and many activities at which they present both themselves and the school to the public. Traditionally the greatest successes have been achieved by pupils in language and knowledge competitions and in Olympics. Thanks to our repeated involvement in the ongoing ERASMUS+ international project, our pupils have also successfully presented their activities, country and school abroad, using a foreign language, primarily English. The school has however also participated in other projects, and also organises competitions and shows. The following text presents some of these activities in more detail.

Eleventh European Day of Languages

Project-based learning is a frequently used method at our school that we use in lessons in both the first and second stages across all subjects. At the end of the first school month, however, we also traditionally hold a school-wide and whole-day project to celebrate the European Day of Languages. Our efforts to familiarise our pupils with plurilingualism in practice have resulted in a double-digit number of ideas, and this year we have the theme "Biblical Language Games".

During the preparatory activities and subsequent working morning, the pupils and their teachers created a Noah's Ark of animals with names in European languages and "language boxes" that contained information about the approximately one hundred most used languages on our planet. The large and small boxes were then transformed into building stones for a Tower of Babel, which we built together to a height of several metres. Noah's Ark then became part of the decorations at our school. Next year we are already looking forward to a new theme, which will once again show that languages are not only fun but important. We will thus continue to live with the European Day of Languages throughout the year. Just like with everything the pupils have learned – and there has certainly been no lack of that!

Virtual and Real in our Life

In recent years our school has participated in the Erasmus+ programme. It will manage until June 2020, in the role of coordinator school, a project entitled "Virtual and Real in Our Life", the goal of which is to provide pupils and teachers with sufficient opportunities to realise the difference between reality and its projection, but also to understand the positive aspects of these contrasts for school life.

Observations by pupils from the second meeting in Germany in Dreieich:

"Today was very difficult, but it was definitely worth the effort. We had sports activities in the morning and then went to visit an interesting museum in which we investigated friendship in reality and in the virtual world. We learned a lot of interesting information."

"Today was more a working than a walking day. I am in Experts, and our task was to create presentations on various themes. My themes were 'Social Network Risks' and 'Cyberbullying'. We made records from an interactive video, discussed in groups of three various ways, for example, to prevent cyberbullying. After we finished our work we had some well-earned fun. I had a great time today because I had the opportunity to get to know more students."

"My host and I were in Artists. We initially discussed different methods of communicating with each other and then we got some photographs and had to say which of them were real or virtual friends. At the end we each had to select one photo and redraw it. Then the teacher gave us acrylic paints and we had to colour them. After lunch we went bowling. At first we did not do very well, but we soon got into it and enjoyed ourselves a lot."



Pancake Race

The English teachers, in cooperation with other teachers and with the support of some parents in the Friends of the School club, prepared another Pancake Race event for pupils. This untraditional race, during which the competitors must run 415 yards (379.5 metres) while flipping a pancake on a pan three times, has become a traditional event at our school. The racetrack in Mládí Street measures just under 400 metres. The runners must wear aprons and have their own frying pans with a diameter of at most 30 cm. The runners are placed into age categories, organised depending on the number of competitors. After the end of the race, anybody interested can participate in a competition to see who can flip a pancake the most times. During the race, the runners must toss a pancake into the air three times and it must not fall onto the ground. The times are measured and if a runner drops their pancake they can pick it up, put it back on their pan, and continue. However, they will receive a time penalty. After the race ends, there is a "pancake pause" during which all the pancakes – flavoured with cinnamon sugar and whipped cream - are eaten. Then the winners are announced, and they receive a diploma and a small prize.



iTriangle

Our school participates in the PRIMAS project, which focuses on support for the specific education needs of pupils with a different first language and on introducing multicultural education at all primary schools founded by the Prague 13 city district. The goal of this project is to mediate quality education for pupils taking into account the specific needs of pupils with different first languages. At our school we try to instil in our pupils a greater sense of cohesion and also encourage them to respect and understand sociocultural diversity and tolerance towards other cultures.

As part of this project we organise various project afternoons for pupils, where they can work using the iTriangle construction set. Pupils find working with the iTriangle construction set highly motivational and entertaining and it enables them to examine selected physical processes in a fun way. Pupils have tried generating electric currents, examined magnetic fields and measured noise levels with a sound meter.



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ZŠ Mohylová is a first stage, family-type school founded by the Prague 13 city district. The school has been an independent legal entity since 1 January 1995 with a contributory form of financing.

Number of pupils: 250

Why attend our school:

- Since 2009, the teaching system at ZŠ Mohylová has been according to the education programme *Dům stavíme od základů* (We Build a House from the Foundations) in all five years. During lessons, emphasis is placed on reading literacy and on the general involvement of all pupils and teachers in the most varied projects of benefit to the teaching.
- The school provides first-stage general education. Pupils get an orientation in reading and financial literacy, while their knowledge and skills in Czech language and literacy, mathematics, artistic and dramatic expression, etc. are improved. It socialises and integrates children through various groups in all classes, but also across the school as a whole. It ensures sufficient space for the children to relax, has a large outdoor playground for outdoor learning and games of all types, and provides sufficient physical exercise. ZŠ Mohylová approaches every pupil as an individual as much as possible.
- The goal of ZŠ Mohylová is to create a pleasant, stimulating and creative atmosphere for all pupils and good relationships and cooperation among pupils, teachers and parents.

The school programme offered to pupils with different first languages

Regular additional tutoring for pupils with different first languages

Our school offers quality pedagogical support for pupils with different first languages. We try to approach every pupil from a different language environment in a sensitive and individual manner. Our assistants regularly work with these pupils and help them cope with the demands of the Czech language. We have a wealth of aids available for this assistance, some created by the assistants themselves according to the actual needs of the specific child.



Breakfast with a Book

We want to acquaint our pupils with the most varied forms of literature in a non-forced manner, and so run Breakfast with a Book. Pupils have the opportunity to examine books, present those they have enjoyed, and listen to readings from stories and fairy tales selected by their teachers. The reward for their participation and efforts is a sweet breakfast, meaning a doughnut and tea. Thanks to the voluntary and relaxed atmosphere, our pupils often get more out of the reading than from their lessons, and so they attend regularly and enjoy it. Reading is of great benefit for pupils with different first languages in terms of understanding Czech, all the more when they are drawn in to listening in a natural and non-forced way in a group with the other pupils.



Night with Hans Christian Andersen

This year we held our nineteenth Night with Hans Christian Andersen, an event very popular with the children. They had a great deal of possibilities and freedom in everything they were tasked with. Together with Breakfast with a Book, this event is fantastic in terms of increased familiarisation with reading and literature as such, which is also of benefit for pupils with different first languages. The latter, during these and similar events, have lots of opportunities to get involved in reading, telling stories, listening and can thereby enrich their vocabulary.



Our projects

The activities in which we involve pupils with different first languages include, from year 1, year-5 pupils helping newly arriving year-1 pupils integrate into their groups and getting to know how the school works. Every year we hold the most varied projects in which we introduce pupils to a specific topic, like 700 years since the birth of Charles IV, the hundred-year anniversary of the foundation of Czechoslovakia or the processing and use of biowaste. During these activities, pupils in different classes mix together and, thanks to this, have the possibility to get to know more people throughout the school. This is very important, for example, for pupils with different first languages, as they are encouraged to forget their shyness and learn to communicate better.



Potichounku

Our school holds regular music programmes called Potichounku with musician Mr Tichý, where pupils find out about different musical styles in a playful way and have the chance to try and play the most varied musical instruments, where every pupil in the given class gets one instrument of their choice to play. Music is an important communication element for all children, irrespective of whether they have different first languages. If one of these pupils is not confident communicating with others, this music programme is one way for them to break through this barrier.

Školička

We hold introductory activities for our future year-1 children and their families. The pupils get a taste of working in the class and the parents learn about how the school is run. They have the chance to meet teachers and also the school management, and to ask about any aspect of the school they are interested in. While this is going on, pupils are playfully acquainted with the most varied activities that await them at the school. Many meetings are established primarily on discussion and communication, and this is of great benefit to pupils with different first languages but also to those who, for example, have speech or attention defects.

Christmas and Easter exhibitions

Our school also holds exhibitions before the Christmas and Easter holidays. Working in groups, the pupils make presents for their parents and decorations that we then use to decorate the whole school. All the pupils take part in these activities and they provide space for pupils with different first languages to form relationships. This helps pupils from different language environments to familiarise themselves in a fun way with festive customs and traditions in our country, helping them to better understand our environment. These exhibitions also include refreshments in our café, where both pupils and their parents – for whom the exhibitions are also intended – can relax.

Other actions and projects

Other events include **Kolotoč učitelů (Carousel of Teachers)**. Every teacher goes through the school class by class and introduces themselves to all the pupils. They each have a recognition- or movement-based game prepared for the pupils. This gives pupils the chance to get to know other teachers at the school, which is important for pupils with different first languages.

Year-3 pupils **read to children in the kindergarten**. This activity helps create good relations not only among children in one class, but also between school and pre-school children.

PolyTechBus is another action. This is a method for work activities. A large van full of tools parks at the school, and pupils have lots of possibilities to work with these tools on various materials. Everyone can be a carpenter, gardener, repairman or even a constructor of the most varied functional devices. During such work, pupils with different first languages have lots of opportunities to integrate and cooperate with the other pupils.

We organise **charity events** such as Run & Help. Our pupils have the chance to run over different types and lengths of tracks which, among other things, helps pupils with different first languages familiarise themselves with different group games and integrate into them.

Even our kitchen can be unconventional and offer surprises. Our cooks prepare thematic weeks focusing on **international cuisine**. For example, the Alps and the Food They Eat There, French Week etc. This gives pupils the opportunity to taste food from abroad, and everybody finds something they like, irrespective of origin.

**FZŠ PedF UK, Praha 13, Trávníčkova 1744
Trávníčkova 1744/4, Stodůlky, 155 00 Praha**

Contact:

Head teacher: PaedDr. František Hanzal

Tel.: +420 603 420 513

E-mail: hanzal@zstravnickova.cz

Web: www.zstravnickova.cz



Number of pupils: 534

Why attend our school:

- The school education programme School for Children and Their Parents
- Professional teaching staff, including assistants
- Teaching in specialised and well-equipped workshops
- Modern teaching methods
- High quality language teaching
- Friendly relations among pupils
- Good relations between pupils and teachers, an individual approach
- A large selection of free-time activities
- High success rates in entrance examinations for secondary schools
- A new, modern school canteen
- A creative school after-school club
- A great location – near the Luka metro station

What you will find here:

- A multicultural corner
- A school library
- A ceramics workshop
- Two computer classrooms
- Specialised study rooms for teaching all subjects
- Study rooms equipped with data projectors and interactive whiteboards



- An outdoor classroom in the atrium
- Two gyms
- A school kitchenette
- Catering based on healthy eating principles
- An extensive outdoor area with playgrounds and tennis courts

We regularly organise:

- Multicultural projects (Summer School for Foreigners, Diverse World)
- Intergenerational meetings (the relatives of pupils, including pupils with different first languages)
- Anniversary projects (100 years of Czechoslovakia, accession to NATO...)
- Charity events (Run and Help, Animals in Distress...)
- Knowledge competitions and Olympics
- Recitation competitions
- Sports competitions (e.g. OVOV)
- Outdoor schools, trips out, adaptation stays, excursions
- Skiing courses
- Language stays in German- and English-speaking countries
- Open-door days



Something from the history of Fakultní základní škola Trávníčkova

The primary school in Trávníčkova Street was opened on 1 September 1985 as the second estate school in the then Southwest City district. At the start of the 1990s, the school had over 40 classes and over 1 200 pupils. Since the beginning, it has profiled itself as a school with expanded teaching in mathematics, physics, music and art. In later years its offer was expanded to include classes with expanded teaching in foreign languages and informatics.

The possibility to create our own education programme has enabled us to prepare everything according to the possibilities and needs of the school, but in particular those of the pupils themselves, and so from 2005 we began to teach English from year 1 and informatics from year 3. In the first stage, pupils can – through seminars – deepen their knowledge of science subjects, Czech language and mathematics. Most recently, German has become the second foreign language for all pupils. Both the pupils and the teachers continue to learn new ways of teaching and learning, and the school has joined the creative school network.



In recent decades the school has changed both externally and internally. Investment subsidies from the Prague 13 city district have enabled us to add insulation to the building façade, to replace the windows, and to build our own gas boiler room, which has helped us regulate heat and hot water consumption. Using grants from Prague City Hall, the municipality and the Ministry of Education, Youth and Sports, the outdoor sports area of the school has been completely reconstructed, the school toilets have been modernised, and we have furnished the computer and specialised classrooms, library and clubs for out-of-school pupil activities, and we also have new cloakrooms. We recently opened a new canteen, which offers pupils and staff lunches based on healthy eating principles.

The school has also changed in terms of what it offers its pupils. In addition to a series of interest clubs - tennis, table tennis, judo, floorball, basketball, athletics, lacrosse, aikido, yoga, chess, ballroom and Irish dancing, piano, ceramics, programming and robotics, cooking, a singing choir and more, the interior furnishings have been improved, there is new school furniture, slide projectors, interactive whiteboards, a classroom with tablets has been added, and the school has a WIFI network.

In addition to normal integration, the school also focuses on special programmes for pupils with medical handicaps. With the increasing numbers of pupils with a different first language, we have focused on their integration and obtained a series of grants that are helping us to provide targeted Czech language teaching and tutoring in other subjects.

At our school an educational psychologist has been a matter of course for many years, along with a special educator, educational advisor and a prevention methodologist. These experts actively focus on all pupils, while their main task is to fulfil the goals of inclusion not only for disadvantaged or handicapped pupils, but also for the children of foreigners, meaning that they assist pupils with a different first language.

The school maintains a high standard not only through its excellent material and, today, now also spatial conditions. The strongest tradition of our school is the successes of our pupils in a series of diverse competitions from mathematics through languages, aesthetics, sports, art and computers – the whole list would be a long one. We are pleased that pupils with different first languages have also successfully participated in these events. We have qualified, creative teachers, assistants and educators without whom the school would not be where it is today, meaning a “School for Children and Their Parents”, which captures the essence of our education programme. During its existence over 3 500 pupils have graduated from the school, and some of them have already entrusted their own children with us.



Our school is currently participating in a whole series of European projects focusing on the integration of pupils with a different first language, of which we currently have 86.

The majority come from Ukraine, followed by pupils from Slovakia, Moldova, Macedonia, Poland, Serbia, Hungary, Bulgaria, Ireland, Georgia, China, Romania, Vietnam, Thailand, Belarus and Croatia.

We have joined the Local Action Plan I and II, and the In Europe project, we have a bilingual assistant, we have obtained grants for the Rozmanitý svět (Diverse World) and Letní škola pro cizince (Summer School for Foreigners) projects. The ŠABLONY (Templates) project is co-financed by the European Union within the framework of the Operational Programme Research, Development and Education. We have obtained targeted non-investment subsidies from the state budget of the Ministry of Education, Youth and Sports intended for the Podpora vzdělávání cizinců ve školách (Support for the Education of Foreigners in Schools) (free teaching adapted to the needs of pupils – foreigners from third countries), Zajištění bezplatné přípravy k začlenění do základního vzdělávání dětí, žáků a osob státní příslušnosti jiného členského státu EU (Provision of Free Preparation for Integration into Basic Education for Children, Pupils and Citizens of Other EU Member States) and Systémová podpora výuky ČJ jako cizího jazyka (Systematic Support for the Teaching of Czech as a Foreign Language) development programmes.

One result of our efforts is the PRIMAS project, thanks to which we have obtained furnishings for the intensively used multicultural corner. Here we run a whole series of project afternoons e.g. a Christmas fair, New Year Concert, Carnival, Earth Day, Where I Am From, Foundation of the Czechoslovak Republic, 17 November, Visits by Seniors, Christmas Fair, M boti, Ozobot, Anniversary of the Accession of the Czech Republic into NATO, and Easter. All our teaching and non-teaching staff together create a pleasant multicultural environment in which not only the pupils feel good, but also those with different nationalities, languages and customs.

And how do our classmates with different first languages feel here?



VALENTYNA 14 years old, Ukraine

„I am from Ukraine but have lived in the Czech Republic for eight years. I attended year 1 in Brno, where I was first quite nervous because I did not speak Czech at all. Yet everybody tried to help me. When I was 13 I moved to Prague, and had to get used to a new place all over again. Here in Trávníčkova I made a lot of good friends and learned a lot of new things that will be useful for me, and I also have after-school

activities – people from here tell me that they would not know that I am from Ukraine from my pronunciation. We celebrate holidays like Christmas and Easter in both the Czech and Ukrainian ways.

I quite like Czech food but I have to admit I prefer Ukrainian food from my mum.

Do you know how borsch is made?

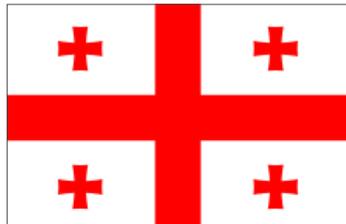
Boil meat, potatoes and fresh cabbage, adding bay leaves and soup spices. Add salt and pepper to boiled grated beetroot, add tomato paste and 2 tablespoons of sour cream. Mix everything and simmer for 10 minutes. Enjoy your meal!"



NIKOLETTA 14 years old a LARISZA 15 years old, Ukrajina

„We both come from Ukraine, and arrived in the Czech Republic when we were 12 and 13, so were placed in years 7 and 8. We did not speak a word of Czech, but all our classmates were great and helped us, especially Anička and Eliška. Yet Larisza missed her home a lot and wanted to return, and at the end of the school year failed some of her subjects. Her teacher suggested she repeat the year and placed her into a class where there were already some Ukrainians. So we got to know each other, made friends, and now we would not change a thing.“



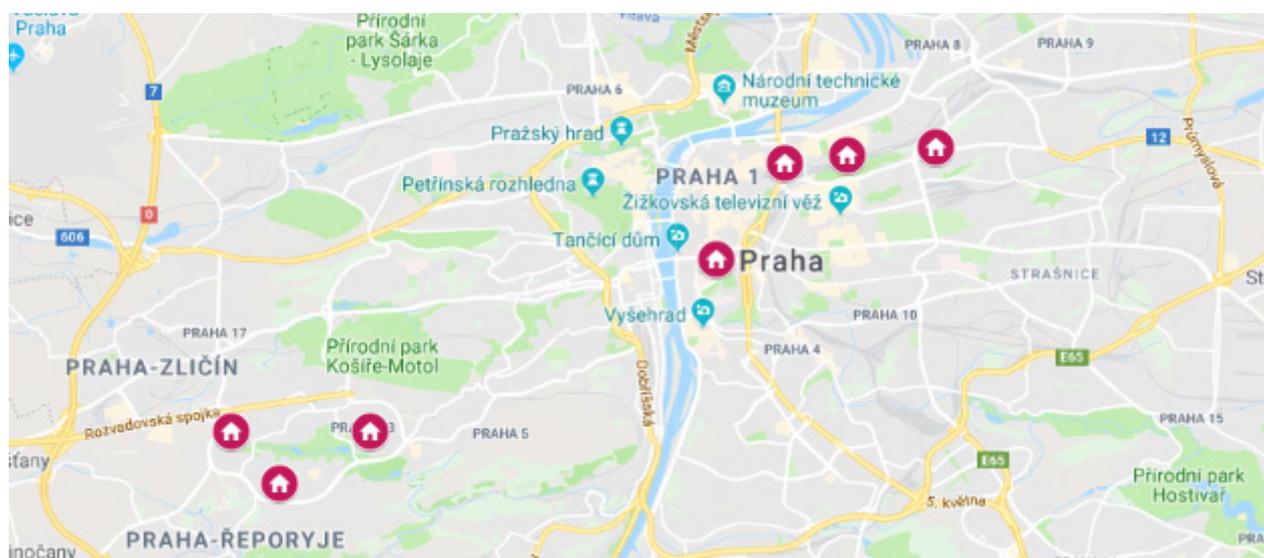


SERGEJ 14 years old Rusko a DAVIT Gruzie 13 years old

„I like our school; I have a friendly class and my classmates helped me right from the start and still do today. I learned Czech quite quickly – I find school quite easy – and the canteen is a miracle! In Russia, where I come from, I had never seen anything like it, and I love the food. I like everything here and do not have any problems. I am friends with Davit, who arrived from Georgia half a year after me, and so I was then also able to help him in addition to our classmates.“



PRESENTATION OF THE ORGANISATIONS ON THE MULTICULTURAL MAP



ORGANISATION NAME	ADDRESS
Oddělení prevence rozvoje sociálních služeb Městské části 13 (Prevention Department, Social Services Development)	Sluneční náměstí 2580/13, 158 00 Praha
Dům dětí a mládeže Stodůlky (Stodůlky Youth Centre)	Chlupova 1800/6, Stodůlky
Pedagogicko - psychologická poradna Praha 5 (Pedagogical/Psychological Counselling)	Kuncova 1580/1, Praha 5 – Stodůlky
META, o.p.s. (Association for Opportunities of Young Migrants)	Ječná 17, 120 00 Praha 2
MY.AKTIVITY, o.p.s.	Nad Ohradou 17, 130 00 Praha 3
Centrum pro integraci cizinců (Foreigner Integration Centre)	Pernerova 10/32, 186 00 Praha 8
Nová škola, o.p.s. (New School)	Křižíkova 344/6, 186 00 Praha 8

**Oddělení prevence a rozvoje sociálních služeb
Úřadu městské části Prahy 13
(Prevention Department, Social Services Development
the Prague 13 city district)
(2nd floor, door No 320)**



Contact:

Address: Sluneční náměstí 2580/13, 158 00 Praha 5

Web: www.praha13.cz/

Tel.: 235 011 452

E-mail: jakesd@p13mepnet.cz

In view of the growing number of foreigners, the Prague 13 city district is adopting specific integration measures. Since 2010 we have run – in cooperation with schools and non-profit organisations - the **“Integration of Foreigners in the Prague 13 City District”** project. The main goals of the project are to support mutual coexistence and to facilitate integration into regular life in Prague. Within the framework of the „Common address - Prague 13” project there are activities focusing primarily on citizens of third countries legally staying in the Czech Republic and also on other Prague residents. Under the **„PRIMAS Prague 13”** project there are activities focusing primarily on pupils with different first languages at primary schools.

**Source:
<https://www.Praha13.cz/>**



Dům dětí a mládeže Stodůlky (Stodůlky Youth Centre) Chlupova 1800/6, Stodůlky



Contact:

Address: Chlupova 1800/6, Stodůlky

Tel.: +420 251 620 266

Mobil: +420 605 920 279

E-mail: info@ddmstodulky.cz

Web: www.ddmstodulky.cz

Offers educational, interest and recreational activities for children, youth and adults. Organises free-time activities. Their offer includes interest groups, clubs, occasional events, camps, weekend events and excursions. The camps are prepared for the autumn, spring and summer holidays. They hold sports competitions and training for teaching staff.

Source:

<http://www.presbariery.cz/cz/item/12827-ddm-stodulky>



Pedagogicko-psychologická poradna pro Prahu 5 (Pedagogical/Psychological Counselling for Prague 5)



Contact:

Address: Kuncova 1580/1, Praha 5 – Stodůlky

Tel.: 251 611 803

E-mail: oppp5@volny.cz

Web: www.oppp5.cz

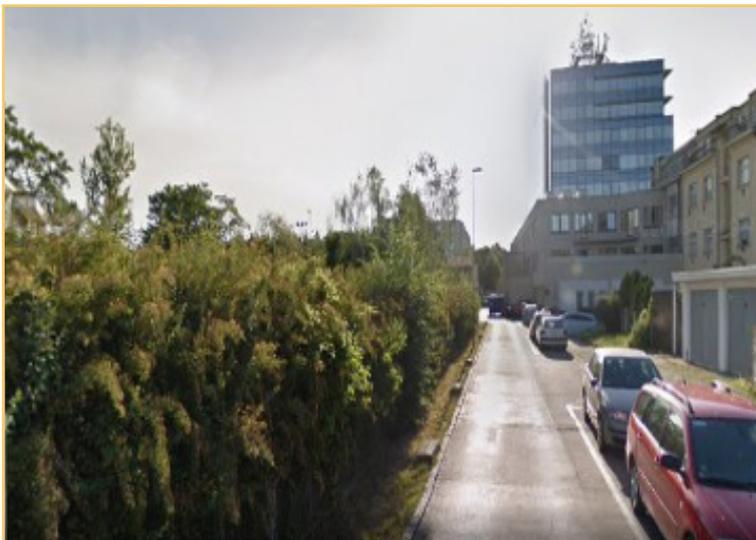
Provides services focusing on psychological and special pedagogical assistance for families with children from the age of 3 to the end of secondary education.

Source:

<https://www.firmy.cz/detail/642669-pedagogicko-psychologicka-poradna-pro-prahu-5-Praha-stodulky.html>



MY.AKTIVITY, o.p.s.
Nad Ohradou 17, 130 00 Praha 3



Contact:
Address: Nad Ohradou 17, 130 00 Praha 3
Web: www.myaktivita.cz
Tel.: 777 851 386
E-mail: kortusova@myaktivita.cz

A non-profit organisation that creates and promotes civic activities. One of the activities is Czech language teaching for foreigners. At Rodinný klub Ulitka (Ulitka Family Club) in Pražáčka we provide fun coaching for groups of children and adults

Source:
<http://www.myactivities.cz/>



CENTRUM PRO INTEGRACI CIZINCŮ, O. P. S. (FOREIGNER INTEGRATION CENTRE)



Contact:

Address: Pernerova 10/32, 186 00 Praha 8

E-mail: info@icpraha.org

Tel. č.: 222 360 452

Web: www.icpraha.org

We offer Czech for foreigners and other education. We offer traditional open courses without registration, intensive courses with registration, and also other interesting activities like English or Vietnamese language and courses for parents and children.

Source:

<https://www.firmy.cz/detail/12794818-centrum-pro-integraci-cizincu-Praha-karlin.html>



NOVÁ ŠKOLA O.P.S. (NEW SCHOOL)



Contact:

Address: Křižíkova 344/6, 186 00 Praha 8

E-mail: novaskola@novaskolaops.cz

Web: www.novaskolaops.cz

Since 1996, this non-governmental, non-profit organisation has promoted the inclusive education of minorities, foreigners and otherwise socially or culturally disadvantaged children and young people.

It operates in Prague, but the majority of current projects are implemented throughout the Czech Republic. The main target groups of the organisation include socially disadvantaged children and young people, but also teaching staff and the general public. In the library in Prague 13 (Lužiny shopping centre), the organisation provides through the "Common address – Prague 13" project a volunteer-run drop-in day centre for school-related preparation and related free-time activities for primary school pupils.

Source:

<http://www.novaskolaops.cz>



SOURCES

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