



# a-AQ!N

## Art Based Learning of Language of Origin through Didactic Innovation The Intruder and the Four Seasons

The Intruder and the four seasons" is an interactive educational activity designed to enhance language skills through the exploration of the four seasons. Utilizing the "L'Intrus" card game format, this activity incorporates visual arts and seasonal themes to foster vocabulary development, sentence construction, and creative expression.



## LE PRINTEMPS

Au printemps ...



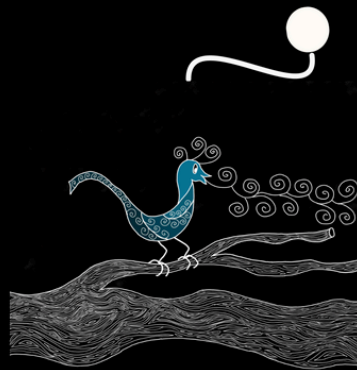
## L'ÉTÉ

En été ...



## L'AUTOMNE

En automne ...



## L'HIVER

En hiver ...



# ABOUT ALADIN

## PROJECT NAME

Art Based Learning of Language of Origin through Didactic Innovation

## PROJECT NO.

KA210-ADU-239BA964

## COORDINATOR

COTA ONG (FRANCE)

## PARTNER ORGANISATIONS

Comparative Research Network e. V. (GERMANY)

KOOPKULTUR e.V. (GERMANY)

SINDIANE (FRANCE)



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# The Intruder and the Four Seasons

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**Participants profile :** Adults and children from 6 years old

**Maximum Number of Participants:** 4- 20 Participants

**Duration:** 20 min - 1 hour

**Materials:** Computer with internet connection, projector

**Language Skills:** Vocabulary Enrichment, Reading comprehension, Word recognition, Sentence formation

**Other Skills:** Creativity, Development of imagination, Associative thinking, Environmental Consciousness

**Levels:** From A1 to A2

**Developed by / Origin / Original language:** COTA ONG/Kata Keresztely/French

# The Intruder and the Four Seasons

## Activity Step-by-Step :



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### 1. Discovery and Identification of the Seasons

- Present images illustrating the seasons.
- Ask the learners to write down the names of the four seasons.
- Match each image to the corresponding season name.

### 2. Time Awareness

- List the months of the year.
- Remind students of the start and end dates of each season (in France or the relevant country).

### 3. Personal Expression

- Invite learners to choose their favorite season.
- They explain their choice using sentences that begin with:  
• “In winter... / In spring... / In summer... / In autumn...”

### 4. Musical Listening and Association

- Play excerpts from Vivaldi’s The Four Seasons.
- Ask learners to guess which season each piece represents and justify their choices.

### 5. Activities and Associations

- Associate common activities with each season (skiing, picnics, harvesting, etc.).
- Show new images and ask learners to match each one to a season by identifying visual elements (clothing, weather, nature, etc.).
- Encourage learners to explain their choices orally.



## For B1 – B2 Levels

1. Deduction and Complex Formulation: Ask the learners to describe a season without naming it, while the others must guess which one it is.

Example: “It often rains. The trees change color. We start wearing sweaters.”

2. Image Analysis: Show an image related to a season and ask for:

- a detailed description of the scene (weather, clothing, objects, etc.)
- an imagined sequence of what happened before and what will happen next.

3. Debates: Suggest debate topics such as:

- Is winter a depressing or inspiring season?
- Should we change the time according to the seasons?
- Objective: To express a well-argued opinion using logical connectors (because, therefore, however, etc.).

## For C1 – C2 Levels

1. Intercultural Perspective:

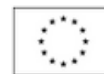
2. Compare how seasons are represented in different cultures.

- What holidays are associated with them?
- Are the seasons perceived in the same way?
- Are there different seasonal divisions depending on the country (e.g., monsoon, dry season)?

3. Artistic Interpretation: Analyze a musical excerpt from The Four Seasons by Vivaldi or a painting representing a season (e.g., Monet, Bruegel).

Ask learners:

- to interpret the message or mood of the artwork.
- to associate a season with an emotion and explain why.



- Adapt vocabulary according to language level (A1 to B1): simplify or enrich model sentences to match learners' abilities.
- Begin with collective work to create a safe learning environment before moving on to individual or pair work.
- Encourage interactivity: let learners handle images, write the names of the seasons on cards, or mime related activities.
- Use varied visual and audio materials: real images, drawings, classical or modern music clips related to the seasons.
- Promote creativity: encourage learners to invent sentences, share memories, or even draw their favorite season.
- Strengthen cross-curricular links: integrate the activity into a broader project (visual arts, music, geography, or poetry).

## Recommendations for parents

- Play Together: Choose a calmer version with printed cards for relaxed moments at home, or use the online version for more dynamic family time.
- Adapt the game to the child's age: Start with a smaller number of cards (4 to 6) and gradually introduce more complex elements.
- Explore cultural aspects: Use the seasonal images as an opportunity to talk about traditions or specific activities from your culture or other cultures during each season.

## Resources



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- English version : <https://view.genially.com/6824ae4f189df707645f01b6>
- French version: <https://cotaassociation.wixsite.com/learing/intrus-jeu-multilingue>
- Hungarian version: <https://view.genially.com/6824b4ed97c0b8ab9b9259ed>

