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TYP MOBILITY: METODICKÝ KURZ – SAN CRISTÓBAL DE LA LAGUNA, TENERIFE, ŠPANĚLSKO

TERMÍN KONÁNÍ: 27. 7. 2026 – 1. 8. 2026

ÚČASTNÍK: Mgr. ALENA HRONOVÁ

In July 2026 I participated in a methodology course **Secondary Math: Engaging Real-World Applications and Strategies**, consisting of **25 lessons** and lasting for one week. It concentrated on the methodology of Maths. The course was carried out in **English by Mucciacito, S.L.U in San Cristóbal de La Laguna, Tenerife, Spain**. There were **7 participants** in the course – 2 from Slovakia, 4 from Italy and 1 from the Czech Republic.



The main goal of the course was to learn **new ways to teach mathematics** and to discuss the ideas with other teachers. I attended workshops, excursions, and practical activities that showed me **how to use things in the real world, technology or art in the Maths lessons**.

The course helped me to improve my teaching of Mathematics by introducing active, real-world and digital methods. I wanted to learn practical activities and meet other teachers. I also created a personal project that I am going to use in my lessons.

Program of each day:

Day 1 Introduction We began with an overview of the course. Introduction activities helped us to get to know each other. Each participant presented their school, so we learnt information about different classroom sizes, student ages in their classes etc. Our tutor introduced a variety of teaching methods and explained why it is important to use different approaches to reach all learners. At the end of the day we chose **a personal project** to work on during the week.





Day 2 Mathematics in the real world We spent the day outside on an excursion to a nearby forest. We looked for **patterns, shapes, and measurements in plants, trees, and paths.** Activities included measuring tree heights using simple tools, estimating distances, and finding examples of symmetry and Fibonacci sequences in nature. These exercises showed how to move from abstract mathematical ideas to practical, hands-on learning that students

can relate to.

Day 3 Discovering Mathematics through play This day focused on using games to teach Maths. We explored how board games and card games can be used to practise **counting, probability, and strategy.** We tested interactive video games and puzzles that develop logical thinking. Very interesting part of the day was designing an **escape room** activity: teams solved Maths puzzles to unlock clues. We also discussed how to use public spaces, like streets and parks, as learning environments.

Day 4 Mathematics in society, healthy food and sport We learned how Mathematics is connected to everyday life through health, food, and sport. Practical tasks included **reading food labels to calculate calories and nutrients and using percentages** to compare products. Tutor showed us apps and online platforms that can make



lessons more engaging and track progress of students. We visited a local market to practice shopping with budgets and to prepare a simple recipe, which combined **measurement, fractions, and real decision making.** We also discussed how statistics in sports and timing can improve mathematical skills and logical thinking.





Day 5 Mathematics is everywhere We explored Geometry and Maths in art, music, architecture, and landscape. Activities included **measuring shapes in buildings, finding rhythm patterns in music, and creating simple art projects that use geometric concepts.** We learned how to use social media to create short math challenges and to share students' successes safely. Each participant presented their personal project and received feedback. The day ended with a course evaluation and the awarding of Certificates of Attendance.



Day 6 Course Closure and Cultural Activities The final day was a cultural excursion to **Teide National Park.** We observed natural formations and discussed scale, distance, and

geological patterns. This final activity reminded us once again that Mathematics can be taught and learned outside the classroom.



Some activities require more time or materials than a typical lesson allows. Outdoor lessons need careful planning in advance. Adapting activities for mixed-ability groups can be challenging.

Conclusion on what I have learnt in the course:

Start with short, simple outdoor tasks. Give clear instructions and assign roles for group work. Prepare low-cost materials and have a backup indoor plan in case of bad weather. Share results with colleagues to get support and new ideas.

I chose to design a set of outdoor Maths lessons for my students aged 10–14. These lessons will improve problem solving of my students and they will help them to see mathematics in everyday life.

I planned five lesson outlines, created three game-based activities, and tested one escape-room puzzle with other participants. I collected materials, wrote step-by-step instructions, and designed assessment for my lessons.

I learned many ready-to-use activities for different age groups of the students. I gained ideas for board games, puzzles, and escape rooms that teach Maths concepts. I also discovered new apps and social media strategies to motivate students and help them track progress.

The course was highly valuable and inspiring for me.

Brno 14 August 2026

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Mgr. Alena Hronová