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PROGRAMME ERASMUS+

"KEY for INNOVATIVE TEACHING– KIT "
2017-1-R001-KA219-037181

**European
way
for
motivation**

**KEY ACTION KA2 - COOPERATION FOR INNOVATION AND
THE EXCHANGE OF GOOD PRACTICES**

**ACTION TYPE KA219 - STRATEGIC PARTNERSHIPS FOR
SCHOOLS ONLY**



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European way

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1.INTRODUCTION

The handbook of good practices "**European way for motivation**" is an innovative non-formal teaching strategies which set of non-formal teaching plans, in the two years of project implementation. It is a training materials which aims to explore and prove the validity of the non- formal education-NFE. The project wants to promote the transnational exchange of practice in this field, considering the importance of non- formal education as a complementary tool in the life of students.

The two methodologies-NFE and Formal Education balance each other out as they deal with different fields of education. However, in the last years, the both educational approaches are exchanging some tools with each other, so that in some countries we can find that NFE is successfully used in institutional contexts.

Some lessons used energizers to help our students to open up and relax by creating a friendly and welcoming environment and sense of fun. Creativity warm-ups can also bring energy and fun to a room, build empathy for students.

Each partner has based the activities on different topics: democracy, social inclusion, mathematics, communication in the mother tongue, chemistry, environmental education, STEM and CLIL by using different kind of activities all related to the non-formal education; moreover the partners have developed an intercultural and sensitive evaluation tool, coherently with the NFE.

The manual has a flexible structure: it is open to be completed and updated with new methods in order to improve it and consequently its impact. The updates will be added in the electronic version.

ENJOY!

Author: David Adriana





1. NONFORMAL LESSONS-ROMANIA

LESSON PLAN- THE PLANETS

Teacher: IVANESCU SIMONA

Discipline: English Language

Duration: 50 minutes

Grade: 5th

Number of students: 30

Unit: "Our world"

Topic: Do you know the planets?

Type of lesson: learning new topic

Skills: Listening, reading, speaking, writing

Goals and prerequisites:

1. to raise expectations and create involvement in different tasks
2. to learn new vocabulary
3. to use English in a fun and relaxing way –drama
4. to describe using adjectives
5. to match some description with the correct planet
6. to interact using the English language

Instructional resources: Conversation, individual work, team work, explanation, pronouncing after a model, exercise

Materials: Textbook, pupils' notebooks, worksheets, chalk, blackboard, planets boards, dolls

Background: Frontal and individual activity, pair work, group work and team work.



PROCEDURE

1. 5-minutes Energizer – Starting from the example Apple /Orange/Banana

<https://www.youtube.com/watch?v=e-ithpxbsRo> we use 3 name of the planets:

Earth – the students go forward
Moon- the students go backwards
Neptune –turn round 180 degrees



Lead-in **Activity 1:**

- Ss are asked to see a short video

Activity 2:

-The T asks Ss to describe the planets from the video: Earth is blue
Black / blue / brown / green / grey / orange / pink / purple / red / white / yellow, etc

-Ss work in pairs and fill in the words on the worksheet: The interactive method Share – pair circles is used- the class is divided in 2 big groups and then every group is divided in pairs. The student work with their pair for 2 minutes and then change the pair until they



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find out all the missing information. Mercury is the first planet, Venus is the second planet from the Sun, etc.

2. The T checks the answers with the class

Teaching strategies: Explanation /Exercise/Ss – Ss/Teacher – Ss/PW



Activity 3:

-T. gives Ss pictures with the planets and asks 9 students to arrange themselves in front of the class in the correct order: SUN, Mercury
-T gives the secret formula to remember the plants:

My **v**ery **e**asy **m**ethod **j**ust **s**peeds **u**p **n**aming. (M-from Mercury, V from Venus, etc).

Ss write the phrase on the whiteboard


and takes pictures of the class. Teaching strategies: Explanation/ Teacher – Ss/ GW

Practice - Activity 4:

- Ss. are divided in teams. They receive a worksheet with some adjectives and their opposites ; Ss have to match correctly ;

Name: _____

Inner Planet Math!



Choose the correct word to complete each sentence:

first	second	third	fourth
closest	farthest	middle	

1. Mars is the _____ planet from the sun.
2. Venus is the _____ planet from the sun.
3. The sun is in the _____ of the planets.
4. Mercury is the _____ planet to the sun.
5. Mercury is the _____ planet from the sun.
6. Earth is the _____ planet from the sun.
7. Mars is the inner planet that is _____ away from the sun.

The team that finishes first has to read the opposites out loud to the class.

T guides the teams and offers to help.

Teaching strategies: Exercise/Ss – Ss/Teacher – Ss/ PW

Feed-back- Activity 6:

The teacher asks the students, also in pairs to arrange the letters in order to find some adjectives Ss receive the jumbled letters, they are explained that the first letter is underlined.

Teaching strategies:

Explanation/Exercise/T –Ss/Ss – Ss

Assign homework

Grades Activity 7:

The teacher assigns Ss as homework to write at home 10 sentences using adjectives mentioned.

Teaching strategies: Explanation/ Teach



LESSON PLAN " THE CHILD'S UNIVERSAL RIGHTS"

Primary School Teacher: TRUCĂ IONELA GABRIELA

Class: IV A

Curricular Area: Man and Society

School Subject: CIVIC EDUCATION

Lesson Title: The Child's Rights and Responsibilities

Type of Lesson: Integrated Lesson

Goals and prerequisites



Civic Education

1.2. to develop and enrich the students' vocabulary by enabling them to correctly use concepts pertaining to Civic Education;

2.1. to acknowledge in different contexts the compliance with or the violation of the Child's Rights;

3.3. to identify cases of violation of the Child's Rights in a set of given texts and pictures and to interpret their message;

4.2. to enable the students to form and express their own opinions about different civic situations.

Music and Movement

2.1. to sing individually, in small groups or collectively, while conveying different feeling through movement and dance;

3.2. to illustrate certain (musical and movement) elements through dancing.

Romanian Language

1.5. to show attention and tolerance with respect to their interlocutor;

2.3. to rephrase the contents of a written text or of a spoken message;

4.6. to manifest interest in and a critical attitude towards different types of written texts.

Instructional Objectives:

a) cognitive objectives:

O1. to know the Child's Right from The Child's Rights Convention;

O2. to emphasise the importance of respecting and complying with the Child's Rights;

O3. to analyse and problematize the given situations;

O4. to take correct measures in solving the given situations;

O5. to acknowledge the responsibilities implied by each Right;

O6. to fill in "The Tree of the Happy Little Hands" with the corresponding Rights;

O7. to match the Rights with the poem lines;

O8. to account for their answers;

O9. to express their own opinions about different cases of violation of the Child's Rights;

b) emotional objectives:

O10. to manifest interest in taking part in the lesson;

O11. to express the feelings and moods conveyed by various musical pieces through music and dancing.

c) psychomotor objectives:

O12. to willingly work frontally, individually, in groups and to render a musical sequence by using improvised musical instruments.

Human resources: 20 students



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Stages	ASSESSMENTS		Proce- dure	Mate- rials
	The teacher's activity	The students' activity		
1. Organi- sation stage	The teacher prepares the materials and the setting of the lesson. The students are asked to sit in a semi circle. Energiser- Shark attack https://www.youtube.com/watch?v=x4FZiWwVgNQ	The students get ready for the lesson.	Conver- sation	
2. Draw- ing the student s' attenti on	The definition of the noun "CHILD" will be written on the board as a result of brainstorming. The teacher informs the students that they are going to learn about these laws. The teacher reads aloud to the students the text on Annex 2, which provides examples of rights violation. The students are required to answer the questions: <i>What did the bunny ask God?</i> <i>Why was the boy sad?</i> <i>What did his family make him do?</i> <i>What did the bunny advise the boy to do?</i>	The students will express their own ideas about the term "CHILD" . The students listen carefully to the Bunny's Story. The students answer the questions about the story.	Conver- sation Exercise	Brainst or ming Board Debate Proble matiza tion
3. Introdu cing	The teacher informs the students that they are going to learn today about "The child's Rights and Responsibilities" . The teacher writes the title of the lesson on the board and presents the objectives of the lesson.	The students listen closely.	Conver- sation	
4. Guiding the learn- ing process	The whole mankind is responsible for respecting the Man's Rights, in general, and the Child's Rights, in particular. The Child's Rights represent a set of norms or rules that must be respected by adults and that the children enjoy. However, these rights also entail certain responsibilities. The teacher will show the students a PPT- "The Children's Rights and Responsibilities" . On the 20th of November, 1959, in "The child's Rights Declaration" , and, later on, on the 11th of December, 1989, The United Nations Organisation adopted "The Child's Rights	The students listen closely. The students will learn about their rights and responsibilities.	Conver- sation Conver- sation	Works heets Story PPT




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	<p>Convention", which included 54 articles and became "The International Law of the Child's Rights", which was implemented by Romania in September 1990.</p> <p>DIDACTIC GAME: "THE EASTER BUNNY'S RIGHTS BASKET"</p> <p>The students are placed in a semi circle. They extract, one by one, pieces of paper from the basket. <i>"The Easter Bunny has sent us a basket in which we will find ten poems, which illustrate the most important rights of all the children in the world. "</i></p> <p>Each group will choose and send a representative and we will discover together the contents of the basket. The students will fill the "Hot Air Balloon" with the pieces of paper taken from the basket, on which the Child's Rights are written.</p> <p>DIDACTIC GAME: "THE HOT AIR BALOON"</p> <p>A hot air balloon is drawn on the board. <i>"We are going on an imaginary trip and we are taking The Child's Rights with us as luggage. At a certain point, the balloon will have a malfunction and we will have to drop the bags to prevent it from crashing. So we will give up the rights, one by one. And, as the last right will probably be the right to life, I will thank them and encourage them to militate all their life for life and peace."</i></p>	<p>They listen carefully to the teacher's explanations</p> <p>The students sit in a semi circle. One by one, they extract a piece of paper from the basket and read the poems and the rights written on it.</p> <p>They pay attention.</p> <p>They extract, one by one, a right they can give up. The last right is the most important, the right to life.</p> <p>They account for their choice.</p>	<p>Conversation</p> <p>Didactic game</p> <p>Didactic game</p> <p>Conversation</p>	<p>Poems Works heets</p> <p>Pieces of paper on which the Child's Rights are written .</p> <p>The board with the drawing of the hot air balloon</p>
<p>5. Performance achievement</p>	<p>DIDACTIC GAME: "THE HAPPY LITTLE HANDS TREE"</p> <p>Each child will write on the paper hand cutout: the name, in the palm, the rights s/he enjoys, on the first three fingers, and two responsibilities, on the last two fingers.</p>	<p>The children will fill in the paper hands cutouts and stick them to "The Happy Little Hands Tree."</p>	<p>Problematization</p> <p>Conversation</p>	<p>„The Happy Little Hands" Board</p>



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<p>6. The extra integrated activity</p>	<p>While listening to "The Little Hazelnut Tree" (a song from the Romanian children's folklore), the students will dance and mark the rhythm by using wooden spoons. This sequence will illustrate the right to peaceful association in order to perform in a show. The SEN (Special Educational Needs) student, who has a form of Autism, will join the others with the help of his mother. This way, the teacher will emphasise the fact that the student's right of not being discriminated is respected.</p> 	<p>The students dance and mark the rhythm, by using improvised musical instruments (2 wooden spoons).</p>	<p>Non-formal methods</p>	<p>"The Little Hazelnut Tree" Song Wooden spoons</p>
<p>7. closing-up</p>	<p>The teacher will evaluate the students, provide the feedback of the lesson, grade the students and encourage them. The students will be awarded badges with the Child's Rights. Homework: Illustrate the right on the badge in a drawing and do the exercise on the handout with 4 support texts by identifying the cases of violation of the Child's Rights.</p>	<p>The students are given badges and they write down their homework.</p>	<p>Explanation</p>	<p>Badges</p>

Instructional Resources:

a)Material Resources :

- didactic materials with the Child's Rights ;
- the board for "The Tree of the Happy Little Hands" didactic game, a sun, a leaf, a ladybug;
- little paper hands cutouts; the board for "The Hot Air Balloon" didactic game, a basket and a plush bunny for "The Easter Bunny's Rights Basket" didactic game, 10 pieces of paper with The Child's Rights written on them, worksheets with poems about the Child's Rights;
- markers; worksheets; video-projector, "The Child's Rights and Responsibilities" PPT; "The Little Hazelnut Tree" song (MP3), wooden spoons for music and dancing.

- b)Procedure Resources: conversation, explanation, case study, team work, problematization, brainstorming, didactic games, non-formal methods, evaluation, dancing, percussion.



LESSON PLAN - ORIGINAL CONSTRUCTION - GAME

Discipline : PHYSICS

Age category /class : 13-15 years/ class VII-th- Weight centre .

Teacher: CATI STOIAN

Game type	communication, team building
Themes	diversity
Difficulty level	medium
Group	teams 5 / 7 players
Time	 <p>1 h 15 min. 10 min introduction 30 min construction 30 min evaluation 5 min team premiere</p>
Materials	<p>Each team receives an equal number of construction materials:</p> <ul style="list-style-type: none"> - juice empty bottles, matches, paper tubes, plastic, bottle, pens, pencils, etc. - glue, shaping material, rope, centimetre - beans
Rules	<ul style="list-style-type: none"> - For 30 min each team makes a stable and tall construction - They are going to use only the materials prepared - Each participant receives an equal number of beans - They have the money to buy the constructions.
Preparation	<ul style="list-style-type: none"> - Each team will have a space prepared - Each team receives juice empty bottles, matches, paper tubes, plastic, bottles, pens, pencils, the same number. - Each participant receives an equal number of beans - They have the money to buy the constructions
Goals and prerequisites	<p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ work in a team; ▪ think actively; ▪ find solutions fast; ▪ have confidence; ▪ stimulate creativity 
Instructional objectives	<p>Step by step:</p> <ol style="list-style-type: none"> 1. The participants are divided
Assesments	<p>Energizer: People to people https://www.youtube.com/watch?v=k6bHltjIYZE</p> <ol style="list-style-type: none"> 2. The group formed has everything ready 3. The materials are identical: shape, number, material 4. Time to work 30 de min 5. The construction has to be tall and stable,



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Strengths

Evaluation and reflection

Recommendation

Promoted values

6. The teams will have leaders able to explain the building stability and the purpose in the community
7. After exactly 30 min. the teacher will ask the team leader to present the construction explaining the purpose, weight point, etc



8. The constructions will be evaluated by using a different number of beans
9. The construction and the team that will win will receive the biggest number of beans.

10. "The skilled constructors " will get a Constructor Certificate !

Can we work in a team to build?

What did you observe? Were there any difficulties when communicating with the others?

How is influenced the working type, finding solutions by the mood and the solutions of the team?

How did you manage to overcome the difficulties?

How were you able to communicate in a constructive way?

It is very important to lead the discussion and evaluate positively the students. How did you manage to overcome the difficulties?

How were you able to communicate in a constructive way? Focus on giving answers to those questions

Team work, respect, solidarity, trust, tolerance.





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LESSON PLAN - I CAN SORT BY SHAPE !

TEACHER: LAVINIA BĂRNAT

CLASS: the VII-th

MODULE: Cognitive Stimulation

LESSON THEME Shape sort exercises

LESSON TYPE: Skill forming

TIME: 45 minutes

GOALS AND PREREQUISITES:

1. To stimulate learning, environment realising

REFERENCE AIM:

1.2. To name the objects characteristics / objects from known environments

1.3. To classify the objects / beings, objects from known environments

GENERAL AIM: To Consolidate knowledge regarding shape and object colour

INSTRUCTIONAL OBJECTIVES:

Energizer: Check my beat –using shapes

<https://www.youtube.com/watch?v=kxYbzGkno4A> Ckeck my beat-This is a triangle-Check your beat –This is a triangle ...

Assessments:

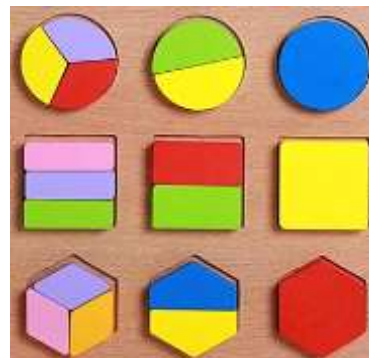
A1 – To sort plane geometric shapes 2D in four categories (circle, square, triangle, rectangle)

A2 – To match the geometric shape with the corresponding flyer

A3 – To associate objects with the corresponding shape

A4 – To match geometrical shape on the sheet of paper in the right form

Affective : To have o proper behaviour throughout the lesson



INSTRUCTIONAL RESOURCES

METHODS ȘI PROCEDURES: observation, explanation, conversation, exercises, didactic game, independent work.

MATERIALS: - Flipchart, box, geometric shapes 2D, flyers, pictograms, working sheet, geometrical shapes made up from: paper/ plastic; glue, bowl, nature elements pictures.

ORGANISATION : - Frontal, individual.



ASSESSMENTS:

Activity 1- The teachers presents to the Students elements from the nature (sun, bee, tree) from paper where the Students are asked to stick geometric figures: **"Group by shape "**.

Activity 2- The game: **"I am wise, I can make groups!"**.

The Teacher explains the task :

Each Student will get two shapes and the objective is to match the shape in the right place in the box.



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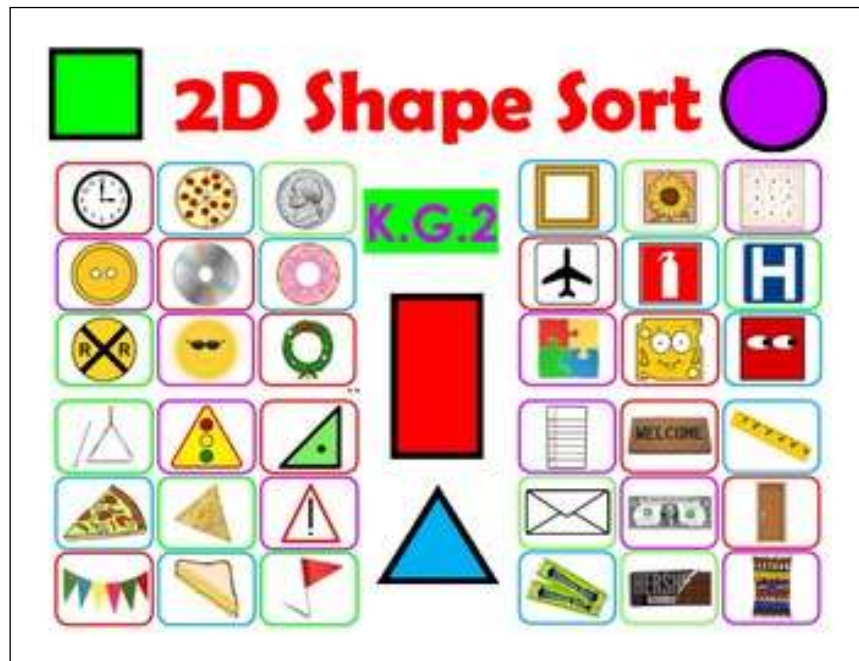
Activity 3- „Happy butterflies“

Expalining the task :
The students extract from a bowl geometrical shapes and they are going to glue those on the butterflies from the flipchart.

Activity 4- “Funny shapes “.

The teacher gives to the students playing parts with an image that the Students have to match with the characteristic shape on the flipchart.

Activity 5 “Guess where does this go ?”



The teacher gives the students working sheets of paper divided in four for each shape.
The students are asked to glue the shapes at the right segment.

Strengths:

There will be made activities for all the students – blended with and without special needs. Being some games, the activity will attract all the students and at the end of the class they will receive a tasty reward.





CLIL LESSON PLAN-HEALTHY EATING

(Content and Language Integrated Learning)

TEACHER: VIOLETA LEFTER

Cross curricular link: Science

Time: 50 minutes

Goals and prerequisites:



- to develop students' awareness of the importance of a balanced diet;
- to provide practice of basic food vocabulary;
- to introduce *infinitive of purpose* through content;
- to boost students' motivation;
- to integrate the four skills: reading, listening, speaking, writing.

Strengths:

- students will be able to understand

the basic nutrients and explain their functions using infinitive of purpose;

- students will be able to plan a healthy diet;
- they can understand the importance of a balanced diet.



TASK	ASSESSMENTS	INTERACTION	PROCEDURE
<i>Energizer</i> Watching a video advertisement	-to arouse interest <i>Say what I say/Do what I do</i> https://www.youtube.com/watch?v=6RcR1WsxYpA students' interest and get focused on the topic.	<i>Open class</i>	Students watch the short advertisement and guess the topic of healthy food.
Brainstorming	-to elicit existing vocabulary to activate students' schemata about healthy food.	<i>Open class</i>	The teacher writes <i>HEALTHY FOOD</i> in the middle of the blackboard and gets students to shout out any food they consider healthy. The teacher writes the ideas on the board.



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Watching a video clip of healthy food	-to build vocabulary of food -to develop note taking	<i>Individual work/whole class discussion</i>	Students watch the first part of the video without voice so that they can concentrate only on the pictures. Students take notes individually, then discuss the new vocabulary together with the whole class.
<i>Food Groups are Rocking Tonight</i> Song with pictures	-to develop listening comprehension -to learn new vocabulary -to boost motivation with a lively song	<i>Individual work whole class discussion</i>	Students listen to the song and complete the lyrics, then discuss the completed text with the class.
Chart	-to introduce the main nutrients -to build vocabulary	<i>Group work</i>	Students get the chart to complete with the help of the text. The teacher monitors and helps when necessary.
Infinitive of purpose	-to explore new grammar	<i>Group work</i>	The teacher calls attention to parts of the text that include the new grammar structure. With the help of an example sentence students write more sentences.
A balanced diet Food Pyramid	-to raise awareness of the importance of a balanced diet	<i>Frontal and group work</i>	Students are encouraged to answer the questions then in groups they put the pictures of food into the correct place of <i>the Food Pyramid</i> .
Homework	-to develop cooperation skills	<i>Group work</i>	In groups prepare a healthy menu and give reasons for your choice. One of the group members will present it to the class.



LESSON PLAN GEOMETRICAL SHAPES

Primary School Teacher: ELENA ŞANDRU

Targeted Curricular Areas: Mathematics and Environment Exploration, Arts, Language and Communication

Targeted School Subjects: Mathematics and Environment Exploration, Visual Arts and Practical Abilities, Romanian Language Communication

Type of Lesson: Acquisition of New Concepts

Reference Objectives:

1. Orientation and movement in space in relation to a set of given reference points/directions by using construction elements such as: *in, on, above, over, under, below, near, next to, in front of, behind, to the right, to the left, horizontally, vertically, diagonally, inside, outside*

2. Identification and recognition of certain geometrical shapes and bodies in the close environment and in accessible plane representations (including drawings, artwork reproduction, schematic representations)

Goals and prerequisites:

O₁-to build different geometrical shapes by using a set of given materials;

O₂-to describe the square, the triangle, the rectangle and the circle;

O₃-to cut out the four geometrical shapes;

O₄-to recreate the given image by using the tangram square.

Affective Objectives:

OA: developing the students' interest in and motivation for the study of Mathematics and enabling the students to successfully apply Mathematical contents and concepts in various contexts.



DIDACTIC STRATEGIC ELEMENTS

Instructional Resources:

a) Methods of knowledge transfer and acquisition:

Methods of verbal communication:

- *conversative*- the conversation
- *expository*- the explanation

Methods of written communication

b) Exploration methods: the observation

c) Action-based methods: the exercise, the problematization, the didactic game



Material Resources:

a) Informative-demonstrative tools: geometrical shapes, sticks, play doh, flashcards, geometrical shapes handouts, envelopes containing tangrams, A4 sheets of paper, cardboards, board

b) Skill practice and acquisition tools: worksheets for pair work, the textbook

c) Evaluation tools: rewards


Organisation Forms: frontal, individual, pair work

Evaluation Methods: systematic observation, oral assessment, written assessment

Timing: 45 minutes.

The Place: the classroom



PROCEDURE	CONTENTS KEY ELEMENTS	Methods and Techniques	Materials and Tools
<i>Organisation Stage</i>	<p>-The teacher ensures the discipline and silence in the classroom and creates the appropriate educational setting for the progression of the lesson in optimum conditions.</p> <p>-The teacher prepares the teaching/learning tools and materials.</p>		
<i>Checking the Homework</i>	The teacher checks the homework qualitatively. The students read the homework. All the mistakes are corrected if it is the case.	Conversation	
<i>Getting and maintaining the students' attention</i>	<p>It is done with the help of a poem.</p> <p>GEOMETRY</p> <p>With coloured pencils You can draw everything: A simple line – it's the wind, A ball – the Earth, A circle – the Sun, Small rhombuses – the petals of a flower. A square is a house, A rectangle - a sleigh, A triangle – a hat, Cone plus cone – a toy. Four easy lines, Circle, rectangle – a boy, Add a ribbon to the head, It's a little girl you get.</p> <p>On the basis of this poem, the students are asked the following questions: What is the poem about? Which are the geometrical shapes you know? What do you think the MEM lesson is going to be about today?</p> 	<p>Conversation</p> <p>Explanation</p> <p>Exercise</p>	Poem
<i>Introducing the Topic and the Objectives of the Lesson</i>	Today, during the Mathematics and Environment Exploration lesson, we are going to learn about the geometrical shapes and we are going to have lots of fun playing with them. The teacher writes the title of the lesson on the board. The students copy it in their notebooks.	<p>Explanation</p> <p>Conversation</p>	<p>The student's notebook</p> <p>The board</p>
<i>Guiding the Learning Process</i>	<p>The students watch a short movie from the digital textbook, which introduces and depicts the four basic geometrical shapes. The students talk about each geometrical shape.</p> <p>GAME 1: Build the geometrical shape! Each and every student has sticks and play doh on his/her desk. They are required to build different geometrical shapes. They will work in rows.</p> <p>GAME 2: Who has got more shapes? The students must compare the shapes in terms of shape, size and colour.</p> <p>GAME 3: What shape do the objects around us have?</p>	<p>Explanation</p> <p>Explanation</p>	<p>Sticks</p> <p>Play doh</p> <p>Geometrical Shapes</p>



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	<p>On the flashcards, there are various objects with different shapes. The students must place them in the right box.</p> <p>GAME 4: Complete the line!</p> <p>On the board, there are different geometrical shapes placed in a particular order. The students must complete each given line. (Ex. 5/Textbook.)</p> <p>GAME 5: Who can draw in the most beautiful, creative way? Geometrical dictation.</p> <p>The students are asked to draw something by following closely the instructions given in the following verses: I place straight the SMALL SQUARE And under it the BIG SQUARE From RECTANGLES I create Arms and legs. Then I turn the CIRCLES into buttons, Mouth, eyes and nose, If you push them, one by one, It walks, it speaks.</p> <p>GAME 6: Numbers in shapes</p> <p>The students must calculate the sum of the numbers inside the square, subtract only the numbers inside the circle, not those in the square, and then add only the numbers placed inside the circle.</p> <p>GAME 7: The Harlequins</p> <p>Each and every student has on his/her desk two geometrical shapes s/he must cut out. On the board, there are three flipcharts with the faces of some clowns drawn on them. The students must complete the drawings with the missing parts, by using the geometrical shapes they have just cut out.</p>	<p>Explanation</p> <p>Exercise</p>	<p>Flash-cards</p> <p>Geometrical shapes</p> <p>A4 sheets of paper</p> <p>Card-board</p> <p>Card-boards Geometrical shapes</p>
<i>Achieving Performance</i>	<p>The students work in pairs. Each pair is given an envelope which contains the seven shapes of the tangram. They are asked to watch a movie that presents all the stages of solving the tangram. The students must arrange the shapes of the tangram in order to form the image displayed on the board.</p>	Explanation	Worksheets The tangram square
<i>Feedback. Final Conclusions</i>	<p>The teacher praises the students' behaviour in general. The most active students are rewarded. Homework: The exercises in the textbook.</p>	Conversation	Rewards



LESSON PLAN- TRAVELLING THROUGH FAIRY-TALES

Teachers: *Ramona Mândreanu, Teodora Sofronie*

Class: 5 C

Field: Language and communication

Object: Romanian Language

Subject: *The fairy-tale – The text meanings*

Type of lesson: mixed (teaching – learning and acquisition of new knowledge)

Time: 50 de minutes

General competences:

1. Understanding different types of written texts.
2. Using correctly and appropriate the Romanian language in producing messages on different purposes.

Specific competences:

- 2.1 identifying important information in literary and non-literary texts, continuous, discontinuous and multimodal;
- 2.3 giving a personal answer and/or a creative answer regarding different types of texts, on familiar themes;
- 3.2 writing individually and/or in group a simple text on a familiar theme including some pictures, schemes, drawings;
- 4.2 using lexical and semantic basal knowledge, in the process of understanding and expressing correctly the communicative intentions.

Goals and prerequisites :

By the end of the lesson the students will be able to:

- to mention the theme of *Greuceanu* fairy-tale and the main ideas;
- to identify correctly the features of the fairy-tale;
- to identify the physical and moral features of the characters;
- to talk about the fairy-tale meanings.

Instructional resources:

- Methods of teaching:** presentation, heuristic conversation, learning by discovery, Thoughtful Hats, RAI, role play, 5 minute' essay;
- Teaching aids:** worksheets, flipchart, video projector, post-it.
- Interaction:** T-Ss, Ss-Ss, PW, GW, IW

Strengths:

Students' capacity of understanding, student's capacity of co-operating, students' previous knowledge, estimated time: 50 minutes.

Teaching techniques:

Organisation: frontal, individual, in group



ACTIVITIES

Lesson stages	Teacher and Students' Activity	Teaching Techniques	
		Methods	Aids
<i>Warm-up</i>	Preparing everything it is necessary for the lesson. Teacher checks attendance and makes sure the conditions are proper to start the lesson.	Conver- sation	
<i>Checking home-work and knowledge</i>	Teacher checks homework: (<i>Draw suggestive moments from the fairy-tale</i>). The Teacher appreciate the drawings that are well done.	Conver- sation	Students' draw-ings
<i>Energizer and announ- -cement of the subject of the lesson</i>	<p>RAI Method</p> <p>Energizer : The Button factory https://www.youtube.com/watch?v=23Xust2zxbM&t=58s(Answer-Throw-Ask)</p>  <p>Teacher checks Ss's previous knowledge about the fairy-tale using a game which consists in throwing a ball from one student to another. The student who throws the ball asks a question from the previous lesson. It is necessary that the one who throws the ball should know the answer. The student who doesn't know the answer leaves the game. He has one more chance to throw the ball and ask a question. In case he doesn't know the answer of his own question, he leaves the game. (ANNEX 1)</p>  <p>The objectives of the lessons are announced. The title of the lesson is written on the board and in Ss' notebooks.</p>	<p>Explana- tion</p> <p>Learning by discovery</p> <p>RAI Method</p>	<p>Ss' note- books</p> <p>Video- projec-tor</p>





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Lesson stages	Teacher and Students' Activity	Teaching Techniques	
		Methods	Aids
Lead-in	<p>Starting from the Ss' drawings and some other suggestive pictures, the teacher announces that they are going to study the meanings of the fairy-tale better.</p> <p>In order to analyse the text and describe the characters, it is used the Thoughtful Hats Method. (ANNEX 2)</p> <p>The students will work in groups of 4-5 students, each group representing a <i>thoughtful hat</i> (<i>the white hat</i> – offers an objective opinion regarding the information, <i>the blue hat</i> – expresses the control of the thinking, <i>the yellow hat</i> – offers a positive and creative perspective, <i>the green hat</i> – expresses the creative thinking, <i>the black hat</i> – expresses the negative thinking, <i>the red hat</i> – offers an emotional perspective, 'opens' the emotional ways).</p> <p>The students work for about 10-15 minutes. Each group will explore the text from the colour of the hat perspective:</p> <p>Group 1 – the white hat – presents the theme of the fairy-tale and key-words.</p> <p>Group 2 – the blue hat – appreciates Greuceanu's behaviour, emphasizing his main qualities.</p> <p>Grupa 3 – the red hat – compares the two characters: Greuceanu versus the Dragon.</p>  <p>Grupa 4 – the black hat – criticizes the Dragon's behaviour.</p> <p>Grupa 5 – the yellow hat – presents what we can learn from this fairy-tale.</p> <p>Grupa 6 – the green hat – imagines another ending of the fairy-tale.</p> <p>Some students will perform a few fragments from the fairy-tale.</p>	<p>Conversation</p> <p>Explanation</p> <p>Learning by discovery</p> <p>Brainstorming</p> <p>Thoughtful Hats Method</p> <p>Role-play</p>	<p>Work-sheet</p> <p>Note-books</p> <p>The text from the Pupils' Book</p> <p>Flipchart</p>



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Lesson stages	Teacher and Students' Activity	Teaching Techniques	
		Methods	Aids
The results	<p>The presentation of each group's results and completing with additional information if necessary.</p>  <p>The Teacher discusses about the way the Ss have worked and offers additional information where necessary.</p>	Conversation	Flipchart
Feed-back	The feed-back is permanently offered and the Ss are permanently encouraged.	Conversation	
Evaluation	<p>The Ss have to imagine they are the Prince/Princess from the fairy-tale. They get a post-it on which they will have to write 5-6 lines for the person they will get married at the end of the story. The message will begin with the following sentence: <i>Now I know I have found my soul-mate.</i> (ANNEX 3)</p> 	Conversation	Post-it
Assigning homework	Write a 10-12 lines composition in which you will have to describe a supernatural character from a fairy-tale. (ANNEX 4)	Conversation Explanation	Note-books
Teacher's conclusions	The Teacher draws final conclusions regarding the lesson and the Ss' participation.	Conversation	



LESSONS "G-DAY"

Teachers: Cîlcic Mioara, Calcan Elena, Adam Diana

The „G” day is an educational project thought and applied for and together with the students in the Secondary school „Grigore Moisil”. This not-standard lesson develops itself in a real school-life situation with blended students.



Goals

- to provide every person with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the **environment**;
- to create new patterns of behavior of individuals, groups, and society as a whole towards the **environment**.

Strengths:

This project encourages the good behaviour during the breaks and not only, attracting the student towards school, reducing school abandoning, minimising the violent behaviour and social competences development.



For making this project possible, the teachers team had as departure point the words full of wisdom of the Greek philosopher Plutarch: „Consider the student a fire that you have to enlight in such a way that he creates a light of his own”.

The activities took place in workshops whose topics were very much appreciated by our students.

The succes of the activities is connected to the interesting themes and the didactic materials made by the didactic team of the project but also due to every teacher.





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Since the first moment this project started there have been many themes chosen:

Smile Day, Good words Day, Friendship Day, Carols Day, Singing Day, Healthy Food Day, Whispering Day, Comics Day, Colors Day, Poetry Day, No homework Day, Popular Costume Day, Good behavior Day, Students' Day.

The project takes place every Tuesday with some „surprise” activities-the students discover that day .These are non-formal activities .

The activities are thought in such a way to generate an attractive school environment , friendly and safe , to reduce the violence and the conflicts .

The students learn about each activity in different ways: frontal activity , videos, direct information at the school entrance.





WORKSHOPS- "PATHS THROUGH THE SOUL OF THE CHILD ..."

Teachers: Cîlcic Mioara, Calcan Elena, Adam Diana

"Paths through the soul of the child ..." or "From the soul, for the soul of the child" "YOU CAN THINK A CHILD ...", A SOCIAL AND FRIENDLY WAY TO OBTAIN, EXERCISE AND PERFECT COMMUNICATION SKILLS.

Goals

- developing communication and relationship skills: pupil, pupil-parent, pupil-teacher, parent-teacher;
- facilitating common activities for students from different cultural, ethnic and religious backgrounds;
- developing the skills of students and parents to approach creatively and interactively.



Children grow up and develop their personality at a rapid pace, and parents and teachers need to keep up with them, without losing their authority and not being perceived as enemies. To this aspect is added the invoking gap between generations that usually begins to emerge from the threatening tone of the parent: "In my time ..." or "If I had done so to my father."

Another aspect worth considering in the usefulness of this project would be the prejudice of the parents, especially those who come from disadvantaged or more traditionalist families. Often prejudices are doubled by shame at the inability of parents to understand and help their children. The alert pace with which time runs out daily, fatigue at the end of a working day, conflicting relationships between parents, the lack of one, or even both, have the consequence of raising resistant barriers in communicating children with adults.

Unfortunately, children often do not even find a real communication partner among teachers and not necessarily because of their lack of openness, but because of objective reasons that can prevent a dedicated teacher, truly, from communicating effectively with children. Here we can mention the rigidity of the school syllabus that requires the quantitative examination of some contents in detrimental quality of the teacher-student communication, the lack of time, the rigid framework of the school space.

} "How to teach the child to learn?" } "What can I do to communicate effectively with my child?" } "How can I help my child?" } "What do I not know about him / her?" } "Can the



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teacher be a friend with the parent?" } "What does my child enjoy / disturb?" To all these questions parents, children and teachers tried to find answers together.

INSTRUCTIONAL OBJECTIVES

The beneficiaries of the activity are students of the "Grigore Moisil" Năvodari Middle School, who came to the activity accompanied by a parent and the teacher from the classroom. The activity is organized in small groups, with each working table being placed students of the same class together with parents and the teacher. The students and parents participating in the non-formal educational workshop make a team. The main moments of the activity are:



1. PRESENTATION OF THE ERASMUS + PROJECT and of the non-formal educational workshop YOU CAN BECOME A CHILD.

2. First of all, the coordinator of the activity "I AM VERY LUCKY AND EXCITED THAT WE ARE TOGETHER!"

3. Presentation of the participants who, by themselves, attribute their status, at their choice, to describe them at the moment: "I AM Merry, I AM EXCITED, I AM SAD, I AM EXCITED!"



4. The challenge is launched: BUT WHAT ARE THE EMOTIONS?

5. To better attract children in the context of the discussion, an imagination game is created and a fictional character, EMOTIONAL, is presented. Looking at **Emotional**'s photo, more details are offered ... **Emotional** is a boy who starts his search for emotions, which he meets daily with his family members. You can be emotional yourself. He wants to easily identify emotions, recognize them and those around him, understand them, and know how

to act when dealing with emotions. Would you like to know these things? You like to play? Are you ready to start looking for emotions too?

6. The participants in the workshop are presented with the means of IT (computer, video projector, educational CD) a video about emotions, in the form of a story.



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7. IDENTIFICATION OF EMOTIONS BY CARDBOARD WITH IMAGES / DICTIONARY OF EMOTIONS.

Participants are presented with cards with different situations to discover / describe. The situations are then extrapolated to their own emotions, which the participants describe:

I am afraid of insects,
I am scared of the dark,
I am sad when I do not have access to the computer,
I am upset by the large volume of topics, etc.



They are constantly asked to interact with their parents or grandparents. What scares mom? What is your grandmother enjoying about you? When do you grieve my mother?

8. DO YOU KNOW THAT... is a discussion section where we find interesting and less known things about emotions.

9. THE GAME OF THE EMOTIONS GAME ... ROSTOGOLIM AND MIMIMATE THE EMOTION THAT PICKS.



10. THE EMOTION BURNING ... WORK WITH THE PARENTS. The teams have to complete through the emoticons the states they go through at different times of the day and in different hypostases, all drawn on a buburuza. The work is colored and decorated.

11. The notions discussed by a GAME IN VERSES are set "SAY MORE!" "A little older child / He hit me; it hurts me a lot / I look at him helplessly, / And I feel that I am... .. (angry) "; "When the water spilled me / Over the floor I worked / I never felt artist ... / I was a little (sad).

"; "I lost a pencil, / A colleague found me, / I thanked him nicely / I was strong ... (happy)."

Assessments:

The discussion in step 3 is the main assessment method. Systematic observation of the behavior of the students and their relationship in the school environment and community.



LESSON PLAN-COMUNICATION in mother tongue

Subject: Romanian Language and Literature

Grade: 8th

Teacher: CORNELIA DAVID

Research topic: *The Acquisition and Development of Spoken and Written Communication Competence through Reading.*

What, how, when and why do we communicate?

Competences

Using the appropriate scientific techniques and methodology in accordance with the competences of intellectual work required by the content standards.

2.1. Using the appropriate techniques of interpretation of the literary and non-literary text.

7. The analysis of the literary and non-literary text according to the content standards.

7.1. Commenting on the stylistic characteristics of an artistic text. Identifying the feelings and moods that define the lyric "I". Providing a detailed, complex characterization of the literary character.

Communication competences in the Romanian language

- The competence of communicating correctly, coherently and supporting one's ideas and opinions in Romanian, in real-life communication situations.
- The competence of communicating appropriately, by using accordingly the theoretical notions required by the context or by the situation of communication.
- The competence of reading and interpreting texts that involve or belong to different functional styles, different literary genres and species.
- The competence of perceiving and interpreting the artistic beauty of a literary work.
- The competence of receiving, understanding, expressing and transmitting messages that convey a certain attitude, mood or feeling.

Goals and prerequisites:

To demonstrate efficient communication abilities.

Instructional objectives:

- The students should be able to define communication;
- The students should be able to verbally, paraverbally or non-verbally convey different messages on the basis of the texts they read;
- The students should appropriate and master both active listening and efficient communication techniques.

Instructional resources

Games; brainstorming exercises; heuristic conversations; the "Wireless Phone" Game; the "Talking Images" Game; the "Praising Machine" Game; the "Statues of Moods and Feelings" Game; the "Feelings' Password" Game; role-plays; debates on the basis of quotations; moral stories.

Materials: PPT presentation. What, how, when and why do we communicate?

The video-projector; Images with faces and attitudes.

Procedure

I. THE ORGANIZATION STAGE (5 minutes):

Food for thought: *God gave us two ears but only one mouth. Some say it is so because He wanted us to listen twice more carefully than we speak. Others say that it is twice harder to listen than to speak.*

Energizer: *Dum Dum Dah Dah* <https://www.youtube.com/watch?v=6RcR1WsxYpA>

The rules are explained – the students jump in when they are told or they jump out; other commands can be added.

II. INTRODUCING THE TOPIC OF THE LEASSON/ EXPLAINING THE CHOICE OF THE TOPIC OF THE LESSON (3 minutes):

~ **What, how, when and why do we communicate?**



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The students are familiarized with the title of the lesson which is written on the board;
~ The lessons' objectives are introduced through active verbs and measurable activities:

- The communication game;
- What does communication mean?
- Which are the types of communication?
- Which are the components of communication?
- The Decalogue of Silence /vs/ The Decalogue of Successful Communication;
- Didactic games of identification and expression of moods, feelings and attitudes specific to different contexts and situations
 - ❖ **The «Ego-massage» Game;**
 - ❖ **The «Feelings' Password» Game;**
 - ❖ Conveying feeling through music, literature, pictures, etc.

The class is divided in two teams. Each teams receives handouts with various games and activities.

Assesments :

The first activity (5 minutes):

The students will play the **"Wireless Phone"**. The starting sentence will be: *"El silencio es oro"* (Silence is gold). Since the sentence is in a foreign language the students are not familiar with, they will most likely mispronounce the words and the message will be distorted and turned into something funny. The groups will swap turns and this time the initial sentence will be in Romanian: *«Vorba lungă, sărăcia omului » (Loose lips sink ships)* This time only the meaning of the sentence will probably be altered. The activity is afterwards analysed and conclusions are drawn. The teacher emphasis the fact that, in any communication, the communication channel plays a very important part, especially in situations similar to those in this game, when it is a little bit distorted.

The second activity (6 minutes):

The teacher projects on the screen a set of slides about communication; the students are asked to read the definitions of communication and the quotations about communication that they have already found on their own on the internet or in dictionaries. They will write some of these examples in their notebooks.

The third activity (15 minutes)

The **"Ego-massage Machine"**. The teacher and the students choose some characters from various literary works, such as *« The Old Woman's Daughter and the Old Man's Daughter »* by I. Creangă; Florica and Ana from the novel *« Ion »* by L.Rebreanu.

Some volunteer students will be assigned the following roles: the **"Praising Machine"**, the **"Criticizing Machine"** and the visitors. The visitors will get out of the classroom for the machines to get ready. The "Praising Machine" will offer untruthful compliments, and the "Criticizing Machine" will emit truthful criticism and reproach. The students selected by the teacher will be given a banderole on which it is written *«Sloppy »* and a banderole on which it is written *«Talkative»*.

The machines will now provide messages of truthful praise or reproach: *«You haven't taken care of yourself! You are sloppy!»* or *"Why do you gossip so much? You are mean, cheap, and evil, you are a villain"*.

At the end of the game, the other students in the classroom will draw conclusions on the basis of the observations triggered by the visitors' reactions and facial expressions. They will also interview the students who were assigned roles.



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The fourth activity (15minutes):

The teacher presents some slides about: communication, categories of communication, what successful communication really means and how it can be practically achieved, the factors it depends on, types of communication and their percentage distribution in a communication situation. The students will be invited to depict verbally some pictures projected on the screen, pictures which represent facial expressions. They will work in groups and they will talk about the body language. They will also present and discuss various pictures describing the facial expressions of the characters depicted on the covers of the books included in the curriculum: *Apostol Bologna* by L. Rebreanu, *Mara* by I. Slavici, *Harap-Alb* by I. Creangă, *Milogul* by B. Șt. Delavrancea, *Șatra* by Z. Stancu, *Cain* by G. Bayron, *Divina Comedie* by D. Alighieri.

The fifth activity (10 minutes): The Statues of Feelings

Some volunteer students will be assigned the roles of sculptor and of statue. The student playing the role of the sculptor will chose a book depicting a particular feeling (joy, sadness, impatience, discontent, amazement, etc.), s/he will look for a student playing the role of the statue and s/he will "sculpt" the statue's facial expression and posture according to the feeling s/he has to depict. The other students in the classroom will have to guess what feeling the sculptor intended to convey and what character the statue personifies.

The Sounds of Feelings: Some volunteer students, called the "Musicians", will create a "Top 3 Happiness" and a "Top 3 Sadness" of songs from all over the word and they will explain their choices.

The Feelings' Drawings: A group of students, called the "Artists", will illustrate some felling by drawing them.

The Feelings' Password: Another group of students, the "Creators", will present a selection of passages from literary works that depict different feelings and moods.

The sixth activity (4 minutes):

In what way do I resemble my favourite character? – Moral and spiritual qualities.

The students will choose a word that depicts their own personality or that of one of their classmates and they will account for their choice by correlating it to a beloved literary character.

The seventh activity (4 minutes):

By using the brainstorming method, the students will identify the main channels of communication, as well as their possible barriers and blockages. With the teacher's help, they will draw a schema on the board/in their notebooks. Then they will correlate it to and exemplify it with a concrete situation from a literary work.

The eighth activity (10 minutes):

Barriers in communication – presentation of some slides and of the story "The Bunny". After reading the story, the students will draw some conclusions about human misconceptions as the main barrier in communication. Power Point Presentation of "Two dogs" by A.Donici și role-play by acting out the story.

The ninth activity: Evaluation (15 minutes).

Presenting some quotations about communication; the students will take some notes. The evaluation will take place as a game: the students will draw a face that represents the feeling/mood they had/were in during the lesson. Afterwards, they will convey their conclusions and impressions by writing a structured easasy entitled "*The Role of Reading in the Development of My Personality*".



3. NONFORMAL LESSONS-ITALY

Lesson Nr. 1

Name: INCLUSION IN ITALIAN SCHOOL SYSTEM

Teacher: Lucia Nicolleta de Maio

Time and slot: three hours

Number of TP students: small or large group of students with special needs or not, their parents and specialized teachers or not.

Goals and prerequisites:

- To develop an awareness of the laws about inclusion in Italian schools.
- To show how it develops in a real school environment;
- To pick up the strong and weak points in comparison with other European school systems.

All participants will have some basic understanding of English and some knowledge of the Italian school system.

Instructional objectives:

Step 1. This lesson starts with a presentation in PP about steps made in Italy in the inclusion path at school thanks to specific laws (since 1971 our particular students share their school time and experiences with standard students, with the help of specialized teachers) and thanks to specific supporting projects that got us used to work and feel accustomed to very flexible didactic plans and behaviors.

The content of the slide is read by a child with special educational needs (for example autism) in English.

Inclusive Education refers to the educational practice based on the belief that all learners, with different abilities or not, have a right to be educated together in age appropriate class groups, and that all will benefit from education in regular classrooms of community schools.

Step 2. A specialized teacher shows a photo-presentation produced by collecting images and videos from projects and activities that involve special children with standard children.



Law 170/2010 recognises dyslexia, dysgraphia, dysorthographia and dyscalculia as specific learning disorders (SLD).

School is also responsible for early detection.

In case of SLDs, schools should put in place the pedagogic and didactic measures necessary to guarantee their educational



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goals. Teachers can use personalised education plans and compensatory and exemptive tools to implement individualized

and personalized educational processes.

Step 3. Discussing and debriefing about school laws system for inclusion in Italy and other countries in Europe; negative and positive aspects and how they could be enhanced.

Strengths:

This not-standard lesson develops itself in a real school-life situation with blended students with and without special needs, with teachers from mobility and host teachers specialized or not. We cared to not use offensive words like "disability" or "handicap". Students with special needs rule as co-conductor for presentations, in order to demonstrate that inclusion is not only a possibility, but a resource.

This lesson about "Inclusion" is a real non-formal lesson. In our Europass mobility we wanted demonstrate that the Italian school system is the best in the field of inclusion, thanks to the specific laws (since 1971 our peculiar students share their school time and experience with standard students, with the help of specialized teachers), thanks to the specific supporting projects and thanks to our growing accustomed to this since a long time.

The presentation in PP was read by a peculiar student who even corrected something; all the specialized teachers produced photo-presentations from their projects and we asked other teachers from mobility what was the situation in their countries and then we all discussed about the positive and negative aspects and how they could enhance.

Instructional resources

A Power point presentation named "Inclusion in Italian Educational System", 3 Photo-presentations in a zipped file and 1 Work paper with the main laws.

Assesments

The discussion in step 3 above is the main assessment method.





Lesson Nr. 2

Name: **AS A TOURIST GUIDE TO THE NECROPOLIS OF MONTEPUCCI**

Teacher: Lucia Nicoletta de Maio

Time and slot: 1 hour at the museum + 3 hours in the Protected environment area of Necropolis of Montepucchi

Number of TP students: small or large group of blended students and teachers from mobility and guests.

A non-formal lesson in situ.

Goals and prerequisites:

- To create and improve interest in history and archeological researches;

-To create and improve interest in nature and protected environments,

- To show how a tourist guide can work in a real context.

All participants will have some basic understanding of English.



Instructional objectives:

Step 1. This lesson starts with a visit to the archeologic museum in Vico del Gargano filled with artifacts from different excavations in the necropolis.



Step 2. It continues with a guided tour to the archeological area of Montepucchi, between the towns of Rodi Garganico and Peschici, on an amazing promontory in front of the Adriatic Sea.

One of our students from the last class of Tourism section in our school and one of the architects who took care of the last excavation campaign acts as tourist guide in English and Italian.

Our student has received training at school and on field, providing a map with the most important hypogea and related information in English.



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The walk starts from the state road, where it is located the entry to the site, and includes a visit to the lower part of the hypogea n. 23 and 24, the latter interested in the excavation campaign with the discovery of n. 24 new burials.



This hypogaeum has an irregular plan. A central bottleneck divides the environment into two parts (a and b). The front door is preceded from an access corridor. It is square only on the left side. This hypogaeum still showed evident all the signs of a part of time completely collapsed occurred in times that can not be dated, but which left ample hope to have been able to save her from the desecrations graves.

The discovery of the Necropolis is due to a school inspector of Vico of the Gargano, Giuseppe Del Viscio, who, in the late 1800s, "digging" report the first sepulchral hypogaeum. When Del Viscio discovers the necropolis it arouses great amazement in the community of Vico: it was thought, of "having discovered the "Treasure cave" , never found, of Monte Pucci, famous among the inhabitants of Vico for centuries-old traditions of buried money.

The discovery of the Necropolis is due to a school inspector of Vico of the Gargano, Giuseppe Del Viscio, who, in the late 1800s,

Step 3. Discussing and debriefing of the historical hypothesis about life around the archeological site both in the past and in the future, its development thanks to further excavations and financial supports to the archeological path and the nature path.

Strengths:

This not-standard lesson develops itself as a "task of reality", acting as a tourist guide in a real context for people visiting an archeological site and asking for information, in English. The student becomes a teacher and has to prepare herself collecting the fair data and information (not too much but enough to enhance curiosity). Moreover she has to learn some social strategies to focus the attention and guide in the right direction the whole group.

Instructional resources:

One work paper with the map of the site and the information and 1 set of images about the lesson.



Assessments:

The discussion in step 3 above is the main assessment method.



Lesson Nr. 3

Name: AS A TOURIST GUIDE IN PESCHICI

Teacher: Lucia Nicolatta de Maio
Time and slot: 2 hours in Peschici



Number of TP students: small or large group of blended students and teachers from mobility and guests.

Goals and prerequisites:

- To create and improve interest in visiting a touristic area;
- To create and improve interest in local legends and ancient tales,
- To show how a tourist guide can work in a real context.

All participants will have some basic understanding of English.

Instructional objectives:

Step 1. This lesson starts with a visit to one of the most beautiful towns in the peninsula of Gargano, Peschici, called "the pearl of Gargano" for the astonishing white color of its houses.

Step 2. One of our students from the last class of Tourism section in our school acts as tourist guide in English and Italian, through the narrow alleys in the historical center. Our student has received training at school and on field in order to study the path and the stop points.

Step 3. Discussing and debriefing of the historical hypothesis and legends about the "trabucchi", fishing machines along the sea coast.



Strengths:

This not-standard lesson develops itself as a "task of reality", acting as a tourist guide in a real context for people visiting a town and asking for information, in English. The student becomes a teacher and has to prepare himself collecting the fair data and information (not too much but enough to enhance curiosity). Moreover he has to learn some social strategies to focus the attention and guide in the right direction the whole group. His guide sheet started as a topic for Trinity exams in process and gained him the best grade.

Instructional resources:

1 Work paper with the topic and information and 1 set of images about the lesson.

Assessments:

The discussion in step 3 is the main assessment method.



Lesson Nr. 4

Name: **ACTIVE EUROPEAN CITIZENSHIP**

Teacher: Lucia Nicoletta de Maio

Time and slot: three hours

Number of students: small or large group with class and school representants, guests from mobility and law teachers.

Goals and prerequisites:

- To introduce the knowledge of Italian school law system about policy;
 - To show how it develops in a real school environment;
 - To pick up the strong and weak points in comparison with other European school systems.
- All participants will have some basic understanding of English.

Instructional objectives:

Step 1. This lesson starts with a presentation in PP about active political bodies at school. In Italy specific laws introduced since 1975 Class councils, Institute councils and their representatives in order to let the students cooperate in school choices. Now our students have to learn more about the larger form of active European citizenship promoted by Erasmus projects too.

The content of the slides is read in English and translated in Italian by a student of the last class.

Step 2. The participants are invited to focus on "Participation, Functionalism, Individualism and Consensus", to discuss and debrief their personal experiences as class or school representants.



Step 3. The lesson ends with the last school representant's witness, who, once elected, received a lot of criticism, and, after a few months, decided to resign. She presented and discussed causes and effects of this lack of consensus and how this even negative experience improved some aspects of her personality.

Strengths: This not-standard lesson develops in a real school-life situation with blended students and teachers in a somehow political meeting. The students receive votes and act as representants of their classes or of the whole school, talk about their

experiences and how to improve their skills trying to participate in higher political bodies such as Provincial Council or Regional Council of Youth or International meetings like "Change the World".

Instructional resources:

1 Power point presentation named "European active Citizenship", 1 Set of images about youth and policy.

Assessments:

The discussion in step 2 above is the main assessment method.





Lesson Nr. 5

Name: **BREAK EVEN CHART**

Teacher. Lucia Nicoletta de Maio

Time: four hours in two settings.

Number of students: class group or blended students of the last classes from economic or financial sections and guests from mobility.

Goals and prerequisites:

- To introduce the knowledge of the main economic functions;
- To show how a problem solving method is well suited to Operative Research;
- To pick up the best choices in the sphere of economics.

All participants will have some basic understanding of English and some knowledge of economic topics.

Instructional objectives:

Step 1. The lesson on the "Break even point" is a classic item that involves subjects like Maths, Economy and Business management. We call it a "trasversal subject". Our students start solving some typical problems about the research of maximum profit, using a linear function and then apply the problem solving method to situations from Economy of tourism or Business management.

Step 2. They use the Excel sheet program to draw the graphs and video-tutorials on YouTube in English to get familiar with the specific language of Maths and Economy.

Step 3. Eventually they produce the "break even chart" document in excel to show the results of a comparative analysis among three different cases with a final debrief about the best choice.

Strengths: This is a STEM and at the same time a CLIL lesson: students are provided with materials (mostly online) and some paths to follow.

The teacher is at the students' disposal to clarify some doubts and to give some help. Students improve a lot of skills in problem solving, in Excel and in Business English, not to mention competences in Operative research.

The lesson on the "Break even point" is a classic item that involves subjects like Maths, Economy and Computing for last year students. We call it a "transversal subject". Our students started from solving some typical problems about the research of maximum profit, using a linear function and then applied the problem solving to situations from Economy of tourism. They used the excel programme to draw the graphs and you tube videos in English to get familiar with the specific language. Eventually they produced the "break even chart" document in excel to show the results of a comparative analysis among three different cases with a final debrief about the best choice.

Instructional resources:

1 Word sheet with explanations and formulas, 1 Excel sheet with graphs and charts in Italian and English.

Assessments:

The discussion and the completion of the "break even chart" document in step 3 are the main assessment methods.





1. STEM LESSONS-BELGIUM

LIGHT MY BOTTLE

1. PROBLEM STATEMENT

Creating a cosy bedroom with little money is a great challenge!

Preferably you want to sprint to the store to buy new furniture and paint in all colours of the rainbow, but unfortunately your savings will not allow that. Sigh, then just an unfortunate room? No, not at all!



Light my bottle!

Fluorescent light is cheap, you can see everything but it is not exactly cosy light. A mood light can make the difference! We make a special mood light on which you can place a bottle of water. The bottle of water makes all the colours of a rainbow and you choose yourself a design that fits the interior of your bedroom..



2. LAY OUT

Which solutions are possible / impossible?

Try to come up with a solution. Discuss with your teacher what your mood light will look like. Search for ideas on the internet, check at Pinterest, ...



What criteria are important?

The room lamp consists of important parts, namely:

- | | |
|----------------------------|--|
| 1. The figure: | you can design yourself. |
| 2. The electrical circuit: | this is located under the figure plate so it's not visible. |
| 3. The trestlework: | this is the construction that carries the figure and in which the electrical circuit is located. |
| 4. The bottle of water: | this is on top of the light and gives nice mood light in the room. |

We already link some general conditions to your room lamp, to get you started.

- it must be firm and stable,
- it must look nice,
- it must be cheap,
- it must fit on a bedside table,
- the battery and LED must be easily replaceable,
- the electronic circuit must be safe.



2.1 Creating the design of the figure.

When choosing your design keep following criteria in mind.

- Your design cannot be symmetric, sawing is a handcraft!
- Your design cannot contain straight lines.
- Use clear outlines for sawing
- Your design cannot contain small outlines, these can break during or after the sawing.
- The drawing needs to be size A4.





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Use the guidelines that you receive from the teacher to create your design.

2.2 Creating the electrical circuit





The electrical circuit must meet the following criteria:

- You must be able to turn on and off the lamp
- Different colours of light must be visible
- Low energy consumption
- The light must be fit **in** the plate
- It must be safe
- The connection must be fast and simple.

Research assignment: choice of the switch

Investigate the different switches, do they meet the above criteria? Then make a right choice.

You can use www.opitec.be

Switch	Price per piece	Mounting in the plate by:	Connect wires by:	The switch remains on after operation?
Toggle switch 	€ <i>calculation:</i>	<input type="checkbox"/> drilling <input type="checkbox"/> sawing <input type="checkbox"/> iron filings	<input type="checkbox"/> braze <input type="checkbox"/> screwing	<input type="checkbox"/> Yes <input type="checkbox"/> no
Slide switch 	€ <i>calculation:</i>	<input type="checkbox"/> drilling <input type="checkbox"/> sawing <input type="checkbox"/> iron filings	<input type="checkbox"/> braze <input type="checkbox"/> screwing	<input type="checkbox"/> Yes <input type="checkbox"/> no
Pressure switch 	€ <i>calculation:</i>	<input type="checkbox"/> drilling <input type="checkbox"/> sawing <input type="checkbox"/> iron filings	<input type="checkbox"/> braze <input type="checkbox"/> screwing	<input type="checkbox"/> Yes <input type="checkbox"/> no
Push button 	€ <i>calculation:</i>	<input type="checkbox"/> drilling <input type="checkbox"/> sawing <input type="checkbox"/> iron filings	<input type="checkbox"/> braze <input type="checkbox"/> screwing	<input type="checkbox"/> Yes <input type="checkbox"/> no

I choose for switch, because







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Research assignment: choice of the light sources

Investigate the different light sources, do they meet the above criteria? Then make a right choice.

You can use www.opitec.be

Tip: On the next page you can read additional explanation about the energy consumption.

Light	Price per piece	consumption/ 1 hour a week	Different colours?
Candle- light led 5mm, yellow 	€	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> no
Flashing led, 5mm 	€	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> no
2-color led 5mm red/yellow 	€	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> no
Rainbow-led, 5mm slow colour change 	€	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> no

I choose for..... as a light source,
because.....

How can I calculate the energy consumption of an appliance?

To calculate the consumption in kWh of an electrical device, you need 3 different data:

1. the power of your electrical appliance, expressed in watts.
2. hours that the device is in use during 1 day..
3. days per year that the device is in use.

The calculation is done as follows:

[hours of use] x [days of use] x ([power of device expressed in watts] / 1000) = kWh
The power must be divided by 1000, to convert watts to kilowatts. In this way we eventually get kWh (kilowatt hour).

Example calculation of the energy consumption of an alarm clock.

An alarm clock is always on, it's constantly consuming.

hours / day	24 h
Day's / year	365
Power alarm clock	10 watt

Yearly energy use alarm clock: 24 x 365 x (10 watt / 1000) = 87,6 kWh

Example calculation of the energy consumption of a vacuum cleaner

In this example we state that the vacuum cleaner is used 1x a week for 2 hours.



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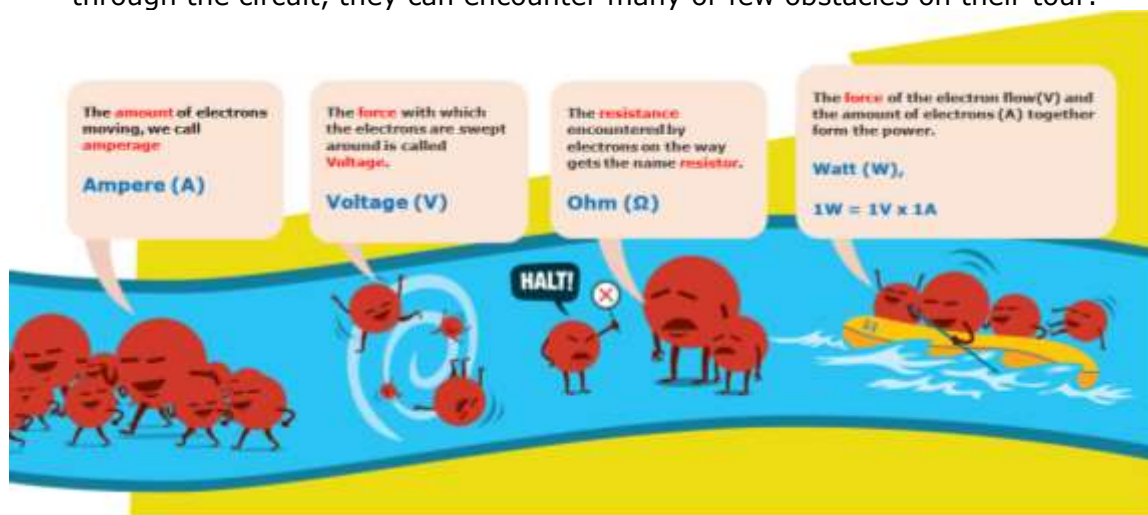
hours / day	2h
Day's / year	52 days
Power vacuum cleaner	2000 watt

Yearly energy use vacuum cleaner: $2 \times 52 \times (2000 \text{ watt} / 1000) = \mathbf{208 \text{ kWh}}$



Just repeat! Units and formulas

An electricity circuit can be compared to water in a river: many or few electrons can run through the circuit, they can encounter many or few obstacles on their tour.



Just repeat! Law of Ohm.

Fill in.

	Symbol	Unit	Symbol
Voltage			
Amperage			
Resistor			

Research assignment: choice of the voltage source

Fill in.

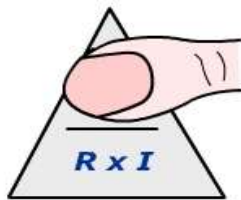
Investigate the different batteries. Which battery is suitable for burning a LED?



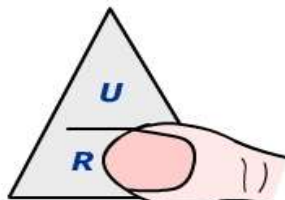
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You can use www.opitec.be

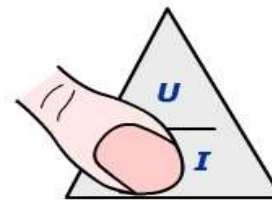
Note: The voltage of the LED may be a minimum of 3 volts and a maximum of 6 volts. If the voltage is too low, the LED will not light up enough, but too high a voltage can cause a LED to burn through!







$$U = R \times I$$



$$I = \frac{U}{R}$$



$$R = \frac{U}{I}$$

Battery	Voltage between 3,8 V and 5 V	Size, takes a lot/little place	Easy to assemble ?
Battery AA 	<input type="checkbox"/> Yes <input type="checkbox"/> no V	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> no
2x battery AA+ holder 	<input type="checkbox"/> Yes <input type="checkbox"/> no V	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> no
flat battery 	<input type="checkbox"/> Yes <input type="checkbox"/> No V	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> no
Block battery 	<input type="checkbox"/> Yes <input type="checkbox"/> No V	<input type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> no

I choose for as a voltage source,
because _____



STEM LESSON - *The water rocket*

WHAT IS PRESSURE?

1.1 ORIENTATION →

Yesterday my grandmother went to see the doctor, he said: her blood pressure was too high.

Don't push so hard onto my schoolbag, you are pressing my lunch.

The word 'pressure' we hear very often in daily life. In different situations it can have different meanings. The context is very important. In science the word 'pressure' is very clearly defined.

1.2 PROBLEM STATEMENT →

What is meant in science by the concept of pressure?

1.3 RESEARCH →

EXPERIMENT 1 5min

What do you need?

- ladies' shoe with heel
- flat shoe
- insulation sheet of approximately 10 cm thick

Instruction:

step 1: Put on the flat shoe and go stand on the insulation sheet.

step 2: change shoes and go stand with the ladies' shoe on the insulation sheet.

Observation (to fill out by the student):

.....

Analysis (to fill out by the student):

.....



EXPERIMENT 2 5min

What do you need?

- A plank of wood
- A hammer
- 2 nails

Instruction:

step 1: hit with the hammer on the head of the nail, the point stands on the plank.(watch out with the fingers)

step 2: take the other nail, and hit on the point of the nail when the head stands on the plank.

Observation (to fill out by the student):

.....

Analysis (to fill out by the student):

.....



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EXPERIMENT 3 5min.

What do you need?

- A plank of wood with 1 nail
- A plank of wood with 25 nails
- An apple

Instruction:

step 1: drop the apple from approx. 50cm high on the plank with 1 nail.

step 2: drop the apple from approx. 50cm high on the plank with 25 nails.

Observation (to fill out by the student):

.....

Analysis (to fill out by the student):

.....

Conclusion from experiments 1,2,3:

The *larger/smaller* the surface, the *greater/smaller* the pressure.

The pressure *is/is not* dependent on the surface (cross out what does not fit).

EXPERIMENT 4 5min.

What do you need?

- Modelling clay
- 3 identical masses of 200 grams
- A stamp

Instruction:

step 1: lay the stamp on the modelling clay

step 2: lay 1 mass on the stamp. Look at the print.

step 3: lay a 2nd mass on the 1st mass. Look at the print.

step 4: lay a 3rd mass on the 1st and 2nd mass. Look at the print.

Observation (to fill out by the student):

.....



Analysis (to fill out by the student):

.....

EXPERIMENT 5 5min.

What do you need?

- A sponge

Instruction:

step 1: keep the sponge between your thumb and je other fingers squeeze softly.

step 2: keep the sponge between your thumb and je other fingers squeeze hard.

Observation (to fill out by the student):

.....

Analysis (to fill out by the student):

.....

Conclusion from experiments 4 and 5:

The *larger / smaller* the applied force, the *greater / smaller* the pressure.

The pressure *is / is not* dependent on the applied force.



1.4 CONCLUSION

A force that acts on a small surface gives great distortion.

A force that acts on a large surface gives little distortion

That is why we use the following definition of pressure in science:

The pressure on a surface is the ratio of the force to the size of the surface on which the force acts.

The force must act perpendicular to the surface.

The right symbols are:

p = pressure

F = force

A = area

And this results in the following formula: $p = \frac{F}{A}$

The unit in which pressure is expressed is Pascal = Pa. It is named after French scientist Blaise Pascal who did research into air pressure. Although Pa is the official SI unit, it is rarely used because 1 Pa is a very small size (1Pa = 1N / m²). That is about the pressure that corresponds to a 100gr of sugar spread over an area of 1m².

Another example: if you lay your hand flat on the table and you put 1kg of sugar on top of it, you feel a pressure of around 2000Pa.

To indicate large pressures, hectopascals are used. (1hPa = 100Pa)

The hPa is mainly used to display the air pressure.

In addition to hectopascals, the unit bar (1 bar = 100 000 Pa) is also used for high pressure. 1 bar corresponds to 1 kg per cm² or 10 tonnes per m². For example, you have to inflate the tire of your bike to 3.5 bar.

In Great Britain and the United States, psi is also often used (1psi = 6894.76 Pa = 0.0689476 bar).



1.5 QUESTIONS

- 1.** A force of 600N works on an area of 400 cm². Calculate the pressure in Pa.

Given:

Asked:

Calculation:

- 2.** A 2 500 KG jeep exerts a power of 24 525 N. The contact surface of each tire with the road is 0,1500 m². What is the pressure on the road surface?

Given:

Asked:

Calculation:



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3. Joke has a mass of 48 kg (+ - 471 N) and stands on a snowboard with an area of 0.32 m². Lukas has a mass of 65 kg (+ - 638 N) and stands on a snowboard of 4 500 cm². Who drops the deepest in the snow?

Given:

Asked:

Calculation:

4. Mohammed weighs 42 kg (+ - 412N) and stands on a football. If the pressure becomes more than 4 bar, the ball explodes. What is the minimum contact area to prevent the ball from exploding?

Given:

Asked:

Calculation:

5. The opening of our rocket has an area of 5.31 cm². I can develop a pressure of 4.2 bar. How great is the force with which the rocket departs?

Given:

Asked:

Calculation:



MATEMATICS-CLIL LESSON

CLIL stands for 'Content and Language Integrated Learning'. It refers to teaching subjects through a foreign language. We are going to focus on teaching certain topics of mathematics using English.



To start a mathematics course in a new language, it is important to understand a few concepts of mathematics in this new language. For this reason, this syllabus provides you with some useful tips and tricks, together with a vocabulary list.

1. Studying mathematics in a foreign language

On page 3 – 5, you can find some important tips and tricks that will make studying mathematics in a foreign language easier:

- Study the **vocabulary list** provided in this syllabus to get a better understanding of the mathematical language.
- You can use your **tablet** in order to search for the meaning of a word you didn't understand during the course or you can **ask your teacher**. The following weblinks will give you a hand:



To search for the meaning of the word: <http://dictionary.cambridge.org>

To search for mathematical vocabulary: <http://library.fridoverweij.com/dictionary.html>

To know the pronunciation of the word: <http://www.howjsay.com>
You can find these weblinks on Smartschool:

- Sh-dilsen.smartschool.be
- 460-wiskunde4



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Write down the words you didn't understand on the last page of this syllabus.

If you have to explain something in English or you want to ask a question, don't be scared of being wrong. ***Dare to speak English and learn from your mistakes!***



How to ask your teacher a question?



When you learn mathematics, you must start at the beginning. Each new idea depends on the one before. You need to understand the basic ideas before you can learn the more difficult ones. Therefore, you need to make sure you really understand each topic that you learn.

If you need help, don't be afraid to ask your teacher questions.

- I didn't understand the part about ... Could you explain that again for me, please?
- Could you explain that a little bit more, please?
- I didn't understand what you said about ...
- Sorry, but I'm not quite clear on ...
- I didn't understand today's lesson.
- I didn't understand the homework.
- Could you speak more slowly, please?
- I'm sorry, could you repeat what you said about, please?
- What's the English word for [Dutch word]?
- How do you say [Dutch word] in English?
- What does [English word] mean?
- How do you spell [English word]?
- Could you write [English word] on the blackboard, please?
- How do you pronounce this word?
- Would you pronounce the word [English word], please?
-



2. Word game

Last year, you had to study a long vocabulary list in order to understand the mathematical language. This list provided you with:

- an overview of the pieces of equipment, or instruments, used in a mathematics course.
- an overview of the words you need to know in order to express **mathematical operations**.
- vocabulary concerning **geometry**.



Do you still remember all those words? Let's play a word game!









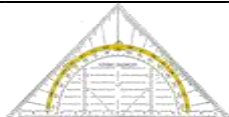

Hot seat:

1. Read the vocabulary list on page 7 – 13 carefully. You get 10 minutes to review the words you learned last year in order to refresh your memory.
2. Work in teams of 6 students. Each team gets a set of cards. On each card, you can find a word from the vocabulary list.
3. One student in each team will be nominated to sit in the 'hot seat'. The student who is sitting in the hot seat picks the first card from the pile, without letting anyone else in the group see it. The student describes the word for his/her team, without, of course, mentioning the word. Some words are easy to describe, other words might be more difficult.
4. The remaining five members of the group must try to guess the word being described. The first one who guesses the word on the card then takes place on the hot seat.
5. The activity continues until all the cards have been used up.



3. Equipment used in mathematics lessons

The following list provides you with an overview of the pieces of equipment, or instruments, you need to use in a mathematics course. You should make sure that you have these items with you:

Cursus		syllabus
Pen		Pen
Potlood		Pencil
Slijper		Pencil sharpener
Gom		Rubber/Eraser
Markeerstift		Highlighter
Rekenmachine		Calculator
Lat		Ruler
Geodriehoek		Protractor triangle
passer		Drawing compass / Pair of compasses



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4. Mathematical operations

Optellen Plus (+)	Add Plus $5 + 7$ ➤ 5 plus 7
Aftrekken Min (-)	Subtract Minus $5 - 7$ ➤ 5 minus 7
Delen Delen door (:)	Divide Divided by $8 : 2$ ➤ 8 divided by 2
Vermenigvuldigen Maal (.)	Multiply Times $8 \cdot 2$ ➤ 8 times 2
Is gelijk aan (=)	Equals $5 + 7 = 12$ ➤ 5 plus 7 equals 12

Haakje ()
Haakjes ()

Vierkant haakje []
Vierkante haakjes []

Parenthesis
Parentheses

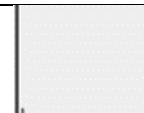


Square bracket
Square brackets

5. Geometry

On the next pages, you can find a vocabulary list concerning geometry:



Rechte lijnstuk		Line Line segment
--------------------	---	----------------------

Recht Rechte hoek Rechthoekig		Right Right angle Right-angled
Scherp Scherpe hoek Scherphoekig		Acute Acute angle Acute-angled
Stomp Stompe hoek Stomphoekig		Obtuse Obtuse angle Obtuse-angled



6. Language targets

When you follow this mathematics course in English, it is important to reach a few language targets. In particular, you have to be able to:

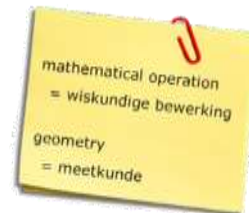


<ul style="list-style-type: none"> • Use the correct mathematical vocabulary when explaining or writing a calculation or an operation. • Explain or write down a mathematical operation step by step, using full sentences. • Ask your teacher the right question when you need information or when you need help 	<ul style="list-style-type: none"> • Make an effort to speak or write in the English language during the mathematics course. • Stay concentrated when following a mathematics course in English, even though you didn't understand a specific word or sentence. • Keep an eye on the use of English when doing a task in pairs or in groups.
= Communication skills.	= Communication attitudes.

7. Your own vocabulary list



During the mathematics lessons, you will meet words you don't understand. You can use your tablet in order to search for the meaning of those words or you can ask your teacher. In this vocabulary list, you can write down these unknown words, together with the correct translation:





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5.SURVEY RESULTS

of QUESTIONNAIRES "MOTIVATION IN STUDENTS' EDUCATION"

The survey "MOTIVATION IN STUDENTS' EDUCATION" had the goal to identify and to analyze the factors inside and outside schools that will influence a learner's level of engagement and success. For this survey the Romanian partner made a proposal for the set of questions that parents and students were going to answer.

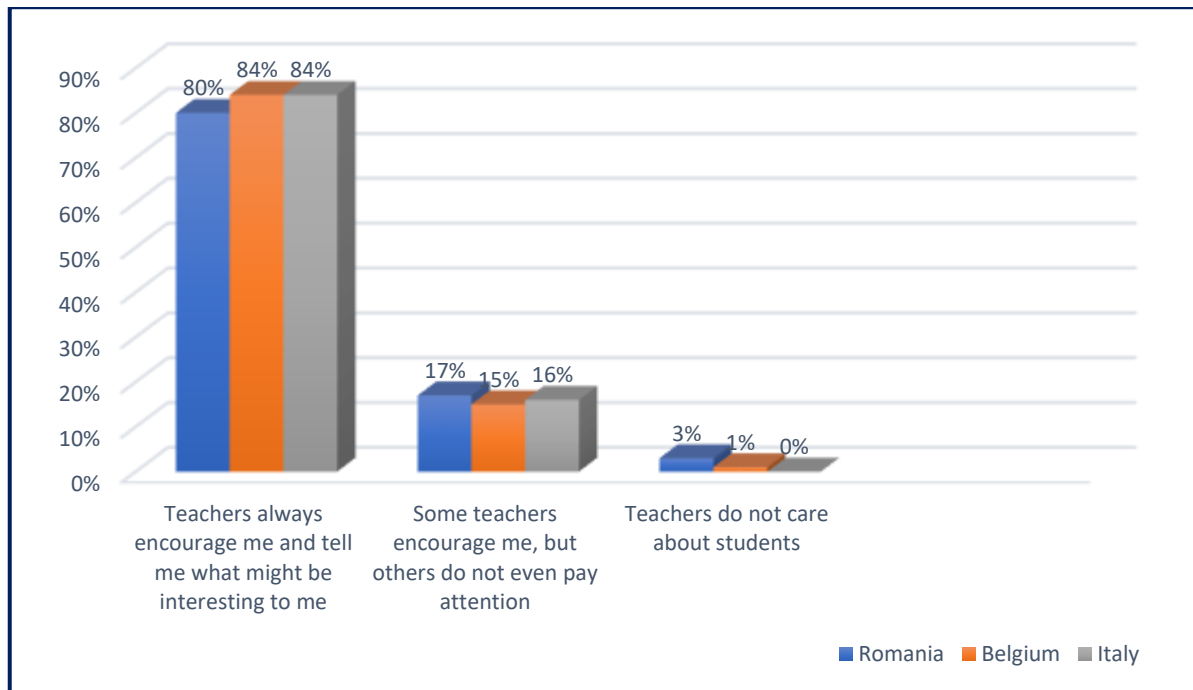
It have been applied questionnaires to 1000 students and their parents. 700 students answered, of which 410 were from disadvantaged groups, as follows: 450 Romanian students, 110 Italians, 140 Belgians.

The parents (300 total) participating in the survey were 120 from the school in Navodari, 80 from the school in Rodi Garganico, 100 from the school in Dilsen-Stokkem.

The results of the joint analysis of the answers given by students and parents can be found in the following pages.

STUDENTS ANSWER of SURVEY

Which of these statements do you agree more to?

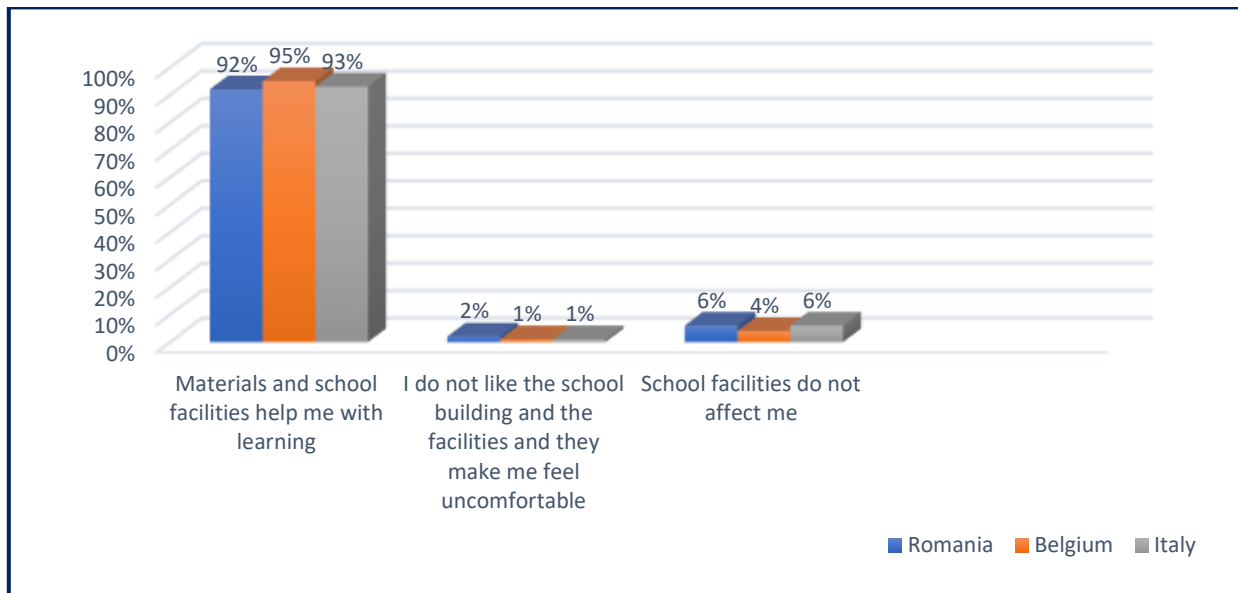


For the question „” 80% answered „Teachers always encourage me and tell me what might be interesting to me”, 17% answered „Some teachers encourage me, but others do not even pay attention” and the rest of 3 %” Teachers do not care about students”.



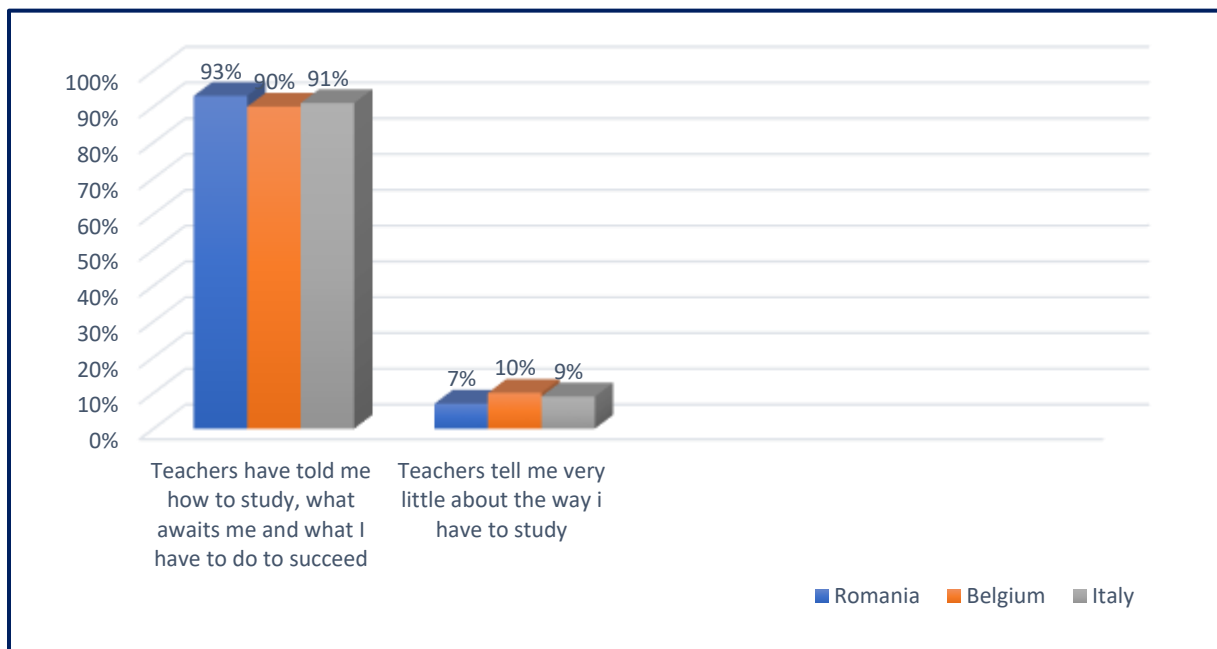
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Which of these statements do you identify more?



At this question got the following answers: „Materials and school facilities help me with learning”- 92%, „I do not like the school building and the facilities and they make me feel uncomfortable”-2% and „ School facilities do not affect me”-6%.

What do you do to improve your school results? Which statements do you agree more to?

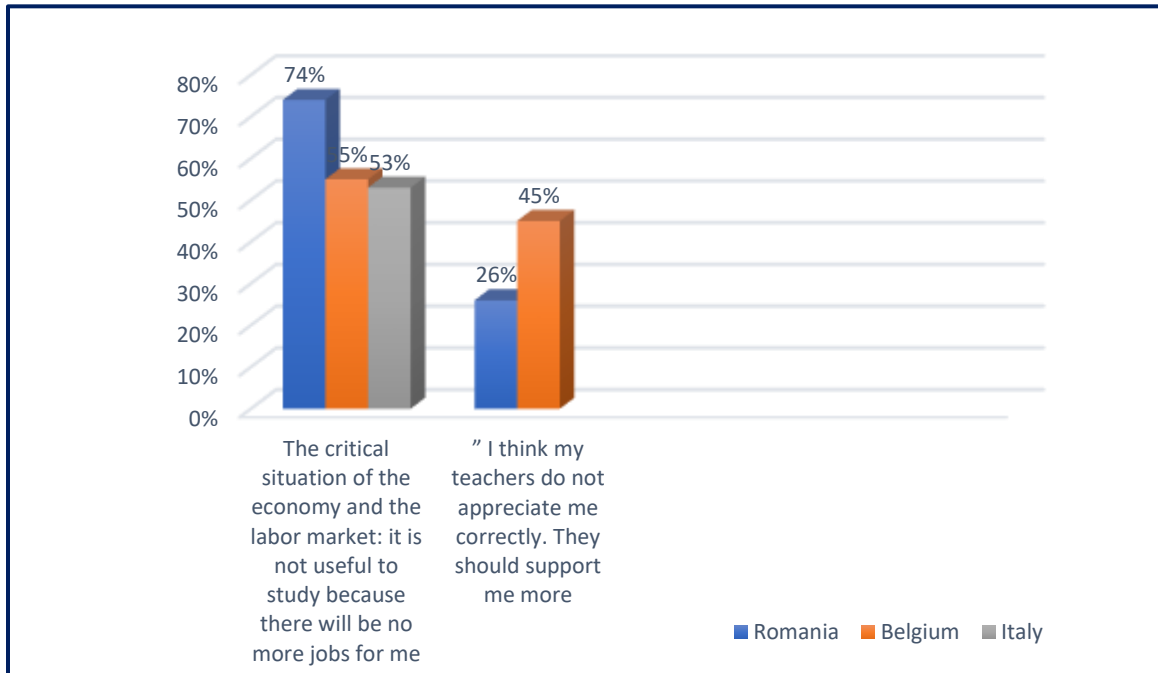




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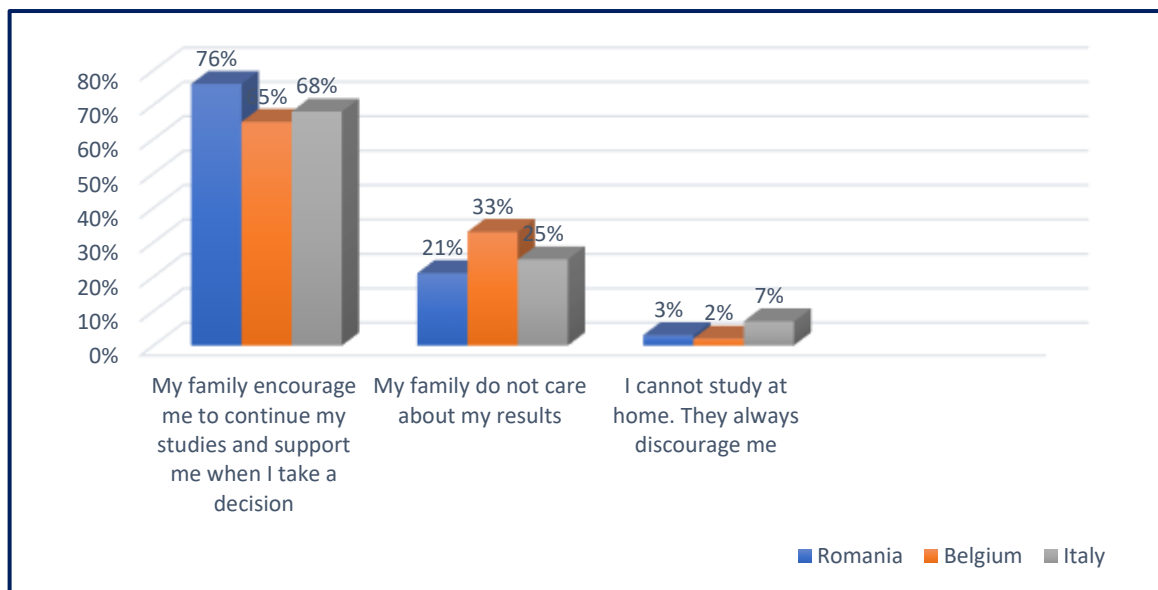
To this question 93% answered "Teachers have told me how to study, what awaits me and what I have to do to succeed" and 7% answered "Teachers tell me very little about the way I have to study".

Which of these aspects discourages you most?



To this question 74% answered "The critical situation of the economy and the labor market: it is not useful to study because there will be no more jobs for me" and 26% answered " I think my teachers do not appreciate me correctly. They should support me more".

What statement do you agree with?



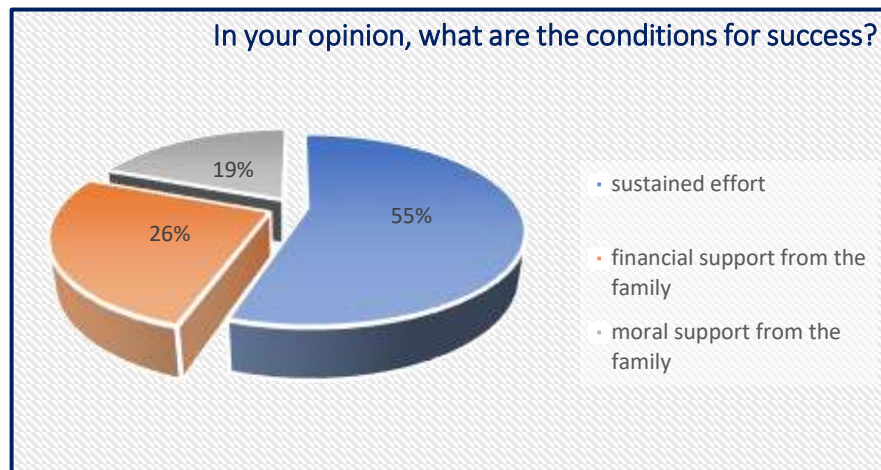


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The question got the following answers: "My family encourage me to continue my studies and support me when I take a decision"-76%, " My family do not care about my results"-21%," I cannot study at home. They always discourage me"-3%.

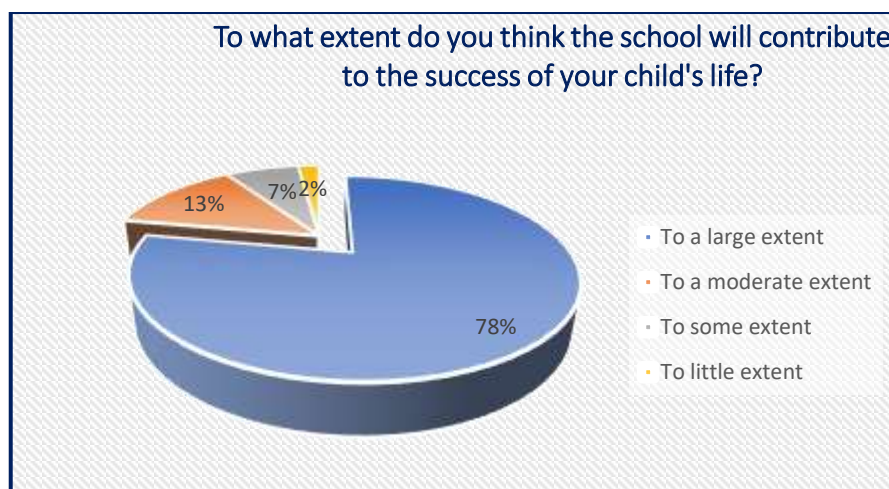
PARENTS' ANSWER of MOTIVATION IN STUDENTS' EDUCATION

In your opinion, what are the conditions for success?"



To this question " 78% answered "To a large extent" , 13% answered "To a moderate extent", 7% answered "To some extent" , 2% answered "To little extent" and 0% answered "Not at all".

To what extent do you think the school will contribute to the success of your child's life?

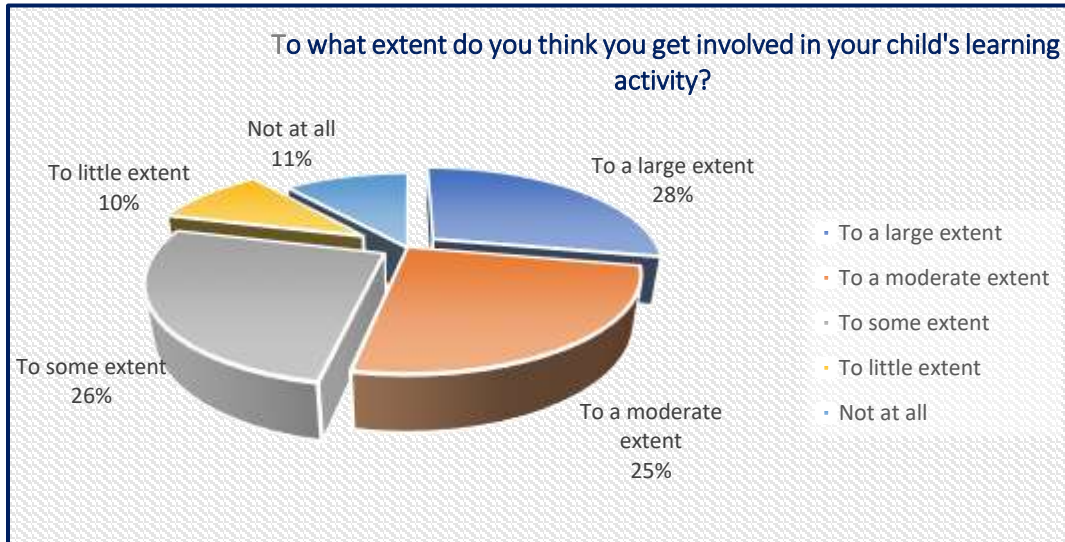


This question got the following answers: "sustained effort"-55%, financial support from the family-26% and "moral support from the family"-19%.



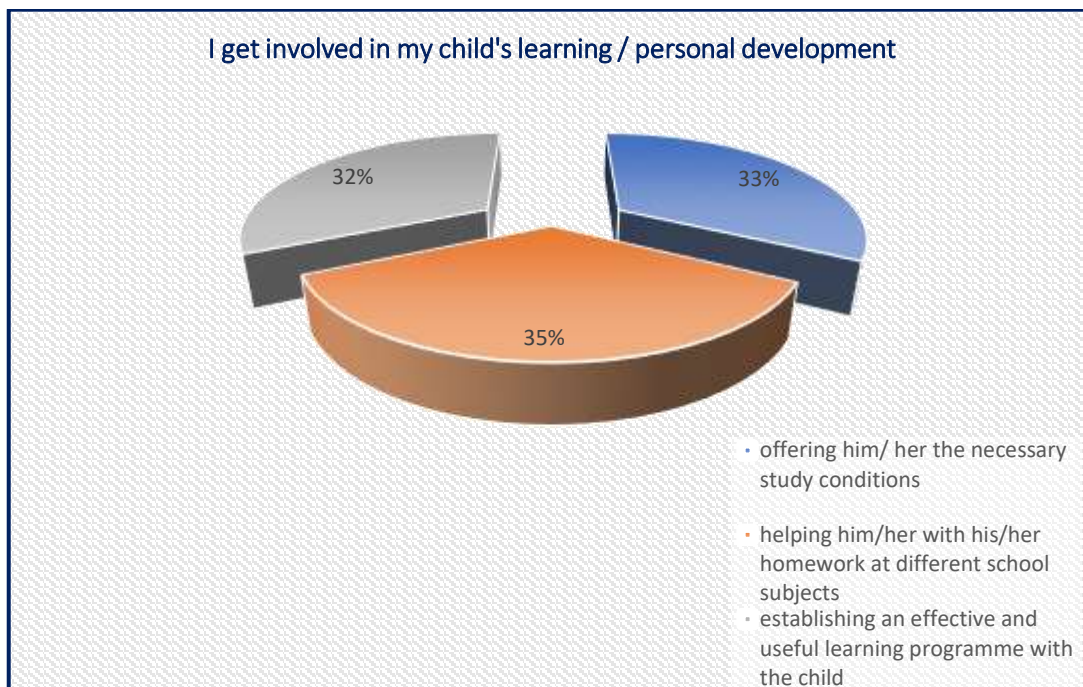
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To what extent do you think you get involved in your child's learning activity?



To this question "" 28% answered "To a large extent", 25% gave the answer "To a moderate extent", 26% answered "To some extent", 10 % answered "To little extent" and 11% answered "Not at all".

I get involved in my child's learning / personal development

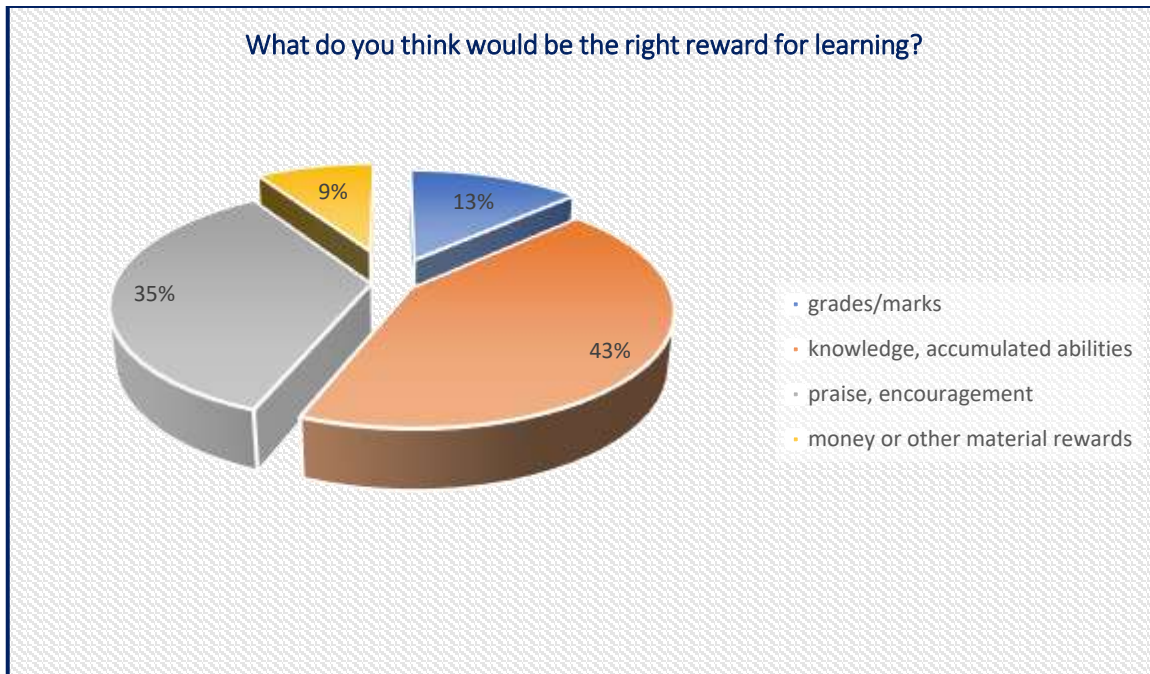




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To this question 33% answered " offering him/ her the necessary study conditions", 35% answered " helping him/her with his/her homework at different school subjects" and 32% answered " establishing an effective and useful learning programme with the child".

What do you think would be the right reward for learning?



To this question the following answers had been given: "grades/marks"-13%, "knowledge, accumulated abilities"- 43%, "praise and encouragement"-35% and "money or other material rewards"-9%.



6. TEAM

ROMANIA

Teachers: ADRIANA DAVID, MANGRI ELENA-LIGIA, ION ANGELICA, ELENA CALCAN, ADAM DIANA, STOIAN CATI, IVANESCU SIMONA, CILCIC MIOARA, VIOLETA LEFTER, ELENA SANDRU, TRUCĂ IONELA GABRIELA, RAMONA MÂNDREANU, TEODORA SOFRONIE, BARNAT LAVINIA, DAVID CORNELIA

BELGIUM

Teachers: GEERT SCHAEKERS, ILSE COENEN, ALEX THEUNIS, MARYSE ROUMANS, KATHLEEN CLEVEN

ITALY

Teacher: LUCIA NICOLETTA DE MAIO



"KEY for INNOVATIVE TEACHING-KIT", No.2017-1-RO01-KA219-037181

Acknowledgments

Those who invite you to read this handbook are the teachers from the partner schools!

This manual is intended for anyone working in students education, each of whom provide support to involve all students in their own education.



The teachers involved in performing it hope that the information will be useful to support students motivation for school.

The teachers involved in this partnership would like to thank all the colleagues and students who provided their time and support to make this project come true.

ENJOY!



ISBN:

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