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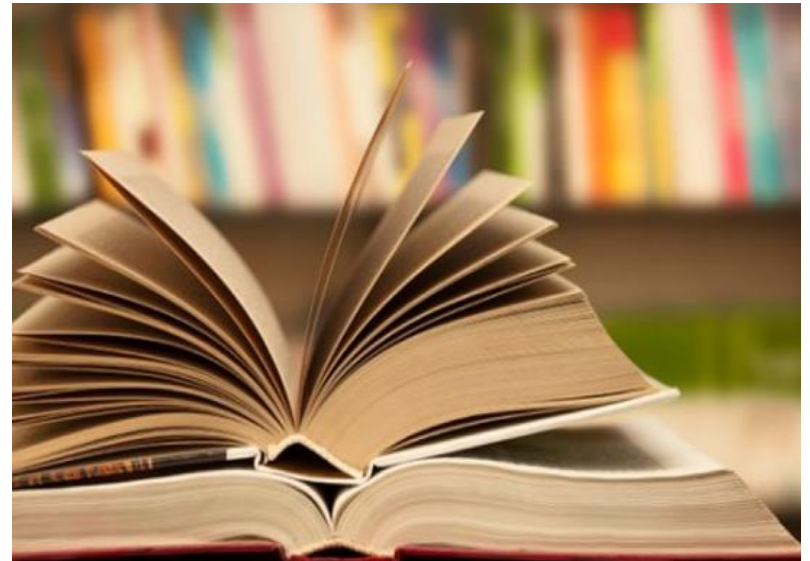
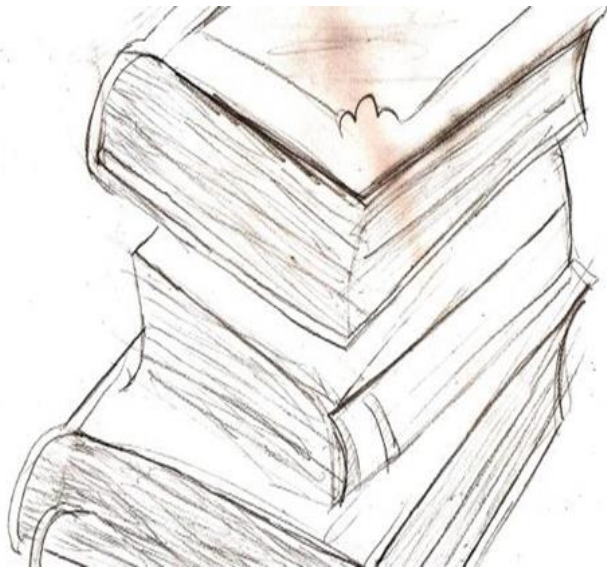
ERASMUS + PROGRAMME- STRATEGIC PARTNERSHIP

‘Youngsters Nowadays. Where from, Where to?’

2017-1-RO01-KA219-037190

The actual use of the final product on literature,
‘Youngsters’ Literature’, in the Romanian school.

The product 'Youngsters' literature' was created during the 2nd Learning, Teaching and Training activities that took place at the partner school from Italy. The aim: sharing the methods that were created by the members of the project team in order to make youngsters understand the literary text in a pleasant way.



Pentru prima oară în românește
versiunea definitivă a Jurnalului Annei Frank
tradusă după originalul neerlandez



Jurnalul
ANNEI FRANK

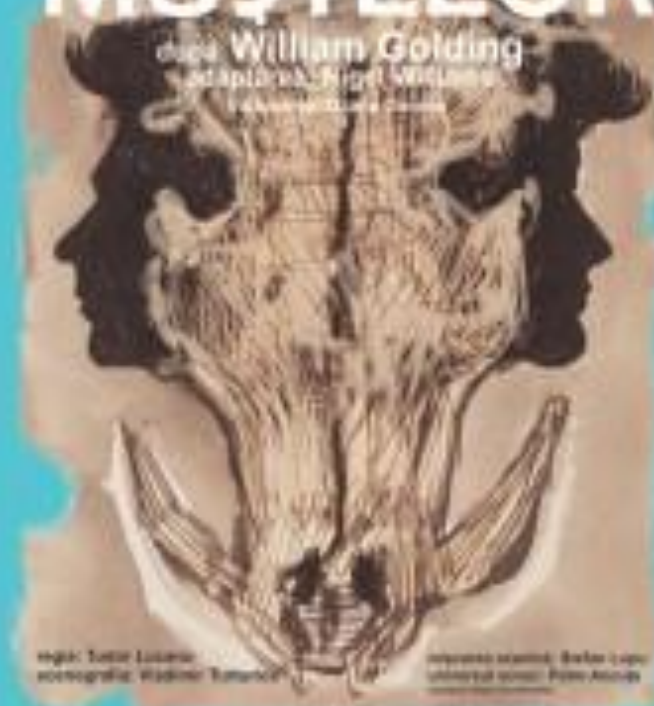
HUMANITAS

ÎMPĂRATUL MUȘTELOR

de William Golding

traducere: Nigel Williams

Ilustrații: Peter



regia: Tudor Lucian
scenografia: Vladimir Tănăsescu

muzica: Ștefan Ștefan
luminile: Florin Anghel

Județul Iași, Văd Ișniț, Mamaș, Râul Ișniț, Județul Iași, Ana Păun,
Școala Pătrășanu, Școala Băneș, Școala Cămin, Văd Ișniț, Mă. Pătrăș,
Lăzărița Cămin și Școala Ștefan cel Mare Băneș

Steps into the world of books

- This material was made by Mihaela Dulea, who participated in the project activities of the project "Youngsters Nowadays. Where from? Where to?", between 2017 - 2019 as a teacher, and who applied during the current classes the teaching techniques that the students and teachers devised for the 'Youngsters' Literature' course book.
- The teacher participated in the creation of the final products, promoted these products with students during the dissemination activities and, moreover, she took advantage of the experience gained during the Learning, Teaching and Training Activities in the daily classes.

- An example in this regard is the integration in the didactic activity, of the scenario of a lesson, of the teaching-learning methods for understanding a literary text, techniques that were elaborated by the students of the project team, and these didactic activities were based on the novels that each team had selected.
- These techniques were applied to the 9th and 12th grades, at Colegiul Național Ion Luca Caragiale from Moreni, during classes in which the teacher aimed to teach the students the competences through which they receive the message of the written text.

- The texts the teacher chose were the choice of her students who had participated in the dissemination workshop carried out after the second learning, teaching and training activities that took place at the partner school from Italy.
- The texts were from "The Emperor of the Flies" - by William Golding and "The Journal of Anne Frank". In both cases, we have chosen that the lessons should have as the moment of capturing attention the sequences from the screenings of the respective works.

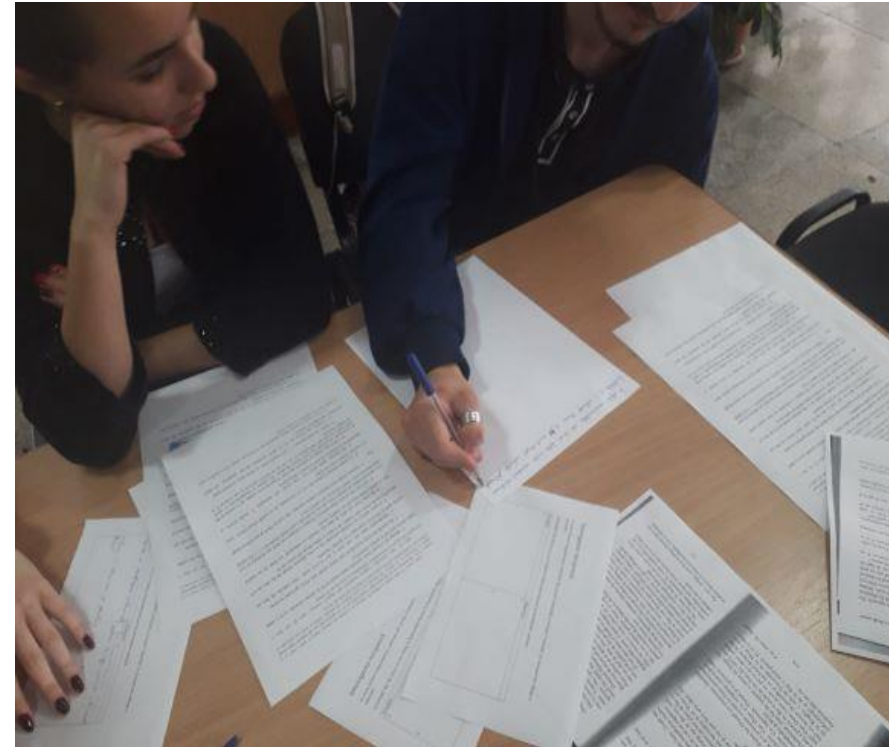


- The teacher applied the prediction method, inviting the students that worked in groups to determine the main characters, the moment of the presented topic or the evolution of the conflict.
- The students have done vocabulary exercises to understand the message and to identify the narrative style in each of the three texts.
- The teacher also used the role play for the dialogues sequences, inviting the students to discover, in this way, the traits of each novel's characters. At the end of the class, the teacher proposed exercises to lead students to interpret some text sequences (comment, explanation, characterization).



- At the moments of obtaining the performance and getting the feedback, the teacher integrated two methods that the students were fond of.

- First, it is about "Mutual Interrogation" in which the students grouped in pairs ask questions about the content they have worked on, to which each team member receives answers. This method brings the student into the teacher's hypostasis.



By creating questions, the student demonstrates the ability to synthesize and transfer the acquired knowledge. At the level of the values and attitudes formed in the students, the method contributes to the increase of their self-esteem and confidence in their own potential.

- Then, the teacher invited the students to make some quintets (short texts, versified, which synthetically express a message) regarding the contents analyzed in the respective classes.

The activity has proven to be effective and has attracted students who have praised these classes.

Between these assessments the teacher noticed that the classes were interesting due to the fact that the classical approach of the lessons was replaced by an approach in which the students were able to interact, could take the role of the teacher and were encouraged to express their opinions.



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