



SEDIN Trainers / Teacher registration

The SEDIN project is funded by the European Union and therefore it is necessary to present its implementation. Completing this sheet helps us to gather data on the application, but at the same time you help yourself to understand the Montessori Method and Creative Learning and how to best apply the methods. Thank you in advance for the detailed completion of the form after each session.

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| Date | 03/03/2020 | School - location | |
| Name | Case Sudy 13 (personal information not included in this public version) | Number of participants | 18 children |
| Specialty | Physical education teacher (Swimming specialty) | Age of participants | 3rd Grade 8 years old |
| Course content | <p>Physical Education in water</p> <ol style="list-style-type: none"> 1. Familiarization: entry into the water with story introduction (We are now entering through the interstellar gateway to the magical planet Hydrofun where we will have to wet various parts of our body). 2. Floatation: we have gone through 3 stages and now we have to enter an area where there is no gravity trying to slowly see what this means first with some helping means and then without them . 3. Propulsion: Once we know that we can handle our body in the absence of gravity we will now need to find ways to move. Since the density of the liquid on this planet is greater than that of the air, we will feel something holding us back, so we will need more effort and different moves. Everyone can move in their own way . 4. Cooperation: we need teams to overcome obstacles and reach our ultimate goal. In addition to obstacles, there are also imaginary creatures. 5. Ball control: Arriving at the final world, everyone must take at least one invaluable mineral (balls) and return them to the boat where we must put them in by throwing them. <p>Freestyle – Backstroke – Breaststroke - Butterfly Proper inhalation and exhalation when we are in the water Floating in various places Collaboration (isolating body parts eg holding my classmate's legs, I move my legs and he moves his hands) Ball control while I apply some of the above elements eg passing the ball to others as I swim.</p> | | |
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The following questions are open-ended and ask you to freely record your thoughts, impressions and a subjective assessment of the process and its results

1. What did you plan to do with this teaching intervention and how well did you achieve your goal? Please explain your answer.

Our overall goal was to teach children the basic concepts and principles of swimming, through a story in a fictional world with fantastic creatures and goals that we set with the participation of children. Main goals:

Familiarization

Floatation

Propulsion

Ball control in water

The lesson seemed to be 100% successful because even children who had no contact with water before (they even showed some kind of phobia before the lesson) managed to participate and complete the lesson with small differentiations. We have achieved all our goals (each child to another degree, because water has properties that create "inequalities" in terms of the ability to move within it.)

2. How did you feel teaching this lesson to the group?

The atmosphere in the classroom was very good and neither the children nor I really understood when the teaching hour passed. I am happy and highly satisfied. After two days I asked the children to write me a small paragraph of impressions about the specific lesson in the pool. The answers, especially of the children who had a degree of phobia with the deep points of the pool, were truly the best gift for a teacher.

3. How did the students respond to the activities / how did they participate / how did they behave? (please give examples)

The activity was unprecedented for most children because the imaginary story that we had planned when we were at the school started from the entrance to the swimming pool. There were some difficulties in changing clothes in the locker room, however these children were in a great mood and overcame them. There was a little "panic" when they entered the pool, excitement, joy, change of temperature, but very quickly the appropriate conditions for the continuation of the fantastic story were again established.

In a few words:

Courage

Excitement

Focus

Effort

Joy

4. Describe in more detail how the students interacted with you.

I had an active role in the lesson as I was an important part of the fantastic story we had made. Because of this, the children were even more active and showed great zeal even in the most difficult parts of the lesson. The children showed confidence in me in terms of their safety in the water but also

a lot of love as they achieved motion skills that they did not know they possessed. Of course, there was a time when the lesson was interrupted for security reasons because the children had to have lower energy for the smooth and safe outcome of the lesson. The children seemed to understand this interruption which just happened with my own silence and immobility for 2 minutes. After the end of the lesson we had a big hug event because, as they characterized it, they had a great time.

5. Describe in more detail how the students interacted with each other.

The fantastic thing about this whole "fantastic" world of water lessons was that the children showed incredible emotional intelligence when it came to children who first had trouble changing clothes (shame of changing in front of others, someone forgot something important eg underwear), as well as to these children who faced water with fear and hesitation. In contrast to behaviors that we usually have in schools at these ages (children are more distant but also more "harsh", (if I am allowed to use this phrase).

There was a disturbance and a slight disagreement regarding the collaborative exercises in the fantastic story of the lesson where the children had to be in pairs (girls with boys). But they quickly got over it.

6. Did this lesson help improve the integration of individuals or groups of students? Please explain your answer.

Clearly yes, I have seen children who are not well received at school by others participate in teams where they wouldn't enter otherwise, such as football team at school. The atmosphere was so lovely that everyone was integrated in a big company. At the end of the lesson there were comments and friendly teasing between the children about how they did in class. The impressive thing is that, concerning the children who were phobic about the water, all their classmates praised them with a lot of applause.

7. What would you do differently next time? What new knowledge did you gain with this teaching intervention?

I realized through practice that under the right conditions and with a very careful preparation you can create an environment for children in which they can develop and get to know better themselves and their potential. In short, where there is love, joy and security, children thrive by showing their love for learning and how well they can behave.

The only thing I would change in this lesson would be the explanations I had to give for the next steps of the lesson as at those points it seemed that the children were leaving the imaginary world we had created. This will be done with a little more attention from my part in the preparation of the lesson as well as using plasticized cards and small puzzles with instructions so the children will have complete freedom and at the same time I will have just a simple participation in the roles I had in the lesson.

8. Please record any other comments - what do you think the students have learned from the teaching intervention and give examples that confirm this learning.

The preparation is plenty, especially when we talk about the water element, however the result is absolutely satisfactory and worth the whole effort.

I believe that the children developed a greater intimacy with each other as their exercises and lessons brought them closer, both physically and emotionally. We achieved the following: Through the lesson, the children managed to learn the most appropriate way to dress and undress, thus boosting their morale as well as their independence and self-confidence.

Floatation from all children

Propulsion from all children

Familiarization from all children

Cooperation from all children

Ball control from all children

**each child to his own pace and degree*

For example, a boy who was very afraid to even enter the water managed not only to swim away from the wall with a supporting device but also at the end of the lesson he asked for a while to stay and try to float next to the wall alone, something he managed even for a few seconds.