



SEDIN Trainers / Teacher Recording

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.

Date	10 February 2020	School / location	
Name	Case Study 17 (personal information not included in this public version)	Number of participants	students : 13 teacher :1
Specialty		Age of participants	8-9 years old
Course content	Teaching of the Twelve Gods of Olympus		

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.

The Minority School is a school attended by Greek students but Muslims in the religion and having Turkish as their mother tongue. Every time I tried to teach the Twelve Gods of Olympus there were either problems or difficulties. The students and their parents expressed their opposition, because gods different from their one and only God, Allah, were presented. They thought that the students would be confused and there would be problems with catechism. This year, just before the start of this course, I gathered the parents and informed them that this course will be taught in a different way and that we will focus more on the game than on the teaching. There were small reactions but more mild than other years, because they were waiting to see the new teaching method.

The end result was very satisfying because the students understood that this lesson is not a catechism but a teaching through play. I believe that I have achieved in a very satisfactory way my goal of teaching the twelve gods of Olympus without reactions.

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

At first, I was very worried because I thought that maybe the way of teaching might be misunderstood by both the students and the parents. During the teaching I saw the students' interest gradually increase and the parents did not react strongly (only two parents expressed their concerns but I asked for time credit to apply the whole method). In the end, I think my joy at the successful outcome of the teaching should have been evident in my face.

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

My students, as I mentioned above, were quite cautious at first. They listened carefully but did not seem to want to participate. When I started forming the classroom (changing the arrangement of desks in a U-shape - placing the canvas) their behavior slowly changed. They realized that we were not going to do a conventional lesson but something different. They helped me sort out the class and willingly split into groups. To be precise, because there are 13 students, one would be more than the gods. I explained to them that whoever was left over would be my personal assistant throughout the teaching, so there were no reactions.

We had small reactions - disappointments when I presented each god separately. When they realized that Zeus was the leader of the gods, everyone wanted to change their god role. The same thing happened with Hera. Reactions erupted when I explained to them that there may have been a leader of the gods, but every god in ancient Greece had his own powers. At this point, everyone was waiting to hear about their superpowers, and in the end, everyone was more or less happy.

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

A big problem in Minority schools is language. The students' mother tongue is Turkish and, in the village, where I serve, Greek is heard only during school lessons. Every time I am called to teach something, I try to have a dictionary with me and the help of my Muslim colleagues. In this particular teaching there were words that were not easy to translate into Turkish (perhaps some did not have the same meaning) such as shield, spear, etc. However, the students insisted on understanding the details, so I used the internet a lot. Every time there was a concern about the meaning of a word, my students asked me to see a picture so that they could understand it. In fact, they tried to find the appropriate translation in Turkish. There was a bit of a fuss, but I think it was quite a creative fuss.

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

Before I started teaching this course, I stressed to the students that they should be very careful when referring to each god because at the end of the lesson there will be a game based on what they have heard. As is well known, some people did not pay attention, as a result of which they could not participate sufficiently in the end. The rest of the students, however, reacted happily and unexpectedly. They did not show resentment but tried to help them by reminding them of some details.

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

This course helped a lot in the integration of students who under other conditions (traditional teaching) would be absent. They were constantly happy to participate in the programme and did not seem that they find it difficult to attend. There were, of course, cases of students who were cautious at first because of the subject matter of the lesson, but all the difficulties were overcome in the end.

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

What I would probably change during the next school year would be how each god will be chosen. This year, because this class is very creative and cooperative (both with me and with each other) I gave them the opportunity to choose for themselves which god they would like to represent. There were minor disagreements and disappointments, which could have been avoided. That's why in the next school year I plan to draw lots between students to avoid reactions.

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 students and parents of the C-D class of my school first learned to accept the difference. For them, the teaching of the twelve gods of Olympus was a reason for protest and felt annoyance in recent years. Although it started with some reservations and small reactions, it ended with joy and pleasure. In fact, they asked us to do this "nice lesson" again, changing roles. The essence of teaching has been achieved in the best way. They still remember details of what they were taught and even use them in the next lessons.

Their vocabulary was enriched with words and expressions that might not otherwise have been possible. For example, when I explained to students that good hand washing is a shield against disease, some initially wondered if we would literally make a shield, but others explained that the teacher (myself) meant that hand washing was LIKE the shield of the gods, which protected them.

I would like to thank you for giving me the opportunity to use this method at my school. The students enjoyed it, the parents were happy and I was excited about the results. I apologize again for missing the photo material. It would be another confirmation of our success.