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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	4 /2/2020	School / location	
Name	Case Study 9 (personal information not included in this public version)	Number of participants	24
Specialty		Age of participants	8 years old
Course content	Teaching to children of all classes volleyball: how to pass the ball with fingers, with Theater Techniques of Creative Learning & the Montessori Method		

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.*

In this particular intervention I use theater techniques, with fantastic space and time and performance of roles. There is a growing peak in intensity, depending on the development of the story and the degree of competitiveness of the motion activity. My goal was to teach the young 8-year-old students of the 3rd grade of an elementary school how to pass on the ball with fingers and other techniques of the Volleyball. My goal has been achieved to a large extent, because the performance of roles by each student needs a strong commitment to the activity we do. Competition between teams for a common, good cause **stimulates their interest** and **prolongs the time when you are engaging** them in an activity that- in conventional terms- would seem quite boring, due to the failure to perform the movement. Here we have a focus on one goal (to keep the «sun» up on the air as long as we can, because if it falls, for example, the “crops” will burn). Concentrating on the goal improves the quality of their movement. With an objective, anxiety and

action at a level where everyone can help-participate, students **learn, while at the same time are being entertained in an atmosphere of inspiration.**

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

The lesson with Theater Techniques gives joy to children and stimulates their interest. Satisfaction, uplifting our spirits, and joy are the main emotions I felt, as I was seeing the children trying, working together, passionately wanting to complete every part of the story as well as they could.

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

The embodiment of a role and the achievement of a goal give great impetus to children to engage in higher intensity and passion with the activity. The good thing is that they set aside the tendencies, that they usually have in a different context, to marginalize (some of) their classmates. They also more easily set aside the tendency to stay away from motion activity due to low self-esteem. The students participated with a happy mood, with lots of energy, with interest in the development of the story, but also without disappointment in cases where the ball fell down, as long as they knew that our context is fantastic, so it is safe. I was impressed that even students who easily give up, or rebel (because we don't play their favorite games), very easily return to the kinetic process, with only a little encouragement from my side. This course is easier to integrate students who, due to their heavier weight and less comfort in movement, are usually taken out of the game by the rest of the children.

4. Describe in more detail how the students interacted with you. Οι μαθητές μου φάνηκαν πιο υπάκουοι .

My students seemed to obey more. They presented thoughts and ideas that helped the development of the course and concerned the layout of their team in the yard and the assignment of roles. Giving them opportunities to implement their initiatives and shape the workplace in ways they wanted strengthens them mentally and inspires them with confidence. This is what the Montessori Method teaches us. They asked me about improving the position of the hands and fingers, and expressed their excitement when they managed to improve a technique, or achieve one of the goals.

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

The students had a spirit of sympathy / empathy for each other. They overcame their prejudices and low self-esteem. They worked very well together to strengthen each other, and to help each other, and to encourage others to continue the process. They laughed at their failures in a spirit of relaxation and cheerfulness. It is very important to have this spirit in the Physical Education class for optimal physical coordination and greater safety in movement.

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

As I mentioned above, the participation of fat children was excellent, as they cannot move easily due to their increased weight. This was done in the last activity that required fast, short running. A couple of girls who usually complain about being "ill" in order to avoid and to stay away from Physical Education class, this time participated without much trouble. Also, children of different nationalities became absolutely one with the whole class, enjoying the game with fun and a high degree of cooperation. The performance of the role of "Angel" in children of foreign origin, I think, equated them in the eyes of other children. Any reactions to this were easily overcome. Young students have very sensitive mental antennas and have easily understood the notion of equality of rights between all children, regardless of origin, during the course. All this is explained by the dynamics of internal transformation which is offered by the method of Creative Learning. The child learns to reconsider the values within him, to show understanding of his own weaknesses, but also the weaknesses of other children.

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

I think in this lesson I learned to make better use of the elements of theater and to use them for the benefit of the teaching quality of my lessons. The elements of the theater stimulate interest, enthusiasm and imagination and motivate for greater effort and duration. They strengthen students physically, but mainly mentally and spiritually. They help to avoid delays and time lapses resulting in more digesting new knowledge. I think my plan was quite comprehensive and in line with the principles of Creative Learning. Next time I will put more emphasis on the last theatrical element, which is the surprise at the end. In this (future) lesson with the surprise at the end I will stimulate the students' interest about the next lesson and I will make a better connection with the content of the next lesson. So the story goes on with various other adventures and with the final conclusion that everyone is cooperating to send the "Sun" back to its place (the teaching topic is the so called "service"). I will give children ample time to build their own various adventures, to develop their imagination and ability of expression. Based on these adventures they will continue to practice volleyball. This also promotes their independence and therefore goes hand in hand with the principles of Montessori learning that teach orientation to the child himself, his strengths, interests and talents.

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 learned about elements of the technique of the sport of volleyball, as well as how to help their teammates. This was shown by the greater comfort and confidence they gained during the lesson. They realized that when they have "understood" a move and give time to themselves to practice it, it will manifest itself as a new skill relatively soon.

They were mentally armed with perseverance, will and courage for new things and new experiences.

Socially they learned to understand and accept themselves and others. For example, students were not singled out, neither by weight, nor by nationality, nor by gender discrimination. They learned the value of teamwork and appreciated the value of dedication to a common goal. The most important example I consider is that of the few children, about 1/5 of the class, who either

show apathy and indifference to the lesson, or they move away due to low self-esteem feelings, or are the turmoil that will always try to create a kind of mess. These children participated in this learning process at 99 to 100%, to my surprise and great joy.