



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	12 March 2020	School / location	
Name	Case Study 14 (personal information not included in this public version)	Number of participants	17
Specialty		Age of participants	9
Course content	Textbook Language C Unit: The bread of the world Chapter "The sweetest bread" and "Good appetite"		

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 purpose of this intervention was for students to learn about the process of making bread (from plowing, sowing, harvesting, grinding, kneading and baking). Also to realize and get to know the different types of bread, as well as the fact that it is an important type of diet for all people in whatever culture they belong to. Of course, we extended this chapter to the Environmental Studies course to see how important nutrition is in our lives and in general that we need to adopt a healthy diet.

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

By teaching this course I was happy because the goals set first were achieved after the students better understood the role of a healthy diet, because- as I will explain below- they came closer to each other seeing their similarities or even differences in what they liked, they met and tasted new foods from other cultures that until then they did not consider delicious or did not know.

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

The students happily participated in the learning process. They made a group collage on the subject of healthy eating (with pictures from magazines and pamphlets that I had brought to class) and created dishes with lunch and dinner. So, from abstract concepts, they saw

images-representations and then moved on to specific material, since with the help of some moms from different countries they made and enjoyed a healthy breakfast.

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

Throughout the activities, the students showed enthusiasm, managed the material that each group had on their desks, after a discussion about the foods we eat and how they are divided according to their nutritional value. At the same time, they listened to songs about nutrition, such as "The Dance of the Peas". Throughout this endeavor I was an assistant, I showed some ways to use and place the material where needed, but the children were the ones who had taken the initiative and action to process it.

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

Students worked in groups, some had to cut and place food on the food pyramids and others to make a dish with a representation of dishes or under the title "HEALTHY NUTRITION". Through their participation, the students interacted with each other to find out which food their classmates like best, and heard about new foods from other countries. The second 2 hours passed with the help of volunteers and some moms from the class, and from different countries, who came based on an agreement to prepare them and eat a healthy breakfast with local products and fruits, the children were very happy with this process. Because, since the morning, each group had undertaken the task to bring e.g. cheese, olives, dakos, feta, bread, multigrain bread. They also saw the process of making a breakfast and served it.

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

What the students experienced with this unit was indeed very important, as they tried a rich breakfast, enjoyed the process of making it and of course some danced listening to songs about nutrition. Even children who were more timid took action, participated in activities and described foods they like or their place with their respective names.

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

I don't think I would change anything if I repeated this section. Of course, I would probably be working together with the music teacher to set into music the song about healthy eating we wrote in the next lesson with the students. From this lesson, but also in each lesson with corresponding activities, children seem to be very happy when they deal with materials, act on them and of course experience-understand better situations and events in action than being stuck in a chair as passive listeners.

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 through this teaching-process adopted a healthier way of eating because we decided together to bring to school every Monday fruit for breakfast, every Wednesday to bring yogurt with honey and every Friday seasonal vegetables e.g. carrots, tomatoes or fruit or bread with honey.