



## 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	Applications of the material February 2020	School / location	
Name	Case Study 16 (personal information not included in this public version)	Number of participants	18
Specialty		Age of participants	10,5-11
Περιεχόμενο μαθήματος	Application of practices of the Montessori Method and Creative Learning in Language, History, Physics, Socialization, Expression		

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.*

This particular SEDIN project attracted my interest, as I would learn more about the Montessori Method and Creative Learning. These two methods are important in order to promote learning for all children!! The class in which I support a student in the autism spectrum consists of my student with SEN, typical students and refugee students. So, I thought that with your project I could be more specialized in the tools you suggest and apply them to my teaching, while at the same time I could achieve the social integration of all children in the class by reconciling them with the social environment (school, class, classmates). With what we have learned from the SEDIN project, we can turn the school into a more attractive and lively place for children, regardless of their social, educational, religious, cultural background, no matter where they come from.

In the period before the coronavirus, we managed to apply several things of what we learned from the project. So, I proceeded to the following:

**TEACHING CHANGE:** According to the Montessori method, Imagination is a powerful tool to keep children's interest and mind alert. Teaching is now becoming more interesting by giving information to the children that will intrigue them so that they can search the house and each child bring us the next day what he / she kept / found / created. E.g. 5th Grade Language - 10th Unit - Mysteries - Science Fiction - Lesson "Lost Civilizations". The class teacher talks about lost cultures and mentions some indicative ones, then invites the children to look for information / data / images / videos or to present some cultures.

**MONTESSORI MATERIAL CONSTRUCTION:** From your programme I used in the Language course cards from Montessori material to help children better understand the language forms and their function in sentences and texts. E.g. In Grade 5 - Unit 10 - Mysteries -

Science fiction, we learn adverbs in a fun way. We were making sentences on cards by Montessori and then each child who gets up to read his own sentence represents the adverb with movement / imitation.

EXPERIMENTS: In the Physics lesson, experiments were applied at the beginning of the lesson and then the students and the teacher observed and discussed the respective experiment. The conclusion was universal and each child illustrated it in writing or with a drawing on his notebook.

HISTORICAL EVENTS: According to the method of Creative Learning (Clear), the students are together with the teacher sitting in a circle and observe the new material that the teacher brings to the classroom; and the storm of ideas about the materials begins. The discussion is coordinated by the teacher but the children feel free to think and say what they have in mind. Once a constructive discussion has taken place and the children have completed their review and comparison with the present, they can dramatize, represent frozen images, draw the lesson of history, etc., etc. By actively involving students in teaching, they learn, understand, collaborate, and have fun learning in a pleasant way.

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

I have always been a supporter of the Montessori method and Creative Learning and have tried to incorporate it into my teaching. As a child myself, I used to hope that the lesson would be more interesting in some way. With the right tools we got from the SEDIN project, I was able to accomplish what I was looking for as a child! I was able to arouse the interest and imagination of my students, their free expression, the cooperation of the whole class as a group and the joy of having their feedback that my teaching can be fun and instructive at the same time.

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

Students responded positively to information about how things were created or happened around them. They were always bringing their information or creations (collage, painting, texts) and they really liked it. Creating cards like Montessori and then reading and dramatizing attracted the interest of students and they had fun learning! Physics began to become an attraction even for students who did not do so well from the beginning. Experiments in the classroom helped many children understand nature and its reactions. In addition, I would like to share the fact that some of the children did some of the experiments at home to show them to their parents. At this point, the students became 'teachers' of the adults, fulfilling the following opinion "When one teaches, TWO learn". In history, children used their imagination to create inspired events and artistic creations. Having turned the lesson into something experiential, the children gained more than I had imagined.

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

My students are watching my teaching with more attention and concentration. They come with more appetite for learning and are always ready to interact. They suggest ideas for an

experiential lesson. They have understood that all students in the class have abilities, inclinations and talents regardless of gender, color, religion, country, culture, intelligence, and that was the most important!

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

*Students initially worked individually or in groups with their friends. Then, implementing the project, with the use of CLEAR, theater techniques, and theatrical games were applied in order to create a team, trust, respect and bonding of this team. Thus, the students integrated and interacted with all their classmates. The project made a huge contribution to the socialization of refugees and students with disabilities. Children function more as a group inside and outside the classroom.*

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

Through this intervention, refugee students feel more like members of our class, they are happy and they want to play during breaks with their classmates. They realized that there is real acceptance and respect from all students to everyone. The student with SEN is with his classmates during breaks and he does not refuse any more to participate in group games with all his classmates.

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

*All the new knowledge I gained from this SEDIN project was useful and valuable tools for the 'quiver' of the teacher who wants to improve and teach his students in a targeted, interesting, playful, encouraging, motivating, universal way. Of course, teaching cognitive subjects is the goal of every teacher, but when you have such tools you can achieve much more. Each time I will apply what I learned from the project, such as: using imagination, Montessori or a la Montessori materials, structured environment, cultivating children's independence and responsibility, dramatization, movement, opportunity to develop each child's expression and creativity and theatrical games.*

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 whole group greets and says goodbye to classmates.
- Children play during breaks together.
- They are happy with the success of their classmates.
- They support their classmates who have any difficulties.
- They express interest in new idioms, language, customs and traditions.
- Each student can develop their talent.
- Everyone learns and declares it with joy.
- We share knowledge, thoughts, feelings.
- Teaching is more fun.
- Empathy is more important.
- The classroom atmosphere inspires everyone involved.

- there are more decision making and ideas for the team.
- And most importantly... ..the children love to come to school and learn !!!!