



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	05/04/2020	School / location	
Name	Case Study 5 (personal information not included in this public version)	Number of participants	12
Specialty	Philologist	Age of participants	8 - 10
Course content	Teaching Greek as a foreign language		

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.*
- 2. How did you feel teaching this lesson to the group?*
- 3. How did the students respond to the activities / how did they participate / how did they behave? (please give examples)*
- 4. Describe in more detail how the students interacted with you.*
- 5. Describe in more detail how the students interacted with each other.*
- 6. Did this lesson help improve the integration of individuals or groups of students? Please explain your answer.*
- 7. What would you do differently next time? What new knowledge did you gain with this teaching intervention?*

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.

Answers:

1. 1. What I intended to do with this particular teaching intervention is to stimulate the interest of the children I am working with and through this process to learn more in an experiential and perhaps easier way. The children I work with come from different cultural backgrounds, often overwhelmed by what they have gone through and by mental trauma. The fact that these children come to school is in itself an important event and we, the teachers, must do our utmost to make our students spend their time as beautifully as possible, and at the same time constructively. The Montessori method is suitable for teaching a foreign language, not only to children who have some basic knowledge, specifically in the Greek language, but mainly gives to us teachers the opportunity to integrate a new member who does not know the language at all to our class.

In my class I was involved in an activity that attracted my interest from the beginning and it had to do with various areas of Greece and what products they produce. We talked not only about vegetables but also about various cheeses and meats. For example, we said that Argos produces oranges, Nafplio pears, Samothrace has a large production of goats, Metsovo produces metsovone cheese, etc. We had plastic fruits, cheeses and various kinds of meat in our classroom so I didn't have to bring them from home. I only brought a small kitchen scale. I wrote down all our products on paper and placed them under each plastic product. In the table I had written some useful questions such as How much does it cost? Then I distributed a product to the children, including me. We had already made the U-shape with the desks and the children took a seat because our goal was to sell the products. Each time a student (after I gave an example) would get up and go buy something. He asked for the price and asked for as many kilos or grams as he wanted. The process was repeated by all the children. Through this intervention, the children were able to learn several products, many areas since we looked about them on the map and they also got acquainted with the kilos and the grams. I think the goal was achieved as at the end of the lesson the children were able to understand both the process of learning that we followed as well as the aforementioned objectives. And all this through a game.

2. I felt confident and satisfied because I saw that the process was going well and the children were happy. They were looking forward to their turn. The time passed very quickly, the children did not get tired and even wanted to do it again next time with more products. Actually, the fact that children who were not very familiar with the language were actively involved made me also very happy.
3. The students immediately responded to the call for such an activity. Almost everyone came to help. They placed the papers I had written under the fruit. The rest were waiting patiently for their seats. Then they sat in their seats waiting for instructions on how the process would unfold. Some have asked questions about how to weigh the products or how many products one can buy. After I started the process by going in front of each "bench", everyone was watching me. Typical expressions I used were: "Oh, what fresh fruit!", "How

much does a kilo cost?", "I would like 1 kilo of oranges". The students started doing the same. And the process went smoothly.

4. 4. The students interacted with me from the beginning, willing to help with the process. They asked me what they could do. After I had written down all the papers, one student was willing to color them and others followed. They shared them with each other and put different colors and some designs based on each word. After I told them to sit down, they did it and waited for me to share it. When I became a client, I was well observed what I was doing and what exactly I was saying. I noticed this from the movements of some of the children. Also, every time they passed by a counter and after they had finished shopping they were looking at me. They were expecting something like confirmation from my part that they did well.
5. The students interacted with each other, first drawing the pieces of paper together. This was an initiative of one student and then others followed. Then, when they went to buy products, they talked to each other, as if they knew each other. They were talking about their products but also about various news. What impressed me was that the strongest students, when they saw that the discussion was blocked, helped their interlocutors to move the discussion forward by saying, for example: Where are you from? or what nice things you have! ". At the end of the dialogues some of them shook hands.
6. This lesson helped to integrate two of my students who do not speak enough in class. Every time I addressed them I had the impression that they were timid. However, through many repetitions made by the other children on the products, these students also managed to say a few words. This offered them confidence, and in the next lesson one of them raised his hand for the first time.
7. The next time, I would use money to develop this process a bit and the children would be able to learn how to make a real transaction. I would also have some paper bags. I noticed that the children kept what they bought in their hands and often did not have enough space and were forced to let the things somewhere. Finally, I may have used real products to make the result more realistic. With this teaching approach, I realized that it is not so difficult to organize a creative lesson and that it is useful to take such initiatives in our classroom, as through these processes it becomes easier for children to understand several things without much effort.
8. Students were willing to get involved in the process immediately. They also came close to some of their classmates whom they did not have so much contact with. And this is because they do not have the same mother tongue. They managed to reach an agreement, even at this level, and most of them felt closer to each other. They treated each other with respect and everyone was waiting for their turn to speak. I believe that they were taught respect and patience apart from the names of the products, cities, pounds. In the end they asked me what we would play next time, hoping that our lesson would be similar to this.