



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	15/3/2020	School / location	
Name	Case Study 6 (personal information not included in this public version)	Number of participants	15 students
Specialty	Teacher	Age of participants	6 - 8 years old First grade

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 main objective, through the teaching intervention, was to highlight the common feelings that people feel (pain, joy, sadness, etc.) regardless of any cultural environment and through this dramatization to achieve a greater degree of cooperation between children. This will contribute to the integration of all students to the class group and to the wider school community. The content of the first-grade book that deals with a myth from India helped a lot in this endeavor. It is very familiar to students, as it is presented by the book's heroes, who have the same age as my students have. From the beginning, this event ensured the success of the goal I had set, as it was very familiar to the students and they all wanted to participate and become the heroes of the legend, as this story was evolving in their book.

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

It was a very creative process, as there was a new perspective on the specific subject of Modern Greek Language through what I learned about the practical application of the Montessori method, as well as the Creative Learning which was applied in dramatization, in the event played by students. I felt very creative, more free to give another dimension to the daily lesson and very happy that I saw my students acting on their own and expressing themselves in different ways, no matter where they come from.

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

The students initially responded with curiosity, then their interest was mobilized and finally they worked with great enthusiasm at every stage, both in the preparation and in the execution of the activity. In particular, they immediately brought the materials we needed, jointly participated in the making of the narrator's book, the clothes and hats of the heroes. While preparing, a child from Egypt brought us a music CD of his homeland and we listened to it very often during the paper cutting, something that all the students liked and asked for it at the beginning of the class. The children from Iraq did not manage to handle the scissors and the rest of their classmates helped them so they very quickly overcame this weakness. All the students enjoyed the whole process at all stages.

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

The students interacted very consciously both in the process of preparation and in the development of the event. From the beginning, they wanted to know what they would do and how it would evolve and whether it would continue to be implemented in the other courses of their programme. They followed the instructions in order to make the required constructions, as well as the clothes they would wear.

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

The students interacted very effectively with each other. They worked in subgroups where each had something to do and at the same time one helped and complemented the other, and they used their materials together. Everyone claimed their own role in what was happening at this point, and there were minor momentary disagreements, because they realized that the roles were changing and that everyone could take on the role they wanted. Since there was not such restriction, everyone accepted very easily the team and the role they would take on.

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

Yes, this course has greatly improved the integration of students from different backgrounds. When one could see students in the preparation and implementation stage working together and sharing their materials and thoughts about what they did, you don't see anyone as different or foreign. There was a homogeneity and cooperation in the familiar and safe environment of a classroom.

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

I would like to give an extension to what I did and connect with other subjects so that the whole teaching has an interdisciplinary approach and a more holistic face, since it would be linked to an Environmental Study and a Health Education Programme implemented in our department.

The new knowledge I gained from this didactic approach is that through a framework of freedom, students obey rules and boundaries that have been accepted and adopted without being imposed on them. Creative learning gives new life to the daily lesson and mobilizes all the senses of the students, which gives them a high motivation to participate in the lesson.

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.

Students constantly express their desire to apply the techniques of Creative Learning to other subjects during the daily programme. They come and submit their ideas that they have discussed with their parents and in fact they support a comprehensive process that they share with the rest of their classmates and seek to find the right time to implement it.