



## 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 it helps 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           | February 2020   | School / location      |    |
| Name           | Case Study 7 (personal information not included in this public version) | Number of participants | 20 |
| Specialty      |   | Age of participants    | 9  |
| Course content | Primary English – Carnival, masks, favourite hero, verb 'can'           |                        |    |

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 a "difficult" class where children have a relatively low level, where parents are unable to help them and where the children mainly want to play football, the goal was to get in touch with the English language in a playful and mostly experiential way, included in everyday life. In this case, in addition to the book of the third grade and the phenomenon of can-can, I wanted to take advantage of Halloween, to include both art and creation and learning in a form of role-play and the opportunity they give anyway. otherwise their masks acquisitions (created by the children themselves, promoting self-action with their favorite hero, without being ashamed). The results were impressive for the situation of the class. And the children themselves corrected each other. Of course, this is a democratic and not traditionally teacher-centered class as you will see in the attached video.

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

The initial challenge was to give children freedom without this situation being perceived as chaos. The lines between freedom and anarchy are very thin, especially when children have learned only with rigor and spare-behavioral form of teaching (sit quietly to get a sticker, otherwise you will be punished).

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

*The end result, however, after at least 1 month of work was extremely satisfactory, as if we had rehearsed for the final performance of the school. All the children participated with a smile and laughter. I believe that the key point was to incorporate the activity into a children's habit that is fun anyway and not to separate school / boring / compulsory routine from everyday / joy / play. Learning is fun, English is FUN which is our motto.*

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

*Initially, the students faced the liberating non-teacher-centered approach with tendencies to frantic freedom. It is up to the teacher and especially in his attitude and behavior, even in his body language to set the fine lines, as a facilitator, to guide in a style authoritative but not authoritarian. It is also very important to treat children with honesty, professionalism at work and professionalism in the teaching materials they are offered to work with. Also with stability, by keeping promises and rules, but also with a clear statement of the teacher's goal and vision. The children slowly envision the same final product as the teacher. We all work for a common goal, to have a good time, to have fun but also to learn the respect to others, not self-centeredness, empathy, socialization, emotion management. With patience and perseverance, the children finally responded emotionally. The video is indicative/ it shows well what I am writing here.*

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

*It is well known that classes are of mixed ability childrens, children come from different socio-economic and educational backgrounds. They carry their whole world, parents, friends, experiences. The common goal mentioned above is the key to create and maintain a relative homogeneity and equality. As seen in the video, working in the group, one child is shaped by others as he imitates his peer. I strongly believe in the self-regulation of the team, with the appropriate guidance for the dynamics of the team in the first place. One child, in this case, saw the other and did almost the same e.g. he said wearing the mask, e.g. I am a princess I can sing, but she also acted-put her imagination e.g. I am Joker I can laugh.*

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

*It helped that the weakest or most introverted children put on the mask and said that they imitated everything and as much as they could. E.g. some kids said more complex phrases I can jump, others just put on the mask and said I am a lion. I think the smile is visible even in their eyes. (I hope you have access to the video I uploaded to the drive due to size).*

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

*Real experience is not compared to anything. In this particular action, I might have enriched it interdisciplinary with more complex constructions-masks as now I had given myself some ready-*

*made ones. Also, I could prepare a theatrical sketch where all the characters are involved in a story instead of just being presented.*

*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 children saw that school and learning can be fun and not forced learning. After all, why to go to school if it's something so horrible! I will make a special mention of cultivating respect, teamwork, democracy and solidarity. The focus of my teaching and attitude has been, is and wants to continue to be educating, upbringing and supporting emotionally a healthy and integrated personality in the society later.*