

A New Perspective on the World

Une nouvelle vision sur le monde

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"The measure of intelligence is the ability to change."

Albert Einstein

"I have not failed. I've successfully discovered 10.000 things that won't work."

Thomas Edison

"All we have to decide is what to do with the time that is given us."

J.R.R. Tolkien

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Autumn vegetables



PUMPKIN



POTATO



ONION



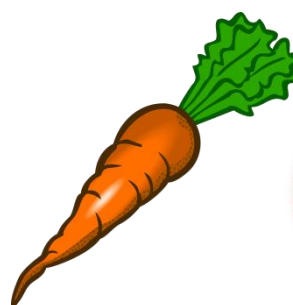
MAIZE (CORN)



RADISH



EGGPLANT



CARROT



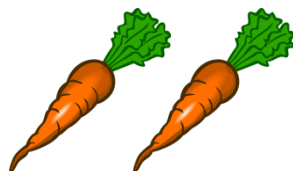
TOMATO

Look!

This carrot



These carrots



This pumpkin



These pumpkins



This eggplant



These eggplants



THIS – acest(a), aceasta/ă

THESE – acești(a), aceste(a)

This potato



These potatoes



This tomato

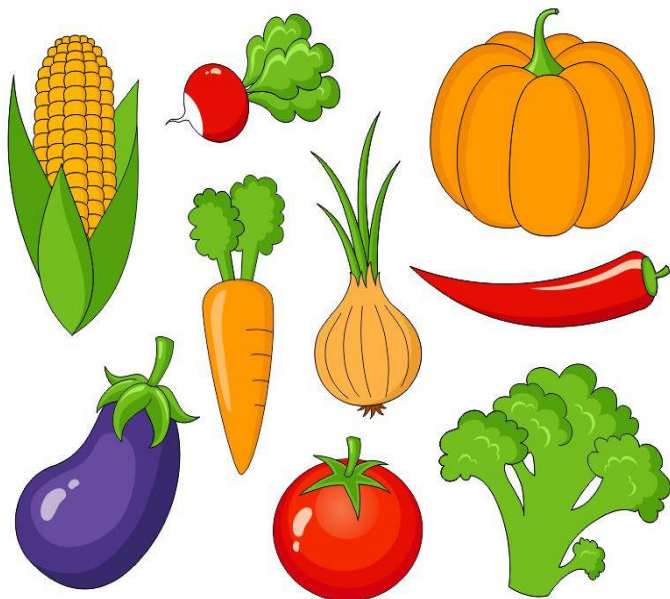


These tomatoes



Now let's practice!

1. Look and name the colour (Privește și spune ce culoare au legumele din imagine)



This eggplant is.....

This tomato is.....

This onion is.....

This carrot is.....

This radish is.....

This pumpkin is.....

2. Now colour these vegetables. How many are they? (Acum colorați legumele. Câte legume sunt?)



By Olaru Lăcrămioara

24-28.08.2020

”INCLUSIVE EDUCATION: Tackling with classroom diversity and early school leaving”



- Unitate în diversitate
- Recunoașterea simptomelor specifice pentru o diagnosticare corectă a dizabilităților
- Empatia și conștientizarea dificultăților emoționale preîntâmpinate de elevii cu dizabilități
- Stiluri de învățare – adaptabilitate, flexibilitate
- consiliere și sprijin emoțional
- Tehnici de relaxare: tapping
- prevenția abandonului școlar

DIVERSITY IN CLASSROOM: SUPPORTIVE AND INCLUSIVE EDUCATION

- sprijinirea elevilor cu dizabilități în vederea asigurării unui climat emoțional favorabil dezvoltării personale și a relațiilor sociale
- compartimentalizarea sălilor de clasă astfel încât să cuprindă un spațiu destinat relaxării elevilor în momentul în care se simt copleșiți de emoțiile pe care nu le pot gestiona în mod spontan



ASSESSMENT FOR LEARNING



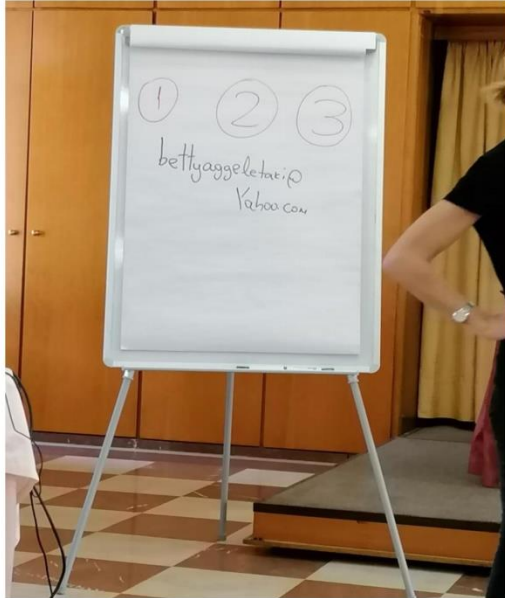
- estimarea nevoilor în vederea întocmirii unor planuri particularizate adecvate
- descoperirea intereselor/talentelor elevilor și adaptarea predării astfel încât să ofere posibilitatea de a le integra în procesul instructiv-educativ
- aprecierea trăsăturilor personale care ne fac diferiți și unici
- oferirea oportunităților care să permită expandarea laturilor personale pe care elevii își doresc să le aprofundeze



CURRICULUM DESIGN AND PROGRAMMING TO SUPPORT ALL STUDENTS



INDIVIDUAL EDUCATION PLANS



-întocmirea unui plan educațional individualizat ca urmare a întrunirii unei comisii speciale formată din: psiholog, consilier școlar, logoped, reprezentant al consiliului părinților, părintele/părinții elevului în cauză, directorul unității școlare, dirigintele clasei, profesorii care predau la clasa respectivă.

WORKING COLLABORATIVELY WITH FAMILIES, THE SCHOOL COMMUNITY AND ALLIED PROFESSIONALS



-colaborarea partenerilor implicați va duce la elaborarea unui plan individualizat care să țină cont de abilitățile și nevoile elevului, venind astfel în sprijinul acestuia pentru a-l ajuta să se dezvolte în ritmul propriu, fără a se simți presat de un curriculum greoi care să-i impună obiective de neatins

USING THE KNOWLEDGE IN OUR OWN SCHOOL



-ca urmare a participării la acest curs de formare vom încerca să implementăm o parte din ideile studiate în școala noastră astfel încât să obținem rezultate palpabile cu elevii noștri -suntem încrezători în ceea ce privește eforturile noastre de a aduce o schimbare benefică în viața școlară



IDEC Lifelong Learning Centre

Monday 24/8/2020

- Diversity in classrooms: Supportive and inclusive education
- The term 'inclusion' and its historical development
- Terms used when catering for students with special educational needs
- Insight into coping with a learning difficulty
- Types of learning difficulties
- Characteristics of each type of Learning difficulties
- Legislations
- Statistics from European Commission
- Activity: Ways in which learning difficulties and disabilities impact on the learning of students
- Assessment for learning
- How to determine a student's learning needs, using multiple sources of information
- How to determine which form of assessment is appropriate for different learning tasks
- The process of 'curriculum-based assessment'
- Learning Theories

Joint dinner (seafood): Meeting at 19:15 at IDEC, walk of Piraeus* and dinner at Mikrolimano by the seaside.

*Please wear comfortable shoes (30-40 minutes walking).

Tuesday 25/8/2020

- Curriculum design and programming to support all students
- Different models of programming to support the learning of all students
- Devise a model of programming and reflect on classroom practice
- Understand the range of differentiation options available for meeting the needs of students with learning difficulties and disabilities
- Individual Education Plans
- Purpose of Individual Education Plans (IEP)
- How to manage the process of developing an IEP for a student
- Identification strategies for involving others in the development of an IEP
- Identification of school structures and processes that support the dynamic use of an IEP
- Activity: Developing Individual Education Plans

Cultural activity: Guided tour* in Athens starting at 16:00. Visit to the Acropolis hill, the Parthenon and the Acropolis museum. Tickets to Acropolis hill and Acropolis museum are not included. Transportation to/from Athens: to be defined.

*Please wear comfortable shoes.



IDEC Lifelong Learning Centre

Wednesday 26/8/2020

- Challenges for Teachers- elements for meetings challenges successfully
- Strategies that can be used to enhance teaching and learning for students with learning difficulties and disabilities
- Identification of the strategies that can be used in classrooms
- Effective teaching and learning: Supporting all students
- Processes for effective teaching
- Meaning of 'effective instruction' and 'explicit teaching'
- Understand what is meant by 'strategy instruction'
- Working collaboratively with families, the school community and allied professionals
- The nature and value of collaborative relationships
- Features of effective collaborative relationships
- Ways of working with para educators
- Ways of effectively collaborating with other educators and allied professionals

Thursday 27/8/2020

- Early school leavers – definition
- Why early school leaving is so important for Europe
- Factors that influence early school leaving
- Strategies to minimize/eliminate the phenomenon- examples of European countries
- Key conditions for a 'whole school approach' to early school leaving
- Profile of early school leavers
- Teacher's professional attitude
- Tips for helping students to improve their self-esteem, self- confidence
- How we can help students to perform discipline and persistence
- Students motivation
- Solution focused method
- Strategies to teach all students

Farewell dinner (meat platters): Meeting at 20:00 at Monastiraki. Dinner with live Greek music.

Friday 28/8/2020

- Using the knowledge in your own school
- Gifted students
- Reflect on the practices in your classroom and school
- Develop an action plan for your classroom and school
- Identify sources of support (Romanian group)
- Reflexion - evaluation of the training course
- Certificates – Europass Mobility
- Closure and farewell

www.idec.gr

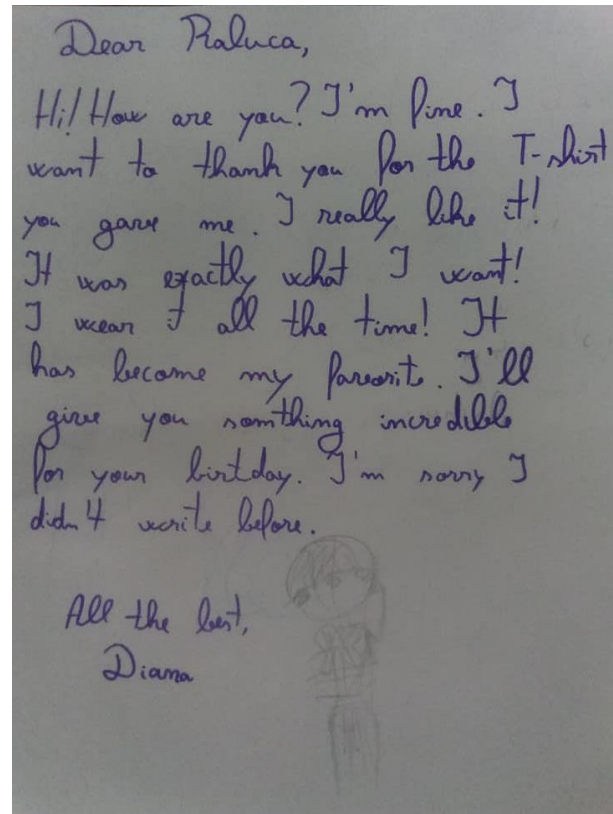
IDEC SA, Iroon Politicneiou 96 Avenue, 18536 Piraeus
Tel: +30 210 4286227, fax: +30 210 4286238, e-mail: info@idec.gr

By Olaru Lăcrămioara

Students' Works



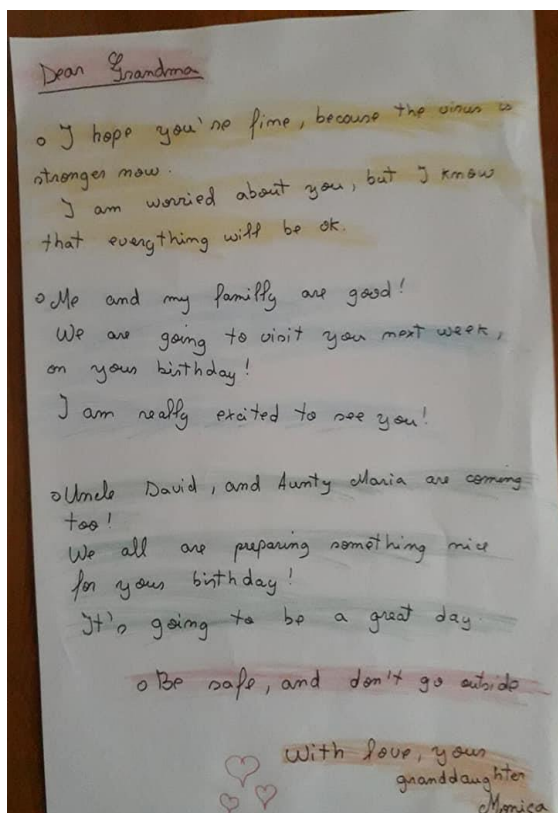
Andreea Bălan (I)



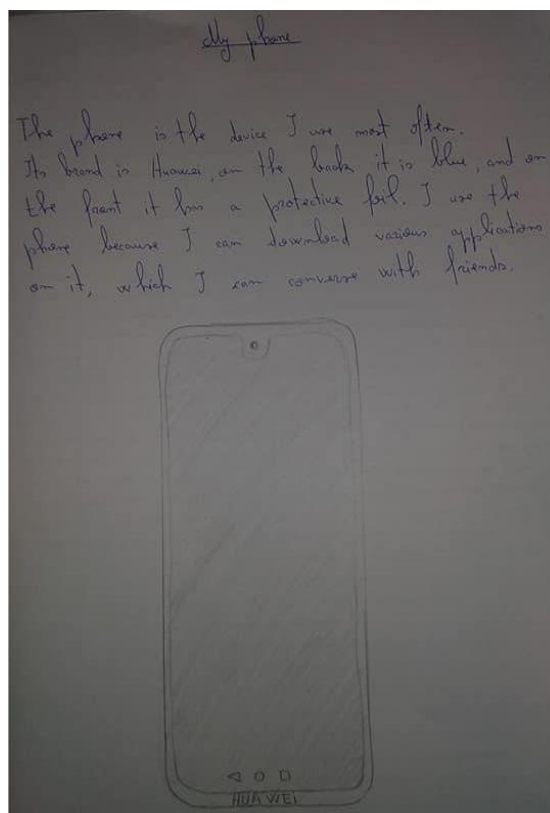
Diana Nica (VIIth grade)



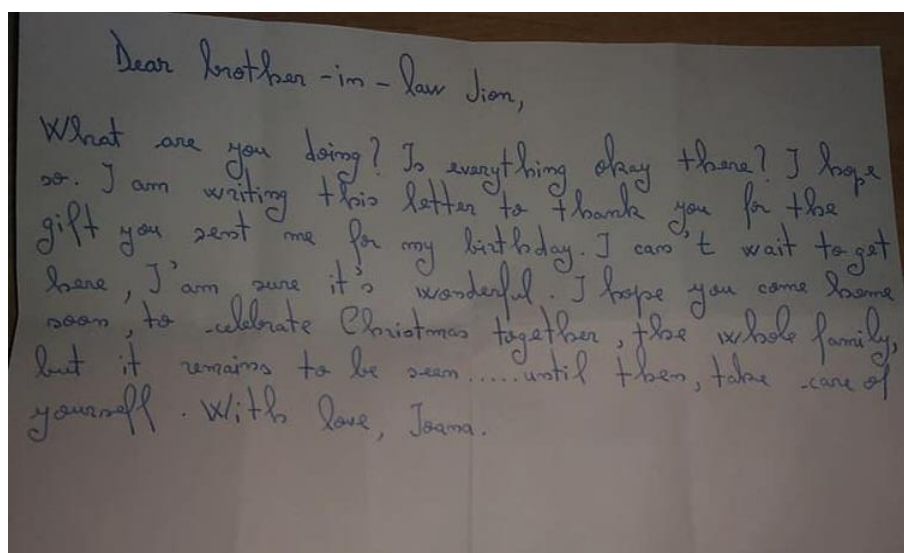
Delia Căciulescu (7th grade)



Monica Nădășanu (7th grade)



Andreea Morariu (7th grade)



Ioana Topliceanu (7th grade)

Let's practice some more!

1. Jobs anagrams with learningapp:

I C L I C A E R T N E

E T E R A H C

E R S N U

R T O C D O

N I L I P P R C A

E R G N I S

O T R C A

S C R A E H E R R E

R E O D T R C I

E T T S S I N C I

B R M E L U P

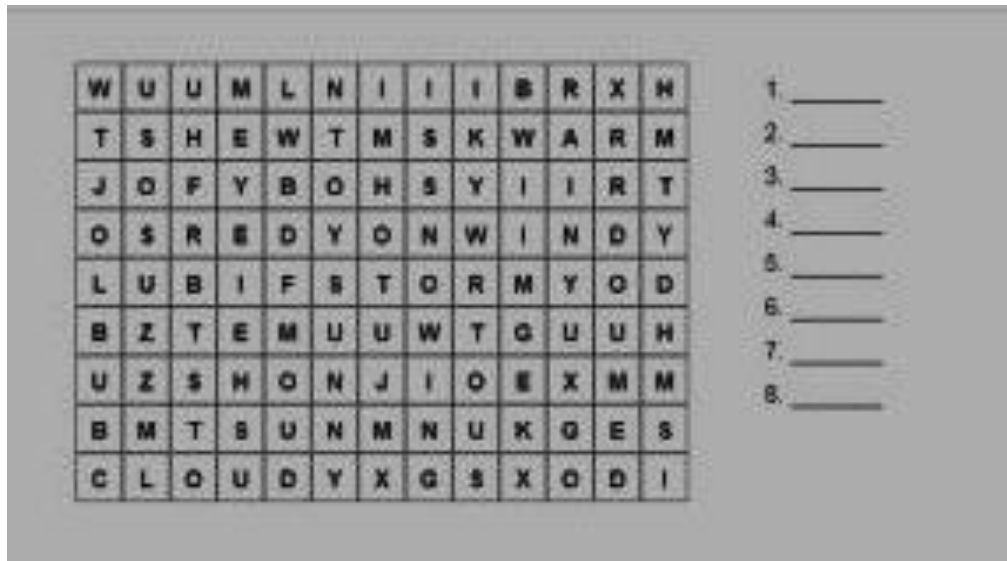
T P C E R R E A N

I M A C H E C N

E R E N D S G I

I E S H R E R A D R S

- Find eight words which describe the weather (learningapp).



- Cut the wheel and introduce a stick through its middle in order to transform it into a spinning wheel. Then spin it and see where it stops. Can you name the item of clothing? Repeat the operation until you have named all the eight pieces of clothing. Can you add some to the list?



By Olaru Lăcrămioara

I code, I schedule life



Our project aims to teach coding, which has become an indispensable part of the 21st century education world, to realize learning by having fun, interacting and working in cooperation. At the end of the project, students will learn to design web2.0 tools such as scratch and cod.org.

I CODE, I SCHEDULE LIFE - OUR PROJECT PLAN

*** COODWEEK Coding Week Events**

Coding Week Poster work

Coding about Coodweek week and Board preparation

Creating an Event on Coodweek Page

***OCTOBER**

Making Project Task Distribution

Preparation of the project plan according to the suggestions from our project partners

Introducing the Members themselves

Making a Webinar to Meet Project Partners

Creating Project Logos

Creating the Project Poster

Preparation and Application of the Project Pre-Evaluation Questionnaire

Chatroom teacher meeting

***NOVEMBER**

Preparing a Project Board

Coding Activity Related to Certain Days and Weeks (29 October Republic Day, 10 November and 24 November Coding Activities)

Student Webinar

Web2 Tool

***DECEMBER**

Code.org Studies

Hour of Code Event

Coding Activity Related to Certain Days and Weeks (Coding Activities Related to Domestic Goods Week)

Teacher Chatroom

Web2 Tool

***JANUARY**

Design and Coding Your Own Robot

Scratch Studies Joint Product

Coding Activity Related to Certain Days and Weeks

Student Chatroom

Web2 Tool

***FEBRUARY**

Game Joint Product Compliant with Coding Guidelines

Safe Internet Day Activities

Coding Activity Related to Certain Days and Weeks

Web2 Tool

***MARCH**

Coding Activity Related to Specific Days and Weeks (Coding Activities related to the Martyrs' Memorial Day and the Acceptance of the National Anthem)

Teacher and Student Participation Documents

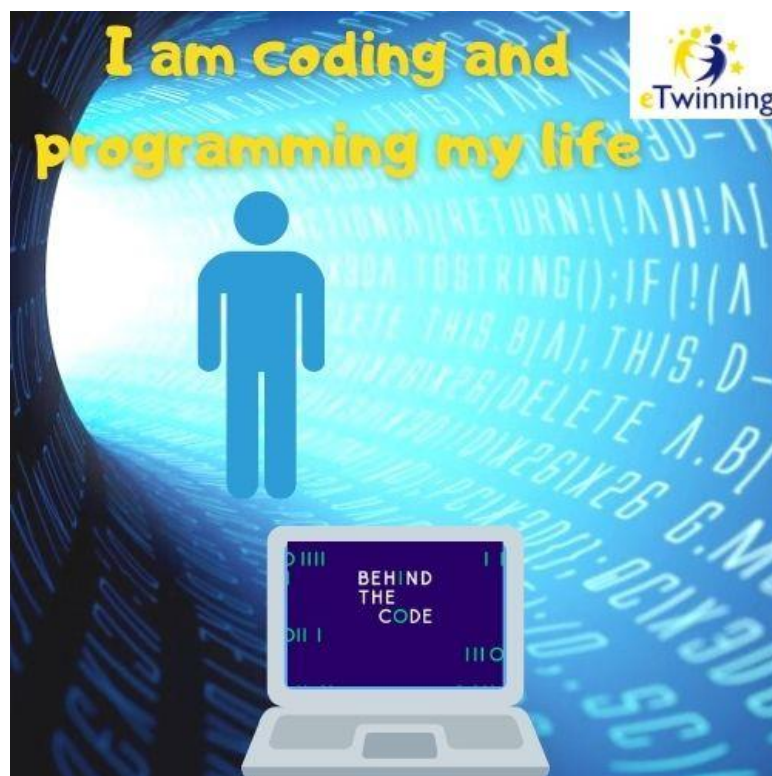
Teacher and Student Evaluation Webinar

Monthly Assessment Report

Evaluation Survey

Web2 Tool

POSTER MADE BY ROMANIAN STUDENTS



By Olaru Lăcrămioara

Phrasal Verbs



This eTwinning project appeals mainly to the 8th grade students who are studying phrasal verbs this year as part of their curriculum. The activities planned aim to help students acquire vocabulary in a pleasant way and test their abilities to consequently use it in their daily speech while conversing with peers of their age. Hopefully, our youngsters will feel encouraged to speak fluently and cross the invisible barriers which keep them away from freely expressing their thoughts and opinions.

PROJECT PLAN

NOVEMBER

- Introducing Project to students
- Having parent permits
- Introduction of teachers
- Introduction of students
- Choosing the Project poster
- Giving stds the phrasal verbs list
- Teachers and students' webinars

DECEMBER

Students will learn the meaning of the first 10 phrasal verbs presented to them and together they will create a game with these words. The rules of the game will be written in an ebook and each school will play the game. (Ourboox)

JANUARY

10 other verbs with phrases will be presented.

Students will write a story in which these verbs take place. (Story Jumper)

FEBRUARY

10 other verbs with phrases will be presented.

Students will draw pictures that describe these verbs, but they will not tell the meaning. Other students in the class will guess which verb this verb might be.

After that, students pictures will be loaded forum and other partner students will try to find.

MARCH

10 other verbs with phrases will be presented.

Students will explain a verb in the classroom by acting and other students will try to guess. The verb video acted by the student will also be shared on the forum and games will be played with all schools.

APRIL

10 other verbs with phrases will be presented.

Students will create sentences with these verbs and write on Google.doc.

Written sentences will be uploaded as pictures to the Jigsaw Planet web2 tool and students will assemble this picture as a puzzle. Each partner will assemble 10 pieces.

MAY

Students will create a dictionary of all the phrases they have learned.(story jumper)

The initial and final survey results will be compared.

Student evaluations

Teacher evaluation



By Olaru Lăcrămioara

COLECTIVUL REDACȚIONAL

Coordonator: Prof. dr. Olaru Lăcrămioara – Petronela

Colaboratori:

7th grade students

Tehnoredactare computerizată: Prof. dr. Olaru Lăcrămioara –
Petronela

ȘCOALA GIMNAZIALĂ ”PROF. GHEORGHE DUMITREASA”
GIROV, JUDEȚUL NEAMȚ

NR. TEL/FAX 0233291042

e-mail: scoalagirov@yahoo.com

lacramioara_f@yahoo.com

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