

Pestalozzi Tandem Workshop

‘Different children – Equal opportunities’

Riga (Latvia), Minsk (Belarus)

April-October 2013

The Pestalozzi Programme in cooperation with the Latvian and the Belarusian Ministries of Education organised the Tandem Workshop 'Different Children-Equal Opportunities'. The first workshop was held in Latvia, from 22/04/2013 – 26/04/2013 (facilitators: Vivian Chiona and Aija Tuna). The second workshop was held in Belarus, from 30/09/2013- 04/10/2013 (facilitators: Vivian Chiona and Iryna Lapitskaya). Twenty participants from the signatory States to the European Cultural Convention¹ participated in this Tandem Workshop.

The work was based on three main pillars:

- Content: standards and principles as well as project results of the Council of Europe
- Methodology: learner-centred, peer-training, collaborative work on issues of common concerns to find fit solutions for diverse contexts
- Four-fold concept of competences development: developing sensitivity and awareness, knowledge and understanding, individual practice, societal practice.

The workshop's main objectives were to raise awareness about inclusive education, to identify key elements for inclusive teaching, to share good practice and to work towards to the development of CPD² program and training materials for inclusive teachers.

In the following pages, you will find the training units of seven participants, edited by Vivian Chiona: Roberto Cirelli (Italy) (pages 3-11), Eythymios Gkoumas (Greece) (pages 25-38), Camelia Radulescu (Romania)(pages 50-66), Olga Lazarevich (Belarus) (pages 12-24), Eva Vilkina (Latvia)(pages 39-41), Vasiliki Kremmyda (Greece) (pages 67-72) and Ardita Kovačević (Montenegro) (pages 42-49).

¹ List of signatory States

² Stands for Continuous Professional Development

Training Unit: From Word to Sign and Colour

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Target group

A class of 2nd grade students (students aged 15-16) of “Nordio” (Trieste) Secondary High Art School (age: 15/16) which includes a 16-year-old student with a below average IQ (this student is mainstreamed for all of the 36 weekly contact lessons, but enjoys the help of support teachers for 12 hours of his weekly timetable).

Context

My school has almost one student with Special Educational Needs (SEN) per class. It is the school in Trieste with the highest number of students with Special Educational Needs (SEN), maybe due to the fact that we have many hours of practical activities (drawing, fashion, architecture, sculpture) where students with SEN can express their creativity and potential, sometimes even better than students without SEN. They all have different levels of SEN (Down syndrome, autism, below average IQ, hearing impairment). They all have support teachers paid by the state (dealing mainly with didactics) and only the most serious cases also have support personnel hired by the municipality (dealing with social inclusion). All support staff work in class and only very rarely do they teach SEN students individually in a separate room, called “support room”, where support staff coordinate their duties.

Inclusion is a fact, implemented in Italy since 1988 in secondary high schools (but it started in elementary and middle school, for students from 11 to 14 years of age, in 1971). It works very

well in that SEN are considered a normal state, part of our everyday school life by teachers and students, so we are all aware of the benefits of inclusion for all and it is very normal for us to see down syndrome students, for example, mainstreamed in regular classes. Curriculum teachers (like me) have to teach and evaluate all students including those with SEN, in this case agreeing methodologies, contents and evaluation methods with support staff.

Most of the activities done by the class are however done on an individual basis: the teacher teaches, the student studies (individually), then he/she is evaluated (individually again), and that's basically the end of the learning process. This happens even more in the case of students with SEN: their case is taken into consideration independently from the class, in a direct relationship between the teacher(s) and the student, with no relation, if not in the comparison of results, among students.

In this way the wealth generated by different personalities, characters, creativity, attitudes, intelligences in each different class is not fully appreciated and underlined: it is appreciated during discussions, during common moments of daily life, but not always didactically, even though each teacher plans, with the help and assistance of support teachers, personalized or simplified curricula for SEN students, which most of the time work and imply good progress for students. The presence of students with SEN is acknowledged as a fact, all students are aware of the social richness which is generated by inclusion, but most of the time this means only the presence of different characters together with little sharing among them, because of traditional teaching methods.

Concerning SEN, most of the time we -curriculum teachers- are not provided technical information on our students with disabilities, mostly for reasons of privacy, which must be respected by law, but which sometimes prevents teachers from having a full knowledge of students they deal with, unless parents decide to tell them more. We know about our students' clinical history only during meetings with parents, support staff, medical experts and psychologists.

As a result there are three main points where I would like to see some change and improvement and which I would like to approach through this experimental training unit:

- 1) more inclusive activities where students with and without SEN work together in groups making the most out of cooperative learning methods.
- 2) more multidisciplinary activities, where multiple intelligences can cooperate and produce better results, where the flaws of one student can be overcome through cooperation, where students can learn from each other, each one contributing his/her own specific abilities and competences, so that inclusion is not limited to students with SEN, who with their presence can actually help all students to experience better and more varied multidisciplinary learning processes;
- 3) more technical (psychological and physical) knowledge on SEN of all kinds (we curriculum teachers are trained only partially on how to deal with SEN as we rely on support teachers).



Even an injured arm cannot stop drawing when you work in a group for the group.

Expected learning outcome.

I tried out experimentally my teaching plan because I wanted to try to achieve the objectives specified at point above on the context and be able to discuss the results with my seminar colleagues in Belarus, to help me (and us) get to a conclusion of my work, possibly with suggestions for improvement of my own teaching and of the present inclusion system in my school and more generally in my country. My expectations when trying out my training plan was to have my students develop inclusive techniques, cooperative attitudes and mixed abilities while having fun and producing something real that could represent the result of a joint effort by a group of students.

Steps to take.

Developing the idea. First, I thought about a topic that could make students work in groups mixing their language and painting abilities. Going through all the material brought home after my Latvia week I found the Mandala project carried out by the youth centre we visited during our trip to country schools. In that project each student had made his/her own personal Mandala, and I thought I could use the same idea but having groups of students producing group Mandalas, so that students with and without SEN could work together, each contributing to a final Mandala with English words, connecting knowledge in English to painting skills.

Choosing the class. Then I spoke about my project to 3 of my classes where I had students with SEN, and talking to my students and support staff we identified a 2nd grade class (students aged 15-16) where students were more motivated to take part in this activity.

Contacting support staff. With the help of support staff we analyzed the situation of the class and of Giuseppe, the student with SEN. He is a student with an IQ below average who has many difficulties with scientific subjects, some difficulties with language subjects but who is very good at art and painting. We thought it would be the ideal situation for a mixed-ability interdisciplinary approach because Giuseppe could give a good contribution to the project in the areas where he is more skilled.

Planning activity. Then in conjunction with a support teacher, we planned the activity dividing the various phases in the hours we had available (that is 7 hours). We thought we would devote:

- 1 hour to a general and historical explanation in English of the meaning of a Mandala, as a symbol representing the universe, as a synthesis of the outer (macrocosm) and of the inner world (microcosm), as a way to raise awareness on our experiences as human beings living in this world, eliciting students' responses through brain storming on how we could use

Mandalas to express our views of the universe first with words (in English), then with signs and colours.

- 1 hour to the individual writing of words in English to be used as basis for the group Mandalas. At that time we were studying the use of the Present Perfect tenses, so I asked students to write sentences expressing things or experiences they had done in their lives that they had liked, or things they had never done and would have liked to do (they wrote sentences like: *"I've never visited the U.S.A., I've travelled by motorcycle with my father, I've never written a poem"*). It was a way to make them say what was important to them, what could be put at the centre of their universe, to be expressed in words, then in images, in their group Mandalas. I asked them to translate these sentences and wishes into single words, be them either adjectives, or nouns or verbs.

They came up with many words written individually by each of them, then I asked them to form groups as they wished, with total freedom to work with the person they liked, as long as the group was made up of a minimum of 2 and a maximum of 4 students. Giuseppe chose to be in a group with two other boys who are his best friends and with whom he has a good relationship. Unfortunately, this freedom brought to the creation of single sex groups: boys with boys, girls with girls; but I wanted them to have fun and feel free, the fact of being in a group with a specific task was already something important for them and for me, inclusion was the key element, it would have certainly been better to see boys working in cooperation with girls, but that will happen next time, in the next workshop, maybe when we deal with stereotypes. This time it worked quite well this way. Next time, I would probably try to form groups according to their different personalities, different knowledge or skill, different levels of commitment to school and to the subject, depending on what element I would like to mix or see at work together.

Then, in each group they shared the words chosen individually and they decided to use them as a basis for their Mandalas. The words would be written first at the centre of their Mandalas, then they would draw and paint on them to represent them with signs and colours.

These are the words (or short sentences) they chose : serendipity; infinity; light; darkness; meditation; life; good luck; sky; wings; the seasons (spring, summer, autumn, winter); the elements (wind, fire, air, water); compass points (north, west, south, east); the seasons in our hands; in your hands; peace; here to go; raining hopes; player mind (the three last sentences were written by Giuseppe, and I found they were the most linguistically and conceptually creative ones).



- 4 hours to the actual drawing and painting.
- 1 hour to the final joint discussion and evaluation of the results (the paintings), not only in

terms of marks to be attributed to their work but above all as an evaluation of the feelings they had experienced while working together.

Activity.

The actual activity lasted a total of 7 hours, using resources provided by the school (paper and colours) and it went quite well: students had fun, they discussed sometimes very hard on how to represent words through images created by them, and when they started actually working it was a marvel to see four hands drawing on the same piece of paper (whereas they are used to produce only individual paintings or homework). They first drew signs using a pencil.



Then they started colouring.



Some decided to paint their hands and use them to have a closer contact with their Mandala, to show that it was part of themselves, and it was so joyful for them to have colour in their hands!



When their work was finished all groups showed proudly their work and I took a picture of them with their works.





Then we took a group picture of all of them on the balcony of our classroom.

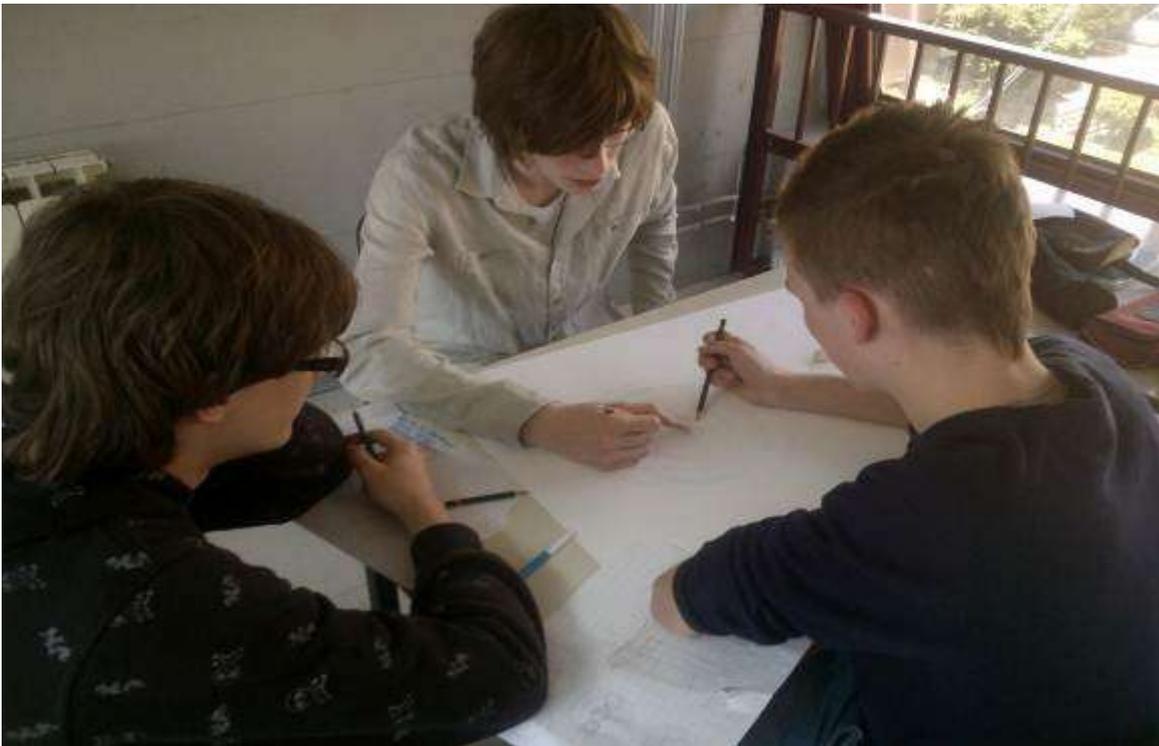


This activity could be applied to any other class at my school, but it could be used even in non artistic schools because what is important is cooperation, not the actual artistic result of the Mandala, which can be very simple and badly drawn, what is important is cooperation and inclusion, mixing of different abilities and intelligences, of words and of signs, of language and of art.

Evaluation of results.

My training unit has convinced me that it is possible to experience inclusion in a more integrated way. Inclusion exists in Italy, it has been there for many decades and everybody acknowledges its importance. But it is in the actual practice and in the learning processes that inclusion is obtained, not just in putting different people together doing the same things at the same time but each one doing it separately and individually. My teaching unit has mixed language abilities and drawing abilities, and the student with SEN has had a chance to contribute to something important made by his group expressing his creativity and creating paintings which

sometimes were better than those done by his group mates, so it was stimulating and gratifying for him to be an important part of the group, but even for him what was important was the pleasure of working together, arms so close one to the other drawing on the same piece of paper, and producing something which did not belong to only one person but to the group. The words they have used in their Mandalas will remain in their minds for a long time, they know the wishes they have expressed through their Mandalas will be fulfilled in their lives if they manage to work again together experiencing inclusion in a factual and complete way. My class was happy of this activity and asked for more, and I'm sure next year I'll find new ways and new ideas to achieve similar results with other classes and other students with and without SEN, and this training unit will be the basis for similar units in future (we could have students write a song or a poem together, then they might illustrate its lyrics, etc.). This teaching unit taught me that inclusion must not be an empty word, people shouldn't just "be" together, they have to "act" together, and the way in which they do it is important. And that is why it is important to plan more activities that involve different abilities and different intelligences, which should be as mixed as possible. Traditional ways of teaching don't contribute to an inclusive model, often they underline differences instead of helping overcome them. A modern teaching methodology is the key to inclusion.



N.B. Students portrayed in the above pictures and their parents have authorized use of these pictures for the purpose of this report and for internal use only.

Training unit: The 'Kind Book' Project

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Target Group: school children of the 1st form with vision impairments (blind and visually impaired), senior school children without vision impairments, special needs teachers, practical training teachers, primary school teachers.

Context

The aim is for senior school children to create a *tactile* (touch) book for junior school children with visual impairments by senior school-children. A *tactile book* is a special book for a special child.

In the current literature on tactile perception, the notion 'tactile' is dominant, i.e. it is aimed at the perception based on multisensory- mainly tactile- information perceived through touching, pressing and partially vibration. Since the mid 90's this notion has been used for characterizing both handmade and raised-graphical (point) textbooks published with the help of technical tools. Thus, for defining tactile resources created without the usage (or with minimal usage) of technical tools, one should use the additional notion 'handmade' which indicates the peculiarities of their creation, application and storage.

Thus, 'tactile handmade book' is used in this context to mean: a book created without or with minimal usage of technical tools aimed at enabling its user to perceive the contained information mainly through tactile perception.

Children with vision impairments and other activity limitations suffer difficulties in the visual and tactile perception of form, color, size, and space position of physical objects which can therefore, lead to problems in acquiring household, educational and social skills.

In the case of severe vision impairments, tactile sense becomes the main source of acquiring information and the way of building up the basic skills (competencies). A handmade tactile book can become one of the tools for developing tactile sense at the early educational stages. It is designed for visual and practical perception of objects; this is precisely the sense which satisfies to the maximum children's need to actively expand their perception of the world.

Expected learning outcomes

1. To increase public awareness of children with Special Educational Needs (SEN).

2. To increase the motivation of school children for learning, based on their personal interests and through a 'informed' attitude and choice towards positive activity.
3. To create a common, safe and comfortable environment for school children of the 1st grade with different starting points; an environment in which all children can explore and reach their full potential.

Steps to take while creating the book

Step 1: Develop the draft of the book: choose the topic, format and type of the book. The topics of the books are not limited. The following books are recommended for creating:

- Educational books — alphabet, arithmetic, form and size of objects, space position of objects, general notions (vegetables, fruit, clothes, tableware, transport, pets, domestic animals, wild animals, etc.), and seasons and so on.
- Art works — folktales, poems for children, stories and fairy-tales.

Tactile books are made using the technique of mixed-texture applications using various materials: paper, cardboard, fur, leather, fabric, papier-mâché and others.

While making a tactile book one can use: fancywork (title of the book, design of clothes), soft toys (main characters, animals), bead plaiting (rain, pools — sense of wet and cold), salted dough, polyurethane foam (faces), various types of 3D, texture applications with drawing details with contour 3D paints.

Step 2: Create the sketch of the page. Arrange the objects and the text on the page.

Step 3: Choose equipment, tools, devices and material that will be used for creating the book. The range of colors should also be natural and contrasting since many blind people still have light and color perception.

Step 4: Design the applications, characters and fill up the book with the chosen objects. One can use miniature copies of real objects from children's game sets.

Step 5: Make the page patterns. Sticky tapes or fastening laces should be sewed to objects.

Step 6: After this point, each page is joined together in the form of a 'sack' or 'pocket'. Each 'sack' has a base, for example, sintepon, a sheet of cardboard or a sheet of thick polyurethane foam whose main purpose is to keep the form of the page. Applications are stuck down with odorless glue. It's better to join the objects that can be manipulated with the help of laces and sticky tapes. Then the text is added to the pages. At the bottom of each page a horizontal inkle or triangle is sewn down in order to mark the bottom of the page.

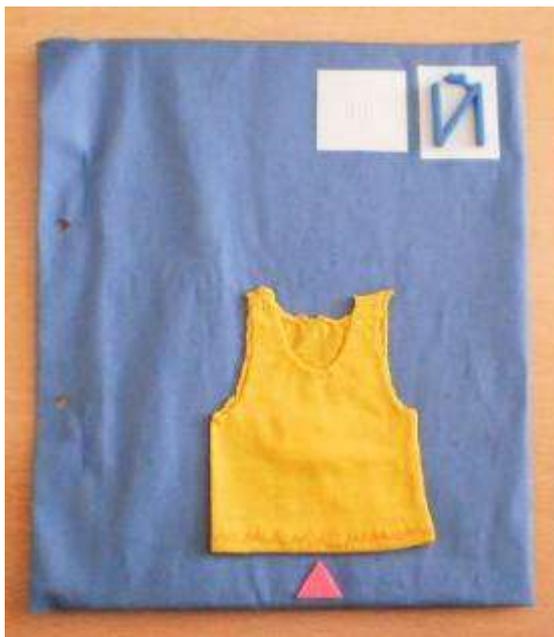
Step 7: Make up the covers and bind the book. For nursery school-children the book cover should be made of soft cloth, should be buttoned, stuck or laced so that minor details or objects don't come off.

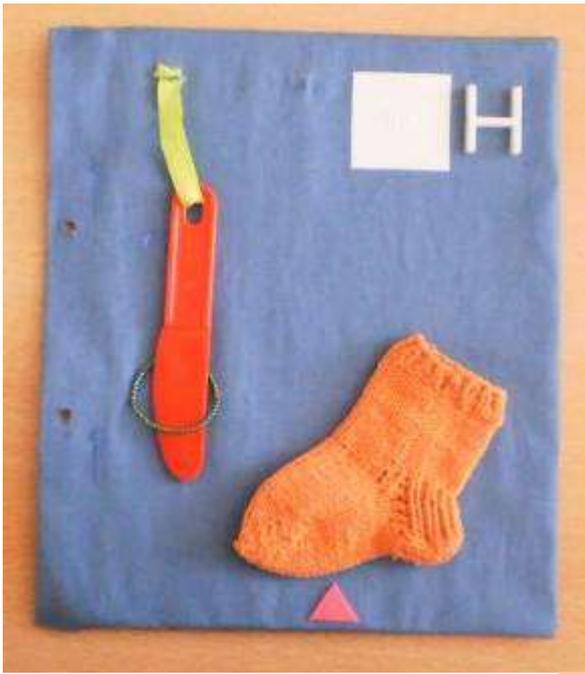
The cover of a didactic tactile textbook for junior school children can be made of thick cardboard covered with fabric or texture paper. The letters of the book title are made of soft fabric, like 'artificial suede, drape cloth' for adding volume and are duplicated by the raised fonts of the

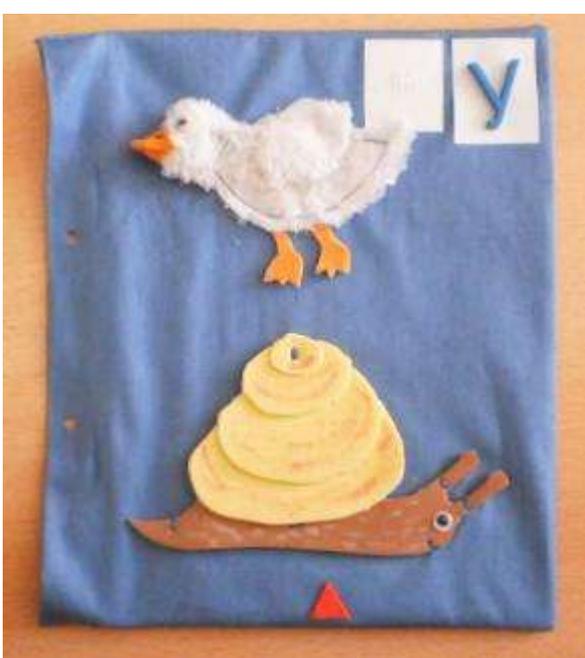
Braille system. Join the pages together into a book (as shown below).



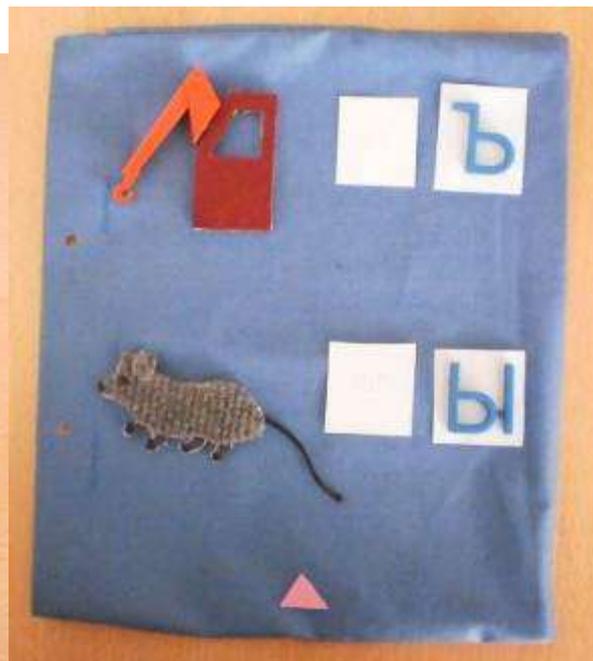
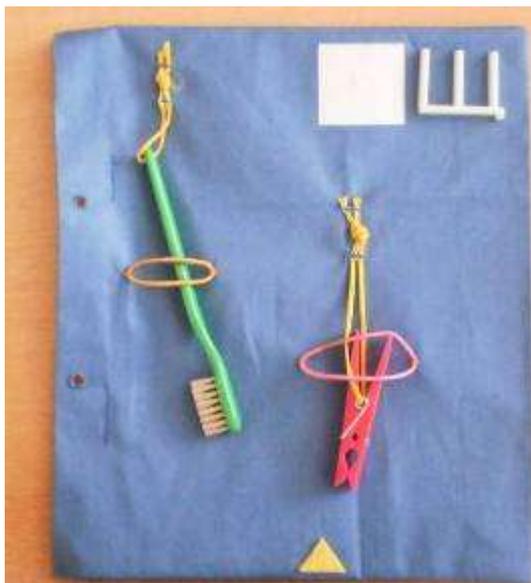




















Training unit: Learning basic mathematical concepts: A differentiated instruction approach

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Target group

The instruction is aimed at pupils studying in the first and second grades of primary school (8-9 years old) where basic mathematical concepts are taught for the first time. The pupils have Special Educational Needs (SEN) (mainly learning difficulties in mathematics or dyscalculia) who cannot keep pace with the class and they attend support teaching courses at the resource room³ while the rest of the class attends the Maths Lesson.

Context

The school where I applied the activity is a public school with 12 teachers and 12 classes - two for each grade - with 20 to 25 students per class. According to the curriculum, students should be taught the prescribed syllabus of mathematics for each class. Unfortunately, the textbooks of mathematics and exercises are demanding and not suitable for students with SEN, which results in weaknesses accumulating over time which make it difficult for these children to understand basic mathematical concepts; and they therefore, need continuous support.

My experience both in the workshop in Latvia and especially from our visits to the schools and views' exchanged with teachers from other countries, has shown that in order to be able to teach students with SEN in the mainstream classroom, curriculum should be adjusted as well as the educational process with the aim allowing all students' involvement. An important step towards achieving this goal is the use of appropriate and differentiated learning materials. In this context, differentiated instruction is a structured and flexible way in advance to adapt the teaching and learning in order to help all students to achieve the maximum learning achievement (Tomlinson, 1999).

The differentiation as a teaching practice sets as a prerequisite teachers' readiness to consciously modify the curricula, teaching methods, teaching materials and teaching activities they use, in order to adapt to the different needs, interests, learning styles and skills of children thus maximizing learning opportunities for each of these (Bearne 1996 · Tomlinson 2001). A *differentiated* classroom offers to students different ways to access teaching content, while challenging teachers to support the students in terms of their personal progress towards understanding concepts and processes (Tomlinson 2001, 1999).

Mathematics, for many children of school age and beyond, form a difficult to understand subject area; there are different levels of understanding and performance in a classroom. Therefore, differentiation of instruction in mathematics, employing varied methodologies and materials and

³ The resource room is a separate room where a SEN teacher supports individual and group level school students who cannot attend the regular program.

processes, can guide the teaching practice of teachers and lead to the desired effectiveness for all students.

Manipulatives can play an important role helping students to understand basic mathematical concepts such as the concept of numbers, place value, decade's synthesis and analysis, measurement of area etc. Manipulatives can come in a variety of forms and they are often defined as *"physical objects that are used as teaching tools to engage students in the hands-on learning of mathematics"*. The term 'manipulatives' refers to 'tangible' instructional resources where hands' activation can support constructions and, in general, representations of mathematical concepts. These materials are made either in the classroom by teachers and children or can be purchased at a store and are used properly for the mathematical constructions and reconstructions. *"A good manipulative bridges the gap between informal math and formal math. To accomplish this objective, the manipulative must fit the developmental level of the child"*. (Smith, 2009, p. 20).

Expected learning outcomes

The main expected learning outcome is all students -with or without SEN- to understand the mathematical concepts that will be taught using the material according to their abilities and also participate in the educational process by working in small groups and interacting with each other. The manipulatives will give them the opportunity to represent abstract mathematical concepts, discover the relationships of numbers in the top ten and understand basic arithmetical data.

Steps to take

Step 1: Students in the class divided into heterogeneous (in terms of gender, performance and nationality) groups of 2-3 persons.

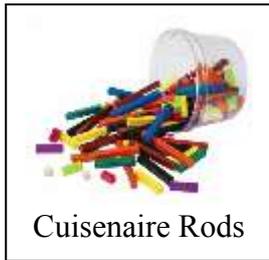
Step 2: There is a presentation of materials to be used. Students have the chance to see, touch and understand the structure and function of materials.

Step 3: Time shall be allowed for students to practice the material and use it in simple activities (see Appendix, Worksheets 1, 2, 4, 5).

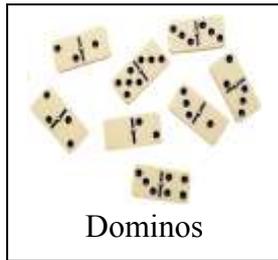
Activities

The teaching took place in four teaching hours (two in A grade and two in B grade).

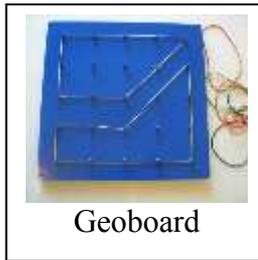
The following materials will be used: Cuisenaire rods, base ten blocks, measure balance, dominos, dominos with arithmetic operations, number line, geoboard.



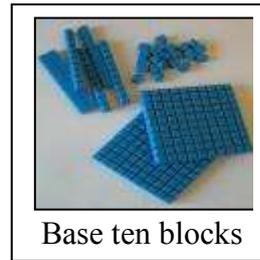
Cuisenaire Rods



Dominos



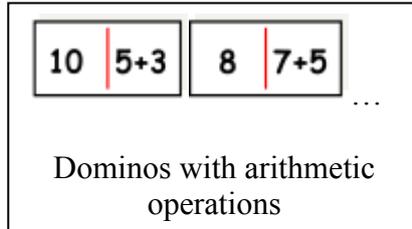
Geoboard



Base ten blocks



Number Line



10 | 5+3 8 | 7+5 ...

Dominos with arithmetic operations



Measure balance

Students, in each concept taught, use appropriate worksheets (see Appendix) that help both practicing with the material and executing exercises for understanding the concept or skill being taught.

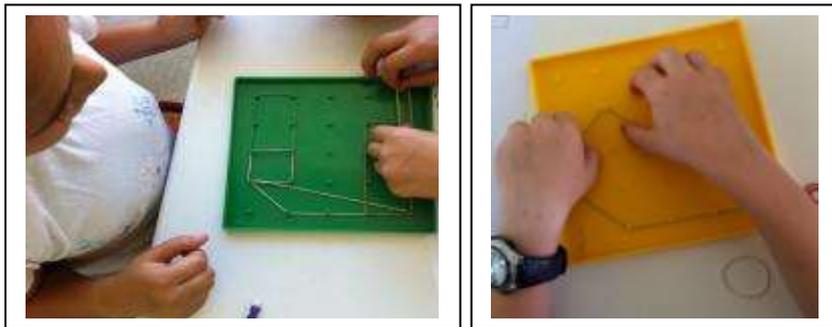
More detailed teaching acts:

- **Concept of numbers:** students represent numbers in the first decade with fingers, base ten blocks, dots etc... Compare the numbers and understand the concepts of smaller and larger using measure balance and the number line. Compose with Cuisenaire rods numbers from 1 to 10 and record their constituents (i.e. $6 = 2 + 4$, $5 = 2 + 3$ etc.). They practice with dominoes in understanding the numbers.



- **Composing the concept of 'ten':** students numbering over 10 and represent numbers with base ten blocks. They are prompted to group the 10 cubes in a ten (show the corresponding material) and discover the meaning of 'decade'. They practice representing all numbers from 10 to 20 with units and tens. They add representing numbers with cubes (e.g. $8 + 9$) and they discover the composition of ten.

- **Analysis of ten:** students subtract numbers by using cubes.
- **Concepts: 'more' – 'less':** children represent different numbers from 1 to 10 firstly in number-line on the floor observing the sequence of numbers. They then correspond numbers up to 20 in the vertical number-line and they connect the addition to the rise and subtraction to the cathode.
- **Measuring the surface:** children represent simple shapes (triangles, squares, rectangles, etc.) in a geoboard and measure their surface into squares formed by the rubber bands.



Evaluation

Appropriate worksheets used for teaching (see Appendix), graded according to difficulty depending on the abilities of the students. Throughout the course of teaching applied formative assessment will be carried out by observing students while working on individual and group tasks. The observation concerns the use of materials by children as well as the level of children's understanding about the concepts being taught. Furthermore, at the end of the lesson, a worksheet with representative exercises is given to students which they can complete solve with or without the help of the materials.

The results from the observation of children's work, the way they worked together and their performance in the evaluation sheets should show that the use of appropriate teaching materials in the instruction of mathematics and the adaptation of the program and exercises according to the abilities of all students, allows all children the opportunity to discover the mathematical concepts and acquire arithmetic skills in numbers.

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A P P E N D I X

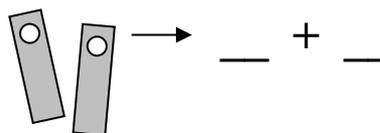
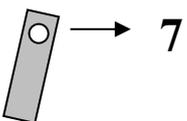
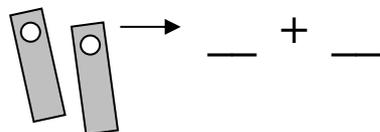
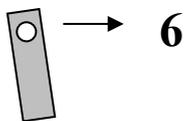
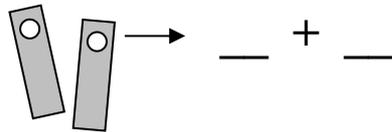
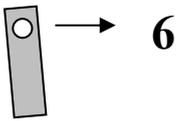
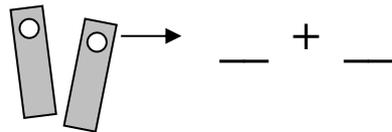
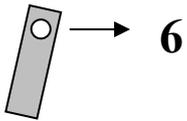
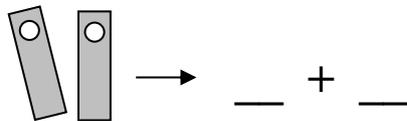
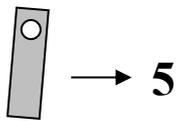
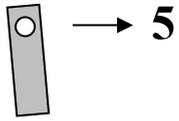
1. Put the rods that match and write the numbers:

A diagram for a matching exercise. On the left, there are ten horizontal rods of increasing length from top to bottom. On the right, there are ten circles. The top circle contains the number '1'. Dashed arrows point from each rod to its corresponding circle.

2. Count the blocks and assign each number with the rod that fits

A diagram for a counting exercise. On the left, there is a vertical column of ten circles containing the numbers 2, 5, 8, 1, 1, 3, 9, 4, 7, and 6. On the right, there is a staircase-like structure of blocks. A curved line connects the number '5' in the top circle to the top-most rod of the staircase structure.

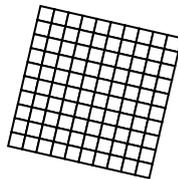
Measure Balance



Base Ten Blocks

1. I find the correlation

1



T = Tens

10



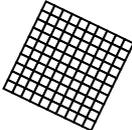
H = Hundreds

100

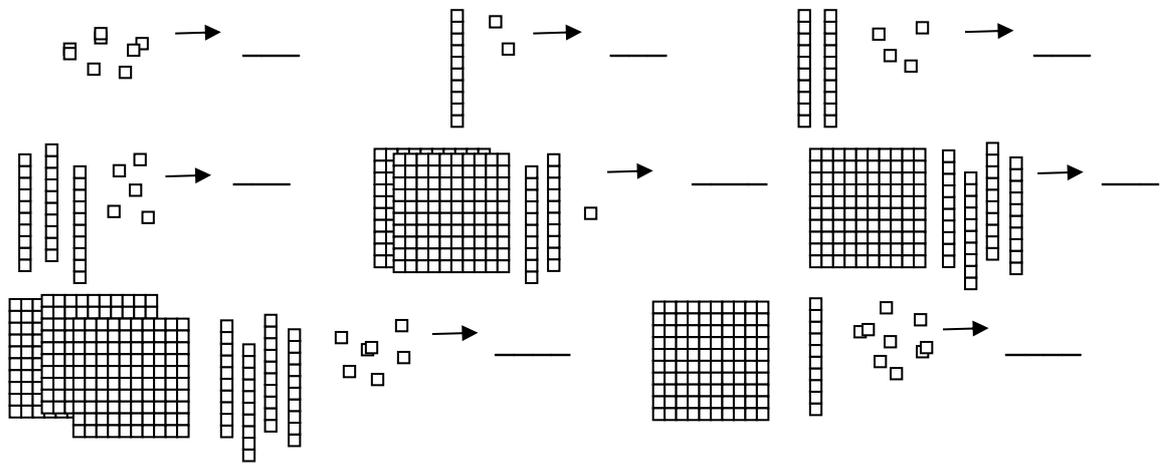


U = Units

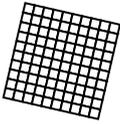
2. I form numbers using cubes:

			
9			
11			
26			
10			
34			
20			
135			
69			
100			
142			
257			
109			

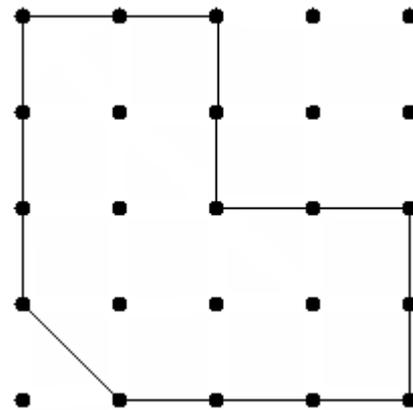
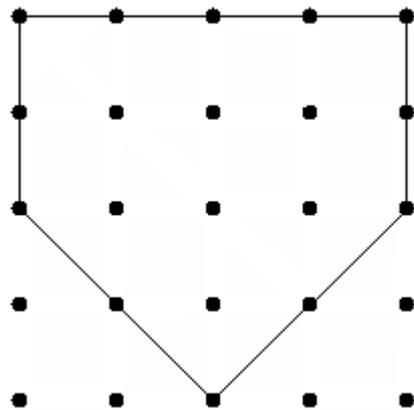
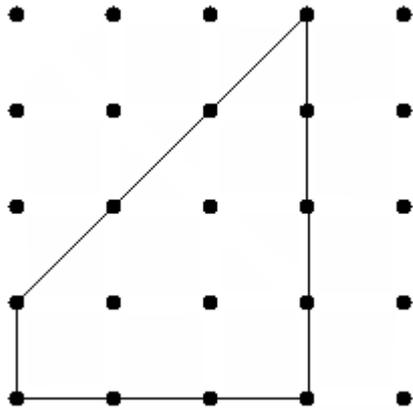
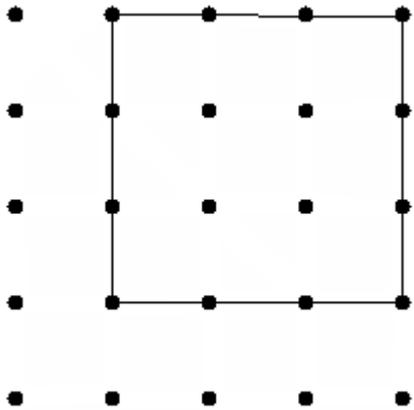
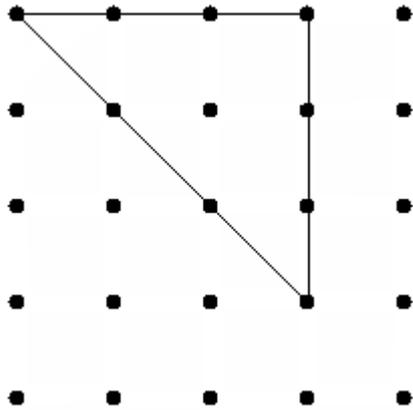
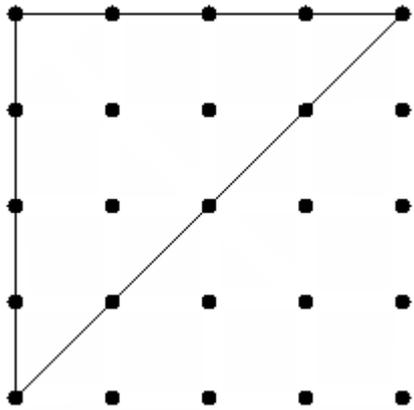
3. I find the number:

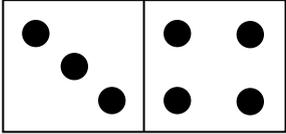


4. Show numbers with the help of the blocks

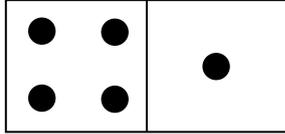
				H Hundreds	T Tens	U Units
14						
8						
29						
40						
127						
346						

I make the following shapes in geoboard with rubber bands

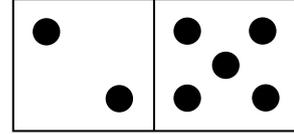




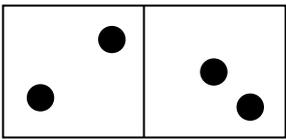
___ + ___ = ___



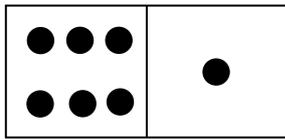
___ + ___ = ___



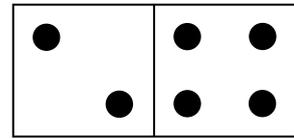
___ + ___ = ___



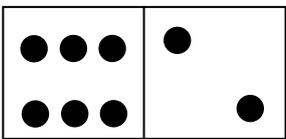
___ + ___ = ___



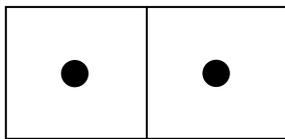
___ + ___ = ___



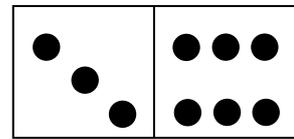
___ + ___ = ___



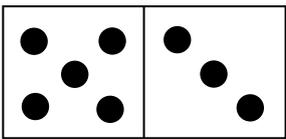
___ + ___ = ___



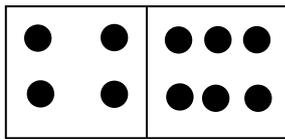
___ + ___ = ___



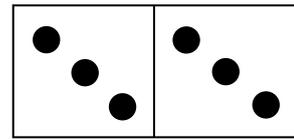
___ + ___ = ___



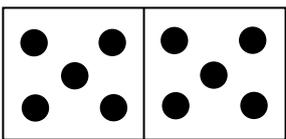
___ + ___ = ___



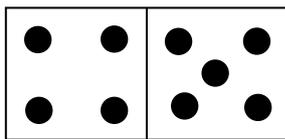
___ + ___ = ___



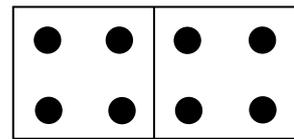
___ + ___ = ___



___ + ___ = ___



___ + ___ = ___



___ + ___ = ___

Base Ten Blocks

- Make an addition using cubes:

$$\begin{array}{r} 24 \\ +13 \\ \hline \end{array}$$

$$= 37$$

$$\begin{array}{r} 35 \\ +17 \\ \hline \end{array}$$

$$= 52$$

$$\begin{array}{r} 72 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ +25 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ +27 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ +36 \\ \hline \end{array}$$

- Make a subtraction using cubes:

$$\begin{array}{r} 47 \\ -14 \\ \hline \end{array}$$

$$\begin{array}{r} 212 \\ -19 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ -24 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ -22 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ -28 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ -19 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ -24 \\ \hline \end{array}$$

Training Unit: Supporting parents of children with special educational needs

Author: Eva Vilkina, Special Needs Educator, Latvia

Editor: Vivian Chiona, Lead Trainer of the Tandem Workshop 'Different Children-Equal Opportunities', Pestalozzi Programme, Council of Europe

Introduction

One of the most successful fundamental principles for inclusion in mainstream schools of children with Special Educational Needs (SEN) is collaboration with their parents. School's partnership with parents is vital; parents play a key role and have a positive impact on the academic and psychosocial development of their child.

Parents of children with SEN are not always prepared for their child to start learning on a daily basis with the other children in mainstream schools. One of the reasons could be a previous negative experience and the negative attitude of society towards special needs; therefore it is of high importance to provide options for psychological support to these parents. Based on practical experience as a Special Needs Educator in Latvia, I have created a support system model for parents, because only with strong and educated parents will there be a better organised plan for inclusion of children with SEN not only in mainstream schools but also in the community. Below you will find an overview of this model, the 3 phases and the particular groups. In all phases of the support groups used methods are: discussions, mini lectures, individual, pair and group work, art therapy techniques, role-playing and cooperative learning techniques.

Phase 1: Parent's support group

The parent's support group is a closed group, of small size (approximately 8 members) and works under the psychologist's and social worker's supervision. Parents are expected to attend 10 sessions, once per week; each session lasts 1.5 – 2 hours. This group is active for three months. This group's main aim is the sharing of experience, providing the opportunity for parents to receive mutual support combined with practical information. Such a support system meets the needs of parents looking for advice, support, understanding and information. By sharing experiences and helping each other, people working in different ways, on a regular basis, can establish their own support system. Group consultations provide an opportunity for sharing of feelings with other group members. Discussing the problem and the way they deal with it, parents share emotional stress which allows them to not only express what they may have gone or be going through, but also to recognize their emotions and express them in a safe environment. The group is a safe place for members to express their thoughts and feelings. The group helps parents to restore their internal psychological balance. Also, practical classes help to restore psychological balance in

burnout cases and allows parents to somehow more easily accept new situations and solutions to further help and support their child.

Towards the end of the 3 month period, the group has developed some stability and self-efficacy and it should be able to continue without the psychologist's and social worker's support. Thus, the group becomes a self-help group.

Phase 2: Self – help group

After phase 1, the group continues to work as a self-help group with the help of a social worker who organizes and coordinates the sessions. The self-help group meets once or twice a month, depending on what the group chooses.

A self-help group develops and forms an educational group in which parents, with social worker support, invites specialists, lecturers and other professionals who train and educate parents in different areas (law enforcement, medicine, education, social security, etc.).

The aim is to promote awareness of the parent's strength, growth and self-esteem which will help parents to live with pressures, deal with complicated situations and manage loss. Staff are not involved; the group may invite various specialists, who give lectures. The self-help group meets people who share similar concerns. In the group working process, the participants get to know themselves, evolve, improve their social relationships and quality of life. The group is open; unlike the support group, new members may join at any time. Group members identify potential new members and seek to involve them in group activities. Participants' self-confidence, initiative and motivation will increase, enabling them to start to find practical solutions to daily pressures.

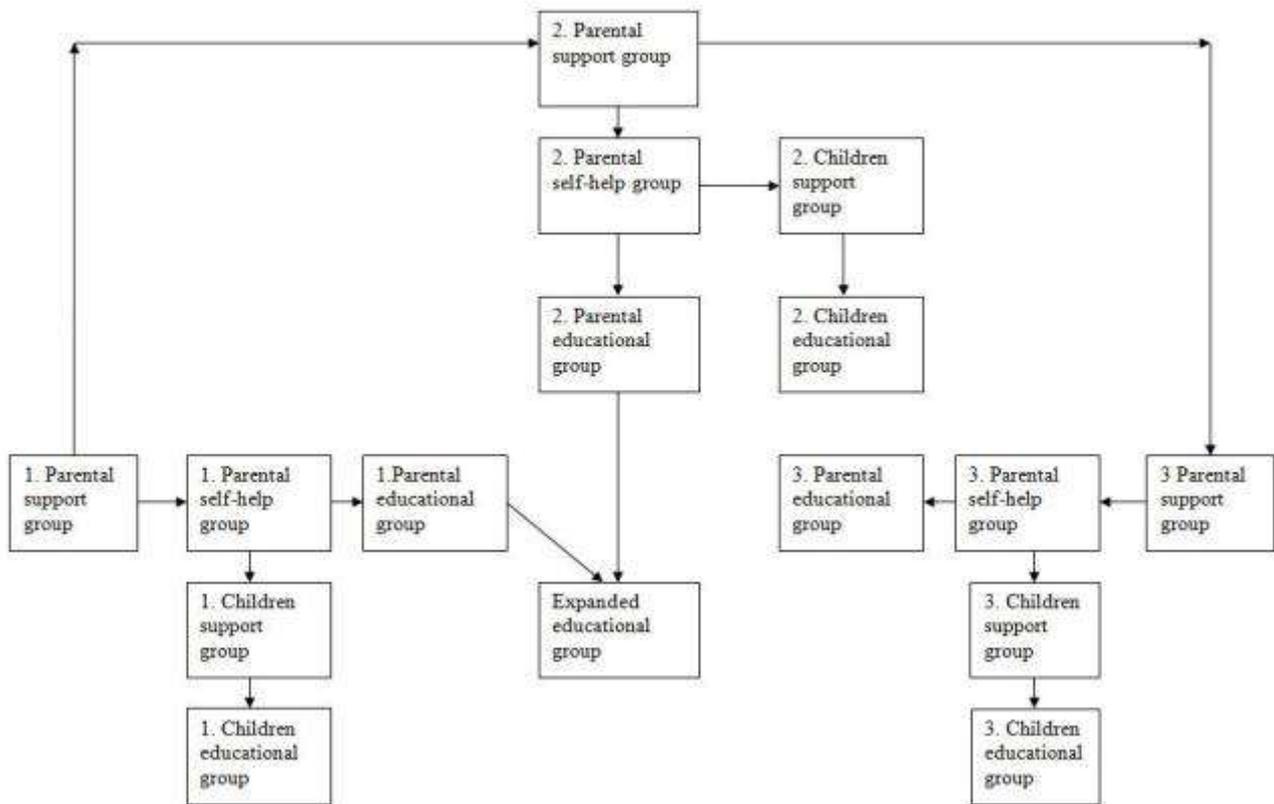
This method has several advantages when we compare it with individual work, either with a single parent or with single family: Firstly, the group of people have the opportunity to meet and see that they are not alone in this situation, there is the opportunity to talk about achievements or difficulties. Secondly, people in the working group receive emotional support. Thirdly, it encourages members to develop themselves, to learn new skills and abilities.

Phase 3: Educating parents support group

After about 3 months, the self-help group continues to be an educational group which is managed and organized by the social worker, taking into account the wishes of the group members about what is necessary. The group involves the appropriate professionals, experts and lecturers. The professionals, among others, show the parents that they believe in their abilities and provide appropriate, positive, flexible and co-ordinated support.

The aim is to provide educational information and opportunities for parents to learn a variety of skills, which enable and motivate people to see their resources and interests for evaluating their working capacities potential. It can be an incentive to change one's working life, because with the arrival of a child with SEN into a family, frequently comes a change in the daily lives of the parents (for example a parent may have to quit a job which affects family life and financial stability). It is an opportunity to see the amount of work and the responsibilities the parent might have to deal with, combined with the responsibilities of the child. Educational support group work is organised by the leader of the group, social worker, or any other suitable specialist in the group. This plan illustrates a model which could be used by bigger municipalities in which there are many parents who are

raising children with SEN; the optimal number of participants in one group is between 5-8. The group goes through three operating cycles, step 4 including the group parents common educational activities.



Training Unit: Our Friday ‘Promotion Of Inclusive Education In Schools’

Author: Ardita Kovačević, Psychologist, Marsal Tito Primary School, Ulcinj, Montenegro

Editor: Vivian Chiona, Lead Trainer of the Tandem Workshop ‘Different Children -Equal Opportunities’, Pestalozzi Programme, Council of Europe

PART I: Introduction:

Creating an inclusive and supportive environment at school enables children to feel accepted and enhances their sense of belonging within the school. Yet building an inclusive school remains a challenging task within many educational systems.

Inclusive Education In Montenegro:

Schools in Montenegro have opened their doors to integration of children with Special Educational Needs (SEN) in mainstream education since 2000, when a wide reform of the educational system was launched. Inclusive education in Montenegro was initially promoted by organizations such as Save the Children, UNICEF, and the OECD (Bogojevic, 2008). Their work was then supported by the Bureau of Education of Montenegro under the supervision of the Ministry of Education. A major step towards inclusive education was a pilot (research) project realized in partnership between the Ministry of Education and Sports and Save the Children UK (Novovic, Dimitrijevic & Djurovic, 2008). The main goal of the four-year project (1998–2002) was the integration of children with special needs into kindergartens. This was the first time in Montenegro that children with SEN had entered regular kindergartens.

The positive outcomes of this pilot project encouraged the application of inclusion of special needs pupils in elementary schools. In 2002, the training of school staff and parents was organized. Teachers and experts in some schools have since gained qualitative training and extra education from both local and foreign experts.

From 2002–2005, children with SEN were integrated successfully in five elementary schools. From thereon, other schools gradually began with inclusive education.

A number of projects and campaigns exist in Montenegro to promote inclusive education, but one particularly worth mentioning is the nationwide awareness campaign ‘It’s about ability’, implemented by UNICEF and the Government of Montenegro. The results of this campaign had a significant effect on Montenegrin society. According to the latest KAP survey conducted from UNICEF, Montenegro in December 2012, nearly every second citizen of Montenegro (49%) learned something new about children with SEN from the campaign, while one in five (19 %) changed their attitudes and one in four (25%) positively changed their behaviour towards children with SEN.

Inclusive Education In Ulcinj:

There are four elementary schools in Ulcinj: Boshko Strugar, Marshall Tito, Bedri *Elezaga* and *Mark Nuculloviq*. In three of these schools teaching is bilingual (namely Albanian and Montenegrin) out of consideration for the multi-ethnic and multicultural aspects of the society.

Staff at these schools is proud of nurturing good relationships between students, even in more difficult times, such as the armed conflicts in the Balkans. When one considers that they have worked with 'different' children without prejudice, it is clear that the idea of inclusive education is not new to these schools, per se.

Ulcinj may have been a place where children of different cultural backgrounds lived, played and learned, but until recently children with disabilities were not recognized nor supported in schools, nor did they have special schools or day centers. There is no comprehensive data regarding the number of children with special needs in Ulcinj. According to the Centre for Social Work in Ulcinj, 32 children were registered as children with SEN during 2012. However the organisation believes that there are many more who remain unidentified. Since October 2012, Ulcinj has operated a day centre for children with SEN called "Sirena". In the beginning of 2013, there were eight children registered at the centre and the number is increasing. In this center are places children and youth with severe disabilities.

In the academic year 2012/13, four students with SEN were enrolled at Bosko Strugar, four at Bedri Elezaga, three at Marsal Tito and one student at Mark Nucullovic. In the academic year 2013/14, the number of children with SEN at these elementary schools doubled, and more. For example, eight students with SEN now attend Marsal Tito (up from three).

It appears that children with SEN are increasingly being placed into inclusive classrooms. The term 'inclusive education' is also familiar to most teachers and their attitudes are changing positively according to some researches done lately (Bjelica, 2008; Kaca & Kovacevic, 2013). These reforms of the education system are affecting not only teachers and parents but also students, whose reactions to their classmates with SEN range from interest, curiosity, fear and sympathy.

PART II: Training Plan

Although a lot in has been achieved in promoting inclusive education for the target groups teachers and parents, but less for students, who are inseparable from this process. My plan is to promote inclusive education among school children and for Fridays to be dedicated to activities focused on inclusive education.

Context:

In my school of more than 1,150 students, there are seven students with SEN (autism, speaking difficulties, etc.). They are in different grades; the youngest is in the first grade and the oldest in the ninth grade. These students follow a differentiated curriculum depending on their abilities. In each curriculum there are expected *educational goals*, as well as *functional goals*; for example to increase socialization, self-confidence, independence etc. Reaching each goal requires support from teachers *and* classmates.

As our goal is that all staff and students value diversity, demonstrate respect for others and commit to establishing a caring society in school, we should focus our attention also on working with students.

In May 2013 we conducted a mini-survey with a sample of 135 of our students in the school. The results (Table A) show a need to inform, educate and include students actively in the process of inclusive education. This will help eliminate fear of the unknown, prejudices and any kind of negative thoughts children may have in relation to children with SEN.

A strategy of including students – both with and without SEN – in activities is recommended. This strategy should include both workshops in school and activities outside of school. In school workshops, students should learn about their rights as children and what prejudices are and how they affect our behavior. They should also understand what inclusive education is and generate ideas as to how the school could be inclusive.

Outside of school there should be a focus on collaboration between the school and the day centre for children with disabilities. Connecting children in this practical way is a valuable experience for both parties.

As Friday is the last day of the school week, it is the most appropriate day for students to engage in these kinds of activities. My goal is for Fridays to become a day connected (in one way or another) with inclusive education. For example, every first and third Friday of the month, students at the school might visit the day centre and plan activities like drawing, singing, dancing, playing, eating, watching a movie, reading stories, etc.

Expected Learning Outcomes:

- Students will change attitudes toward SEN and inclusion, as a result of the combination of information on inclusive education and fieldwork experience.
- Students will better understand one another, have positive relationships, and be more respectful and accepting of each other.
- Students will see the school as a place for *all* children to learn.
- Students will become aware that all children have the same rights.
- Students will understand that everybody can play a role in do something to making the school the right place to be.
- Students will learn that prejudices can influence our thinking and behaviour, but are unfounded beliefs.
- Greater awareness of possibilities and activities they all can do together in everyday life.
- A more inclusive school climate where students will feel more accepted, safe and supported.

Steps To Take:

- After discussions between the heads of the two institutions (school and day centre), present the plan to students and create groups of students who are to participate in the project.
- Create a questionnaire on children’s attitudes toward inclusive education.
- Prepare workshops on inclusive education (topics: children’s rights, equality at school, team work, children with special needs, advantages of inclusive schools, etc.)
- Make a plan of activities with children in the day centre; gather required materials/resources (for example: money for pencils, paper, and snacks)

Activities:

- Prepare the questionnaire for students’ attitudes on inclusive education; distribute and collect the data (Appendix 1).
- Prepare workshops.

- Meet with students before and after visits to the day centre and after. Discuss feelings, thoughts, expectations, etc.
- Create a programme for the hours spent at the day centre.
- Create a poster which will be distributed in the school at the beginning of the school year.
- Facilitate literary creations (poetry, essays) which will be presented on wall papers, displayed on the halls of the school
- Create a 'message of the day' (for each Friday) which will be dedicated to inclusive education

Table A: Mini-survey conducted in May 2013

Sample size: 135 students, from VI–VIII class

Statement	Agree	Not sure	Disagree
Children who have special needs should be included in regular classrooms.	81 (60%)	34 (25%)	20 (15%)
Every teacher should spend some time helping children with SEN.	77 (57%)	34 (25%)	24 (18%)
Learning together with children with SEN helps us to better understand and accept them.	100 (74%)	26 (19%)	9 (7%)
I would not hesitate to help my classmate who has special educational needs.	104 (77%)	24 (18%)	7 (5%)

Appendix 1: Questionnaire on attitudes of children toward inclusive education

Information:

1. Do you know what inclusive education is?
If "yes", explain: _____
2. Are there any children with special needs in your school?
3. Do you know anyone with special needs?

Factor 1: Social attitudes

- Would you invite a child with special needs to your house to play?
- Would you invite him/her to your birthday party with your other friends?
- Would you make him/her your best friend?
- Would you ask him/her to sit next to you?
- Would you chat to him/her at break time?
- Do you think children with special needs should be taught in the same classroom as you?
- Would you pick him/her for your team in a competition?
- Do children with special needs prefer other children with special needs as friends?

Factor 2: Educational attitudes

- Should children with special needs have their own special school?
- Should children with special needs have their own special classroom at your school?
- Do you think that he/she would have the same hobbies as the other children in your class?

Factor 3: Emotional attitudes

- Would you feel angry if he/she did not stick to the rules of your games at playtime?
- Would you care if other children made fun of a child with special needs?
- Would you feel afraid of him/her because he/she has special needs?





Visits to Sirena day centre, Ulcinj



Workshops in school



dd

Creating the poster 'School of equality'



Training Unit: We are all children

Author: Camelia Radulescu, School Psychologist/Teacher, 'Sf. Vasile' School, Ploiești, Romania

Editor: Vivian (Paraskevi) Chiona, Lead Trainer of the Tandem Workshop 'Different Children-Equal Opportunities', Pestalozzi Programme, Council of Europe

Context of the project:

8-9 year old children are encouraged to take part in activities that shape human relations, increase awareness and allow opportunities to practice basic rules of conduct and social interactions. The activities, will examine how children understand right, fairness, mutual assistance, tolerance, the idea of justice, equality, and rights of children with Special Educational Needs (SEN).

From past experience, I believe that primary school teachers have a key role to play in terms of the proper integration of children with SEN. Moreover, by working with parents and classroom teachers, integration, communication, socialization, networking, understanding and acceptance of children with SEN will be facilitated in both mainstream school and in the social environment outside the school. This educational project helps to promote the concept of inclusive education.

Why is this lesson valuable for children?

In our class, twenty eight children, among them two with SEN, will practice reading based on fairy tales. The text⁴ shows part of a child's life, during which he lives with his grandmother and is very attracted to stories and fairy tales, to the extent that his real world becomes a fairy tale. Describing the two main characters, students will express their own opinion about their behavior, they will discover that water can be their enemy when they are not careful and they will appreciate the courage of the girl who becomes a real heroine.

Children's creativity and oral communication skills will be stimulated and developed.

Objectives:

The *main objectives* of this project are the development of relationships based on acceptance, care, friendship and collaboration without prejudices and the fight of marginalisation of children with SEN.

The specific objectives are:

- training / development of social skills among students with SEN,
- understanding the importance of friendship and of caring relationships,
- removing prejudices that students, parents and, teachers may have towards children with SEN,
- improving communication and networking skills by helping students to organise extracurricular activities,

⁴ **Text:** "Tara povestilor"/"Fairy tales country", by Fanus Neagu (Appendix 1).

- exercising tolerant, communicative and responsible behavior,
- inclusion of children with SEN in mainstream schools through collaborative activities.

In particular, at the end of the lesson, students will be able to read the text correctly, fluently and with expression, to understand the message of the text, to discover the characters' moral traits and to express their opinion about the characters' actions. For the two students with SEN in our class, the objectives will be to read the text written in big letters correctly, to follow the story, to discover the main characters, and to understand that Banica made a mistake when he left his grandma without telling her.

Lesson plan

Time: 45 minutes

Methods/techniques used:

- visual* (photos, wall displays, laptop, video projector),
- *auditory*: storytelling, effective questions, music, singing, problem solving,
- *kinaesthetic*: movement, role play.
- group discussion,
- individual work
- cooperative learning techniques

Resources

- The textbook,
- a dictionary
- a whiteboard
- some photos
- a flipchart,
- some marker,
- sheets of paper,
- CDs,
- video projector,
- laptop;
- Differentiated worksheets for the two children with SEN.

Provision for the two students with SEN

The *differentiation* takes places as follows:

- The student (AR) has visual problems and learning difficulties therefore the provided text and worksheets are printed in big letters, he has more time for solving the tasks, he sits at the front desk.
- The student (VD) has ADHD. He needs assistance, encouragement, pair or group work, tasks to be done in smaller steps.

Instructions/procedure

Lesson steps	Teacher's activity	Class activity	Differentiation for the students with special needs
<p>I. <i>Introduction</i> (5minutes)</p>	<ul style="list-style-type: none"> ✕ Some pictures with girls and boys playing different games will be presented. ✕ Ask the students to remember authors and lessons about childhood -cluster: ""Fairy tales 	<ul style="list-style-type: none"> ✕ Students look at the pictures. <p>The one who picks up the ticket has to read the text and to recognize the name</p>	<p>They play hopscotch.</p> <ul style="list-style-type: none"> ✕ They read the texts and look at the projected pictures.
	<p>country", Students will pick up tokens from a bag, on which they will find paragraphs of the stories they have read before (1 a, b). The pictures will be projected on the class wall.</p> <ul style="list-style-type: none"> ✕ They listen to a song about childhood 	<p>of the story. He takes the picture and places it in the cluster (2 a, b, c).</p> <p>Children sing and mime, according to the message of the song.</p>	<ul style="list-style-type: none"> ✕ Looking at the pictures and with the teacher's help, they discover that childhood is beautiful, full of games and stories. <p>They sing and mime, based on the lyrics.</p>

<p>II. Main Activity (35 minutes)</p>	<p> ✕ Reading the text (15minutes) ✕ Teacher reads the text ""Fairy tales country", by Fanus Neagu ✕ Teacher asks the students to read the text ✕ Discussions about the author- (4 minutes). ✕ Teacher asks the students to remember the story written by F, Neagu from the first semester and to name other stories they remember, written by him. ✕ Questions and answers connected to the text; "Star explosion" method -(10minutes). Teacher splits the students into 4 groups and each one gets a number. Then, the teacher asks questions according to their number: ➤ Who? ➤ 2. When? ➤ 3 where? ➤ 4 what? The questions will be clear and connected to the text. </p>	<p> ✕ They listen carefully and follow the lesson in the book. ✕ They read one by one, one sentence or two. ✕ They remember the lesson and novels by Fanus  ✕ They write down the questions they make, they will read and answer them . </p>	<p> ✕ AR reads the texts written with big letters, prepared by the teacher. V.D. reads with his desk mate's help. ✕ VD will be asked to come with the author's portrait to the flipchart. ✕ The students participate, together with their classmates, in a team. </p>
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<p>III Debriefing/reflection 10 min.</p>	<p>α Describing the main character, Banica, using the cluster method : (6 minutes)</p> <p>α Extra work for students who finish: a quintet about one of the two characters:</p> <ol style="list-style-type: none"> 1. The character 2. Nouns 3. Verbs 4. A four word sentence 5. A key word <p>α Differences and Similarities with other characters.</p> <p>α The teacher asks the students to fill the Venn diagram with differences and similarities between Banica and Lizuca (“Dumbrava minunata/ Wonderful grove”, by Mihail Sadoveanu)</p> <p>α What have we learnt from the lesson?</p> <p>α Homework</p>	<p>α They fill in the cluster: What is he doing? What is he thinking about? What is he feeling? How is he changing?</p> <p>α The students who finish first, make a quintet. For example:</p> <ol style="list-style-type: none"> 1. Banica, 2. child, grandson, 3. leaves, climbs, meets, 4. Banica sees wonderful places, 5. dreamer <p>α They fill in the Venn diagram with differences and similarities between the 2 characters.</p> <p>α Let’s listen to our parents and grandparents</p> <p>α Imagine another ending for the story.</p>	<p>α AR gets a big cluster paper, in order to fit inside the text with big letters.</p> <p>α VD looks at a picture in which Banica is in a floating boat. He will talk with the teacher, whispering, trying to discover the main moral traits of the characters.</p> <p>α AR fills in the diagram with differences and similarities.</p> <p>α VD makes a drawing that will be introduced to his colleagues and he explains the fact that water can be dangerous and we have to be careful when we go swimming or with grandma and mother when they wash the laundry.</p>
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A SWOT analysis of the suggested activity

SWOT Analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> - collaboration between parents - teachers - supporting professors - students (with SEN / without), - engaging the students in doing extracurricular activities, - involving parents in charity activities, - mediation role of supporting teacher in school. 	<ul style="list-style-type: none"> - difficulties to develop relationships with the children with severe SEN, -lack of interest of parents/teachers regarding the social and adaptation difficulties of children with SEN.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> - active-participative involvement of children from the mainstream school in activities, carried out together with children with SEN - reduction of the marginalisation of children with SEN, - maximising the good use of human resources and materials of the mainstream school. 	<ul style="list-style-type: none"> - lack of means of transport for the operation of the suggested activities, - insufficient money for carrying out activities from the educational programme.

Appendix 1

“Fairytale country”, by Fanus Neagu

Summer.

Grandma Paraschiva was washing the laundry. Next to her, Banica was lying in the sun. He was a fair haired boy, uncombed, with dirty feet. He took the boat and headed to the river. Suddenly, the waters began to grow. “Fairytale ‘country”, said Banica and seeing that the boat was not moving, he used his hands trying to move it forward. A girl that was

eating under a tree saw the boy and shouted in amazement: “Banica!”

The boy was not surprised that the girl knew his name. The place that he reached was dangerous, so he shouted:

“Please, tell that big, fat goose to push me to the bank.”

The girl got into the water, covered Banica with a towel and picked him on her shoulders. “Where are you coming from?” She asked, laying him on the grass.

“Oh, from far, far away. I have been away for a long time and I am tired. Where am I?” “At the poultry farm. Does your grandma know that you left with the boat?”

“I did not want to leave, the river took me away.” “Ok, said the girl, I will take you home.”

“You cannot, because you don’t know where we live. And I don’t know either, he said, and he froze because he saw a ram coming out of the cornfield.

The ram was getting closer, in the middle of a flock of about 20 lambs. “Are you scared?” asked the girl. Talk to it, it will not hurt you.

But it does not understand, answered the boy. How can I talk to it if it is not a human being? Try, said the girl again.

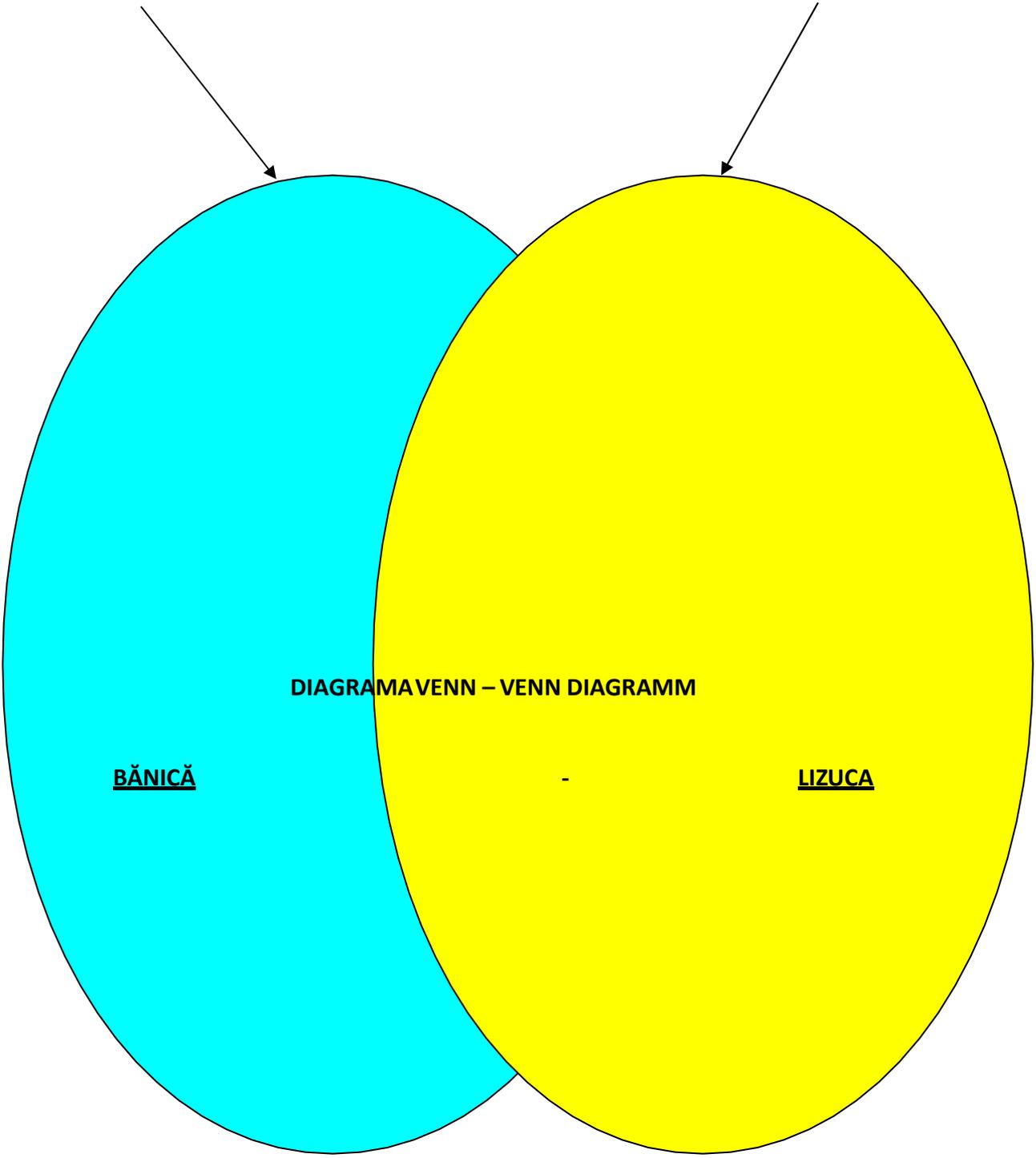
Listen to me, ram, she told the ram, Banica wants to play with your lambs, do you agree? The ram stopped. The boy laughed.

Grab it by its horns, said the girl. It thinks that you came to steal its lambs. I don’t steel them, you, ram, said the boy, only our tom cat steals.

On Sunday, grandma, Paraschiva cut a hen and she saved the liver for me, but the tom cat stole it. But I did not hit him. I only put his paws in nut shells, that’s all. I like you, you know. If you want, I give you the bell from my sleigh, I’ll bring it tomorrow. Or maybe you come to our place and take it. The ram nodded his head, as if it was thanking. Banica waited for him to go further and he took three strips from the girl’s

apron and started making himself a whip.

In the evening, the girl headed towards the village. Tired, after his extraordinary voyage, Banica fell asleep in the girls' arms, dreaming that he was riding a carriage pulled by four rabbits.



ANEXA 1 (a)

Și, când se uită fata, ce să vadă? Ograda se umpluse și pădurea fojgăia de-o mulțime de balauri și de tot soiul de jivine mici și mari! Însă, tare în credință și cu nădejdea la Dumnezeu, fata nu se spărie; ci le ia pe câte una și le îngrijește cât nu se poate mai bine”.

- Da, mămucă. Numai ceva de mâncare...

- De mâncare? O ceapă, un usturoi, și-o bucată de mămăligă rece din poliță, sunt destul pentru o nevastă tânără ca tine.

- Lemnul acesta a nimerit tocmai la timp; tare aș vrea să fac din el un picior de lemn.

Zis și făcut. Apucă repede o secure ascuțită cu gând să-l cojească și să-l cioplească. Dar când fu gata să-i desprindă prima așchie rămase cu mâna încremenită-n aer: desluși un glăscior subțire care striga:

- Nu mă lovi prea tare!

- Omorâți-mă, zise bietul boboc și aplecându-și capul pe fața apei, își aștepta moartea. Dar ce văzu în oglinda apei! Își văzu, acolo sub el, însuși chipul lui; nu mai era însă o pasăre slută, cu pene cenușii, închise, o pasăre urâtă, de care fugeau toți, era și el acum lebedă! Da, era lebedă.

Ce fel de răspuns este acesta? Să pleci din casa mea!

Fata nu a fost lăsată să dea nicio explicație și a fost alungată. Surorile și-au bătut joc de prostia ei și s-au bucurat că pleacă, fiindcă tot nu o prea aveau la inimă. Mezina s-a îmbrăcat în niște haine simple și a plecat mânănită, cu lacrimi în ochi.

Avea o oglindă fermecată și ori de câte ori se privea într-însa, nu uita să întrebe:

- Oglindă, oglinjoară, cine e cea mai frumoasă din țară?

Câteva zile mai târziu, fiul regelui dădu de știre că va lua de soție pe aceea căreia i se va potrivi pantofiorul pe care îl găsisese.

- Bună masă, cumătră! Tiiii!!! Da' ce mai de pește ai! Dă-mi și mie că ta....reee mi-i poftă !

la mai pune-ți pofta-n cui, cumătre, că doar nu pentru gustul altuia m-am muncit eu. Dacă ți-i așa de poftă, du-te și-ți moaie coada-n baltă, ca mine, și-i avea pește să mănânci. Era o dată un prinț și prințul acela voia să se

însoare cu o prințesă, dar cu o prințesă adevărată. Și a cutreierat toată lumea ca să găsească una pe placul lui și tot nu a găsit. Prințese erau destule, dar el nu putea să știe dacă erau cu adevărat prințese, fiindcă tuturora le lipsea câte ceva.

ANEXA 1 (b)

- Măi, babă, mănânci ca în târgul lui Cremene. Ia dă-mi și mie niște ouă, ca să-mi prind pofta măcar.

- Da' cum nu! zise baba care era foarte zgârcită. Dacă ai poftă de ouă, bate și tu cocoșul tău, să facă ouă, și-i mânca.

Ursitoarea cea rea se apropie și ea de leagănul fetei și cu glas tunător spuse:

- Înainte de a împlini 16 ani, copila se va înțepa la deget cu un fus și va muri.

A doua seară, în timp ce cei doi frați se aflau la masă, au auzit un zgomot afară. S-au uitat pe fereastra căsuței de lemn și s-au îngrozit când au văzut pe lupul cel mare și flămând. Lupul a început să-i roage să deschidă ușa, dar la refuzul purcelușilor a tras puternic aer în piept și a suflat peste căsuță.

Fetița mergea cu picioarele ei goale, roșii-vinete de frig; și-n șorțul ei vechi ținea strâns un vraf de cutii cu chibrituri și mai avea și-n mână o cutie. Fusesse o zi grea pentru dânsa și nimeni nu-i cumpărase în ziua aceea nimic, și n-avea prin urmare nici un ban; și-i era foame și frig tare.

- Vai, bunicuțo, dar de ce ai urechi atât de mari?

- Ca să te pot auzi mai bine.

- Vai, bunicuțo, dar de ce ai ochii atât de mari?

- Ca să te pot vedea mai bine.

- Vai, bunicuțo, dar de ce ai mâini atât de mari?

- Ca să te pot apuca mai bine.

- Pot să am nădejde în voi?

- Să n-ai nicio grijă, mămucă, apucară cu gura înainte cei mai mari. Noi suntem o dată băieți, și ce-am vorbit o dată, vorbit rămâne.

- Dacă-i așa, apoi veniți să vă săruțe mama! D-zeu să vă apere ce cele rele, și mai rămâneți cu bine!

- Mergi sănătoasă mămucă, zise cel mic, cu lacrimi în ochi, și D-zeu să-ți ajute ca să te întoarne cu bine și să ne aduci mâncare.

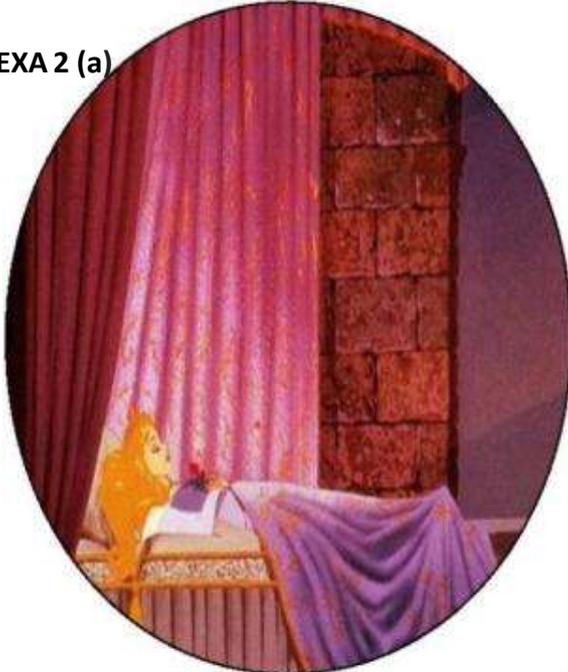
Patrocle o înțelese întotdeauna. După ce-i curăța mâna se întoarse pe labele dinapoi, se înălță, se sprijini ușor de pieptul fetei și o mângâie, ștergându-i de pe obraz urm lacrimilor sărate.

Și din două vorbe, fiul craiului îl tocmește și după aceea pornesc împreună să iasă la drum, pe unde arată Spânul. Și mergând ei o bucată bună, Spânul se preface că-i e sete și cere plosca cu apă de la stăpânu-său.

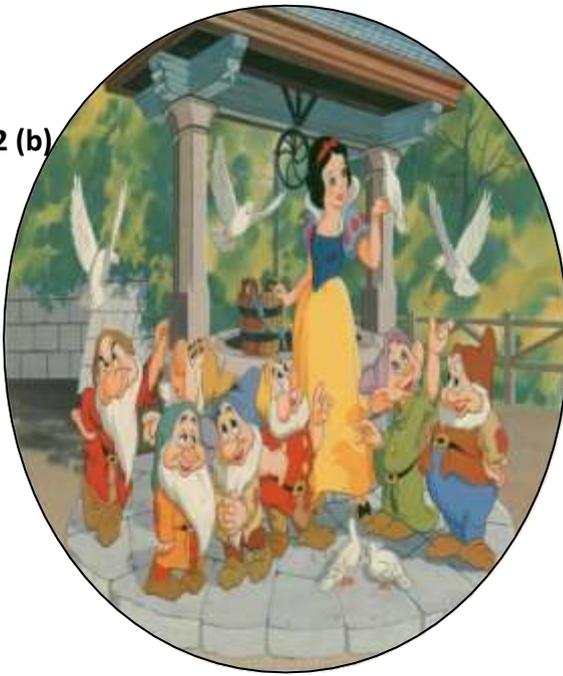
Nici n-apucaseră bine să răsară zorile, că și veni femeia și-i trase pe copii din așternut. Apoi le întinse câte o bucățică de pâine, care era mult mai mică decât de cealaltă dată.

În timp ce mergeau ei pe poteca ce ducea spre pădure, băiatul începu a face firimituri în buzunar și din loc în loc se oprea să le presare pe jos.

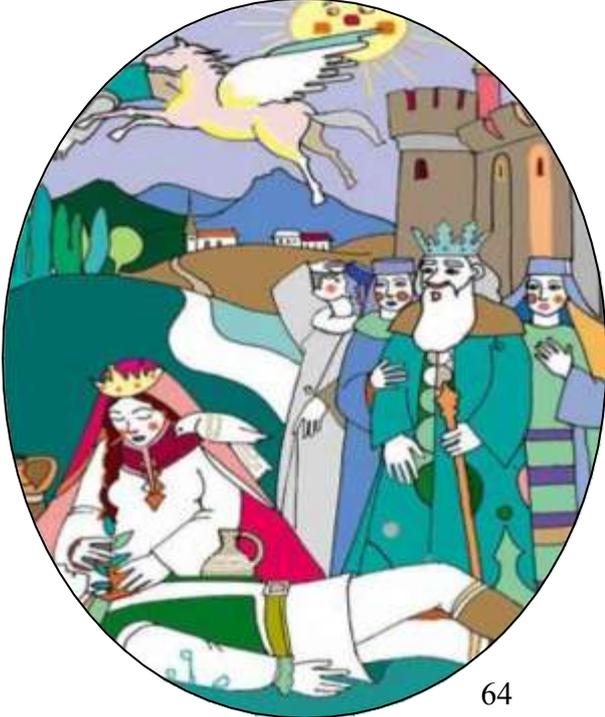
ANEXA 2 (a)



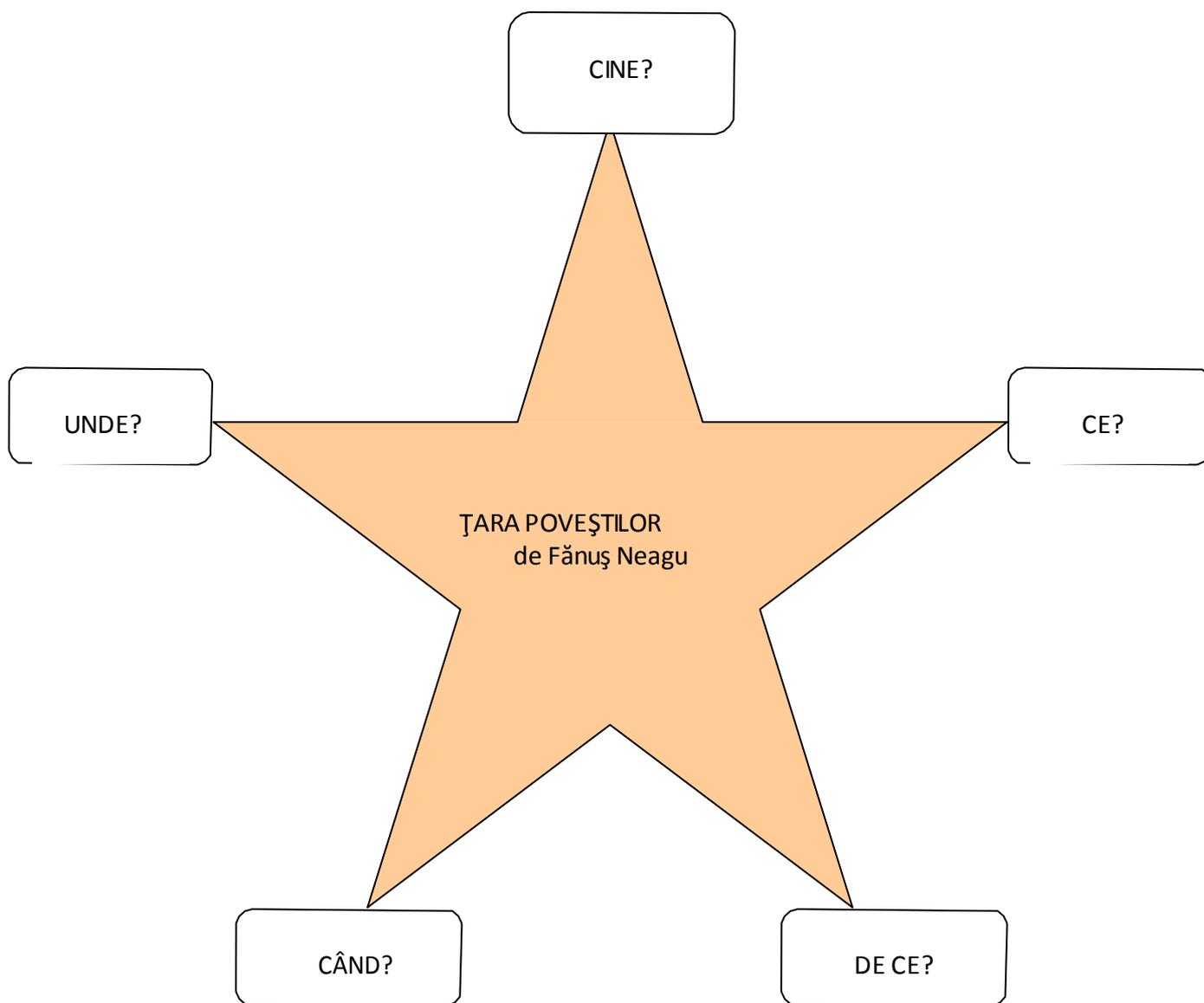
ANEXA 2 (b)



ANEXA 2 (c)



ANEXA 3 – explozie stelară



ANEXA 4 - schemă de analiză a personajului



Training Unit: “Strategies And Activities Of An Inclusive Teaching Approach For Children With Language Difficulties... The Storywriter Snail”

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Editor: Vivian Chiona, Lead Trainer of the Tandem workshop ‘Different Children - Equal Opportunities’, Pestalozzi Programme, Council of Europe



1. Introduction

The Pestalozzi Programme is the Council of Europe's training and capacity-building programme for education professionals. In April 2013, education professionals from all over Europe participated in the tandem workshop ‘Different Children, Equal Opportunities’ in Latvia and Belarus. We shared thoughts, ideas, experiences and resources and we were encouraged to ask creative questions and seek answers to issues of educational practice in the fields of Special Education and Multicultural Education. The workshop also raised awareness of the key role of education in promoting respect for human rights, democracy and the rule of law. A series of dynamic activities trained me to become a ‘multiplier’ by promoting the model of ‘inclusive education’ as an appropriate and effective pedagogy in my region, the Greek Cycladic islands, where lack of means of transport and long distances between islands, have led to a deficiency of mutual exchange of pedagogical experience. As a result of my participation in the Pestalozzi Programme and awareness of my role in promoting sound pedagogical practices, I decided to develop a training plan in my school: *‘Strategies and activities under an inclusive teaching approach for children with language difficulties... The Storywriter Snail’*.

2. Target group

Children from **6 to 12 years old** with learning Special Educational Needs (SEN) such as *dyslexia, speech disorder, difficulties with reading comprehension* and/or *reading fluency* (dysgraphia). Students attend a 'special resource classroom' at a mainstream public primary school on Andros island, Cyclades.

3. Context

The 'resource classroom' at my school works as an *integrative special classroom*, in which pupils follow parallel curriculums: the mainstream national curriculum and a target-based curriculum adapted to the specific needs of each student. Students attend my classes for a few hours per day. This can lead to an atmosphere of exclusion, in which some kids feel: "I have to leave my classroom to attend the resource classroom – but why am I the only one?"

However, there are ways in which these children could attend only the mainstream classroom and learn in a more integrative context according to a more differentiated teaching methodology.

In that case the teacher, in collaboration with the special needs teacher and a psychologist (or a social worker) will have to develop an inclusive curriculum.

After attending the Pestalozzi Programme's 'Different Children - Equal Opportunities', I began to endorse a holistic pedagogical approach which promotes the learner's 'Head, Heart and Hand' and which involves all children, teachers and the educational community in my area. It's time to move from *integration to inclusion*. As we exchanged experiences with other professional educators and visited Latvian and Belarusian schools during the workshop, we came to the conclusion that inclusion means *respect of diversity, collaboration of all stakeholders, a school open to its society, learning by doing, playing and enjoying learning*. With these goals in mind, I organized a language-learning game activity called '**The Storywriter Snail**', whereby:

- **Every child participates** in a collaborative story produced by the entire school. The tale that a Storywriter Snail will narrate.
- The **pupils with SEN** are the **organizers** and **leaders of the activity**.

4. Expected learning outcomes

- Cooperation of all pupils of the school
- Collaboration of all educational staff
- To implement more inclusive activities in the mainstream school for children with SEN.
- To assign leadership roles to children with learning disabilities
- To develop the self-esteem and self-confidence of these children
- To cultivate their language, social and motor skills

- To enhance all children’s creativity
- To promote learning by playing and by doing
- To offer the pupils joyful experiences in the school environment
- Involvement of the school community (i.e. school counsellor and parents)
- To exchange experiences with other teachers in my area as well as with the Pestalozzi community

5. Steps to take

1. Inform all stakeholders in the school community (i.e. Head teacher, school counsellor, pupils and parents) of the aim and goals of the project as well as expected outcomes.
2. Discuss and agree with the children the activities, aim and method of evaluation of the project.
3. Make a ‘pedagogical contract’ with the children that includes rules and agreements like:
 - “I will cooperate with all fellow students towards a common target: to create a grand story created by the entire school.
 - “I will use my whole imagination for the story.”
 - “I will support the publication of the story book by writing or drawing in the Path-Snail.” (details to follow)
 - “I will be involved in a theatrical production of the tale at the year-end school celebration.”

6. Activities

Time frame:

- 2 weeks’ time of about three hours per day of the school schedule
- 1 hour and 30 minutes at a teacher’s conference on Andros Island (to introduce the project and Pestalozzi Programme)

Step-by-step plan to implement the activity:

1. On a large sheet of paper (of about 2 x 1 m), draw a snail – the shell should have a spiral shape. (We included a small snail’s head with a smiley face. We also named our snail ‘Tasos’.) This artwork will be passed to each classroom, starting at grade 1 (age 6) and finishing at grade 6 (age 12).
2. Separate the snail’s shell into sections/small parts with vertical lines so that each pupil can use a given space in order to write his/her word.
3. In the very middle of the snail shell the teacher writes the first word which is the very first word of the story-tale.

4. The first pupil reads quietly the first word by and writes down his/her word. (It is like a secret and quiet dialogue between the children who are readers and writers at the same time).
5. Then, each pupil reads the word of the previous fellow student and then writes down the first word that comes to his/ her mind on 'the snail's shell'.
6. On a separate blank page the children will now complete the story of their classroom. For example, each pupil makes a sentence using his/her word. The following student continues the story by writing his/her own sentence based on his/her word which is written on the snail's shell.
7. Each pupil draws a picture inspired by the final story of the classroom.
8. All pupils together make a collage of the drawings.
9. Collect all six stories from the six grades (each story is a continuation of the previous class story, as they are written along a 'snail path').
10. Synthesize and write down the final story.
11. With the help of ICT resources, write and 'publish' the school's final story in a book.
12. Make a collage of all the drawings on a large piece of paper, take photos and publish them on the school's blog (if applicable).
13. Organize a puppet show based on the story.
14. Make the puppets with papers, colours, cloths, wood and other materials.
15. Perform the puppet show at the year-end ceremony before parents and the community.
16. Present the project to other schools on Andros, Kea and Kythnos islands to give them more perspectives on *inclusion* (see photos below).





7. Evaluation

Evaluation was done via the following:

- Free-style observation (using camera, video, interview, questionnaire) focusing on the children's implementation of the activity and motivation.
- A short questionnaire that gathers feedback from the children and teachers (Appendix 1).
- Cooperating with the school counsellor to present the project at an Educational Conference at a local level. This took place on 19 June 2013 on Andros Island and was attended by 100 teachers from three islands: Andros, Kea and Kythnos.
- Present the project and its conclusions in Belarus. I presented the project activities in the International Scientific Training Seminar 'Different Children - Equal Opportunities', hosted by the Pestalozzi Programme and held at the Faculty of Special Education, State University of Belarus (see photo below).



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Appendix 1: Student’s Evaluation Form: Feedback Questionnaire

1. Did you enjoy the activity?	yes	no	a little
2. Did you feel like taking part in a group and cooperative activity?	yes	no	a little
3. Did you find the Snailwriter activity difficult? If <i>yes</i> or <i>a little</i> explain in a few words what exactly was the difficult part for you:	yes	no	a little
4. What other similar activities would you suggest we organize at our school?			
5. How would you like to take part in the results of our story?	As an author	As an illustrator	As an actor
6. What title would you suggest for the tale? Another:.....	“The summer”	“Our boat”	“My little island”