

Erasmus+



CREATIVE  
LEARNING  
FOR  
AN  
INCLUSIVE  
SCHOOL



**M E T H O D O L O G I C A L  
G U I D E**



MAGURA GYMNASIUM SCHOOL, BUZĂU COUNTY  
KA101 2017-2018 – PROJECT OF MOBILITY  
IN THE FIELD OF SCHOOL EDUCATION



# CREATIVE LEARNING FOR AN INCLUSIVE SCHOOL



**Erasmus+** 01.06.2017 – 30.11.2018

KEY ACTION: LEARNING MOBILITY OF INDIVIDUALS  
ACTION TYPE: SCHOOL EDUCATION STAFF MOBILITY

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### ARGUMENT

**"The true teacher is characterized by that his mind to move in harmony with the minds of his pupils, living together the difficulties and the intellectual victories alike. "**  
**(J. DEWEI)**

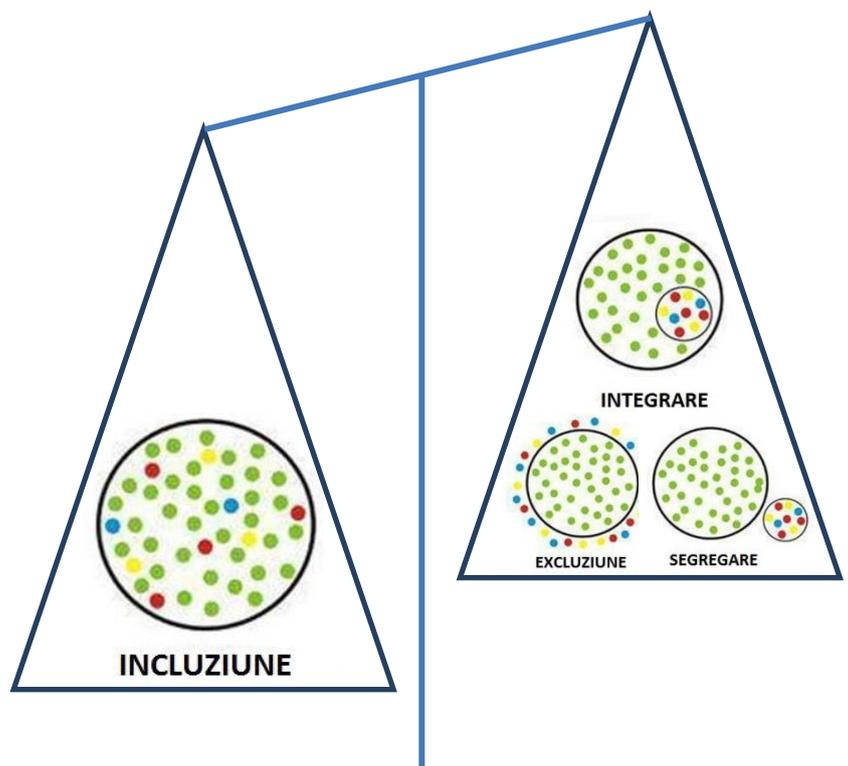
An important component of inclusion, seen as a process of adapting the school to the needs of students, is the exploitation of existing resources, especially human resources, to support the participation in the learning process of all people within a community.

The school development strategy includes priorities, goals, targets, resources and expected results. It integrates the experiences and competences accumulated as a result of this project.

The curriculum development aims at integrating a flexible curriculum, taking into account the specificity of pupils' preferences and learning styles, differentiated, focused on the relevant learning needs of the pupil, providing meaningful information about the student's life and culture. Creative learning methods and practices are used in all curricular areas, the main purpose of this type of project being to popularize them both with colleagues in the neighborhood and through international educational projects.

In terms of human resources development, it is intended to improve the teaching staff in the field of school inclusion by organizing trainings to integrate new skills into the organization culture through: examples of good practice; organizing dissemination activities (round tables, symposiums , working meetings, methodologies, book presentations, extracurricular activities with a wide participation of teachers / pupils); monitoring the continuing education / training of the teaching staff, according to the legislation in force and personal needs; organizing the recruitment / selection process of the teaching staff based on criteria aimed at cultural integration; increase the value of the teaching staff, improve the educational environment so that it becomes stimulating to capitalize on the full potential and achieve very good results, optimize the access to educational resources, fill the teachers' portfolios with the new elements that will be put into practice; stimulating communication skills in English and ICT to establish new partnerships with schools in the country / Europe on topics of common interest.

It also seeks to improve community relations by: developing an organization capable of understanding the culture, characteristics and individual needs of students lead to the formation of a school ethos that accepts pupils' diversity and valorizes them; the development of the school-family, active involvement of the family in school





activities, encouraging exchanges of experience with pupils and teachers from other schools, from the country or from the European Community.

The development of a modern and innovative management can be achieved by: imposing creative methods in the management of the organization as a prerequisite for anticipating change, creating new operational priorities, emphasizing the European dimension of our organization through quality management, well anchored in the reality of the multicultural society in which our students will become citizens of trust, openness and tolerance.

Inclusion refers to another approach to education for all. Classroom observation confirms that not all children can sustain and perform in a way that meets school requirements, but that at the same time, using the right teaching, learning and assessment methods and respecting each child's own pace, all students can record school progress, sometimes remarkable to the initial expectations.

In order for the student to be really at the heart of the educational and instructive activity, the teacher performs roles much more nuanced than in the traditional school. In student-centered approach, classroom success depends on the teacher's skills to create the best learning opportunities for each student. Thus, depending on the context, the teacher acts always, but appropriate and tailored to the needs of the group.

The creative conduct of the teaching staff is one of the factors that ensure the development of pupils' creative potential, playing an important role in inclusive education. The principle of equal opportunities is the basic concept of the inclusive school, the application of which contributes to the abolition of criterion- ethnically or socially subjective. Inclusion at the school level is achieved by respecting and valorizing the socio-cultural differences existing among students and by promoting the richness and diversity of the educational experience that results from these differences.

Inclusive school facilitates everyone's access to quality education through a range of activities whose center is the student. Education for all can be a means of improving education in general by reconsidering the support given to certain children. The manner in which a number of developmental and learning peculiarities determines the distribution of children into certain categories tends to be replaced by a non-classical manner, which considers that every child is a learner in a certain rhythm and style.

Active learning in inclusive classes brings a number of benefits to students who assimilate to a deeper level, retain ideas for longer, and use the content of their courses. Through active learning, they are more motivated to learn, can more easily relate what they have learned with real life, and can use the things learned at school in practice. They also learn to have an initiative in the learning process, can develop quality relationships with others and strengthen their social skills. Direct participation in their own training process makes them acquainted with cooperative skills that later prove useful in society and at work.

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### THE PROJECT DESCRIPTION

#### The European Development Plan.

In a continually changing society, internationalization, through mobility and cooperation projects, is an important component of the institutional development strategy, the priorities, the objectives, the targets, the necessary resources deriving from the SWOT ANALYSIS of the present situation.

The economic, social and cultural environment of the community has led the students of both cycles, primary and secondary,

to become less and less interested in studying and acquiring new knowledge. For some, the delicate situation at home, with parents going abroad to work, with members of the alcohol-dependent family or a very low material level, for example, can be a powerful demotivating factor.

Also, in classes, some students are subject to exclusion by their peers, which can be demotivating for the study. As these causes lead to absenteeism and school abandonment, urgent and effective measures are required to make pupils move to higher cycles. We, teachers, have proposed to use student-centered work-based methods aimed at solving real tasks, and do our utmost to provide a friendly atmosphere in school that can stimulate students' creativity.

Centralizing statistical situations, showing the increase in absenteeism and school drop-out situations, combined with the interpretation of the teacher training needs questionnaires, generated the priorities / priorities of the Măgura Gymnasium School's educational policy in terms of quality and internationalization, needs which we intend to improve by implementing this project. These are: motivating for learning and attracting students and parents to school; increasing the quality of the educational environment; transmitting European values and models to the entire educational community. This selection of needs has helped us to define the development of teachers' competences through creative methods, inclusion and European dimension.

By implementing this project, we wanted to engage the entire educational community in a joint effort to increase school performance and reduce the phenomenon of absenteeism and school dropout. Due to the competencies added to our organization as a result of running this project, we have been determined to promote social inclusion through modern European means.

Thus, the educational environment has become more attractive and able to include children with special needs, which is possible if we leave the premise that students can also learn through outdoor play and activities not only through a strictly formal approach. These targets have been achieved thanks to well-prepared and motivated staff, generous in providing solutions to the problems outlined above.



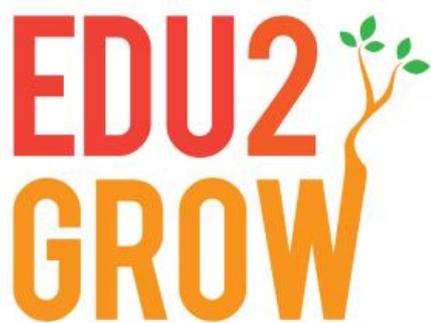


The partners we have selected have extensive experience in working with children, from the point of view of social inclusion, school drop-out and creative methods used in teaching-learning-evaluation.



Quarter Mediation is a Dutch-based company with subsidiaries in Malta and Portugal. It organizes adult education courses at European level, within

programs and projects of the European Commission, focusing on education and culture. Areas of expertise are in general education as well as in education and training. The strategy aims primarily at promoting lifelong learning and linking educational systems across European countries (both general and VET) and the European labor market. With extensive experience and experience in the Lifelong Learning Program 2007-2013, the Erasmus for Young Entrepreneurs Program, Horizon 2020 and the Erasmus + Program, the Mediation Quarter is a coordinator and / or partner in a variety of projects and organizes European events and dissemination activities.



The Edu2Grow Association is part of an informal international consortium of education-focused organizations, together with the Domino Association and CCIF Malta, and organizes Erasmus + KA1 training courses in Portugal, Cyprus, Spain, Malta and Romania. It aims to support the formal, non-formal and informal education of children, young people and adults so that they acquire the skills necessary for their personal development to integrate them into the labor market, as well as educational research in the same fields. The

association is also a member of three other international networks: IPCP, with 54 members from over 20 countries sharing interests in the theory, methods and practice of active citizenship, E.N.T.E.R. - European project transfer and exploitation network and my past, focusing on adult education. She is a founding member of the international symposium "Professional Development of Education Experts", where teachers from European countries have shared their interests in professional development. It also organized the sixth edition of the national conference "The European Dimension of Educational Institutions" together with its partners, contributing with the experience of intercultural learning and non-formal learning methods. Organizes national and international youth projects across multiple disciplines using non-formal learning methodology and consults with companies on issues such as gamblers and team building events.

We can make a brief review of our target group, the beneficiaries of the increase in the quality of the pedagogical act, to emphasize once again the importance of implementing this project for our organization. Therefore, the benefits of a new and modern approach to the educational process will enjoy:

- Students with poor learning outcomes;
- Students from disadvantaged families;
- Students with special needs;
- Students of different ethnicity than Romanian;
- Pupils with many absences and endangered abandonment;
- Students with aggressive behavior;
- Students with normal development, to whom the benefit means the increase of the school performance.



Teachers are part of the target group because they expect them to be involved in this project:

- create a friendly and flexible educational environment, ie adaptable to the individual needs of students;
- improve their professional level through the exchange of best practices, involving the presentation of methods and approaches of the latest pedagogical practice by co-opted partners.

*The general objective is to form and develop pedagogical competences that aim at promoting inclusion and reducing absenteeism and school dropout. This general objective is in line with the strategic targets specified in the Institutional Development Plan and generates three specific objectives to be achieved by the end of the 18 months:*

- *O1) Reducing absenteeism by 30% and combating early school leaving;*
- *O2) Implementation of creative learning methods and practices in a formal and non-formal context;*
- *O3) Involvement of students, parents and teachers in European learning / development experiences through the development of national and international projects and partnerships.*

### ACTIVITIES



*Specifically, the project involves the training of nine staff at European standards by attending training courses for 18 months, 9 mobility through participation in training activities to help address the identified needs of the school.*

The participants in mobilities represent all levels of education of our organization, different curricular areas and carry out teaching activity at all educational establishments within the commune, or even at other units. This representativeness can

ensure the broadest dissemination of experiences and competences gained through participation in training courses through dissemination activities.

Three training courses were identified whose objectives and activities meet the identified needs of the organization.

Activity 1 "How to motivate students to complete their compulsory education", organized by the Quarter Mediation (Assen, The Netherlands, 19- November 25, 2017) resulted in improved skills motivating students to study and participating in school activities, acquiring eight methods to combat early school leaving, presenting and practicing creative teaching methods through outdoor activities, case study practice and identifying solutions in concrete cases, and setting up





- Activity 2 "Non-Formal Inclusion - Using Non-Formal Education Methods to Encourage Inclusion", a training course organized by Edu2grow (Cyprus, January 23-29, 2018), provided students with the skills to apply non-formal education in different formal environments to encourage inclusion, in "group building" of different cultures and also tools to combat exclusion and encourage empathy in classes. Our beneficiaries have strong knowledge of group dynamics, multicultural communication, and non-formal inclusion methods.



- Activity 3 "Harmony and learning! Promoting harmony through class management and mediation techniques to reduce early school leaving", organized by Edu2grow (Malta, May 8-14, 2018) has added value to our organization by acquiring: good communication and conflict mediation practices, providing a new insight into the theme of school dropout, this time from the perspective of quality management of class of students. Exchange of best practice in conflict management was a valuable and timely acquisition for our school.



Activities have stimulated the enhancement of cross-cutting skills as a common point and have created the possibility of future collaborations at European level.

*The desired results took the form of acquiring skills in the sphere of inclusion by the nine formed teachers; the decrease in the number of absences and dropouts by a significant diversification of teaching-learning methods in the sense of stimulating creativity and non-formal involvement in the educational act and, last but not least, the promotion of this type of didactic approach in some future partnerships at national / international level.*

*In line with the priorities and objectives of this project, the participants have acquired knowledge and skills to make it possible to implement the institutional development strategy pursued from the very beginning.*

*Therefore, the activities proposed by the trainers have facilitated, as a first product of the project learning, the acquisition of new methods and techniques specific to teaching and pedagogical practice in the following areas: interculturality, communication, conflict management, mediation, group dynamics, teamwork and in the field of creativity as a solution against school dropout and the promotion of social inclusion.*

*Also, the skills that have been improved as a result of participating in this project refer to the application of new methods of teaching and creative learning to classroom through well-organized outdoor activities.*

*Another aspect of the added value of the experience of the teachers involved in this project is related to the new assessment methods based on real tasks from real life situations, which gave pupils, besides a higher level of knowledge, confidence in the forces self-esteem, optimism and attraction to the educational process, elements leading to the decrease of the phenomena of absenteeism and school dropout.*

*Last but not least, a learning product within the project presented was the continuous exchange of experiences among the participants in the partnership, an excellent source of inspiration, in addition to the examples of good practice provided by the organizers, such as*



*the use of multiple intelligences in selecting and applying teaching-learning-evaluation methods.*

The organizers made tutorials specially designed for teachers working with pupils at risk of early school leaving, alongside all the material studied and created during the mobility practice.

Activities have stimulated the enhancement of cross-cutting skills as a common point and have created the possibility of future collaborations at European level.

So another very important aspect in motivating the existence of this project is that of sustainability that is ensured by the transfer of information and skills, valorizing the materials developed, maintaining collaboration with partners and initiating new projects for the benefit of the educational community.





## ENERGIZER. SELF-KNOWLEDGE AND INTERPERSONAL KNOWLEDGE GAMES.

The game is a human activity that is necessary at every age, it is a form of manifestation encountered in people regardless of age, race, ethnicity, civilization, culture, from the oldest to the present day, which satisfies the need for man's activity the needs, desires and trends of his age. It's hard to define the game in a few words, because it is defined according to its valences. The game is movement, exploration, communication, socializing, observation and imitation, exercise, discipline, learning and, above all, pleasure. Ice Breaking Games include a series of active-participatory activities that aim to create a relaxing and refreshing climate for further activity but also to encourage participants to interact and get to know each other in unusual contexts .

"The role of ice breaking exercises is to disengage participants who interpret compensatory roles with one or more partners (relying on each other) and, of course, each other (each interprets one version and the other - as in the mirror technique , in which a person makes a gesture, and his partner imitates) "IN Dobridor.

Taking into account their purpose, ice breaking games are recommended to be done at the beginning of an activity, but also whenever the monotony interferes with the activity. This game can be successfully applied, starting with the children who are part of the primary school cycle, up to the adult age.

Both the games and the learned methods aim at presenting, self-knowledge, interpersonal knowledge, communication and class management. Their application has led to the observation that regardless of the individual's origin and cultural values, the approach to the specific problems of the school environment is similar and the difficulties encountered are somewhat similar.

Within the courses attended by the teachers, there were activities based on formal and non-formal type of interactive education. The methods used emphasize the activity of the student, the teacher acts as a coordinator, animator or mentor, the didactic approach being supported by the use of games. They aim to actively involve students and learn by discovery, creativity being the main developed skill.

Thus, the energizer games can be used at the beginning of the class in order to capture students' attention and develop a collaborative relationship between pupils and the teacher, as they can also be used during Counseling and orientation, complementing games of self-knowledge and interpersonal knowledge.





### Ask me!

This game is a group knowledge game.

Rules: The game assumes that each member placed in a circle chooses a word that begins with the first letter of the name and appears by associating the word with his or her name. The bigger the group, the more the difficulty of the game increases, because at the end of the presentation, the game coordinator says a name and designates someone who has to remember the word associated with the name.. Each member of the group will be asked about the name and the word of another member, and in the end one of them will have to say all the names and words associated with them. Typically, the chosen words reflect a feature characteristic of the person. To increase the difficulty of the game, each one chooses a gesture and the action repeats along with the utterance of the name and the word, at the end, the guy who will guess the word will have to repeat the gesture.

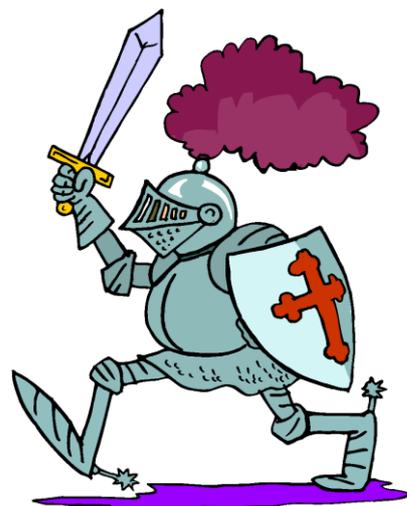


### Knight- Princess- Dragon.



The game is part of the category of energizing games. We are supposed to be in medieval times. The world is a dangerous place. When we go down the path through the dark forest, we must be wise and alert, because we can be attacked all the time.

Rules: The participants form two teams that are arranged in 2 rows, some in front of others. The animator explains the gestures: the princess - puts his hands on his waist and moves from his hips, saying coquettish "Hoho-ho", the knight - puts his right leg straight and his right hand with his index finger stretched out like a sword and yelling loudly "Ha!", The dragon - lifted up to the front, with a creepy roar "Uuuu!". The princess is stronger than the knight, because he can seduce him, the knight is stronger than the dragon, because he can overcome him in battle, and the dragon is stronger than the princess, because he can steal it. The teams have a few seconds to choose two characters.



Each of the groups returns with their backs and decides in secret what character they will be. When the co-ordinator says: "Start!", They return to the other group, both groups at the same time, and execute the chosen movement. They are attacking each other. The knight defeats the dragon. The Dragon defeats the princess. The princess defeats the knight. The group, which sums up three points, wins. The game aims at communicating at the group level, a mixed group of people speaking different languages.





## Introduce yourself!

It is a presentation game and involves the existence of at least 10 participants. The game takes place inside, and the stools are used as material resources.

Rules: All participants, except for one, sit on the chairs, forming a circle. The one that does not take place (a participant or animator) sits in the middle of the circle and begins to say something about himself (what his name is, where he is from, when he was born, what he likes to do, etc.). The one found in what the animator says, takes his place. If no one is found or there are many people who find themselves, very quickly, everyone changes their seats and the next one who is present is the one who has no seat. If someone is out of place for the second or third time, there is one more time, telling something else about himself.



## Let's talk!

The game involves the existence of two teams and is a game of interpersonal knowledge..

Rules: The participants sit face to face on the chairs to discuss, keeping their eyes on the partner all the time. . Before settling, each team receives, as a password, a word that, if I hear it during the discussion, gets up. The coordinator tells the participants to come closer to someone they have not yet been able to get acquainted with, communicate, or work together. He



announces that they will have 5 minutes to tell their partners about their own person. They can talk about anything, such as occupation, service, interests, family, vocations, occupations. Participants ask questions on the chair (anything unusual, hazliu, interesting, etc., but not embarrassing). Those who manage to have the distributive attention and hear the password during the discussion will win.



## Imitate the movement.

It is a game of energizing and involves the existence of more than 7 people. The game takes place inside.

Rules: A leader who will be the leader passes in the middle and the others sit in the semicircle behind him.

The leader goes forward, performing various movements, and the others follow him,





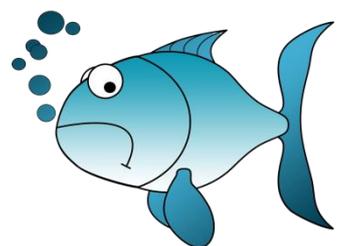
imitating the movement. When the leader has 6-10 participants, he calls "Change everyone!" And the participants, including him, run to return from where they left. The person left behind will restart the activity in a different way.



### Elephant – Fish – Washing machine.



Rules: The participants are in a circle. A volunteer comes out in the middle. The fan explains the rules: the middle one will look at a person and name one of the figures: "elephant", "fish" or "washing machine". At this moment the person and his two neighbors will show that figure. The wrongdoer will replace the volunteer and continue the game. Start with these 3 figures, after the participants have learned them, you can complicate the game by introducing others..



Elephant - the middle one grabs the nose with his right hand, and his left hand inserts it into the formed space, leaning against the inside of the elbow. The neighbor on the right leans a little toward the middle one and raises his right hand over his head, and the left leaves it down; the neighbor to the left - inversely, thus forming the ears of the elephant.

The fish - the one in the middle imitates the movement of the mouth of the fish, and the neighbors imitate the motion of the waves.

The washing machine - the middle one carries a circular motion of the hips, and the neighbors will build a rectangle with the help of their hands.

You can invent alone or together with the participants and other files. This will make the game more exciting..



### Zip – zap – boing.

The game must be played with groups of about ten or more people. This game will make the group members move and use their voice and accustom their attention and answer. It's great for the beginning of a class. Everyone is in a circle.

Rules: If a player wants to choose the player to the left, he indicates and says Zip. If they want to pick the player to their right, the point and they say Zap. If they want to choose the person they just indicated, they say Boing without index.





Each time another player is selected in this way, it is turn to Zip, Zap, or Boing fast.

If a player hesitates or does not answer when he's turn, he loses. If a player's word does not match, he gets a punishment. The first player who receives three penalties loses, and the game ends. After a round or two, you can mix places and change the rules. When a Zip or Zap player does NOT indicate the correct word, it will be Boing's turn. Each of the participants may get confused when they are designated and players on both sides of the current player must be really careful because they have to rely on words rather than on moves to know when they turn.

## Human Pizza.

The game can take place both indoors and outdoors and requires more than 5 people to sit in the circle, one in front of the other. The game resembles the massage, but there is an animator indicating the movement - this is associated with an ingredient for pizza, and the others run it on the front of the person.

Rules: The children stand in the circle. They all turn one face in one direction, sitting behind each other. The group has the task of cooking a huge Italian pizza, and the tray in which the composition is prepared is behind each of the participants. The animator will guide the preparation of the pizza: - dough dough, spread, pour the ingredients (cheese, eggs, salami, mushrooms, tomatoes), place the tray in the oven and expect to be baked. The animator will show them the gestures accompanying each step (example: knead the dough = massage the back muscles of the front, put the cheesy cheese = gently chop backwards from place to place). Prepare a pizza, but the date this group has to turn in the opposite direction, so those who have massaged those in front of them will now be massaged by themselves.



## Mime.

The game can take place both indoors and outdoors and requires more than 5 people to sit in the circle, one in front of the other. One person mimics a weather phenomenon, indicating certain movements, without talking, and the others will perform the same movement.

Rules: The children stand in the circle, one beside the other, holding their hands. One of them will mimic a movement of a phenomenon (eg rain, wind or seismic motion). The other participants will execute exactly the same move. The game can be extended to other things to mimic: the sun, the heat, etc. When the mummy ends, the animator speaks the words that have been mimicked and the game participants have to mimic the same way they did before.



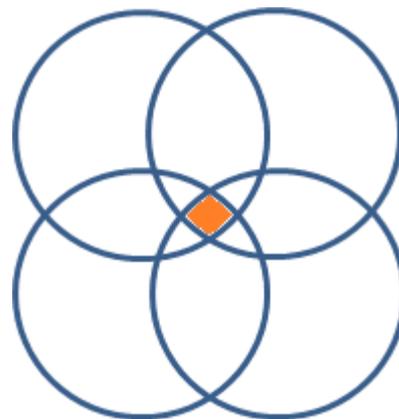


### The Venn Diagram: self-knowledge.

The Venn diagram is a way of verifying the validity of inferences (immediate and mediated) through graphical representations.

The method consists of intersecting a number of circles, each circle being a term of inference. It can be used in Counseling classes, on the subject of personal knowledge.

It is an individual activity that involves completing a diagram that contains four circles: values, passions, abilities and contributions, at the intersection of the four circles being the area of personal fulfillment of each person.



### THE BINGO.

The aim of the game is to get to know the participants and interact. The necessary materials for the game are: writing instruments, A4-card game cards, small items, rewards for the winners, but also for the consolation prize.

Rules: Each participant receives a game card that has 10 or 25 columns (more or less may be chosen by the proposer). In each section you will find activity, a possible hobby, a phobia, or whatever is appropriate at the time. Game participants have to walk among other colleagues as quickly as possible and find those who can give their answers to the game. The names of those who are asked to respond must be found once on the game card so that they make a line (vertically or horizontally) and they call "Line!" And when the fields of the card are complete, Bingo! "The winner is checked and awarded. The challenge at the end of the game is to demonstrate that the responses of those who participated were as sincere and real as possible, and they were in a position to prove (as much as possible) that they really can do what they answered .

Example of play card: finds someone who ... He likes to eat cakes ... He likes to sing in public ... He likes to dance ... He likes to do sports ... He is not afraid spiders ... He speaks two foreign languages ... He has no brothers ... He was born in May ... He has a pet ... He has a driving license.

ICEBREAKER BINGO				
DOES NOT HAVE ANY PETS	LOVES COUNTRY MUSIC	IS AFRAID OF SPIDERS	HAS NEVER BROKEN A BONE	WAS IN THE MARCHING BAND
IS WEARING YELLOW	HAS BEEN TO EUROPE	HAS BEEN ON A MOTORCYCLE	DOES NOT DRINK MILK	RAN A MARATHON
HAD BRACES	DRIVES A TRUCK	FREE SPACE	HAS RED HAIR	CAN SALSA DANCE
LOVES TO PAINT	HAS 3 OR MORE CHILDREN	FAVORITE COLOR IS PINK	CAN PLAY THE GUITAR	WAS BORN IN DECEMBER
HAS BEEN TO MEXICO	HAS CURLY HAIR	WORKS FROM HOME	IS LEFT HANDED	FAILED THEIR FIRST DRIVING TEST





## *Creative learning methods.*

Participating in the training program funded under the ERASMUS + KA1 - Learning Mobility of Individuals - School Education Staff Mobility, developed by Maggura School of Gymnasium, has made us act, rethink and conclude on the strong impact that can teach educational activities by non-formal methods to students.

Training objectives were focused on identifying new innovative learning methods to reduce school dropout and exemplifying good practices to motivate students to complete compulsory education.

The training program was intense and varied. During the training courses attended by the teachers, plenary sessions alternated with workshops. The preferred way of working was team organization, which gave us the opportunity to interact with other colleagues and to be creative in fulfilling the tasks.

The course has provided examples of good practice for a wide range of innovative teaching and learning methods: learning by doing, outdoor learning, project learning, interactive methods, unconventional methods, interdisciplinary methods.

The impact of training on the institution and on pupils is to help identify new methods of action needed to develop new skills in the field of reducing absenteeism and school drop-out, in particular by applying methods derived from non-formal.

The three types of education, formal / non-formal / informal, intertwine and help the pupil's personal development and the acquisition of knowledge acquired in the institutionalized environment and beyond. Every human being learns in the various contexts - at school, at home, in the group of friends, playing, at work, interacting with others, etc. In other words, we can learn in any context, in any situation, at any time.

According to the Law of National Education no. 1/2011, non-formal learning is considered to be integrated learning within planned activities with learning objectives that do not explicitly follow a curriculum and may vary in duration.

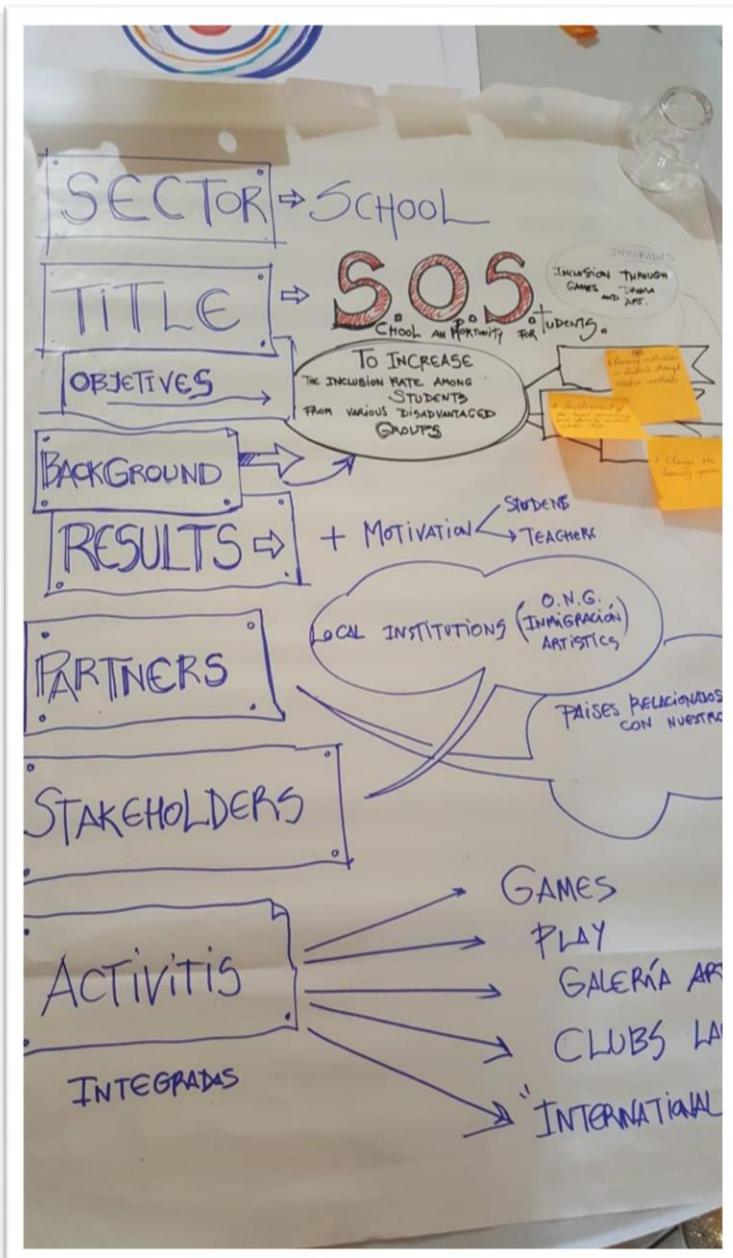
This type of learning depends on the intention of the learner and does not automatically lead to the certification of acquired knowledge and skills.



The skills and attitudes developed by students in non-formal learning include: interpersonal skills, teamwork, self-confidence, discipline, responsibility, planning skills, coordination and organization / project management skills, ability to solve practical problems, etc. As these competencies have an increased relevance to the personal development of the individual, contributing to both active participation in society and the labor market, they are complementary to those acquired through formal education. The methods used are very different from the pedagogy used in formal education. In the case of non-formal education, the emphasis is on learning by action, peer learning and volunteering.

Learning and recognition of learning outcomes in non-formal and informal contexts are found in the educational, school and extra-curricular activities of the Erasmus + Program, the "Altfel School" program, successful projects and partnerships, national out-of-school competitions and palaces and clubs activities children: <https://www.edu.ro/educatie-non-formala-informala>).

So, the three forms of education, through their contribution to youth education, lead to the development of society. Formal education is complemented by the integration of the influences that come from non-formal and informal education, and the continuity of the relationships between them for the sustainable development of society is necessary..





**Offline facebook.**

The method can be applied to both middle school and high school students. This applies to creating cohesion in newly formed groups or early school year to know the student's level of knowledge. The method is especially used in language classes.

The teaching materials used are the student's requisites and the dictionary specific to each studied language. Each participant builds his own profile and retains data about two other colleagues. There is a short circle check.



The primary objective of using this method is to test students' vocabulary knowledge, but also their ability to understand and retain new information.

The application of this method develops the oral and written communication skills in a foreign language, but also the communication skills at the group level, the activity being carried out individually and in group.

**Why am I here?**

The method is applied at the beginning of a course or in the first hour of a study subject, preferably in the 7th grade, and the work is in teams or if it is a lesser class, the students will work in a single team . Purpose of the course and expectations: there is a list of tasks and 50 minutes for solving time.

The participants organize themselves to perform the tasks; among them is a list of 20 expectations and goals for which we study the material. Task solving involves group creativity, organization, cooperation and communication, closely linked to the "team-building" concept. The members of the group interact and know each other, working together.



A student class can function as a group. Examples of tasks and possible solutions:

The task	The solution
List the foreign languages from the group.	English, French, Spanish
What is the total age of the group?	215 years
Make a list of 10 reasons why you want to study English.	For conversation. Getting a job. To emigrate. And so on
Arrange in the chronological order of your birth dates.	January 5, February 8 ...



<p>Make a weather report for the next three days with a pantomime (no sound). Perform in front of the group leader.</p>	<p>-</p>
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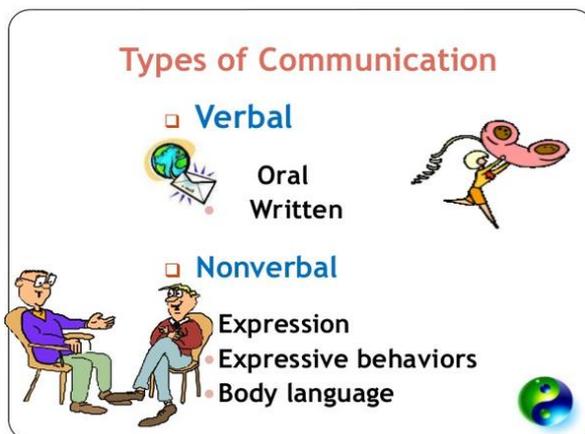
The main objective of using this method is to obtain a feedback from students about the subjects taught and the practice of learning. The application of this method develops the communication and grouping skills of the group.

### Role play. Types of communication.

This method can be used in communication lessons, both in Romanian and in foreign languages, to recognize the type of communication. The way of organizing the activity is on groups of 2-3 people.

This communication activity is done as follows: Pairs use words and gestures involving verbal and non-verbal. The types of communication are presented and practiced on mixed groups for consolidation. A group may have the theme of passive-aggressive and assertive communication between teacher-student-parent. The four groups involved provide two "scene" representations, and the audience must recognize the type of communication used.

The main purpose of using this method is to recognize the types of communication and identify barriers in communication. The application of this method develops communication and understanding skills of the oral message.



### Team building.

This method can be used in technological education classes, in secondary school students, or in practical lessons for primary school pupils. The way students are organized is in teams of at least four students.

The first practical task of team building is for students to build team-based support from a few items you give in a limited time. These are: a piece of string, plastic straw, adhesive tape and an egg that must be protected against a 1 meter fall. Inherently, the work stages follow Toleman's four stages on the functionality of a team: forming, storming, norming, performing. Students try to make them aware.

The main objective of using this method is to achieve the task given by the participation of all members of the group.

The application of this method develops team work skills and practical skills of students..





**From the problem to the solution.**



This method can be used, in particular, in teaching staff to identify problems in the teaching-learning-evaluation act and to remedy these problems.

These skills are eight, among them we can also identify culture, communication, mathematics, technology, entrepreneurship. Practical work highlights the three essential coordinates of pedagogical competence: knowledge, skills and

attitude.

Eight tasks are solved in a limited time, they are arranged in several working points. It then explains the solutions found and identifies the competencies involved, these being given in the form of posters to which the given tasks are attached.

Practical example:

Task	Solution	Competence required
Identify 5 issues your students face and design a poster or campaign / plan to inform others about these issues.	Problem solving counseling: monoparentality, poverty, inadequacy to school requirements, parents with behavioral problems, cultural shock for the migrant. It establishes a joint action plan for teachers and parents, which includes extra-curricular activities that are pleasant to students.	Intercultural, interpersonal, social and civic competences.

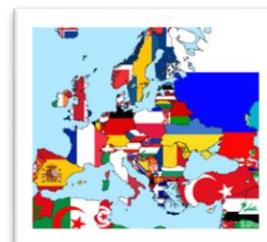
The main objective of using this method is to remedy the problems identified in the teaching-learning-evaluation act. The application of this method develops teamwork skills and critical thinking.

**Learn differently!**

This method involves grouping pupils into minimum teams of four students and observing the results of formal and informal teaching of the same content.

The three types of learning are presented: formal, non-formal and informal. The task is to create a lesson plan on the theme: "EU Flags" in formal and non-formal styles. The results are presented in a tour of the gallery.

This method involves grouping pupils into minimum teams of four students and observing the results of formal and informal teaching of the same content.





The three types of learning are presented: formal, non-formal and informal. The task is to create a lesson plan on the theme: "EU Flags" in formal and non-formal styles. The results are presented in a tour of the gallery.

In a formal form, students are presented with flags and, by groups, they receive maps of the forms of the countries, their task being to fill them with the appropriate flags.

Non-formal, pupils seek, by any means, including free movement among groups, flags corresponding to the forms of countries, then correlate with the teacher if the other groups do not know the answer.

The main objective of using this method is to perform work tasks using unconventional methods. The application of this method develops teamwork skills and critical thinking.



### Project creatively!



The method is for teachers and is used to develop the teaching materials needed in the teaching-learning-assessment process or within the didactic training courses. This method comes to support debutants,



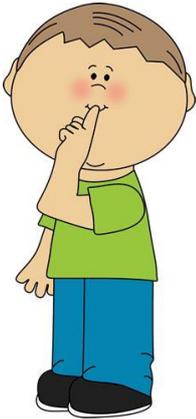
being a method that combines traditional with modern in the educational process. Teachers will be organized into work groups to design teaching materials. The method can be used from primary to high school.



Participants design teaching techniques based on unusual materials such as: tangram, quilling, plastilin. For example, the figures on the figures of tangram can represent work tasks in a previously created list.

The main objective of using this method is to develop unconventional didactic materials for teaching classical content. The application of this method develops team work skills and creativity.

## „Silent floor”



This is an activity that takes place individually but also on groups and involves identifying a method of stimulating creativity in students.

The method implies the existence of a work theme, each student writing about the subject on a paper sheet without talking to the other colleagues. The activity will take place against the stopwatch. At the end of the working time, groups of students are formed and discussing the given theme by choosing the best option to be presented in front of the class.

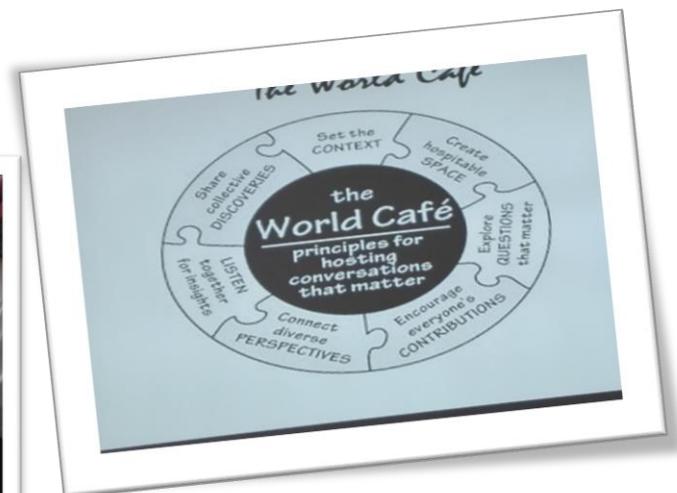
The main objective of using this method is to identify the best working method. The application of this method develops team work skills and stimulates creativity.

## „The World Cafe”

There are three groups working on three themes related to motivation (eg class-specific environment). After a while, a "reporter" remains to help those who come to be documented, the other members going to other groups whose themes contribute ideas. Then he returns to the original group, the reporter presenting the product of his audience team.

The themes addressed in this activity were:

- Partnerships with different third parties
- Class specific environment
- School activities





### Treasure hunt.

It is an activity that takes place on the basis of an itinerary and some clues discovered by the participants. In this Treasure Hunt we can introduce more physical or logical activities that we will set together according to the specifics of the area, event and season participants. It is a recreational and fun outdoor activity, which we successfully applied in our school.



Materials needed to carry out the activity:

- A bowl with colored balls
- The same maps of the city
- A sketch with the facades of buildings (or objects) to be searched
- Cameras or mobile phones
- A computer or laptop

The description of the activity: In order to get to know our town better, because the students of our school are learning in the countryside, but also to learn a little from the history of certain buildings of the city, we organized the activity called "treasure hunt", the hunt for some important buildings of our city. Students were divided into equal groups, drawing from a bowl some colored tickets differently. What had the same color cards had to form the team of treasure hunters and to choose a name for his team.

The teams received a map of the city and a sheet of sketches of the facades of certain buildings they were supposed to find. Time spent on work was one day. To demonstrate that they successfully fulfilled the treasure hunt requirement, groups of children must make a selfie with their team and the building or goal found on the map they received. The first group that completes the hunt must notify the initiating teacher of the activity and upload the pictures to an online group created for the activity as soon as possible. After completing the other hunter teams, we will all meet and create a power point presentation with the selfies made, share with the other participants how it was for them to experience "treasure hunting, through the city with a map, with a sketch of the buildings they were supposed to discover and work on.

Students will have the ultimate task to show the oldest data / information found about the buildings (possibly also pictures).





By doing this, the students will experience individual involvement, communication and interaction between teammates, delegation of responsibility and responsibility within the group, map orientation, develop their ability to orientate in space, learn to work and work together to achieve a common goal, and surely this kind of activity will spark the curiosity of finding out how their city has been formed and built since ancient times and what it is now looking at.



## Stop motion.



*Stop motion (also known as "frame stop") is an animation technique that makes the objects around us seem to move by themselves. The object is moved with small steps between individually framed frames, creating the illusion of motion when a series of frames are played as a continuous sequence.*

The value of learning through the stop motion animation resides in many skills practiced in a fun and attractive environment for children. In addition to acquiring digital skills, visual communication is involved, problem solving skills, teamwork, patience, creativity, skill, etc.

Required tools:

- A camera (web-cam);
- A tripod (which keeps the fixed camera for high quality frames);
- A wonderful idea of the script;

Materials, objects, toys, clothes, paper, plasticine, etc. for scene and characters.

Once the script is ready, children can make their characters and decor (from paper, felt, pencils, recycled materials, etc.). Then prepare the scene according to the story created by each, place the camera in the tripod or hold by one of the most skilled colleagues and test the angles from which the characters will be photographed. It is recommended that students work in teams.





The chosen objects are moved very slowly during the action, until all the necessary frames are created to create the complete animation.

After all these steps are taken, frame images are imported into a special program and processed at the level of time, speed, etc. Finally, add the soundtrack to the animation and collect the fruits of one of the most enjoyable and creative activities.



The most important benefits of stop motion animation in children's school are:

- Creativity - the people exercise their various skills through the act of creation. First of all, they design the script and the storyboard, drawing not only imagination but also logical and rational thinking.
- The process of thinking - the creation of a stop-motion animation involves planning, an initial idea of the form of a simple thought turns into a scenario, then catching the storyboard. Thus, children learn the first notions in the management of a project.
- The attention to details - the careful removal of the figurines hundreds of times access concentrated attention, patience, skill and details.
- Observe directions - making a stop motion animation involves following a few more precise steps, so the children learn to follow the instructions.
- Teamwork - the most successful animations are teamwork, brainstorming, mutual support, cooperation, and group responsibility.
- Achieving a result - the children feel a great deal of satisfaction when finalizing such a project and presenting them to others. This helps increase self-esteem and build a permanent desire to bring forward projects in the future.
- Communication capacity - traditional paper is not very effective for all students in developing communication capacity. Animation is an innovative and enjoyable way to convey ideas, stories and concepts in a creative and original form.





- Technical skills - stop motion develops digital skills and abilities, from handling a camcorder to the use of complex computerized software and video editing.
- The oratory and presentation skills are practiced in a relaxed setting by presenting animation to colleagues and even to teachers.

## The Larp method.

One of the most accomplished subtypes of Interactive Narratives, Educational Live Action Role Play or Edularp has gained great popularity in recent years since its establishment in Scandinavia.

The next generation of teachers is expected to have a wide range of skills and abilities. Teachers face a seemingly impossible task: Today, classroom teaching should teach the student not only content but also competence. The teaching should be as interdisciplinary as possible and should take into account students' heterogeneity. In addition to strengths, classroom training should also teach soft skills. It should encourage and include the use of teaching material in a variety of situations that students will face in the real world. At the same time, training should also be problem-oriented, varied and exciting and sustainable. And, of course, it should motivate students to learn.



Edularp is a live action role-playing game used to provide preset pedagogical or didactic content. Edularp is what we call an action-oriented method. This means that the participants do not learn by flat theory or reading from the board, but rather that they become truly active in lesson or matter, trying it by themselves, through their own actions. Edularp is, in the true sense of the word, learning by doing.





### Group membership.

This game is very simple and can be done at the beginning of an activity to form work teams, or to relax the atmosphere. We need stickers (rewards) with various images, some of which are identical depending on the number of children we want to form teams. The children will form a circle or will sit in the bank, but with their eyes closed. The teacher will pass on to each and will stick a sticker on his forehead. At the teacher's signal, they will open their eyes and try to find colleagues who have the same stickers as they do. The rule of the game is that students are not allowed to talk to each other to discover themselves. But there is the possibility that those who see two or three colleagues with the same stickers bring them together by approaching each other or joining their hands by forming "identical" groups.



### Yesterday and Today - Image Association.

This method can be done both individually and in teams. For this game we need as many tokens as images representing certain objects from ancient times (eg photo frame, bed, broom, etc.) and tokens with images of those objects, but topicality.

Students will need to find and associate images in the shortest possible time and to say what utility they have. The main purpose of using the method is to make correlations between concept and image.





## Mind mapping (hartă conceptuală).

Memory technique Mind Map is an effective learning method consisting of graphical representations designed to organize information and facilitate understanding of concepts and relationships between them. The map will have one or several keywords in the center, in a box, which summarizes the concept under consideration. It will be connected by lines or arrows with different explanations and related concepts, framed in different shapes, colors and dimensions. Thus, the reader will not scroll the material from the left to the right and top down but from the center, following the arrows and passing the concentric levels of the graph. Understanding the concept will thus be much easier and more meticulous.

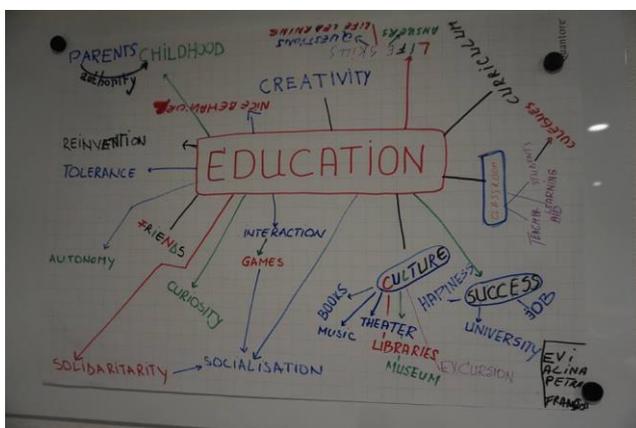
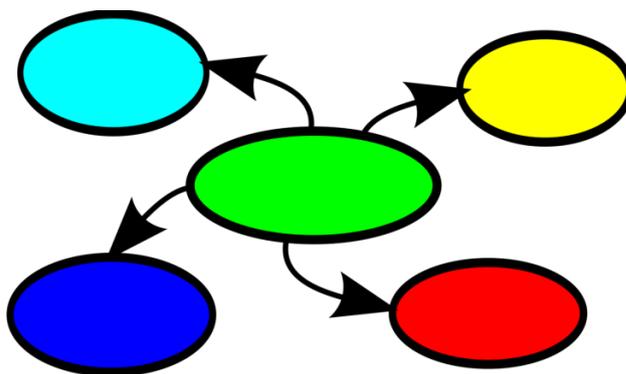
Creating Conceptual Maps is a useful approach to increasing the efficiency of the learning process, improving the way information is stored, supporting and developing the ability to creatively solve problems.

Starting from the center, where the concept of analysis will be represented, the graph will expand by adding other related concepts. The arrows or lines that connect them will surprise in a few words the relationship between them.

The use of Mind Map helps to quickly identify and understand the structure of the subject, highlighting how the information correlates, recording the raw facts contained in classical notes. Furthermore, Conceptual Maps help to retain information as it presents it in an easy to remember and revised form.

The process of developing a Conceptual Map involves taking some steps:

- Marking, in the center of the page, the concept under investigation and its encirclement;
- Use of impact words ;
- Identifying major subdivisions or major components of the concept;
- Marking them in the frame around the concept.





- Using different shapes and colors of the borders to encode certain information and to make it easier to retain information. You can even add suggestive images.
- Draw lines or arrows to suggest the relationship between them and the central concept presented at the first point.
- Analyzing the map, identifying the relationships between the distant elements, at different levels, and their graphic representation.

Making Conceptual Maps is an extremely effective way of making notes regarding the summary of information and memorization implicit. The elaboration of Conceptual Maps allows to highlight the facts, the structure of the subject and the relative importance of the individual parts. At the same time, it helps to combine ideas, stimulate creative thinking, and create connections between information, fostering learning efficiency.





## Starbursting.

It is also called the starbursting method and designates a brainstorming-like method that involves organizing the class of students in a group, and it stimulates questions to ask questions.

It writes the idea or issue to be debated on a sheet, and then ends up with as many questions as possible about the concept. In the beginning, we'll use common questions like: Who ?, What ?, When ?, Where ?, Why ?, which may then give rise to other complex questions.



Steps:

1. Propose the problem
2. Organize the class in several groups, each of which notes the problem on a sheet of paper
3. Elaborate, in each group, a list of various questions related to the issue to be discussed
4. Communicating the results of the group activity
5. Highlighting the most interesting questions and appreciating teamwork.

The use of the method has many advantages, among which the stimulation of creativity, is easy to apply to any type of student group, regardless of the age or individual characteristics of the pupils, develops the spirit of cooperation and competition, the teamwork development, emphasizes the stimulation of each a participant in the discussion, does not need to give too long a time for preliminary explanations as it is very easy to understand by all students.

## The gallery tour.

It is a method that stimulates group learning. This requires students to be organized into microgroups, teams that work to solve a problem. It is preferable to opt for a difficult, controversial problem (which naturally has many possible solutions).

Students issue ideas and these are marked on several large sheets / flipcharts. When each group lists are ready they are displayed (hung or stuck on the classroom walls in any way) the same way that paintings are on display in an exhibition / art gallery (hence the name of the method). One of the students in each team remains in the "guide" position waiting for the "visitors" (students from the other teams). They come in, ask questions, write down comments, ideas, criticism and solutions at the bottom of each tab (or on another sheet). At the end of the tour, each team re-examines their results by comparison with the solutions seen by others, using the list of comments made by those who visited their "stand", etc.





This technique is an important motivator for learning and brings with it a major involvement of learners.

A variation of the tour of the gallery also involves an individual activity, each student receiving a flipchart sheet and writing the solutions to the problem he has been asked to solve (the group gets the same problem). When he seems to be "stuck", he is in "ideas" he can rise from his place and visit the "workshops" of others by looking at their work through an association of ideas finding new resources for their own approach.

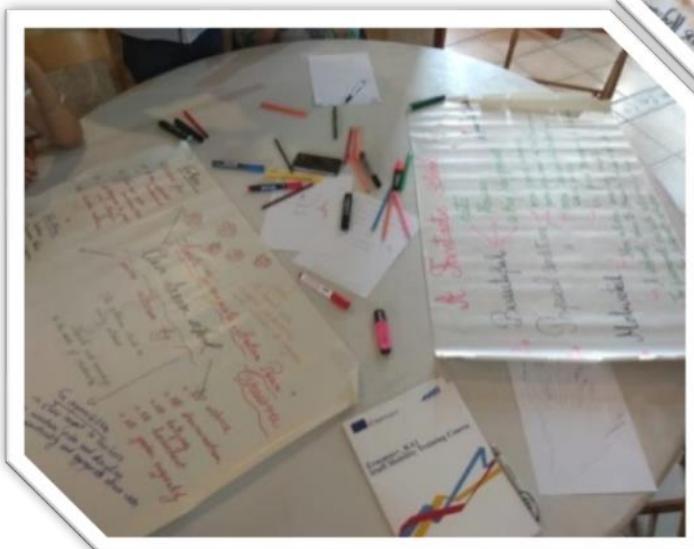


The main objective of using this method is to get as many questions as possible and as many connections between concepts. The method develops student creativity, but also the ability to work in team and, last but not least, the ability to speak to the audience , the role of guide.

### The carousel method.

It is a method of dividing the class into groups of 3 to 4 pupils that solve a given requirement, and the solution materializes in a poster on a sheet having the minimum A3 format.

It may contain text, a table, a drawing, a layout, etc. It can be done during the time or as a homework theme. The works are displayed on one of the class walls. Students go in front of them to see the colleagues'





presentations and eventually comment on the content. Finally, each group will present their poster and discuss the comments made by colleagues. The teacher coordinates the discussions, offers extra information.

The main objective of this method is to obtain complex information on a theme in various forms and to value each student with his / her skills (drawing, mathematics, literature etc.) The method develops students' creativity and team spirit.

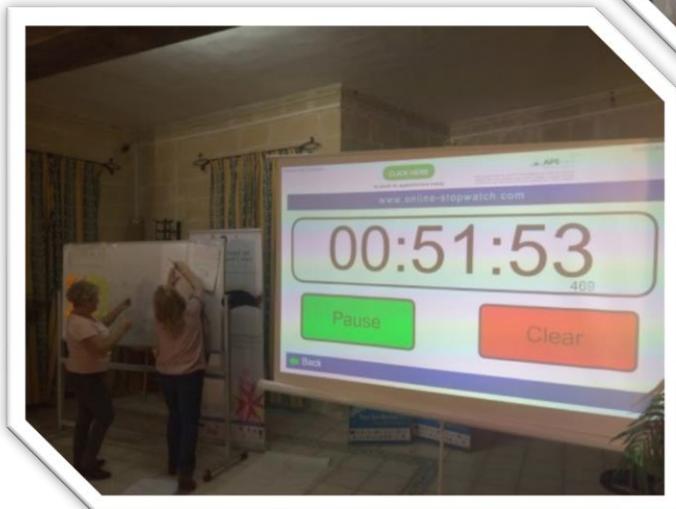


## Team-building exercise: Impossible Mission.

This method involves teamwork, the team having to be more numerous because the number of tasks is high and the time they need to be resolved is one hour.

The exercise involves the existence of a list of questions / problems on a particular topic, which the members of each team have to solve in a short time.

The difficulty of problems



increases gradually, with the last problem having a high degree of difficulty. Team members can only fit in time if tasks are distributed within the group and will not be resolved at group level.

Thus, we can say that this method has a group and individual organization. The team that has the shortest time to solve the requirements and the most correct fixes will be winning.



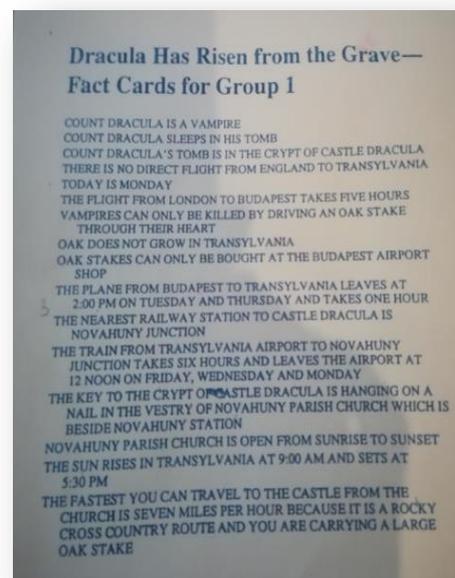
The main objective of the method is to find the most correct solutions in the given timeframe, and the competences developed are: group communication, rapidity in solving problems, organizational capacity.



### Setting the issue: Dracula has risen from the grave.

The method implies the existence of larger work groups and a problem with a higher degree of difficulty, due to the incomplete clues that lead to solving the problem.

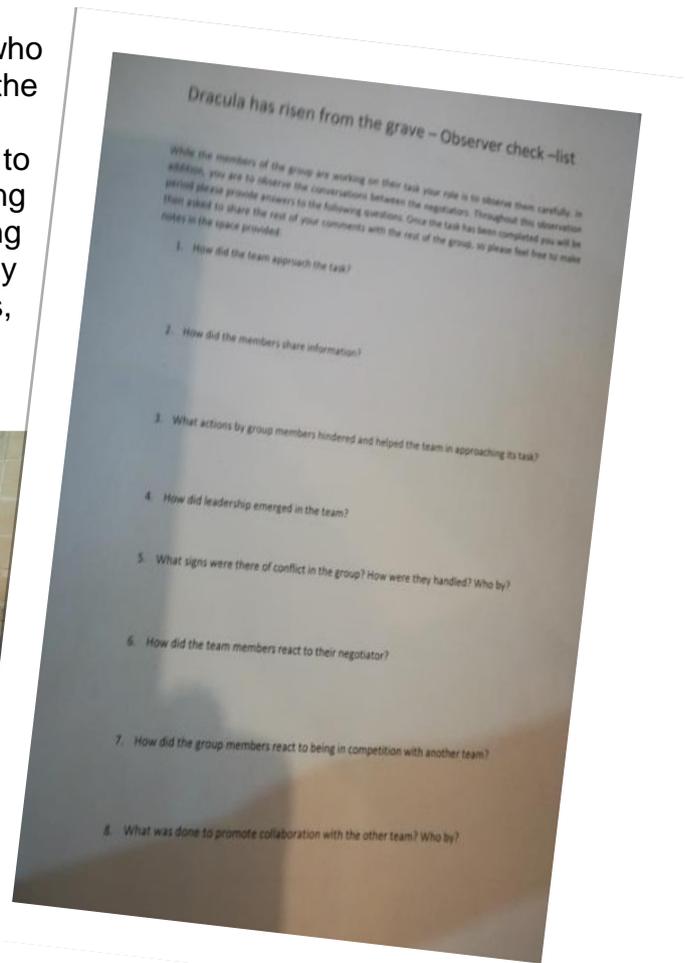
Each team receives a text, which is, in fact, the problem and which, in each group, has another gap. For example, a given problem would have been to calculate the time that Dracula reaches from point A to Transylvania, traveling by various means of transport. Each team will have an observer who will note comments on the talks and a negotiator who will try to find details from another group. By summing up the textual loopholes, the teams will find the solution only if the negotiator and the observer will do well to bring the necessary information.





The rest of the team puts together the information they have, whether or not they succeed, to solve the problem. The winning team will be the one who manages to solve the problem correctly in the shortest possible time.

The main objective of the method is to solve the problem with good negotiating techniques and an observer to bring important information. The methodology develops negotiation and observation skills, as well as problem-solving skills.



## The Role Play

This method is a method of training students' behavior based on simulated actions by involving students in group social activities with defined roles and interactions.





PARENT D

Thank you for letting me know, teacher. I didn't realise it was so bad. Seems my kid needs some help indeed. What do you think we can do? Is there an after school program? Maybe some tutoring? I'm sure he can do better if we help him sort this out and find a way to help him understand what's happening and improve his focus. I am open to suggestions and to work with you for this.

The game involves identifying the situation to be simulated, presenting the scenario, agreeing with students the participants and their roles.

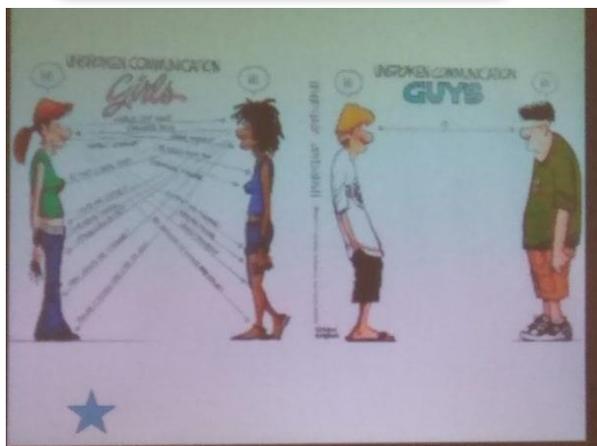
Distributed with the text of each role and with instructions on its interpretation, and an educational atmosphere conducive to role-learning learning is created. As much as possible, a decor can also be made.

Following the interpretation of the roles, an analysis will be made, through frontal and individual discussions, of how to play the role play, the presentation by the teacher of the successful and perfectional aspects, useful and in the perspective of future similar activities. For example, role play can be used to exemplify the types of communication: passive, passive-aggressive, aggressive and assertive. Distributed roles may go from the same problem, but scenic indications will be changed to reveal the type of communication. Possible roles: teacher,



parent and student. The same situation will be treated differently as regards the behavior of the three actors. Students can also be put in the situation of creating the text themselves.

The main objective of using this method is to identify the types of communication. Competencies developed through the use of this method are: developing the empathy capacity and forming the capacity to work in a group, etc.





## EXAMPLES OF APPLICATION.

### The involved method : Larp

Organization mode: individual and front.

Participants: students aged 10-12

Discipline: History

#### Necessary materials:

- a history class V manual
- a map of the Romanian Republic
- a badge

#### Objectives:

- informing the pupils on the given topic, thus providing the teachers with the pedagogical approach;
- the participation of students in writing their own roles;

#### Competencies:

- developing communication and socialization skills
- stimulate self-confidence and teamwork
- encouraging the self-taught spirit.

#### Activity description

We used EduLarp to initiate role-playing and return time learning for history.

Students will work on groups of students, randomly receiving badges with distinctive signs / features at that time. They all will sit in a circle and on the basis of a lesson in their class A history manual, we will begin our work. The lesson proposed for this activity must already be known / taught to make it much easier for them to talk. For this activity I proposed to the students the "Roman Republic - the Roman Senate".

The first and most important institution of the Romanian Republic, which was also the main governing body of the state - the Romanian Senate. There were two unofficial parties in the Senate: optimists and folk. The Senate had an important major, and its prestige was shaped by the institutional involvement of wealthy patricians belonging to the aristocracy and the plebeians.

The senators wore a lace-lace - with a wide purple band, gold ring, "calcei" shoes, had a horse and seats reserved for theater and circus shows.

The magistrates holding "imperium" (accountability) - consuls, praters, magisteri equitum, interrex, and plebiscites of the plebe - could convoke the senate. Senatorial sessions were held in a templum, a place designated by the magistrates convening the senate either in Curia Calabra on Capitolium or in Comitium or in other temples or theaters. The sessions lasted one day, but they could be extended.

The Senate's duties were decision-making, preparing commission meetings, solving serious crimes, and sharing public jurisdiction in Rome and the provinces. Preparing the



meetings, gathering the people, examining draft laws, administering religious life (establishing the religious calendar, games, supervising the priests' activity, pantheon structure, raising the places of worship, relations between Rome and foreign cults). By 'senatus-consult' the Senate had legislative power. On an external basis, the Senate received foreign embassies and, on an informal basis, influenced the vote of the commissions.

Our students were put in a situation of living a historical reconstitution of the Roman Senate, in which they as the players (according to the badges received) try to achieve the political objectives of the character, while learning about the formalities behind our democratic parliamentarism modern, mathematics and physics of the construction of roads and aqueducts, the geography and history of the various barbarian peoples, with whom the armies confronted to conquer them.

The role of the teacher:

- The teacher coordinates and supervises the work done.

The role of students:

- Students work individually, informing about the assigned role so that, ultimately, all students can implement the information in a role play.

### The applied method: Mind-mapping

**Organization mode: in teams**

**Participants: students aged 7-8 years**

**Discipline: Sciences**

**Necessary materials:**

- Colored pencils
- Scissors, glue
- Duplex Sheet
- Images representative of the proposed theme

**Objectives:**

- taking notes, summarizing the information given by the teacher
- memorizing information by associating ideas, making connections between the information you previously provided.

**Skills:**

- developing the ability to solve creatively the problems;
- stimulate creative thinking by associating images with the information received;
- stimulate collaboration to solve tasks.





## Activity description:

This method I successfully applied to the classroom. Technique Mind-mapping is an effective learning method consisting of representations designed to organize information and facilitate the understanding of concepts and relationships between them. The map has in the center, in a box, one or several keywords that summarize the concept under consideration. It is connected by lines or arrows with correlated explanations. The reader will not scroll the material from left to right and top down, but from the center following the arrows.

The theme proposed in the first grade for using this method was "Spring". Students were divided into three homogeneous groups. The first team had the work done, with only pictures cut by them from magazines, the second team had pictures, writing what each represented, and the third team only worked with representative sentences and words. Students communicated very well, collaborated, and successfully completed the assignments. Each team presented their work in front of the others.

### The role of the teacher:

- o The teacher is the coordinator and assessor of student activity.

### Role of students:

- o Students distribute their tasks within the group and carry out the task proposed by the teacher.





### The applied method: Starbursting

**Organizational modalities:** by groups

**Participants:** students aged 13-15

**Discipline:** English

**Subject:** Erasmus + programs run in our school.

**Necessary materials:**

- Colored pencils
- Scissors, glue
- Duplex Sheet
- Projector

**Objectives:**

- Getting a clear picture of the school projects being developed and important details about them.
- Identifying barriers in communication.

**Skills:**

- stimulation of speech fluency;
- developing the capacity to speak in a foreign language.

**Activity description:**

Students are divided into five groups. Based on five "Why" questions, a question and answer session is generated about the topic of the lesson. The groups are thus in dialogue - the first question to the next group will be the last to answer, thus closing the communication circle.

Possible variants of questions and answers for interrogative pronouns What, which is the theme of a group:



Questions	Answers
What is the name of the project?	Creative learning for an inclusive school
What kind of project is this?	Key action one, staff mobility
What do you know about it?	Teachers go to courses to learn new things about teaching.
What new working method comes to your mind?	Star burst. We are practicing it right now.
What other teacher used it, if any?	The Romanian one, at least.

### The role of the teacher:

- The teacher is the coordinator of the activity and helps the students when they experience difficulties in expressing or solving tasks.

### Role of students:

- Students work on the task proposed by the teacher, and at the end of the time allocated to solving the requirement, be assigned a group leader to present the identified solution.





### The applied method: The Gallery Tour

**Organization mode:** by groups

**Participants:** students aged 11-13

**Discipline:** Romanian Language and Literature

**Topic:** The Tale

**Necessary materials:**

- Duplex Sheet
- Markers
- The book

**Objectives:**

- an identification of the fairytale features;
- exemplifying these features with examples from the proposed text..

**Skills:**

- developing the capacity of literary and synthesis analysis;
- developing oral skills;



**Activity description:**

It is an interactive method that involves creating a poster or collage. The class should be divided into groups of 3-4 pupils. They have to make a poster for a given text, highlighting the features specific to the fairy tale. After completing his own poster, he goes to another team to evaluate the work and make possible completions. Thus, each group passes and complements the other groups.

At the end of the hour, the posters will be displayed and presented to the other groups by one member of the group. Following the presentation, the papers will be evaluated by the teacher, making a hierarchy, depending on the achievement of the proposed problem and the exemplification of the given concepts. The method is useful in both assessment and self-assessment lessons, comparing their work with that of colleagues. After completing the tour of the gallery, students will review their work, making any corrections.



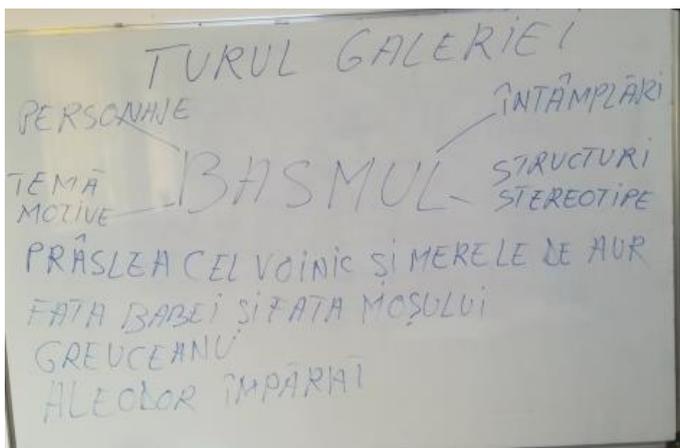


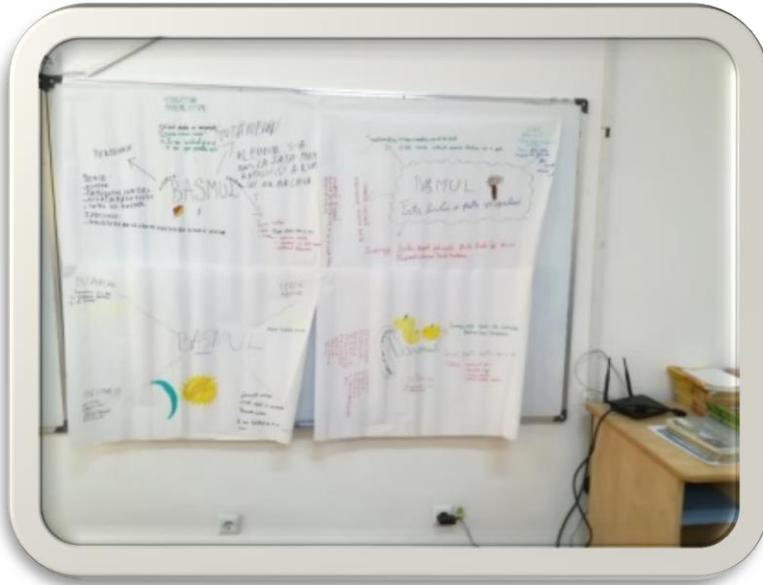
### The role of the teacher:

- The teacher has the role of moderator and final assessor of the works, establishing the criteria for grading.

### The student role:

- Students solve the tasks assigned to the teams and evaluate the other teams orally.





## The applied method : Starbursting

**Organization mode:** by groups  
**Participants:** students aged 14-15  
**Discipline:** Geography  
**Subject:** Carpathian Mountains

**Necessary materials:**

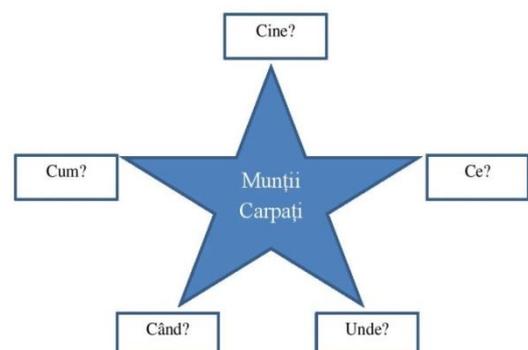
- Sheets
- Markers
- Manual
- Map
- videoprojector

**Objectives:**

- identify the characteristics of the mountain groups corresponding to the assigned task;
- be actively involved in solving the task proposed by the teacher.

**Skills:**

- it stimulates the spirit of competition and cooperation;
- it creates the possibility of contagious ideas;
- it develops spontaneity and group creativity, but also teamwork skills;
- it stimulates questions to ask questions.





### Activity description:

It's a brainstorming-like method, which consists of building ideas around some questions: Who? What the? Where? When? Why?.

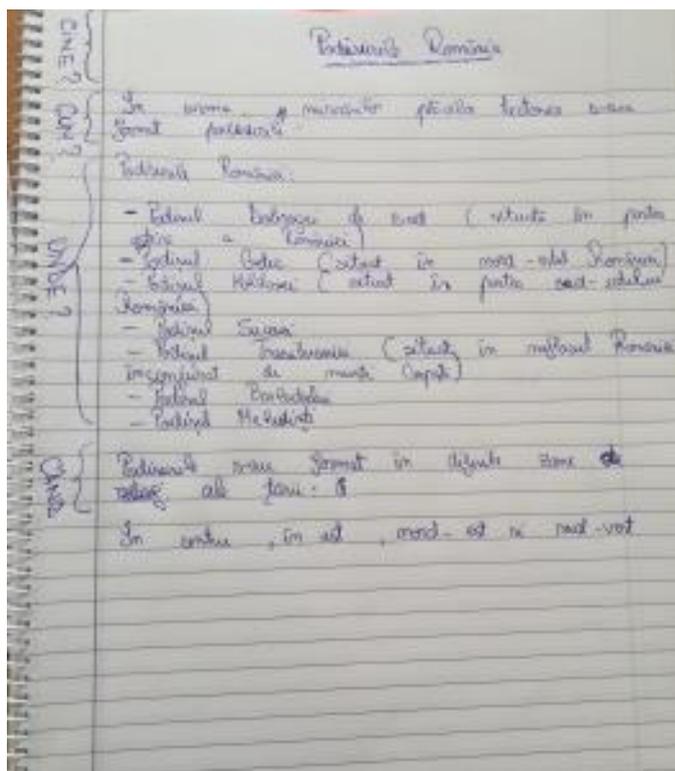
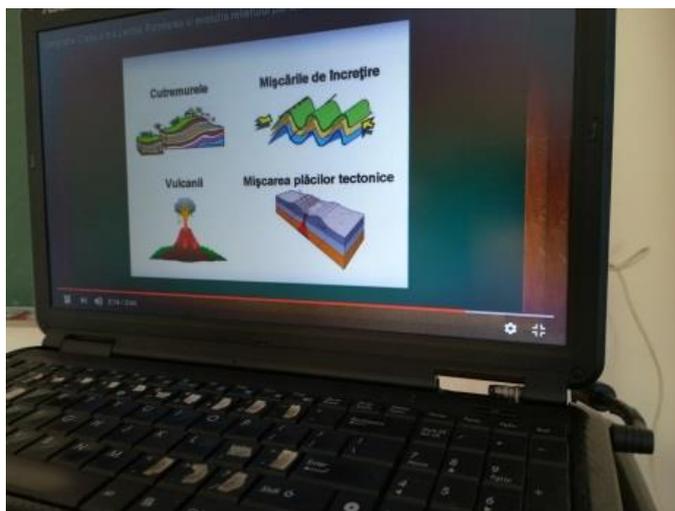
The class can be organized in a single team or each team can answer each question. Thus, during the time of geography, during the Carpathian Mountains lesson, the students were grouped into three teams, each team being assigned a group of mountains: the Oriental Carpathians, the Southern Carpathians and the Western Carpathians.

Students will specify where the group of mountains is located, the limits, when they were formed, what kind of relief, how they formed, following a powerpoint presentation that touches all the issues involved in this method.

The method involves several steps. The first step is to state the problem by the teacher, and then the students will be divided into groups and will note on a sheet of paper. The teacher discusses with students and sets out a series of questions about the proposed topic. Students work on the proposed task and present the results in front of the class. Verbal appraisals are made on students' work.

### The teacher's role

- The teacher has the role of coordinating activity and evaluating student work.

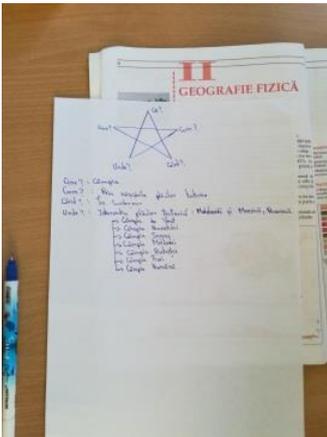




## Students' role:

- Students solve the given task and present the solution frontally.

cum - s-au format datorită mișcărilor de  
încrețire, și plăcilor tectonice și ridicarea  
când - oceanii mișcându-se de ani.  
ce - Dealuri  
cine - Dealuri.  
unde - Dealurile de vest - V  
- Dealurile de curbură - SE.  
- Depresiunea coliniară Transilvaniei -



## The applied method: Ask me!

**Organization:** Frontally  
**Participants:** students aged 8-9  
**Discipline:** Counseling  
**Topic:** Let us know each other !

### Necessary materials:

- chairs

### Objectives:

- to describe their personality through the choice of the adjective according to his/her personality;
- to correlate the attribute with a representative gesture..

### Competences:

- developing self-esteem by assigning attributes specific to personality;
- developing communication relations with members of the group.





### Activity description:

This game is a group-level knowledge game. The game assumes that each member placed in a circle chooses a word that begins with the first letter of the name and appears by associating the word with his name (Raisarar, Marianemos). The bigger the group, the more the difficulty of the game increases, because at the end of the presentation, the game coordinator says a name and designates someone who has to remind his or her word associated with the name. Each member of the group will be asked about the name and the word of another member, and in the end one of them will have to say all the names and words associated with them. Typically, these words reflect a characteristic feature of the person. To increase the difficulty of the game, each chooses a gesture and the action repeats along with the utterance of a name and a word, at the end of the person who will guess the word, having to repeat the gesture.

### Teacher's role:

- The teacher coordinates the activity and provides explanations on how to organize the activity.

### Student's role:

- Students have a double role, animator and actor in the game.





## The applied method: Introduce yourself!

**Organization:** Frontal

**Participants:** students aged 10-12

**Discipline:** Counseling and guidance

**Topic:** Who am I?



**Necessary materials:**

- chairs
- post-it
- pins

**Objectives :**

- identifying peer-to-peer correspondents in terms of personality type and preferences;
- knowledge of colleagues in order to form a welded collective based on common elements.

**Competences:**

- developing communication skills ;
- developing motor skills.

**Activity description:**

It is a presentation game and involves the existence of at least 10 participants. The game takes place inside.

All participants, besides one, sit on the chairs, forming a circle. The one that does not take place (a participant or animator) sits in the middle of the circle and begins to say something about himself (what his name is, where he is from, when he was born, what he likes to do, etc.). The one found in what the animator says, takes his place. If no one is found or there are many people who find themselves, very quickly, everyone changes their seats and the next one who is present is the one who has no seat. If someone is out of place for the second or third time, there is one more time, telling something else about himself.



**Teacher's role:**

- The teacher may be the coordinator of the activity, may be a participant, train the students by their own example, or be the observer of the activity and make notes on the basis of what the students say.

**Students' role:**

- Students are actively participating in the proposed activity, each end receiving a post-it with a call set by the other colleagues, depending on what they learn during the game.





### CONCLUSIONS

The involvement in European projects and partnerships can develop a new vision of the school, giving new impetus to the whole didactic approach. This vision brings changes in the teaching of school content, differentiating it according to certain criteria such as pupil age, rhythm learning, learning type, etc. An important component of the learning process is the creative conduct of the teacher which leads to another way of approaching the instructive process by using appropriate methods and procedures for the pupil group or even for each pupil.

The exchange of intercultural methods and practices in a cooperative and collaborative learning process with an emphasis on creativity, innovation and nonformality can lead to a qualitative increase of the entire educational environment with positive consequences in terms of bringing pupils and school-pupils closer together. This can improve the discrepancies in the diversity of knowledge and learning environments between rural and urban, increasing the motivation of the direct beneficiaries of the school, the students. The "Creative Learning for an inclusive school" project, through the three activities described, aims to implement creative learning methods and practices in formal and non-formal contexts to motivate students to reduce absenteeism and avoid drop-out situations.

Although non-formal learning is intentional, systematic, voluntary, and conscious, it is carried out under less formal conditions, the pace of the study being different from the formal one adapted to a particular target group. Inclusion means flexible curriculum, and those who implement these programs take into account the needs of the beneficiaries of this type of education. Inclusive education pursues, through the use of the formal and non-formal framework, in addition to the development of school curriculum competences and the development of social values, attitudes, conceptions of the world and basic skills, etc.

An inclusive school offers an effective education for all students, not necessarily just for those with special needs. Differences between pupils are those that need to be capitalized because they pose new challenges for the teacher in the sense that they need to adapt their teaching to improve pupils' performance but also to integrate them collectively by highlighting personal abilities. Integration not only implies the involvement of those who





participate in the education of the student in the formal and non-formal environment, but also involves, to a great extent, informal education, by capitalizing on life experiences, but especially by involving the family in the pupil's development process . The game is important for the development of children because the game involves involving the student through work. Thus, the game is a method by which students' cognitive abilities are enriched, their attitude to school can be improved, increasing their interest in the educational process and contributing to the formation of their personality.

Émile Planchard in the Introduction to Pedagogy highlights the importance of the game: "the child's play is not only a faithful mirror of his personality in training ... but can also be used as an educational aid and even serve as a basis for teaching methods in pre-elementary and elementary schools ".

Therefore, the role of non-formal education is important in developing pupils' skills, especially pupils in special categories. Increasing interest in learning can also be enhanced by using new teaching-learning-evaluation methods, but also by using some types of games, such as energizers and, in particular, by using games of self-knowledge and interpersonal knowledge. The latter have an important role because by knowing the pupils certain school behaviors can be prevented and remedied or personal problems that have repercussions on the student's schooling can be solved.

An important part of the project is sustainability, and ways to ensure it are:

- dezvoltarea de noi proiecte ulterioare, care să continue la un alt nivel rezultatele obținute în proiectul prezent,
- încorporarea produselor intelectuale realizate în practicile curente de predare/formare /învățare și apoi transferarea lor către alți utilizatori,
- rezultatele învățării (learning outcomes) obținute la nivelul resursei umane, măsurate și recunoscute,
- îmbunătățirea/reforma politicilor la nivel local, regional, național sau european, prin preluarea unor rezultate ale proiectului.

Specifically, for the 2018-2019 school year, together with a partner school in Latvia, we have developed an Erasmus + cooperation project for innovation and exchange of best practices called "Innovative Learning Experience for an Inclusive School for Children with Mental Disorders and Social Disadvantages".

Thus, we want to pass on some of the knowledge and skills accumulated by our partners, the experience gained through the implementation of the project being also valued at the international level.

This knowledge transfer will be materialized through close and effective collaboration with our Latvian partners, a partnership that will include ways to facilitate free discussions, lectures, workshops, or demonstration lessons, focusing on those methods that inspires formally with non-formal. Of course, the exchange will be reciprocal, our cadres involved in the new project will, in turn, be beneficiaries of such events created by our partners at a later stage of implementation.



The main objectives and results we want to achieve are:

- integration of children with mild and severe mental development disorders in the study and social life of the school, avoiding discrimination not only against children with special educational needs but also for the children as a whole;
- the use of different digital technologies in the educational process, tablets, smartphones, applications that are for the educational process, etc .;
- promoting the skills and capabilities of teachers, improving skills-based teaching, applying theoretically acquired knowledge in practice;
- improving inappropriate results in math, science and literacy through effective and innovative tools;
- teaching and differentiated assessment, paying particular attention to children from socially disadvantaged categories;
- sharing experience with similar educational institutions.





1838-2018, Măgura School, Buzău County.

*Years of education.*



# Erasmus+

*Opens minds, changes lives...*

