Integrative Pathways For Students With Social, Educational And Motivational Needs

Erasmus + KA -2

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OVERCOMING THE RISKS OF EARLY SCHOOL LEAVERS AND IMPROVING BASIC SKILLS

Methodological Guide

"If I listen to, I forgot

If I listen to and look at, I remember a little bit.

If I listen to, look at and ask questions or discuss with someone, I start to understand.

If I listen to, look at, discuss and act, I acquire knowledge and ability.

If I teach to someone, I become master."
Confucio

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1. Introduction

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       Schools are more and more attended by students that, sometimes, mirror the outside society. The lack of control, the lack of self-confidence, the unemployment, the corruption all around the society, the lack of values can easily be found in young people that often are discouraged, after the frequent in-success at school, leave it forever. These students, often become a serious problem for teachers who have courses with nearly 30 students per class, for this reason no sufficient time to take care of the most discomforted and unmotivated ones, not talking about the disabled ones.

       Since 2001 W.H.O. has issued the ICF that describes the health condition of people in relation to their existing spheres (social, familiar and working field) in order to stress the difficulties in learning, working and relating that a sociocultural contest can cause. Since the ICF gives importance to the matching between health and environment its definition of disability is referred to a health condition in an unfavorable environment that was a real innovation

       This project aims to find the right strategies, educational tools, methodologies to deal with those students in order to prevent their early school leaving.

2. Cooperative learning

> "Working cooperatively in teams is a wonderful experience for students and provides opportunities for students to develop social and life skills that will serve them well throughout life."
> — Dr. Spencer Kagan
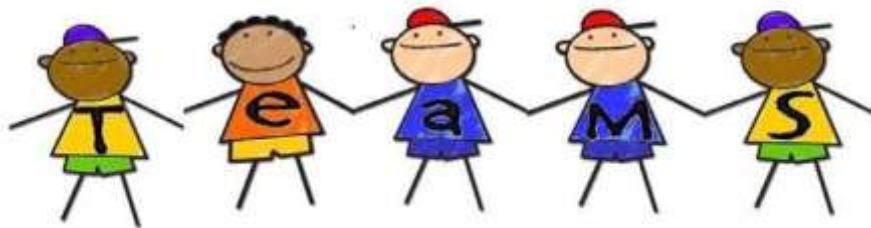
By: Calvanese Vincenza, Coppola Carmela

The cooperative learning situation was created by dividing the school, made up of thirty students, into five groups of six students each.

The groups were trained by the students together with the sign that, at certain moments, directed the choices. They are homogeneous in their heterogeneity in terms of social enterprise, skill levels and gender. The heterogeneity aims to encourage students' collaborative skills, fostering positive interaction in the group and the integration of skills.

Five workstations were created in the classroom to watch all the members of the group and to exchange ideas, proposals and critical issues.

The teacher then assigned a group to perform on typical products of the Campania region with particular reference to the Vesuvian area assigning to each group a fresh or transformed topic to be treated. The activity included a multimedia work as a final product

In each group the students chose the task / role played by each according to their inclinations, attitudes and predispositions. This is a very important phase in cooperative learning. Each student is responsible both for his learning and, perhaps already, for the help offered to his companions in the learning process and in the realization of the final product. The evaluation was made through the use of

evaluation grids, not neglecting the self- assessment of each individual student

OBSERVATION SHEET FOR STUDENTS DURING GROUP SURVEY ACTIVITIES

1 - Communication channels.

a. the individual students talk about the work with reference to the group (we are doing, etc.);

b. individual students talk about work with reference to themselves (I am doing, etc.);

c. the individual students talk about the work with reference to themselves but comparing it with that of others (I did better than, I did as);

2 - Attitude to the difficulties

a. the requests for help are mainly addressed to classmates rather than to the teacher;

b. the requests for help are mainly addressed to the teacher rather than to the classmates;

c. all requests for help are addressed to the teacher; 3 - Attitude regarding the activity to be performed

a. accept the decisions of the majority;

b. accept critically the ideas and judgments of others;

c. make decisions individually;

4 - Contribution to the activity to be carried out

a. they participate in the division of tasks and each of them takes charge of their task;

b. they participate in the division of tasks but work individually and in a non-constructive way;

c. they participate with tensions and conflicts in the division of tasks and work slowly, and are not very productive;

5 - Difficulty facing the proposed work

a. They have no difficulty in carrying out the assigned work and they promptly execute deliveries without the teacher intervening to guide them;

b. They have some difficulties in understanding deliveries and need clarification;

c. they do not include deliveries and require further explanation from the teacher

3. Cooperative learning: Peer Learning

By - Loreta Tamosaitiene

Theoretical background

Collaborative learning is rooted in Lev Vygotsky's concept of learning called zone of proximal development. Typically there are tasks that learners can and cannot accomplish. Between these two areas is the zone of proximal development, which is a category of things that a learner can learn but with the help of guidance. The zone of proximal development gives guidance as to what set of skills a learner has that are in the process of maturation. In Vygotsky's definition of zone of proximal development, he highlighted the importance of learning through communication and interactions with others rather than just through independent work.[1] This has made way for the ideas of group learning, one of which being collaborative learning.

Collaborative learning is very important in achieving critical thinking. According to Gokhale (1995), individuals are able to achieve higher levels of learning and retain more information when they work in a group rather than individually, this applies to both the facilitators of knowledge, the instructors, and the receivers of knowledge, the students.[2] For example, Indigenous communities of the Americas illustrate that collaborative learning occurs because individual participation in learning occurs on a horizontal plane where children and adults are equal.[3]

There has been a split regarding to the differences between collaborative and cooperative learning. Some believe that collaborative learning is similar, yet distinct

from cooperative learning. While both models use a division of labor, collaborative learning requires the mutual engagement of all participants and a coordinated effort to solve the problem whereas cooperative learning requires individuals to take responsibility for a specific section and then coordinate their respective parts together.[4] Another proposed differentiation is that cooperative learning is typically used for children because it is used to understand the foundations of knowledge while collaborative learning applies to college and university students because it is used to teach non-foundations of learning. Another believed difference is that cooperative learning is a philosophy of interaction where collaborative learning is a structure of interaction.[5]

However, many psychologists have defined cooperative learning and collaborative learning similarly. Both are group learning mechanisms for learners to obtain a set of skills or knowledge. Some notable psychologists that use this definition for both collaborative and cooperative learning are Johnson & Johnson, Slavin, Cooper and more.

Classroom

Often, collaborative learning is used as an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers by engaging individuals in interdependent learning activities.[6] Many have found this to be beneficial in helping students learn effectively and efficiently than if the students were to learn independently. Some positive results from collaborative learning activities are students are able to learn more material by engaging with one another and making sure everyone understands, students retain more information from thoughtful discussion, and students have a more positive attitude about learning and each other by working together.[7]

Encouraging collaborative learning may also help improve the learning environment in higher education as well. Kenneth Bruffee performed a theoretical analysis on the state of higher education in America. Bruffee aimed to redefine collaborative learning in academia. Simply including more interdependent activities will help the students become more engaged and thoughtful learners, but teaching them that obtaining knowledge is a communal activity itself.[8]

When compared to more traditional methods where students non-interactively receive information from a teacher, cooperative, problem-based learning demonstrated improvement of student engagement and retention of classroom material.[9] A meta-analysis comparing small-group work to individual work in K-12 and college classrooms also found that students working in small groups achieved significantly more than students working individually, and optimal groups for learning tended to be three- to four-member teams with lower-ability students working best in mixed groups and medium-ability students doing best in homogeneous groups. For higher-ability students, group ability levels made no difference.[10] In more than 40 studies of elementary, middle, and high school English classrooms, discussion-based practices improved comprehension of the text and critical-thinking skills for students across ethnic and socioeconomic

backgrounds.[11] Even discussions lasting as briefly as ten minutes with three participants improved perceived understanding of key story events and characters.[12)

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Learning from & with Each Other

Topic No 1 "The forms of communication "

Title of activity: " A Cooperative learning strategy"

Objective: To introduce students different forms of communication and to go practicing on formal, verbal and body communication exercises.

Materials: worksheets, slides for evaluation, Powerpoint presentation

Description: During the project we used this method in classroom with the target group students of 3 grade of visual advertising producers profession. This group of students is full of different individuals with personal skills and talents, also with different motivation and possibilities. During the lessons of communication we divided students in to 4 groups, in each group the students decided which youngster will be a leader or expert of the group. The experts were given a tasks for the lesson topic: verbal communication, body communication and official communication. They had to teach their own group about one of this topics , for example, first group leader was teaching his group about verbal communication and second group leader was teaching his group about body communication language, the 3 and 4 leaders got different material for official communication, how to act at job place. For this task they got 10 minutes, after the leaders changed all the groups until all students were introduced to all topics of the lesson. During the learning process we noticed, that students are actively asking questions between themselves and arranging discussions about verbal, body and official communication types.

Evaluation: At the end of the lesson, to get clear what was done during the lesson- teacher prepared questions on slide show and all groups had to answer all test questions. The group which answered all questions got an award (small present) and the highest mark, other groups made only 1 or 2 mistakes and got the high marks and congratulations. During the reflection after the lesson, students pointed that this method of learning was very acceptable and encouraging cooperation and communication between the classmates. The students asked to arrange more lessons with cooperative methods, especially they want to learn from each other their strongest points.

Topic No. 2 – Creativity and Leadership

Title of activity: Painting techniques and practical workshop

Objective: To introduce students with different types of techniques and to arrange practical workshop "My portrait".

Materials: Power point presentation, paper, painting wax crayons.

Description: During the lesson of leadership students of project target group (3 grade of hairdressers) were divided in to pairs and stood one in front of other.They were asked to paint the portrait of the friend and after to change with each other their paintings in order to complete the task (to add or correct some aspects of painting) . During the lesson they discussed and learned painting technigues from the

professional painter from Spain I.Dominguez-Barreiro and from each other. This activity brought a lot of good emotions for all group of students.

Evaluation: Painting exhibition with all works and reflection on the lesson activities.

Topic No. 3 Team building lesson in marketing process

Title of activity : „My dream city"

Objective: to develop creativity of students, sharing ideas about the future life and working in team for better results.

Materials: Video, slides, colorful paper, old magazines, booklets, glue, pencils, felt-tip pens, etc.

Description: This lesson was arranged for project target group of students, 2 grade of visual advertising producers durig the lesson of marketing. The aim of lesson was to encourage students share their ideas about future lifes, work in team and together develop stategical plan on their dream city or land. The students were divided in to 4 groups and started working on the different ideas and what they imagine about the future city or country, what they imagine to be most important for humans. During the next 4 lessons they put all their ideas and desires together and agreed about the most valuable and attractive plan for their future city.

Evaluation : On the end of the lesson students presented their ideas for teachers and all group, reflected about the working process. The students answered the questions about the working in teams during the project time and pointed that the task was very interesting and developing their creativity and cooperation between the classmates.

4. Peer collaboration

By: Tsvetana Karaslavova.

The following abstract on the subject of **PEER COLLABORATION** in the context of inclusive education has been produced on the basis of expertise gained in and out of school, exchange of best practices among teachers as well as close observation on students with special needs at *St. Cyril and St. Methodius High School of Humanities* in Kazanlak, Bulgaria.

With the ever-growing number of students with special educational needs (SEN) in all countries and the rapidly changing political, economical and cultural setting, the issue of the inclusive classroom is coming more and more to the forefront. In recent years, society has underlined the necessity of deinstitutionalisation and the incorporation of students with mild to moderate disabilities and deficiencies into the 'general' or 'conventional' school. While most people agree that it is highly beneficial for these students' integration, socialisation and standard of living, many also point out to the multiple difficulties both students and teachers face in this long-term process. In the dynamic world of the 21st century everything happens in a fast pace. As a result of that, it is often very hard for a person to 'find his / her place' and to 'see himself / herself in the bigger picture'. This consequently may lead to a lack of motivation for personal improvement, which is so much more widespread in today's educational system than it was only a few decades ago. Students are normally seen as the recipients in the educational process; they should be placed at the centre and, therefore, benefit from the whole instruction and activities process in the classroom – and this holds for **every** student there. Teachers, on the other hand, are the conductors of this process, the educators, the mentors and supporters, which means that along with taking responsibility for including everybody, they should be provided with all the means, tools and opportunities to develop and upgrade their professional qualities to be able to accommodate these various needs.

In most of the cases, teachers cannot effectively use the same instructional methods and strategies in a classroom with both the 'general' students and those with special social, educational and motivational needs. This may be due to a student's:
- physical impairment (not being able to move his / her arms or legs, see, hear or articulate well);
- specific health condition (epilepsy, panic attacks);
- mental deficiency or intellectual disability (worse performance of motor skills, speech, self-help and self-care, adaptation at school, social skills as compared to those of peers);
- learning difficulties (poor organisation, time management, planning, reasoning, short- and long-term memory, attention and concentration);

- disruptive behaviour (constant talking, interrupting others, laughing for no reason, producing disruptive noises, shouting, disrespecting the beginning- and end-of-class time);
- total and evident lack of motivation for studying (refusal to follow teachers' guidelines, ignoring tasks and assignments, poor performance altogether, a lack of competitiveness, a general indifference to marks and progress at school, skipping of classes or not attending school at all);
- poor social background (in the cases where students come from families of low social status and cannot afford the necessary educational tools, equipment, materials).

Interaction is a key word in the context of the modern inclusive classroom. It should take place on all the levels and among all participants, such as:
- 'general' teachers;
- resource teachers (teachers that are professionally trained to work with SEN students taking into consideration the specifics of their condition and capabilities);
- assistant teachers;
- speech therapists;
- psychologists;
- pedagogical counsellors and mentors;
- experts, trainers, coaches from other institutions;
- students' parents and relatives;
- peers.

Students' effect and impact on one another at school are undeniable. There are numerous examples supporting this, the most prominent of which are the way students perceive and copy their peers' behaviour or the change in their performance at school depending on the clique they mix up with. **PEER COLLABORATION** among 'general' students and such with social, educational and motivational needs can contribute to a higher level of development for all. When daily encouraged to communicate, socialise, mix, support, take care of SEN and marginalised students and when they are shown such attitude by teachers and school authorities, the so-called 'general' students boost the others':
- **spatial awareness;**

Some SEN students are not capable of or have difficulty in moving freely and independently on school grounds and premises. They can lack a sense of orientation. 'General' students can aid them find a certain classroom, laboratory, sports centre, playground or the rest rooms. This way, SEN students do not feel helpless and lost and they can get a great deal of autonomy.
- **acquisition of school habits and observance of rules;**

SEN students' peers, especially classmates, can be a considerable factor into their

process of learning the 'classroom rules': being on time for the beginning of a lesson, having one's own seat, sitting in silence, not interrupting the others while they are speaking, responding when being addressed by name, following the teacher's instructions. It is reported in many studies that a great percentage of SEN students internalise these rules subconsciously, simply by being among 'general' peers.

- **overcoming fear, anxiety and shyness and gaining confidence;**

In a collaborative climate where 'general' students are supportive, caring and patient towards students with special needs, the latter feel accepted, equal and capable, too. SEN students are usually very sensitive, introverted and psychologically frail. Others need to be patient and careful in mutual communication as results do not come fast. However, when they do appear, both sides benefit from it: SEN students become much more assertive, whereas 'general' students learn how to be more attentive to other people's needs. It is worth mentioning here that 'general' students also learn more facts about specific physical and mental health conditions, know how to react in given circumstances when their help is needed and learn empathy.

- **developing individual academic potential;**

SEN students' condition allows each of them a different extent of gaining and applying new knowledge and skills. Some of these students can be aware of what type of tasks they are capable of doing in and outside school, for how long or how successfully, while others are not. Irrespective of that, they are always influenced by the environment they are in. When the 'general' students around them are actively engaged in learning, willingly participating and have a competitive spirit, this affects SEN students, too, even in a minor way. Here, 'general' students can motivate and encourage the others to involve in tasks and activities they can accomplish, aid them with materials, tools and equipment, such as coursebooks, computers, multimedia, etc., acknowledging their progress, showing them that mistakes are a normal part of learning not to be focused so much on.

- **raising motivation for remaining within the educational system;**

'General' students can serve as an example to both SEN students and those with social and motivational issues in the way that they also develop their potential in a different way. Each of them has his / her own strengths and weaknesses but through efforts and perseverance they can gain knowledge, learn life skills or become career-oriented. Such peer motivation usually happens in group work at school, for example during a lesson where a solution to a problem should be offered, handmade objects are created or special abilities and talents, such as acting, singing, dancing, cooking, drawing and painting, knitting, gardening, are involved.

- **easing the educational process for students of low social status.**

Very often students who come from economically unstable families, or students that support themselves financially on their own, lack the resources necessary for school and feel embarrassed to attend classes because of that. Along with the responsibility

that needs to be taken on behalf of teachers, school authorities and the society in general, 'regular' students should be encouraged to share educational materials and tools in class and project work. Mixed group of students can be made for additional work in the school or city library and computer labs. Socially and economically hindered students should have the same access to education.

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ACTIVITY I
TITLE OF ACTIVITY: "THE MAGIC HAT"
OBJECTIVE: Bonding the different types of students and bringing SEN and non-SEN students together.
MATERIALS AND EQUIPMENT: a hat, a laptop / computer or something else to play music on.
DESCRIPTION: Chairs in the classroom are rearranged in such a way that all students sit in a circle. A hat is given to one of the students and some soft, delicate music is played in the background. Here, the teacher can choose which student starts the game as some of them are shy and initially feel insecure about talking in front of the others. The student who has been given the hat puts it on his / her head and then passes it on to the student sitting next to him / her. The music is stopped at intervals. When this happens, the student who has the hat on, names one thing he / she likes about attitudes and emotional climate among his / her classmates and explains why. Then, he / she passes the hat on to the next student. When all of them have had their turns, the student who takes the hat shares something he / she does not approve of, is not fond of or would like to be changed in terms of attitude and student interaction and gives reasons why.
EVALUATION: The aim of this game is to bring students in close proximity as SEN and non-SEN students generally distance themselves from each other. Music creates a soothing environment and helps SEN students feel secure and at ease among their peers. It also encourages everybody to be honest and to talk about their feelings within the classroom. Here, it is important that students start by saying what appeals to them. This gives them the confidence to express the negative sides, too. At the end of the game, everybody has learnt somehing about the others, about how they feel at school and can then reflect on what can be improved in the way they treat each other. Awareness is raised to how the social environment affects the emotional condition of SEN students. The teacher also makes a connection with the class, which can sometimes be difficult with some students, even if not with special needs.

ACTIVITY II
TITLE OF ACTIVITY: "VALUES AND VIRTUES BOARD"
OBJECTIVE: Including the different groups of students, promoting brainstorming of ideas, foreign language expression and spelling as well as fine motoring skills in SEN students.
MATERIALS AND EQUIPMENT: a large piece of cardboard, pens, pencils, markers, crayons, etc.
DESCRIPTION: A few desks are brought together to form a larger one and all

students sit around them. The goal of this activity is to have them really close to each other, so they can observe and assist the others' work. The teacher hands out a large sheet of cardboard and all sorts of pencils and markers in different colours. The cardboard is entitled "In this classroom, we value and encourage … ". Students then take turns, with the teacher's help, to brainstorm words, such as *tolerance*, *patience*, *team work*, *open-mindedness*, etc. that are welcome in every classroom. When a word is suggested, a student can either choose a colour to write the whole word on his / her own, or several students can write certain letters of the same word. The idea is to write the words on the cardboard in a random, dispersed way, so that in the end the whole board looks like a colourful mixture, a patchwork of students' handwritings. While being enjoyable and creative, this activity also requires concentration. Here, non-SEN students are encouraged to help and assist SEN students in writing. The teacher also comes up with ideas about values and merits and writes them down on the board. **EVALUATION:** The general message this activity conveys is that, irrespective of their differences, all students have these positive traits in themselves and that the classroom is the place where they should be stimulated and developed.

ACTIVITY III
TITLE OF ACTIVITY: "VOICE YOUR FEARS"
OBJECTIVE: Providing a setting for the different groups of students in the classroom to break the ice and to bridge the gap among them; encouraging SEN and non-SEN students to work together in finding a solution to a problem.
MATERIALS AND EQUIPMENT: a box with a slit on top of it, small pieces of paper.
DESCRIPTION: The teacher shows the students a box with a small slit in it. He / She writes on the board "I am afraid that the others sometimes see me as … / think I am … ", explaining that everybody, no matter his / her age, health or social state and background has his / her fears that may make him / her more reserved and unconfident in communication. The teacher draws attention to the necessity of talking about one's feelings. Students are then encouraged to complete the sentence from the board on a piece of paper and to put it in the box. After the teacher has collected everybody's pieces, he / she opens the box explaining that the same amount of fears and barriers can fill a person's mind and that very often a person finds it hard to deal with all of them alone. Then, the teacher invites random students to take out a piece of paper from the box and to read it aloud. All students discuss if they have felt the same way in a certain situation and all come up with ideas how to overcome it or how to prevent others from feeling this way.
EVALUATION: It is important to focus on the equality and the similarities of the

students. At the end of the activity, they are expected to feel closer to each other and to see themselves as all being in the 'same shoes' rather than as opposites.

5. Metacognitive didactic

By: Alp Oktem Ornek

Ödemiş Ticaret Odası Anadolu Lisesi

In our school, Metacognitive Didactic Method is largely used:
During our English lessons, students are asked to write some tasks like dialogues or other tasks related to the topic. The students are not told what to write exactly but the topic is slightly mentioned and they research and find information how and what to write. After the task is completed, they learn too much with the help of their classmates' works. As prepared yearly project homework, students are given the topics and they are set free how to express their ideas. We can understand that students can be more imaginative and creative when they are free. Some of them can prepare very interesting wall papers and posters.

In our school we have a project team and they work on different kinds of topics. They prepare for project exhibitions that belong to TUBITAK(Turkey Scientific and Technologic Research Center) .
Groups of students work, research and decide themselves and take action. The role of guide teacher is only giving ideas when students need. These projects can be related with all kinds of issues such as social, scientific or technologic. And again it is seen that students can be more productive and creative when they are free. They enjoy the moments they spend on the work and their learning process can be faster and meaningful.

During our teachers' meetings this approach is discussed and advised by the teachers who use it. According to the teachers who use the method, it is reported that learning process can be more enjoyable, faster and effective when this method is used. Also it is seen that students' self confidence develops when they are aware of their abilities.

Our students organized activities with the guidance of our teacher; Zerrin Güngör. Our students weren't told what to do specifically. They went a school and organized game activities with students that were older than them and needed special care.

With these activities it is observed that; students can find effective and great ideas if they are set free. Telling the broadens their mind and limits their creativity. With these activities students enjoyed group work. Seeing that their efforts are useful and helpful they became self confident and happy.

Another activity was done in our school by our students (the idea was found by students) to understand handicapped people and establish awareness for these people. They put plaster on their mouth and they tried to buy something from the canteen of the school. The other students watch them eagerly and became aware of the problems of handicapped people.

This photo shows an event from the activity.

In this photo, our students are reading books for students who needs special care in a primary school.

In this photo, they are preparing some bookmarks, toys, dolls and some items to be sold during an event and collect the money to donate an organization that helps children.

6. ICT

By: Christina Smith Dell'Eva

INTRODUCTION

" ICT for inclusion of students with special needs"

The use of ICT for students with special needs has become an important element of the learning and teaching process. ICT assessment tools can better recognise and integrate learning difficulties across students. ICT is essential in enabling students with special educational needs to gain access to the curriculum and to include them in classroom activities and learn more effectively. In fact, assistive technology (devices and software) can be the great equalizer in a classroom with diverse learners and it can help teachers to personalize lessons and skills enhancement to each student. It is then necessary to create environments where learners with varying diversities and disabilities have the opportunity to meet and develop so the use of ICT in school, home social and or/virtual community is highly recommended to facilitate daily life, maximize their independence and promote self-advocacy.

New technologies, if used correctly, can have a very positive effect in moving from frontal, teacher-centred model of education, to student centred learning, differentiated for each student. From a passive process of learning , based on presentation of information, to an active learning based on exploration, from traditional forms of communication (usually verbal) to communication that involves symbols, multiple representations, hypertext, blog.

Presentation of a case

The student, we monitored at school, presents an evident psychological discomfort, both in the relationship with the teachers and with the classmates: a considerable difficulty in oral exposure, which hinders the verification of possession of the minimum learning contents.

The student in fact shows a very low self- esteem and significant traits of inhibition and insecurity. In addition to this, problems of anxiety and difficulty in accepting her own identity are evident. The student has a very difficult family background, after losing her mother a few years ago, she moved with her older sister to her maternal grandmother's house, who takes care of her, but does not have legal protection. The father, although present and in possession of the parental authority, is not cohabiting with the pupil.   From the absence of the father derives an unbridgeable relational vacuum, experienced by the student as a strong limit for the

development of her social and economic autonomy. Death, instead, is experienced by the student as a cumbersome presence that prevents her from thinking about something else and for being positive towards life. The only interpersonal relationships tolerated by her are those that she lives within the social networks, with people unknown to her with whom she shares the common interest in the world of manga and Korean bands. In these contexts 2.0, she discharges all her anger, often discussing depression, suicide and "negative" emotions with virtual friends.

Besides that, the Italian teacher found a high capacity in creative writing, despite the diagnosis of dyslexia and dysorthography. In the beginning due to her relational difficulties, strategies as the tutoring, the peer to peer and the cooperative learning did not turn out to be effective teaching methods.

The teachers' Board therefore considered it appropriate to define further didactic-educational interventions, identifying a Personalized Didactic Plan that considers the student **** as a student with Special Educational Needs, in order to improve learning and facilitate the relationship with herself, with the others and with the world.

It has been repeatedly proposed to take advantage of the Listening Space managed by psychologists within the school, but she has always refused because of the negative experiences she had in the past with the team at the secondary school of origin.

During the previous school year, the Italian teacher has developed a path of strengthening as an alternative teaching to the Catholic religion, aimed at the seven students exempted from the aforementioned subject, including ***. Feeling the needs of the students, the course was designed to limit the effects of anxiety that inhibit both oral and written school performance. In this regard, the teacher has proposed to the students to "map" their feelings trying to describe them. During the ten encounters of the course the students were then confronted through communication techniques and social animation (eg brainstorming) with the help of the teacher, understanding for example how the negative judgment they gave to them helped to increase the level of anxiety and negatively affect the questions. Added to this, was the fear to fail to her commitments and consequently being misjudged by teachers and classmates. The student *** has slowly managed to open up with her peers, though never completely, seeing how their feelings were present in themselves.

The teacher then proposed to the group to write about the feelings tested, proposing the opening of a blog in which to publish their pieces. Thus, in order to stimulate the interaction and the inclusion between the classmates, "Into our garden" was set up.

Two meetings were held to graphically structure the blog and choose the name, then the work continued in a "virtual" way with the exchange via email and Whatsapp messages, stories, poems, etc., with the teacher in the role of administrator of the blog and "director" of the group. The student *** was pleasantly involved in the project, writing pieces of an overwhelming intensity, all centered on the theme of death, loss, pain: feelings never expressed verbally by the girl. The moments of verification in person were really touching, because each of the girls exposed their feelings without fear (even if, as in the case of ***, apparently cold and lapidary). This work helped all teachers to learn more about the inner world of *** and to find new ways to communicate with her. This meant that she is slowly but significantly improving her relational behavior and, little by little, also her academic performance. It should be emphasized that ICT is of considerable help in this sense, since through the use of Kahoot in subjects such as History, for example, she manages to control her anxiety. The educational blog used for Italian and History, on the other hand, is allowing her to access content in an alternative way, overcoming that learning block that arises from written words on paper but not on the monitor / display. When the LIM is used in the classroom, moreover, her concentration and participation increase and she is more involved, in all disciplines and in all the class activities. Her inclusion with the group-class and the acquisition of a method of study got better using ICT that does not isolate but "involve" her in all the class activities and also improve her behavior, emotional and social development and consequently, her performance.

Objective
The use of ICT in classroom can have a very beneficial impact on Sen students adapting education to the needs and abilities of students in order to maximize their independence, promote self-confidence and learning abilities and competences and consolidate communication between companions.

Materials
During the lessons and the extra-curriculum hours different web platforms like Kahoot were used to present subjects in the classroom as History and Italian Literature and creative writing blog

Evaluation
Regarding the evaluation of the students' performance, the test given through Kahoot platform, in addition to serve as a summative test, is a method for enhancing learnings and long term student memory as learning is transformed from "passive" (I repeat the contents stored) to "active" (mentally recovering the information appropriate to answer the test).

Therefore, despite the test being evaluated in tenths, at the end of each question the students are given time to reflect both on the possible mistake and on the quality of their performance.

From this metacognitive point of view, the answer to the tests, evaluated precisely with the decimal criterion, is not only valid but it also stimulates the reorganization of knowledge through the collective reflection of the class group.

The blog is stimulating because it is not evaluated. It is a space of freedom where there is no performance anxiety but only the desire to write.

Examples of didactic activities:

- Educational blog with Italian materials and history divided into specific sections : https://cercoparole.wordpress.com/
- Example of a topic developed through ICT: "General framework of the 16th and 17th centuries"
- Material sent to the beginning of the teaching unit, displayed in class and available at home for reviewing in the appropriate section of the educational blog
- https://cercoparole.wordpress.com/2017/09/15/48/
- Verification carried out in the computer room via the Kahoot platform:
- https://create.kahoot.it/details/l-europa-del-xvi-e-xvii-secolo/4881a391-767f-477d-a332-7e97d4960485
- Creative writing blog address: https://intoourgarden.wordpress.com/

7. Inclusive Didactic

By: Josephine Florence Martin

The method used in these lessons and activities was ***Inclusive Didactic.*** Sarita Austin describes this approach as:

" a manner of instruction in which information is presented directly from the teacher to the pupil, in which the teacher selects the topic of instruction, controls instructional stimuli, obligates a response from the child, evaluates child's responses and provides reinforcement for correct responses and feedback for incorrect ones". [1]

UNESCO sees inclusion as "Education for All" (UNESCO, 1990). It is a concept that basis itself on equal opportunities, social justice and human rights. Even UNESCO (2009) stresses the importance of the fact that culture, tradition and religious norms of a specific culture are not necessarily acceptable in a different culture. Inclusion is no longer regarded as merely referring to students with special

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needs and the concept has been broadened to include the presence, participation, acceptance and achievement of all students in mainstream education. (Booth & Ainscow, 2002).

Berit H. Johnsen quotes UNESCO saying that educational inclusion is :

"The globa policy prescribing development towards a local regual school that welcomes all children with their unique individual characteristics, interests, abilities and learning needs: All children with and without special needs and disabilities; a school combining discriminatory attitudes and offering a meaningful and individually adapted education to every pupil within the community of the class. (Frederickson & Cline, 2002; Johnson, 2000; 2007; UNESCO, 1994).

The didactic Inclusive approach takes into consideration all the above factors. This is referred to as the Didactic Triangle. This triangle is based on the subject, the teacher and the students. An important aspect of this approach is the method used. This can be seen in the different activities presented in the various lessons included in this programme. Importance is given to the subject matter, the way teachers and students interact and the environment created in the classroom. Dovigo says that:

" The notion of inclusion asserts the importance of involving all pupils in the implementation of a truly accepting school, also through the transformation of curricula and organisational strategies that have to become responsive across the entire spectrum of diversities". (Dovigo, 2007)

Didactic inclusive education therefore involves all stakeholders in the school system.

The Bloom Report (1970) look at the principle of inclusion or integration as being based on the following individual rights:

1. Belonging to a social community
2. Participating in the benefits of the community
3. Joint responsibility for tasks and obligations

These were kept in mind when designing the activities for students in this programme.

Booth et al in their *Index of Inclusion* (Booth et.al. 2000; 77) asked the following questions:

1. Do lessons extend the learning of all pupils?

2. Do lessons build on the diversity of the pupils' experiences?
3. Do lessons reflect differences in the pupils' knowledge?
4. Is the way opened up for different subjects to be learnt in different ways?

Tomas Englund holds that:

…in didactics and curriculum theory we are often too entrenched in concepts like schooling, planning, teaching and learning. Instead, I think we need a language which uses concepts like experiences, communication, meaning-creating, discursive practices and so on. (Englund, 1997;20)

As can be seen, the activities used in this programme were based on the above concepts. They were planned in such a way to try to make students interact with each other as much as possible. Care was taken in choosing these activities because teaching methods and classroom organization are of great importance in this type of teaching-learning process. In this way lessons and activities were based on the inclusive didactic method which tried to involve all those present in the classroom.

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ACTIVITIES TO MAKE STUDENTS AWARE OF BASIC HUMAN RIGHTS

TOPIC NO.1 "**Understanding the basics of Human Rights**"

TITLE OF ACTIVITY: What are Human Rights?

Aim: To make students aware of their Human Rights

Materials: Students' worksheets

Description: Students work in groups, discuss and try to identify what they believe are their human rights. Each group will discuss the points with the rest of the groups and compare their points.

A brief mention of the United Nations Universal declaration of Human Rights.

General Methodology: For the group of adolescents ;

Goals: A basic knowledge of basic Human Rights including ideas such as Social Responsibility and Citizenship.

Key Concepts: Individual and Group Rights, Freedom, Equality, Justice and Rule of Law.

Topic No.2 "Creating an Image that helps define human rights and human needs"

Title of Activitiy: Creating a human rights tree.

Aim: Make the students identify human needs.

Materials: Drawing paper.

Description: Students are divided in small groups and asked to draw a tree on a large piece of paper. Students are asked to write on the branches of the tree those human rights that people need to live in dignity and justice. They are then asked to write on the roots of the tree what is needed to make human rights possible. Example education, rule of law etc. Each group then presents its tree and explains why they chose those labels.

Topic No. 3 " Needs and Wants"

Title of Activity: "Differentiating between needs and wants"

Aim: To make students understand the difference between basic human needs and human wants and see the relationship between basic human needs and human rights.

Materials: Pictures from magazines, glue, scissors, drawing paper.

Description: Students are divided into small groups and asked to create cards with pictures showing what they think people need to be healthy and happy. They can either draw pictures or cut and paste from magazines. Groups then exchange cards with one another and sort the cards into categories:

Which things are needs? Example food, health, shelter.

Which things are wants but not needs? Example games, cars.

Which things are neither?

Students then try to reach an agreement of what are needs and what are wants.

Considering that our students come from different countries, cultures and religions, they will try to identify whether basic human needs are common to everyone in different countries. They will also try to identify whether wants are influenced by gender, class, culture and ethnicity.

Students will be encouraged to discuss the following points.

Is it easy to differentiate between wants and needs?

Are there people in whose country basic needs are not met?

Whose responsibility is it to satisfy people's basic needs?

What actions can you take to help people in your community meet their basic needs?

What is the relationship of human needs to human rights?

Topic No. 4 : The Universality Diversity and Dignity of human rights

Tiltle of Activity: "Windows and Mirrors"

Aim: Examining pictures through a human rights lense.

Materials: Pictures of people of different cultures and backgrounds.

Description: Students work in small groups and choose a picture from these pictures. They then discuss some of the following points:

What do you see in the picture that is a mirror of your own life?

Do you see something familiar?

What do you see in the picture that is a window to a different culture which is not familiar to you?

Can you see privilege or discrimination in the picture? If yes, what is it based on, class gender etc?

Make a list of all the human rights you associate with your pictures and say whether you think human rights are being enjoyed or denied.

Do you think human rights are really universal?

Do all people enjoy the same human rights?

Students discuss each other's findings.

Topic No. 5: Applying our understanding of human rights from previous activities

Title of activities: Mapping human rights in our community.

Aim: Summarizing all we have learnt up to now about human rights and applying it to an actual context.

Materials: Drawing paper

Description: Students are divided into small groups and asked to draw a map of their neighbourhood including homes, the most important public buildings ex hospital, post office, schools, churches etc. and other places that are important to the neighbourhood ex shops, cinemas etc.

Students are asked to look at these maps from a human rights perspective, identifying which places provide human needs and which places provide just wants. Then they will present their findings to the whole class.

This activity will serve as a conclusion and shows the students' understanding of the concepts of human rights.

8. Multi-Sensory Approach

Performing Arts in the Work with SEN Students

by Daniela Bobocea

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Research has consistently demonstrated that involvement in the arts increases student achievement across all subject areas, as well as social and adaptive skills. Part of this is due to the multi-sensory nature of the arts: memory and cognition improve when academic content is combined with color-coding, movement, rhythm, sound phrases, textures and other sensory input.
(by Karen Wang on https://www.friendshipcircle.org/blog/2014/04/03/the-importance-of-the-arts-in-special-education /*, April 3rd, 2014)*

Special education is full of data and goals but more and more teachers, therapists and organizations are recognizing the fact that some students learn most effectively through the arts.

For example, there are cases of non-verbal students who can sing before they learn to talk. It is said that social and adaptive skills can be taught through drama. Science, math and other academic subjects can be made more accessible through drawing, painting, sculpting and mixed media. And that is not all. The arts may offer a quantifiable strategy to develop skills and knowledge for students in special education.

Medical studies have found that participation in creative arts reduces stress, which in turn enhances the ability to learn and because procedural memory is more reliable than short-term memory, the daily drills and routines of music, dance and drama classes allow a person with special needs to retain that knowledge and experience.

But for therapeutic goals, music therapy has the largest body of evidence to support its efficacy for students in special education, especially those with autism. Scientists hypothesize that music engages the mirror neuron system in the human brain, which supports development in sensory-motor integration, speech and social

skills. Music therapy can be individualized to accomplish goals in fine motor skills, speech, social skills, emotional processing and memory.

The book "Making Art Special: A Curriculum for Special Education Art" by Helen Shafton has more than fifty adaptable lesson plans that can be coordinated with classroom goals.

Also, music can have enormous benefits for children with physical, emotional, and psychological needs. Music therapy can even help with language development. Technology has opened new doors for special needs children, enabling absolutely everyone to be able to make music for themselves. A great example is soundbeam– a virtual sound machine.

As the dance is concerned, from wheelchair dancing to dancing lessons for teenagers with learning difficulties, there are plenty of opportunities around.

For children with special needs such as sensory processing disorder, autism, or other socio-emotional or physical difficulties, enjoyable activities might be few and far between. Children with these needs might have a list of symptoms, including poor attention, difficulty interacting with peers, limited body awareness, or trouble being in social situations that might be over stimulating.

How does dance help with children with special needs? From just a physical point of view, movement and dance help with body awareness, which refers to knowing and understanding parts of your body and how they function. For example, children with sensory processing disorder or other similar difficulties might not understand where their bodies are in space or how to work their muscles in their fingers for fine motor control to pick up an object. Children with these difficulties might look clumsy and stumble around, or they might have trouble buttoning a sweater or picking up something on the ground.

All three elements of **Singing, Dance and Drama** can be combined in teaching SEN students with the aim to develop:
- Increased confidence
- Growing self-esteem
- An expanding imagination
- Creativity
- Co-ordination

ACTIVITIES:

TOPIC: ARTS (AVIA Arts Club for SEN people activities)

We have students with diverse intellectual abilities, so we try to offer a relaxing environment for everyone. This is not always straightforward. Some children may be reluctant to include their peers in conversations or in playground activities. A lack of understanding can result in hurtful remarks or bullying.

To deal with this, we created an arts club named AVIA especially but not only for students with special needs where we have concentrated on prioritizing group work, communication skills and confidence-building by dance, music and drama.

1. TITLE: Drama activities

OBJECTIVES:
- stimulating Ss' imagination, their social skills,
- improving their confidence and communication,
- helping kids cope with challenging times by giving them a way to express their feelings.
- making new friends.
- building self-confidence

MATERIALS: ex. work sheets, multi-sensory tools, video projecting, furniture, special costumes

DESCRIPTION:

A. There are some key drama skills which we needed to practice with students, for example: standing still (freezes and tableaux) in **Theatre of the Oppressed**; sitting still and listening; watching; turn-taking; entering dialogues with confidence; imitating; etc.

Drama can be fun and hugely beneficial for disabled kids whatever their needs.

Many special needs drama groups can use all sorts of multi-sensory tools like voicebox technology, hydro-therapy pools, trampolines, aromatherapy, video projection, animations and puppeteering to engage kids even more.

B. One method we have also used during classes is the **Open space and the circle**.

Working in a circle sets up a structure which can be constantly referred to and even maintained throughout the lesson. Or, in a traditional classroom, making a particular organized space by rearranging desks and chairs can help.

The use of the circle as a controlling device, although obviously much easier in a dedicated drama studio, is particularly good when dealing with challenging

behaviour or problems with social skills. It is also useful for students with a range of special needs. It occasionally presents a problem if one or two students are especially withdrawn, because everyone can be seen easily, so group trust needs to be developed at the same time as establishing the space, or the benefits of circle work will be stunted.

Some SEN students respond positively to the very open drama space and the possibilities it presents, so that the circle can be useful as a structured introduction to the opening out of space.

Developing the circle: a practical example

We started the lesson in the circle and used games to establish both the circle space and turn-taking. We worked on a whole group exercise, such as mime or rhythm, in which the idea of the circle and of turn-taking can be practised.

We did some work in pairs or threes in the circle, seated or standing, re-establishing the circle at the end of each short activity.

'Now get into pairs!'

Another practical way in which some of these challenges can be met is through structured (rather than informal) group work. For example, we used sustained pair work then joined pairs together into groups, or play a game which placed' students in pairs or groups. In a mixed-ability group, we allowed students to develop scenes which could be verbal or non-verbal and which could be developed to different levels by high-ability students and less able students.

We regularly worked in threes as well as in pairs, so that being in a group of three didn't become stigmatized.

We allowed miming and gesture instead of dialogue in some activities for SEN students and used mixed-ability pairs, to allow the more able students to help their peers.

If the students have less serious disabilities or emotional problems, you can use the memorizing of some easy lines from various playwrights as we did with creating a series of Shakespearean play moments where the SEN students had some very easy parts or lines.

IMPACT EVALUATION:

The obvious benefit of drama is that it presents a chance for the student who struggles with literacy to flourish, though there shouldn't be a complete avoidance of reading and writing in favor of speaking and listening.

Another important function of drama for students with special needs is in fostering the twin aims of self-expression and confidence-building; these are important tools in literacy-building, and a confident student is more likely to learn well and to enjoy learning in general. For students with challenging behaviour or problems interacting, drama provides an opportunity to let off energy within the boundaries of the lesson itself. We provoked them to run, jump, and shout during theatre club sessions just to release the amount of stress and too much energy, especially for ADHD students.

Drama also boosts the communication skills of students with special needs. Group negotiation and communication skills developed through drama can feed back

into other subjects. It's worth bearing in mind that some students will find it difficult and communication skills hard, so don't make assumptions that certain things will come automatically. Drama makes an important contribution to the 'how to' of these skills.

We have built the class up slowly in a structured way, gradually getting more complex, and practiced communication techniques over several lessons. For instance, we started with individual mime work, and moved on to turn-taking games in pairs and in a whole group. Then we tried specific role-plays before using a freer kind of group improvisation. We have used many useful teaching materials from https://ro.pinterest.com/pin/50735933273029204/?lp=true.

2.   TITLE: Dance activities

OBJECTIVES:
- stimulating Ss' social interaction and creativity,
- improving their confidence,
- making them more relaxed, having fun
- making new friends.
- building self-confidence
- expressing himself or herself independently

MATERIALS: ex. work sheets, music devices, special costumes

DESCRIPTION:
We practiced dancing with the students, especially tango, the basic steps. We tried to make them aware that when we dance, we need to be aware of the space around us, align our bodies, or follow particular movement patterns, which involve gross and fine motor control. When children with special needs are taught dance, they are practicing these skills. While most of these activities for special needs children do not suggest a right or wrong way to do things, dance allows children to explore the space and their bodies, and through direction from instructors, will be able to practice and improve their movements. Through regular and organized dance, children with special needs will be asked to replicate particular body movements. If they took the wrong steps, we would just let them express freely.

Children with special needs might be instructed to try to move their bodies in new and interesting ways they might not have thought of before. We just played them a piece of music and let them manifest themselves in the way they wanted: walking around, running, dancing or just sitting and listening. We tried not to put pressure on them.

Activities for special needs children are available for all abilities; dance is not just limited to children with sensory processing disorder or autism.

We used dance for kids with ADHD and the results are very good. They all got integrated and used their extra energy for rehearsing while calming and relaxing them.

IMPACT EVALUATION:

First of all, dance activities for special needs children help is through promoting **social interaction**. Many of these classes are groups, and children are placed with their peers. They might have to do large group dances or partner dances, which requires children with special needs to place trust in their peers. These activities for special needs children also help give them **confidence.** In each class, they are performing in front of each other, which strengthens that peer bond and motivates them to improve. We even performed in public, in front of the school teachers and students and they all behaved very well, overcoming emotions.

Dance is not just a physical activity, but also it is a form of **creative expression**. Some children with special needs have great difficulty expressing themselves or understanding emotions. Dance gives children a chance to break out of their shells and express emotions in a non-threatening and non-judgmental environment. Dancing activities for special needs children can be stimulating or calming and relaxing. You can re-enact situations through dance or just practice moving to a beat.

3.   TITLE: Music activities

OBJECTIVES:
- stimulating Ss' self-confidence and creativity,
- relaxing, having fun
- making new friends.
- expressing himself or herself independently

MATERIALS: ex. work sheets, karaoke system, special costumes, video projecting

DESCRIPTION:

1. Music + Visual Supports = Increased Comprehension

We organized karaoke evenings and we used flash cards, song story books, digital pictures, and even physical gestures which can increase students' understanding of the lyrics they are watching, hearing or singing, many students still performing best when visual cues are paired with auditory stimuli.

2. Favorite Songs as a Teaching Tool

During the English classes or some workshops in school we chose the students' favourite songs so as to be easier for them to read the song lyrics out loud, identify unfamiliar vocabulary, circle key words, and discuss the song's meaning. Afterwards, students had to complete a related writing activity based on the central themes in the song.

For younger students, we provided pictures or photos that related to the main characters, animals, objects, or actions from a song. We engaged the SEN students in selecting the correct pictures as we sang the words from the song, or had them sequence the pictures in order from memory after listening to the song.

3. *Rhythm Is Your Friend* Activity

There is a focus in special education (especially with autism intervention) on structuring the student's visual environment. What about auditory information? Verbal instructions and dialog can also be overwhelming for students who have difficulty filtering for the important information they should attend to. Rhythm helps emphasize key words, add a predictable cadence, and naturally gets the body in sync with and tuned into the activity.

We asked the students to tap the syllables to their name on a drum to help with their articulation and pacing. Tapping a rhythm on the table, a knee, or a drum is also a great tool for students who speak too fast or are difficult to understand. We also taught them some traditional dances and songs where rhythm is everything.

Performing Arts are all about self - expression, exploring alternative options and embracing individuality. It's not black and white, or about right or wrong answers, and this allows children to develop self-confidence and belief in themselves. With improved self-confidence and self- belief, comes a natural pathway for children to go on to master many more skills that will equip them for life.

That's why we believe that what we are doing is beneficial and should be embraced by others, too. Educational theorists are increasingly emphasizing the importance of "emotional intelligence", developing a creative mind and fostering personalities and imaginations as children make their journey through school, to become happy and well- rounded individuals.

Our working team:
Daniela Bobocea – English teacher, coordinator
Corina Gavrilă – manager, member of the team
Anişoara Obreja – vice-manager, member of the team
Lidia Iliea – Technical subjects teacher, member of the team
Simona Moldovanu – IT and Math teacher, member of the team
Dorina Moraru – Social subjects teacher, member of the team
Emilia Pleşa – Technical subjects teacher, member of the team

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9. Proposed activities for counselling SEN students

By: Ancuţa Teleşpan, Rodica Popescu

TOPIC NO 1 "ACCEPTANCE"
TITLE OF ACTIVITY: "A CAMP WITHOUT PREJUDICES"
OBJECTIVE: identifying and reducing the prejudices and stereotypes related to disabled persons
MATERIALS: work sheets
DESCRIPTION: talking with students about different types of disabilities and needs related to disabled persons.

The students will be divided into groups and they will imagine that they have to organise a summer camp for students. It is about a camp in which both students with disabilities and students without disabilities would participate. They will be asked to write a camp program based on the model in the work sheet, in which to include each component in a mosrt specific way. Several proposals will be discussed with the class, and the students will evaluate to what extent the special needs of disabled persons were taken into account.

It will be discussed how students feel about disabled persons and whether they have any stereotypes related to them. The students are supposed to learn about many types of disabilities, to identify the related special needs, and to find practical solutions for integrating the disabled students in the proposed activities.

WORK SHEET: it will contain the following headings: camp name, accommodation, program of meals, daily activities, special activities, responsibilities.

TOPIC NO 2 - SELF-CONFIDENCE AND CONFIDENCE IN
OTHER PEOPLE
TITLE OF ACTIVITY: "ME AND MY MIRROR"

OBJECTIVE: Identifying the positive personal characteristics

DESCRIPTION: The teacher will write on the blackboard the title „What do I like about myself?" and will ask the students to write it on a sheet of paper. Then the students will write 5 personal attributes and will number them from 1 to 5, in the order of importance. Then they will put the papers aside. The students will take another sheet of paper which they will fix on their backs and they will go from one student to another, asking them to write a thing they appreciate about them on the paper on their back. In the end, each student will have at least 4 qualities written on the paper fixed on his/her back, but not more than 5. Next the students will sit down in their places and will compare their lists. It will be discussed to what extent their own characterisitics coincide with those written by their colleagues. The students will also be asked how much their behaviour is influenced by the others' opinion about them.

The students will be encouraged to identify their own positive personal characteristics and to recognise the other students' positive attributes.

TOPIC NO.3 "ASSERTIVE COMMUNICATION"

TITLE OF ACTIVITY: "PASSIVE, AGGRESSIVE, ASSERTIVE BEHAVIOUR"

OBJECTIVE: Understanding the characteristics and the consequences of the three types of behaviour, and the relationship between them.

MATERIALS: work sheets

DESCRIPTION: The students will be told that they will do an activity in which they will learn to identify the passive, aggressive and assertive types of behaviour , as well as the relationship between them. The students will imagine the following situation: „ a friend betrays your trust by telling lies about you to a group of mutual friends". Next the students will tell the class what would be their reaction or other people's reaction to such a situation. The behaviurs described by the students will be written on the blackboard. The teacher will make a brief presentation of the characteristics of the three types of behaviour , and the students will classify the the behaviours described by them into the three types. This task will be performed in groups. The students will present their classifications to the class, justifying each reaction included into one of the three categories. The verbal and non-verbal characterisitics of the three behavioural types will be pointed out, as well as the similarities and differences between them.

WORK SHEET: will include a table with the characteristics of each type of behaviour and their related consequences.

TOPIC NO.4 „IT'S ME, I TAKE ACTION"

AIM: the students will be able to understand that their opinion about themselves is often communicated to the others through their behaviour and this fact has an influence on the other person's way of approaching us. And likewise, if someone tells how he/she feels about us, it can influence our opinion about ourselves.

OBJECTIVE: to understand the relationship between self-acceptance and behaviour **MATERIALS:** a small card for each student; adhesive tape.

DESCRIPTION:

Write the following phrases on each card: bad child, stupid, always has problems, clever, never gives a wrong answer, very friendly, „Mister popularity", always the first chosen, never does anything well.

The class is divided into two teams and the students will take part in an experiment about the labels we usually put on people, based on the way in which we behave and how we feel.

A card is fixed with adhesive tape on the forehead of each member of the first team. The members of the team must not see what is written on the card.

A correspondent student from the second team is assigned for each member of the first team. Each member of the second team tries to communicate by means of words or gestures what is written on his partner's card, without using the word(s) written on the card.

For eaxample, the student who has to communicate „bad child" can say „couldn't you keep away from trouble?"/"can you never be a good child?". The members of the first team have to guess what is written on the cards placed on their foreheads. Roles can change and the activity is

repeated. **EVALUATION**:

Were you able to guess what was written on your card? If you were, how did you succeed?

How do you think people are labelled in real life?

Are you aware or not of the fact that the labels given to you can influence your opinion about yourself or the way in which you behave?

How do you feel about the fact that a label has been given to you? Do you think that the others tend to treat you according to the label you have been given?

If you could change this label, how would you like to change it?

TOPIC NO. 5 "The wheel of emotions"

OBJECTIVE: developing the ability of emotional

expression MATERIALS:work sheet

Description

The students will express their opinions on the situations in which they show certain feelings written on the disk and who are the persons for whom they have these feelings.

The needle will move on the disk and the chosen situation will be analysed.
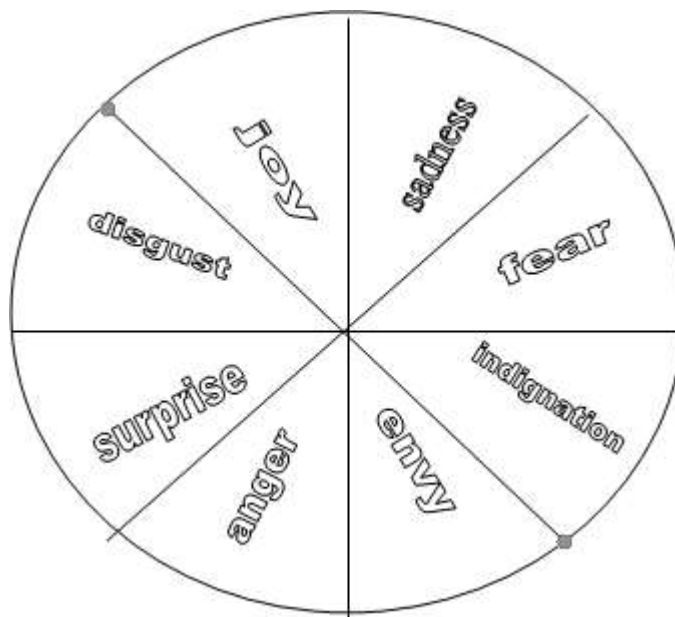
TOPIC NO 6 "EQUALITY/TOLERANCE"

TITLE OF ACTIVITY : "ABOUT MY COLLEAGUE"

OBJECTIVE: developing the ability of interpersonal knowledge

MATERIALS: work sheet

DESCRIPTION: The students are asked to sit in a circle and the teacher will explain to them that this exercise will help them to know each other better. Each of them is given a copy of the work sheet and they are asked to answer the questions about the colleague sitting on their right side. After the work sheet is filled in, the student will ask his colleague to offer his answers. The differences and similarities which appear in the two students' answers will be discussed with the class. The teacher will ensure that each student will support his/her answers with arguments and give examples of situations from which they could learn something about their colleague.

WORK SHEET: will contain questions about the student sitting on the right side, referring to: interests, values, experiences, achievements, etc.

TOPIC NO 7 "COOPERATION"
TITLE OF ACTIVITY :"SURVIVAL TEST"
OBJECTIVE: building the ability to take individual and group decisions

MATERIALS: work sheet

DESCRIPTION: The students will be informed that they will do a decision-taking activity. They will be handed in the work sheet and the teacher will explain the situation written on it. The students will prioritise the objects from their backpacks according to their usefulness and they will write their solution on the work sheet, in the corresponding column. Then the students will be divided into groups and they will compare their individual solutions and will negotiate a common solution for the group, which will be written down in the corresponding column from the work sheet. After that the students will be presented the solution given by a member of the mountain rescue team and they will be asked to compare their own solutions and the solutions of their group with the solution given by the mountain resque representative, and to calculate the difference. The obtained results will be analysed and it will be decided which solutions were the most efficient. The teacher will ensure that the students will sustain their point of view, they will reach a consensus on taking the group decision, and they will recognise the necessity of taking into account several points of view when a decision has to be taken.

Found objects	Solution given by the mountain resque representative
Compass	12
A 4.5 l can with pine syrup	7
A sleeping bag	5
Carbon tablets to disinfect the water	14
A large sheet of resistant cloth	8
13 match sticks	1
A 60 m cable	9
O flash light	6
1 l rum	10

Shaving set with mirror	4
Alarm clock	11
Axe	2
A broken bicycle rubber tube	3
The book „ The Pole Star – Direction Guide"	13

WORK SHEET: Descriptin of the situation. It is the month of October, the time is 16.30, and you are together with a few friends on the bank of a lake in the Fagaras Mountains. You have lost your way because of the fog and you estimate that you are approximately 5 km away from a mountain refuge. It is a forest area, but the surrounding landscape is abrupt and rocky. The temperature is -2C, but it can further drop. The snow layer can be between 13-20 cm, and the wind speed can reach 65- 75km/h. The sun rises at 06.15 and sets at 17.45. You are wearing warm clothes, but some of you have wet clothes. In your backpacks you have the objects written below. YOUR TASK is to prioritise the objects in the order of importance for the group survival, by marking with 1 the most important and with 14 the least important object.

Object	Individual solution	Group Solution	Solution given by the mountain resque representative	Difference I	Differece II
Compass					
A 4.5 l can with pine syrup					
A sleeping bag for each person					
Carbon tablets to disinfect the water					
A large sheet of resistant cloth					
13 match sticks					
A 60m cable					
O flash light					
1 l rum					

Shaving set with mirror					
Alarm clock					
Axe					
A broken bicycle rubber tube		52			
The book „ The Pole Star – Direction Guide"					
				Your score	The group score

Team from Colegiul Tehnic de Industrie Alimentară "Terezianum" :

Coordinator - Maria Canţer

Ancuţa Teleşpan

Rodica Popescu

Simona Butoi

Camelia Galaftion

Andrei Hăprean

George Căbaş

Marian Solomon

Laurenţiu Butoi

Aurelia Buţiu

Anexes

Didactic personalized plan – example

DIDACTIC PERSONALIZED PLAN

(FOR STUDENTS WITH EDUCATIONAL, MOTIVATIONAL AND SOCIAL NEEDS)

STUDENT'S NAME *I cannot reveal the requested information on the student; for it would break the principle of confidentiality of work with students with special needs, in Lithuania.*

CLASS *I cannot reveal the requested information on the student; for it would break the principle of confidentiality of work with students with special needs, in Lithuania.*

PLACE OF BIRTH *Lithuania*

DATE OF BIRTH *1999*

MOTHER TONGUE *Lithuanian*

CLASS COORDINATOR *I cannot reveal the requested information on the student; for it would break the principle of confidentiality of work with students with special needs, in Lithuania.*

IDENTIFICATION OF EDUCATIONAL, MOTIVATIONAL AND SOCIAL NEEDS   BY THE CLASS COUNCIL/TEACHERS TEAM

In Lithuania students with special educational needs tend to hide their condition when applying for vocational schools. According to the current laws of Lithuania, people with special needs or disabilities cannot be accepted to a school unless the institution of the group is specialized. Usually we can only guess about a student's special educational needs, since we have no right to know about them, indicate them or bring that up unless the students or their parents specifically request that.

The student that was being helped out had emotional difficulties, was lacking necessary social skills and had troubles in communication with other students and teachers.

•GENERAL INFORMATION GIVEN BY THE FAMILY

The student grew up with her grandmother, her biological mother is addicted to alcohol. She also has an older sister. Mother always lied to her daughter, because of that daughter started to lie to other people (like teachers, classmates). Through all the years of her studying none of her guardians/parents responded to the school's invite to collaborate; did not provide information; did not inquire about the girl's academic accomplishments.

•DOCUMENTS

Report by the class council

Due to the Lithuanian laws I have no right to present the documents.

Report by the class council

Due to the Lithuanian laws I have no right to present the documents.

SECTION A

DESCRIPTION OF SKILLS AND ABILITIES OBSERVED BY THE SCHOOL TEACHERS

Instructions to fill the grid

Put in the checkbox "Observations by teachers" one of the following mark:

0: the indicator doesn't highlight particular difficulties

1: the indicator highlights mild or occasional problems

2: the indicator highlights rilevant and reiterated difficulties

3: the indicator doesn't represent a difficulty but it represents a point of strenghtness for the intervention

OBSERVATION GRID	TEACHERS'OBSERVATIONS
HE/SHE SHOWS DIFFICULTIES IN READING WRITING	0
HE/SHE SHOWS DIFFICULTIES IN ORAL SKILLS	0
HE/SHE SHOWS LOGICAL/ MATEMATICAL DIFFICULTIES	*2*
HE /SHE SHOWS DIFFICULTIES IN RESPECTING RULES	0
HE/SHE SHOWS DIFFICULTIES IN KEEPING ATTENTION DURING LESSONS	*1*
HE/SHE DOESN'T REGULARLY DO HOMEWORK	*1*
HE/SHE DOESN'T PERFORM THE GIVEN ACTIVITIES	*1*
HE/SHE SHOWS DIFFICULTIES IN COMPREHENSION OF THE GIVEN ACTIVITIES	*1*
HE/SHE ASKS NOT RELEVANT QUESTIONS TO TEACHER/EDUCATOR	0
HE/SHE DISTURBS THE PERFORMANCE OF THE LESSON (DISTRACTING SCHOOLMATES)	0
HE/SHE DOESN'T PAY ATTENTION TO THE TEACHER/ EDUCATOR RULES	0
HE/SHE SHOWS DIFFICULTIES TO SIT IN HIS/HER PLACE	0
HE/SHE IS DISTRACTED BY HIS/HER FELLOWS	0
HE/SHE SHOWS HIS/HER SHYNESS	0
HE/SHE IS EXCLUDED BY HIS/HER SCHOOLMATES FROM SCHOOL ACTIVITIES	0
HE/SHE IS EXCLUDED BY HIS/HER SCHOOLMATES FROM PLAYING ACTIVITIES	0
HE/SHE TENDS TO SELF-EXCLUDE FROM SCHOOL ACTIVITIES	0
HE/SHE TEND TO SELF-EXCLUDE FROM PLAYING/RECREATIVE ACTIVITIES	0
HE/SHE DOESN'T TAKE WITH HIM/HER THE NECESSARY OBJECTS FOR THE SCHOOL	0
HE/SHE TAKES LITTLE CARE OF HIS/HER OBJECTS FOR HIS/HER SCHOOL ACTIVITIES	*1*
HE/SHE SHOWS LITTLE TRUST IN HIS/HER SKILLS	*2*

SECTION B

B. 1 OBSERVATION OF MORE SIGNIFICANT ASPECTS

MOTIVATION				
Participation to the educational dialogue	Very adequate	*Adequate*	Poorly adequate	Not adequate at all
Awareness of his/her own difficulties	Very adequate	*Adequate*	Poorly adequate	Not adequate at all
Awareness of his/her points of strenghtness	Very adequate	*Adequate*	Poorly adequate	Not adequate at all
Self-confidence	Very adequate	*Adequate*	Poorly adequate	Not adequate at all
ATTITUDES AND BEHAVIOURS PERFORMED AT SCHOOL				
Regular school attendance	Very adequate	*Adequate*	Poorly adequate	Not adequate at all
Acceptance of rules	Very adequate	*Adequate*	Poorly adequate	Not adequate at all
Respect of commitments	Very adequate	*Adequate*	Poorly adequate	Not adequate at all
Conscious acceptance of compensatory instruments and dispensatory measures	Very adequate	*Adequate*	Poorly adequate	Not adequate at all
Autonomy in working	Very adequate	*Adequate*	Poorly adequate	Not adequate at all
STRATEGIES USED BY THE STUDENT IN LEARNING				
He/she underlines, identifies key words	*Effective*		To be strenghtned	
He/she builds patterns, maps or diagrams	*Effective*		To be strenghtned	
He/she uses computer tools	*Effective*		To be strenghtned	
He/she uses memorising strategies (imagines, colours)	*Effective*		To be strenghtned	
Others				
FOREIGN LANGUAGES LEARNING				

B. 2 EDUCATIONAL AGREEMENT
To attend absolutely all classes. Once a week to attend individual consultations. Try to be very honest and open with me.

ARRANGING WITH FAMILY AND STUDENT
The family was refusing to collaborate. The student was collaborating most often.
Student in school activities was supervised by a tutor in the following subjects weekly.
Schoolmates were avoiding helping her out initially, however one girl from the neighborhood became a permanent helper.

INDIVIDUALIZED PLANNED SCHOOL ACTIVITIES
For a year the girl was attending an afterschool dedicated to singing and nurturing social skills; this activity was like recovery activities, ativities of strenghtning and consolidation. She attended psychologist consultations regulary. It helped her to grow as a person and helped her to concentrate on a solving social problems in a constructive way, helped to build better relationships in her class. She began to successfully realize herself. After this year the student found herself in singing, she started to sing solo and with the group, perform not only in her school, but also in others. She was going on the stage and getting used to attention coming from a crowd. The girl became more honest with me and other people, and because of that she found new friends, soulmates. Relationship with mom still is not close enough, but with father and older sister relationship got better. At the moment she is continuing to study the same vocation in college. At the end of studies the girl thinks about studying in a music academy.

SECTION C: EDUCATIONAL AND DIDACTIC INTERVENTIONS *Not applicable*

C.1: INDIVIDUALISED/ PERSONALISED STRATEGIES
TABLE- DISPENSATIVE MEASURES, COMPENSATIVE INSTRUMENTS DIDACTIC STRATEGIES
(SEE SUMMARIZING TABLE – SECTION D)

SUBJECTS OR SUBJECTS AREA	DISPENSATIVE MEASURES	COMPENSATIVE INSTRUMENTS	DIDATIC STRATEGIES FOR INCLUSION	DISCIPLINARY PERSONALISED OBJECTIVES
SUBJECT				

TO FILL "DISPENSATIVE MEASURES" AND "COMPENSATIVE INSTRUMENTS" BOXES USE CODES ON TABLE IN SECTION D
SECTION D: FRAMEWORK OF THE COMPENSATIVE INSTRUMENTS AND
DISPENSATIVE MEASURES- PARAMETRES AND CRITERIA TO VERIFY AND EVALUATE *Not applicable*

	DISPENSATIVE MEASURES (LAW N. 170/10 AND GUIDE LINES 12/07/11) AND INDIVIDUALISED INTERVENTIONS In Lithuania such dispensative measures do not exist
D1	Dispense in reading at loud voice in front of the class
D2	Dispense in using the four writing characters at the beginningof learning
D3	Dispense in using of italics and the tiny printed
D4	Dispense in writing notes and texts under dictation
D5	Dispense in copying texts and mathematicals expressions from the blackboard
D6	Dispense in studying multiplication tables, verbs and poems by heart
D7	Dispense in using standard times
D8	Reduction of school activities without modifying the
D9	Dispense by excessive load of tasks with redeployment and reduction of pages to be studied, without modifying the objectives
D10	Dispense in overlapping written and oral tests in different subjects
D11	Partial dispense in studying foreign languages in written form.Its evaluation will get a less percentage compared to the oral test don't considering ortographic errors and spelling
D12	Integration of textbooks with notes of recorded media, scanned or printed paper, speech synthesis, maps, diagrams and forms
D13	Agreement on times and modes of written tests using mutimedial supports
D 14	Agreement on times and modes of oral tests
D 15	Reduction and adaptation in the number of exercices without modifying the objectives in written tests
D 16	Multiple choice (with the possibiity to complete and/or reach with oral discussion) in written tests; reducing the number of open questions and answers to the minimum
D 17	Reading the delivery of the exercices and /or giving,during the written tests, tasks on scanned media readible from the vocal synthesis
D 18	Partial substitution or completion of written tests with oral tests giving the possibility to use re-adjusted patterns and /or maps during the oral tests
D 19	Teachers must check the management of the school diary
D 20	Evaluation of procedures and calculation in solving problem
D 21	Evauation of contents and orthographic errors
D 22	Other...

	COMPENSATIVE INSTRUMETS (LAW 170/10 AND GUIDELINES 12/07/2011)
C 1	Use of computers and tablets (possibly with a printer)
C 2	Use of video-writing programs with orthographic correction (possibly vocal) and with technology of vocal synthesis (also foreign languages)
C 3	Use of audio resources (digital audio files, audio books)
C 4	Use of digital recorder or of other instrumet for recording for personal use
C 5	Use of aids for calculation (pitagoric tabel, number lines) and eventually of the calculator with calculator sheet
C 6	Use of patterns table, flow charts, as aid during written tests
C 7	Use of forms and patterns and/or maps in different scientific subjects during written tests
C 8	Use of maps and patterns during the oral tests, eventually on scanned media (multimedia presentation), to facilitate the recovery of information
C9	Use of digital dictionary (CD rom, on line resources)
C10	Use of didactic and compensative softwares (commercial or free)
C11	Others
	INCLUSIVE DIDACTIC STRATEGIES
E1	Cooperative group teaching
E2	Peer tutoring
E3	Collaborative teaching
E4	Parent involvement Įtraukiami tėvai
E5	School-wide positive behaviour support
E6	Indoor environmental quality
E7	Classroom climate
E8	Self-regulated learning
E9	Mnemonics and other memory strategies
E10	Reciprocal teaching
E11	Teaching laboratory
E12	Modeling
E13	Cooperative learning
E14	Survey and question

E15	Augmentative and alternative communication
E16	Other

GENERAL INFORMATION ABOUT VERIFICATION AND EVALUATION *Not applicable*
Evaluate to form (orienteering the teaching-learning process)
Increase the value of the students' learning process and don't evaluate just the product/result
Prepare graduate tests
Planning and agreeing tests with the student
Provide oral tests to compensate the written ones (expecially for foreign languages) where necessary
Use didactic instruments and devices in written and oral tests
Foster a quite and serene atmosphere in the classroom, also from the point of physical environent (noises, lights...)
Reassuring on the consequences of the evaluation

WRITTEN TESTS *Not applicable*
Prepare accessible short wellstructured graduate written tests
Facilitate the comprehension of school tasks and of the text
Evaluate looking mostly to the contents instead of the form
Introduce computerized tests
Plan longer times for the execution of the tests

ORAL TESTS *Not applicable*
Time management in oral tests
Valorizing the contents in oral tests also in consideration of some speaking difficulties

Questionnaire

By: Ancuţa Teleşpan, Maria Canţer, Camelia Galaftion

NAME: _____

COUNTRY: _____

Day 1

❧ **Today, during the activities, I talked with:**

- Students from the group of my school ……. number …….
- Students from the group of my country ……. number …….
- Students from the groups of the countries participating in the project ……. number …….
- Teachers from the groups of my country….. number ….
- Teachers from the groups of the participating countries …….. number ………

❧ **Today, in my free time, I discussed with:**

- Students from the group of my school ……. number …….
- Students from the group of my country ……. number …….
- Students from the groups of the countries participating in the project ……. number …….
- Teachers from the groups of my country….. number ….
- Teachers from the groups of the participating countries …….. number ………

❧ **Today I did some activities with:**

- Students from the group of my school ……. number …….
- Students from the group of my country ……. number …….
- Students from the groups of the countries participating in the project ……. number …….
- Teachers from the groups of my country….. number ….
- Teachers from the groups of the participating countries …... number …….

✷ Today, during the project activities:

- I had some personal initiatives
- I didn't have any initiative

✷ Give an example of personal initiative:

………………………………………………………………………………………………

………………………………………………………………………………………………

✷ Today I obeyed

- all the rules of the project
- some rules of the project
- no rules

✷ Give an example of a rule that you obeyed.

………………………………………………………………………………………………..

Report on continuous evaluation

By: Ancuţa Teleşpan, Maria Canţer, Rodica Popescu

PRESENTATION OF CONTINUOUS EVALUATION

Group communication can offer us information on the passive or active behaviour of certain students along the communication process, and also on the students' reactions to different stimuli.

The best opportunities for the development of the communication skills have proved to be offered by the communication exercise itself. The academic theories can only explain some issues regarding the correctness and precision of expression, but they cannot solve the real blocks and obstacles that we all feel when we are involved in a direct confrontation with an interlocutor.

For these reasons we think that students should be offered the opportunity to communicate during the educational practice. Making it possible for the students to interact with one another is not always sufficient for communication to really happen.

From this point of view, in order to involve the students in the communication process, the project activities have created opportunities for finding ways of intensifying student-student interactions regarding informational and interpersonal exchanges. The frequency of interactions during the teaching process and in the students' free time has been monitored.

A few facilitating conditions have to be met , not to exclude the teacher, but to change the roles he assumes. For this reason it is advisable to investigate the teacher-student interactions as well, both during the activity and in their free time.

The group learning occasions have been selected not only by the complexity of the task that has to be achieved during the collaboration, but also by the opportunity for the students to practice a few different roles which would give them the chance to highlight their interaction and communication skills, or the difficulties met by them from this point of view.

The interactive and communicative behaviours cannot be assessed just by a few observations, but they will be relevant when they are constantly found within a great diversity of psycho-relational situations. Studying the joint activities offers us information on the cooperative abilities of the students taking part in the program.

The evaluation that was made aimed to offer the students opportunities to take as many roles that might give them the chance to practise a few communicative behaviours with an educational value, but also to use different ways of appreciation and recompensation of the informational and interactional

behaviour. Aspects related to assuming personal initiatives, but also to obeying rules have been looked at as well.

1. Objectives.

- Investigating student-student, student-teacher interactions;
- Investigating the joint activities performed;
- Investigating the personal initiatives;
- Identifying the differences during the communication process in different situations;

2. Methodology

A. Participants in the study: the students taking part in the ERASMUS+ project

B. Methods of study

- questionnaire
- interview

C. Tools : ERASMUS +Questionnaire

D. Procedure

- The students have been handed the questionnaires to be filled in as diaries of the project meetings
- The questionnaire has been filled in by each student for each day of the project meetings.

3. Analysing the results of the questionnaire

After administering   the questionnaire and centralizing the results, we obtained an image of the percentage distribution of the answers for each group and each communicative aspect looked at.

Each group has been given a number:

1-The Galati group

2-The Malta group

3- The Sibiu group

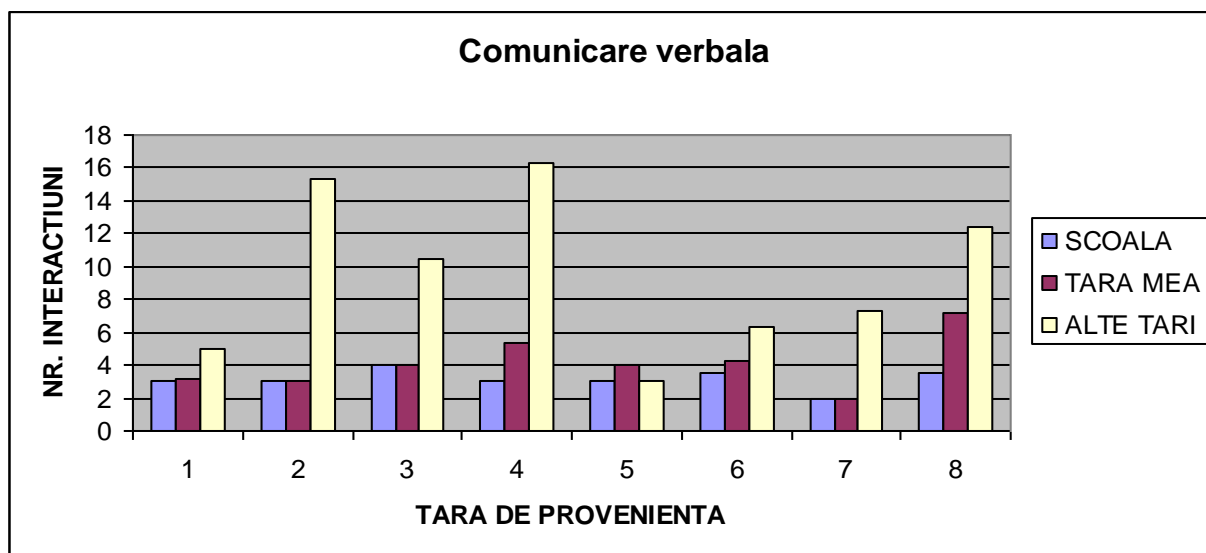4- The Italy C group

5-The Italy N group

6-The Lithuania group
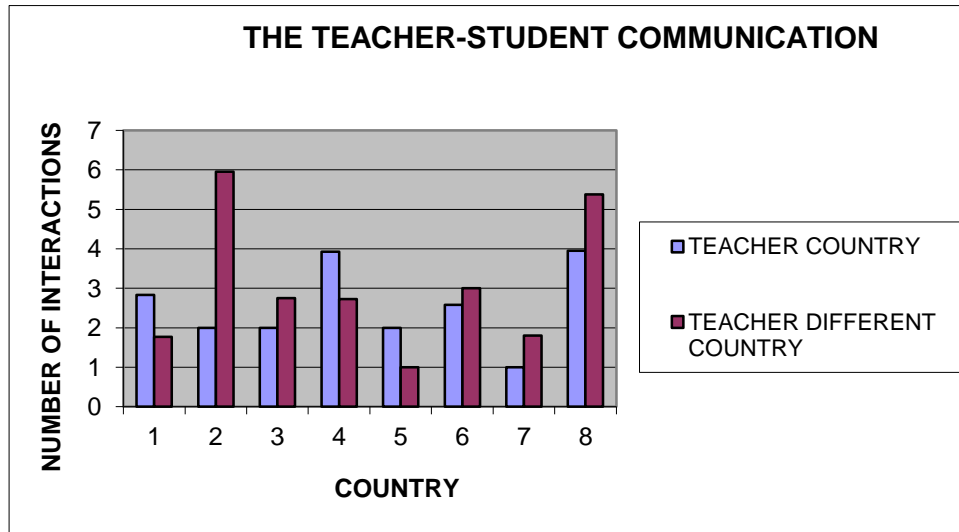
7- The Turkey group

8-The Bulgaria group

VERBAL COMMUNICATION

Verbal communication during the activities

Student-student verbal communication has been practised during the activities, both within the host group and with students coming from the same country or different countries.

From the distribution presented we can notice that the Italy N group presents the lowest number of verbal interactions, the Turkey group has a low number of interactions between students from the same school/country , but more frequent verbal interactions with students from other countries. The most intense verbal interactions were made with students from other countries and were most often performed by students from Italy C, Malta and Bulgaria.

The teacher-student communication
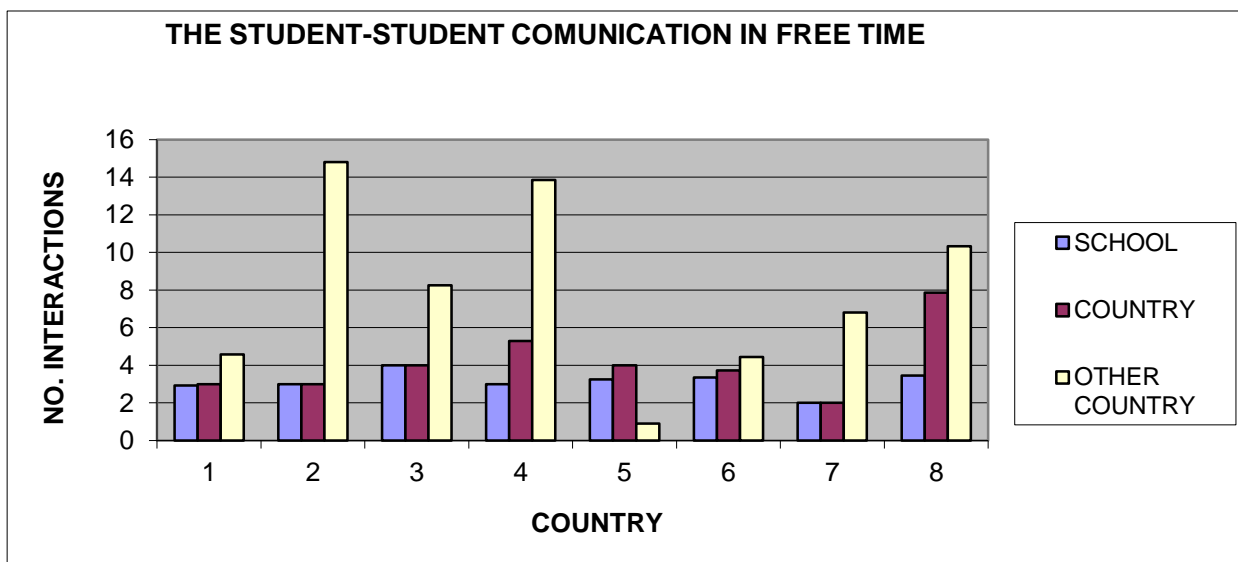

THE TEACHER-STUDENT COMMUNICATION

The teacher-student communication during the activities performed was more frequent within the Malta and Bulgaria groups. The Italy N representatives had the lowest level of communication.
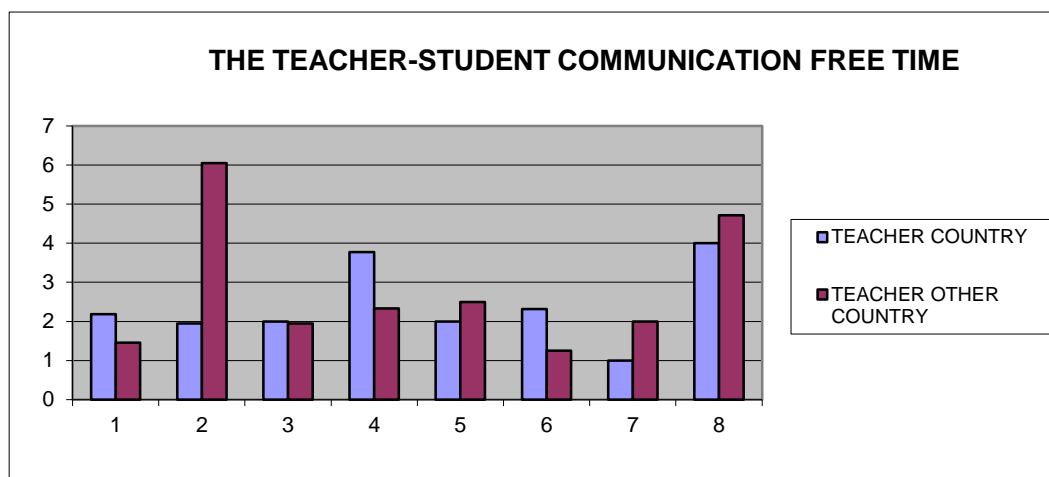
Verbal communication in the free time

Student-student verbal communication during the free time was achieved especially with students from other countries , except the students from Italy N, who communicated least frequently (below 1 interaction/day/student). The highest frequency of communication was achieved by the students from Malta and Italy C.

The student-student comunication in free time

THE STUDENT-STUDENT COMUNICATION IN FREE TIME

During the free time, the teacher-student communication was more frequent within the groups from Malta and Bulgaria.

**THE TEACHER-STUDENT COMMUNICATION FREE TIME**

Joint activities

Joint activities offer opportunities for verbal communication, establishing close relationships, as well as practising activities of common interest. It can be noticed that all students have performed joint activities. The students from Malta, Sibiu and Italy C were most frequently involved in joint activities.
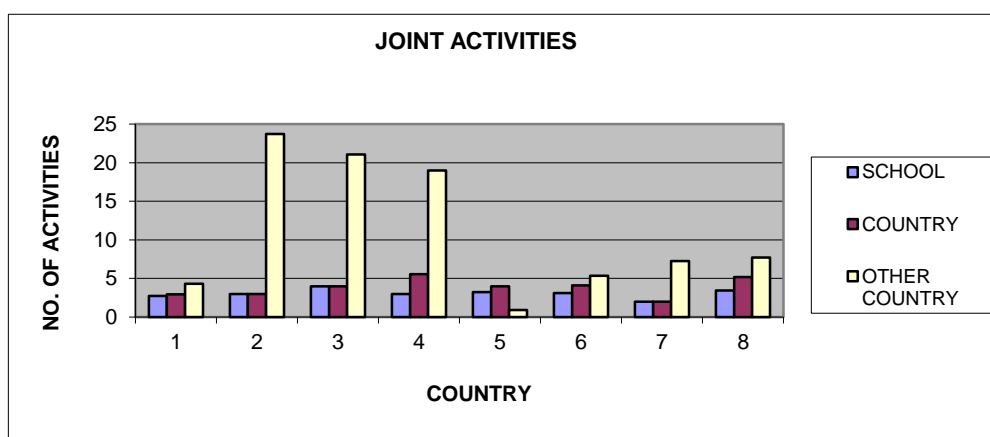
Teacher-student communication during these activities was more frequent within the groups from Malta and Bulgaria.

Teacher-student joint activities offer opportunities for acquiring specialized scientific skills that only a mentor can offer. It can be noticed that the students from Malta benefitted most by this opportunity.

Teacher-student joint activities
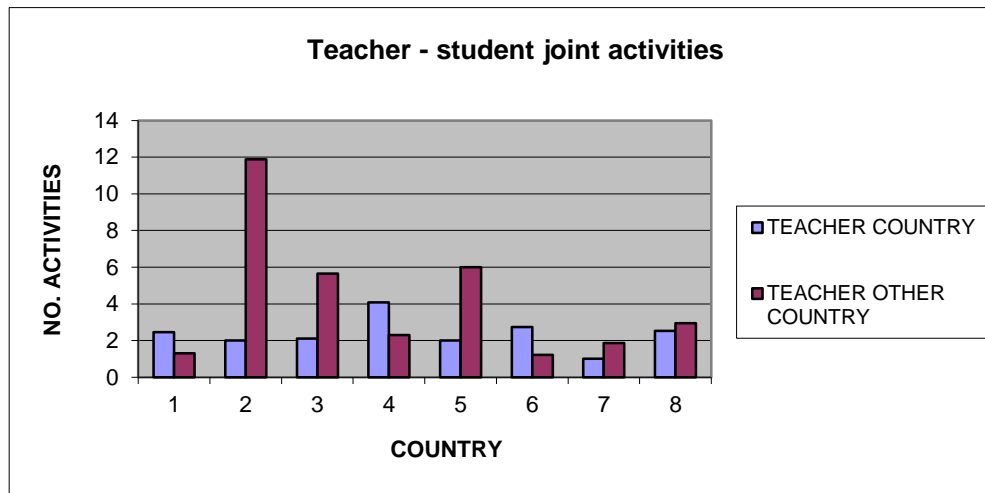
By analysing these data it was noticed that assuming new initiatives was mentioned by 9% of the participating students and that most initiatives were assumed by the Italy C students .

Most students have obeyed all the project rules.

Materials elaborated by Italian students

MOZZARELLA DI BUFALA CAMPANA d.o.p.

Activities made by:

Historical research: Andriy Shchtchuk

Processing steps: Monaco Giuseppina

Recipes research: Piccolo Corinna

Images: Boccia Giovanni

Translation: Andriy Shchtchuk

PowerPoint: Frisotti Raffaella and La Marca Carmine Pio

HISTORY OF THE MOZZARELLA OF BUFALA CAMPANA d.o.p

The buffalo mozzarella is one of the most famous cheeses in the world, it is one of the first dairy products in Italy for export abroad and has an ancient history that founds its foundations in the Middle Ages. The provinces that can boast of producing the authentic mozzarella di bufala campana with the PDO mark, fall in principle within the historical borders of ancient Campania and some surrounding areas, then Naples, Caserta, Salerno, some towns of Benevento, Foggia, Venafro, and the towns of the south pontine. The buffaloes with which milk is obtained for the production of mozzarella are exclusively those of the "Mediterranean breed", a breed of buffalo recognized in 2000 thanks to the millennial isolation in southern Italy. The buffaloes are believed to have been introduced from India by the Normans, or by the Arabs, although some sources lead to the Roman era, and where thanks to the climate and the numerous marshy areas they found their ideal habitat. For the buffalo mozzarella the first documents date back to the twelfth century, where the monks of the monastery of San Lorenzo in Capua (later transferred to Aversa) offered to the pilgrims who each year went in procession a cheese of buffalo milk called in antiquity "mozza" or "provatura". From 1300 in Campania the buffalo products are already beginning to appear in the markets of Capua, Aversa, Salernitano and in the countries near the production areas, because the buffalo mozzarella could not be transported for many kilometers, but were sent to the most distant countries provolone or other smoked products that had a longer preservation. In the South since the Middle Ages all the dairy products that have been widely consumed have been consumed, and it was already clear a picture regarding the recognition of the various production areas: includes the mozzarella "dei Mazzoni" that indicated the area that goes from Volturno to Garigliano , then the mozzarella of Aversa, Mondragone, Carditello and the whole province of Caserta and Naples, including the lower Lazio. The mozzarella of the Sele plain, then the province of Salerno, Paestum, Battipaglia up to Foggia, areas known in that period as today for the ancient cheese production.

PROCESSING PHASES OF BUFFALO CAMPANA MOZZARELLA dop

Filtration of buffalo milk

The milk used to be transformed into mozzarella, from carefully selected buffalo breeding farms, must be delivered to the dairy within 12 hours of milking and stored in containers that do not modify its organoleptic characteristics. Before processing, the milk is filtered so that all impurities disappear.

Coagulation of buffalo milk

The coagulation of the buffalo milk is preceded by the addition of natural whey-graft, obtained by letting the whey from the previous day's working process spontaneously acidify at room temperature. The coagulation is carried out by adding milk to the liquid calf's rennet. The milk is heated by direct steam (in the old practice, by adding a portion of boiling milk to the total mass), which is then added with rennet (18- 20 ml / ql of milk). The optimum temperature range is between 34 ° C and 38 ° C and the average coagulation duration does not exceed half an hour.

Rupture and maturation of the curd

The curd is usually broken manually with a wooden "wheel" (stick at the end of which is fixed a wooden disk with a convex external face) or with a metal spike and is pushed until it obtains a caseous lumps with the dimensions of 3 -6 cm. Two phases are carried out: the first break reduces the curd into cubes and, after stopping for about half an hour, proceeds with the second break with a roll or spino. The extraction of the curd usually takes place manually. It is then cut into large slices with the help of a knife or traditional sickle. The curd, which is compact and with regular holes, is then placed to purge on a sparse table and to further mature for variable times between 15 and 30 minutes. After breaking, the curd is left to acidify first under whey. In the artisan cycle, acidification lasts 3-4 hours on average; however, processing operations in which this technological phase lasts up to 8 hours are not rare. The duration of the acidification of the curd under whey is one of the process variables that most affect the quality of the Mozzarella. The right degree of maturation of the curd is determined by the empirical spinning test. This is done in this way: about 100g of matured paste are melted in hot water, the molten paste is placed on a stick and pulled with the hands; if the pasta stretches into continuous filaments longer than one meter, without breaking, it can be considered ready for spinning.

Spinning

This processing phase is the one that most influences the consistency of the finished product and the processing yield. In traditional processing, pasta spinning is still performed manually. The dough, sufficiently ripe, is cut into thin slices with a chopped-curd and placed in a wooden vat in which it is melted by adding boiling water. Subsequently, with the help of suitable tools, which in the traditional practice consist of a bowl and a wooden stick, the melted cheese is lifted and pulled until a smooth and shiny mixture is obtained.

Mozzarella shape

At the artisan level, the mozzarella di Bufala Campana is made by hand, by two operators, one of which detaches ("mozza") with the thumb and the index of the pieces of pasta spun from a globose mass of about 2-3 kg, supported by the other operator. The pasta filata is manipulated with great care and experience by performing characteristic movements that end with the cutting. Some particular shapes, such as the traditional "braid", are obtained only by hand, cleverly

intertwining an elongated segment of spun dough until the final shape is obtained.
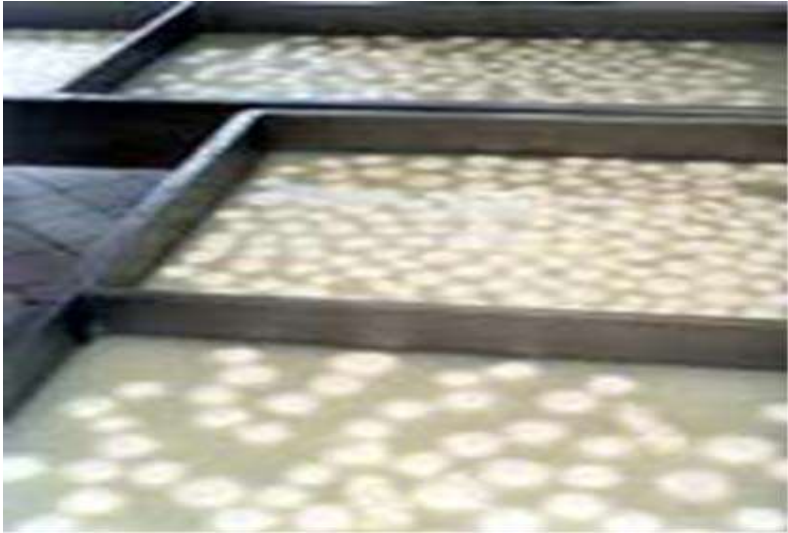
RECIPES

Starter

SPIEDINI WITH MOZZARELLA OF BUFALA CAMPANA
Ingredients for 8 people:
- 16 teaspoons of Bufala Campana Mozzarella
- 200g of diced raw ham
- 16 red tomatoes
- 1 melon
- basil

First dish

BAKED PASTA WITH MELENZANE, ZUCCHINI AND MOZZARELLA BUFFALO BELL

Ingredients:

- 500 gr. Aubergines
- 500 gr. Zucchini
- 800 gr. Tomato pulp
- 1 Bunch of basil
- 1 Shallot
- 500 gr. Fusilli bucati corti
- 600 gr. Buffalo mozzarella
- 3 Eggs
- 150 gr. Parmigiano Reggiano
- Extra virgin olive oil
- Peanut oil
- salt

Wash and slice aubergines and courgettes, dry them well and then fry them using peanut oil. Change the oil in the pan during frying. In a saucepan, cook the shallots in a little olive oil and then add the tomatoes. Add salt and simmer for 10 minutes, stirring occasionally. Add the fried vegetables to the tomato and cook over low

heat for a few minutes. Allow the sauce to cool. Cook the pasta in abundant boiling salted water until half cooked, drain it and cool it quickly in water and ice. Add it to the sauce together with half of the Parmesan, basil and two eggs. In an oven dish put half of the dough, add a layer of Mozzarella di Bufala Campana in slices and then cover with the remaining dough. Beat the rest of the Parmesan together with the third egg and, with the mixture obtained, carefully brush the surface of the dough. Finish cooking in an oven that is already hot for 10 minutes. Let it cool before serving.

Second dish

BUFFALO MOZZARELLA CAMPANA IN THE CARRIAGE
Ingredients:

- 600 gr. of Mozzarella di Bufala Campana
- 300 gr. of stale bread or a pack of pain carrè
- 2 glasses of milk
- 100 gr. of flour
- 4 eggs
- seed oil to fry
- salt

The stale bread should be cut into slices of rectangular shape and completely deprived of the crust. Soak it quickly in milk and form sandwiches with a slice of buffalo mozzarella in the middle. Sprinkle them and pass them in beaten egg, making them soak well. Fry in boiling hot oil. Serve very hot.

"MELANNURCA" IPG

THE "QUEEN OF THE APPLES"

Activities made by:

PowerPoint Presentation, Summary, French and English translation:

Carmine La Marca and Giuseppina Ipomeo

General information on the product: Martina Posca.

Annurche apples cake recipe:Miriam Falco.

Creation of an advertisement: Antonio Casillo and Andrea

Tramontano. Preparation of the recipe: Luigi Nappo:

ORIGIN

Melannurca PGI has been present in Campania since the pre-Roman age and the place of origin would be the territory of Pozzuoli. The territory in which the largest amount of the so-called queen of apples is produced is the "Giugliaese district" with the most common that gives its name to this area: Giugliano in Campania, for centuries considered the city of Melannurca.

Melannurca Campana is an Italian fruit and vegetable product considered the "queen of apples". The harvest of these fruits, still unripe, must start around mid-September to prevent them from decomposing by falling to the ground. Immediately after, the maturation phase called "arrossaménto" begins with exposure to the sun for 10-15 days. The apples are placed on the ground on the "melài", rows of straw racks made from threshing and often turned by hand.

BENEFITS

Melannurca, however, can have side effects if not consumed properly because of the pectin contained in it.

May cause:

- diarrhea and constipation if when the hands are not accompanied by a certain amount of water; because pectin forms a kind of gelatin that increases the consistency of the stool.
- Swelling due to the fibers because the apple has a tendency to abdominal

gas and bloating.

- Lack of appetite that is always a cause of pectin and is therefore not recommended for those under weight.
- Used fiber consumption can interfere with the absorption of iron and the future and thus favor osteoporosis.

CAKES

There are various delicious desserts that can be prepared with Melannurca, such as muffins, strudel, crumble, tarts and puff pastries; but the best is the classic "Annurche apple pie"

Melannurche cake: ingredients

400 g. OF FLOUR

300 g, OF SUGAR

70 g. OF OIL

3 EGGS

MILK

Q.B.

KG OF

APPLES 1

LEMON

BIO

1 YEAST SACHET FOR

SWEETS A PINCH OF

SALT

METHOD

Peel and slice the apples, sprinkle with the juice of half a lemon otherwise blacken

and keep aside. Work the eggs for a long time with the sugar until they become swollen and clear, then combine, always working, the juice of the advanced lemon and the grated peel. Add the oil to the wire and then always working, add the sieved flour with the baking powder and salt, alternating with milk at room temperature. The mixture must be nice smooth. Add to the dough 3/4 of the sliced apples mix gently and pour into a buttered and floured cake tin. The remaining apples lay in a circle on the surface and bake in a hot oven at 180 degrees for about an hour.

SUMMARY

Melannurca Campana PGI, also called the "Queen of apples", is a fruit and vegetable product present in Campania from the pre-Roman age. Although born in Pozzuoli, the area of maximum production is Giugliano in Campania. There are two types of Melannurca: "Sergeant" yellow-green and "Caporale" red with white dots. It has a firm and crisp pulp, a light scent and a slightly sour taste. It is rich in fiber and vitamins of group B, PP and C and minerals such as potassium, iron, phosphorus and manganese. Melannurca has a diuretic, astringent function if eaten raw, laxative instead if eaten cooked. It is an excellent whitening for teeth, facilitates digestion, protects intestinal mucous membranes and is useful for those suffering from kidney stones. Finally it is also a perfect antioxidant.

If eaten in excessive quantities it can cause diarrhea or constipation if not accompanied by a certain amount of water, abdominal swelling, lack of appetite and malabsorption of iron and calcium