

# Applying QuaMMELoT in school



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# QuaMMELOT program

in our multicultural and multilingual school community



- a holistic and challenging approach
- using ways of managing the classroom with practices and teaching methodologies from 4 European countries
- with activities which interfere
  - ✓ to remove prejudices and oppositions,
  - ✓ to approach and get to know each other,
  - ✓ to cultivate democratic and collective spirit,
  - ✓ highlighting at the same time everybody's uniqueness

# Module 1: My school Autobiography

Module 1 "Legislation" Phase 3 - Activity 1  
My school Autobiography

Activities for students

*Me at school, before and now. I tell my school path*

Topics that you can possibly use to tell your story|  
about your schooling:

#### Previous school

- spot
- year of arrival in this country
- the school you attended before you arrived.
- how long the school you attended lasted.
- activities you were doing at school
- disciplinary matters dealt with
- preferred subject
- holidays
- did you have a lab to study mathematics and science?
- were you experimenting?
- could you intervene freely during the lesson?
- Did you speak in dialect at school? Which dialect?
- did you read aloud?
- did you sing together?

#### Schoolmates

- how many classmates did you have?
- study activities carried out with schoolmates
- extracurricular activities with schoolmates

#### Mother tongue

- your language of birth
- typical words of the place where you lived
- age at which you learned to write
- did you write in notebooks or just on paper?
- did you use your computer and tablet?
- what language do you use in your family now?
- which language do you use now with your classmates?
- which language do you use with your friends now?

#### The school you are attending

- what foreign language do you study at school?
- which subject do you prefer?
- your schoolmates
- how long do you study at home? alone or with your parents?

#### Scholastic success

- tell us briefly about one of your scholastic success

*"There is a big playground in my school so I can do lots of sports, such as football, basketball"*

*"...it was very hard. The teachers were hitting children and we had uniforms, it was a skirt and a shirt and tie and black shoes and white socks. They always screamed and ... even now when someone screams to me I have a trembling feeling. Fortunately, I came to Greece 3 months before Summer at the 6th class of Primary School ."*

*"...It wasn't good and for this reason I changed city and school, because it was AWFUL"*

## Module 2: *La Pedagogia dell'accoglienza* by Raffaella Biagioli Pedagogy of Welcoming

❑ Inclusion in a multilingual and multicultural environment through non-verbal forms of communication-> the whole philosophy of Quammelot

### **Activity: The bottles of memories**

❑ **I choose to remember** ...the Pyramids (Egypt), ...the New Year's eve (China), our flag (Syria, Turkey, Bulgaria), Nelson Mandela (South Africa)

❑ **I only remember** ... the war (Syria), ...my house (India, Georgia)

❑ **I missed and I want** ... peace (Afghanistan), ...my family, my friends, my house (Bulgaria, Afghanistan, Syria, Pakistan), traditional local foods (Georgia, Ukraine, Bulgaria, Egypt)



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## Module 3: The end of Bartolommeo based on the story of Augusto Monterosso

*Will scientific knowledge win prejudice and superstitions of the aboriginals?*

*An opportunity for...*

- oral speech communication among the students,*
- use of their imagination to choose their own ending of the story*
- understanding the difference between civilisation and barbarism*





## The end of Bartolommeo ... (according to the students)

- ❑ *Generally people believe things they know by experience, things they have lived and things they have heard from the elderly ... (Group 1)*
- ❑ *Bartolommeo will be released because the Indians will be persuaded. After hearing his words and seeing the eclipse in reality, they will be shocked and so, they will believe and free him. (Group 2)*
- ❑ *The aboriginals will keep him imprisoned. When the eclipse takes place, they will believe his words. But...in the darkness, Bartolommeo will manage to escape! (Group 3)*

# Modules 4 & 6









## Designing materials... applying in class

**FROM** the first planning  
at the University of Florence...





**...TO** its application  
at 2<sup>nd</sup> Intercultural Junior High School of Elliniko






Στο σούπερ μάρκετ

 ένα νερό		_____
 ένα παγωτό		_____
 ένα ψωμί		_____
 ένα μήλο		_____

3 €      1€      0.80€      1.50€/kg

			
0.50€/kg	1.5€	1.20€/kg	

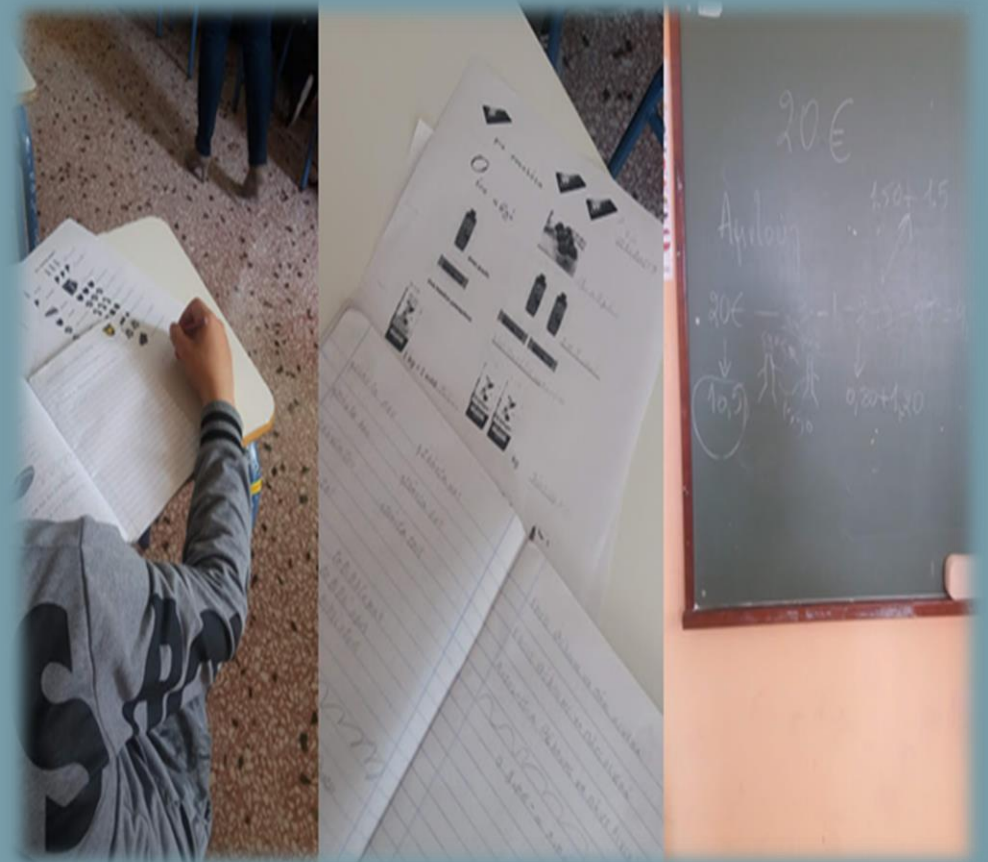


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## Modules 4 & 6

### Language and Maths

- ❑ Combining two different subjects -language and maths- through the teaching technique CLIL through a cross-subjects and interdisciplinary approach
- ❑ posing double learning targets to students below A1 level
- ❑ Opportunity and challenge for cooperation among teachers of different subjects
- ❑ Holistic teaching approach, focusing on language and content, practicing mathematical way of thinking, using greek naturally and spontaneously to serve specific purposes.



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## Module 5: Active citizenship – *The debate*

- ❑ Co-working with students to form the rules and commit to keep them throughout
- ❑ Team working –initially on the same subject, later in 2 thematic groups, taking the roles of “The young” and “The old”.
- ❑ Students of lower classes were taught to be the judging committee.

### Feedback

- ❑ Feelings of satisfaction, joy and creativity to students
- ❑ Cooperation, applying rules and learning the value of dialogue as a way to resolve conflicts
- ❑ Trust and respect throughout all processes

# Module 8: Practical, Artistic and Expressive Workshop

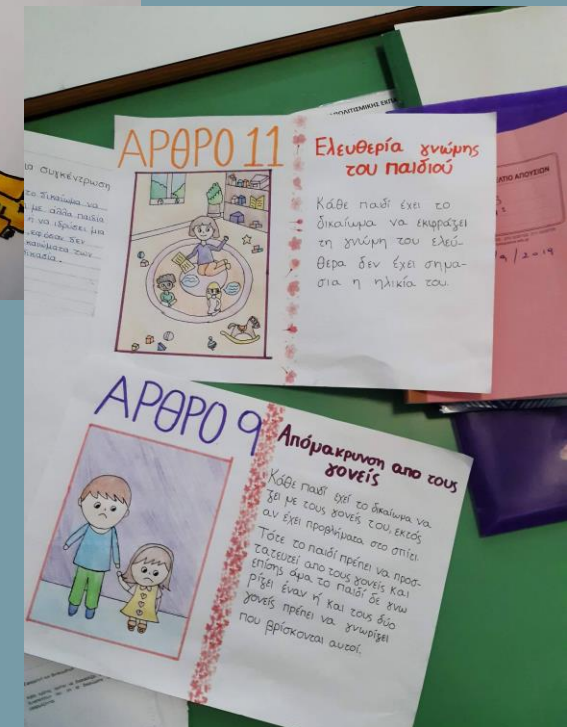
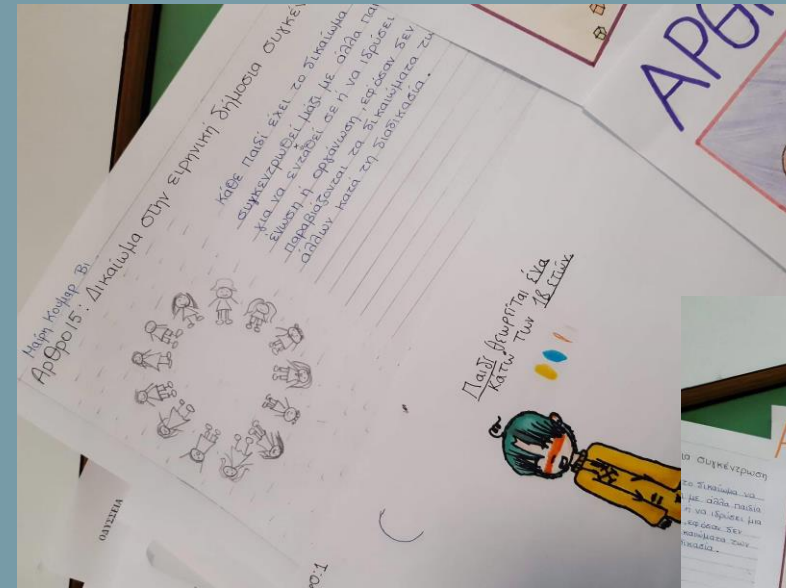
❑ Occasion: the 30th anniversary of the signing of the Convention on Children's Rights on 20th November 2019

❑ Goals:

✓ to learn about their rights and the importance of the International Convention on Children's Rights

✓ to discuss

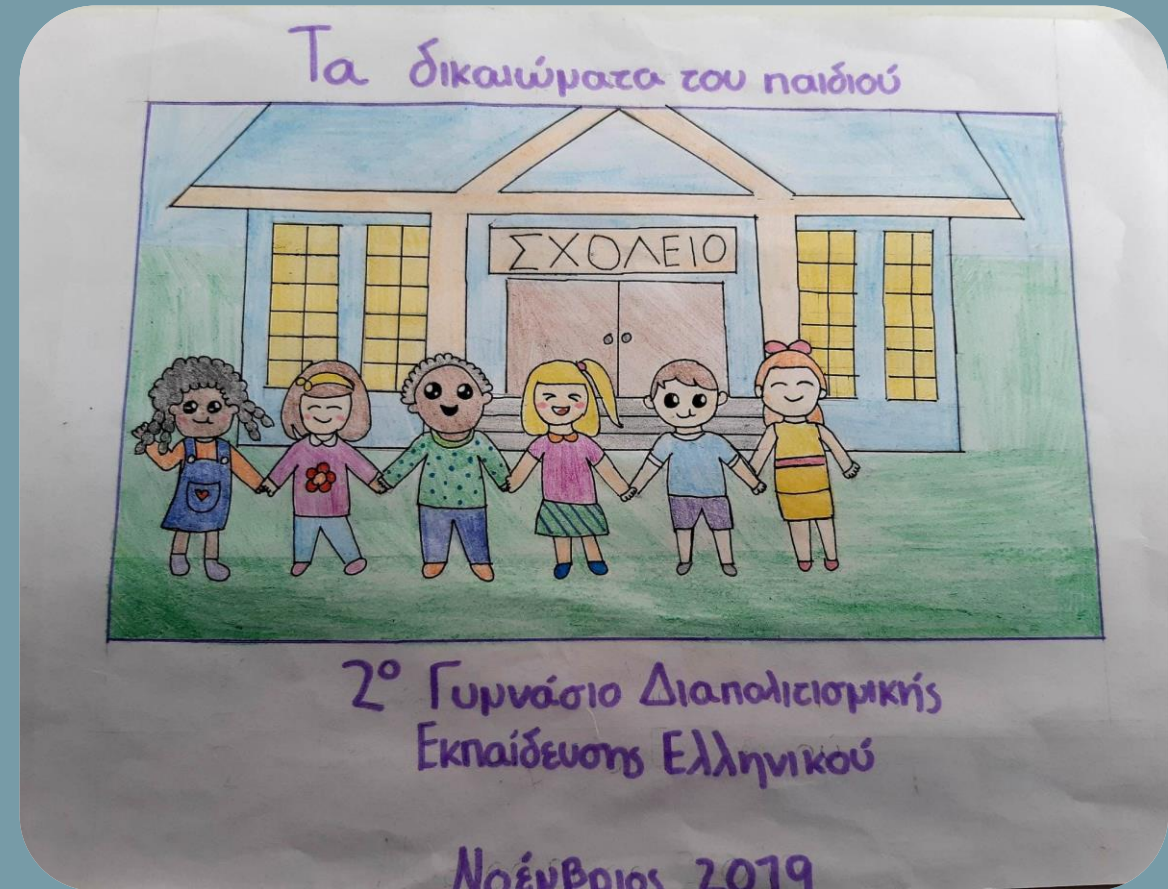
✓ to draw them and to create a small book



# Module 8: Practical, Artistic and Expressive Workshop

## Feedback

- ❑ Cooperation among the groups and creation of bonds
- ✓ undertaking roles
- ✓ interaction and communication
- ✓ enhancing children's self-image
- ✓ Knowledge acquisition
- ❑ Discussions were mainly focused on rights about
  - prohibition of violence and trafficking of children
  - the protection of children – refugees
  - the right of family re-union and
  - the right of children to education.



Thanks  
Gracias  
Ευχαριστώ  
Grazie  
Tak

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