VOICES, GOOD PRACTICES AND PROPOSALS

Rokka Asimina, Math Teacher

MODULE 1 : LEGISLATION (AUTOBIOGRAPHY)

> We cannot interpret one's attitude and behavior without knowing who the other "is" and where he come from!!!

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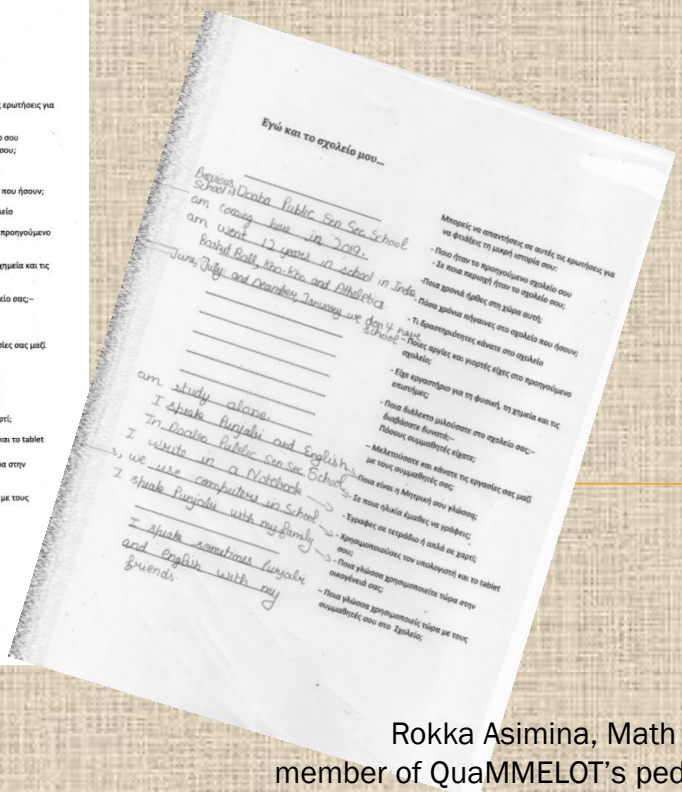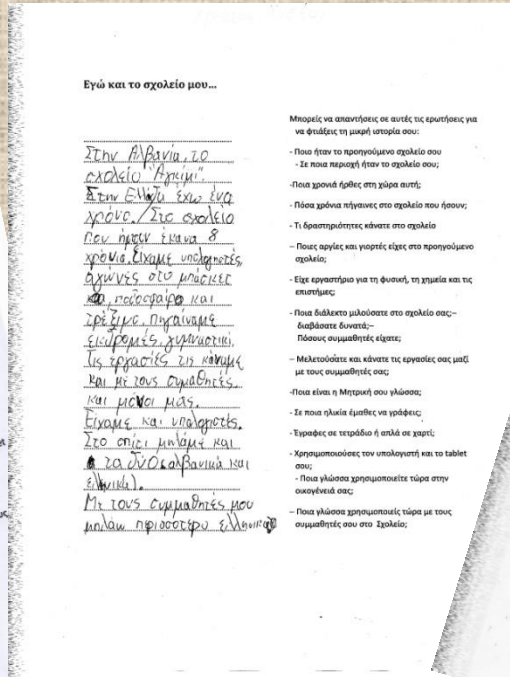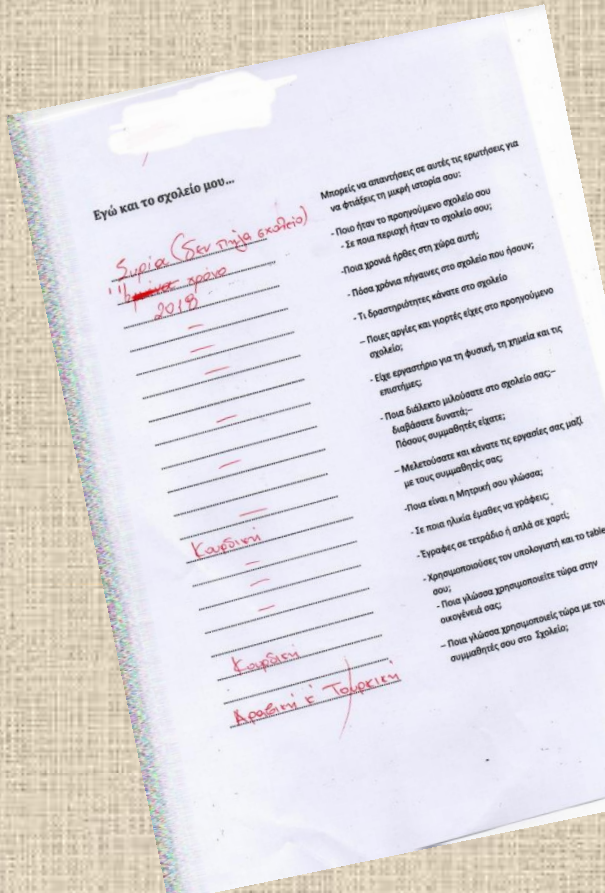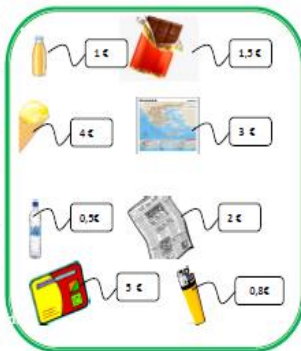
MODULE 3 & 9: COMMUNICATION AND INTERPERSONAL RELATIONS

➢ It is important to gain their trust and confidence so that they can talk to the class about their experiences, their thoughts and their perceptions without hesitation.

➢ They do not want to feel like statistics that are constantly subject to research.

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MODULE 5: ACTIVE CITIZENSHIP

➢ In collaboration with the colleague political sciences, we set up a debate on school rules

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MODULE 4 & 6: LEARNING LANGUAGE AND MATHEMATICS

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USEFUL NOTES

➤ Simple language

➤ Simple graphic character without calligraphy

➤ Do not use different words for one term

➤ Convert everything that is possible into images

➤ There is no reason to rush

➤ Useful tools : CLIL , glossaries and "open problems"

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CLIL

➢ Content and Language Integrated Learning

➢ Initially in close cooperation with the philologist

➢ It deepens the awareness of the language

➢ Improves communication skills

➢ It increases motivation and confidence in both language and subject matter

➢ It builds intercultural knowledge and understanding

➢ It creates a better working environment

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OPEN – ENDED PROBLEMS

➢ **Open-ended problem** is a problem that has several or many correct answers, and several ways to the correct answer(s)

➢ Students participate more actively in lessons and express their Ideas more frequently

➢ Students have more opportunities to make comprehensive use of their mathematical knowledge and skills.

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OPEN – ENDED PROBLEMS

➤ Every student can respond to the problem in some significant ways of his / her own

➤ The lesson can provide students with a reasoning experience

➤ There are rich experiences for students to have pleasure of discovery and to receive the approval from fellow students.
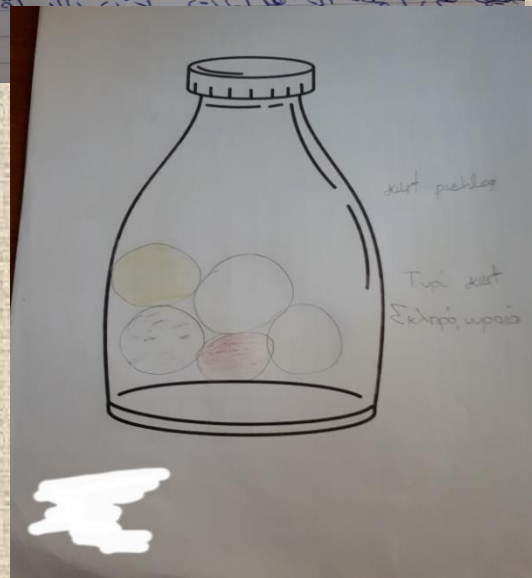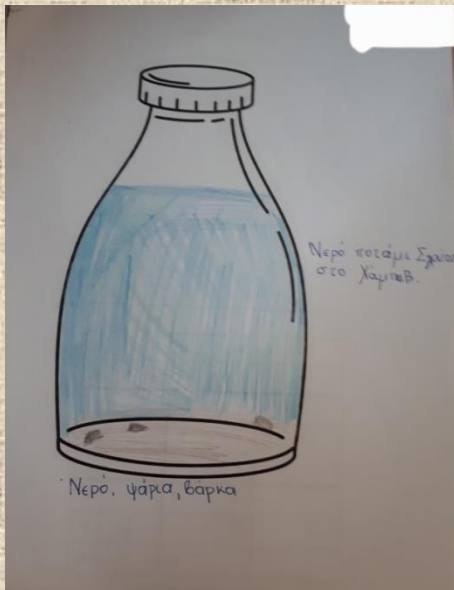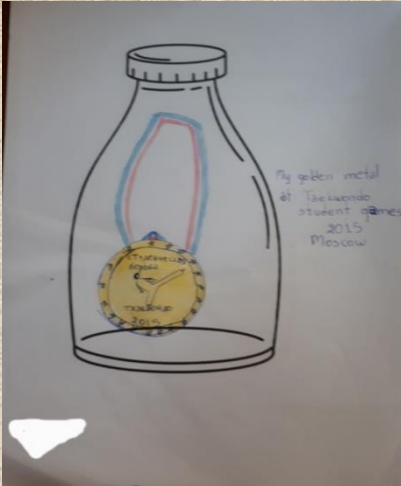
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GLOSSARIES

	Greek: (plin) English: Arabic: Urdu: Turkish: Kurdish: Farsi:	ΠΛΗΝ Πλην-αφαίρεσε minus-substract
	Greek: (epi) English: Arabic: Urdu: Turkish: Kurdish: Farsi:	ΕΠΙ Επί-πολλαπλασίασε times-multiply
	Greek: (ison) English: Arabic: Urdu: Turkish: Kurdish: Farsi:	ΙΣΟΝ Ίσον –ισούται Equals

1	Greek: (ena) English: Arabic: Urdu: Turkish: Kurdish: Farsi:	ΕΝΑ ένα one
2	Greek: (dio) English: Arabic: Urdu: Turkish: Kurdish: Farsi:	ΔΥΟ δύο two
3	Greek: tria English: Arabic: Urdu: Turkish: Kurdish: Farsi:	ΤΡΙΑ τρία three

1	ένα	+	συν
2	δύο		
3	τρία	−	μείον
4	τέσσερα		
5	πέντε	=	ίσον
6	έξι		
7	επτά		

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MODULE 2 & 10: FIRST WELCOMING

Through such activities we have tried and largely achieved intercultural communication between students and unity.

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MODULE 8: PRACTICAL, ARTISTIC AND EXPRESSIVE WORKSHOP

Traditional omelets

We got to know
new ingredients
and new flavors

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CLOSURE

➢ Preparation and patience

➢ Think outside the ordinary

➢ Cooperation

➢ Mistakes will become a source of feedback

➢ Students will learn to work in this way too

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THANK YOU!!!

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