

Italian, Spanish and German teachers' feedback about the project of Learning Unit on Math and Right to talk trough Creative Learning Method's instruments.

LEARNING UNIT'S PLANNING SHEET (UDA)

UDA TITLE:	
SUBJECT	
TIME OF FULFILMENT	
ADDRESSEE	
GENERAL AIMS	Focus and state 1-2 general aims
MAIN CONTENT	Main knowledge of the proposed activity's key learning to get
MATERIAL AND SPACES REQUESTED	Number and type of material requested for the activity
THINGS TO TAKE INTO CONSIDERATION BEFORE THE MANAGEMENT OF THE ACTIVITIES	<p>PROPAEDEUTIC PREREQUISITE TO THE ACTIVITIES DEVELOPMENT</p> <p>State possible features of the final addressee for a good development of the activities</p> <p>Interest for the subject (motivations, attitude, knowledge, availability to bring own self into play (etc.)</p>
<p>DEVELOPMENT (AGIGAVA)</p> <p>1) LANDING Preliminary relational dynamics for a charming "landing"</p>	<p><i>To state title or subtitle of the activity/activities chosen with the following phases:</i></p> <p>- _____</p>

2) TO UNDERSTAND INTUITIVELY

Short metaphorical activity that introduces the subject and makes amazement, wonder, curiosity "discussing" about the key idea and 2-3 main contents.

3) TO DEVISE/HYPOTESIZE

How to develop the activity

4) TO JUDGE/DECIDE

5) TO PUT INTO EFFECT

The forecast activities are proposed.

6) TO EVALUATE

Dynamic or activity to have a final and general feedback.

7) TO TAKE POSSESSION

Reflections for the best comprehension of how to extend the result to other fields.

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FOLLOW UP	GENERAL EVALUATION OF THE PARTECIPORS	
	DIFFICULTIES AND PROBLEMS MET	
	STRENGTH	
	EVALUATION OF THE REACHED AIMS	
THOUGHTS FOR THE FUTURE	To state every cultural reference able to help who manage the activity	
POSSIBLE INTERDISCIPLINARY LINKING		
OTHER USEFULL MATERIALS		

MATHEMATICS UDA

In the different work phases we have not met many difficulties and the groups have showed a good level of harmony . The pupils have worked in full autonomy showing creativity in planning the procedures of classification, awareness in the discussion (“I learn to describe and motivate”, “ my method works because...”).

It is important that the teacher leave space to children’ creativity in finding the solutions and models of classification and she/he should give advices and suggestions intervening only when children are in difficulty. Very important is the choice to use UDA through the letter of a child who require their help.

All the children have reached the objectives in a satisfactory way and now they can recognize various coins and money. The development of the social abilities is positive too: they have reached a good harmony and they have asked to stay in the same groups for the other activities. They have reached the objectives in satisfactory way, everybody have improved own competences in relation with the features of own learning style. The sensation is that the pupils were building the knowledge without “suffering” them.

The children’s job was very significant either for the resources and the social abilities or for the objectives reached. The children have evaluated this experience “positive” like a play or better, many plays they have planned, make, tested and valued and they have been free to decide, test, make error till they have got a satisfying result for the group. The main difficulty for the teachers has been that do

not make a direct control on the children's activities either in the planning phase or in the realization one. Usually we are not used to renounce to "check everything", but in this case it has got good results that were in line with UDA objectives. In fact the planning of the plays has requested to the children the utilization of many resources, math and not only. The explanation of the play instructions was a very important phase of the activity, the children have had to explain them clearly.

For future planning we think it is possible to make a linking in artistic-expressive and motor field.

1. The children have played the role of dealers and they have understood the buying and selling rules and they have continued to do it during the free time, too. In this case it could be possible to make a linking with history subject (how our ancestors used to deal?
2. The children were very happy and they have continued some activities during the free time; they were very amused with Italy at small square making it smaller or bigger, in this case the teachers have made a linking with geography.
3. For introducing the concept of decimal fraction I have asked the children to work with paper, cutting and folding various geometrical pictures. Then, it is possible to divide through pictures; in this way the children will participate the activity making different tests. All the children, also those in difficulty, have worked with enthusiasm.
4. In many plays it has been possible to make linking with other subjects for future activities:
 - ITALIAN (communication, invention, nursery rhyme...)
 - MUSIC (time, rhythm, music),
 - IMAGINE (based on the graphics representations)
 - HISTORY, GEOGRAPHY, EDUCATION TO THE CITIZENS (respect of the rules, cooperation, availability to give and receive help),
 - PHYSICAL EDUCATION

The main strong points are:

- Practical activity involving the children
- Work groups
- Interdisciplinary

Linking for the future:

History: it is possible to deepen researches of feeding in the past, product used and the type of economy.

Science. Thought on "season products".

Italian language: Fulfillment of texts and short reports.

5. Through the tale "Alice in the wonderland" the children have understood the difference between a decimal fraction and a decimal number.
6. The children have always showed a positive attitude, always interested and collaborative without any particular problem. During the conversation phase some children do not want speak or repeat things already said. It is better the teacher write on the blackboard the first two questions and require the written replies.

7. The ACIGAVA more surprising phases have been the planning, evaluation/decision, a lot of ideas are born and children have reached the objectives in less time than the forecast.
8. The children were very motivated and they wanted to study mathematics all the time, this subject has been the most appreciated.
9. CLM has caught their attention and they have understood the equivalences quickly
10. The result got have been bigger than the ones hoped. Significant and lasting learning. Strong development of the abilities. The activity has been very interesting, the pupils were able to calculate exactly the measures of the corners the mistakes about the finished corners were deleted.

UDA RIGHT TO THE WORD

1. A positive side of this type of activity is due to the fact that it is not an “imposed” activity but it takes origin from the classroom ideas that the teacher must understand and increase the value in a creative way. As regards the evaluation it has been observed the reaching of the objectives through the activity itself and through the children’s ability to propose again the use of the same instruments in other problems.
2. In the reading phase the children have demonstrated to understand the importance to listen and the possibility to have different points of view in comparison of a matter.
3. Big emotional involvement caused from some interpersonal dynamics.
4. The objectives are verifiable in the time and immediately; it helps teachers to modify the pupils’ conduct.
5. It has been possible to involve the less motivated pupils, too. Most of the parents has understood the importance and difference of “this method”. The pupils have proposed different ideas with discussions that has been surely a strong point of the work made because the pupils have become author of different activities.
6. The activity lasted for about two months and the pupils were numerous; the initial landing has been the most appreciate phase while the valuation has been the most appreciate phase.
7. Thanks to the work group the mutual knowledge has been advantaged. It is difficult to say if the UDA’s objectives have been reached but it is possible to say that it has started a self and others knowledge path, that has been faced positively and with enthusiasm from pupils and it will continue for the future years.
8. The teacher has had to explain easily to a 2nd classroom of the primary school the concepts proposed by the expert; this continuous Exchange between teacher and expert has resulted positive for both.
9. The proposed activity has been interesting for the children and it has motivated them to produce different type of texts; the children were more interested for manual activities and work group. The activities have “obliged” the utilization of small and big group and let children understand the writing is not “exercise” but something that let everybody to communicate.