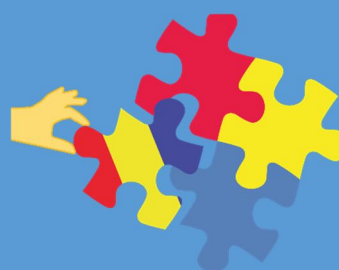




INSTRUCTIONS FOR ANIMATIONS

2015-1-TR01-KA201-021420- STRATEACH

Strategies for Talented and Gifted Pupils' Teachers



STRATEGIES FOR
TALENTED AND GIFTED
PUPILS' TEACHERS

"This project has been funded with support from the European Commission in the scope of Erasmus + Programme conducted by TR, European Union Ministry, Centre for EU Education and Youth Programmes (The Turkish National Agency, <http://www.ua.gov.tr>). This publication reflects the views only of the author, and the Turkish National Agency or European Commission cannot be held responsible for any use, which may be made of the information contained therein."



INTRODUCTION	3
PLATFORM STRUCTURE AND ITS FUNCTIONS.....	4
METHODOLOGICAL BACKGROUND FOR ANIMATIONS.....	5
Basic information.....	5
Methods	5
INSTRUCTIONS FOR USE ANIMATIONS.....	7
General instructions.....	7
Detailed instructions for particular animations – worksheets for teachers.....	9
Animation 1: Peace in the classroom.....	10
Animation 2: Interconnection of generations	16
Animation 3: Metacognition game	22
Animation 4: Open-ended questioning.....	26
Animation 5: Day of animals.....	31
Animation 6: Proximal teaching.....	35
Animation 7: History and Science	39
Animation 8: Educational Robotics.....	44
Animation 1: Direction of feelings	48
Animation 2: Prosocial serious game.....	55
Animation 3: Role change	60
Animation 4: Values form mathematics to life.....	64
Animation 5: Flipped classroom	69
Animation 6: Mysteries and science	73
Animation 7: History and science	77
Animation 8: State management.....	81

INTRODUCTION

Dear teacher trainers and teachers,

let us introduce the animations – interactive learning resources for preschool and primary school teachers. Their aim is to help you effectively teach and develop children in inclusive classrooms with children with different abilities and skills.

This instruction manual serves as a guide for use of animations and the learning platform. It is useful both for teacher trainers as well as individual teachers who are looking for their further professional development.

The animations were developed by a project consortium consisting of 4 partners (Gazi university – Turkey, EDUcentrum – Czech Republic, European Pole of Knowledge – Italy, Ländliche Erwachsenenbildung Thüringen – Germany) within an ERASMUS+ strategic partnership project called “Strategies for Talented and Gifted Pupils' Teachers” which was supported by the European Union. More information can be found on: <http://strateach.eu>.

Before you start your learning process with help of animations, it is advisable to get yourself familiar with “Strategy Book” developed by our project team. Strategy book was prepared for teacher trainers and teachers working in preschools and primary schools. It contains an overview of the overall problematics related to care and development of gifted and talented children with emphasis on social and emotional aspect of their behaviour. The core of the Strategy Book represents a chapter about strategies that might help you to facilitate and achieve expected learning objectives. You will find there following strategic approaches that served as a basis for practical methods that are presented in particular animations:

Grouping strategy	Proximal learning
Problem solving strategy	Flipped classroom
Peer learning	Gamification
Cooperative learning	Metacognition
Process-oriented learning	Constructionism
Critical thinking	Global curriculum approach

Getting to know the particular strategies will help you to enrich your teaching practices and better respond to children needs that might differ significantly in inclusive classroom where children with typical development, but also gifted and talented children and children with different types of disorders may be present. It will also help you to be fully prepared for use of animations and get the most out of your learning experience on our platform:

<http://strateach.gazi.edu.tr/>

We wish you a lot of inspiring moments with our animations and we do hope that you will find new insights and practical tools that will help you to keep your children engaged, motivated and willing to cooperate and develop fruitful relationships with their classmates.

PLATFORM STRUCTURE AND ITS FUNCTIONS

The web platform developed within the scope of the project is available in English, Turkish, Czech and Italian. Through this web platform, the following content related to the project can be reached:

- General Information about the Project
- Animations and Simulation
- Instruction documents about the animations and Strategy Guide Book.

We prepared 16 animations and a simulation which are presented on the platform. Eight of 16 animations were prepared for pre-school education and 8 for primary school education. All of the animations are based on use of various social-emotional strategies that teachers can use in solving the problem situations they may encounter in the classroom environment. There is also a simulation on the web platform that users can see as a result of three different decisions that a teacher might have to face.

On the web platform, users need to register and sign in to access the mentioned content. For this reason, it is necessary to create new account from "Register" page first. Once the membership is received, content such as animation and simulation will be accessible.

METHODOLOGICAL BACKGROUND FOR ANIMATIONS

Basic information

- On the platform you will find 16 animations – 8 for preschool teachers, 8 for primary school teachers.
- Each animation presents a certain method that might help you to better develop social and emotional aspects of children behaviour. In some of the animations you will also see challenging situations that a teacher can face in his or her class.
- The objective of the animations is to give you useful tips and suggestions on how to help children establish and develop relationships with their peers and realize their potential. The situations and questions placed in particular animations will also help you in solving challenging situations related to social and emotional aspects of children's behaviour. If you encounter such situations in your classrooms later on, you will be better prepared to choose the best strategy.

Methods

Each animation presents a particular method that supports learning and fruitful collaboration of children in inclusive classrooms in preschools and primary schools. These methods foster and support:

- Holistic development (cognitive, social and emotional development)
- Group cohesion and cooperation among peers
- Mutual respect, sensitivity towards individual differences and tolerance
- Development of important skills and competences such as communication, self-expression, time-management, planning, organising, leadership, critical thinking, mutual support, self-reflection, persistence etc.
- Cognitive, social and emotional development
- Active listening and responding to each other's needs
- Development of individual abilities, gifts and talents

Below you can find an overview of animations and selected methods used in particular animations. For more information consult with our "Strategy Book".

Animations for preschool teachers:

Title of animation	Method used
Animation 1 Peace in the classroom	Thematic Approach, collaborative learning
Animation 2 Interconnection of generations	Cooperative learning
Animation 3 Metacognition game	Metacognition
Animation 4 Open-ended questioning	Questioning
Animation 5 Day of animals	Process-oriented learning
Animation 6 Chase game	Gamification of the prosocial skills learning
Animation 7 History and science	Critical thinking
Animation 8 Educational robotics	Constructivism

Animations for primary school teachers:

Title of animation	Method used
Animation 1 Direction of feelings	Cooperative learning, narration, didactic games
Animation 2 Prosocial serious game	Cooperative learning, narration, didactic games
Animation 3 Role change	Process-oriented learning
Animation 4 Values form mathematics to life	Problem solving, cooperative learning, narration
Animation 5 Flipped classroom	Flipped classroom
Animation 6 Mysteries and science	Critical thinking
Animation 7 School without backpack	Global curriculum approach
Animation 8 State management	Cooperative learning

INSTRUCTIONS FOR USE ANIMATIONS

General instructions

a) Technical requirements

- To use the web platform with full functionality, a HTML5 supported browser is required.
- The web platform supports all desktop and mobile operating systems.
- No additional plug-ins are required except for HTML5 support.

b) Explanation of particular functions

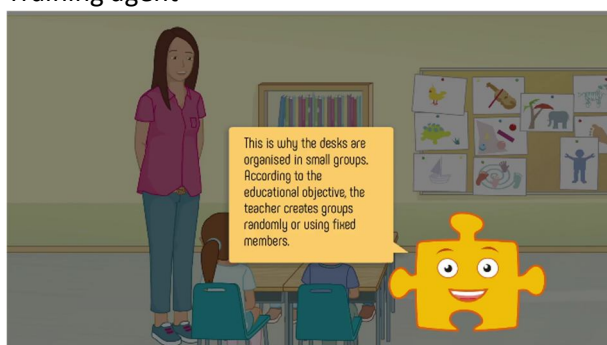
- Animations work within a video player. With the bar in the video player, animation can be stopped, restarted, or moved to the desired time.



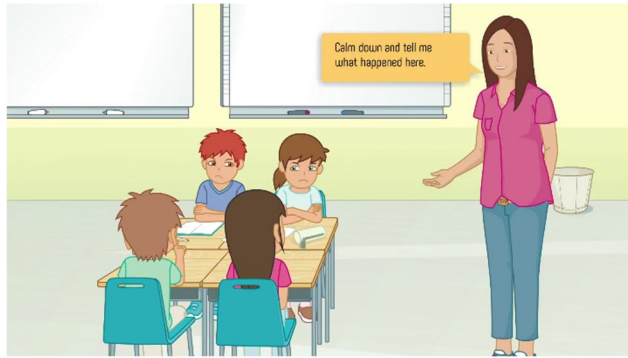
- At the same time, the volume can be controlled with the buttons on the bar in the video player and the animation can be viewed in full screen.
- Unlike animation, in simulation, the user can click on the relevant places on the video to continue the simulation as directed by him/her.

c) Explanation of particular elements

- There are several different methods of getting more information in animations and simulation. Information is provided by the training agent, speech bubbles, thought bubbles, and methodological comments.
- Training agent



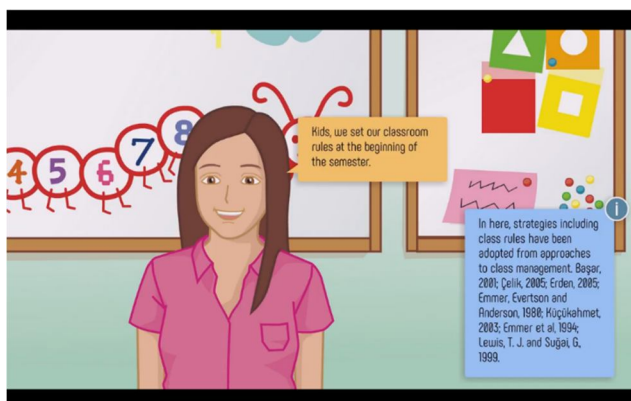
- Speech bubbles



- Thought bubbles



- Methodological comments



Detailed instructions for particular animations – worksheets for teachers

Here you can find a list of all animations. Below you can access detailed instructions for particular animations with questions that will help you to understand the strategies and methods used in animations. Instructions will guide you through the learning process and encourage to share your experience.

Animations for preschool teachers
Animation 1: Peace in the classroom
Animation 2: Interconnection of generations
Animation 3: Metacognition game
Animation 4: Open-ended questioning
Animation 5: Day of animals
Animation 6: Proximal teaching
Animation 7: History and Science
Animation 8: Educational Robotics
Animation for primary school teachers
Animation 1: Direction of feelings
Animation 2: Prosocial serious game
Animation 3: Role change
Animation 4: Values form mathematics to life
Animation 5: Flipped classroom
Animation 6: Mysteries and science
Animation 7: History and science
Animation 8: State management

Animations for preschool teachers

Animation 1: Peace in the classroom

Title of animation:	"Peace" in the classroom
Target group:	Preschool teachers
Methodological background:	Thematic approach (In the framework of this approach, young people will be helped to achieve the goals by collaborative learning. Thus, children will be able to experience each other's interests and skills)
Objective of animation:	To introduce the cooperative learning process in the classroom by providing environments and organizations to support children's interests, abilities and skills.
Short summary of animation:	The theme has been defined as 'peace' by teachers and children in the pre-school education institution which uses thematic approach. Children identify and choose the areas (learning center) in their school and classroom within their own interests. They practice their activity with the materials found in a rich learning environment. After the activities, they present their works as groups to their friends and teachers on "peace day".

INITIAL SITUATION


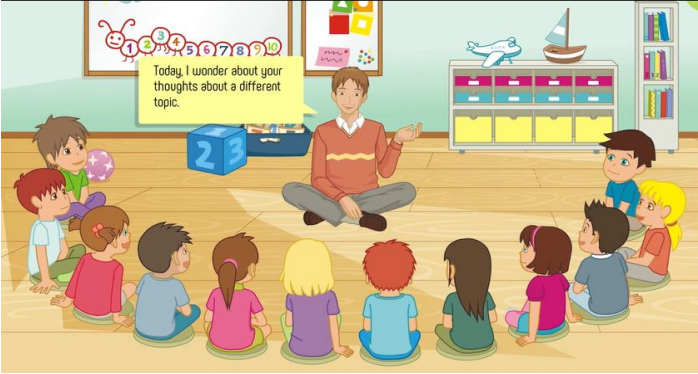
1. First follow the animation and imagine you will be plan such a theme. What is your preference for the theme and how do you plan the whole process? What strategy can be used in such environment?
2. Second watch the animation again. As you already know, in the classroom there are three kids who are very interested in music. Observe the strategies proposed by the teacher to reflect the whole children ideas on "peace". Follow the instructions below and try to answer the questions and share them with your colleagues.


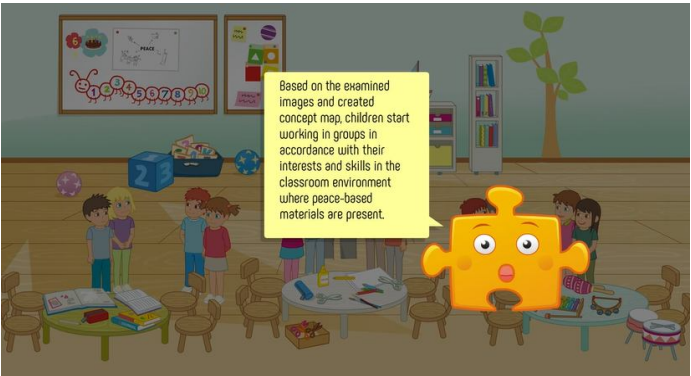
SOLUTION PROPOSED IN THE ANIMATION



The teacher knows the different interests and skills of children in the classroom so he proposed following strategies that worked well:

- The teacher asked various questions to attract children's attention to the theme.
- The teacher did not force any children on what to do, he let children choose their own working group by their interests and skills.
- The teacher organizes an enriched environment to enhance their cooperation.
- The teacher and children decided together to organize a "peace day" to share what they did with other children and families.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>Timing: 0:00-0:45</p>	<p>Situation: In the animation the teacher introduced a theme for cooperative learning. This learning method supports children in development of mutual understanding and cooperation on a specific issue.</p> <p>Questions for you: a/ Have you ever used theme-based approach in your classroom? Can you give some examples of particular activities you use? b/ What are the benefits of this method?</p>	
 <p>Timing: 0:46-1:55</p>	<p>Situation: The teacher prepared an activity called “peace in the classroom” which might be organised at preschool. Teacher focus on the brainstorming and concept map to enhance the cooperation of the children.</p> <p>Questions for you: a/ Have you ever organised ant theme-based activity? If so, can you give examples and highlight the positive benefits for the children? b/ What do you think about the usage of concept map in preschool classroom? What are the benefits of it and what are the alternatives for ‘the concept map’ in the activity?</p>	
	<p>Situation:</p>	

 <p>Timing: 1:56-2:59</p>	<p>One of the objectives of the “Peace in the classroom” is to strengthen mutual understanding and active listening ability. In the animation you can observe teachers asks different questions to children and show various pictures to enhance children’s vision on peace.</p> <p>Questions for you: What other activities would you propose to develop mutual understanding, active listening and strengthen the children’s self-confidence while representing their ideas on an issue?</p>	
 <p>Based on the examined images and created concept map, children start working in groups in accordance with their interests and skills in the classroom environment where peace-based materials are present.</p> <p>Timing: 3:00-05:04</p>	<p>Situation: After the introduction phase, teachers let children organize different groups in which children represent their different skills and interests (e.g. making statue of liberty, preparing an olive branch model, interviewing, book writing...)</p> <p>Questions for you: a/ Have you ever been organized such a theme-based activity? If yes, can you shortly describe the whole process?</p>	

 <p>Timing: 05:05- 6:37</p>	<p>Situation:</p> <p>The teacher observed that Esin, Bora, and Onur came together and share their own music interest with each other and they prepared their own songs about ‘peace’. He let them take their time, feel comfortable to encourage their active involvement.</p> <p>Questions for you:</p> <p>a/ What do you think about the guidance of the teacher in the animation?</p> <p>b/ Would such a solution work in your own class environment? If not, why?</p> <p>c/ What might be the risks connected with use of the strategies proposed by the teacher? (Grouped all high skilled children together or separated them in different groups)</p>	
 <p>Timing: 6:38-09:04</p>	<p>Situation:</p> <p>In the animation, teacher proposed grouping based on the abilities for cooperative learning. And a “peace day” was organized in the school for presenting what was done by children.</p> <p>Questions for you:</p> <p>What other strategies, except for those proposed by the teacher, would you consider to apply to enhance children’s cooperation?</p> <p>a/ What would be the particular steps you would take?</p> <p>b/ How would you organize the learning environment?</p>	

	<p>c/ Under which circumstances could this strategy work?</p> <p>d/ What benefits may this strategy bring?</p> <p>e/ What could be the risks that might appear when using this strategy?</p>	
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Animation 2: Interconnection of generations

Title of animation:	Interconnection of Generations
Target group:	preschool teachers
Methodological background:	cooperative learning (This approach is based on collaborative work of children towards a specific goal and it encourages children to build upon their skills and competences. It increases their active involvement and satisfaction.)
Objective of animation:	To introduce useful strategies to teachers which help children to build and develop relationships, to get to know their family and to strengthen mutual understanding between the generations.
Short summary of animation:	There is an “Interconnection of Generations” day organised in the preschool. Children produce a family heritage tree and after that they visit a retirement home.

INITIAL SITUATION

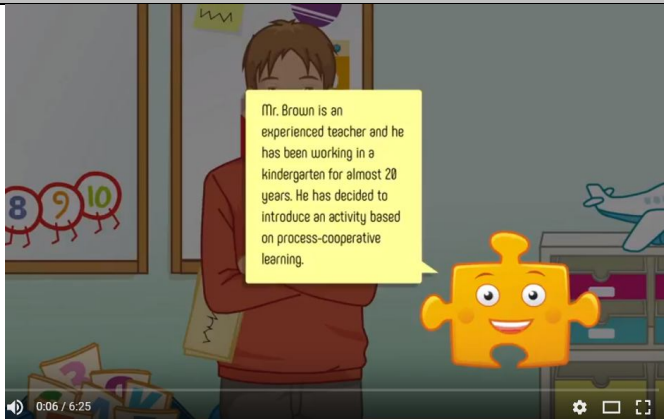

1. First follow the animation and imagine you are faced with such a situation. As you already know, one of the girls, Lucie, is very intelligent but shy. She does not feel comfortable when talking to unknown people. She needs time to feel secure. However, being exposed to many strangers in the retirement home, she refused to cooperate. What strategy can be used in such a situation to help Lucie?
2. Second watch the animation again and observe the solutions proposed by the teacher to help Lucie. Follow the instructions below and try to answer the questions and share them with your colleagues.

SOLUTION PROPOSED IN THE ANIMATION

The teacher knows Lucie well so he proposed following strategies that worked well:

- The teacher helped Lucie to feel more secure by assigning her friend Kristina to the same working group.
- The teacher explained the needs of Lucie to the grandma who was in the same group as Lucie and asked her for cooperation.
- The teacher did not force Lucie to cooperate and be actively involved into the activities in the retirement home. He let her take her time, observe the strange people and the unknown environment. This strategy helped Lucie to feel more comfortable and become involved in the end.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>Timing: 0:00-0:38</p>	<p>Situation: In the animation the teacher introduced an activity based on process-cooperative learning. This learning method supports children in development of mutual understanding and cooperation.</p> <p>Questions for you: a/ Have you ever used process-cooperative learning in your classroom? Can you give some examples of particular activities you use? b/ What are the benefits of this method?</p>	
 <p>Timing: 0:39-0:57</p>	<p>Situation: The teacher prepared an activity called “Interconnection of Generations” which might be organised at preschool as a project. Within this activity children produce a family heritage tree. The activity is connected with a visit to a retirement home.</p> <p>Questions for you: a/ Have you ever organised a project day for your children? If so, can you give examples and highlight the positive benefits for the children? b/ Can you describe the particular steps that you have to undertake to organise a project day (preparation, implementation, evaluation)?</p>	



Timing: 0:58-2:54

Situation:

One of the objectives of the “Interconnection of Generations” day is to strengthen mutual understanding between the generations. In the animation you can observe different activities that helped children to get new information about their families, to establish relationships with elderly people and to foster respect to them (e.g. preparing a family heritage tree, visit to the retirement home).

Questions for you:

What other activities would you propose to develop intergenerational understanding, empathy, mutual respect and to strengthen own identity of children?





Timing: 2:55-3:49

Situation:

After the preparation phase the teacher took children to a retirement home. There is one girl, Lucie, who does not want to cooperate and get involved into the activity.

Questions for you:

a/ Have you ever been faced with such a situation? If yes, can you shortly describe the situation and explain how you solved it?

 <p>Timing: 3:50-5:03</p>	<p>Situation:</p> <p>The teacher assigned Lucie to her friend Kristina and explained the needs of Lucie to the grandpa. He let her take her time, feel secure and comfortable to encourage her active involvement later on.</p> <p>Questions for you:</p> <p>a/ What do you think about the solution of the situation proposed by the teacher in the animation?</p> <p>b/ Would such a solution work in your own class environment? If no, why?</p> <p>c/ What might be the risks connected with use of the strategies proposed by the teacher?</p>	
 <p>Timing: 5:04-6:24</p>	<p>Situation:</p> <p>In the animation, the girl Lucie was faced with difficult situation that might appear in different situations as well.</p> <p>Questions for you:</p> <p>What other strategies, except for those proposed by the teacher, would you consider to apply to help Lucie to feel more comfortable and secure.?</p> <p>a/ What would be the particular steps you would take?</p> <p>b/ How would you organize the learning environment?</p> <p>c/ Who would you involve in solving of such situation?</p>	

	<p>d/ Under which circumstances could this strategy work?</p> <p>e/ What benefits may this strategy bring?</p> <p>f/ What could be the risks that might appear when using this strategy?</p> <p>g/ When else would be useful to apply this strategy?</p>	
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Animation 3: Metacognition game

Title of animation:	Metacognition game
Target group:	preschool teachers
Methodological background:	Metacognition (this approach allows pupils to be aware of what they know and don't know, understand what they will need to know for a certain task and have an idea of how to use their current skills to learn what they still don't know)
Objective of animation:	To introduce useful strategies to teachers to enable children to become independent learners who can enhance their school and life experiences.
Short summary of animation:	The teacher arranges a game to strengthen the memorisation skills of the children and to make them aware of the underlying cognitive process. This gives also the possibility to foster the inclusion of a gifted pupil in the class.

INITIAL SITUATION



3. First follow the animation and imagine you are faced with such a situation. Arianna is a very clever 5 years old girl but she prefers to spend time with adults to the rest of the classmates. How can a teacher ease her inclusion in the class and at the same time let her express her potentialities?
4. Second watch the animation again and observe the solutions proposed by the teacher to help Arianna. Follow the instructions below and try to answer the questions and share them with your colleagues.



SOLUTION PROPOSED IN THE ANIMATION

The teacher proposed following strategies:

- The teacher involved all the class in a learning activity about memorisation arranged as a game.
- Arianna had the best score and gained the admiration of her team and the rest of the classmates. This can make her feel more confident in different social situations.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>Metacognitive skills enable students to regulate their thinking and to become independent learners who can enhance their school and life experiences.</p> <p>Timing: 0:00-1:50</p>	<p>Situation: In the animation the teacher introduces an activity based on strategies that help the development of metacognition.</p> <p>Questions for you: a/ Have you ever used metacognitive strategies in your classroom? Can you give some examples of particular activities you use? b/ What are the benefits of this method according to you?</p>	
 <p>Do you remember where we were last time?</p> <p>Timing: 1:51-3:22</p>	<p>Situation: The teacher introduces the new game asking the pupils what they remember about the previous activities.</p> <p>Questions for you: How do you assess if the children remember your previous lessons?</p>	

 <p>Timing: 3:23-6:34</p>	<p>Situation: The teacher asks the children to explain the reasons of their choices and highlights how each person has its own way of thinking.</p> <p>Questions for you: a/ How do you improve the awareness of the children about their cognitive processes? b/ How do you teach the respect to others' way of thinking? c/ What do you think about the strategy proposed by the teacher in the animation? d/ Would this strategy work in your own class environment? If not, why? e/ What might be the risks connected with use of the strategies proposed by the teacher?</p>	
 <p>Timing: 6:35-7:14</p>	<p>Situation: The teacher decides to create groups of children according to their ideas.</p> <p>Questions for you: a/ How do you create the groups in your class? b/ Can you describe the particular steps that you undertake to organise the groups in your class?</p>	



Timing: 7:15-11:47

Situation:

In the animation there is one suggestion about the possible strategies that can be used to help the children to be more aware of their cognitive processes and to create their own learning strategies.

Questions for you:

What other strategies, except for those proposed by the teacher, would you consider to apply?

a/ What would be the particular steps you would take?

b/ How would you organize the learning environment?

c/ Who would you involve in solving of such situation?

d/ Under which circumstances could this strategy work?

e/ What benefits may this strategy bring?

f/ What could be the risks that might appear when using this strategy?

g/ When else would be useful to apply this strategy?

Animation 4: Open-ended questioning

Title of animation:	Open-ended Questioning
Target group:	Preschool teachers
Methodological background:	Questioning (The prior knowledge and curiosity of children related to the subject can be determined through open-ended questions that support children's interests and curiosity. By supporting mutual interaction, children's ability to ask questions related to the subject and find answers is also supported.)
Objective of animation:	To introduce useful strategies to teachers which help children to provide good communication skills and to encourage children's skills, ability and interests by asking questions.
Short summary of animation:	There is a smart boy who is excluded from the group rather than being included in the process by his friends because he constantly interferes with his friends during the activities and shares his ideas immediately before listening to his peers. Teachers try to find ways to cope with this situation and alternative solutions to this situation.

INITIAL SITUATION



5. First follow the animation and imagine you are faced with such a situation. As you already know, one of the boys, Bora, is very smart boy but could not wait his turns to talk/share and immediately want to share what he knows. Therefore their peers reject him because of his interruption. During grouping work, what strategy can be used in such a situation to help Bora?
6. Second watch the animation again and observe the solutions proposed by the teacher to help Bora. Follow the instructions below and try to answer the questions and share them with your colleagues.

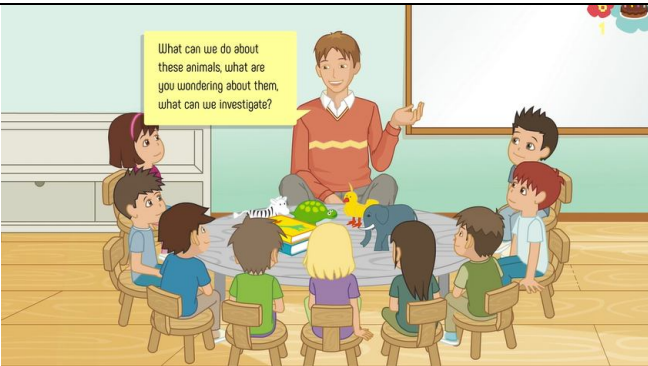

SOLUTION PROPOSED IN THE ANIMATION

The teacher knows Lucie well so he proposed following strategies that worked well:

- The teacher helped Bora and his peers by talking and encouraging them to focus on the problem and possible solutions by asking open ended questions, together.
- The teacher could use the grouping the children in different ways especially during class activities. The teacher helped Bora and his peers by creating small groups/pairs to establish friendship between children based on their interests.
- The teacher proposed special instructions or tactics on how to interact with other children via play e.g. dramatic play.
- The teacher could be formed a mix aged groups to enhance interaction between children based on asking and responding questions.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>The teacher observes that children play in different areas within their own interests.</p> <p>Timing: 0:00-0:47</p>	<p>Situation: In the animation children play in different areas within their own interests. This free time enhance children's creativity.</p> <p>Questions for you: a/ Can you give some examples of particular activities you use at the beginning of the days? b/ What are the benefits of these activities?</p>	
 <p>Then the teacher creates a conversation environment by asking questions about the interests of the children.</p> <p>Timing: 0:48-2:07</p>	<p>Situation: The teacher helps to organize a conversation session with children by asking questions about children's interests.</p> <p>Questions for you: a/ Have you ever organised a conversation session? If so, can you give examples and highlight the positive benefits for the children? b/ Can you describe the particular steps that you have to undertake to organise such session (preparation, implementation, evaluation)?</p>	
	<p>Situation:</p>	

 <p>What can we do about these animals, what are you wondering about them, what can we investigate?</p> <p>Timing: 2:48-3:49</p>	<p>One of the objectives of the open-ended questioning is to foster children's creativity. In the animation you can observe different photos that helped children to form what and how they know about something. Also asking and replying questions enhance children's communication with each other.</p> <p>Questions for you: What other activities would you propose to develop children's communication skills with each other?</p>	
 <p>Bora do you have a problem? Can I ask what is it?</p> <p>Timing: 3:55- 4:27</p>	<p>Situation: After the communication session, children decided in which learning areas they will work. There is a boy, Bora, who could not be a part of a group and then cry.</p> <p>Questions for you: a/ Have you ever been faced with such a situation? If yes, can you shortly describe the situation and explain how you solved it?</p>	



Timing: 4:48- 5:37

Situation:

The teacher talked with Bora and asked what the possible reason of this situation is. Then he wants other children's help to solve the problem all together.

Questions for you:

- a/ What do you think about the solution of the situation proposed by the teacher in the animation?
- b/ Would such a solution work in your own class environment? If not, why?
- c/ What might be the risks connected with use of the strategies proposed by the teacher?



Timing: 5:40-8:38

Situation:

In the animation, the boy Bora was faced with difficult situation that might appear in different situations as well. Teachers proposed alternative solutions.

Questions for you:

- What other strategies, except for those proposed by the teacher, would you consider to apply to help Bora not to feel alone?
- a/ What would be the particular steps you would take?
- b/ How would you organize the learning environment?
- c/ Who would you involve in solving of such situation?

	<p>d/ Under which circumstances could not this strategies work?</p> <p>e/ What benefits may these strategies bring?</p> <p>f/ What could be the risks that might appear when using the strategies that proposed by teacher?</p> <p>g/ When else would be useful to apply these strategies?</p>	
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Animation 5: Day of animals

Title of animation:	Day of animals
Target group:	Preschool teachers
Methodological background:	Process-oriented learning Process-oriented learning actively encourages children to learn, discover concepts during learning activities, actively discuss and cooperate.
Objective of animation:	Pupils learn to respect the opinions of others. The animation encourages development of mutual relations between pupils. Children, with the help of pets, are getting closer together, they are establishing contact. Children learn the values of responsibility and social cohesion.
Short summary of animation:	Children introduce their classmates to their pets, they explain to others how they care for them, what the pet needs and how it behaves.

INITIAL SITUATION



1. In the first step, you will become familiar with the class. There is also a gifted boy Robert. You follow a project that is organized within the project day. Do you also have project days? What are your topics?
2. Second watch the animation again and observe the solutions proposed by the teacher to help Robert. Follow the instructions below and try to answer the questions and share them with your colleagues.

SOLUTION PROPOSED IN THE ANIMATION

The teacher knows Robert well so he proposed following strategies that worked well:

- The teacher helps Robert to integrate into his team through involvement of his turtle.
- The teacher approached Robert's needs individually and helped him to find common interests with his classmates.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>Timing: 0:00-1:58</p>	<p>Situation: At the beginning, children introduce their pets to their classmates. They get familiar with each other. The teacher holds a lesson, each child talks about the needs of his/her pet.</p> <p>Questions for you: a/ Do you have experience with a similar lesson? b/ What are the benefits of such a project?</p>	
 <p>Timing: 1:59-2:29</p>	<p>Situation: During the break the children are in the garden with their pets. Natural contact with animals brings children closer and children show interest in other pets. Robert is upset, he does not communicate with others, nor does he try to establish communication.</p> <p>Questions for you: a/ Do you think that this situation can bring some risks? If so, which ones? b/ Do you sometimes organise activities outside the class environment? How do these activities complement the activities inside the class?</p>	



Timing: 2:30-2:42

Situation:

The teacher notices that Robert does not speak and he is silent. Teacher asks Robert how he liked the activities today and how he liked his turtle Bibi.

Questions for you:

a/ How would you behave in such a situation? Would you talk to Robert? What would you tell him?



Timing: 2:43-3:39

Situation:

The teacher talks to Robert privately and asks him what happened. The teacher understands that Robert is disappointed because other children did not care about his turtle. Robert closes himself and stops communicating.

Questions for you:

a/ What would you advice to the teacher to help Robert to establish friendly relationship with his mate?
b/ Would you involve other pupils in the class to solve the presented problem?

Situation:

Finally, the teacher recapitulates the project day. The teacher asks what the children have learned today. To give Robert the opportunity, he asks about his pet, the Bibi turtle.



Timing: 3:40-5:30

Questions for you:

a/ What do you think about the solution of the situation proposed by the teacher in the animation?

b/ Would such a solution work in your own class environment? If not, why?

c/ What might be the risks connected with use of the strategies proposed by the teacher?

Animation 6: Proximal teaching

WORKSHEET FOR TEACHERS

Title of animation:	Proximal teaching
Target group:	preschool teachers
Methodological background:	Zone of proximal development/Scaffolding (The educator's purpose is to create a learning situation that challenges the student's present skills and knowledge and offer "strategic guidance" or assistance to enhance these abilities or develop new ones)
Objective of animation:	To introduce the use of the strategies based on scaffolding and proximal teaching which can be adapted to different levels of knowledge of children.
Short summary of animation:	The children play together and learn from each other to build a toy plane, the most expert child act as a guide. The teacher explains different ways to categorise the shapes with exercises of increasing difficulty.

INITIAL SITUATION



7. First follow the animation and imagine you are faced with such a situation. There are children with different cognitive levels in the class and the teacher has to teach possible categorisation of the shapes taking into account these differences. How can the teacher do that?
8. Second watch the animation again and observe the solutions proposed by the teacher. Follow the instructions below and try to answer the questions and share them with your colleagues.

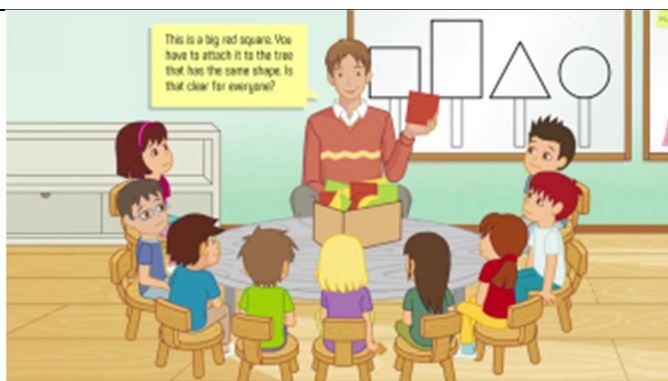
SOLUTION PROPOSED IN THE ANIMATION

The teacher refers to the Vygotsky's theory of zone of proximal development:

- The teacher lets the children learn from a peer that has higher skills.
- The teacher divides the class in groups structured in a mixed way so the children with different characteristics can interact in order to stimulate learning and relationship and to enrich their social perspective.
- The teacher arranges activities with increasing levels of difficulty and supports the children in the learning process with examples.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>Timing: 0:00-2:46</p>	<p>Situation: The children are playing together, while the teacher is observing them. They learn how to build a toy plane from one of their peer who knows how to do it.</p> <p>Questions for you: a/ Do you observe the children while they are playing? b/ Do you encourage the peer tutoring? What are the benefits of this method?</p>	
 <p>Timing: 2:47-3:45</p>	<p>Situation: The teacher asks the children to divide in pre-arranged groups made by pupils with different characteristics in order to stimulate the learning process and the social skills.</p> <p>Questions for you: How do you divide your class in groups? Do you use fixed groups or you create each time a different setting?</p>	



Timing: 3:46 -5:00

Situation:

The teacher introduces an activity to develop the categorisation skills, gradually increasing the level of difficulty in order to encourage the learning within the individual zone of proximal development.

Questions for you:

a/ Have you ever organised activities based on the proximal development theory or the scaffolding technique? If so, can you give examples and highlight the positive benefits for the children?

b/ Can you describe the particular steps that you have to undertake to organise such activities (preparation, implementation, evaluation)?



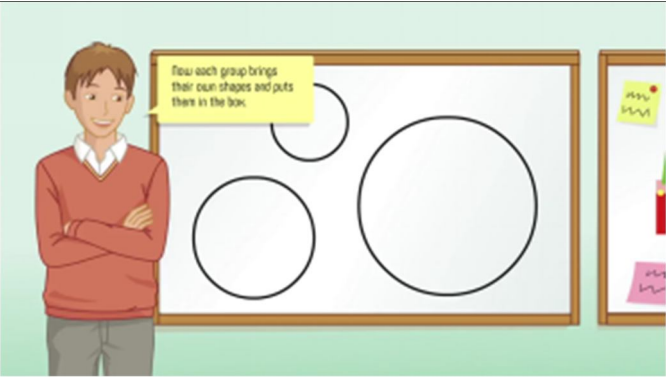
Timing: 5:01-6:56

Situation:

The child with higher IQ understands that there is more than one criterion to group the shapes. The teacher takes the opportunity to acknowledge him and to propose a new activity.

Questions for you:

Have you ever faced that situation? What do you usually do when a child anticipates the activities you've planned because s/he understands the objective of the task?

 <p>Timing: 6:57-9:17</p>	<p>Situation: The teacher proposes the final exercise and helps the children to complete it.</p> <p>Questions for you: What different ways can you suggest to stimulate your children to achieve learning goals in the zone of proximal learning? a/ What would be the particular steps you would take? b/ How would you organize the learning environment? c/ Who would you involve in solving of such situation? d/ Under which circumstances could this strategy work? e/ What benefits may this strategy bring? f/ What could be the risks that might appear when using this strategy? g/ When else would be useful to facilitate application of this strategy?</p>	
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Animation 7: History and Science

Title of animation:	History and Science
Target group:	Preschool teachers
Methodological background:	Critical thinking Critical thinking helps to develop child's own judgment. It encourages children to identify and explore different perspectives and possible solutions.
Objective of animation:	This animation helps children to develop their critical thinking. It also strengthens fantasy development in children.
Short summary of animation:	Pupils get to know the lives of prehistoric people. Pupils then receive information from a scientific point of view. They learn to confront the ancient stories with current scientific knowledge.

INITIAL SITUATION



1. First follow the animation and imagine you are faced with such a situation. Filip is a very intelligent boy. He is restless, he likes to be in the center of attention, he knows a lot of things. Filip wants to be heard a lot, but then it looks like he's not good enough for other kids and will not let them work. How would you stand on this situation?
2. Second watch the animation again and observe the solutions proposed by the teacher to help Filip. Follow the instructions below and try to answer the questions and share them with your colleagues.


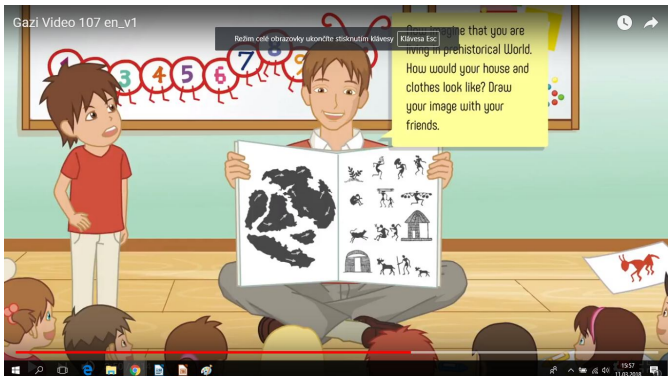
SOLUTION PROPOSED IN THE ANIMATION



The teacher knows Filip so he proposed following strategies that worked well:

- The teacher gave Filip a special assignment in accordance with the level of his knowledge. Thus, Filip could demonstrate his knowledge to other children and he found appreciation by his classmates.
- The teacher approached Filip's needs individually and helped him to find common interests with his classmates.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
<p>Gazi Video 107 en_v1</p>  <p>Previously, people were afraid of storms. They saw only dangers in them and considered them as a bad sign.</p> <p>Timing: 0:00-0:16</p>	<p>Situation:</p> <p>The teacher introduces children to daily activity. The teacher introduces children to the lives of the early people, believing in various superstitions, and worshiping natural phenomena for which they have no explanation. The teacher asks children what they know about history to encourage a discussion on the topic. The teacher supports children to process information using critical thinking.</p> <p>Questions for you:</p> <p>a/ Have you ever used critical thinking method in your teaching? Can you give specific examples?</p> <p>b/ What are the benefits of this method?</p>	
<p>Gazi Video 107 en_v1</p>  <p>İzlenim cümle oluşturarak öğrenilen kavramı</p>	<p>Situation:</p> <p>The teacher prepared an activity called “Mythology and Science”. Children become acquainted with how the early people lived, what they believed and what they worshiped, and at the same time they learned how people gradually acquired their knowledge of nature, such as how the lightning flashes or how to make a fire.</p>	

<p>Timing: 0:17-1:50</p>	<p>Questions for you: a/ Do you have the experience of teaching history for pre-school children? b/ What form of getting familiar with this topic would you use?</p>	
 <p>Timing: 1:51-2:00</p>	<p>Situation: The aim of this topic is to understand how our ancestors lived and thought. Why, for example, they were afraid of storms. Children get new information through interesting stories and compare them to what they already know.</p> <p>Questions for you: a/ What other activities or examples could you find to teach this topic in an interesting way?</p>	
 <p>Timing: 2:01-3:55</p>	<p>Situation: Filip is interfering with the teacher's talk and also disturbs the thoughts of other children. Filip does not care about them and disturbs them. He takes away the attention of both teachers and children.</p> <p>Questions for you: a/ Have you ever been faced with such a situation? If yes, can you shortly describe the situation and explain how you solved it?</p>	

	<p>b/ Would you behave in a different way being a teacher of this group of children?</p>	
 <p>Timing: 3:56-6:10</p>	<p>Situation: The teacher saw that Filip did not work with other children. He offered his own activity.</p> <p>Questions for you: a/ What do you think about the solution of the situation proposed by the teacher in the animation? b/ Would such a solution work in your own class environment? If not, why? c/ What might be the risks connected with use of the strategies proposed by the teacher?</p>	
 <p>Timing: 6:10-6:14</p>	<p>Situation: In the end Filip was motivated to work and collaborate.</p> <p>Questions for you: What other strategies, except for those proposed by the teacher, would you consider to apply to help Filip to integrate into the group and to participate in joint activities? a/ What would be the particular steps you would take? b/ How would you organize the learning environment?</p>	

	<p>c/ Under which circumstances could this strategy work?</p> <p>d/ What benefits may this strategy bring?</p> <p>e/ What could be the risks that might appear when using this strategy?</p> <p>f/ When else would be useful to apply this strategy in an efficient way?</p>	
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Animation 8: Educational Robotics

Title of animation:	Educational Robotics
Target group:	preschool teachers
Methodological background:	Constructivism (Constructivism involves students drawing their own conclusions through creative experimentation and the creation of social objects. According to it learning can happen most effectively when people are active in making tangible objects in the real world)
Objective of animation:	To introduce the use of educational robotics as a teaching tool to develop problem-solving skills, creativity and curiosity, to make learning more effective, to increase motivation and involvement, to improve teamwork.
Short summary of animation:	The teacher introduces educational robots to work on orientation and direction in a creative way. One of the children, with higher cognitive potential and difficulties in socialisation, has a discussion with the classmates and the teacher mediates it.

INITIAL SITUATION


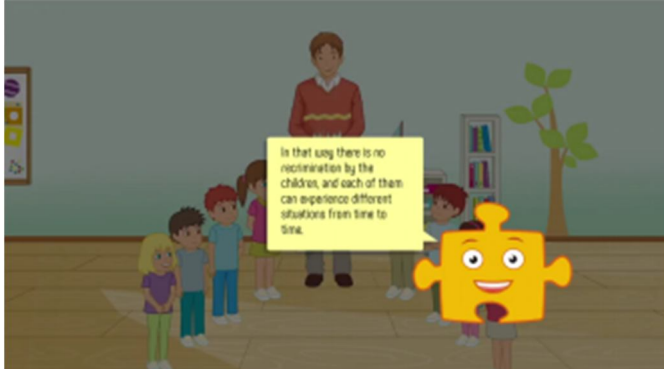
1. First follow the animation and imagine you are faced with such a situation. Lucia does not know how to suggest a correction to her classmate. What strategy can be used to help her to find a better way to communicate with her peers?
2. Second watch the animation again and observe the solutions proposed by the teacher. Follow the instructions below and try to answer the questions and share them with your colleagues.

SOLUTION PROPOSED IN THE ANIMATION

The teacher uses the following strategy:

- The teacher starts the educational activity with a playful assessment of children's knowledge in orientation and relative position;
- Then he divides the class in groups: each child has a responsibility;
- To mediate the argument he listens to each opinion and facilitate the dialogue.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>Timing: 0:00-3:36</p>	<p>Situation: Before the teachers starts the educational activity with the robots, he prepares the class with couple of games about right and left.</p> <p>Questions for you: Do you use preparatory activities? How do you assess the preparation of the children in different topics?</p>	
 <p>Timing: 3:37-5:40</p>	<p>Situation: The teacher divides the class into groups randomly.</p> <p>Questions for you: a/ How do you create the groups in your class? b/ Can you describe the particular steps that you undertake to organise the groups in your class? c/ Do you give to the children responsibilities during the educational activities? How do you explain them their role? How you monitor their behaviour?</p>	



Timing: 5:41-7:53

Situation:

The teacher uses educational robots to teach the direction and the orientation.

Questions for you:

What other strategies, except for those proposed by the teacher, would you consider to apply to stimulate the learning process?

a/ What would be the particular steps you would take?

b/ How would you organize the learning environment?

c/ Who would you involve in solving of such situation?

d/ Under which circumstances could this strategy work?

e/ What benefits may this strategy bring?

f/ What could be the risks that might appear when using this strategy?

g/ When else would be useful to apply this strategy?



Timing: 7:54-11:23

Situation:

When there is an argument the teacher intervenes by facilitating the expression of all the opinions and he helps the children to clarify their intentions. This allows a positive resolution.

Questions for you:

What other strategies, except for those proposed by the teacher, would you consider to apply to solve the conflicts in your class?

a/ How do you teach the respect of others?

b/ What do you think about the strategy proposed by the teacher in the animation?

c/ Would this strategy work in your own class environment? If not, why?

d/ What might be the risks connected with use of the strategies proposed by the teacher?

Animation for primary school teachers

Animation 1: Direction of feelings

Title of animation:	Direction of feelings
Target group:	Primary school teachers
Methodological background:	Cooperative teaching (It is a learning approach in which students create small mixed groups in the classroom environment and help each other in an academic way towards a common goal, usually the success of the group and the success of the individual)
Objective of animation:	To develop the group work skills of the students and respect for others' feelings. To provide support for the development of students' confidence and self-protection.
Short summary of animation:	Teacher tells the subject by narration/lecture method. Groups are formed randomly. Various educational activities related to the teaching of directions are performed in groups. Throughout the process, children tell and share feelings and thoughts about their experiences in various ways.

INITIAL SITUATION

1. First follow the animation and imagine you will be plan such an educational situation. Could you determine the readiness level of your students? What do you do to determine the readiness level of your students? As you already know, one of the girls, Elvin, is highly talented but perfectionist. She performs well in many subjects related to numerical and physical science. She feels useless at drawing. What strategy can be used in such a situation to help Elvin? How do manage the whole process?
2. Second watch the animation again. There are two gifted students in this class. One of them is Elvin. Discuss with your colleagues how to improve the communication between your gifted and talented student and your peers, in-class value development and social emotional and educational development. Follow the instructions below and try to answer the questions and share them with your colleagues.

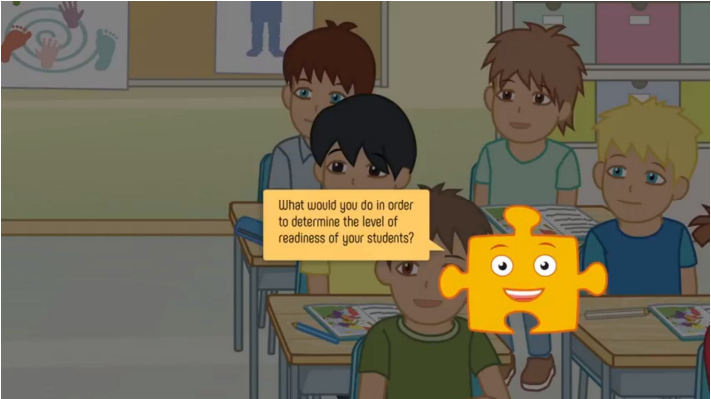

SOLUTION PROPOSED IN THE ANIMATION

The teacher knows the different interests and skills of children in the classroom so he proposed following strategies that worked well:

- The teacher makes various studies to determine the readiness levels of the students. For example, the teacher asked various questions (Brainstorming) about readiness and apply the activities.
- The approach that will create value when you encounter unwanted behavior is implemented by the teacher.

- Teacher gives the opportunity to students at different levels of development to express themselves and includes educational activities (bingo, confidence work, maze play) that will develop the sense of curiosity and discovery.
- At the end of the lesson, the teacher asks them to write their thoughts and feelings about the process into their diaries and fill out the activity evaluation form given to them.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>Timing: 0:00-1:02</p>	<p>Situation: In the animation the teacher introduced an activity based on process-cooperative learning. The teacher used the brainstorm technique to determine the readiness levels of the students.</p> <p>Questions for you: a/ Have you ever determined the readiness levels of the students in your classroom? Can you give some examples of particular activities you use? b/ What are the benefits of this technique?</p>	
 <p>Timing: 1:02-2:15</p>	<p>Situation: The teacher indicates that they are starting to navigate. They ask them various questions about the topic. It gives the students a responsibility in the context of out of school activities. This activity is to support the social development of the intended students. It is also necessary to link the learners to life.</p> <p>Questions for you: a/ What kind of activities do you do in terms of social emotional development of students? If so, can you give some examples for this situation?</p>	



Timing: 2:16-3:54

Situation:

Without Elvin's permission, her classmate took the picture and showed her the classmates, which made her angry and upset.

Questions for you:

a/ Have you ever been faced with such a situation?

If yes, can you shortly describe the situation and explain how you solved it?



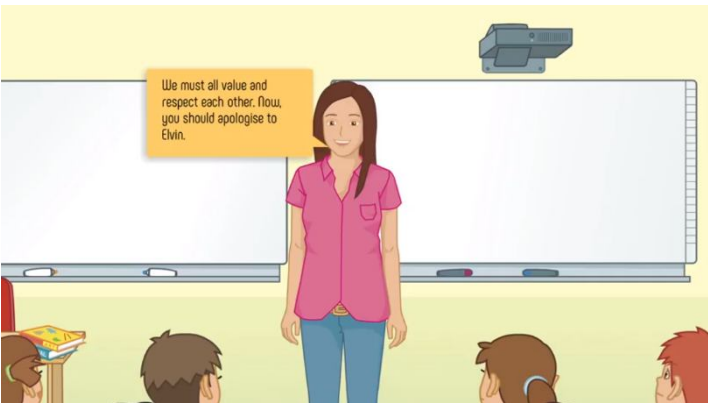
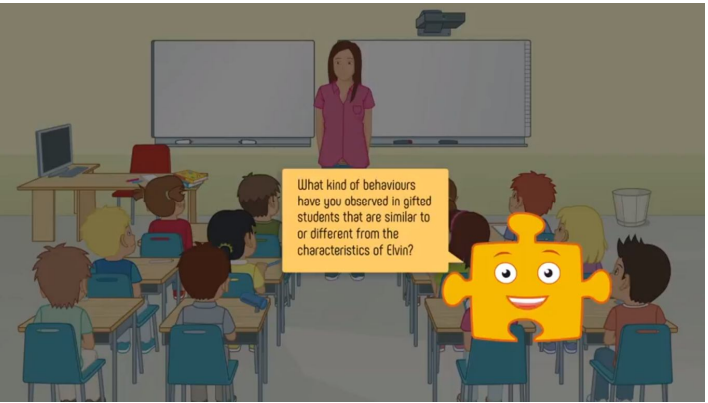
Timing: 3:55-04:23

Situation:

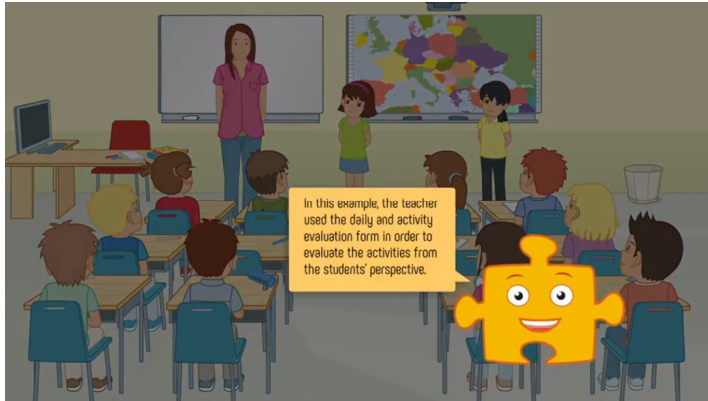
In this case, the teacher gave the students the opportunity to express their feelings and thoughts. This is to support the personal and social development of the intended students.

Questions for you:

a/ Do you include a similar application? What are you doing differently? Would you give an example?

 <p>Timing: 04:24- 5:07</p>	<p>Situation:</p> <p>The teacher has applied a value development approach to solve this problem that he / she has encountered in the class. Gaining specific values in the management of undesirable behaviors is seen as an important factor.</p> <p>Questions for you:</p> <p>a/ Do you have activities to improve value in your classroom? Can you give some examples of particular activities you use?</p> <p>b/ What values do you emphasize in your classroom?</p>	
 <p>Timing: 5:08-05:24</p>	<p>Situation:</p> <p>In this animated teacher, the strategists developed by observing the students with gifted and typical development. Knowledge of the characteristics of all students in an inclusive education setting is an important element in the structuring of education.</p> <p>Questions for you:</p> <p>a/ What characteristics do you see in your gifted students?</p> <p>b/ What is the reflection of these features on your educational processes?</p>	

<p>How do you organise your learning environment for the cognitive and affective development of students?</p> <p>Timing: 5:25-06:10</p>	<p>Situation: It is necessary to organize the learning environment in the context of learning needs in inclusive education. Here the teacher has used different teaching and abilities in both in-class and out-of-class activities.</p> <p>Questions for you: a/ How do you organize the inclusive learning environment in terms of the developmental characteristics of the students? Give me an example.</p>	
<p>What kinds of activities do you use in relation to the social-emotional development of your students?</p> <p>Timing: 6:11-07:35</p>	<p>Situation: Gifted students have their different characteristics and social-emotional problems. One of the problems is perfectionism. Perfectionism is the expectation of individuals above/upon their own potential, compelling their ego and so developing attitudes and behaviours in this direction.</p> <p>Questions for you: a/ Have you ever been faced with such a situation? If yes, can you shortly describe the situation and explain how you solved it?</p>	



Timing: 7:36-09:25

Situation:

It is directed to technical and socio-emotional areas by different methods. The teacher has included in the animation daily and activity evaluation forms.

Questions for you:

a/ What methods and techniques do you use when evaluating students with different developmental characteristics?

b/ How do you express your thoughts on this animation?

Animation 2: Prosocial serious game

Title of animation:	Prosocial Gamification
Target group:	Primary school teachers
Methodological background:	Gamification (Gamification is the application of game-design elements and game principles in non-game contexts to improve engagement, learning, etc.)
Objective of animation:	To introduce to teachers useful strategies and playful tools which help children to build and develop relationships, to cooperate, to talk to each other to reach a common goal.
Short summary of animation:	The teacher decides to use prosocial digital games to foster the cooperation among the class. The playful situation is followed by group discussion and reflection.

INITIAL SITUATION

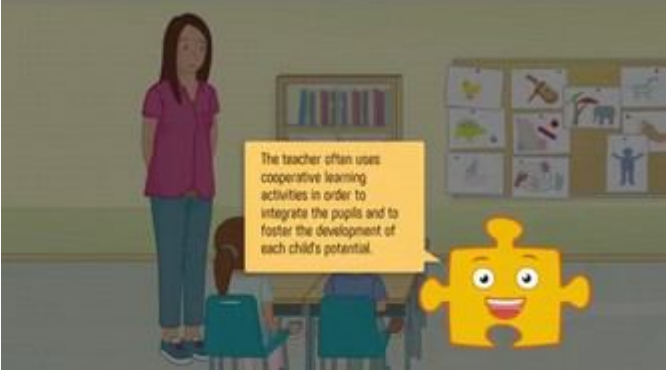

1. First follow the animation and imagine you are faced with such a situation. Carlo is a boy with high cognitive potential with some difficulties in the interaction with his classmates. Especially during the maths lessons he easily gets annoyed by the answers of his peers because he considers them too slow. What strategy can be used to make him understand the importance of a good relationship with the mates?
2. Second watch the animation again and observe the solutions proposed by the teacher. Follow the instructions below and try to answer the questions and share them with your colleagues.



SOLUTION PROPOSED IN THE ANIMATION



The teacher decides to use the gamification and a playful situation to foster the class social skills.

- The teacher finds a digital prosocial game to teach the value of cooperating to fulfil a common goal and how everyone can benefit by helping each other.
- The teacher lets the children play together and to find common solutions using the discussion.
- At the end of the game the teacher leads a class discussion about the importance of the cooperation in the game and facilitates the generalisation of this concept.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>Timing: 0:00-0:58</p>	<p>Situation: In the animation the teacher regularly uses the cooperative method and arranged the class accordingly with the desks organised in small groups. This learning method foster the development of the potentialities of each child.</p> <p>Questions for you: a/ Have you ever used cooperative learning activities in your classroom? Can you give some examples of particular activities you use? b/ What are the benefits of this method? c/ Do you modify the setting of the classroom according to the certain pedagogical strategies?</p>	
 <p>Timing: 0:59-2:40</p>	<p>Situation: During the group activity some pupils start to quarrel. The teacher listens to their opinion and look for a mediation.</p> <p>Questions for you: What do you usually do when facing this situations? Can you shortly explain how you solve them?</p>	

	<p>Situation: The teacher decides to look for a more engaging way to let children reflect about cooperation and helping each other.</p> <p>Questions for you: a/ Do you look for new teaching methods? How often? b/ What are your usual sources of training and updating?</p>	
<p>Timing: 2:41-3:56</p>		
	<p>Timing: 3:57-6:20</p> <p>Situation: The teacher uses digital games and mobile devices to engage the pupils and to enhance their confidence with the new technologies. When children are involved in group activities they have to respect many social rules, do that in a playful way makes the learning easier.</p> <p>Questions for you: a/ Have you ever organised group activities for your children using new technologies? If so, can you give examples and highlight the positive benefits for the children? b/ How do you teach the social rules and their respect? c/ What do you think about the solution of the situation proposed by the teacher in the animation?</p>	

	<p>d/ Would such a solution work in your own class environment? If no, why?</p> <p>e/ What might be the risks connected with use of the strategies proposed by the teacher?</p>	
 <p>Timing: 6:21-8:40</p>	<p>Situation: Once finished the game, the teacher stimulates the class discussion on the main topic of cooperation, letting the children learn from each other's reflection.</p> <p>Questions for you: a/ Do you use group discussion? How often do you implement it? Are there specific subjects you prefer to discuss openly with the class? b/ What are the benefits and the main problems you encounter using this strategy?</p>	
 <p>Timing: 10:04-13:36</p>	<p>Situation: The behaviour showed by Carlo might appear in different situations as well.</p> <p>Questions for you: What other strategies, except for those proposed by the teacher, would you consider to apply to help Carlo to socialize in a better way with his classmates? a/ What would be the particular steps you would take? b/ How would you organize the learning environment?</p>	

	<p>c/ Who would you involve in solving of such situation?</p> <p>d/ Under which circumstances could this strategy work?</p> <p>e/ What benefits may this strategy bring?</p> <p>f/ What could be the risks that might appear when using this strategy?</p> <p>g/ When else would be useful to apply this strategy?</p>	
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Animation 3: Role change

Title of animation:	Role change
Target group:	Primary school
Methodological background:	Activating method (Process-oriented learning) Pupils themselves actively participate in teaching, designing their own topics and activities to teach. The method leads to independence and creativity. Pupils themselves present their findings to others.
Objective of animation	Pupils can choose a topic depending on their own interest and present it to their classmates. They have the opportunity to show their interests to their mates and take over the responsibility for the teaching and learning process.
Short summary of animation:	The animation tells a story about Daniel, who is a very intelligent boy. He is interested in history, astronomy and technology.

INITIAL SITUATION



1. First follow the animation. The teacher has very diverse pupils with different interests in the classroom and the pupils are also socially diverse. Pupils often fail to respect each other.
2. Second watch the animation again. How would you advise the teacher to act in the classroom during such an activity? How would you solve the argument among classmates?

SOLUTION PROPOSED IN THE ANIMATION

The teacher knows about situation in the classroom.

- The teacher knows that Daniel has specific interests. The teacher gives Daniel space to share his knowledge with other classmates.
- The teacher does not have enough time and the opportunity to devote himself individually to development of Daniel's knowledge, she suggests that he prepares a presentation at home where he can show his classmates that the subject of astronomy is interesting.
- The teacher tries to get Daniel closer to his classmates.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>Timing: 0:00-1:32</p>	<p>Situation: The teacher invites Daniel to speak. Daniel introduces his presentation about historical inventions.</p> <p>At the same time the teacher encourages pupils to give Daniel feedback on his presentation. The teacher also provides feedback to Daniel and his classmates.</p> <p>Questions for you: a/ Do you ever use slideshow to present the subject? b/ How do you identify the interests of your pupils?</p>	
 <p>Timing: 1:33-2:18</p>	<p>Situation: Daniel introduces his classmates to the invention of "airship". His classmate Jakub, with whom Daniel usually has arguments in the class, disturbs and breaks in on Daniel's speech. The teacher stops the presentation and asks Jakub.</p> <p>Questions for you: a/ How do you solve a situation in your classroom when someone is constantly disturbing while teaching?</p>	



Timing: 2:19-2:57

Situation:

Jukub's disturbance of Daniel's presentation encourages other classmates to talk. Some of the pupils do not pay attention. For some pupils the topic is not very interesting. The lesson begins to disintegrate. The teacher interrupts the presentation and reminds pupils of the rules they have in the classroom and on which they all agree.

Questions for you:

a/ What would you do being in the teacher's role?

b/ Has it ever occurred to you that, despite good planning, the lessons have broken apart and you have not been satisfied?



Timing: 2:58-3:45

Situation:

The pupils had different opinions on Daniel's theme. Daniel is a little bit disappointed that not everyone liked the topic.

Questions for you:

a/ What do you think about peer review method?

b/ What are the risks and how they can be prevented?



Timing: 3:46-5:12

Situation:

The teacher is aware that Daniel is haughty and sometimes arrogant to some of his classmates. The dialog, therefore, tries to find out how Daniel felt in the classroom and what could possibly be a better behaviour next time.

Questions for you:

a/ What approach would you choose to help Daniel?

b/ Would you suggest another method or strategy?



Timing: 5:13-7:32

Situation:

The teacher is aware of the need to strengthen classroom relationships. Thus, the teacher leads a dialogue with her pupils about their behaviour and about the rules that they created at the beginning of the school year.

Questions for you:

a/ In what ways might elaborating of a common set rules be beneficial for the class? Do you do that with your pupils? If so, how do you do that?

b/ Can you suggest any specific strategies to prevent conflicts in the classroom?

Animation 4: Values form mathematics to life

Title of animation:	Values: Form Mathematics to Life
Target group:	Primary school teachers
Methodological background:	Problem solving (Is the solution production process of individuals in a way to deal with the complex situations they encounter in their lives by using knowledge, skills, strategies, and methods)
Objective of animation:	To gain awareness about their own characteristics and creating a positive self-perception. Approaching with tolerance to individuals with different developmental characteristics. To produce solutions for different problems that may occur in school. Contributing to the academic and social emotional developments of students by using educational games. Taking advantage of peer education in social emotional development of students. Arranging the learning environment so that it contributes to the overall development of the students. Contributing to the development of values such as responsibility and integrity in students.
Short summary of animation:	The teacher arranges the learning environment with educational games that will attract the attention of the students in reading and writing and natural numbers in mathematics courses. Moreover, the teacher makes empathic reflections that will improve both the self-perceptions of the students and provides positive contributions to their development with interesting games. Applications that consider individual differences, contribution to the development of each student at their own learning speed is provided. The teacher motivates the students' ingroup work through educational games and contributes to the social emotional development of the students in this process.

INITIAL SITUATION

1. First follow the animation and imagine you will be plan such an educational situation. In this animation, different developmental characteristics show the social emotional problems of the exhibitors. In this process, the teaching atmosphere is arranged so that the students in the group interact with each other.
2. Second watch the animation again. One of girls is Selin. Selin is a gifted child. Selin is successful in mathematics. However, motoric skills are on a low level by her and it causes problems in peer relations. In the problem-solving process, Selin takes an incorrect approach.

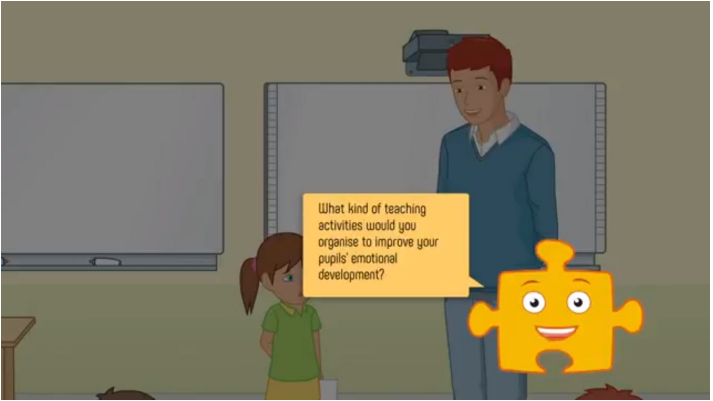
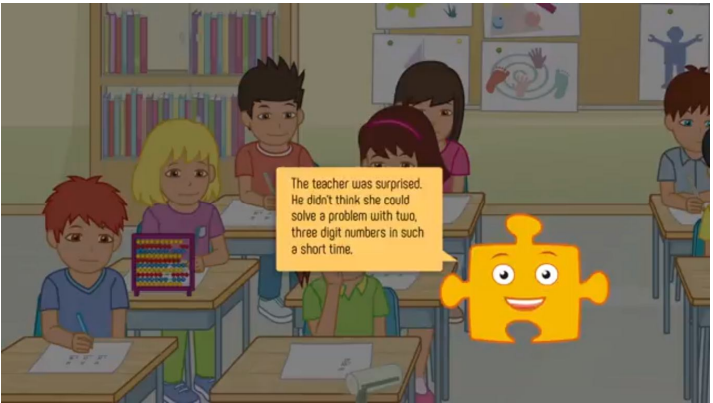
3. Do you encounter this kind of behavior in our class? Would you share your experiences with us?

SOLUTION PROPOSED IN THE ANIMATION

In this animation, they have organized a classroom atmosphere that will appeal to students with different developmental skills and learning needs. Implemented various strategies.

- The teacher hands out a blank emotion form to the students to be aware of their emotions and asks them to draw emotions appropriate to the emotions they feel that day. (Communication strategy)
- Educational environments that bring forth students' strengths are organized and students' performances are reinforced to ensure continuity. (Grouping strategy)
- Educational environments that promote the development of values such as responsibility and truth/accuracy of student are organized.
- Products to improve the creativity of the students are created (slogan creating, poem writing, etc.)
- By grouping the four arithmetical operations in natural numbers, activities are organized to contribute the affective development of the students in different developmental characteristics through educational games (Four operation schemes, mangala, and approximate number estimation game).
- At the end of the lesson, fill in the self-evaluation form for the effectiveness of the teacher's students.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>What kind of teaching activities would you organise to improve your pupils' emotional development?</p> <p>Timing: 1:52-4:16</p>	<p>Situation: In this animation, the teacher starts the lesson by determining the emotional situations of the students.</p> <p>Questions for you: a/ What are you doing to determine the emotional state of your students? b/ What kind of teaching activities would you organise to improve your pupils' emotional development? c/ In this animation, the teacher made an activity to improve the students' curiosity and discovery feelings. What are you doing in this regard?</p>	
 <p>The teacher was surprised. He didn't think she could solve a problem with two, three digit numbers in such a short time.</p> <p>Timing: 4:17-4:49</p>	<p>Situation: Excellent performance exhibition on selective mathematics course. Students have different development characteristics which are demonstrated in different ways.</p> <p>Questions for you: a/ Which academic skills of your students do you recognize? How are these skills demonstrated?</p>	



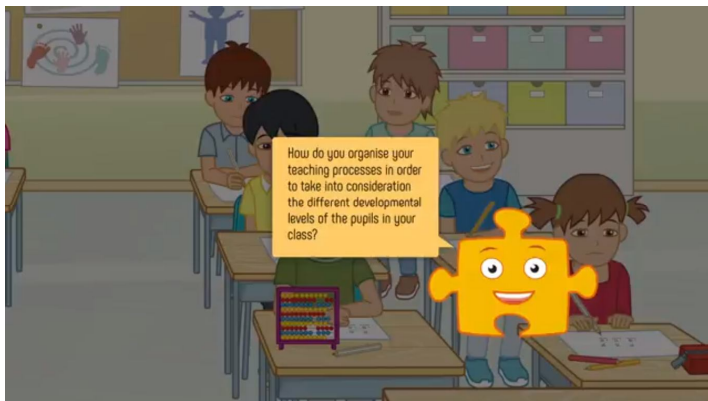
Timing: 4:50-5:00

Situation:

Selin's superior mathematics performance caused different emotional states and reactions by her classmates.

Questions for you:

- a/ What kind of problems do your gifted students have with their peers?**
- b/ Which approach do you use to solve these problems?**



Timing: 5:01-06:19

Situation:

The teacher differentiated the teaching process for the students at different learning speeds.

Questions for you:

- a/ How do you organise your teaching processes in order to take into consideration the different developmental levels of the students in your class?**



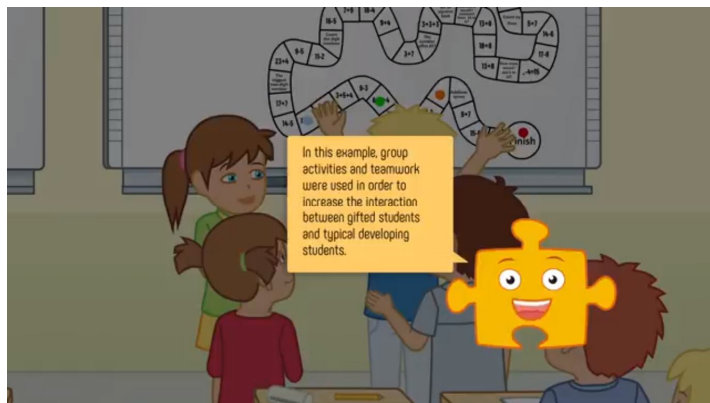
Timing: 06:20- 9:22

Situation:

Teacher contributes to academic change as well as value development in the teaching process. Selin has made her own responsibility for her friend. She completes the problem-solving process in an inappropriate way.

Questions for you:

a/ Here the teacher emphasizes the values of righteousness, honesty and transparency. What values do you emphasize in your classroom?



Timing: 9:23-09:40

Situation:

In this animation the teacher used group activities, team work in order to increase the interaction between gifted students and typically developing students.

Questions for you:

a/ What do you do to foster social-emotional development of different students?

b/ What are you doing to integrate these students?

Animation 5: Flipped classroom

Title of animation:	Flipped Classroom
Target group:	Primary school teachers
Methodological background:	Flipped Classroom (According to this approach the students prepare the lessons at home so that the study is moved to school where the collaborative setting allows to apply a socializing and personalized learning process. In that way the teachers can understand more easily when students are having difficulties.)
Objective of animation:	To introduce a method of the flipped classroom in order to help children to have time to process and reflect on concepts and increase their knowledges.
Short summary of animation:	The teacher arranges a flipped classroom activity about the use of the verbs. The children have to study at home and do practical exercises at school. One gifted child helps one of his classmates to understand the lesson, after the mediation of the teacher.

INITIAL SITUATION



1. First follow the animation and imagine you are faced with such a situation. In the class there are children with different levels of ability and special educational needs. One child, Tommaso, is refusing to help his classmate with a task. How could the teacher manage this situation? What strategy can be used to reach the educational objectives and to foster the inclusion?
2. Second watch the animation again and observe the solutions proposed by the teacher. Follow the instructions below and try to answer the questions and share them with your colleagues.



SOLUTION PROPOSED IN THE ANIMATION

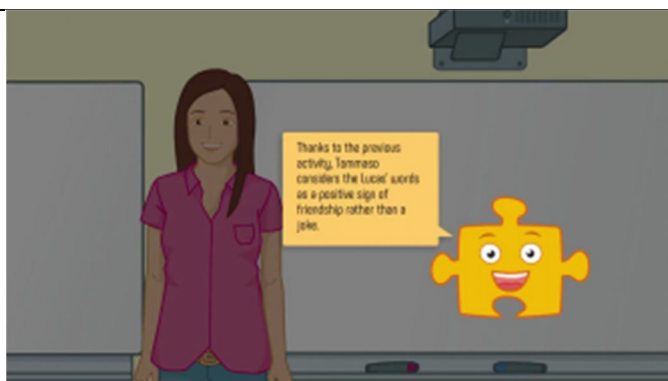
The teacher uses the flipped classroom method:

- The teacher introduces the out of class tasks by clearly explaining the expectations of what the pupils are supposed to do and the amount of time the students will need to invest to be ready for the class activity.
- The teacher arranges practical activities in a collaborative setting to create opportunities for collaboration and peer learning.
- The teacher exhorts the children to cooperate showing the individual skills and the possible help that the pupils can have from each other.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>Timing: 0:00-2:35</p>	<p>Situation: In order to use the flipped classroom method, the teacher explains the out of class tasks, the assessment of the learning, and how the learning will be tested the day after. The children prepare the lesson at home.</p> <p>Questions for you: a/ Have you ever used the flipped classroom method? b/ Would such a solution work in your own class environment? If not, why? c/ What might be the risks connected with use of the strategies proposed by the teacher?</p>	
 <p>Timing: 2:36-4:06</p>	<p>Situation: The teacher arrange an active way to assess the knowledge of the pupils.</p> <p>Questions for you: Do you use active teaching methods? Do you think that it is important to involve also the motor/physical component in the learning process?</p>	

 <p>Timing: 4:07-4:48</p>	<p>Situation: Tommaso understands the objective of the class activity and suggests the final exercise.</p> <p>Questions for you: Have you ever faced that situation? What do you do when a child understands faster the objectives of the exercise than the peers?</p>	
 <p>Timing: 4:49-8:41</p>	<p>Situation: The teacher pairs the pupil that shows high cognitive potential according to his socialisation needs. She stimulates the cooperation and the mutual help between the children.</p> <p>Questions for you: a/ Do you let your pupils work in pair? How do you group them? What characteristics do you take into consideration? b/ Do you foster the peer tutoring? What will be the benefits of this method? c/ How do you foster the cooperation in your class?</p>	



Timing: 7:09-9:46

Situation:

The teacher uses the flipped classroom method and the work in pairs to make the children responsible and active protagonists of their learning process and to improve their social skills.

Questions for you:

What other strategies, except for those proposed by the teacher, would you consider to apply to stimulate the learning process?

a/ What would be the particular steps you would take?

b/ How would you organize the learning environment?

c/ Who would you involve in solving of such situation?

d/ Under which circumstances could this strategy work?

e/ What benefits may this strategy bring?

f/ What could be the risks that might appear when using this strategy?

g/ When else would be useful to apply this strategy?

Animation 6: Mysteries and science

Title of animation:	Mysteries and Science
Target group:	Primary school
Methodological background:	Critical thinking This method is based on critical thinking. Critical thinking is defined here as independent thinking. In a class where critical thinking is taught, each pupil creates his/her own opinion, values and beliefs. Such lesson is suitable for older pupils and students.
Objective of animation	Pupils learn to respect the opinions of others and learn to give arguments in class discussions. Pupils get new information about the world around, the history, and the geography.
Short summary of animation:	In this animation the teacher presents the topic of gravity and people in the past were trying to overcome gravity. There are two gifted boys in the class, both have their own specifics.

INITIAL SITUATION



1. First follow the animation and imagine you are faced with such a situation. There are two gifted boys in the classroom. Jan is very intelligent, but he is also very socially capable in the group of other pupils. Adam has a strong logical thinking and very often gets into a confrontation with his classmates. Adam has a problem with accepting the opinions of his classmates, which do not seem "logical" to him.
2. Second watch the animation again. How would you advise the teacher to act in the classroom during such an activity? How would you solve the argument among classmates?

SOLUTION PROPOSED IN THE ANIMATION

The teacher knows Adam well so he proposed following strategies that worked well:

- The teacher knows that Adam is unpopular in the pupil's group. He intentionally does not avoid to discuss the conflict in order to find the resolution together with the pupils.
- The teacher invites pupils to express their opinions and agree on common resolution of the situation. He tries to build a fruitful atmosphere of collaboration and mutual respect.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
<p data-bbox="197 711 427 743">Timing: 0:00-0:28</p> 	<p>Situation: The teacher assigns the subject of gravity to the classroom and discusses why birds can fly and people do not. Pupils are searching more information on the Internet and read books on this topic.</p> <p>Questions for you: a/ Have you ever used critical thinking method in your teaching? Can you give specific examples? b/ What are the benefits of this method?</p>	
<p data-bbox="197 807 427 839">Timing: 0:29-1:15</p> 	<p>Situation: The teacher has a variety of pupils in the classroom. The pupils have different cognitive abilities, some of them have concentration disorder or social difficulties when interacting with each other.</p> <p>Questions for you: a/ How many pupils do you usually have in your class? How do you differ the approach and methods that you use depending on the size of your classroom? b/ Do you also have a diverse group of pupils with different cognitive and behavioural attributes?</p>	



Timing: 1:19-1:38

Situation:

The aim of this topic is to raise interest in secrets and history. Children usually love mysteries and love to discuss them, so the teacher gets the attention of the pupils. Pupils learn to formulate their own ideas and filter the amount of information.

Questions for you:

- a/ Have you ever tried to discuss with your pupils similar, mysterious topics?
- b/ Can you suggest other topics that would be suitable to encourage generating of pupil's ideas?



Timing: 1:39-5:34

Situation:

Adam does not allow other pupil's opinions which are not supported solely by logical arguments. Adam goes so far that even outside the discussion he verbally attacks a classmate.

Questions for you:

- a/ Have you ever been faced with such a situation? If so, can you shortly describe the situation and explain how you solved it?
- b/ Would you do anything other than a teacher?



Timing: 5:40-7:06

Situation:

The teacher resolves the entire argument in front of the class and asks the classmates to express their opinion.

Questions for you:

- a/ What do you think about the solution of the situation proposed by the teacher in the animation?
- b/ Would such a solution work in your own class environment? If not, why?
- c/ What might be the risks connected with use of the strategies proposed by the teacher?



Timing: 7:07-8:09

Situation:

There is an exchange of opinions among the classmates. The teacher assertively tries to direct Adam to understand the discussion and the opinions of his classmates.

Questions for you:

- a/ Can you suggest any specific strategies to prevent conflicts in the classroom?

Animation 7: History and science

Title of animation:	School without backpack
Target group:	Primary school teachers
Methodological background:	Global curriculum approach (The Global Curriculum Approach is based on four characteristics: the globality of the person (taking into account all personal aspects), the globality of knowledge (connecting concepts), integration (creating a diverse community of pupils), globality of the environment (considering the factors that influence learning)
Objective of animation:	To introduce a new method of school organisation and class management, centered on constructivism, problem-solving, research and choice, shared knowledge, experience and disciplines interconnection.
Short summary of animation:	The teacher spend some time talking with the children, then they agree on the activity of the day. The teacher suggests an activity about syllables and one pupil with higher cognitive potential refuses to do it. The teacher can convince him to work by offering him the possibility to go on with his own researche once he finishes the exercise.

INITIAL SITUATION



1. First follow the animation and imagine you are faced with such a situation. As you already know, one of the boys, Marcello, is very intelligent but sometime he doesn't want to do the school activities he is good at. What strategy can be used in such a situation?
2. Second watch the animation again and observe the solutions proposed by the teacher. Follow the instructions below and try to answer the questions and share them with your colleagues.

SOLUTION PROPOSED IN THE ANIMATION

The teacher knows the interests of Marcello and the class organisation allow her to suggest different activities:

- The teacher accepts the opposition of Marcello and she decides to pair him with a child who needs help in order to stimulate their social skills.
- The teacher let Marcello work on his personal interests once finished the exercise.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>Timing: 0:00-0:54</p>	<p>Situation: The school is arranged according to the “school without backpack” approach, with particular attention to the learning spaces.</p> <p>Questions for you: a/ How are arranged the learning spaces in your school? Do you think that they are functional for the learning process? b/ Have you ever thought about any change in the organisation of the learning space of your class?</p>	
 <p>Timing: 0:55-2:08</p>	<p>Situation: The teacher welcomes all the children and talks with them before the beginning of the lesson.</p> <p>Questions for you: a/ Do you welcome the children at their arrival at school? b/ Do you spend time talking with the children about their experience? Do you think that this is important for the children? Do you have time during your lesson to do that?</p>	



Timing: 2:09-3:10

Situation:

The activities of the day are agreed with all the class and recorded in a timetable.
The teacher explains the activity.

Questions for you:

a/ Do you agree the activity of the day with children in your class? Do you think that this can be useful? b/ Do you explain clearly the activity of the day?



Timing: 3:11-5:38

Situation:

Marcello does not want to do the exercise, the teacher finds a deal with him and she decides to improve his social skills by pairing him with a child that needs more help.
Once finished the exercise the children can do other personal activities.

Questions for you:

a/ Have you ever been faced with such a situation? If yes, can you shortly describe the situation and explain how you solved it?
b/ What do you think about the solution proposed by the teacher in the animation?
c/ What might be the risks connected with use of the strategies proposed by the teacher?



Timing: 5:39-6:25

Situation:

While Marcello is reading his book, one of the girls gets curious and he explains her new topics.

Questions for you:

- a/ Would such a solution work in your own class environment? If not, why? What would be the particular steps you would take?
- b/ What benefits may this strategy bring?
- c/ When else would be useful to apply this strategy?

Animation 8: State management

Title of animation:	State management
Target group:	Primary school
Methodological background:	Cooperative learning Activity draws upon cooperative learning. Pupils have to work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can take advantage from one another's resources and skills.
Objective of animation	Mutual mental enrichment. Pupils learn to discuss and decide about the best possible solution for the whole working group. Pupils learn to prioritize and respect their views.
Short summary of animation:	The class is very unevenly distributed, there are pupils with ADHD, ADD, pupils with special educational needs, pupils with Asperger syndrome and high IQ and an exceptionally gifted pupil.

INITIAL SITUATION

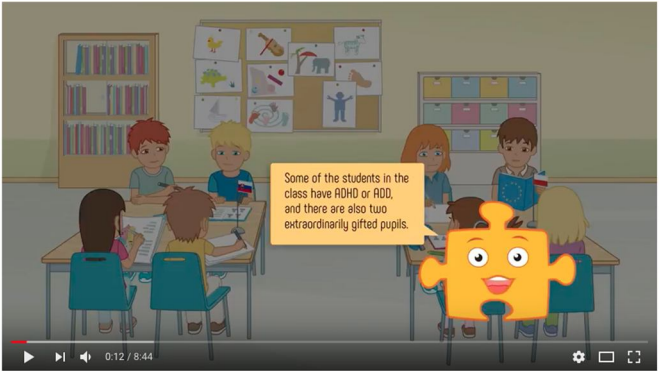
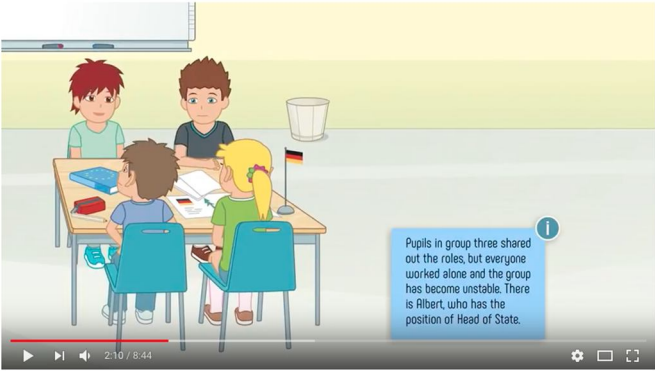
1. First, look at the animation and focus on the class composition. There is a mix of different pupils with diverse needs.
2. Have you ever tried a similar project at school? What is your experience with project-based learning?



SOLUTION PROPOSED IN THE ANIMATION

The teacher knows Albert well so he proposed following strategies that worked well:

- The teacher knows weaknesses of Albert that concern social and emotional aspects. The teacher realizes that the class is very demanding as a team, and relationships in the class are not always friendly.
- The teacher solves the problem by involving all pupils in resolving of the situation.

QUESTIONS FOR YOU

Scenes	Situations and questions	Your answers and comments
 <p>Timing: 0:00-0:50</p>	<p>Situation: We are familiar with the class and the project. The teacher instructs the pupils to choose the roles themselves and perform tasks accordingly.</p> <p>Questions for you: a/ Have you ever used project-based method in your teaching? b/ What are the benefits of this method? c/ What steps do you undertake to prepare a project day for you class? d/ What might be the risks of project-based methods?</p>	
 <p>Timing: 0:51-2:20</p>	<p>Situation: Pupils work in groups and share roles in groups. While working in a group, Albert's individual approach to tasks begins to manifest.</p> <p>Questions for you: a/ What criteria would you use to divide pupils into groups? b/ To what extent would you interfere with what is happening in the group?</p>	

 <p>Timing: 2:20-3:25</p>	<p>Situation: The teacher assigns a new task, the role in the group may or may not change, depending on how the pupils in the group agree.</p> <p>Questions for you: Do you have any idea what to do to facilitate the work of the pupils in the group?</p>	
 <p>Timing: 3:25-3:56</p>	<p>Situation: Pupils individually communicate to their teacher their impressions of working in a group. The group where is Albert is organizationally disintegrated and the pupils have the biggest problems here to agree.</p> <p>Questions for you: How would you, as a teacher, intervene in such a situation in the group?</p>	



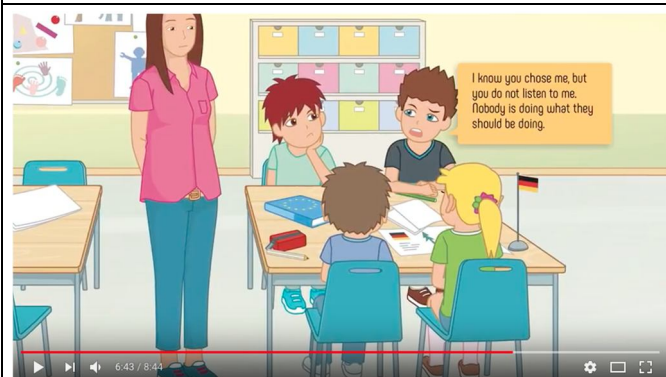
Timing: 3:57-6:51

Situation:

Pupils approach the next part of the project. They present their countries and their relationship to their own country. In the next step, pupils search for information about their country from different sources. The group where is Albert does not progress. Albert lost respect of other group mates and failed to cooperate with the group.

Questions for you:

- a/ How would you proceed in this case?
- b/ What would you suggest to deal with this situation?



Timing: 6:51-8:44

Situation:

The teacher discusses with the whole group why they are working so poorly. The teacher realizes the importance of working with the whole class and taking into account opinions of all pupils.

Questions for you:

- a/ Do you think that the presented solution was beneficial for resolving conflicts among the classmates?
- b/ Can you suggest any other specific strategies to prevent conflicts in the classroom?



“This project has been funded with support from the European Commission in the scope of Erasmus + Programme conducted by TR, European Union Ministry, Centre for EU Education and Youth Programmes (The Turkish National Agency, <http://www.ua.gov.tr>). This publication reflects the views only of the author, and the Turkish National Agency or European Commission cannot be held responsible for any use, which may be made of the information contained therein.”