



coord.: ADINA CĂRĂDAN și MARIA DORINA TOCUȚ



# *Having Fun in Learning- Gamification*

*Experience Exchange*

*Guide of Good Practices*



EDITURA DIDACTICA MILITANS  
CASA CORPULUI DIDACTIC ORADEA  
2024



„Having Fun in Learning- Gamification”, ID number 2022-1-EE01-  
KA210-SCH-000081117



coord.:

ADINA CĂRĂDAN

MARIA DORINA TOCUȚ

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EDITURA DIDACTICA MILITANS

CASA CORPULUI DIDACTIC ORADEA, 2024

ISBN: 978-606-986-053-3

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Each author is responsible for the content of the submitted work.

The e-book has been written under the Erasmus framework as a final product of the Erasmus KA210 "Having Fun in Learning- Gamification".

## **Erasmus Ka210 "Having Fun in Learning- Gamification"**

**Teacher Sirelin Koval**

**Tartu Herbert Masingu Kool, coordinator of the project**

As our extensive and engaging gamified journey concludes, we reflect upon the invaluable support and cooperation received from our esteemed partners in The Netherlands, Romania, and Hungary. The collaborative efforts with these partners have not only been accommodating but also immensely enriching, contributing to an overall exceptional experience.

The widespread adoption of gamification tools in both our professional and personal spheres has been notable, marking a significant upward trend. Our collective venture within the educational sector has been particularly enlightening, revealing diverse approaches to a common theme among our schools. This diversity underscored the inclusiveness within our collaborative network, demonstrating the various ways in which educational goals can be achieved.

Throughout our collaborative efforts, participating teachers consistently demonstrated creativity and innovation. By pooling our intellectual resources, we have curated a comprehensive collection of lesson plans that showcase the diversity of thought and methodologies. This compilation serves as a practical and valuable resource for educators across various fields.

Our hope is that these lesson plans, previously employed successfully in our own classrooms, prove to be equally beneficial for educators beyond our collaborative network. May this collection inspire and assist teachers worldwide in delivering engaging and effective lessons to their students.



**MOZGÁSJAVÍTÓ**  
EGYMI



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## Holidays at

### Centrul Școlar de Educație Incluzivă "Orizont" Oradea

### -mobility within the "Having Fun in Learning- Gamification" KA210 Erasmus project

Teacher Căărădan Adina  
Centrul Școlar de Educație Incluzivă „Orizont” Oradea

Centrul Școlar de Educație Incluzivă „Orizont” Oradea celebrated, together with its partners within the Erasmus+ project KA210 "Having Fun In Learning - Gamification", identification number 2022-1-EE01-KA210-SCH-000081117, week 10- 14 October 2023 - ErasmusDays#, by carrying out mobility in Oradea.

The partners, special schools from Estonia, Hungary and the Netherlands: Mozsásjavító Óvoda, Általános Iskola, Gimnázium, Kollégium, Egységes Gyógypedagógiai Módszertani Intézmény, Hungary, Global Education Center Amsterdam, Netherlands, Tartu Herbert Masingu Kool, Estonia (coordinator), pupils and teachers alike, participated in the mobility activities in Oradea together with students and teachers of our school.

On the first day of the mobility, all guests were welcomed with bread and salt. The welcome speech was delivered by the coordinator of the host school, teacher Căărădan Adina, Mr. Inspector Negruțiu Florin, Headmaster Mrs. Sipos Lăcrimioara and Mrs. Deputy Director Marușca Angela. Students of C.Ș.E.I. „Orizont" Oradea prepared a short artistic program, a collage of poems and songs in English. After the presentation of the school institutions enrolled in the project with PowerPoint and Kahoot materials, the guests were invited to visit our school institution, offices and classrooms. All participants made products in the five workshops on Art Therapy afterwards. This was followed by a sightseeing tour of the city by the City Bus.

On the second day of the mobility, the mobility participants entered the classrooms, carrying out activities together with the teachers and students of C.Ș.E.I. „Orizont" Oradea. Ph D Kevin Storm, professor at Global Education Center,

Netherlands held the course "Gamification in Special Education" for students and



„Having Fun in Learning- Gamification”, ID number 2022-1-EE01-KA210-SCH-000081117



Erasmus+

teachers participating in mobility. The students took turns using VR glasses to complete the drawings on the tablet. The beauty of Oradea Fortress and its surroundings was admired by the participants in the afternoon of this day.

On the third day of mobility, all participants monitored gamification activities held by the teachers of C.Ş.E.I. "Orizont" Oradea. The participants in the mobility used the programs: Cospaces.io, Just a Line (AR drawing), Procreate (digital drawing app on ipad), Chatgpt. On a warm and sunny October afternoon, guests appreciated the beautiful resorts of Felix and 1 Mai and a countryside domain.

On the fourth day, the participants visited the castle in Ciucea and spent good quality time at Turda Salt Mine.

Day five was intertwined with activities of students, accompanied by their teachers, who spent several hours at Aquapark Nymphaea. Activities to be followed within the project were discussed by the coordinators.

All project objectives: openness to European multiculturalism, integration of both students and teachers in transnational groups, development of cognitive, cultural, social experience, promoting teachers' openness to using gamification method in the classroom, establishing exchanges of international best practices, are fully fulfilled through sustained activities.

School activities, visiting together tourist points of international interest: Felix Resort and Turda Salt Mine, working in transnational teams, supporting students in activities they enjoy on gamification, building relationships, exchanging good practices, developing skills, are elements that bring a huge gain in the personal development of each within this Erasmus project.













## International Competition "Having Fun in Learning - Gamification"

Teacher Căărădan Adina

Centrul Școlar de Educație Incluzivă „Orizont” Oradea

One of the activities carried out during the Erasmus KA210 project "Having Fun in Learning- Gamification" was the International Competition of posters held on the 15<sup>th</sup> of November 2023 at the "Horizon" School Center of Inclusive Education Oradea by the project team.

Posters made of recyclable materials on the topic of gamification were the subject of the exhibition within the International Competition in the framework of the Erasmus KA 210 project "Having Fun in Learning- Gamification", project identification number 2022-1-EE01-KA210-SCH-000081117.

A number of 104 works coordinated by teachers in Romania, Croatia, Turkey, Estonia, Poland, Hungary were judged and the First Prize, Second Prize, Third Prize, Mention and Participation Diplomas were awarded.

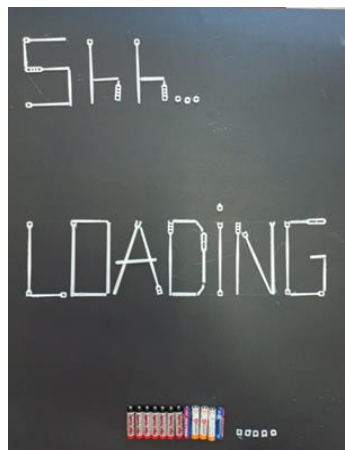
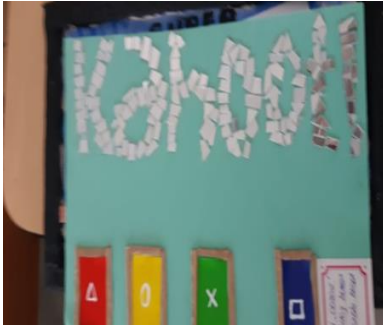
Some of the works are exhibited in the Erasmus Corner in the "Horizon" School Center of Inclusive Education Oradea and on the Gamification Facebook group.

Photos of some of the works:











## **Erasmus Mobility Report**

**English teachers: Judit Gyulavári, Andrea Barcsiné Zámbori**  
**Mozgásjavító Óvoda, Általános Iskola, Gimnázium, Kollégium,**  
**Egységes Gyógypedagógiai Módszertani Intézmény, Hungary**

**It was a great pleasure for us to participate in the Erasmus Mobility + Project.**

**The training course is called "Having Fun in Learning: Gamification" and has had several international stops, including firstly our institution, Mozsásjavító EGYMI in Budapest, then Amsterdam and Tartu in Estonia in spring and Oradea, Romania in autumn.**

**We were able to learn a lot of new things, some of which we would like to highlight. In the Netherlands, we had the opportunity to learn about Lesson Up, Nearpod, CoSpaces and Soundtrap.**

**Later, my colleagues and we tried out several of these. We already integrated Lesson Up into our lesson plans during the course in Amsterdam. This interface is similar to Powerpoint, where you can insert slides one after the other, and also include pictures, diagrams, youtube videos. You can use different layouts. The disadvantage is that it requires a subscription. The CoSpaces app is a great way to spice up your lessons. It's an AR - VR (Augmentive and Virtual reality) where children can experience and even create a virtual space themselves. For example, for a history lesson, they can design a specific historical site. So, for example, students can take part in a Roman battle themselves. In this way, they will remember the period, the customs of the people, the style of building, the way people of that time dressed. We have included CoSpaces in several of our lesson plans and tried it out. For example, we used it to teach the seasons in English. We have also used the Lessonup app to teach Zero Conditional in English class, and to teach the different sentence types in grammar class and reading comprehension in reading class.**

In Tartu, Estonia, we also had the opportunity to participate in a theory session for teachers about children who live with Autism Spectrum Disorder or have been traumatised in their family. Then we had the opportunity to attend classes where children with autism spectrum disorder go. It was a significant experience for us as we have an increasing number of students with ASD in our institute, too. We also had the opportunity to attend an AAC class where a special device called TobiiDynavox helps and develops the speech understanding and speech production of non-speaking children. It was very interesting to observe the work of the speech therapist there.

In Oradea, our students were also able to learn how to use VR wisely and in a useful way. And we, teachers, learned how to use ChatGPT well and were taught how to use the AI to create certain cultural, school programmes and events.

Apart from the splendid experiences, the development and strengthening of international contacts, we have gained a lot of useful and applicable knowledge during the project.

## Gamification

Teacher Kevin Storm, Amsterdam

kevin.storm1980@gmail.com

The word itself has not existed very long.

Its existence alone confirms the essence of it. Something new happened along the way that we did not yet have a word for.

This is what we do as humans. We continuously progress towards new endeavours and new exciting adventures.

Sometimes we discover things along the way that we have never seen before. When we deem them important enough, we name them.

Like pets we can classify a newly discovered bird species with a single Latin description, but once we get personally attached to it, we wish to name it for ourselves, our dog Snoopy, my bird Polly.

If we apply this principle to education, we are touching at the very core of gamification.

The word gamification covers most of the basics; to introduce elements of fun, rewards, challenges and competition into our learning skills.

But our classrooms, each individual student, they are all so vastly different that we cannot cover our tactics with a single word.

Which is why we can apply the basic principles, but we can never reach a “fit-for-all” theory.

That is our job as teachers. Or better yet, our duty.

Each child is a blank canvas in many aspects. We as teachers have the paint and the brushes and in far too many cases we paint that canvas and let it dry forever into something that resembles knowledge, but more often than not does not mean a deeper understanding of the matter.

Regurgitating French words has never led to an Englishman becoming a French poet. It is the love for that language, the joy in learning that inspired the creativity and the skill level needed to make it one's own. We must hand the brushes over to the children

and be prepared to wash the paint off the floor, off the table and walls and forgive them for it because they are learning. The faults we consider faults inspired Pollock to break the rules. Let the children make mistakes and trust that learning happens in peripheral view, never in plain sight. Dare to leave the canvas blank for longer than you'd like, and understand that doing nothing, reaching no new goals, is the same process as the painter staring at a blank canvas for hours before creating the masterpiece. Believe in time needed and in the child's abilities to learn at its own pace.

Gamification means we need to inspire, to create enough incentives for the students to want to finish the next level.

No computer game is a satisfying experience unless it makes us feel something. The fastest levels of Tetris create stress and panic but sheer excitement when completed. There will always be gamers, who want to push further and reach new levels, but the principle remains the same; we want to feel the excitement and pride in having reached that new level just to be able to prove we did it.

It is our job as teachers to create experiences that make the students feel something. At every new benchmark a new reward, at every new level a sense of pride. It is our job to tailor these to the individual needs of our children. Game design takes years upon years, even for a game that players can finish in less than twenty hours. But the experience of living that story, that stays with you forever. Ask anyone about their favourite game they ever played and they will be able to describe why and what made it so special. Let it be our challenge to let the future answer to this question be some game WE created in the classroom.

And along the sideline, that game was how the child learned English, or math, or geography.

Believe in the power of fun and for all that is true, let go sometimes.

It's ok to crash your Mario Kart sometimes.



**Educational Training on Gamification within the Erasmus Ka210 "Having Fun in Learning- Gamification" in Amsterdam  
19th to 24th of March, 2023**

**Teachers: Șipoș Lăcrimioara, Ficuț Adriana, Lezeu Crina  
Centrul Școlar de Educație Incluzivă „Orizont” Oradea**

**Mobility objectives:**

- **Acquiring professional skills by experimenting with creating lessons through gamification;**
- **Creating interactive educational materials with game content in accordance with students' needs;**
- **Gaining experience in different educational approaches that can be used in special education;**
- **Development of professional skills according to the needs of the XXI century;**
- **Improving language skills, self-confidence and motivation.**

**The selected participants to represent Centrul Școlar de Educație Incluzivă „Orizont” Oradea were three teachers: Șipoș Lăcrimioara, Ficuț Adriana, Lezeu Crina.**

**The first day. The meeting took place at the Educational Global Center where we interacted with the partner project teams, respectively, the partners from Hungary – Budapest, the Netherlands – Amsterdam, Estonia – Tartu, respectively Romania – Oradea, each team presenting its educational unit and activities performed in the school. We were introduced to the Dutch education system, teambuilding activities, as well as exploration and design activities based on examples of good practice.**

**The next day we were invited on a thematic trip to get to know the beauties of Amsterdam, its history and traditions. On this day we substantially improved our language skills, because we were together all the teams participating in the mobility, we interacted, we socialized, which also contributed to increasing group cohesion, in addition to developing language and vocabulary in English.**

**On the third day we were presented the new learning and game creation platforms that contributed to the development of the ability to apply the gamification method in the classroom using theoretical approaches and practical activities, taking into account the particularities of students.**

On the fourth day we became familiar with the use of free online software, freely accessible to students and teachers. We were also introduced to some basic notions of rhythmic programs, games, designing our own 3D worlds and projecting ideas into our own reality. The collaborative tasks in groups were presented to everyone. An attempt was made to design activities for children with special educational needs, and in the end, each team got a feedback from the trainer.

The fifth day continued with group cohesion exercises as well as sharing similar educational experiences. In the end, we were awarded certificates of participation in mobility.

We came back richer in knowledge and better prepared to use gamification and digital platforms (Roblox, Chat GPT, etc.), in the activity we carry out in classes or individually, with students with SEN.



## Lesson Plan

<b>Date:</b> 20.11.2023	<b>Grade level:</b> preschool students, mainstream kindergarten
<b>Teacher:</b> Albu Nicoleta, Grădinița cu Program Prelungit „Degetica” Cihei, Bihor, Romania	<b>Subject:</b> Speech Therapy <b>Theme:</b> „Blossomed Margaret”- reconnaissance and practice game

### Competences:

- exercise the ability to recognize and classify objects from the environment

### Materials:

Computer, video projector

### Sources:

[https://timlogo.ro/games/C\\_MOD\\_P\\_MARGARETA/index.php](https://timlogo.ro/games/C_MOD_P_MARGARETA/index.php)

### Procedure:

The child will recognize the objects that appear on the screen in a panel, and will fit them into a certain category. On this occasion, the teacher may encourage the child to pronounce those words.

The words that appear in the game are of two types, respectively of the two categories chosen by the player or the teacher at the beginning of the game. The child must recognize the word in the picture or from the text, decide which category it belongs to and then place the card to the left or right, depending on the category of that word. For each word correctly solved, the daisy receives a petal. Only if all the words are sorted correctly, the daisy acquires all the petals. For an even more efficient use, we recommend to the LogoPEDIA facilitator to encourage the child to pronounce the word before placing it in a category.

The game has two levels:

- Beginner- in the panel there is a picture displayed. The difficulty of pronouncing words is lower
- Advanced- only the written word is displayed in the panel writing and the image appears when the panel is fixed in the chosen category.

### Time:

20 minute

**Evaluation:** At the end of the game, children who correctly solve tasks will be congratulated by having an emoticon.



## Lesson Plan

<b>Date:</b> November, 2023	<b>Grade level:</b> the 8 <sup>th</sup> grade, mass stream school
<b>Teacher:</b> Ardelean Liliana, Colegiul Național „Mihai Eminescu” Oradea, Inspectoratul Școlar Județean Bihor, Romania	<b>Subject:</b> English <b>Theme:</b> Training Camp

### Competences:

- Introducing the action/highlights in a video;
- Ensuring intercultural approach to elements of culture and civilization.

<b>Materials:</b> Laptop, videoprojector, tablets	<b>Sources:</b> <a href="https://www.canva.com/design/DAFEXCh1CtQ/8zky6y8u4q5545TUD5kF3g/edit?utm_content=DAFEXCh1CtQ&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAFEXCh1CtQ/8zky6y8u4q5545TUD5kF3g/edit?utm_content=DAFEXCh1CtQ&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a> <a href="https://youtu.be/954XVKSg4gM">https://youtu.be/954XVKSg4gM</a> <a href="https://www.youtube.com/watch?v=vGfJeW_CcFY&amp;ab_channel=DisneyJuniorUK">https://www.youtube.com/watch?v=vGfJeW_CcFY&amp;ab_channel=DisneyJuniorUK</a> <a href="https://youtu.be/q4S2kAJ1JA8">https://youtu.be/q4S2kAJ1JA8</a>
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<p><b>Description:</b> The proposed resource was created on the Canva platform, is presented in the form of 13 slides that, from a methodological point of view, include hearing and viewing exercises, filling in missing text, solving a crossword, answering questions, brainstorming aimed at deepening vocabulary by describing activities or situations identified in audio-video materials.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. starting from the title, the teacher presents the CONTEXT in which the material fits through a summary of the first part of the story (3 min)</li> <li>2. vocabulary activation - the teacher introduces the students to the following vocabulary fixing exercise by filling in blanks in the text of a song they will be listening to. (2min) <ol style="list-style-type: none"> <li>1.A. FIRST AUDITION - students receive worksheets - printed - which they will fill in, in pairs, with the words they remember from the audio text. Students are given 3 minutes for a quick reading of the text. ( 10 minutes) <a href="https://youtu.be/954XVKSg4gM">https://youtu.be/954XVKSg4gM</a></li> </ol> </li> <li>3. The teacher proposes to the students to solve a task consisting of completing a crossword puzzle - containing keywords necessary for solving subsequent tasks (10 minutes)</li> <li>4. The students narrate the action in the video orally, using given words/phrases (5 minutes)</li> <li>5. Lead out: Karaoke (5 minutes)</li> </ol>	<b>Time:</b> 45 min
<b>Evaluation:</b> formative evaluation	5 min



## Lesson Plan

<b>Date:</b> 06.11.2023	<b>Grade level:</b> the 7th grade, special school
<b>Teacher:</b> Árkosi Iuliana, Centrul Școlar de Educație Incluzivă „Bonitas” Oradea, Romania	<b>Subject:</b> Musical education <b>Theme:</b> Revise using the Ulwillla Model

### Competences:

- recapitulation and systematization of musical knowledge (melody, rhythm, text) related to the repertoire proposed for this purpose
- correct and effective use of Ulwillla's educational and musicotherapeutic model of colored Score

### Materials:

- wheel of fortune obtained gamification method
- colored scores
- xylophone equipped according to the Ulwillla music therapy/education model
- guitar
- other small percussion instruments

### Sources:

<https://hu.piliapp.com/random/wheel/>

The colored scores are my own achievements.



### Procedure:

Conversation, explanation, exercise, observation, interpretation, learning by discovery, learning by intuition, colored score, playing, singing in variations, musical play

### Time :

40 minutes

### Evaluation:

- verbally, by appraisals
- grades, ratings

5 minutes

## Lesson Plan

<b>Date:</b> November 2023	<b>Grade level:</b> the 8th grade, special school
<b>Teacher:</b> Araiman Rodica, Laslou Georgeta, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Socioemotional Abilities <b>Theme:</b> My emotions

### Competences:

By the end of this 45-minute less on, students with special educational needs will be able to:

- Identify and express basic emotions (happy, sad, angry, scared) through facial expressions, gestures, and body language
- Associate emotions with specific situations or events
- Understand that emotions are a normal part of human experience and can be expressed in a variety of ways
- Practice coping mechanisms for managing strong emotions

<b>Materials:</b> Laptop Pictures or photographs depicting different emotions Emotion cards Sensory items (sand, water, Play-Doh, etc.)	<b>Sources:</b> LessonUp <a href="#">My emotions</a> YouTube videos: <a href="#">Cânteculemotiveilor</a> Wordwall: <a href="#">Emotions</a> <a href="#">Memory</a> <a href="https://www.lessonup.com/en/lesson/Q6PzR4TYp5sezb5Bh?utm_source=app&amp;utm_campaign=shared-lesson-app&amp;utm_content=1702822197372&amp;utm_medium=shared-link">https://www.lessonup.com/en/lesson/Q6PzR4TYp5sezb5Bh?utm_source=app&amp;utm_campaign=shared-lesson-app&amp;utm_content=1702822197372&amp;utm_medium=shared-link</a> <a href="https://www.youtube.com/watch?v=lQZX1IIAnLw">https://www.youtube.com/watch?v=lQZX1IIAnLw</a> <a href="https://wordwall.net/resource/65599620">https://wordwall.net/resource/65599620</a>
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<p><b>Procedure:</b></p> <p>Warm greeting the students and reviewing any relevant prior knowledge about emotions.</p> <p>I explain that today, they will learn of emotions.</p> <p>Exploring Emotions</p> <p><a href="#">YouTube Video</a>: Play a short YouTube video about emotion. After the video, we will discuss how the children in the video felt. We will ask questions like: "How did the children in the video feel?"</p> <p><a href="#">Lessonup: My emotions</a>: Present representative images for the four emotions. Ask students to identify the emotions and provide simple explanations for each.</p> <p>Use the emotion cards to engage students in a game of matching emotions to corresponding facial expressions.</p> <p>Emotion Expression</p> <p>Facial expressions: Demonstrate facial expressions for each emotion (happy, sad, angry, scared). Ask students to imitate the expressions.</p> <p>Role-playing: Have students act out scenarios that involve different emotions. Encourage them to use facial expressions, gestures, and body language to convey their emotions.</p> <p>Emotional Regulation</p> <p>Sensory activities: Provide sensory items (sand, water, Play-Doh, etc.) to help students calm down and regulate their emotions..</p> <p>Interactive game: wordwall <a href="#">EmotionMemoryMatch</a>-Play an interactive game that encourages students to identify and express emotions in a fun and engaging way.</p>	<p><b>Time</b></p> <p>5 min</p> <p>15 min</p> <p>10 min</p> <p>10 min</p>
<p><b>Evaluation:</b></p> <p>Summative assessment: At the end of the lesson, students will take a <a href="#">quiz to test their knowledge of emotions</a></p>	<p>5 min</p>

## Lesson Plan

<b>Date:</b> 19 th of May, 2023	<b>Grade level:</b> the 6th grade, special School
<b>Teacher:</b> Andrea Zambori Barcsine, Mozgásjavító Óvoda, Általános Iskola, Gimnázium, Kollégium, Egységes Gyógypedagógiai Módszertani Intézmény, Hungary	<b>Subject:</b> English <b>Theme:</b> Seasons and Months of the Year

**Objectives:** To revise and teach seasons and months of the year

<b>Materials:</b> Young Stars 4 Student' book (MM Publication)	<b>Sources:</b> <ul style="list-style-type: none"> <li>- Interactive sources of Young Stars 4</li> <li>- Lesson-up</li> </ul> <a href="https://www.lessonup.com/app/lesson/4rmubM7qjYepK2nN9/YHi5aQFBSAKdxu">https://www.lessonup.com/app/lesson/4rmubM7qjYepK2nN9/YHi5aQFBSAKdxu</a>
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<b>Procedure:</b>	<b>Time:</b>
1. <b>Warm up:</b> T: „What’s the weather like today?” S: „It’s sunny, cold etc.”	5 min
2. <b>Lesson-up:</b> revising the four seasons, introducing months of the year. T: „Turn on your tablets” Go to <a href="http://www.lessonup.com">www.lessonup.com</a> page and look at the screen. <i>They should solve the quiz and we check the answers: with the help of the slides LessonUP</i>	20 min
<ul style="list-style-type: none"> <li>- seasons</li> <li>- which are the months of winter/summer/spring/autumn</li> <li>- month of their birthday</li> </ul>	
3. <b>New vocabulary:</b> Open your student’s book on page 57/1 exc. T: ”Look at exercise 1, listen and repeat the words.”	2 min
4. <b>New vocabulary:</b> write the new words in your dictionary (snowman, leaves)	3 min
5. <b>Reading:</b> page 57/2 ex. <i>Seasons around the world:</i> ”Listen and read. Then write the seasons in the boxes.”	5 min
6. <b>Reading comprehension:</b> Page 57/3 exc. T: ”Look and match the names with the months.”	3 min
<b>Evaluation:</b> ”How did you like the lesson? Which part was your favourite?”	2 min



## Lesson Plan

<b>Date:</b> 19 May 2023	<b>Grade level:</b> the 6th grade, special school
<b>Teacher:</b> Andrea Zambori Barcsine, Mozgásjavító Óvoda, Általános Iskola, Gimnázium, Kollégium, Egységes Gyógypedagógiai Módszertani Intézmény, Hungary	<b>Subject:</b> English <b>Theme:</b> Seasons

**Objectives:** revision of the months, seasons, ordinals; to improve spelling and sentence making skills

<b>Materials:</b> Young Stars 4 workbook (Publications) Module 5 – Cross-curricular	<b>Sources:</b> - CoSpaces - <i>Seasons</i> <a href="https://edu.cospaces.io/MXU-GJU">https://edu.cospaces.io/MXU-GJU</a> - Interactivesources of Young Stars 4 - Wordwall.net <a href="https://wordwall.net/resource/363117/maths/months-of-the-year">https://wordwall.net/resource/363117/maths/months-of-the-year</a> <a href="https://wordwall.net/resource/25215772/english/months-of-the-year">https://wordwall.net/resource/25215772/english/months-of-the-year</a>
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<b>Procedure:</b>	<b>Time:</b>
<b>1. Warm up:</b> using Co spaces to warm up the knowledge (seasons) acquire the previous lesson in an interactive way. - T: „Look at the 3D cube on the screen ( <i>or in AR view: Look at 3D cube on the floor</i> ).” “What season is it?” ( <i>Students can see a winter landscape.</i> ) - S: “It’s winter.” - T: “OK, let’s see if you’re right.” (Teacher/ Students tip(s) the cube over – and the word “winter” can be seen. - T: “Yes, you are right.” “Good job.”	8 min
<b>2. Practice:</b> revising the seasons, practising spelling of the words. - T: “Open your workbook on page 23. Look at ex.1. Match the words (seasons) with the pictures and write them to the gaps.”	5 min
<b>3. Reading comprehension:</b> - T: “Read the text about the boy Luc, who is from France.” - T: “Write the name of his favourite season in the gap.” ( <i>Autumn</i> )	3 min
<b>4. Writing:</b> to make grammatically correct sentences using words - T: “read the words and write sentences.”	5 min
	4 min
	8 min

(eg.: trees/The/are/big – The trees are big)

5. **Revision:** revision of the months with the help of wordwall.net.

<https://wordwall.net/resource/363117/maths/months-of-the-year>

- T: „Use your tablet/phone. Put the months in order. (e.g.: 1st – January, 2nd – February etc.)”

6. **Pairwork – revision of months and ordinals.**

- T: ”Work in pairs. Ask and answer. Which is the sixth month of the year? – It’s June.”

(Students can check their answers with the help of their tablets)

7. **Revision of vocabulary (spelling of the months)** with the help of Wordwall.net: <https://wordwall.net/resource/25215772/english/months-of-the-year>

T: „Use your tablet/phone. The letters are jumbled, put them in order to get the name of a month.”

**Evaluation:** „Did you like the lesson? Which was your favourite part?”

2 min

## Lesson Plan

<b>Date:</b> 23.11.2023	<b>Grade level:</b> secondary level, special school
<b>Teacher:</b> Bele Mihaela Cristina, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Communication <b>Theme:</b> What is the Weather Like?

### Competences:

**General skills:** speaking, listening, game in wordwall

### Operational objectives:

Oc1- to engage and activate all students to interact and communicate

Oc2– to practice the days of the week and the months of the year

Oc3 – to create interest on the topic, talking about weather and seasons

Oc4- play the weather game, in wordwall

<b>Materials:</b> m1–images, flashcards m2 - whiteboard " m3– handouts m 4 -interactive activities Methods.and procedure: conversation ,explanation, dialogue	<b>Sources:</b> <a href="https://wordwall.net/es/community/cum-e-vremea">https://wordwall.net/es/community/cum-e-vremea</a> <a href="https://wordwall.net/es/resource/8076463/cum-este-vremea-afar%C4%83">https://wordwall.net/es/resource/8076463/cum-este-vremea-afar%C4%83</a> <a href="https://wordwall.net/es/resource/8583047/cum-este-vremea">https://wordwall.net/es/resource/8583047/cum-este-vremea</a>
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<b>Procedure:</b> 1.Organizational moment, warming up activity A relaxed atmosphere is created by dialogue with the students about weather. I ask students to describe today's weather. Then have them look around the room and discuss how their class clothing reflects the weather. 2.Capturing attention and announcing the theme: In today's lesson we talked about the weather and now we will watch the ppt presentation that I prepared for you. Pupil pay attention to the ppt presentation 3. activity: I show pictures representing different seasons and ask them to name the seasons: spring, summer, autumn, winter and after that we will discuss the seasons and the specific weather of each season, we discuss the natural phenomena specific to each season - sun, rain, thunder and lightning, snow. 4. Consolidation of knowledge: With the help of wordwall we implement and consolidate all this knowledge and the children are delighted with the application <a href="https://wordwall.net/es/community/cum-e-vremea">https://wordwall.net/es/community/cum-e-vremea</a> <a href="https://wordwall.net/es/resource/8076463/cum-este-vremea-afar%C4%83">https://wordwall.net/es/resource/8076463/cum-este-vremea-afar%C4%83</a> <a href="https://wordwall.net/es/resource/8583047/cum-este-vremea">https://wordwall.net/es/resource/8583047/cum-este-vremea</a>	<b>Time:</b> 40 min.
<b>Evaluation:</b> each child receives an individual sheet and tokens - which must be suitable to the cognitive level	5 min

## Lesson Plan

<b>Date:</b> 23.11.2023	<b>Grade level:</b> secondary level, special school
<b>Teacher:</b> Birău Florica Daniela, Centrul Școlar de Educație Incluzivă Nr. 1 Oradea, Romania	<b>Subject:</b> "The Lion and the Mouse"

### Competences:

Training and development of the ability to communicate through oral language

### Materials:

Mp4 – Video

### Sources:

<https://app.screencast.com/Y2vxvuhLizpVP>

### Procedure

A favorable climate for the activity is established. The necessary materials are being prepared. Attention capture is done by watching a story "The Lion and the Mouse" - The moral of the story is "Be good and you will make good friends."



friends."

After the end of the story there are some activities to do.

- The little ones have to make their friends from the jungle, the lion and the mouse, following the described steps.
- Adults to write their own composition about the best friend

The subject of the lesson is announced: The Lion and the Mouse. The objectives are communicated in terms accessible to the students in order to motivate and raise their awareness in the learning effort.

I will present the model board to the students and explain the work technique.

Intuition of the materials necessary for the realization of the work:

Students are informed that the board with the final product is only indicative. Students will work in pairs. Each pair has the necessary materials on the work table: colored paper, colored cardboard, scissors, glue, leaves, card board sheet templates for assembling the work.

After the observations, I will discuss with the students about the materials used to make the work and the way of working.

I will explain and demonstrate the stages of the work:

The students will repeat the tasks and complete the work proposed.

During the work I will closely supervise the students, intervening where appropriate; I will help and guide clumsy students.

### Time:

40 min

<p>A musical background is provided: "Azorel and Miaunel" Completed work will be displayed on a board.</p>	
<p><b>Evaluation:</b> Students are asked to rate the papers according to the following Criteria: - respecting the work technique; - correctness of cutting; - arranging the elements; - the accuracy of the work; - degree of completion. Assessments are made regarding how students have participated in the lesson. Qualifications are awarded. Students are instructed to collect their materials in order and clean their workplace.</p>	5 min

## Lesson Plan

<b>Date:</b> 21.02.2022	<b>Grade level:</b> 2 <sup>nd</sup> grade, mass stream school
<b>Teacher:</b> Biicu Alina, Colegiul Național „Onisifor Ghibu” Oradea, Romania	<b>Subject:</b> Science <b>Theme:</b> The Solar System

### Competences:

By the end of this 45-minute lesson, students will be able to identify the planets in the Earth's solar system. Students will be able to determine the position of the planets from the sun and present a few informations about them.

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Visual aids (flashcards, pictures on a whiteboard)</li> <li>A laptop, projector, tablets</li> <li>Printed handouts with exercises</li> </ul>	<p><b>Sources:</b></p> <p><a href="https://www.youtube.com/watch?v=XIBlVNtzymU">https://www.youtube.com/watch?v=XIBlVNtzymU</a>  <a href="https://www.twinkl.ro/ar-3d/resource/the-solar-system-augmented-reality-ar-3d-quick-look-model-t-ar-1659593974#">https://www.twinkl.ro/ar-3d/resource/the-solar-system-augmented-reality-ar-3d-quick-look-model-t-ar-1659593974#</a>  <a href="https://www.twinkl.ro/go/resource/tg2-a-01-movement-of-the-planets-in-our-solar-system-animation">https://www.twinkl.ro/go/resource/tg2-a-01-movement-of-the-planets-in-our-solar-system-animation</a>  <a href="https://create.kahoot.it/share/sistemul-solar-clasa-a-doua/01b6b830-7a64-4f9c-b643-386a111e3bc1">https://create.kahoot.it/share/sistemul-solar-clasa-a-doua/01b6b830-7a64-4f9c-b643-386a111e3bc1</a></p>
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Procedure:	Time:
<p>Introduction:</p> <ul style="list-style-type: none"> <li>Greeting the students</li> <li>Warm-up questions: "What did you do yesterday?" or "Can you tell me anything you did last weekend?"</li> <li>Tell students that they will be learning about the planets today.</li> </ul> <p>Ask students if they can name the planets.</p> <p>List the names of the planets on the board and see on the screen.</p>	5 minutes
<p>Explicit Instruction/Teacher modeling:</p> <p>Ask students if they know where each planet is located in relation to the Earth.</p> <p>Explain to students that there is a trick to remembering the planets in relation to the sun.</p> <p>Explain to students that they can easily remember the planets' relation to the sun if they memorize the sentence, <i>My Very Energetic Mother Just Served Us Nachos</i>.</p> <p>Explain that the first letter of each word in that acronym represents the name of a planet in relation to the sun.</p> <p>Watch the youtube video and sources from Twinkl.ro on the screen.</p>	15 minutes
<p>Guided practice:</p> <p>Ask your students to complete the worksheet Our Solar System with a partner</p> <p>Remind them to use the acronym to help them complete the worksheet.</p> <p>Go over the worksheet as a class.</p> <p>Give each student the Planet Crossword Puzzle worksheet.</p> <p>Complete the crossword as a class by asking students to guess which planet is represented by each picture.</p> <p>Tell students a fact or two about each planet as you have them fill out the crossword. For example, Saturn has rings, Pluto used to be considered a full planet, and Jupiter has a famous red spot.</p>	15 minutes
<p><b>Evaluation:</b></p> <p><i>Summative assessment:</i> At the end of the lesson, students will take a Kahoot game to test their knowledge about the Solar System.</p> <p><i>Teacher-student interaction:</i> Monitor students' responses, providing corrective feedback and support as needed.</p>	10 min

## Lesson Plan

<b>Date:</b> November the15th, 2023	<b>Grade level:</b> the 3rd grade, mass stream school
<b>Teacher:</b> Brînzac Ana, The "Nufărul" Primary School Rontău, Bihor, Romania	<b>Subject:</b> Science <b>Theme:</b> Pollution and environmental protection

### Competences:

- 1.1 Identifying some characteristics of living and non-living bodies;
- 3.2 Observing the consequences of one's own behavior on the surrounding environment;

<b>Materials:</b> video projector, laptop, educational software, badges;	<b>Sources:</b> Sanda Fătu, Felicia Stroe, Constantin Stroe - Didactics of the discipline of "Natural sciences", Publishing house Corint, 2007;  Mihaela Garabet, Olguța Șchiopu, Paula Copăcel, third grade textbook Natural Sciences, Litera Publishing house, Bucharest, 2021 <a href="https://www.youtube.com/watch?https://forms.gle/PkSpxRdYZMk6kRhn6">https://www.youtube.com/watch?</a> <a href="https://forms.gle/PkSpxRdYZMk6kRhn6">https://forms.gle/PkSpxRdYZMk6kRhn6</a>
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<b>Procedure:</b>  Pupils are shown a short YouTube video that explains pollution and the effects of pollution The further on discussion goes on the material the pupils have watched. The pupils debate on the theme of pollution. They will each draw on an A4 sheet a picture accompanied by a message for those who do not protect the environment. At the end, all the pupils receive feedback and environmentalist badges.	<b>Time</b>  10 minute 15 minute 10 minute 5 minute
<b>Evaluation:</b>  The evaluation is done through a test created by me. Google Forms. <a href="https://forms.gle/PkSpxRdYZMk6kRhn6">https://forms.gle/PkSpxRdYZMk6kRhn6</a>	5 minute

## Lesson Plan

<b>Date:</b> 23.11.2023	<b>Grade level:</b> Secondary Level, special school
<b>Teacher:</b> Bot Elena Daniela, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Cognitive Stimulation <b>Theme:</b> The Emotions- Calendar

### Competences:

Understanding of the behaviour and emotions related to it

### Materials:

- Cards with pictures of emotions
- Pictures;
- laptop;

### Sources: Learning Apps.or

<https://learningapps.org/view14392877>

### Procedure:

- Conversation- with the help of the therapeutical story: "My Changing Emotions"
- Explication- recognition of the presented emotions
- Exercise- each student will extract a card with an emotion and will try to explain the emotion
- Role play- each student will have to choose a pleasant memory
- Cognitive stimulation

### Time

40 minute

### Evaluation: Worksheet

5 minute

## Lesson Plan

<b>Date:</b> November, 2023	<b>Grade level:</b> the 4 <sup>th</sup> grade, mass stream school
<b>Teacher:</b> Bunta Simona, Școala Gimnazială „Nicolae Bălcescu” Oradea, Romania	<b>Subject:</b> Romanian <b>Theme:</b> The Invitation

### Competences:

Recognising and correcting spelling and spelling errors punctuation in text writing;  
Writing short functional texts on paper, or digital.

<b>Materials:</b> envelopes, model invitation, calculator, blackboardsmart, differentiated worksheets, checklist, manual	<b>Sources:</b> <a href="https://educatieinteractiva.md/adevaratfals/5861">https://educatieinteractiva.md/adevaratfals/5861</a> <a href="https://educatieinteractiva.md/completeazatabel/9048">https://educatieinteractiva.md/completeazatabel/9048</a> <a href="https://educatieinteractiva.md/text-lacunar/11161">https://educatieinteractiva.md/text-lacunar/11161</a> <a href="https://educatieinteractiva.md/potrivesteperechi/11308">https://educatieinteractiva.md/potrivesteperechi/11308</a>
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<p><b>Procedure:</b></p> <p>The teacher presents pictures of a postman's bag and letters.</p> <p>The teacher presents the elements of an invitation: header, name of the person to whom the invitation is addressed, title, invitation formula, event for which the invitation is made, place, date and time, purpose of the meeting, closing formula, signature of the person making the invitation.</p> <p>The pupils complete the game <a href="https://educatieinteractiva.md/adevaratfals/5861">https://educatieinteractiva.md/adevaratfals/5861</a></p> <p>Then, the pupils filling out a table in which they will associate with the addressee the forms of address, beginning and ending. <a href="https://educatieinteractiva.md/completeazatabel/9048">https://educatieinteractiva.md/completeazatabel/9048</a></p> <p>Interactive game: The invitation. Missing text <a href="https://educatieinteractiva.md/text-lacunar/11161">https://educatieinteractiva.md/text-lacunar/11161</a> <a href="https://educatieinteractiva.md/potrivesteperechi/11308">https://educatieinteractiva.md/potrivesteperechi/11308</a></p> <p><b>Evaluation:</b></p> <p>Observation of student behavior, product analysis activity, oral evaluation, self-correction using a check list</p>	<p><b>Time</b></p> <p>45 min</p>
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## Lesson Plan

<b>Date:</b> 23.11.2023	<b>Grade level:</b> Primary Classes, special school
<b>Teacher:</b> Calamar Daniela, Centrul Școlar de Educație Incluzivă Nr. 1 Oradea, Romania	<b>Subject:</b> QUIZ – "What do you know about autumn?"

**General Competence:** Expressing oral messages in various communication contexts.

**Operational objectives:**

O1. Read the ads correctly.

O2. To answer the statements about autumn correctly.

O3. To observe the changes in the environment during autumn

<b>Materials:</b> Mp4 – Video Quiz – "What do you know about autumn?"	<b>Sources:</b> <a href="https://app.screencast.com/LtITEGRsqfq96?tab=Details&amp;conversation=wOnPT5A3jSsvJegxfgVsvG">https://app.screencast.com/LtITEGRsqfq96?tab=Details&amp;conversation=wOnPT5A3jSsvJegxfgVsvG</a>
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<b>Procedure:</b> At the end of the learning unit - Autumn, we use the quiz game "What do you know about autumn?" for assessment and evaluation. Students pay attention to the teacher's explanations on how to use the toy. Together, we will do a test after which each student, using the tablet, will read the statement and give the answer, selecting the correct option for all 7 questions.	<b>Time:</b> 35 min
<b>Evaluation:</b> Quiz game "What do you know about autumn?" it is an evaluation method. FB is considered the correct answer to all 7 questions or 6 out of 7 statements.	10 min



## Lesson Plan

<b>Date:</b> November, 2023	<b>Grade level:</b> secondary classes Severe and/or associated intellectual disabilities Students
<b>Teacher:</b> Liliana Canalaş, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Exploring the environment <b>Theme:</b> Communication- Spring

### Competences:

**General Competence:** Developing the capacities to observe, explore and understand the surrounding world

Specific skills: Description of the characteristics of the social and cultural environment

### Operational objectives:

O1 – list some characteristics specific to the spring season

O2 – to recognize the months of spring

O3 – to answer the questions on the presented slides

O4 – to solve the questionnaire made with the help of the LessonUp platform

O5 – to listen to the song about spring

O5 – to participate with pleasure and interest in the lesson

### Materials:

M1 – youtube images of spring

M2 – PowerPoint presentation

M3 – digital material created on the LessonUp platform

### Sources:

[https://www.lessonup.com/en/lesson/qt9NnLK6S7wR3gsHw?utm\\_source=app&utm\\_campaign=shared-lesson-app&utm\\_content=1651296388902&utm\\_medium=shared-link](https://www.lessonup.com/en/lesson/qt9NnLK6S7wR3gsHw?utm_source=app&utm_campaign=shared-lesson-app&utm_content=1651296388902&utm_medium=shared-link)  
<https://www.youtube.com/watch?v=1BpE-WrWFgw>

<p><b>Procedure:</b></p> <p><b>1.Organizational moment:</b> Optimum conditions are ensured for the smooth progress of the lesson. There are general discussions about how we are today.</p> <p><b>2.Capturing attention and announcing the theme:</b> I ask the students what season they are in. I offer them a viewing of a PowerPoint material about the spring season. Together with the students, I carry on discussions on the side of the watched material, about the characteristics of the spring season.</p> <p><b>3. Carrying out the activity:</b> I ask the students what the spring months are. Students list the months of spring with the help of the teacher. I show the students pictures of different activities that people do in the spring. Students will solve a worksheet in which they will associate pictures related to work in the garden – spring and the word that names the work done. We will listen to a YouTube song about spring, and then I will ask students what the song is talking about. Students take turns answering the questions.</p> <p><b>4. Consolidation of knowledge</b> Also using a wordwall resource, students will drag and drop each key word next to its definition. <a href="https://wordwall.net/ro/resource/1197349/primavara">https://wordwall.net/ro/resource/1197349/primavara</a> <a href="https://wordwall.net/ro/resource/1197349/primavara">https://wordwall.net/ro/resource/1197349/primavara</a></p>	<p><b>Time</b></p> <p>40 min</p>
<p><b>Evaluation:</b> Students will have to solve a questionnaire made in WordWall, source wordwall.net. <a href="https://wordwall.net/ro/resource/918952/prim%C4%83vara">https://wordwall.net/ro/resource/918952/prim%C4%83vara</a></p>	<p>5 min</p>

## Lesson Plan

<b>Date:</b> 20.11.2023	<b>Grade level:</b> 10 <sup>th</sup> grade (students with severe mental disability)
<b>Teacher:</b> Căbău Ioana, Liceul Tehnologic Special Nr.1 Oradea, Romania	<b>Subject:</b> Reading, writing, communication <b>Theme:</b> We learn to read

### Competences:

General skills:

Receiving messages in writing and/or through alternative and augmentative methods of communication in a variety of communication situations.

Specific skills:

Reading words and simple/expanded sentences, including using alternative and augmentative methods of communication;

Operational skills:

- To listen carefully to the proposed song;
- to name the images presented in the game;
- read the words presented in the game;
- to associate the word label with the corresponding picture;
- to exemplify other bisyllabic words in the environment;
- to solve the worksheet independently;

### Materials:

Curriculum for the subject COMMUNICATION AND LANGUAGE SKILLS, Special Education, Grades 10, Severe, Severe or Associated Intellectual Disabilities;

Resources available online wordwall, youtube;

### Sources:

1. Song/  
<https://www.youtube.com/watch?v=zZUINxq5t4Q>
- 2.Game/Bisyllabic Songs:  
<https://wordwall.net/ro/resource/52533842/cuvinte-bisilabice>
- 3.Worksheet

<p><b>Procedure:</b></p> <p>Organisational moment: the teacher has a short conversation about how the activity will be carried out, what materials they need and what they are going to do;</p> <p>II. Attention-grabbing: this will be done with a song (presenting the school environment);</p> <p>III. Announcement of the topic and objectives: the topic of the lesson and some objectives will be presented to the pupils in their own words;</p> <p>IV. Guiding the learning: the smart board will access the game on the wordwall platform and the pupils will name (voluntarily) the images that are displayed at the bottom. They will then take turns reading a word displayed in a bisyllabic manner, which they will associate with the corresponding picture;</p> <p>Depending on the time available, the game can be replayed as often as desired;</p> <p>Afterwards, each pupil will name at least one bisyllabic object from the social context and compose a sentence based on the chosen word;</p>	<p><b>Time:</b> 40 minutes</p>
<p><b>Evaluation:</b></p> <p>Students will receive a worksheet, which they will solve independently;</p> <p>-In item 1/ they will colour in a schoolboy, name the word "schoolboy" and break it into syllables.</p> <p>-In item 2 they will read the sentence: "I am a schoolboy" and transcribe it.</p> <p>-In item 3 they will write the sentence they have previously composed individually (verbally).</p> <p>Each pupil will receive a reward (personalised name tag with their first name on it);</p>	<p>5 minutes</p>

## Lesson Plan

<b>Date:</b> 23.11.2023	<b>Grade level:</b> Primary Classes, special school
<b>Teacher:</b> Cardoso Alina, Centrul Școlar de Educație Incluzivă Nr. 1 Oradea, Romania	<b>Subject:</b> "Autumn Features"

### Competence:

Training and development of the ability to communicate through oral language

### Materials:

Mp4 - Video

### Sources:

<https://app.screencast.com/xOb1dfvjZ1xqD?tab=Details&conversation=RcFkQSvW4odKZm5ITv6yCK>

<p><b>Procedure:</b> material created in CANVA</p> <p>"Autumn Features" is an activity to revise knowledge about the autumn season. Students will answer questions about the autumn season using the images from the created resource.</p> <p>What is autumn?  What are the signs of the coming of autumn?  What is the weather like in autumn?  What do people do in autumn?  What do wild animals do in autumn?</p> <p>The lesson can be simplified or complicated depending on the individual characteristics of each student.</p> <p>The lesson aims to develop students' vocabulary related to the autumn season.</p> <p>At the end of the activity, the students have an activity sheet, which can be found in the material. This activity sheet is designed according to the level of each child. Some students will answer questions in writing, others will divide the words into syllables: autumn, animals, people and will say where the sound "A" is to be found in these words, another group will draw aspects of the autumn season.</p> <p>At the end of the activity, students will be verbally assessed on how they engaged in the activity.</p>	<p>Time : 40 min</p>
<b>Evaluation:</b> Worksheet	5 min



## Lesson Plan

<b>Date:</b> November, 2023	<b>Grade level:</b> secondary level, special school
<b>Teacher:</b> Cărdan Adina Mioara, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> English <b>Theme:</b> Seasons

### Competences:

- Receiving simple oral messages in everyday communication situations
- Speaking orally in everyday communication situations
- Receiving text messages in everyday communication situations
- Writing messages in usual communication situations (minimal)

<b>Materials:</b>	<b>Sources:</b> <a href="https://www.lessonup.com/en/lesson/LFQo7TyHwv5PAn3G6?utm_source=app&amp;utm_campaign=shared-lesson-app&amp;utm_content=1648631854049&amp;utm_medium=shared-link">https://www.lessonup.com/en/lesson/LFQo7TyHwv5PAn3G6?utm_source=app&amp;utm_campaign=shared-lesson-app&amp;utm_content=1648631854049&amp;utm_medium=shared-link</a> <a href="http://wordwall.net/resource/28470881/seasons">wordwall.net/resource/28470881/seasons</a>
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### Procedure:

The lesson starts with a warming up activity, all the materials are prepared for the lesson, short discussion on weather

The attention grabbing activity uses a crossword puzzle, students find the name of the lesson: "Seasons".

The teacher shows pictures of seasons and students make up sentences with the weather and seasons. The teacher presents the four seasons in terms of weather, temperature, activities to do.

Then the lessonup activity created for this lesson helps students learn more and easier

[https://www.lessonup.com/en/lesson/LFQo7TyHwv5PAn3G6?utm\\_source=app&utm\\_campaign=shared-lesson-app&utm\\_content=1648631854049&utm\\_medium=shared-link](https://www.lessonup.com/en/lesson/LFQo7TyHwv5PAn3G6?utm_source=app&utm_campaign=shared-lesson-app&utm_content=1648631854049&utm_medium=shared-link)

The digital material contains 13 slides with interactive quizzes, text slides and video. The song is taken from English singing.

The assessment of the material conveyed in the lesson is made through the wordwall digital material [wordwall.net/resource/28470881/seasons](http://wordwall.net/resource/28470881/seasons) created for the students by the teacher. The templates of the game are interactives: True or false, group sort, anagram, gameshow quiz- a multiple choice with time pressure, lifelines and a bonus round, hangman.

### Evaluation:

The teacher shows a picture to each student, students try to make up a correct sentence in order to describe the picture better.

Time  
40 min

5min

## Lesson Plan

<b>Date:</b> 16.11.2023	<b>Grade level:</b> preschool pupils, mass stream kindergarten
<b>Teacher:</b> Cioara Florica Mihaela, Grădinița cu Program Prelungit „Degețica” Kindergarten Cihei, Bihor, Romania	<b>Subject:</b> Personal development <b>Theme:</b> "Mysterious treasures"-game

### Competences:

-formation of association among word, image and meaning.

### Materials:

Computer, video projector

### Sources:

<https://game-game.ro/233920/>

### Procedure:

The game consists of a matrix of playing cards that appear on the reverse. The player must return a book, to see and recognize and then to memorize it. The goal is to find pairs of cards that when they're found they'll stay back with the girl.

In this way the concept of a book is seen in two submodalities, text and image. The child must make the connection between the two by association with the generic, more abstract concept. Through this operation, the player is forced to form abstract classes in the mental model.

By encouraging the child to pronounce the word when the teacher shows the image, the game becomes a pronunciation exercise one.

### Time:

20 minutes

### Evaluation:

At the end of the game the child will be congratulated by being offered an emoticon.



## Lesson Plan

<b>Date:</b> 24.11.2023	<b>Grade level:</b> 5 <sup>th</sup> grade, students with mild and moderate mental disabilities
<b>Teacher:</b> Cruceru Loredana-Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Cognitive Stimulation <b>Theme:</b> Farm animals. Wild animals

<b>Materials:</b> <ul style="list-style-type: none"> <li>- Cards with farm and wild animals;</li> <li>- worksheets;</li> <li>- laptop, videoprojector;</li> </ul>	<b>Source:</b> <a href="https://create.kahoot.it/share/animale-domestic/fc08188a-f7c1-4d5e-baef-d3a156564681">https://create.kahoot.it/share/animale-domestic/fc08188a-f7c1-4d5e-baef-d3a156564681</a>
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<b>Procedure:</b>  Cognitive stimulation by asking the students questions regarding the photos they are shown;  Explication and description of where the animals live and what they feed on.  Conversations and role play to understand the place the animals live, what they feed on, what they are like.	<b>Time:</b>  40 min
<b>Evaluation:</b>  Worksheet with questions, multiple choice answers, open answers, exercises of match and find the odd man out.	5 min.

## Lesson Plan

<b>Date:</b> 7.11.2023	<b>Grade level:</b> secondary school, special school
<b>Teacher:</b> Dume Camelia Emanuela, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Communication and Speech Ability <b>Theme:</b> Autumn Colors- Art Class

### Competences:

General skills:

Making useful and/or esthetic products through the independent application of work techniques specific to occupational therapy.

Operational objectives:

Oc1- to specify some characteristics of autumn

Oc2 – to name autumn flowers

Oc3– list autumn colors

Oc4 – play the autumn game, in wordwall

### Materials:

A flower, a leaf pattern work coloured with the sponge  
A model work "Autumn painting", sponges, watercolors,  
colored pencils, felt tip pens, brushes,  
Glue, scissors, Autumn interactive activities cards

### Sources:

<https://wordwall.net/ro/resource/60201275/logopedie/toamna>

<https://wordwall.net/ro/resource/58130129/vocabular/toamna>

Procedure:	Time
<p><b>1.Organizational moment:</b></p> <p>A relaxed, pleasant atmosphere is created for the activity that will take place.</p> <p><b>2.Capturing attention and announcing the theme:</b></p> <p>The Autumn Fairy brought colors of all shades and put them in everything that surrounds us and assures us that she, helped by the sun and magic, will help us color everything we set out to do in today's lesson.</p> <p>In today's lesson we will use autumn colors in our works: we will color leaves and flowers, we will make a colorful autumn painting.</p> <p><b>3. Carrying out the activity:</b></p> <p>To begin with, the Autumn fairy will ask us to color the white dots of the Leaves and flowers with the right color. For thi, we need these sponges, watercolors and some water.</p> <p>I announce the students that they will complete the work by going through the following work stages: choosing the right color for the drawing; dipping the sponge in the color and filling the white spaces with the right color.</p> <p>Presentation of the model paper.</p> <p>I will ask students to recognize and name the materials they have available.</p> <p>We put the sponge in the right color and fill the white spaces so that we get a correctly colored leaf or flower.</p> <p>Before starting the work, the students are asked (repeated with them) to list the work steps using the model work.</p> <p>They will then be asked to perform some hand muscle warm-up exercises. (it rains, it rains, it rains, the raindrops fall; we shelter in the house; then the sun comes out; we lie down; we applaud)</p> <p>Students work independently, but are constantly monitored, guided and helped if needed.</p> <p>The Autumn Fairy has seen that we are skilled and gives us to make a whole autumn painting. We will glue all the elements (cut colored leaves) and paint with the brush the other elements that make up the autumn landscape (trees, clouds, birds, etc.).This is the painting, these are the elements that we will need to glue. You can pair up and decide who is painting and who is gluing.</p> <p>The students work, but are constantly monitored, guided and helped if needed</p> <p>Students will work in pairs, helping each other.</p> <p><b>4. Consolidation of knowledge:</b></p> <p>Children, together with the teacher, use games about the characteristics of the sea on the wordwall platform, to consolidate their knowledge of autumn:</p> <p>Autumn interactive activities:</p> <p><a href="https://wordwall.net/ro/resource/60201275/logopedie/toamna">https://wordwall.net/ro/resource/60201275/logopedie/toamna</a></p> <p><a href="https://wordwall.net/ro/resource/58130129/vocabular/toamna">https://wordwall.net/ro/resource/58130129/vocabular/toamna</a></p>	<p>40 min.</p>
<p><b>Evaluation:</b> The works will be analyzed, following the stage of completion, the way of working (compliance with the work stages) and the general appearance of the works. There will be an exhibition of all the students' work.</p>	<p>5 min.</p>



## Lesson Plan

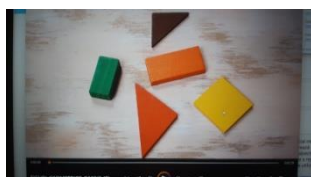
<b>Date:</b> November, 2023	<b>Grade level:</b> preschool pupils, mass stream kindergarten
<b>Teacher:</b> Elena Maria Erdeli, Grădinița cu Program Prelungit Nr. 34 Oradea, Inspectoratul Școlar Județean Bihor, Romania	<b>Subject:</b> Speech Therapy <b>Theme:</b> Geometrical Figures

**Competences:** assimilate of knowledge referring to geometric figures, making correlations between the shape of objects in the environment and the geometrical figures, observation of different geometric figures (in terms of names, shape, associations), matching geometric figures of the same kind and building different objects using geometric figures;

**Objectives:** Identification of flat geometric shapes (square, triangle, rectangle, circle, oval, rhombus) in objects manipulated by pupils.

### Materials:

Laptop, video projector



### Sources:

<https://library.livresq.com/details/64f0d36bc17341000961b1cb>

[https://www.canva.com/design/DAFZuRvu2CY/o5eeuhVPlks0ER5luheJog/edit?utm\\_content=DAFZuRvu2CY&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFZuRvu2CY/o5eeuhVPlks0ER5luheJog/edit?utm_content=DAFZuRvu2CY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

[https://www.canva.com/design/DAFZtXnHEzg/dhUQQ7mhmMHDfYs8ks\\_TLA/edit?utm\\_content=DAFZtXnHEzg&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFZtXnHEzg/dhUQQ7mhmMHDfYs8ks_TLA/edit?utm_content=DAFZtXnHEzg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

### Description:

The activity involves accessing links, each link containing a video material. In the first material, students are tasked to identify geometric figures and to associate them with objects from the environment and create a given model from geometric figures. The second link involves students repeating the geometric figure presented by the teacher, identifying the indicated geometric figure, arranging the geometric figures according to a given pattern (tree, house, train) and carpet. The third material asks the students to identify the geometrical figures and to match the figures of the same kind.

### Procedure:

### Time

25 min

Warming Up Activity, preparation for the activity.

The students are shown a video and are involved in an interactive activity with the use of canva and Livresq digital materials created by the teacher on the students' cognitive level.

Pupils have different work tasks during the activity:

- Identify the geometrical figures;
- Match the geometrical figures;
- Match each circle/ triangle/ rectangle/ oval with a similar given shape;
- Decorate the carpet according to the given pattern;
- Build a Christmas tree with geometrical figures;
- Watch the two videos and solve the given tasks!

**Assessment:** Solve the worksheet by joining the identical geometric figures with a pencil;

**Evaluation:** individual appreciations and praise

5 min

## Lesson Plan

<b>Date:</b> November, 2023	<b>Grade level:</b> 1 <sup>st</sup> grade, special school
<b>Teacher:</b> Ficuț Adriana Elena, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Visual Arts and Practical Abilities <b>Theme:</b> The universe

### Competences:

Exploring artistic messages expressed in visual language in a variety of familiar contexts;  
Making functional and/or aesthetic creations using various elementary materials and techniques;

Identifying the details of a simple visual message, expressed through a variety of artistic forms;

Showing curiosity towards exploring simple, visually expressed artistic messages;

Making objects/ constructions/ using materials easy to be processed and affordable techniques.

### Materials:

video projector, sheet  
metal,laptop, small, glue  
material, cardboard sheets,  
star perforator, model board

**Sources:**[https://ro.pinterest.com/pin/422212533833191221/feedback/?invite\\_code=c8754be20a604ff487fffa8f9ee5ad74&sender\\_id=422212671224452940](https://ro.pinterest.com/pin/422212533833191221/feedback/?invite_code=c8754be20a604ff487fffa8f9ee5ad74&sender_id=422212671224452940)

**Procedure:**

Updating the Previous Knowledge (2 min)  
 Intuition of the model (1 min)- The students are presented the model chart (rocket) that will be attached to the board  
 Demonstration (5 min)- The stages of work and way in which they have to work with the materials are explained materials received.  
 During the presentation  
[https://ro.pinterest.com/pin/422212533833191221/feedback/?invite\\_code=c8754be20a604ff487ffa8f9ee5ad74&sender\\_id=422212671224452940](https://ro.pinterest.com/pin/422212533833191221/feedback/?invite_code=c8754be20a604ff487ffa8f9ee5ad74&sender_id=422212671224452940)  
 Warming Hand Muscles (5 min)- Exercises for warming up the muscles of the hand  
 Execution of independent works (22 min)- Achieving works individually.  
 I systematically notice the stages of students work;

**Time**

35 min

**Evaluation:**

Assessment of the Works (3 min )End of the lesson (2 min)

5 min

## Lesson Plan

<b>Date:</b> November, 2023	<b>Grade level:</b> 1 <sup>st</sup> grade, mass stream school
<b>Teacher:</b> Ficuț Antonia Alexia, Școala Gimnazială „Oltea Doamna”, Oradea, Romania	<b>Subject:</b> Personal Development <b>Theme:</b> School Routines

**Competences:**

Manifestation of interest in self-knowledge and positive attitude towards oneself and others;  
 Application of positive interaction skills with children and known adults, adequate expression of emotions;  
 Identification of communication rules in school activity;  
 Identification of new routines and specific aspects of school activities;  
 Application of simple techniques that support learning and school success;

**Materials:**

videoprojector,  
blackboard, laptop

**Sources:**

<https://wordwall.net/ro/resource/12973464>;  
[https://www.isjiasi.ro/documente/RED/special/GHID%20CLASA%20OPREGATITOARE\\_99%20%20%20ACTIVITATI.pdf](https://www.isjiasi.ro/documente/RED/special/GHID%20CLASA%20OPREGATITOARE_99%20%20%20ACTIVITATI.pdf)

**Procedure:**

Warming up activity- the students prepare for the lesson;  
 Psychologic preparation made with a riddle;  
 Announcement the theme of the lesson and the objectives  
 Acquiring New Knowledge: "Game: Mr. Manners says that..."  
 The rule is for participants to execute "Mr. Manners" instructions when suggesting polite behavior and remain motionless when the behavior is inappropriate.

Activity: Choose the appropriate greetings

Activity: "What is it wrong?". Students tell the inappropriate behaviour in the story read by the teacher

Setting Knowledge: Game taken from Wordwall platform

<https://wordwall.net/ro/resource/12973464>;

[https://www.isjiasi.ro/documente/RED/special/GHID%20CLASA%20PREGATITOARE\\_99%20%20%20ACTIVITATI.pdf](https://www.isjiasi.ro/documente/RED/special/GHID%20CLASA%20PREGATITOARE_99%20%20%20ACTIVITATI.pdf), game that presents desirable/undesirable behaviors.

Children pick up one of two indicators (red/green) which they rise according to the presented behavior (good or bad).

**Time**  
35 min

**Evaluation:** "Game: The Magic Microphone": The microphone passes from hand to hand. The student who gets the microphone respect  
 Next steps: • Say hello • Introduce yourself • Tell why a child is Polite.  
 End of the lesson: "Game: The Magic Microphone". The microphone passes from hand to hand. The student who gets the microphone respect. Next steps: • Say hello • Introduce yourself • Tell why a child is polite.

15 min

## Lesson Plan

<b>Date:</b> 10.11.2023	<b>Grade level:</b> preschool pupils, special school
<b>Teacher:</b> Silvia Ficuț, Centrul Școlar de Educație Incluzivă Nr.1 Oradea, Romania	<b>Subject:</b> Sensory stimulation <b>Theme:</b> The story of colors

**Objectives:** Recognition, naming and discovering colors of objects, food and geometric shapes.

<b>Materials:</b> Laptop <b>Methods:</b> conversation, practical application	<b>Sources:</b> <ul style="list-style-type: none"> <li>Film Mp4, made in <a href="https://www.youtube.com/watch?v=jERZKz_OZow">canva</a>.  <a href="https://www.youtube.com/watch?v=jERZKz_OZow">https://www.youtube.com/watch?v=jERZKz_OZow</a>  <a href="https://drive.google.com/file/d/1Ra8NLJk-uRYmgQo48nlAlxOywjKs2jT4/view?usp=sharing">https://drive.google.com/file/d/1Ra8NLJk-uRYmgQo48nlAlxOywjKs2jT4/view?usp=sharing</a></li> </ul>
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### Procedure:

It will start with an attention-grabbing activity - the "Enchanted Box" from which the children will extract an object and be invited to say its color!

The children will be introduced to the theme of the lesson: "The story of colors" - and a few words about what they will do during it.

I ask the students if they know the story of colors and I invite them to watch this story together.

<https://drive.google.com/file/d/1Ra8NLJk-uRYmgQo48nlAlxOywjKs2jT4/view?usp=sharing>



The running of the film will be stopped at each color and the students will be invited to name what they see on the screen highlighting the color, geometric shape, fruits, vegetables etc.

Students learn from this story in an age-appropriate manner how rainbows form. At the end, other questions will be asked about the viewed content.

The final challenge is both to make pairs according to the criteria of shape and color and to count the stars colored with the same color and to choose the number corresponding to the number of stars.

The song „Colors” [https://www.youtube.com/watch?v=jERZKz\\_OZow](https://www.youtube.com/watch?v=jERZKz_OZow)

### Evaluation:

Children are asked to get involved in the game "Sort by color!" - Montessori cards.

**Time:**  
40 min

5 min



## Lesson Plan

<b>Date:</b> November 2023	<b>Grade level:</b> the 9th grade, special school
<b>Teacher:</b> Judit Gyulavari, Mozgásjavító Óvoda, Általános Iskola, Gimnázium, Kollégium, Egységes Gyógypedagógiai Módszertani Intézmény, Hungary	<b>Subject:</b> English <b>Theme:</b> Zero Conditional

### Objectives:

- strengthen describing objects/devices
- zero conditional

### Materials:

Laptop, videoprojector

### Sources:

Solutions 3rd edition Pre-Intermediate Tim Falla – Paul A Davies Unit 9. Gadgets

### Procedure:

Greeting, meeting, starting the lesson  
 Checking homework. Students describe their objects – we choose which one is the most interesting/surprising/useful/best described.  
 What will you do if you finish this school? – refreshing first conditional (answered in one sentence around and other questions, depending on their willingness to find out examples)  
 And if we heat water to 100 °C ? – elicit the answer that it always happens, doesn't depend on the conditions  
 Collect more situations that can be similar.  
 Clarify form and usage.  
[https://www.lessonup.com/en/lesson/R8Lhbgm8AASnum8FX?utm\\_source=app&utm\\_campaign=shared-lesson-app&utm\\_content=1684244323331&utm\\_medium=shared-link](https://www.lessonup.com/en/lesson/R8Lhbgm8AASnum8FX?utm_source=app&utm_campaign=shared-lesson-app&utm_content=1684244323331&utm_medium=shared-link)  
 Practice [Zero conditional exercises \(agendaweb.org\)](https://www.agendaweb.org/)

### Time:

2 min

8 min

10 min

10 min

10 min

### Evaluation:

Homework: Draw 3 pictures that refer to a zero conditional statement so others can guess it. Practice [Zero conditional exercises \(agendaweb.org\)](https://www.agendaweb.org/)

5 min

## Lesson Plan

<b>Date:</b> November 2023	<b>Grade level:</b> the 9th grade, special school
<b>Teacher:</b> Judit Gyulavari , Mozgásjavító Óvoda, Általános Iskola, Gimnázium, Kollégium, Egységes Gyógypedagógiai Módszertani Intézmény, Hungary	<b>Subject:</b> English <b>Theme:</b> Describing Objects

### Objectives:

- Refresh vocabulary of materials, objects
- Learn how to describe objects/devices
- Communication

### Materials:

[https://quizlet.com/\\_da5v3z?x=1qqt&i=8j45x](https://quizlet.com/_da5v3z?x=1qqt&i=8j45x))  
[https://quizizz.com/admin/quiz/6435adc6b21713001d75376b?source=quiz\\_share](https://quizizz.com/admin/quiz/6435adc6b21713001d75376b?source=quiz_share)

### Sources:

Solutions 3rd edition Pre-Intermediate Tim Falla – Paul A Davies Unit 9. Gadgets

### Procedure:

Greeting, meeting, starting the lesson

Warmer:

- names of materials ([https://quizlet.com/\\_da5v3z?x=1qqt&i=8j45x](https://quizlet.com/_da5v3z?x=1qqt&i=8j45x))

Discussion:

- What do you use these materials for?
- Do you know any special ways that they are used?

Quiz

[https://quizizz.com/admin/quiz/6435adc6b21713001d75376b?source=quiz\\_share](https://quizizz.com/admin/quiz/6435adc6b21713001d75376b?source=quiz_share)

- Did you find anything interesting/new/surprising in the quiz?

Refreshing, clarifying description of objects/devices/gadgets

- Drawing a mind map, collecting vocabulary, clarifying the way they can be described
- ex. 5. p. 97.

Practice

Describing objects/devices (hidden and concealed in a bag, they have to find out)

### Evaluation:

Homework: Choose an interesting object and be ready to introduce it to your classmates. (even a piece of IoT)

### Time:

2 min

8 min

10 min

5 min

8 min

8 min

4 min

## Lesson Plan

<b>Date:</b> 06.11.2023	<b>Grade level:</b> Primary Classes, special school
<b>Teacher:</b> Haias Florica Maria, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Romanian Language and Literature <b>Theme:</b> "A journey to warm countries" by Adina Popescu

### Competences:

Initiating and maintaining interaction to solve individual or group problems

### Materials:

worksheets, envelopes with tasks, sheets, post-its, colored pencils, a cube, a textbook, video projector, laptop, open educational resources, Kahoot! platform.

### Sources:

**Kahoot platform**

<https://create.kahoot.it/share/o-calatorie-spre-tarile-calde-de-adina-popescu/72a65264-6e39-485f-afc0-dc4c0ce7ebd2>

<https://youtu.be/deOy2VwDO30>

**Procedure:** The text "A trip to warm countries" by Adina Popescu is a literary text and provides a lot of information about the migration of birds closely related to the change of seasons.

In order to achieve the specific competence above, we carried out a group activity applying the cube method and the individual quintet. At the end of the lesson, the students will perform the song "Voice of the birds" - Listen and guess the voice of the birds. The tools used to create this interactive game are: phone or tablet, platform <https://kahoot.com/>

To create this QUIZ – The House from the Pot-Popular Story, you need to create a login account on the <https://kahoot.com/>

platform that helps you quickly and easily create the perfect assessment resource. Choose a template of the activity you want to create, enter the content used to create the chosen activity/game and get a printable and interactive activity pack. The digital educational resource created by me resides on the platform <https://kahoot.com/> The game is based on 10 QUIZ-type questions in which the child has to choose the correct variant. The questions are built both with a voice message and as a text and with image support. For each question, the child has to choose the correct version of the question from the 4 existing ones. The image is suggestive of the correct variant. Played with 1 player | duration 5 min | age +8 years - unlimited lives. Speed is not scored, only accuracy. It is considered a mistake if the players choose the wrong option. Players are allowed multiple attempts.

The images used in this set of exercises are sourced from:

<https://www.google.com/>

esen with their favorite bird.

<https://create.kahoot.it/share/o-calatorie-spre-tarile-calde-de-adina-popescu/72a65264-6e39-485f-afc0-dc4c0ce7ebd2>

**Time:**

40 min.

**Evaluation:** This was achieved throughout the activity through verbal assessments. At the end of the class I integrated MM and AVAP. Students will listen to the negative of the song "Swallow" and make a drawing of their favorite bird.

Discussions will be held with the students about the departure of migratory birds and the fact that the swallow is a migratory bird that leaves our country in the fall and returns in the spring.

<https://youtu.be/deOy2VwDQ30>

5 min.

## Lesson Plan

<b>Date:</b> 12.12.2023	<b>Grade level:</b> 9 <sup>th</sup> grade, mass stream school
<b>Teacher:</b> Hodut Natalia, Liceul Greco-Catolic „Iuliu Maniu” Oradea, Romania	<b>Subject:</b> English <b>Theme:</b> „Going Shopping”

### Competences:

- 1.1. Identifying the general meaning of a message
- 1.2. Anticipating the content based on visual stimulus
- 2.4. Filling up the forms
- 3.1. Expressing ideas/ opinions and personal points of view, during a discussion
- 4.3 Synthesizing the content of a written text in the form of a diagram / notes

### Objectives:

By the end of this 50-minute lesson, students will be able to:

1. improve vocabulary with compound nouns related to shopping
2. compare traditional shopping with online shopping
3. discuss the advantages and disadvantages of each type
4. consolidate shopping vocabulary

<b>Materials:</b> -textbook - computer -video projector - printed handouts with exercises	<b>Sources:</b>  - YouTube video <a href="#">online vs.traditional shopping</a> - Quiz game <a href="#">Vocabulary practice</a>
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<b>Procedure:</b> Greeting the students Warm-up questions: "Do you like shopping?" „How often do you go shopping?“ Explain that today, they will learn different words/phrases related to shopping and discuss about the types of shopping they know.	Time     5 min
The teacher asks students to take their mobile phones for the next activity. They do a vocabulary online exercise, with words related to shopping they have encountered before. There are also some new vocabulary. They join a quiz on the platform <a href="https://quizizz.com">https://quizizz.com</a> , write the code of the quiz and start the <a href="#">online game Vocabulary practice</a>	10 min
<i>YouTube Video:</i> Play a short YouTube video that briefly presents online and traditional shopping <a href="#">online vs traditional shopping</a> After they watch the video, they discuss the main points.	10 min
The teacher asks students to give examples of things they like to buy online and things they buy from the stores and give reasons. Students make a list with advantages and disadvantages of online shopping versus traditional shopping. Group work. Each group presents their ideas.	10 min
Students get a handout with shopping vocabulary. They match the phrases with their definitions. Pair work activity. Teacher checks their work with the whole class.	10 min
Questions from the Quizzes game that got many incorrect answers are projected and reviewed.	5 min
<b>Evaluation:</b> -Summative assessment: At the end of the lesson, the questions from the Quizzes game that got many incorrect answers are projected and reviewed. -Teacher-student interaction: Monitor students' responses, providing corrective feedback and support as needed	

## Lesson Plan

<b>Date:</b> 14.11.2023	<b>Grade level:</b> preschool pupils, mass stream kindergarten
<b>Teacher:</b> Ilincău Paula-Lorena <b>Kindergarten,</b> Grădinița cu Program Prelungit „Degețica” Cihei, Bihor, Romania	<b>Subject:</b> Speech Therapy <b>Theme:</b> ”Flying balloons”

### Competences:

-correct use of plural and singular forms and correct use of agreement between subject and predicate.

<b>Materials:</b> Computer, video projector	<b>Sources:</b> Link game: „Baloane zburătoare”- <a href="https://www.jocuripitici.ro/joaca/97/baloane-zburatoare-.html">https://www.jocuripitici.ro/joaca/97/baloane-zburatoare-.html</a>
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<b>Procedure:</b>  The player is encouraged to choose the correct form: singular or plural that best represents an image.  On the screen, a clown collects balloons. The child is presented with two words (singular and plural) or two sentences, one correct and the other wrong.  It is necessary to read the words/propositions and their evaluation in terms of grammatical correctness. Whenever the player chooses the correct form, the clown gets a balloon.	<b>Time:</b>  20 min.
<b>Evaluation:</b>  In the end, if he chooses all the correct forms, the character will be happy and a congratulatory message of the player will appear.	5min

## Lesson Plan

<b>Date:</b> 16.11.2023	<b>Grade level:</b> the 9th grade, special school
<b>Teacher:</b> Jakob Koppel, Tartu Herbert Masingu Kool, Estonia	<b>Subject:</b> Physics <b>Theme:</b> Changing Parametres

### Objectives:

By the end of the lesson students will know:

- How heat transfers from one medium to another
- What are the three main heat transfer types
- How different mediums and subjects transfer heat energy
- How is this topic important and connected with everyday life

<b>Materials:</b> <ul style="list-style-type: none"> <li>• Textbook</li> <li>• Phones</li> <li>• Internet simulations</li> </ul>	<b>Sources:</b> <b>Simulations:</b> <a href="https://opik.fvysika.ee/index.php/book/view/70#/section/33881">https://opik.fvysika.ee/index.php/book/view/70#/section/33881</a>
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<b>Procedure:</b> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Introduction of the lesson and its connection to our everyday life</li> </ul>	<b>Time:</b> 8 min
<ul style="list-style-type: none"> <li>• Reading the textbook and discussing about real-life scenarios</li> </ul>	12 min
<ul style="list-style-type: none"> <li>• Let students open the simulations with QR code reader on their own phones</li> <li>• Letting them to play around with different mediums and changing parameters (temperature, density etc.)</li> <li>• Asking and answering students questions if they don't understand something</li> </ul>	15 min
<ul style="list-style-type: none"> <li>• Making a brief summary of the subject</li> <li>• Repeating the most important connections with everyday life</li> <li>• Asking if someone has questions</li> </ul>	10 min
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>• Students will know how heat energy transfers in different mediums and what are the main three heat energy transfer types</li> <li>• Students know how this topic is very connected with everyday life</li> </ul>	2 min

## Lesson Plan

<b>Date:</b> 16.11.2023	<b>Grade level:</b> the 8th grade, special school
<b>Teacher:</b> Jakob Koppel, Tartu Herbert Masingu Kool, Estonia	<b>Subject:</b> Physics <b>Theme:</b> Penumbra and umbra

### Objectives:

By the end of the lesson students will know:

- How shadows assemble
- What are penumbra and umbra
- Why and how can we see lunar and solar eclipse

### Materials:

- Textbook
- Youtube videos
- Floor lamp

### Sources:

#### Videos:

[https://www.youtube.com/watch?v=VW2xRR75IKE&t=3s&ab\\_channel=NationalGeographic](https://www.youtube.com/watch?v=VW2xRR75IKE&t=3s&ab_channel=NationalGeographic)  
[https://www.youtube.com/watch?v=cxrLRbkOwKs&t=2s&ab\\_channel=NationalGeographic](https://www.youtube.com/watch?v=cxrLRbkOwKs&t=2s&ab_channel=NationalGeographic)

<b>Procedure:</b>	<b>Time:</b>
<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Introduction of the lesson and its connection to our everyday life</li> </ul>	5 min
<ul style="list-style-type: none"> <li>• Reading the textbook and exploring the graphs</li> </ul>	10 min
<ul style="list-style-type: none"> <li>• Arranging furniture for a real-life experiment: putting the floor lamp on one side of the room and making way to move around the class. Also turning off the light</li> <li>• Turning on the floor lamp and arranging pupils so that they can see how shadows assemble</li> <li>• Explaining penumbra and umbra</li> </ul>	15 min
<ul style="list-style-type: none"> <li>• Showing (and explaining) videos of lunar and solar eclipse</li> </ul>	8 min
<ul style="list-style-type: none"> <li>• Making a brief summary of the subject;</li> <li>• Repeating the most important facts;</li> <li>• Asking if someone has questions</li> </ul>	7 min
<b>Evaluation:</b>	
<ul style="list-style-type: none"> <li>• Students will know how and why shadows assemble (both penumbra and umbra)</li> <li>• Students know how and why can we see lunar and solar eclipse</li> </ul>	

## Lesson Plan

<b>Date:</b> November, 2023	<b>Grade level:</b> the 4 <sup>th</sup> grade, special school
<b>Teacher:</b> Petra Kovács, Mozgásjavító Óvoda, Általános Iskola, Gimnázium, Kollégium, Egységes Gyógypedagógiai Módszertani Intézmény, Hungary	<b>Subject:</b> Reading <b>Theme:</b> István Fekete: Vuk (part 6)

**Competences:** develop the reading and the comprehension, the memory, the auditive attention, the written self-expression

<b>Materials:</b> Videoprojector, tablets	<b>Sources:</b> <a href="https://www.lessonup.com/en/lesson/9c83yEvyZRjMpdaoA?utm_source=app&amp;utm_campaign=shared-lesson-app&amp;utm_content=1684492393732&amp;utm_medium=shared-link">https://www.lessonup.com/en/lesson/9c83yEvyZRjMpdaoA?utm_source=app&amp;utm_campaign=shared-lesson-app&amp;utm_content=1684492393732&amp;utm_medium=shared-link</a>
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<b>Procedure:</b> The steps of the lesson: <ol style="list-style-type: none"> <li>1. Greeting, starting the lesson</li> <li>2. Reading again the summary of part 6 of Vuk's story (Firstly the students read the parts from the original book, then they get the shorter versions/summary about the parts of the story to help remember and the comprehension.)</li> <li>3. Questions and answers related to part 6 on LessonUp <a href="https://www.lessonup.com/en/lesson/9c83yEvyZRjMpdaoA?utm_source=app&amp;utm_campaign=shared-lesson-app&amp;utm_content=1684492393732&amp;utm_medium=shared-link">https://www.lessonup.com/en/lesson/9c83yEvyZRjMpdaoA?utm_source=app&amp;utm_campaign=shared-lesson-app&amp;utm_content=1684492393732&amp;utm_medium=shared-link</a></li> </ol> The lesson contains interactive quizzes, mind map, spinner, interactive video, open questions and a link on another platform.	<b>Time</b>  35 min
<b>Evaluation:</b> individual appreciations End of the lesson: explanation of the homework	5 min

## Lesson Plan

<b>Date:</b> November, 2023	<b>Grade level:</b> the 4 <sup>th</sup> grade, special school
<b>Teacher:</b> Petra Kovács, Mozgásjavító Óvoda, Általános Iskola, Gimnázium, Kollégium, Egységes Gyógypedagógiai Módszertani Intézmény, Hungary	<b>Subject:</b> Grammar <b>The theme:</b> Sentence types

### Competences:

Recognition of sentence types, develop the written self-expression and the thinking, practicing the independent application of grammatical rules.

<b>Materials:</b> Laptop, tablets	<b>Sources:</b> <a href="https://www.lessonup.com/en/lesson/QRuCEAbzM3Jb4Srwe?utm_source=app&amp;utm_campaign=shared-lesson-app&amp;utm_content=1684498160051&amp;utm_medium=shared-link">https://www.lessonup.com/en/lesson/QRuCEAbzM3Jb4Srwe?utm_source=app&amp;utm_campaign=shared-lesson-app&amp;utm_content=1684498160051&amp;utm_medium=shared-link</a> <a href="#">Mondatfajták gyakorlása - Csoportosító (wordwall.net)</a>
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<b>Procedure:</b> The steps of the lesson: Greeting, starting the lesson Recalling that we have learned - What is the verb? - What are the questions of the verb? - the verb tenses - rules of verb conjunctions - What do we know about the 5 sentences types? 1. Lesson Up tasks - Create sentences about the picture! <a href="https://www.lessonup.com/en/lesson/QRuCEAbzM3Jb4Srwe?utm_source=app&amp;utm_campaign=shared-lesson-app&amp;utm_content=1684498160051&amp;utm_medium=shared-link">https://www.lessonup.com/en/lesson/QRuCEAbzM3Jb4Srwe?utm_source=app&amp;utm_campaign=shared-lesson-app&amp;utm_content=1684498160051&amp;utm_medium=shared-link</a> The lesson contains interactive quizzes, open questions and a link of another platform ( <a href="#">Mondatfajták gyakorlása - Csoportosító (wordwall.net)</a> )	<b>Time</b> 35 min
<b>Evaluation:</b> individual appreciations End of the lesson: explanation of the homework	5 min



## Lesson Plan

<b>Date:</b> 19.10.2023	<b>Grade level:</b> the 6th grade, special school
<b>Teacher:</b> Sirelin Koval, Tartu Herbert Masingu Kool, Estonia	<b>Subject:</b> English <b>Theme:</b> Past Simple

### Objectives:


By the end of this 45-minute lesson, students with special needs will be able to understand and use the past simple tense in English.


They will practice forming and using regular and irregular past simple verbs through interactive games and activities.

### Materials:

- Visual aids (flashcards, pictures on a whiteboard)
- A computer or tablet
- Printed handouts with exercises

### Sources:

- Presentation about Past Simple: [past simple](#)
- YouTube videos/quiz: [PAST SIMPLE Quiz](#)  [Can you pass this Quiz?](#)
- Picture cards illustrating past actions

Procedure:	Time:
<p>Greeting the students</p> <p>Warm-up questions: "What did you do yesterday?" or "Can you tell me something you did last weekend?"</p> <p>Explain that today, they will learn how to talk about things they did in the past using the past simple tense.</p>	5 min
<p><i>YouTube Video:</i> Play a short YouTube video that uses the past simple tense. After the video, discuss what the characters did in the video. Ask questions like, "What did the bear do in the video?"</p> <p><i>Class Discussion:</i> Engage students by asking them to share something they did recently using the past simple tense. Encourage each student to contribute, even if it's just a single sentence. For example, "I watched a movie last night."</p>	10 min
<p>Explain the topic, use the slides to illustrate: <a href="#">past simple</a></p> <p>Talking about regular and irregular verbs</p>	10 min
<p>Fill in the gap handout(independent work for practise)</p> <p>Test the knowledge with an online quiz: <a href="#">PAST SIMPLE Quiz</a>  <a href="#">Can you pass this Quiz?</a></p>	10 min
<p>Go over the key points(regular, irregular, how does the end of the word change)</p> <p>How can past simple be used in their daily lives</p> <p>Assign homework</p>	5 min
<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li><i>Summative assessment:</i> At the end of the lesson, students will take a quiz or play a review game to test their knowledge of the past simple tense.</li> <li><i>Teacher-student interaction:</i> Monitor students' responses, providing corrective feedback and support as needed.</li> </ul>	5 min

## Lesson Plan

<b>Date:</b> 18.10.2023	<b>Grade level:</b> the 11th grade, special school
<b>Teacher:</b> Sirelin Koval, Tartu Herbert Masingu Kool, Estonia	<b>Subject:</b> English <b>Theme:</b> I Have a Dream

### Objectives:

- Can understand and react to the opinions of four historians about a speech
- Discuss what are dreams

### Materials:

Outtakes of the texts  
Youtube videos  
Phones or tablets

### Sources:

- Youtube video: [Martin Luther King memorial unveiled in Washington](#)
- Texts: [Screenshot 2023-10-27 at 11.36.07.png](#)

### Procedure:

<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Introduction of the lesson: today we are going to talk about a famous speech relating to the topic of dreams</li> <li>• Showing a picture on the board (phrase “ I have a dream”</li> <li>• Discussion: who said it, what happened? What did he do?</li> <li>• Listen to the video what is the name of the memorial, what and when did it happen? <a href="#">Martin Luther King memorial unveiled in Washington</a></li> </ul>	<b>Time</b>  10 min
<ul style="list-style-type: none"> <li>• Read the texts: <a href="#">Screenshot 2023-10-27 at 11.36.07.png</a></li> <li>• Who expresses the opinion of Luther’s speech the best, why?</li> <li>• Mark all phrases/sentences that express the greatness of the speech</li> </ul>	15 min
<ul style="list-style-type: none"> <li>• Read the outtake of the speech: <a href="#">I have a dream</a></li> <li>• What is meant by that</li> <li>• Use the internet to find out other famous quotes from the speech that inspired others.</li> </ul>	13 min
<ul style="list-style-type: none"> <li>• Discussion, what is having a dream</li> <li>• What would you write if it was your speech?</li> <li>• Using mentimeter for feedback on phones.</li> </ul>	5 min
<b>Evaluation:</b> Being able to analyse a speech and what can be the possible impacts.	2 min

## Lesson Plan

<b>Date:</b> 24.11.2023	<b>Grade level:</b> the 4 <sup>th</sup> grade, special school
<b>Teacher:</b> Lavric Mariana, Școala Gimnazială Sanatorială Bușteni, Romania	<b>Subject:</b> Mathematics <b>Theme:</b> Adding and Subtracting Numbers

### Competences: learning to count, read, write and order positive whole numbers

The students will be able to:

- add numbers with up to 4 digits together;
- subtract up to 4-digit numbers.

<b>Materials:</b> Computer, video projector Pencil, paper	<b>Sources:</b> Platform: Online Access Tech Requirements: Internet <a href="https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/z6vr47h#zyn8mbk">https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/z6vr47h#zyn8mbk</a> <a href="https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/zrtsy9q#z94tvj6">https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/zrtsy9q#z94tvj6</a> <a href="https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/z6vm6v4">https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/z6vm6v4</a>
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### Procedure:

Step1: The students will be reminded the procedure of adding four-digit numbers and

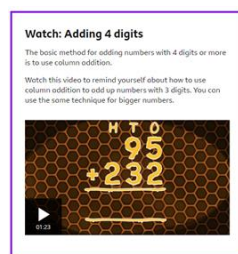
subtracting four-digit numbers by using the instructions on the learning platform:

- Addition of up to four-digit numbers:

<https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/z6vr47h#zyn8mbk>

Watch: How to use column addition?

Let's revise the basic method for column addition with this video:



What is column addition?

Did you know?The column method involves writing one number underneath the other.

Add the numbers, starting from the right.

The students will be given three examples, as set on the learning platform:

### Time:

15min.

### Example 1:

Then, the teacher will prompt the students to remember each step of the procedure of adding four- digit numbers by using the checklist below:

#### Checklist:

- When writing down sums, separate the numbers into ones, tens, hundreds and thousands.
- List the numbers in a column and always start adding the ones first.
- Estimate first and check afterwards - it's a good idea to estimate a rough answer and then check your actual answer.
- Order doesn't matter - for example, remember that  $345 + 129$  is the same as  $129 + 345$ .
- Key words - look out for these words in problems: total, sum, altogether, more. They all indicate an addition calculation.

- Subtraction of four-digit numbers:

<https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/zrtsy9q#z94tvj6>

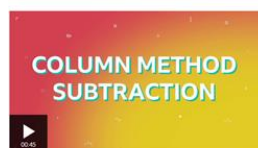
Watch: Subtracting up to four-digits

Numbers can be subtracted using the column method.

Watch this video to learn about subtracting 4-digit numbers using the column method.

#### Watch: Subtracting up to four-digits

Numbers can be subtracted using the column method.  
Watch this video to learn about subtracting 4-digit numbers using the column method.



The students will be given three examples, as set on the learning platform:

Then, the teacher will prompt the students to remember each step of the procedure of adding four- digit numbers by using the checklist below:

#### Checklist

- Use the column method to help subtract large numbers.
- Separate the numbers into their place value of ones, tens,

15 min.

5 min.

hundreds and thousands.

- Start on the right with the ones column first.
- Estimate your answer first and then always check your actual answer.
- Subtraction is the opposite to addition, so subtraction can be checked by adding. For example, check that  $182 - 37 = 145$  by doing the sum  $145 + 37 = 182$

Look out for these words in problems: take away, difference, less than, minus, decrease, fewer than, reduce. They all indicate subtraction.

**Step 2:** The teacher will propose the students to play the game Mission 2110. This is a futuristic adventure game produced by BBC where players must use their skills at adding and subtracting to save the world and it can be accessed online at:

<https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/z6vm6v4>

This game provides revision addition and subtraction.

Students will play in pairs to be able to traverse the game space and collect the bio rods, thus saving the world. Student pairs will compete against each other, in trying to solve the 4-digit addition and subtraction



Following playing the game, the teacher will engage the students in a discussion using these questions:

- Would you choose to play this game again?
- Is this game fun to play? Why? Why not?
- How would you categorize this game?
- How would you improve this game?

Would you say you improved some skills within this game

**Evaluation:** The students will take the quiz included on the webpage:

<https://www.bbc.co.uk/bitesize/topics/zy2mn39/articles/z6vr47h#z4rxfdm>

10 min.



## Lesson Plan

<b>Date:</b> 20.11.2023	<b>Grade level:</b> the 2 <sup>nd</sup> grade, special school
<b>Teacher:</b> Lezeu Crina, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Therapies and Intervention Programs <b>Theme:</b> The vowel game/ Vocal Game

### Competences:

#### General skills:

Training in the skills of receiving, structuring and delivering the oral message;

#### Specific skills:

Training and development of oral language communication skills;

Operational skills:

- To listen carefully to the proposed song/To learn the vowels of the Romanian language; ;
- To pronounce the 7 vowels (a, e, i, o, u, ă, î);
- to associate the capital letter with the small letter (A-a);
- to exemplify a word starting with each of the 7 letters/vowels;
- to solve the worksheet independently;

### Materials:

School curriculum for the subject IPT/Specific therapies and intervention programmes, special education/CP-IV/Mild and moderate intellectual disabilities, Bucharest, 2021; Resources available online wordwall, youtube;

### Sources:

- 1.Song/<https://www.youtube.com/watch?v=lk41oRTXDtE>
2. Vocal play/  
<https://wordwall.net/ro/resource/52302536/jocul-vocalelor>
3. Worksheet

<p><b>Procedure:</b></p> <p>I. Organisational moment: the teacher prepares all the necessary materials and has a short conversation about how the activity will be carried out;</p> <p>II. Attention-grabbing: this will be done through a song that resides on the youtube platform and is very much related to the theme of the activity;</p> <p>III. Announcement of the theme and objectives: the subject of the lesson will be presented to the two students in the speech therapy cabinet (in their own language);</p> <p>IV. Directing the learning: A short conversation will be held on the vowels of the Romanian language; With the help of the computer available in the office, access the game on the wordwall platform, and the students will name each of the 7 vowels individually and make the corresponding associations (small-large letter); Depending on the time available, the game can be replayed as often as desired; Afterwards, each pupil will exemplify a word beginning with each of the 7 vowels and orally compose a sentence based on the chosen word;</p>	<p><b>Time:</b></p> <p>40 min.</p>
<p><b>Evaluation:</b></p> <p>Students will receive a worksheet, which they will solve independently;</p> <p>-In item 1/ they will circle only the vowels (no matter what letter they are rendered with/the letter of the letter.</p> <p>-In item 2 they will colour the pictures that start with a vowel sound (e.g. needle, elephant, heart, egg, umbrella);</p> <p>-In item 3 they will verbally compose a sentence of at least 4 words in which each word begins with a vowel (example: I'm getting an ice cream.)</p> <p>Each student will receive a reward for their involvement in the activity;</p>	<p>5 min.</p>

## Lesson Plan

<b>Date:</b> December, 2023	<b>Grade level:</b> preschool pupils, mass stream school
<b>Teacher:</b> Lup Mihaela, Grădinița cu Program Prelungit Nr. 34, structura 48 Oradea, Romania	<b>Theme:</b> "A day in Olaf's Life- The Snowman" (online lesson)

### Competences:

Coarse motor and fine motor skills in familiar life contexts  
 Completion of tasks and actions (persistence in activities)  
 Activation and manifestation of creative potential  
 Oral messages in known communication contexts  
 Consolidation of knowledge, skills and abilities

### Materials:

computer/phone, internet, WhatsApp group, videos, sock, rice, elastic, pens, spoon, paper;

**Sources:** <https://www.youtube.com/watch?v=rQ45C8Y4Byo>

<https://www.youtube.com/watch?v=FRlqiPVxIzc>  
<https://wordwall.net/resource/9503223/povestea-omului-de-z%C4%83pad%C4%83-domeniul-limb%C4%83-si-comunicare>

<https://www.youtube.com/watch?v=4EwHoemFVGy>

**Procedure:** The morning greeting followed by the morning refreshing gymnastics doubled

<https://www.youtube.com/watch?v=rQ45C8Y4Byo>

The teacher proposes three club suggestions:

"SAND AND WATER" Club: "Snowmen" – drawing in flour, semolina, sugar, salt, poppy;

"Look for a plate and flour or semolina/sugar/salt. Place your chosen ingredient on your plate. With your index finger, please draw a few snowmen. I'll give you my own model."

"SCIENCE" Club: "Snowflakes and a snowman" – experiment;

"I attach the link with the necessary explanations for the experiment"

"CONSTRUCTIONS" Club: "Olaf's Castle" – cubes, lego, disposable cups, Olaf's castle. The teacher offers them some models.

Pupils choose the club.

Performing exercises to warm up the small muscles of the hand. It is attached the access link to the song:

<https://www.youtube.com/watch?v=4EwHoemFVGy>

Meanwhile, the teacher reads the story "The Snowman's Story" by Hans Christian Anderson.

The teacher displays the links for the pupils to identify the main ideas out of the offered pictures.

<https://wordwall.net/resource/9503223/povestea-omului-de-z%C4%83pad%C4%83-domeniul-limb%C4%83-si-comunicare>



**Time:**

25 min

**Evaluation:** Ending the lesson -Skill game "Do not drop the snowball!", with the necessary indications.

"For this very funny game, you will need a spoon, gloves, two bowls/buckets and a few lumps of paper.

Delimit the start area with a ribbon and the finish area with buckets. Each child will wear a pair of gloves as they try to carry a lump on a spoon to the bucket without dropping it.

The one who finished first to take all the lumps to his bucket wins."

25 min

## Lesson Plan

<b>Date:</b> 24.11.2023	<b>Grade level:</b> the 1st grade, special school
<b>Teacher:</b> Mărculescu Nina Mihaiela, Centrul Școlar de Educație Incluzivă Breaza, Romania	<b>Subject:</b> Math <b>Theme:</b> Formation of crowds, sums

### Competences:

The student will count, read, write and order positive whole numbers.

The students will be able to:

- practice fact families - addition and subtraction bonds to 20
- to practice quick recall of number facts, up to 9+9
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including 0

<b>Materials:</b> Computer Paper, pencils	<b>Sources:</b> Platform: Online Access Tech Requirements: Internet <a href="https://ictgames.com/mobilePage/funkyMummy/index.html">https://ictgames.com/mobilePage/funkyMummy/index.html</a> <a href="https://www.bbc.co.uk/bitesize/articles/zjn3gwx#znpk239">https://www.bbc.co.uk/bitesize/articles/zjn3gwx#znpk239</a>
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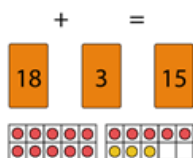
**Procedure:** Step 1: The students will be reminded the concept of fact families, as explained on the learning platform:

**Time:**

15 min

#### Fact families

Watch this slideshow about creating a fact family.



Fact families are made from three numbers. The numbers in this fact family are 18, 3 and 15. 18 is our whole, 15 represents the red counters and 3 represents the yellow counters.

The teacher then explains to the students the concept of part whole models.

#### Part whole models

A part whole model can be helpful when working out simple calculations. They are a visual representation of writing out number sentences and can help solve missing fact family numbers.

$$\begin{aligned} 8 + 7 &= 15 \\ 7 + 8 &= 15 \\ 15 - 7 &= 8 \\ 15 - 8 &= 7 \end{aligned}$$



Here is a different fact family. In this case, there are 8 red counters and 7 yellow counters, so the three numbers in this fact family are 8, 7 and 15.

The concept will be modeled by the teacher through the following example:

#### Example 1

Have a look at this part whole model.



The model shows that the numbers 20, 12 and 8 are part of a fact family.

The number 20 is made of two parts, 12 and 8.

The diagram can help you work out possible number sentences in the fact family.

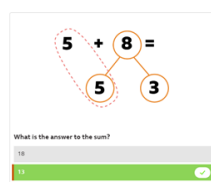
$$\begin{aligned} 12 + 8 &= 20 \\ 8 + 12 &= 20 \\ 20 - 8 &= 12 \\ 20 - 12 &= 8 \end{aligned}$$

Step 2: The students perform the activity given on the learning platform:

10 min



Quiz  
Can you complete the questions in this quiz?



Step 3: The teacher proposes the students to play the Funky Mummy Game:

<https://ictgames.com/mobilePage/funkyMummy/index.html>

Funky Mummy is an online game that is designed to practice quick recall of number facts up to 9+9. If the player presses on the correct sarcophagus the mummy will come out and perform a dance. At the end of the game, the student will be able to write in his name in hieroglyphs. This is a very short game that can be played in class to practice some quick number facts.

Students will join in pairs to help each other add up numbers.

Students will also be encouraged to play their own number games, by assigning new numbers to each other.

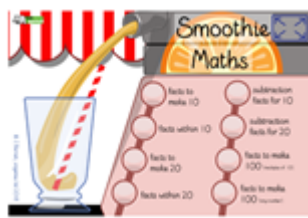


- The aim of this game is to practise quick recall of number facts, up to 9+9.
- 1 Press 'next' for a new calculation.
  - 2 Count on from the biggest number.
  - 3 Press on the correct sarcophagus.
  - 4 If you're correct the funky mummy will dance for you. If you're wrong you'll get another go but you won't add to your score.
  - 5 Press 'clear' if you make a mistake.

10 min.

**Evaluation:** The students will play the game Smoothie Maths

<https://ictgames.com/mobilePage/smoothie/oldcdn.html>



10 min

## Lesson Plan

<b>Date:</b> the 16th of November 2023	<b>Grade level:</b> the 8th grade, special school
<b>Teacher:</b> Marten Pirts, Tartu Herbert Masingu Kool, Estonia	<b>Subject:</b> English <b>Theme:</b> Comparison of Adjectives

<b>Procedure:</b> <ul style="list-style-type: none"> <li>Greetings;</li> <li>The teacher asks some random questions, for example "Which car is faster – Bugatti Veyron or Lamborghini Gallardo?", "Which skyscraper is higher – The Empire State Building or Burj Khalifa?", "Who is bigger – a zebra or an elephant?" etc.</li> </ul>	Time 3 min
<ul style="list-style-type: none"> <li>The teacher asks what the students remember about the comparison of adjectives (comparative form only) – short adjectives such as "big", "fast", etc, long adjectives such as "beautiful", "dangerous", etc and exceptions such as "good" or "bad".</li> <li>The teacher plays the video "Comparatives: The Grammar Gameshow Episode 15".</li> </ul>	12 min
<ul style="list-style-type: none"> <li>The teacher explains that it was a humorous/satirical Grammar Gameshow and in real life it is not nice to compare each other using so- called bad adjectives.</li> </ul>	5 min

<ul style="list-style-type: none"> <li>The teacher asks students to name some so-called good adjectives and make comparisons (not about students). For example: "I think that roses are more beautiful than tulips" etc.</li> </ul>	
<ul style="list-style-type: none"> <li>The teacher asks students to create a grammar Quiz or Kahoot about comparatives. The teacher helps students if necessary. The Quizizz'es or Kahoot's will be played in the next lesson. If the students don't have enough time to finish the grammar game, it will be their homework.</li> </ul>	20 min
<ul style="list-style-type: none"> <li>The teacher wraps up the lesson.</li> </ul>	5 min
<b>Evaluation:</b> <ul style="list-style-type: none"> <li>The students remind adjectives (mostly so-called good adjectives);</li> <li>The students remind forming the comparative form;</li> <li>The students practise using the comparative form and creating a Quizizz or Kahoot for their classmates.</li> </ul>	

## Lesson Plan

<b>Date:</b> 16th of November 2023	<b>Grade level:</b> the 9th grade, special school
<b>Teacher:</b> Marten Pirts, Tartu Herbert Masingu Kool, Estonia	<b>Subject:</b> History <b>Theme:</b> The Treaty of Versailles

<b>Procedure:</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>· Greetings;</li> <li>· Questions about World War 1 (the teacher asks questions and the students answer. If the students don't remember, then the teacher reminds them);</li> <li>· Introduction to the topic "The Treaty of Versailles".</li> </ul>	7 min
<ul style="list-style-type: none"> <li>· The teacher talks briefly about the Treaty of Versailles;</li> <li>· The teacher hands out the worksheets "The Treaty of Versailles" and explains what the students have to do (watch and listen to the video and complete the gaps meanwhile the teacher makes pauses);</li> <li>· The students watch and listen to the video, fill in the worksheet.</li> </ul>	20 min
<ul style="list-style-type: none"> <li>· The teacher and the students check the worksheet (teacher asks questions and students answer, if there are any misunderstandings or blank gaps, the teacher explains or shows some parts of the video again).</li> <li>· The teacher points out that the final exercise has to be done at home. Students can use the Internet to complete the task.</li> </ul>	13 min
<ul style="list-style-type: none"> <li>· The teacher makes a brief summary about "The Treaty of Versailles";</li> <li>· The teacher ends the lesson.</li> </ul>	5 min
<b>Evaluation:</b>	
<ul style="list-style-type: none"> <li>· The students remind the topic "World War 1";</li> <li>· The students get to know about the Treaty of Versailles and how it "made" Germany to start another, even worse war.</li> </ul>	5 min

## Lesson Plan

<b>Date:</b> 24.10.2023	<b>Grade level:</b> the 1st grade, special school
<b>Teacher:</b> Popa Felicia-Anca, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Health Education <b>Theme:</b> Parts of My Body

### Competences:

1. Showing interest in self-knowledge and a positive attitude towards oneself and towards others.
2. The appropriate expression of emotions in interaction with children and familiar adults.

**Materials:** video projector, flipchart, envelopes with body parts, glue, colored paper

### Sources:

The school curriculum from Annex II to the Order of the Minister of Education no. 3702/21.04.2021;  
Ioan Cerghit (2006) – Teaching methods, Polirom Publishing House, Bucharest;  
Youtube/  
<https://www.youtube.com/watch?v=8N0j9YFhzKM>  
<https://www.youtube.com/watch?v=uXasT5mLdZA>

<p><b>Procedure:</b></p> <p>Preparing the necessary materials for the smooth running of the class. I will announce the topic of today's lesson and the pursued objectives.</p> <p>He introduces himself to the students' riddles.</p> <p>I will present students with the component parts of the human body through the educational game "Piticlick".</p> <p>Also with the help of Piticlick we will establish the parts of the body indicated by him.</p> <p>I will show the students a flipchart. Pinocchio does not know how to read and does not know how to put the name of each part of the body in place. Requirement: read the word on the card and put it in the correct place.</p> <p>Each child receives an envelope containing cut-out human body parts and must correctly assemble the girl or boy by placing each component in its place.</p> <p>The song "Leave your head forward" is sung, performing the movements suggested by the song.</p>	<p><b>Time:</b></p> <p>5 min.</p> <p>5 min.</p> <p>5 min.</p> <p>5 min.</p> <p>5 min.</p> <p>5 min.</p> <p>5 min.</p>
<p><b>Evaluation:</b></p> <p>General assessments are made on how the students participated in the activity, they will be rewarded with stamps on their class notebooks.</p>	<p>5 min.</p>

## Lesson Plan

<b>Date:</b> 7.11.2023	<b>Grade level:</b> secondary school, special school
<b>Teacher:</b> Popa Mariana Gina, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Communication <b>Theme:</b> Farm Animals

### Competences:

General Competence: • Training and practicing the skills of correctly picking up the model in pronouncing words

• Training and practicing phonemic hearing

Operational objectives:

O1 – to correctly emit the onomatopoeia suitable for the animals presented;

O2 – to recognize and name the farm animals in the pictures;

O3 – to identify the animal that does not correspond to the presented group;

### Methods and materials:

M1 – Observation

M2 – The conversation

M3 – The explanation

M4 – Exercise

M5 – Independent work

m1 – CD containing images of domestic animals and birds

m2 – calculator

m3 – worksheets

m4 – graphic pencil

m5 – colored pencils

m6 – zoological atlas

m7 – collection of riddles

### Sources:

<https://wordwall.net/resource/19839691/animale-domestice>



**Procedure:**

1. Organizational moment for creating a relaxed, silent, comfortable atmosphere
2. Capturing attention and announcing the theme:  
The teacher tells some riddles related to farm animals. The teacher gives some onomatopoeias and the students have to recognize the corresponding animal.
3. Carrying out the activity:  
A sequence of images with solitary farm animals is presented and the characteristic elements of each species are analyzed with the student:
  - What are their names and where do they live?
  - Why are they farm animals?
  - What is their body made of?
  - What is it covered with?
  - What color does it have?
  - What are their children called?
  - What do they feed on?
  - What benefits does man have from these animals?
4. Consolidation of knowledge:  
The proposer describes an animal. Students will be asked to recognize the animal by the characteristics presented. To list the domestic animals in the grandparents' yard, or seen by him in the country.  
The proposer opens the TARA program and presents some onomatopoeia. The students are seated with their backs so that they cannot see the image. Each answer will be checked and associated with the image and sound.  
Farm animals interactive activities:

<https://wordwall.net/resource/19839691/animale-domestice>

**Evaluation:**

- Sheet 1. To eliminate the animal that does not belong to the group of farm animals
- Sheet 2. To color the child's favorite animal
- Explain why he likes this animal
- To color the whole card, to choose the right color for each animal
- Positive assessments are made on the way the child participates in the activity.
- The works will be analyzed, following the stage of completion, the way of working (compliance with the work stages) and the general appearance of the works.
- There will be an exhibition of all the students' work.

**Time:**

40 min.

5 min.

## Lesson Plan

<b>Date:</b> 29.11.2023	<b>Grade level:</b> Students with special educational requirements integrated in class II B: B. P. - liminal intellect, IQ-70, delay in the development of expressive language, instructional-educational deficiencies H. K. M-mild mental deficiency (IQ=69), delay in the development of expressive language F. A. -IQ-75, liminal intellect, delay in the development of expressive language, instructional-educational deficiencies B. A. S.-IQ-65, mild mental deficiency, ADHD, delay in the development of expressive language, polymorphic dyslalia
<b>Teacher:</b> Révész E nikő Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Exercises for the development of spatial orientation

### Competences: General competences:

1. Sensory and motor exploration of the surrounding world with the aim of forming behaviors of orientation, knowledge, and adaptation to the environment
2. Stimulation and development of psycho-individual capacities in order to form independent behaviors
3. Formation of independent behavior for social integration

### Specific competences:

- 1.1 Polysensory exploration of objects in the nearby environment;
- 1.2 Training and development of psychomotor skills: eye-motor coordination, laterality, behaviors. basic perceptual-motor skills (color, shape, size), orientation, organization, spatio-temporal structuring
- 2.1 Stimulation of intellectual development by practicing and developing mental processes through exercises to develop visual, auditory, tactile, kinesthetic representations; exercises to stimulate thinking, memory, imagination, attention, language, will; comparison and classification exercises; exercises with some elements of abstraction and generalization; visual and auditory memory games; attention exercises; exercises for the development of voluntary inhibition processes and self-control.
- 2.2 Valorization of the psycho-individual structures in independent behaviors through games involving object manipulation and competition.
- 3.1 The formation of numerical relationships between objects, beings (MONITORUL OFICIAL AL ROMÂNIEI, 2021, p. 829-861).

**Materials:** drawing in the PAINT program, giant and smaller chessboard drawings, chess sets with large figures, chess exercise worksheets, plastic hoops.  
Links:

**Sources:** MONITORUL OFICIAL AL ROMÂNIEI.  
Appendices no. I and II to the

<https://www.chesskid.com/lessons/view/meet-the-king>  
<https://www.chesskid.com/lessons/view/meet-the-rook>  
<https://lichess.org/learn#/1>  
<https://www.chesskid.com/lessons/view/meet-the-bishops>  
<https://lichess.org/learn#/2>  
<https://www.chesskid.com/lessons/view/meet-the-queen>  
<https://lichess.org/learn#/3>  
<https://www.chesskid.com/lessons/view/meet-the-pawn>  
<https://lichess.org/learn#/6>  
<https://www.chesskid.com/lessons/view/meet-the-knight>  
<https://lichess.org/learn#/5>

Order of the Minister of Education no. 3.702/2021 regarding the approval of school programs for special preschool, primary and secondary education (2021). School curriculum for the curricular area COMPLEX AND INTEGRATED EDUCATIONAL THERAPY Discipline COGNITIVE STIMULATION Special education Preparatory classes - 4th Mild and moderate intellectual disabilities. Bucharest.

**Procedure:** 1. Organizational moment

I prepare the didactic materials. Order is ensured in the classroom.

2. Capturing attention

Some chess pieces (the white king and queen and the black king and queen) hid in the magical haversack. The students observe the pieces and name their colors. Once upon a time there was an old and wise king called the White King. He was the king of the sun, because he brought light to the earth, thus the day prevailed in the land eternally. The people were happy and loved their king, because they could constantly work in the fields, and gather the fruits of the gardens. (I show the children a transparent foil with a drawing of a chessboard with all white squares.) On a sunny day, when the crowd was celebrating at the Harvest Festival, on every second field it became night. Why did this happen? The Black King with his army attacked the White Country. Suddenly in the black lands people fell into an endless sleep, they rested and slept unceasingly. They soon used up their provisions, and became poor and hungry. In which country would you like to live? Let's help the White and Black kings to understand each other, and to make order in their countries.

(Under the foil I place the drawing of a chessboard.)

3. Announcing the subject and formulating the objectives

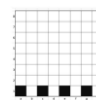
Announce the subject and objectives of the lesson:

Today we will play with chess pieces, and by moving them on the chessboard, we learn what means top, bottom, front, back, middle, what is a row, what is a column and what is diagonal.

Movement games on the giant board: steps on horizontal lines, jumps on vertical lines (to the rhythm of tambourine sounds), walking on diagonal lines.

4. Recapitulation of knowledge

1. Color the chessboard in the Paint application!



**Time:**

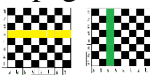
2 ore

I show them the drawing of the chessboard where only the first row is shaded. Point to the chessboards with your finger or velcro tape (different colors) one row, one column.

Color a row and column in your maths notebook. Color row 5, column c.

2. Position the king/queen on the center of the board, on the left edge, on the right edge. Show where the middle of the page is with the squares, left edge,

right edge, middle-top, middle-bottom.



3.

a) I position the king on the c4 field, and explain to them how to search for the name of the square.

b) Where is the queen?



c) Color the d2 and e6 squares.

4.

a) Take out the chess pieces from the magic haversack. I present the chess pieces. I ask the children to name them too, to touch them.

b) I ask the children to name the chess pieces with their eyes closed by touch.

c) Presentation of chess pieces in the initial position. I ask for their naming and then to place them in their original position by pattern and without pattern.

Presentation of the king's move.

Ex. Who gets to the middle of the board

faster? <https://www.chesskid.com/lessons/view/meet-the-king>



Presentation of the movement of the rook, bishop, queen, pawn, knight on the chessboard with the help of velcro tape. Exercises on the

computer. <https://www.chesskid.com/lessons/view/meet-the-rook>

<https://lichess.org/learn#/1>

<https://www.chesskid.com/lessons/view/meet-the-bishops>

<https://lichess.org/learn#/2>

<https://www.chesskid.com/lessons/view/meet-the-queen>

<https://lichess.org/learn#/3>

<https://www.chesskid.com/lessons/view/meet-the-pawn>

<https://lichess.org/learn#/6>

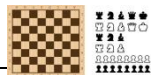
<https://www.chesskid.com/lessons/view/meet-the-knight>

<https://lichess.org/learn#/5>

**Evaluation:** You have been attentive and active, count how many stars you have collected!



In the meantime, the White and Black kings saw that you played so well, and they became friends, and decided that the White king would rule the land by day, and the Black king by night. People became very happy because they could work during the day and rest at night. That's why they sent you these chess pieces cards that you can cut out to play even further.



## Lesson Plan

<b>Date:</b> 20 <sup>th</sup> of December 2023	<b>Grade level:</b> primary level, students with special educational needs
<b>Teacher:</b> Sipoș Lăcrimioara, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Mathematics and environmental exploration <b>Theme:</b> Winter story – experiential theatre

### General skills:

The identification of some phenomena/ relationships/ regularities/ structures from the immediate environment

### Specific skills:

1.1. Description of simple repetitive phenomena/processes/living things/structures from the immediate environment

### Operational objectives:

#### Cognitive:

O1: To identify the qualities of objects: hard, soft, smooth, rough;

O2: To name the taste sensations: hot, cold;

O3: To recognize objects in the field corresponding perceptual field provided by the teacher-educator;

#### Psychomotor:

O4: To execute the movements indicated by imitation (bending, grip, pipe);

#### Affective:

O5: To experience on his own body tactile sensations: hard-soft, smooth - rough, hot and cold;

O6: To live emotions associated with events alongside Winter Fairy and Spring Fairy.

### Materials:

Decoration: forest divided into two (one part of winter and the other part of spring): branches, grass, small trees, leaves, flowers, butterflies, rocks, sledge, snowman, wadding, heater, Cd Player, Cd.

Relaxation Music: nature sounds, character costumes: Winter Fairy, Spring Fairy, Spring Fairy home decoration: table, chairs, ice, tea,

### Sources:

<https://wordwall.net/resource/6628508>



### Procedure:

The pupils prepare the decoration in order to pursue optimal activity.  
Students are taken to the place of work.

The proposer of the activity, dressed in character dressed up as a Spring Fairy brings students to the place of work, in the midst of the scenery.

- "Do you recognize me? Do you know who I am? "
- "You guessed it! Therefore, I invite you today for a walk in the woods to remember how I am, to know my sister, but mostly to learn new things.

Would you?

Spring Fairy begins to tell her a story .

" – I am Fairy Spring and I miss to cheer the nature, but Winter Fairy , my little sister , does not let me come , she wants to stay with you .

Here comes the Fairy Winter :

" - Fairy Spring , you bring the sun with you, as I realize , but I am gone bring big ice needles, rain and snow, frost and fog! I am the master here!" (She throws with snowflakes over the children and she beats the floor with her foot) "

Fairy Spring, calm and gentle answers:,

" My dear sister , do not be upset! Do you forget that the time is passing by? You have worked and I have not stopped you! You covered everything in snow. Now, go home and get some rest!"

Spring Fairy invites children to see how beautiful her season is but Winter Fairy intervenes and invites them to see the beauty of its season.

Meanwhile, there are some conflicts between Winter Fairy and Spring Fairy; each invites the children to touch and to feel objects in their environment.

Fairies play with hot and cold air .(children are experimenting with the fairies, everything in sight, saying the object properties of the forests: hard, soft, rough, smooth, cold, hot).

After the children have explored both forests, Fairy Spring invites them at its home .

Spring Fairy reached its home and invites children to sit. She gives them hot tea because they spent all winter in the cold and they have to warm.

Meanwhile, Winter Fairy is knocking on the door. She gets inside and gives children ice, telling them that it is better than the tea offered by Spring Fairy. Children taste the things offered by the two fairies, saying the characteristics of ice and the tea (cold, hot).

Sipos Lacrimioara- Spring Fairy  
Ficut Adriana-Winter Fairy

### Time:

40 min.

### Evaluation: systematic observation, oral assessment, oral appreciation.

The teacher asks every student what they prefer the most and why.

Before the end of the activity, we will play something on wordwall <https://wordwall.net/resource/66628508> . The students will stop the wheel. The teacher will read the word. The students will repeat the word and they will make up sentences with it.

The digital material contains text slides, with words, connected to winter season.

5 min.

## Lesson Plan

<b>Date:</b> 10.11.2023	<b>Grade level:</b> from year 1 to year 12, special school
<b>Teacher:</b> Ingrid Tiirats, Tartu Herbert Masingu Kool, Estonia	<b>Subject:</b> Physical education

### Objectives:

- Students can move safely in the city environment;
- Students can determine their position and direction in the familiar environment;
- Students use technological and/or personal tools to assess one's physical activity.

### Materials:

- Phones - least one smartphone per group
- [NaviCup](#) - homepage and app

### Sources:

Students can download the application from appstore or google play.

<b>Procedure: per lesson work</b> Teachers can create and modify the location of points on the map as well as the questions and tasks on the NaviCup homepage. There are different types of points: automatic and photo points, as well as one word answer or free-response types of questions.	<b>Time:</b> 15-30 min
Lesson Students download the Navicup app to their device, introduction of the lesson and application, talking about different types of checkpoints and what to them.	15 min
They pass checkpoints by really visiting the places on the map. The GPS on the student's own device is used to track their location. Wi-Fi is needed at the beginning and end of the game.	15-90 min
<b>Evaluation:</b> The results, answers, distance covered, leaderboard, etc. are visible in real time and at the end of the lesson and can be used to assess students' independent work.	

## Lesson Plan

<b>Date:</b> 10.11.2023	<b>Grade level:</b> secondary classes, special school
<b>Teacher:</b> Ingrid Tiirats, Tartu Herbert Masingu Kool, Estonia	<b>Subject:</b> Physical education Social studies

### Objectives:

- Students understand the importance of exercise and nutrition for mental health.
- Students use activities that promote mental and physical balance to cope in everyday life.

### Materials:

- Phones - least one smartphone per group.
- Presentation.
- Papers and pens for composing posters.

### Sources:

- Online presentation about food and mental health - example in [canva](#).
- Feedback student engagement in [Menti](#)

<b>Procedure:</b> per lesson work	<b>Time:</b>
Teachers create a presentation about food and mental health, it should include possibility for students to give feedback and ask anonymous questions (menti).	15-30 min
<b>Lesson</b> Introduction of the lesson: give overview of the subject, start with a simple true or false game to engage students.	5 min
Teachers give more detailed descriptions about the topic. how and why food affects our brain, which food groups should be included in a healthy diet. talk about pre- and probiotics.	15 min
Students use Menti to suggest different foods that they think are good for the brain -live discussion with visualization.	5min
Within 10 minutes, students think of a school lunch menu (main course, dessert, drink) that supports their brain. They will present their ideas in posters (paper or canva).	20min
<b>Evaluation:</b> The results, answers, questions given in menti are visible in real time and can be discussed in the lesson. The posters can be presented in school cafeteria.	

## Lesson Plan

<b>Date:</b> 12.11.2023	<b>Grade level:</b> the 3rd grade, special school
<b>Teacher:</b> Tuuli Tatomir, Tartu Herbert Masingu Kool, Estonia	<b>Subject:</b> Science <b>Theme:</b> Birds

### Objectives:

By the end of this 45-minute class, students with special needs will learn:

- \* feathers covering the body of birds;
- \* they have wings to fly;
- \* birds lay eggs with hard shells;
- \* birds breathe with lungs.

### Materials:

Slides, slideshows, visual pictures

### Sources:

<https://wordwall.net/resource/63469322>  
[https://www.youtube.com/watch?v=8vL\\_2rF8JHU](https://www.youtube.com/watch?v=8vL_2rF8JHU)  
[https://www.taskutark.ee/linnud/#carousel\\_1-13](https://www.taskutark.ee/linnud/#carousel_1-13)  
[https://www.taskutark.ee/linnud/#carousel\\_2-13](https://www.taskutark.ee/linnud/#carousel_2-13)  
<https://quizizz.com/join/game/U2FsdGVkX19%252FrIFFD9TZegtnr3ncQsjLMcAs3fil05CzqDmN4BthenU2QFkhDTcJhyaDMNxHZfreQkLchM4HoA%253D%253D?gameType=solohttps://www.eoy.ee/leialind/index.php>

Procedure:	Time
As an introduction to the topic of the lesson, there is a game of guessing the stars on the table <a href="https://wordwall.net/resource/63469322">https://wordwall.net/resource/63469322</a> In the following, I will explain that today we are talking about birds.	5 min
Short video about birds. <a href="https://www.youtube.com/watch?v=8vL_2rF8JHU">https://www.youtube.com/watch?v=8vL_2rF8JHU</a> Discussion topics with students: * How have you seen birds move? * Why are birds necessary for humans? * Do all birds fly?	10 min
* Birds slideshow <a href="https://www.taskutark.ee/linnud/#carousel_1-13">https://www.taskutark.ee/linnud/#carousel_1-13</a> * Bird body parts slideshow <a href="https://www.taskutark.ee/linnud/#carousel_2-13">https://www.taskutark.ee/linnud/#carousel_2-13</a> * Discussion of the slides seen and heard. * Summary exercise <a href="https://quizizz.com/join/game/U2FsdGVkX19%252FrIFFD9TZegtnr3ncQsjLMcAs3fil05CzqDmN4BthenU2QFkhDTcJhyaDMNxHZfreQkLchM4HoA%253D%253D?gameType=solo">https://quizizz.com/join/game/U2FsdGVkX19%252FrIFFD9TZegtnr3ncQsjLMcAs3fil05CzqDmN4BthenU2QFkhDTcJhyaDMNxHZfreQkLchM4HoA%253D%253D?gameType=solo</a> After doing the exercise, we review the correct and incorrect answers and provide quick feedback.	25 min
<b>Game:</b> find the bird <a href="https://www.eoy.ee/leialind/index.php">https://www.eoy.ee/leialind/index.php</a>	5 min
<b>Evaluation:</b> At the end of the lesson, students will take a quiz to test their knowledge of the birds. Teachers monitor students' responses, providing corrective feedback and support as needed.	2 min

## Lesson Plan

<b>Date:</b> 12.11.2024	<b>Grade level:</b> the 3rd grade, special school
<b>Teacher:</b> Tuuli Tatomir, Tartu Herbert Masingu Kool, Estonia	<b>Subject:</b> Capital letter

### Objectives:

By the end of this 45-minute class, students with special needs will learn:

- \* names start with a capital letter,
- \* sentences begin with a capital letter.

### Materials:

- \* Video projector, laptop

### Sources:

<https://www.facebook.com/watch/?v=1938155516296405>

<https://www.taskutark.ee/test/suur-ja-vaike-algustaht-test-nr1-vali-oige-variant/>

<https://www.taskutark.ee/test/suur-voi-vaike-algustaht-vali-oige/>

<https://learningapps.org/watch.php?v=pxh8q5rja20&allowFullscreen=1>

<https://www.facebook.com/watch/?v=1938155516296405>

<https://learningapps.org/watch.php?v=pxtj4u86517&allowFullscreen=1>

<https://quizizz.com/join/game/U2FsdGVkX19%252B0fZ%252BzqU29EyVo9%252BPviJSrIrwBfzztvroVdRz4jlxgfCixBbRqgXWBU9cSmuZXSj5wr6UWmdZg%253D%253D?gameType=solo>



<p><b>Procedure:</b></p> <p>Watch the video and think about what could be discussed in class today!</p> <p><a href="https://www.facebook.com/watch/?v=1938155516296405">https://www.facebook.com/watch/?v=1938155516296405</a></p> <p>In the following, I will explain that today we are talking about names and sentences starting with a capital letter.</p>	<p><b>Time</b></p> <p>5 min.</p>
<p>I explain to the students that the names of people, animals, cities and streets start with a capital letter</p> <p>Task:</p> <p><a href="https://www.taskutark.ee/test/suur-ja-vaike-algustaht-test-nr1-vali-oige-variant/">https://www.taskutark.ee/test/suur-ja-vaike-algustaht-test-nr1-vali-oige-variant/</a>  <a href="https://www.taskutark.ee/test/suur-voi-vaike-algustaht-vali-oige/">https://www.taskutark.ee/test/suur-voi-vaike-algustaht-vali-oige/</a>  <a href="https://learningapps.org/watch.php?v=pxh8q5rja20&amp;allowFullscreen=1">https://learningapps.org/watch.php?v=pxh8q5rja20&amp;allowFullscreen=1</a></p>	<p>20 min.</p>
<p>I explain that sentences also start with a capital letter. Watch the video again</p> <p><a href="https://www.facebook.com/watch/?v=1938155516296405">https://www.facebook.com/watch/?v=1938155516296405</a></p> <p>Task:</p> <p><a href="https://learningapps.org/watch.php?v=pxtj4u86517&amp;allowFullscreen=1">https://learningapps.org/watch.php?v=pxtj4u86517&amp;allowFullscreen=1</a></p> <p>Let's repeat which words in the sentence are capitalized and that all sentences start with a capital letter.</p>	<p>15 min.</p>
<p>* Summary exercise</p> <p><a href="https://quizizz.com/join/game/U2FsdGVkX19%252B0fZ%252BzqU29EyVo9%252BPviJSrIrwBfzztvroVdRz4jlxgfCixBbRqgXWBU9cSmuZXSj5wr6UWmdZg%253D%253D?gameType=solo">https://quizizz.com/join/game/U2FsdGVkX19%252B0fZ%252BzqU29EyVo9%252BPviJSrIrwBfzztvroVdRz4jlxgfCixBbRqgXWBU9cSmuZXSj5wr6UWmdZg%253D%253D?gameType=solo</a></p>	<p>5 min.</p>
<p><b>Evaluation:</b></p> <p>At the end of the lesson, students will take a quiz to test their knowledge of names and sentences starting with a capital letter.</p> <p>Teachers monitor students' responses, providing corrective feedback and support as needed.</p>	

## Lesson Plan

<b>Date:</b> 7.11.2023	<b>Grade level:</b> professional, easy and moderate mental disorders
<b>Teacher:</b> Todică Marcela Ileana, Liceul Tehnologic Special Nr.1 Oradea, Romania	<b>Subject:</b> Technology <b>Theme:</b> Thermal Processing of Raw Materials <b>Time:</b> 50 min (theoretical part)

Unit of learning outcomes: carrying out the basic processes

Learning outcomes

Units of competence

UC1: Performing team work

UC2: Supplying the workplace with raw materials

UC3: ensuring hygienic and sanitary conditions

Knowledge	Abilities	Attitudes
Listing of thermal processing operations Description of thermal processing operations	Performing thermal processing operation while respecting the rules that are the basis technological processes in cooking	Responsible involvement in performing thermal processing of raw materials

<b>Materials:</b> M1 - documentation sheet M2 – visual materials - video M3 - digital materials created on various platforms M4- laptop, smart tablets, smart display	<b>Sources:</b> <a href="https://www.youtube.com/watch?v=-K_u8R5mAhU">https://www.youtube.com/watch?v=-K_u8R5mAhU</a> <a href="https://wordwall.net/ro/resource/30205194/educatie-tehnologica/prelucrarea-la-cald-a-alimentelor">https://wordwall.net/ro/resource/30205194/educatie-tehnologica/prelucrarea-la-cald-a-alimentelor</a> <a href="https://wordwall.net/ro/resource/30205194/educatie-tehnologica/prelucrarea-la-cald-a-alimentelor">https://wordwall.net/ro/resource/30205194/educatie-tehnologica/prelucrarea-la-cald-a-alimentelor</a>
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<p><b>Procedure:</b></p> <p>1. Organizational moment: A relaxed, pleasant atmosphere is created for the activity that will take place.</p> <p>2. Capturing attention and announcing the theme: Attention capture is achieved by watching a video describing food processing <a href="https://www.youtube.com/watch?v=-K_u8R5mAhU">https://www.youtube.com/watch?v=-K_u8R5mAhU</a></p> <p>3. Carrying out the activity: After watching, a series of content questions will be asked about what they understood from the video.  The theme and objectives of the activity will be announced. In order to identify and describe the types of thermal food processing students are encouraged to solve the following exercises:  <a href="https://wordwall.net/ro/resource/30205194/educatie-tehnologica/prelucrarea-la-cald-a-alimentelor">https://wordwall.net/ro/resource/30205194/educatie-tehnologica/prelucrarea-la-cald-a-alimentelor</a>  <a href="https://wordwall.net/ro/resource/30205194/educatie-tehnologica/prelucrarea-la-cald-a-alimentelor">https://wordwall.net/ro/resource/30205194/educatie-tehnologica/prelucrarea-la-cald-a-alimentelor</a>  After each student solved the exercises, the conclusions are noted in the notebooks. Each type of thermal food processing is named and described.</p> <p>4. Consolidation of knowledge: For a better understanding of what was studied and for a proper differentiation of primary and thermal food processing, I invite the students to solve an exercise: <a href="https://wordwall.net/ro/resource/51758249">https://wordwall.net/ro/resource/51758249</a></p>	<p><b>Time:</b></p> <p>45 min.</p>
<p><b>Evaluation</b> and conclusion of the activity: After announcing the winner, we will analyze the missed questions and resume the game! Assessments will be made regarding the students' involvement in the activity. The theoretical part will be followed by a practical part.</p>	<p>5 min.</p>

## Lesson Plan

<b>Date:</b> 7.11.2023	<b>Grade level:</b> the 6th grade, special school
<b>Teacher:</b> Tocuț Maria Dorina, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Romanian Language and Literature <b>Theme:</b> ”Puiul (The Chicken Quail)” by I. AL. Brătescu Voinești

### Competences:

**General Competence:** Reception of written text of various types

**Targeted specific competence:** Identifying important information from literary and non-literary texts

### Operational objectives:

Oc1- To read the first fragment expressively;

Oc2 – Divide the underlined words in the text into syllables correctly;

Oc3– To carry out concrete tasks of counting, addition, multiplication, appropriate to the studied text;

Oc4 – To correctly complete the lacunar text that represents the story of the studied fragment;

Oc5/Oa1-Get involved in Kahoot! activity;

Oc6-To find information about the wonderful quail and share it with others;

<b>Materials:</b> M1 - the text of the first fragment M2– To find information about the wonderful quail and share it with others M3 -digital materials created on various platforms M4- laptop, smart tablets, smartTV	<b>Sources:</b> <a href="https://learningapps.org/watch?v=p8ye1i34c23">https://learningapps.org/watch?v=p8ye1i34c23</a> <a href="https://learningapps.org/watch?v=p4anum2in23">https://learningapps.org/watch?v=p4anum2in23</a> <a href="https://create.kahoot.it/share/puiul-i-al-bratescu-voinesti/8d49b962-6e82-4d89-b3ce-746c52ffccaf">https://create.kahoot.it/share/puiul-i-al-bratescu-voinesti/8d49b962-6e82-4d89-b3ce-746c52ffccaf</a>
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<p><b>Procedure:</b></p> <p>1. Organizational moment in which the pleasant atmosphere is created for the activity.</p> <p>2. Capturing attention and announcing the theme is being made by watching a beautifully illustrated film in which the entire reading is read expressively. <a href="https://www.youtube.com/watch?v=klk9qI403Zs">https://www.youtube.com/watch?v=klk9qI403Zs</a></p> <p>3. Carrying out the activity:</p> <p>After watching, a series of content questions will be asked about what they understood from the video.</p> <p>The theme and objectives of the activity will be announced, stating that we will only work on the first fragment of the story for now.</p> <p>Thus, students divided into two level groups receive the task of reading the expressive text. the monosyllabic words written in BOLD will be read by the students of level II.</p> <p>After reading the entire passage, students are challenged to separate the underlined words in the text into syllables with the help of a digital application. <a href="https://learningapps.org/watch?v=p8ye1i34c23">https://learningapps.org/watch?v=p8ye1i34c23</a></p> <p>After re-reading the first fragment, I invite the students to complete a laconic text with the correct words and together we check the correctness of our choice : <a href="https://learningapps.org/watch?v=p4anum2in23">https://learningapps.org/watch?v=p4anum2in23</a></p> <p>4. Consolidation of knowledge:</p> <p>For a better understanding of what was read, I invite the students to get involved in a game like Kahoot! <a href="https://create.kahoot.it/share/puiul-i-al-bratescu-voinesti/8d49b962-6e82-4d89-b3ce-746c52ffcca0">https://create.kahoot.it/share/puiul-i-al-bratescu-voinesti/8d49b962-6e82-4d89-b3ce-746c52ffcca0</a></p>	<p><b>Time</b></p> <p>40 min.</p>
<p><b>Evaluation and conclusion of the activity:</b></p> <p>After announcing the winner, we will analyze the missed questions and resume the game!</p> <p>Assessments will be made regarding the students' involvement in the activity and as a homework each student will have to look for information about these birds and share them with us next time.</p>	<p>5 min</p>

## Lesson Plan

<b>Date:</b> 14.11.2023	<b>Grade level:</b> secondary school, special school
<b>Teacher:</b> Pysical therapist teacher Ana-Maria Țicărat, Centrul Școlar de Educație Incluzivă „Orizont” Oradea, Romania	<b>Subject:</b> Exercises for correcting the scoliotic attitude

### Competences:

- educating a correct attitude in order to prevent the occurrence of scoliosis;
- increasing the joint mobility of the spine and the humeral scapula belt;
- toning the trunk muscles;
- the formation of the body`s correct attitude reflex in static and dynamic activities

<b>Materials:</b> -laptop, video projector  -mattress, Bobath ball	<b>Sources:</b> <a href="https://www.youtube.com/watch?app=desktop&amp;v=T8jI4RnHHf0">https://www.youtube.com/watch?app=desktop&amp;v=T8jI4RnHHf0</a>  <a href="https://rocnee.eu/sites/default/files/2021/curriculum/Programe-scolare-invatamant-special_OME_3702_2021.pdf">https://rocnee.eu/sites/default/files/2021/curriculum/Programe-scolare-invatamant-special_OME_3702_2021.pdf</a>
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<p><b>Procedure:</b></p> <p>The stages of the lesson are:</p> <ol style="list-style-type: none"> <li>1. Activity organization includes: greetings, attention grabbing exercises (checking the notions of left and right, body parts, spatial orientation exercises depending on your own body and the objects in the room)</li> <li>2. Preparing the body for effort: running exercises in place, walking exercises (on the tips, on the heels)</li> <li>3. The analytical influence of body segments: arm exercises (lifting, lowering, rotating exercises), trunk exercises, squats</li> <li>4. The fundamental stage: <ol style="list-style-type: none"> <li>a) Initial standing position: arm exercises, trunk twists, lateral trunk tilts, windmills, sit-ups, lateral jumps on both legs, combined arm and leg exercises;</li> <li>b) From prone position – push-ups;</li> <li>c) From quadrupeds – hip extension;</li> <li>d) From ventral support – torso twists;</li> <li>e) From the stand passing through the jump in ventral support.</li> </ol> </li> <li>5. Recovery of the body after exercise: <ol style="list-style-type: none"> <li>a) The child in supine position – free breathing;</li> <li>b) The child lying on his back on the Bobath ball with his arms at his sides – rocking back and forth.</li> </ol> </li> <li>6. Assessments and conclusions: assessments of kinetic activity and rewards.</li> </ol>	<p><b>Time:</b></p> <p>3 min.</p> <p>6 min.</p> <p>9 min.</p> <p>20 min.</p> <p>5 min.</p> <p>2 min.</p>
<p><b>Evaluation:</b></p> <p>The evaluation of the students is done on the basis of evaluation sheets. The articular mobility of the spine and the muscle strength of some muscle groups are evaluated. This evaluation is done at the beginning of the school year (initial evaluation), in the middle of the school year (intermediate evaluation) and at the end of the school year (final evaluation).</p> <p>For each lesson, the number of repetitions of the following exercises is noted: sit-ups, trunk extension, push-ups, pelvis extension and squats.</p>	

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