

“ ABOUT PÂRÂUL PETA, A SOCIAL JUSTICE PROJECT ”



GROUP'S NAME: The snakes

MEMBERS OF THE GROUP: Oana Radu, Amaia Dallo and Uxue Muro.

EMBLEM: Las Encinas

CONTINENT: Europe

PLACE: Bihor, Oradea (România)

NATURAL RESERVE: Pârâul Peta (Peta stream)

SOCIAL JUSTICE: Educación sin color (Lazareni, Romania) Fundación Caleb

COLLABORATORS: Doroteea Chiriac, Denisa Unguras



1. VEE DIAGRAM

MAIN QUESTIONS:

- o What am I going to acquire after having designed this instructional model? (teacher implications)
- o Are the proposed activities feasible to be carried out in the school context we have chosen?
- o Are teachers equipped to tackle these types of themes or topics?
- o Do the natural reserves have enough recognition and visibility in relation to the educational framework?
- o Will this project raise awareness about the importance of giving an equal education to all children?
- o What do we pretend for the children to learn regarding this natural reserve?

WORLD VIEWS

- o Our students will learn significantly and will gain insight and knowledge of the main elements of the natural reserve of “Paraul Peta” increasing their self-esteem and motivation to learn about one of their closest natural environments.

PHILOSOPHY

- o Constructivist model.

THEORIES

- o Ausubel: activation of previous knowledge
- o Novak: concept maps
- o Heike Freire: green pedagogy
- o Gowin: Vee diagrams
- o Daniel Goleman: emotional intelligence
- o Gardner: multiple intelligences
- o Maslow: necessity pyramid
- o Bloom's taxonomy: at the time of designing the activities

PRINCIPLES

- o The new learning should have some kind of relation with the previous knowledge of the students.
- o Social awareness towards the exclusion of some minorities is needed to achieve an inclusive education.
- o Gypsy children tend to be more prompt to social exclusion leading to a low-quality education.
- o Topics such as natural reserves or the natural environment need to be included inside the educational framework.

CONCEPTS

- o Forest therapy, green pedagogy, environmentally friendly, environmental awareness, social exclusion, educational equality, meaningful learning, lifelong learning, socio-critical learning, holistic approach, respect, critical and self-awareness, civic competence, cooperation, social justice and coordination

EVENTS / OBJECTS

- o Role playing, learning by discovery, concept maps
- o Activate previous knowledge (Aussubel)
- o Digital visit to the natural reserve
- o Storytelling to create a story inside the natural reserve (future activities)
- o Artistic abilities to create an advertisement of the natural reserve - STE(A)M
- o ICT is used to get the information of the natural reserve and the association.

RECORDS

- o Log the students previous and new knowledge to know their final improvements
- o Direct observation of the activities
- o Brainstorming through assembly, debate

TRANSFORMATIONS

- o Murals, pictures, concept maps, videos...

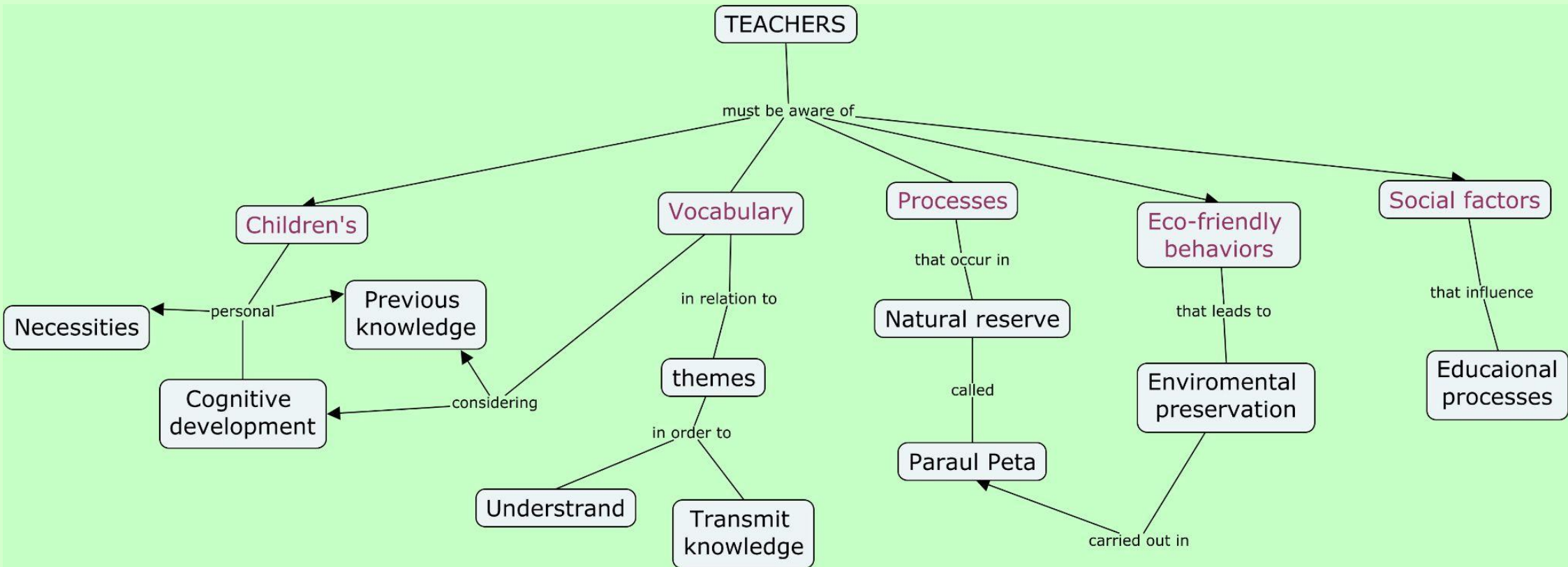
KNOWLEDGE CLAIM

- o Children that are at risk of social exclusion are more likely to excel regarding academic matters when they receive the help and support of specific associations that provide them with professional support offering them a quality education.
- o Teachers will be able to become aware of social and environmental issues simultaneously.
- o The activities are flexible enough to be carried out in the specific context we have chosen as they can be adapted to the children's necessities and their different cognitive levels.
- o Teachers that would carry out this set of activities need to be aware of the fact that they need to receive previous and continuous training in order to be equipped enough to tackle these kinds of themes.
- o The better you learn the better you will teach.
- o Sometimes resources related to the natural environment tend to have a secondary role within the curricular framework.
- o Children will acquire meaningful and significant learning regarding their natural surroundings but most specifically of a natural reserve that is geographically near them.

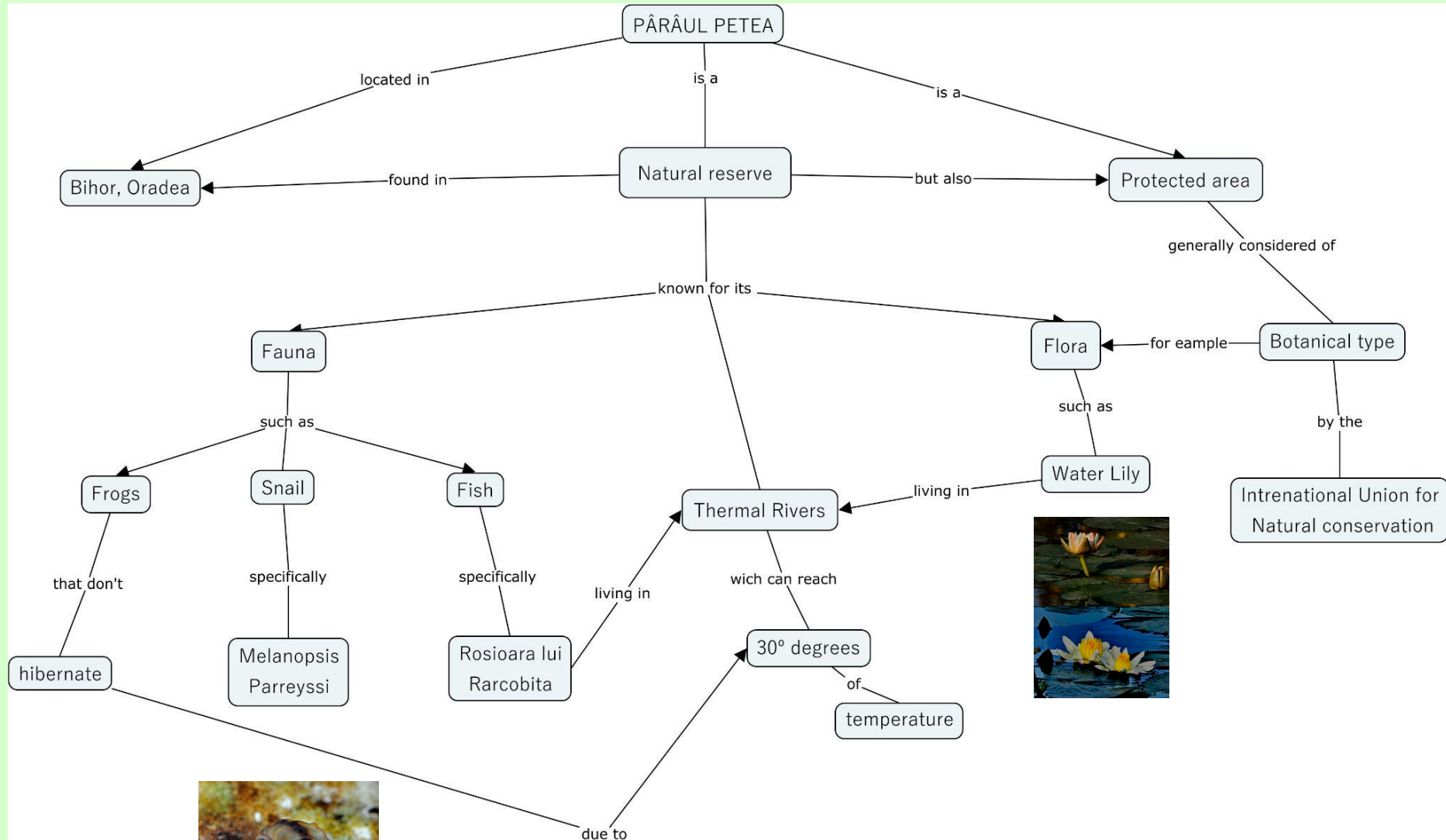
VALUE CLAIMS

- o Thanks to this project and the prepared didactic material the issue of social exclusion will probably be more visualized by individuals.
- o We will somehow transmit significant knowledge on environmental matters to pupils
- o The rise of natural environment awareness and preservation.
- o Understand that gypsy children also have the innate capacities to understand the different knowledge provided in schools just as children from other nationalities or ethnicities (all children can excel when they are offered the pertinent resources and support).
- o The rise of the value of "Paraul Peta" natural reserve.

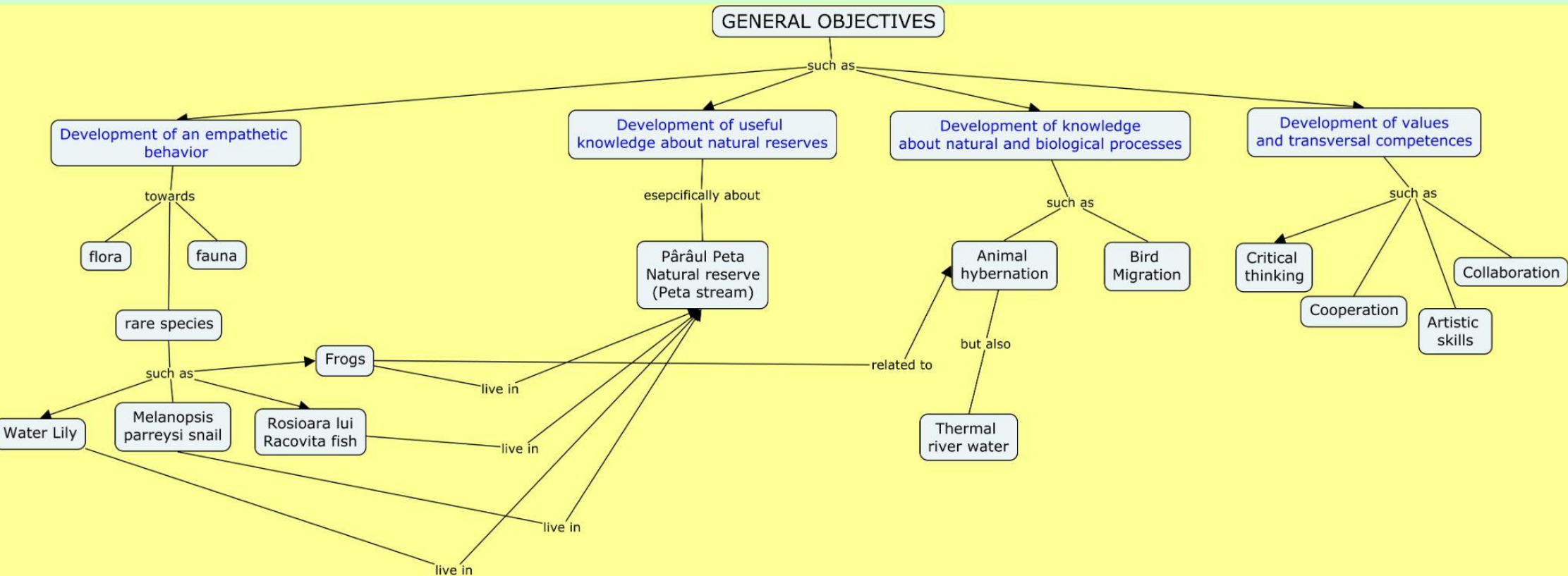
2. KNOWLEDGE MODEL

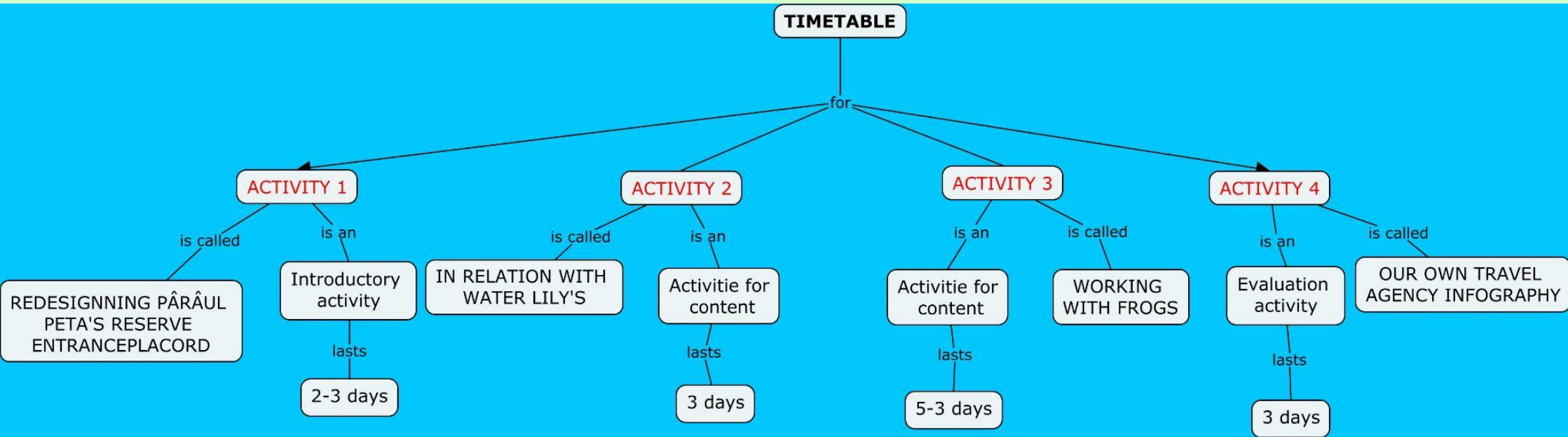


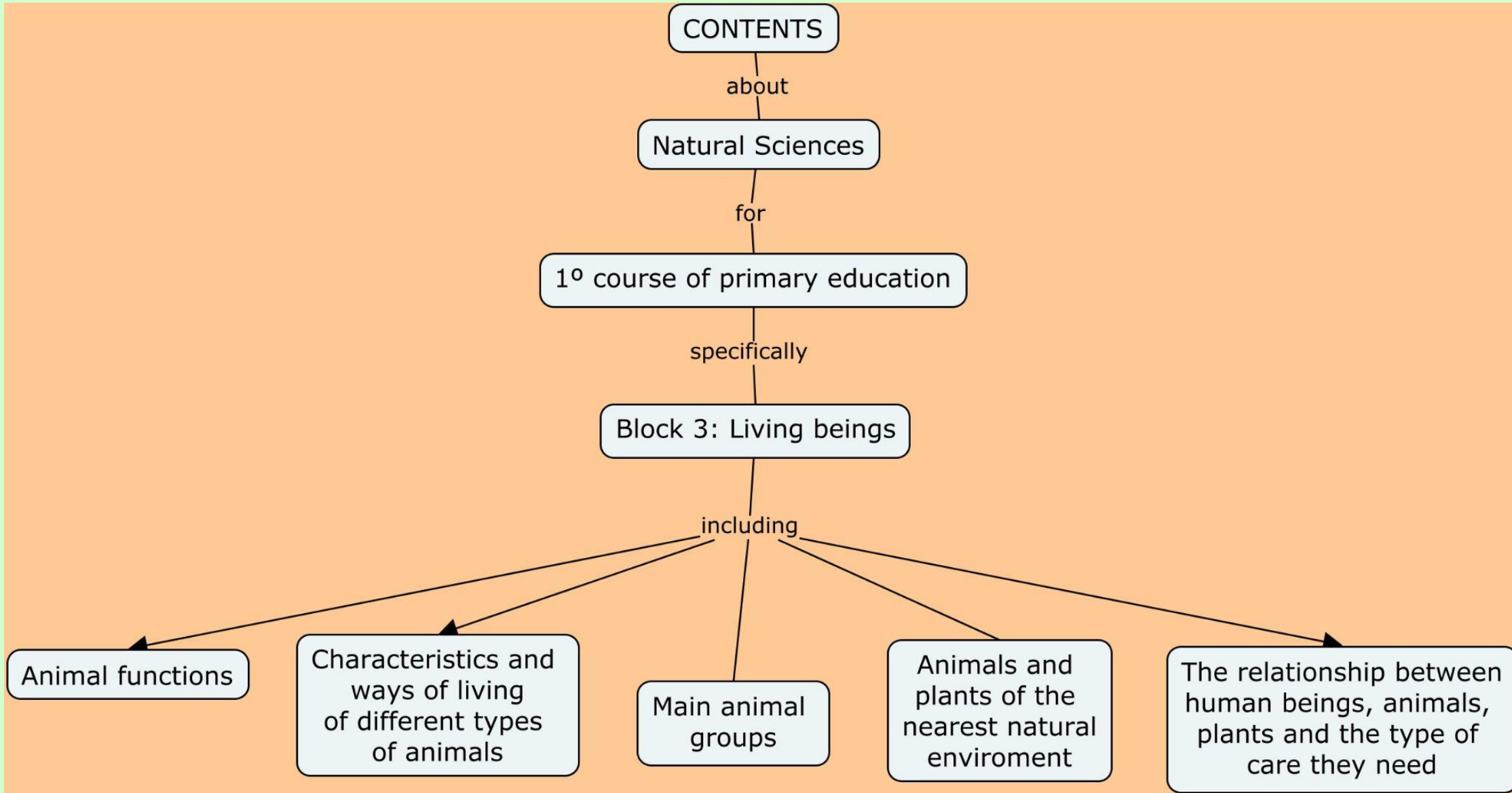
Also, it is important for teachers to know basic knowledge about this specific natural reserve...



3. INSTRUCTIONAL DESIGN



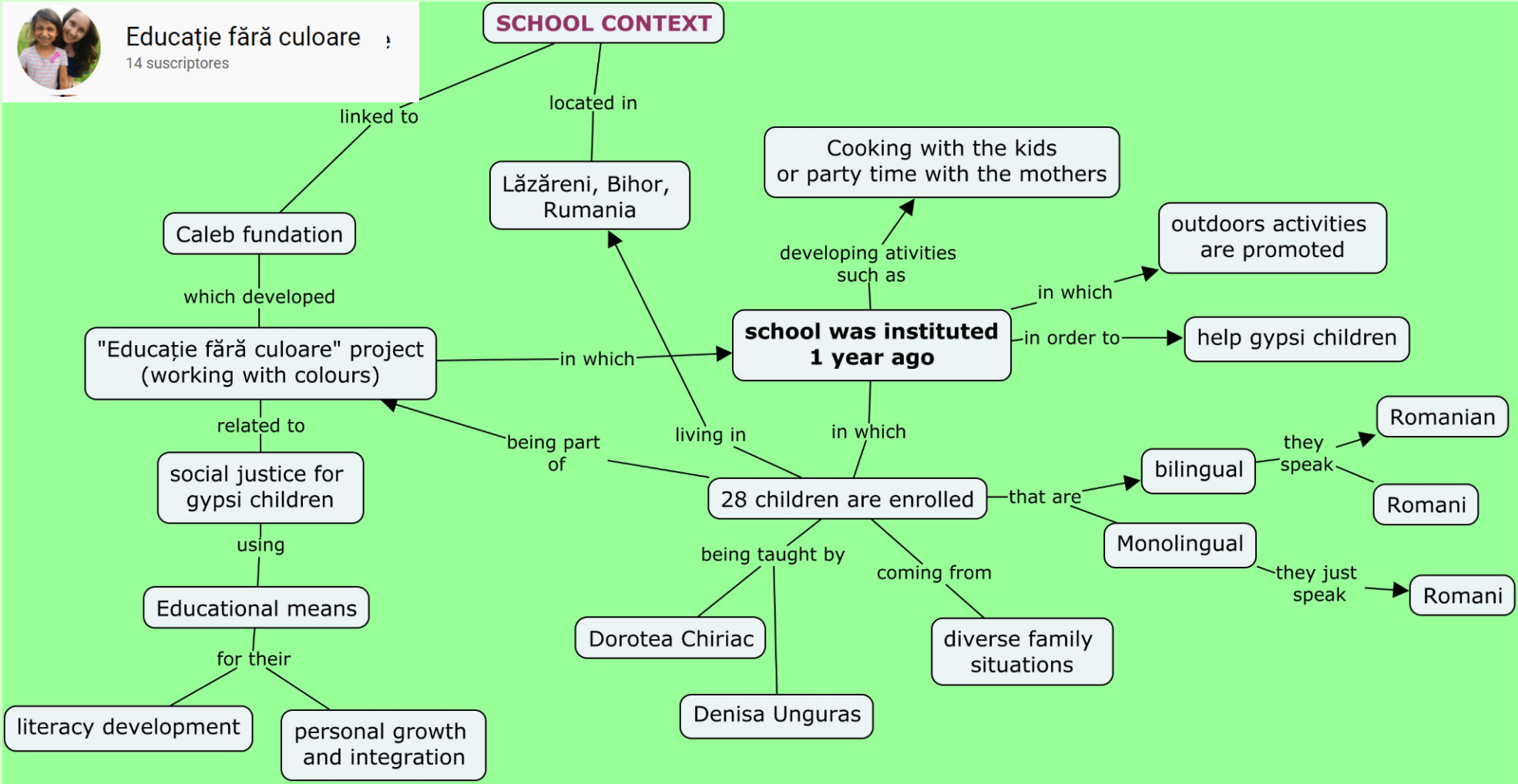


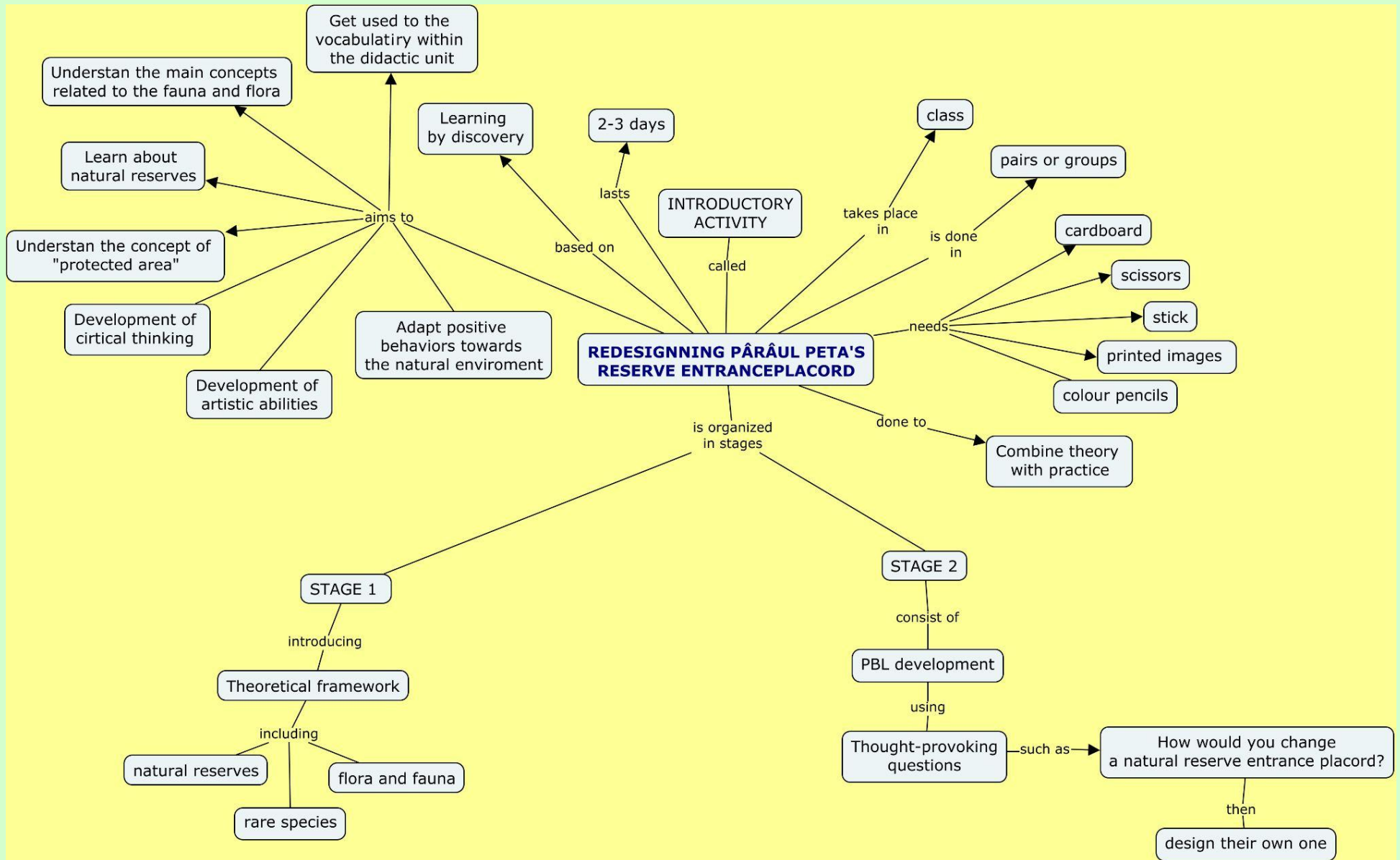


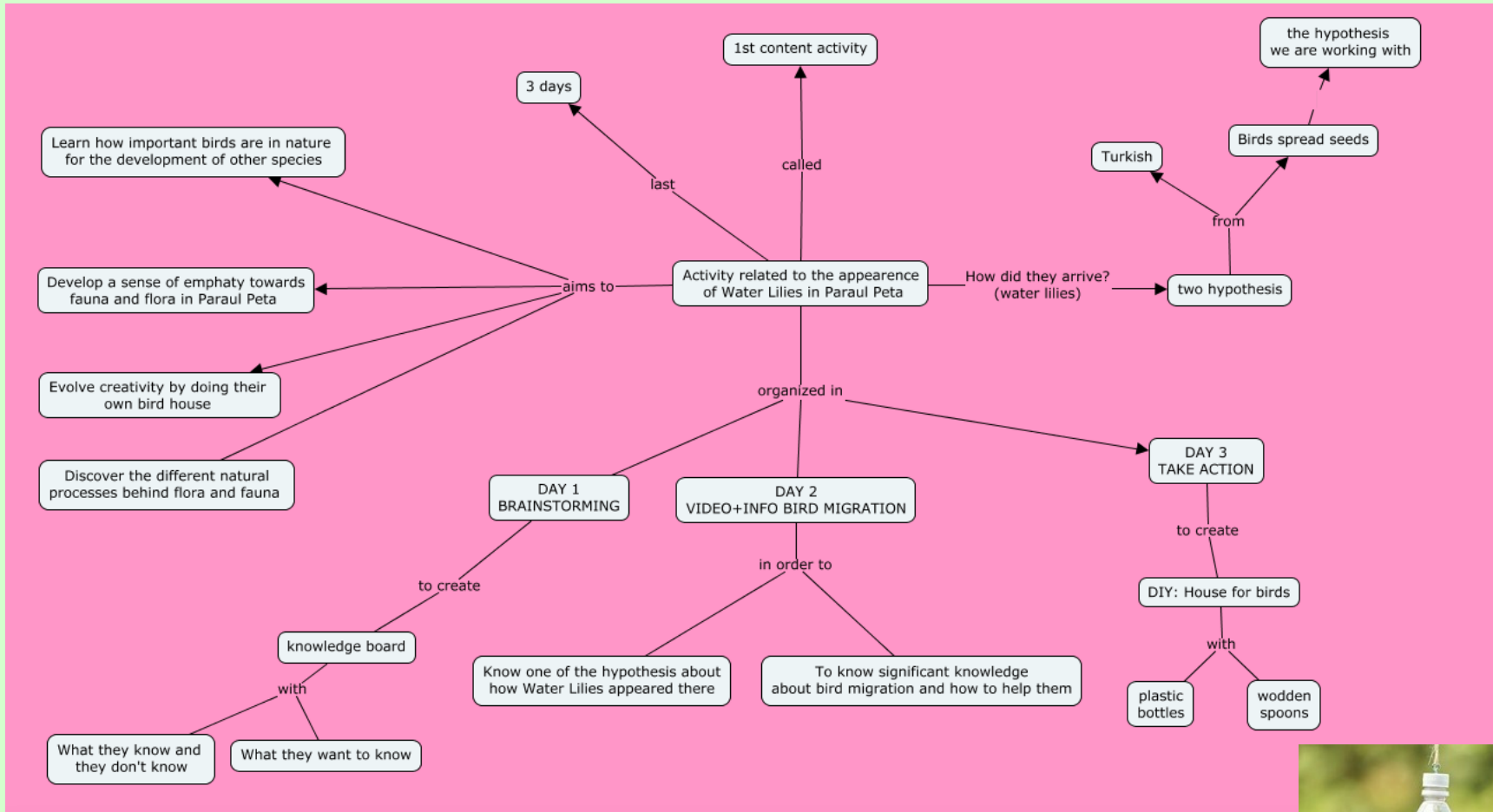


Educație fără culoare
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SCHOOL CONTEXT

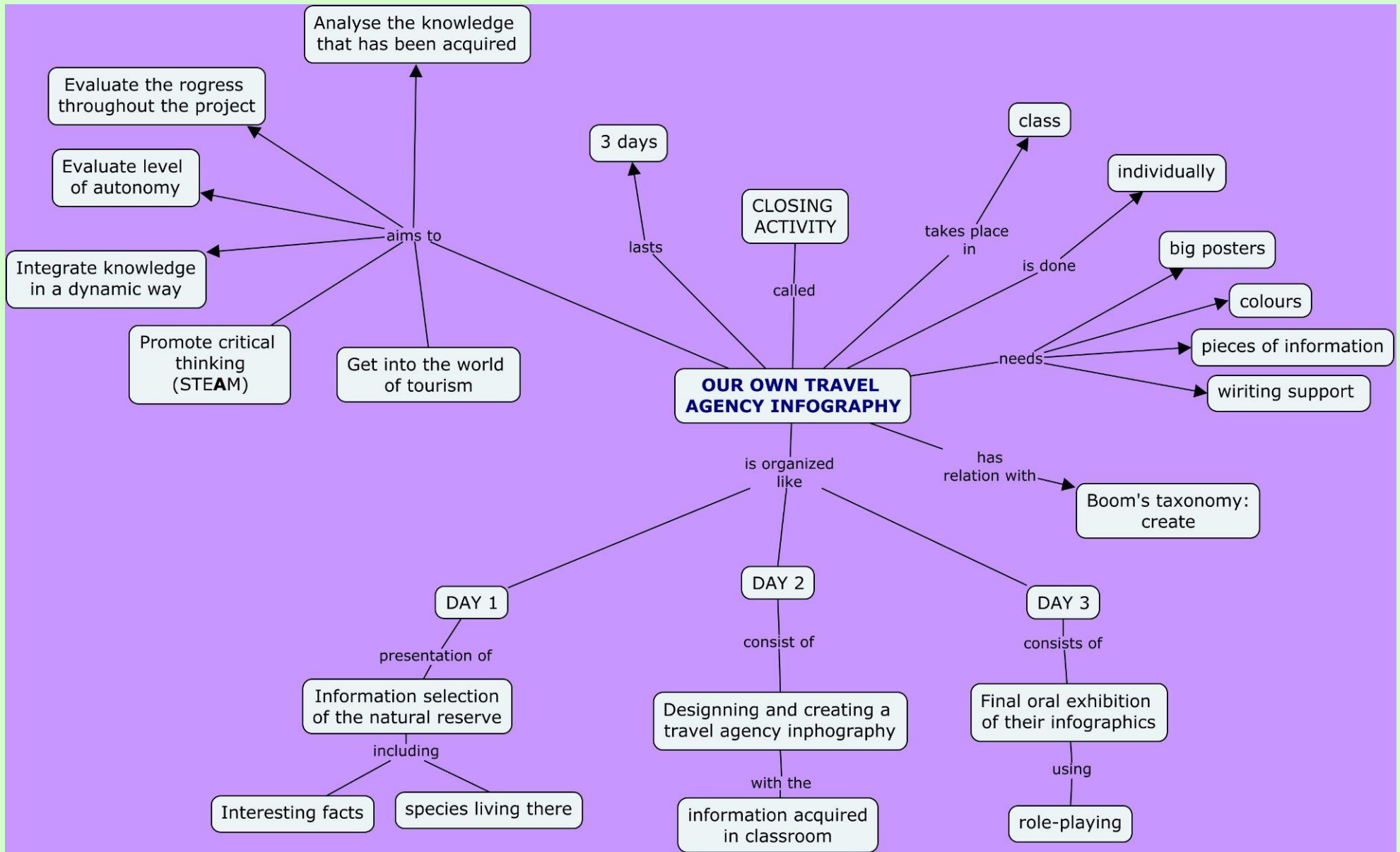




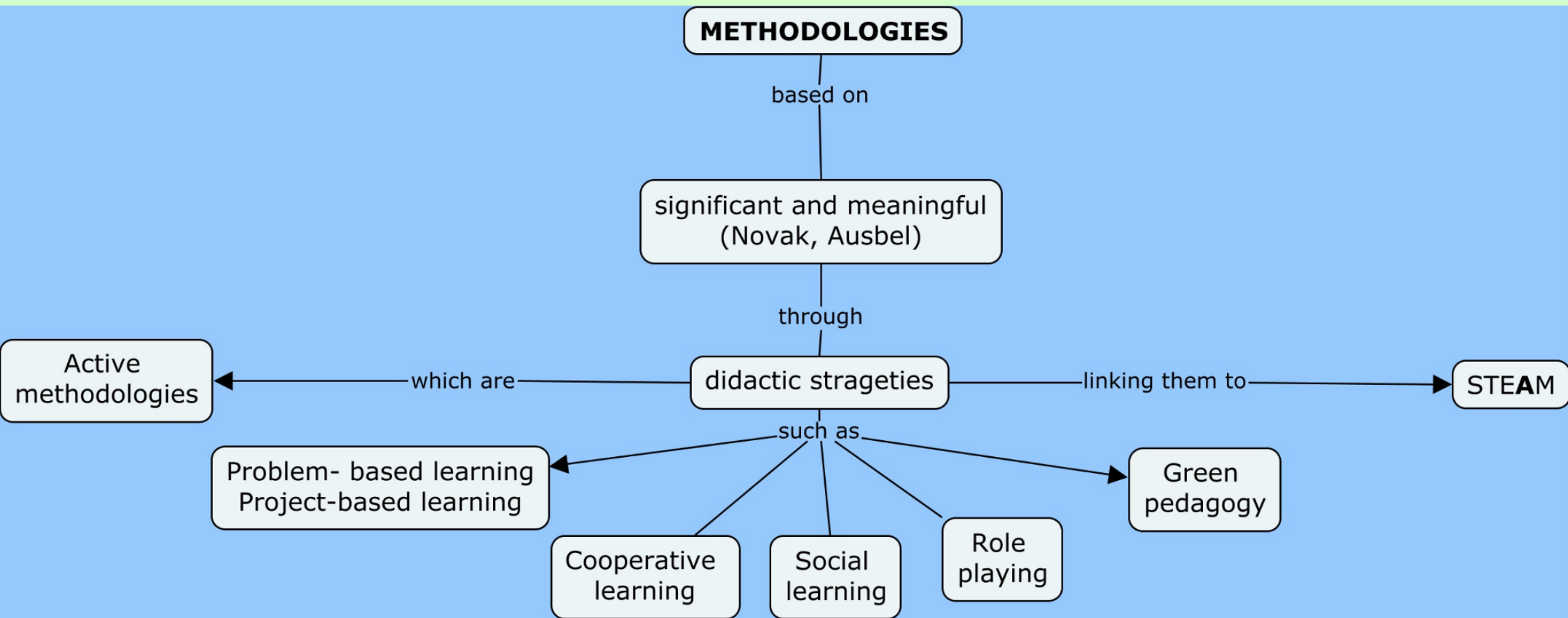


Video: <https://www.youtube.com/watch?v=EN3w1MRI9gg>

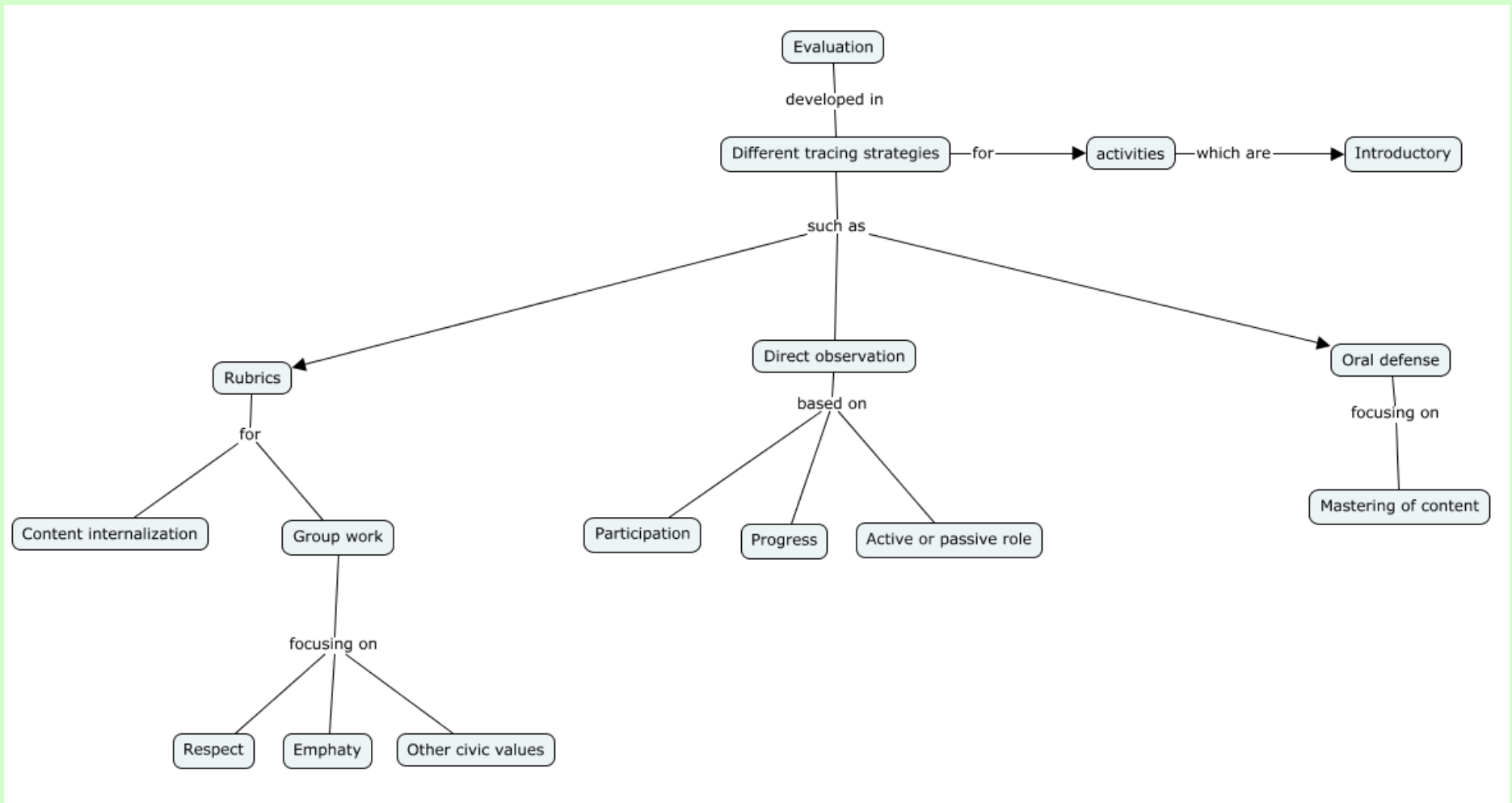




5. METHODOLOGIES



6. EVALUATION



7. REASONS OF OUR PROJECT: social justice

We have decided to link this natural science project to the Romanian organization called “Caleb” due to the fact that they are currently developing a social justice project to change the vision of society towards gypsy children and protect their right to access to a proper and equal education. In this way, they will be offered the same opportunities like the rest of the children and diminish their risk of social exclusion. We believe that this didactic material related to a well-known natural reserve might probably be a great educational resource for these children because they will get to know this specific place in an in-depth way increasing their desire to interact with the nature that surrounds them in their near future. <https://www.youtube.com/watch?v=ql8jyEmkaMQ>

Final reflection:

Taking into account the fact that this “teaching unit” is based on social learning, we are so grateful for the fact that we managed to contact this Romanian educational foundation. As future teachers, we believe that it has been such an enriching experience to be able to develop this Natural Science project, not only from a purely academic and professional point of view, but also because it played a very important role regarding our personal growth as human beings as it led to the development of specific values such as: “empathy, respect, goodness, generosity, between others”.

The “social action” that Caleb foundation develops through the project “Education without colour”, somehow opened our eyes as future professionals that will be working within the educational field, in the sense that it made us realize that even if the right for education is an universal right, in some cases, especially when talking about minorities, the educational offer is poorer and somehow not based on equity, and if the educational opportunities are not being offered in a pertinent way, this may lead to social exclusion, something that for sure needs to be avoided.

According to one of the teacher’s working with these gypsy children (Doroteea Chiriac) , and to her brief but in-depth testimony, we managed to understand that actually, teachers play a very important role when talking about children at risk of social exclusion. She even said something that made a positive impact on us, she said that teachers are those who create paths on which others can build in the future.

Doroteea and Denisa are such an inspiration for us, they seem to be so involved in what they do, they do it with passion and vocation but what has really surprised us is the fact that they remain humble. They work with children that actually come from difficult family situations and contexts, but despite this fact, they always try to make the parents get involved in the learning process of their children, organizing activities that are meant to develop a positive attachment between the children, their parents and the teachers. In other words, they put into practice the real sense and “essence” of what an “educational community” is.

In addition, they said that it has been a quite difficult task to work with monolingual children, as some children can only speak in “Rromani”, but something that needs to be mentioned is the fact that these children are very wise children, as they managed to learn the official language “Romanian” in less than a month. These teachers made these children understand the meaning of a “story”, and now after having learned the Romanian language, they enjoy reading books. This is such a great accomplishment, which shows us that with passion and patience, all things are possible, and this makes us want to follow their footprints in our professional future as primary school teachers.

In relation to the learning of the natural environment, what has really surprised us is the fact that they develop lots of activities outdoors allowing the children to explore outdoor activities for their cognitive, emotional and social development and making them have a great time during the teaching and learning process.

As for the chosen natural reserve, Paraul Peta (Peta stream), we believe that it helped us to have a wider vision in relation to the “natural heritage” that we have around the world. This Natural Reserve of botanical nature, has taught us many things, and taking into account the fact that this protected area in Romania is relatively close to these children, thanks to this teaching unit, in the future, they may have the desire to visit this place, as they will have the opportunity to do some activities based on this Natural Reserve. In the end, when the didactic activities are contextualized, they are more prone to lead to a meaningful type of learning.

On the whole, this Natural Science project helped us understand that every single child needs to be offered equal and pertinent educational opportunities. As future teachers we understood that the didactic material that is being designed, needs to be organized in a pertinent way, taking into account the types of activities (introductory, for content development and evaluation and for closing), the used methodologies, and of course the goals that we want our pupils to achieve. In other words, a teaching unit needs to be designed bearing in mind different aspects, such as the school context and the children’s personal needs. We are thankful to this foundation, to both Doroteea Chiriac and Denisa Unguras for offering us the opportunity to get to know what they are doing for the children that seem to go through tough life situations, they have definitely made us understand the real “sense of education” as **“Education is for improving the lives of others and for leaving your community and world better than you found it”**.

FINAL VIDEO: <https://youtu.be/uT5SzXkngo>