



**Subject:** Technological education

**Grade:** Group of children with severe disabilities

**Topic:** Spring symbols – Mărțișorul (spring amulets)

**Content:** Work techniques

<b>Goals:</b>	Learning by the students some working techniques for making “martisoare” (spring amulets)
<b>Objective:</b>	<ul style="list-style-type: none"><li>- Color recognition</li><li>- Identify the different materials</li><li>- Develop fine motor skills</li></ul>
<b>Materials:</b>	Play dough, yarn, cardboard, glue, scissors, plaster figurines, brushes, watercolors, napkins, varnish for the napkin technique
<b>Introduction:</b>	Students are asked if they know which is the next season and what do we celebrate on February 24 <sup>th</sup> .
<b>Development:</b>	Teacher show the students how to weave white and red wires, then they are helped to achieve that themselves. Children are asked when does spring start and what do we offer on the 1 <sup>st</sup> of March
<b>Practice:</b>	Students complete (with constant support and guidance) amulets of different materials using different working techniques:  <u>Play dough modeling technique (Fimo) - Heart with clover:</u> Dough cut into smaller pieces and then shaped . Then baked in oven for 30 minutes at 135-150 degrees Celsius.  <u>Paper Roses:</u> Paper is cut in a circle and then a spiral is cut from its edge inwards. The spiral obtained is rolled from the edge to the middle and at the end is glued to make a flower.  <u>Napkin technique – Heart.</u> Trace and cut out two hearts from the printed paper napkin. Loosen the napkin to use only its printed side. Apply the adhesive on the plaster form, glue the napkin on the surface of the form and apply another layer of adhesive over it. Do the same for the other side of the form.
<b>Checking For Understanding:</b>	Each student explains how the amulet was achieved and identifies the materials used.
<b>Closure:</b>	Each student gets to tell which is the amulet he/she likes most.
<b>Evaluation:</b>	A small exhibition with spring amulets (“martisoare”) is made.



CSEI

CENTRUL ȘCOLAR PENTRU EDUCAȚIE INCLUZIVĂ

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**Subject:** Dance and Mime

**Grade:** from 1 to 8th

**Topic:** Basic waltz step dance

**Content:** Waltz music and steps

<b>Goals:</b>	The students will learn the basic step dance of waltz
<b>Objective:</b>	By the end of the unit students will have used measurement strategies and self-reflection in order to critique their self-progress in waltz dance By the end of the unit students will be able to perform waltz dances with a partner By the end of the unit students will have learned to perform and teach these dances to an audience
<b>Materials:</b>	1.Large space for movement 2.Computer 3.Speakers 4.Waltz No. 1 by Frederic Chopin
<b>Introduction:</b>	The students will watch a waltz dance video and listen waltz music
<b>Development:</b>	The class will be in one large circle. The follows, their partners, should face the leads with the L shoulder toward the center of the circle. Dancers may practice the steps facing one another without actually touching. After the steps are learned the dancers should perform the steps in ballroom dance position.
<b>Practice:</b>	The lead goes forward on counts 1 and 4 performing the box step in place after each forward step. The steps for the lead are: forward (1) side (2) close (3) forward (4)side (5) close (6). The follow performs the opposite movement.
<b>Checking For Understanding:</b>	Each pair will dance alone and the rest of the students will watch the dance.
<b>Closure:</b>	After the dance the teacher can lead the students in a discussion of their favorite dance and why.
<b>Evaluation:</b>	Dancing waltz in pair with audience.



Subject: Arts

Grade: Grade 7&amp;8

Topic: Rhythm Therapy – corrective-compensatory technics used for children with special education needs.

Content: Development of rhythmic ability and body expressivity; the practice of physical exercises of different complexity; assimilation of complex rhythmic formula

Goals	Goals: Optimizing desired individual behavior through rhythmic and psycho-motric activities.
Objectives	Development of rhythmic ability; Development of motric coordination; Establishment of lateral movement; Establishment of simple rules comprehension; Introduction to social behavior.
Materials	Drinking glasses, whistle.
Introdution	Initiate activities with variable degrees of difficulties as: - Warming exercises; - "Break-ice" socializing exercise; - Physical rhythmic exercises; - Rhythmic body expression exercise.
Development	The psycho-motric rhythmic exercise has two components: 1. A drinking glass is placed upside down, right side of the right hand. Subject starts with two hand claps followed by three slaps on the table with the right hand. Next, one more hand clap followed by moving the glass on the table half way between the hands. 2. Subject starts with one hand clap, takes the glass with the right hand and touches the left hand with the edge of the glass then touches gently the table with the same glass edge. Next, the glass is placed in normal position in the left hand, strikes gently the table on the left side with the right hand and places the glass upside down on the right side of the table.
Practice	This exercise has four rhythmically beautified versions (ornamented versions), the starting order decided by the rhythmic difficulties of each version, with attention paid to the degree of difficulty evaluation. 1st version: The previously described individual glass exercise is performed by one subject, followed by the next subject and so on. 2nd version: This exercise is done simultaneously by all subjects. 3rd version: The exercise is done in a staggering order, the second subject starts with the second segment of the individual exercise. 4th version: Exercise done simultaneously by all participants, as follows: two slaps on the bench, one hand clap – repeated four times. First subject starts individual exercise routine while the group performs version four routine. Once first subject finishes the individual exercise he/she joins the group exercise. This version is completed when all the participants finish the individual glass routine.
Accomodations	None of the subjects should be provided with any special treatment or support.
Checking for understanding	This exercises should be performed by all subjects, no exemptions.
Closure	The exercise examples provided could be diversified through increased level of complexity or, may be replaced by other rhythmic examples based imagination and creativity.
Evaluation	Overall assessment of the activity of subjects; highlighting the strengths of each student; rewarding them through the distribution of diplomas.



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**Subject:** Gymnastics

**Grade:** 1st

**Topic:** Gymnastics on rhymes

**Content:** Strengthening motor skills: walking, jumping and balance

<b>Goals:</b>	Developing the global motility for their social integration.
<b>Objective:</b>	By the end of the unit all students will be able to execute correctly the motor skills. By the end of the unit all students will be able to go through the motor route. By the end of the unit students will have learned the story on rhymes.
<b>Materials:</b>	Colored soles, sponge stairs, sponge rollers, gymnastics bank, balance balls, Optymusic System.
<b>Introduction:</b>	The students are announced that they are going in a trip, on the mountain, where is a chance to meet the big bear. To not wake him, they have to execute correctly the movements.
<b>Development:</b>	The teacher will make a demonstration of the motor route that they are going to learn, explaining clearly each movement on each line of the story.
<b>Practice:</b>	Students will go through the motor route as many times as necessary until they will have learned it and execute every motoric skill correctly.
<b>Checking For Understanding:</b>	Each student will go through the motor route and say in the same time the story on rhymes.
<b>Closure:</b>	The teacher can lead the students in a discussion of their favorite moment from the motor route.
<b>Evaluation:</b>	Highlighting the strengths of each student.

„În excursie!”

**In an Outing!**

Plecăm veseli, strigând URA!

**We go happy yelling YEY!**

Să cunoaștem azi natura.

**To meet nature all today.**

În grupuri aliniate, toți cu rucsacul în spate.

All in lines standing still,  
Packs ready for the hill.

Mergem mai întâi pe șes, și facem pasul mai des.

Walking quickly when it's flat

Când începem să suim, pasul îl încetinim.

Pace is slowing when we're going up the hill.

Ca să ajungem sus la munte/

We go over on the bridge to get up to the high mountain,

Trecem toți peste o punte:

Don't be afraid – keep your balance still.

Echilibru! Fără frică! Puntea-i lată! Apa-i mică!

Bridge is wide and water shallow.

În excursie-am pornit,/ Pe pietre noi am pășit!

In the outing there we are, hopping on the stones

Râul mare să îl trecem,/ Apa să nu ne înnece!

To cross over the big river, water not to drown us under.

Două buturugi în cale/ Sărim peste ele oare?

Here we come across with trunks! Are we going to jump over?

Uite un bolovan mare! Ce se vede de pe el oare?

Here's one big boulder!

What can you see over your shoulder?

I-a privește colo-n zare!/E-o cabană mare, mare!

Check the horizon carefully! I can see a log cabin beautifully.

Mergem veseli prin pădure/Tufele le ocolim.

Happy strolling in the woods, touching bushes carefully.

Vrem să ajungem la bârlogul ursului și să-l privim.

We want to get to the bear's house and watch him peacefully.

Ursul ce-a stat nemișcat/Ne-a văzut și s-anfuriat.

But the bear got a glimpse of unwanted visitors,

Iute, iute noi plecăm, de urs noi să scăpăm.

And he chased us away, in a hurry had to leave,

Uite-aici un loc frumos, rucsacii noi îi dăm jos.

Just to find a lovely place to relax

Și ne odihnim pe iarbă, toți cu mâinile sub barbă.

And also wonder what a lovely time we had.

Teacher- ANDREESCU- PAȘCA MICSANDRA  
 - Art teacher of C. S. E. I. Cluj- Napoca, ROMANIA-

Oct. 2013

<b>Subject:</b>	Artistic- plastic education	
<b>Grade:</b>	4th class	
<b>Topic:</b>	Teaching through Art	
<b>Content:</b>	The monotype technique as a way of adapting to the environment	
<b>Goals:</b>	Adapting the students to the environment, by transforming the natural shape into an art form.	
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>- Understanding forms of nature, through the art.</li> <li>- Developing the capacity/ ability to achieve expressive form.</li> </ul>	
<b>Materials:</b>	Tempera colors, drawing paper, brushes, leaves with very different shapes and sizes, <u>-in monotype technique-</u>	
<b>Introduction:</b>	The professor explains the particular processes of monotype technique, making a demonstration.	
<b>Development:</b>	Students must cover with tempera colors, on the back side, some selected leafes and push them on the paper, using another paper over the leaf and trying a proper composition of the page. Colors will be harmonized with the natural leaf.	
<b>Practice:</b>	The students must achieve an expressive work in monotype technique, through an increased capacity to fill an area with color, and also through the development of motor skills due to a precise pressing of the leaf to the paper.	
<b>Accommodations:</b>	In the case of students with disabilities, we must give up on page composition and expressiveness and give a special focus on leaf's coloring and precision, in terms of pressing all over the leaf on the paper.	
<b>Checking For Understanding:</b>	Students analyze their mutual work, in terms of coloring and leaf application on paper and they comment and analyze each activity, in terms of the correct application of the monotype technique achievement.	
<b>Closure:</b>	Students make a small exhibition of all works performed, combining leaves (which they have used)- and express their opinion about each work they exposed.	
<b>Evaluation:</b>	Evaluation is done by selecting works based on the accuracy of the monotype technique and the expressive realization of leaves obtained, using the beauty and harmony of colors existing in nature. It must keep also account of the students' opinion regarding expressive works	