

INNOVATIVE PEDAGOGICAL PROJECTS IN PRIMARY SCHOOL

Abstract

Presented in this paper below, two “*Health prevention*” programs designed for the first year Primary School class. Realized in 2013-2014 in the Athens Greek Public School: 14th of Ilion, in the curricula.

Acknowledgements

Respectfully, reference to the attendance and excellent collaboration of Mr. Theodoros Archondidis , director of the School 14th of Ilion in Athens and PhDr Marinela Rusu, Institute “Gh. Zane”, Iasi, Romania.

“Accept - Share – fit in – self-orientation”

Author¹

Kalliopi Vlachou

Head Teacher ,
14th Primary School
of Ilion,
Athens, Greece.

Abstract

The main goal of our program is the development of positive interpersonal relations in the group, in order to achieve the basic goals of every child: acceptance by the peer group, the feeling of “belonging” and the formation of identity.

Key words: communication, interaction, identity, self-awareness.

Introduction

More specifically the recordings of our program are: • I present myself • I discover my uniqueness (understanding concepts of self-esteem , self-respect , inner strength) • I make the most of my special abilities • I recognize the uniqueness of the members of my team .• I discover similarities and differences with others. • I discover the value of diversity .• I learn to trust and respect members of my team . • I emphasize positive actions rather than errors. • I learn to accept the drawbacks and weaknesses of the others .• I discover the value of team cohesion and thereby the value of reciprocity. I overcome my own shortcomings through my team . **Cognitive objectives:** • Linguistic development and enhancement • communication • Learning to listen and processing information received. *Acquiring strategies to resolve conflicts that arise during my daily interaction with the other members of my team.* **Socio-emotional goals:** • Acquiring social skills that help create positive interpersonal relationships. Gradual integration in the team. • Acceptance of the peculiarities of others. Respect of personal space. • Awareness of their rights and obligations towards each other . • Management of emotions arising from confrontation with members within their group, but also outside it. • Cultivation of empathy . • Personal fulfillment.

Number of students: 20 boys and girls , 7 years old, (class A3) LEVEL 1.

From the Primary school: 14th of Ilion in Athens. Developed in the curricula on 2013 – 2014.

¹ Head Teacher , 14th Primary School of Ilion, Athens, Greece. .

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Engraving Art paths to cultivate children's Emotional Intelligence

Author²

Theodora Chandrinou

B.A. in Painting - B.A. in Engraving

Post graduate research in Engraving

Abstract

The principle goal of the program is the development of the children's personal and social skills. Art becomes a vehicle towards this direction. Emotional training and the increase of Emotional Intelligence is the focus of this project. Art intervention and Art Therapy as pedagogical practices, among others, are applied. A selection of the student's art creations in photos is presented. Due to the contribution of Mr. Theodoros Archondidis , director of the School 14th of Ilion in Athens, we managed to accomplish our goals successfully and enjoy the experience of team work and collaboration.

Key words: culture, emotions and feelings, collaboration, interaction, creation.

Introduction

Presented below, the program entitled: **“Engraving Art paths to cultivate children's Emotional Intelligence”** has been designed for the first year Primary School class (A1) - Level 1. Realized in 2013-2014 in the Athens Greek Public School: 14th of Ilion, in the curricula.

² B.A. in Painting - B.A. in Engraving - Post graduate research in Engraving - Art Professor in Athens Schools, Greece

Number of students participated: 21 boys and girls, 7 years old.

Period of realization: 6 months.

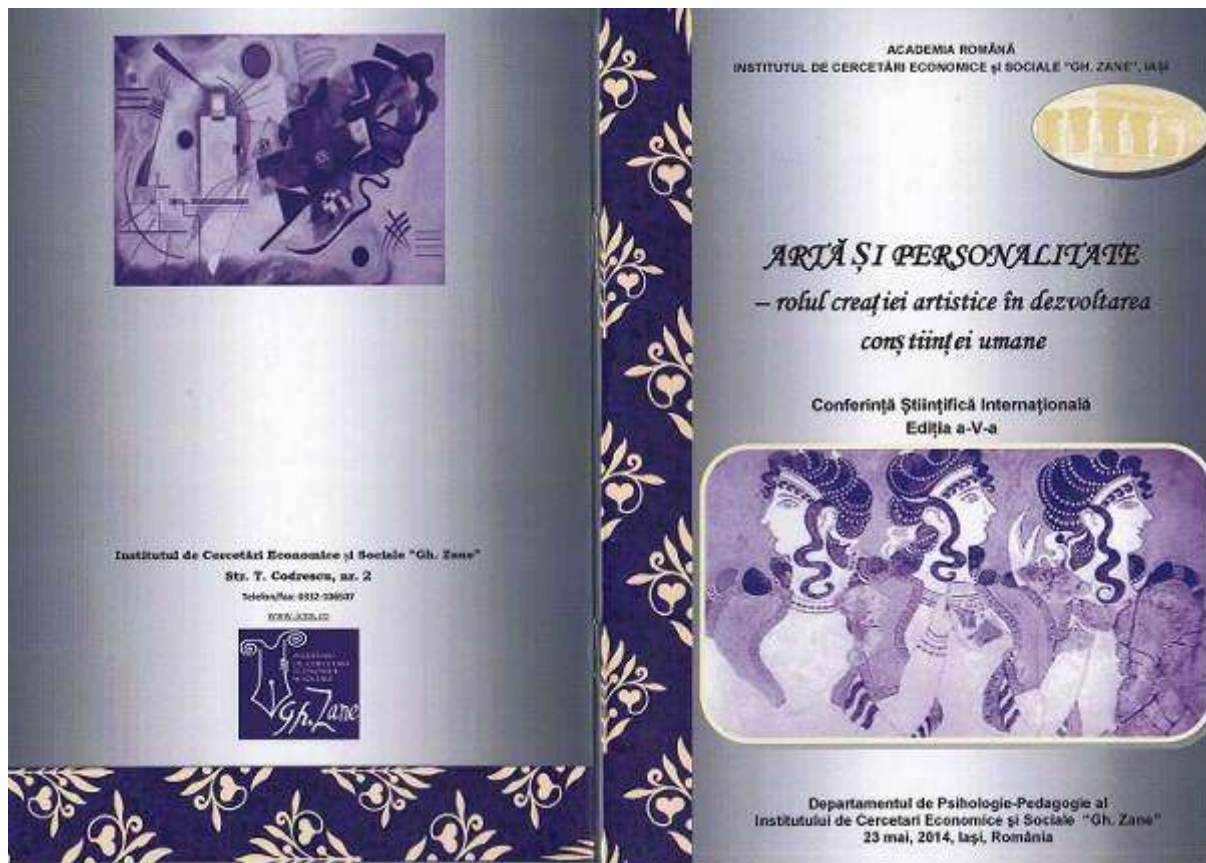
The educational process should focus **on the way** on which a subject is developed. The promotion of higher forms of pedagogical approach, critical thinking, is proposed rather than a utilitarian approach to simply transferring facts. The importance of the Innovative pedagogical projects in Primary School is evidently. For that reason the **“Health programs”** are adjusted and applied in the curricula with a lot of respect to the special needs of each student.

The profits are visible in the mental, emotional and bodily health of the children. Art offers a way for self-expression and encouragement to introspection. Hidden memories of the children can be recalled, a trauma or other personal data can be revealed. With colors and shapes, through drawings and also with poems, dramatization – theatrical game etc. we can help the children to explore and reveal their inner world. The creativity must be released and for that reason **Emotional Education** ought to have the first role in a completed pedagogical program.

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Kalliopi Vlachou, Vice Principal, Head teacher
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Athens, Greece.

Accept – Share – Fit In – Self Orientation

The main goal of our program is the development of positive interpersonal relations in the group, in order to achieve the basic goals of every child which is acceptance by the peer group, the feeling of "belonging" and the formation of identity.

More specifically the recordings of our program are: I present myself; I discover my uniqueness (understanding concepts of self-esteem, self-respect, inner strength); I make the most of my special abilities; I recognize the uniqueness of the members of my team; I discover similarities and differences with others; I discover the value of diversity; I learn to trust and respect members of my team; I emphasize positive actions rather than errors; I learn to accept the drawbacks and weaknesses of the others; I discover the value of team cohesion and thereby the value of reciprocity; I overcome my own shortcomings through my team. **Cognitive objectives:** Linguistic development and enhancement; communication; Learning to listen and processing information received. *Acquiring strategies to resolve conflicts that arise during my daily interaction with the other members of my team.*

Socio-emotional goals: • Acquiring social skills that help create positive interpersonal relationships. Gradual integration in the team. • Acceptance of the peculiarities of others. Respect of personal space. • Awareness of their rights and obligations towards each other. • Management of emotions arising from confrontation with members within their group, but also outside it. • Cultivation of empathy. • Personal fulfillment. • I discover the value of team cohesion and thereby the value of reciprocity.

Keywords: educational strategy, personal skills, emotional abilities.

Institutul de Cercetări Economice și Sociale "Gh. Zane", Iași

Kalliopi Vlachou and Theodora Chandrinou
Athens, Greece.

Innovative pedagogical projects in primary school

We present below two "Health prevention" programs designed for the first year Primary School class. Realized in 2013-2014 in the Athens Greek Public School: 14th of Ilion, in the curricula.

Kalliopi Vlachou: "Accept - Share - fit in - self-orientation". The main goal of our program is the development of positive interpersonal relations in the group, in order to achieve the basic goals of every child which is acceptance by the peer group, the feeling of "belonging" and the formation of identity.

Keywords: communication, interaction, identity, self-awareness.

Theodora Chandrinou: "Engraving Art paths cultivating children's Emotional Intelligence". The main goal of the program is the development of the children's personal and social skills. Art becomes a vehicle towards this direction.

Emotional training and the increase of Emotional Intelligence is the focus of this project. Art intervention and Art Therapy as pedagogical practices, among others, are applied. A selection of the student's art creations in photos is presented.

Keywords: culture, emotions and feelings, collaboration, interaction.







PROGRAMUL CONFERINȚEI

”ARTĂ ȘI PERSONALITATE”

23 mai, 2014

**Institutul de Cercetări Economice și Sociale, ”Gh. Zane”,
Academia Română, Filiala Iași**

9⁰⁰-10⁰⁰ - Primirea participanților în sala de conferințe ”Al. P.Tacu”
I.C.E.S. ”Gh. Zane”, str. T. Codrescu nr. 2 Iași.

10⁰⁰-11⁰⁰ - Deschiderea festivă a conferinței științifice.

Prezidiu format din invitații de onoare ai conferinței:

Teodor Dima, prof. univ. dr., membru al Academiei Române, director al
Institutului de Cercetări Economice și Sociale ”Gh. Zane”, Iași.

Petru Bejan, prof. univ. dr., șeful Departamentului de Filosofie, Univ. ”Al. I.
Cuza”, Iași, Facultatea de Filosofie și Științe Politice.

Maria Urmă, prof. univ. dr., decan al Facultății de Arte Vizuale și Design, Univ.
de Arte ”George Enescu” Iași.

Laurențiu Șoitu, prof. univ. dr., Facultatea de Psihologie și Științe ale Educației,
Univ. ”Al. I. Cuza”, Iași.

11⁰⁰-11⁴⁵ - *Lansare de carte* - Volumul colectiv intitulat
”Mesajul - conținut și relație”, Editura *Institutul European*,
coordonator prof. univ. dr. Laurențiu Șoitu.
Prezintă acad. dr. Tudor Dima și prof.univ. dr. Petru Bejan.
TVR Iași.

- *Expoziție lucrări printmaking* - Theodora Chandrinou, Atena.

Pauză de cafea.

11⁴⁵-14⁰⁰ - Prezentarea lucrărilor

Partea I, Secțiunea 1 - Sala de conferințe ”Al. P.Tacu”.

Moderatori: Marinela Rusu și Maria Urmă

Petru Bejan, *The Self as a Work of Art* . (Iași, România).

Maria Urmă, *Art Therapy and Artistic Creation*. (Iași, România).

Eugenia Maria Pașca, *Conceptions of the role of music in education*. (Iași,
România).

Ioana Olaru, *The grammar of op art's visual language*. (Iași, România).

Gabriela Benescu și Marinela Rusu, *Educație și optimizare personală prin artă*.
(Iași, România).

Marilena Doncean, *Cunoașterea semnificației culorilor din viața noastră*. (Iași,
România).

Theodora Chandrinou, *Emotional training and Visual Art – Printmaking techniques*

in Primary Education.(Atena, Grecia).

Caliga Marina, *Concept "attitude" as factor integrated music education lessons.*(Bălți, Rep. Moldova)

Ecaterina Hanganu, *The Abstract Art in Search of the Fractal-Self.* (Iași, România).

Ștefania Bejan, *Challenges of Education through Art.* (Iași, România).

Doina Mihaela Popa, *La métaphore corporelle et la personnalité.* (Iași, România).

Gheorghe Doncean și Marilena Doncean, *Utilizarea transformatelor Fourier în cercetarea științifică a imaginilor.* (Iași, România).

Tatiana Gînju, *Impactul artei în formarea personalității elevului.* (Bălți, Rep. Moldova).

Tatiana Comendant și Arina Țurcan, *Imaginea de sine la studenții din învățământul superior artistic.* (Chișinău, Rep. Moldova)

Ovidiu Gavrilovici, *Art-Real: Personal and Artistic Experiences Narratively Knit - a personal development method.* (Iași, România).

Mariana Mantu, *Van Gogh – portretul din "Scrisori".* (Iași, România).

Marinela Rusu, *Dimensions of consciousness evolution through art.* (Iași, România).

Ionuț Bârliba, *Artă și existență estetică în dezvoltarea personalității* (Iași, România).

Antonela Corban, *Art and Modal Aesthetics.* (Iași, România).

Partea I, Secțiunea 2. Sala nr. 2

Moderatori: Adrian Liviu Măgurianu și Viorica Crișciuc

Adrian Liviu Măgurianu, *Education's return to mythology.* (Iași, România).

Carmen Cecilia Solomonea, *Patrimoniul cultural - între atitudine și norme științifice.* (Iași, România).

Florentina Popa, *L'intelligence musicale-rythmique et la tolérance au stress.Stratégies de communication interne dans les organisations.* (Iași, România).

Alina-Petronela Haller, *Art as a Tourist Attraction Factor of European Countries.* (Iași, România).

Gabriela Pașca, *The role of music in the development of child personality.* (Bârlad, România).

Robert Mieczkowski, *The influence of the Enlightenment political thought in the transformation of political systems, The Polish Constitution of 3 May 1791.* (Varșovia, Polonia).

Robert Mieczkowski, *The importance of literary works in creating and maintaining the national identity of the peoples of Central and Eastern Europe.* (Varșovia, Polonia).

Constantin Șerban, *Green Arts – an art therapy tool for enhancing the resilience in cases of trauma in children.* (Iași, România).

Viorica Crișciuc, *Evoluția conceptului de predare a cunoștințelor muzicale: coordonata general-didactică.* (Bălți, Rep. Moldova).

Ioana Palamar, *Self portrait in painting (psychical emotions).* (Iași, România).

Mircea-Ioan Lupu, *Personality as Art: The Etymological Sophism or on the Utility of Fallacious Etymologies in Theory of Art.* (Iași, România).

Adriana Micu, *Interpretarea jungiană a personalității geniului renescentist Leonardo Da Vinci.* (Iași, România).

Corina Matei Gherman, *Image creator -a complex personality in modern art.* (Iași, România).

Mioara Mocanu, Daniela Lucia Ene, *Homo Europaeus au carrefour des temps romantiques.* (Iași, România).

Luminița-Diana Mavropol, *The Pathoplastic Creation of the Children with*

Pervasive Developmental Disorders. (Iași, România).

Adrian Netedu, *Urban brand between the offer of the creative industries and cultural consumption practices. The city of Iași in the competition for European capital of culture. (Iași, România).*

Aida Gheorghiu, *Dezvoltarea personală și transpersonală a preadolescenților prin art-terapie. (Iași, România).*

Camelia Grădinaru *Stelarc and the redefinition of the human condition. (Iași, România).*

Cătălin Soreanu, *Advertising as a visual medium of contemporary cultural identity dialectics. (Iași, România).*

14⁰⁰-15⁰⁰ - Pauza de masă. Gustare asigurată de organizatori.

15⁰⁰ - 18⁰⁰ - Prezentarea lucrărilor.

Partea a-II-a - Sala de conferințe "Al. P.Tacu"

Moderatori: Felicia Ceaușu și Liliana Stan

Felicia Ceaușu, *Arta ca nucleu informational. (Iași, România).*

Liliana Stan, *Reconfigurarea curriculumul-ului formării copiilor în ciclul achizițiilor fundamentale. (Iași, România).*

Andrada Ciupeiu, *Knowledge of psychophysical and emotional particularities, a decisive factor in the teaching-learning of a musical instrument process. (Oradea, România).*

Tudor Ciupeiu, *Creativity and improvisation in modern music education. (Oradea, România).*

Esperanza Caro Perdigon, *The power of Art to inspire. (Madrid, Spania).*

Panagiotis Manolopoulos, *Drama –Theatrical education - as a tool for skills development in Primary Education. (Atena, Grecia).*

Alexandra Tsigkou, *The school garden as field for cultivating life skills. (Atena, Grecia).*

Christina Gatsakou, *The usage of tabletop RPGs as an educational method in language teaching in adults. (Atena, Grecia).*

Arthur Mihăilă, *Art as resilience in oppressive regimes. (Cluj-Napoca, România).*

Sotiria Kafetsi Apostolopoulou, *Olympic Education and children's moral behavior. (Atena, Grecia).*

Kalliopi Vlachou, *Accept – Share – Fit In – Self Orientation. (Atena, Grecia).*

Kalliopi Vlachou and Theodora Chandrinou, *Innovative pedagogical projects in primary school. (Atena, Grecia).*

Ovidiu Marius Bocșa, *Art and personality: The Acceptable. (Baia Mare, România).*

Ovidiu Marius Bocșa, *Sense and Sensibility. (Baia Mare, România).*

Cristina Georgina Eftimie, *Art-terapie, reechilibrare prin frumos. (București, România).*

Livia Georgeta Suci, *Explorarea patrimoniului artei sacre: catedrala, teologie și arhitectură a luminii. (Cluj-Napoca, România).*

Yisha Chen, *Studies of the Development of art therapy Based on Positive Psychology. (Shanghai, China).*

Yisha Chen, *Studies of Art Therapies among Teenagers in Contemporary China. (Shanghai, China).*

Tinni Dutta, *Applied Value of Tagore's Gitanjali*. (Calcuta, India).

Maria Belea, *The Importance of Art for Normal Development*. (Baia Mare, România).

Stîrcea-Crăciun Matei, *Cercetarea sculpturii abstracte de secol XX, prin metode intensive – cazul Constantin Brâncuși, perspectivele hermeneuticii endogene*. (București, România).

Carmen Rusu, Alina Ilas, Ion Iacob, *Art integration in special education: a lifelong learning perspective*. (Tecuci, România).

Marina Morari, *Rezultatele școlare la educația muzicală*. (Bălți, Republica Moldova).

Anișoara Sandovici, Viorel Robu, *Identifying and stimulating the creative potential among preschool-aged children*. (Iași, România).

George Ceaușu, *De la discursul simbolic la cel iconic și sonor: modele vs proceduri corelative*. (Iași, România).