

# A.C.C.E.S.S.

*Active Cross-sectoral cooperation for Educational and Social Success*

Erasmus + KA2



We are happy to present the next phase of our project, namely the implementation of the toolkits to the monitored classes from "Ion Ghica" Theoretical Highschool in Răcari.



During this period of time, (February - May, 2021), the objectives that the mentors from "Ion Ghica" Theoretical Highschool in Răcari, Dâmbovița, România aimed to achieve were the following:

- to systematically update the students` data from the experimental classes in the A.C.C.E.S.S App, according to the number of absences and the various behaviours observed among the respective students;
- to implement the A.C.C.E.S.S toolkits to the experimental classes, by means of the various strategies, instruments and concrete actions, meant to prevent the phenomenon of early school leaving;
- to have the feedback register filled in by each and every teacher involved (mentor or merely teacher of the respective class), as a result of applying a certain toolkit;
- at the same time, to collect the answers provided by the students of the experimental classes, as a result of applying the third questionnaire to students.

As for the first objective, the mentors from „Ion Ghica” Theoretical Highschool in Răcari went on updating the data in the App for the students in the experimental classes, thier primary purpose being to observe the problematic behaviours of the students, so as to prevent early school leaving.

Then the mentors, but also some of the teachers of the respective experimental classes implemented, sometimes by working in teams of two, different strategies, instruments and concrete actions from the A.C.C.E.S.S toolkits.

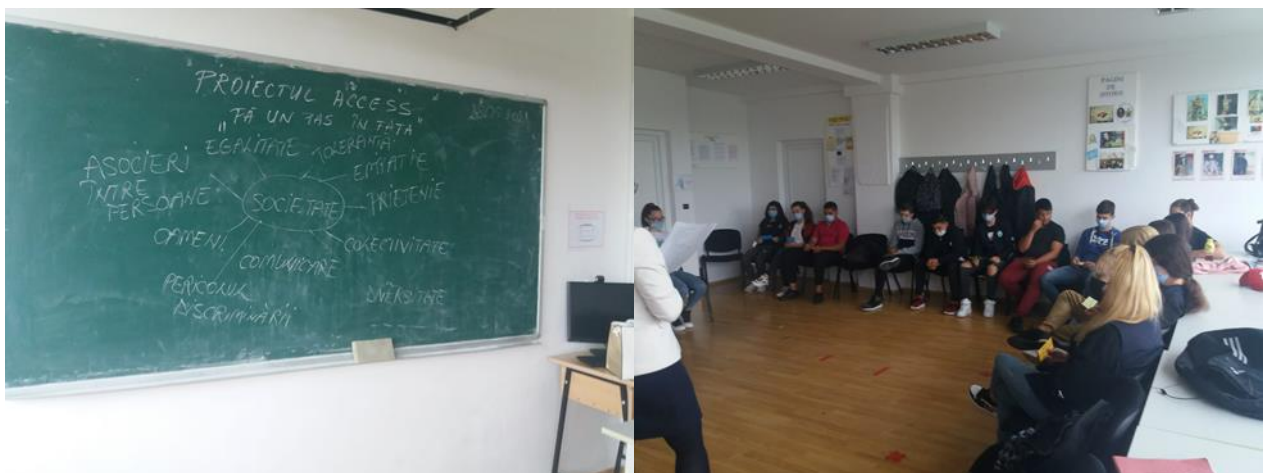
Thus, on the 23rd of February, 2021, teacher Vasile-Șerbănescu Cristina (teacher of English) implemented to 9th B graders the R.A.F.T strategy, for the development of critical thinking. The main purpose was to help students develop their critical thinking, by exercising the skill of writing from different perspectives, for various audiences and purposes. The chosen subject of the creative writing activity was: „Man is not an island,” and the roles assigned to the students for the writing activity were: philosopher, writer, psychologist, politician, journalist. According to the feedback subsequently filled in by the teacher herself, the R.A.F.T. technique seemed interesting and relatively easy to implement. The students were receptive, although it had been quite difficult for them to write in the ascribed roles. Nevertheless, the students fulfilled the task successfully, and managed to write impressive texts. This technique helped her to get to know her students better and to admire, as always, their creativity and sincerity.

Then, on the 12th of March, 2021, teacher Vasile-Șerbănescu Cristina also implemented, to the same class, the holistic strategy for non-formal education „Take a stand!”, whose main points were: socio-professional insertion, gender equality and discrimination. The purpose was to help students understand the concept of vulnerable socio-economic context, to reflect upon any sort of prejudices, and mainly upon those having to do with certain professions, but also to become aware of the way in which such stereotypes have an impact upon our daily lives. Students were extremely receptive and open-minded, they spoke openly about their own convictions, they made proof of maturity and empathy.

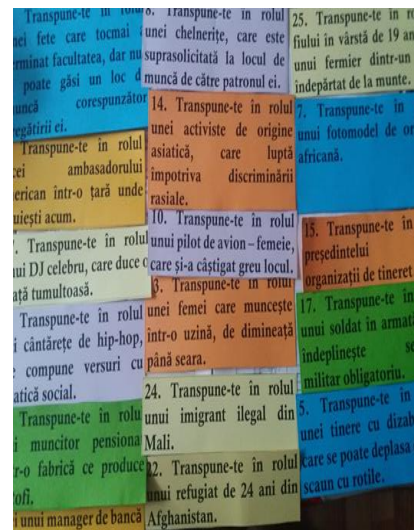
During the lesson, one could notice the straightforwardness and the complexity of the answers given by the students.

On the 28th of May, 2021, teachers Andrescu Daniela (History teacher) și Vasile-Șerbănescu Cristina (teacher of English) implemented a new strategy to the experimental class 9 B, namely the strategy for non-formal education „Take a step forward!“ The aim of the lesson was to promote empathy with other people who are different, to direct people`s attention to the equality of opportunity and to adopt an understanding towards the potential consequences on the private sphere, triggered by the sense of belonging to certain social minorities or cultural groups, from a given economic background. This interdisciplinary lesson also aimed to run a “different” activity within a non-formal context, where students could work together more, and get to know each other better, but also to express their own ideas in a freer way.

Images from the activity ran on the 28th of May, 2021:







On the 14th of June, 2021, teachers Dimovici Andreea Denisa and Gheorghe Cristina Marcela implemented the strategy "My future" to Xth B graders. Their main purpose was to have students enlarge their knowledge of community life, their knowledge of rights and responsibilities, but also to promote free discussions. Students were very receptive, they talked straightforwardly about their hopes and concerns, both for the private and professional spheres. The shyer students had the opportunity to express their opinions through writing, and they gradually proved themselves interested in oral presentation.

Images from the activity ran on the 14th of June, 2021:





Furthermore, teacher Costache Virginia (Chemistry teacher and headmistress of "Ion Ghica" Theoretical Highschool) implemented, on the 16th of June, 2021, to the Xth A graders, the strategy R.A.F.T. its main theme being „Global warming”, which is very appropriate to the subject of Chemistry. The purpose was to help students understand the concepts of global warming and pollution, to take into account the actions which bring about pollution, by having a look at the images, to identify the reasons why the environment is being polluted, to list ways of preventing the pollution of the environment, to put forth solutions as to how to maintain the cleanliness of one`s town and how to embellish it, to formulate pieces of advice as to how to protect the environment. All students took part in the activity; the majority of the students were eager to express their own opinions. At the end of the activity, each student wrote, on a sticky note, a message for his colleagues, meant to encourage the actions undergone for the protection of the environment. Students were encouraged to write all their proposals down and to send them afterwards to the organizations dealing with the protection of the environment.





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