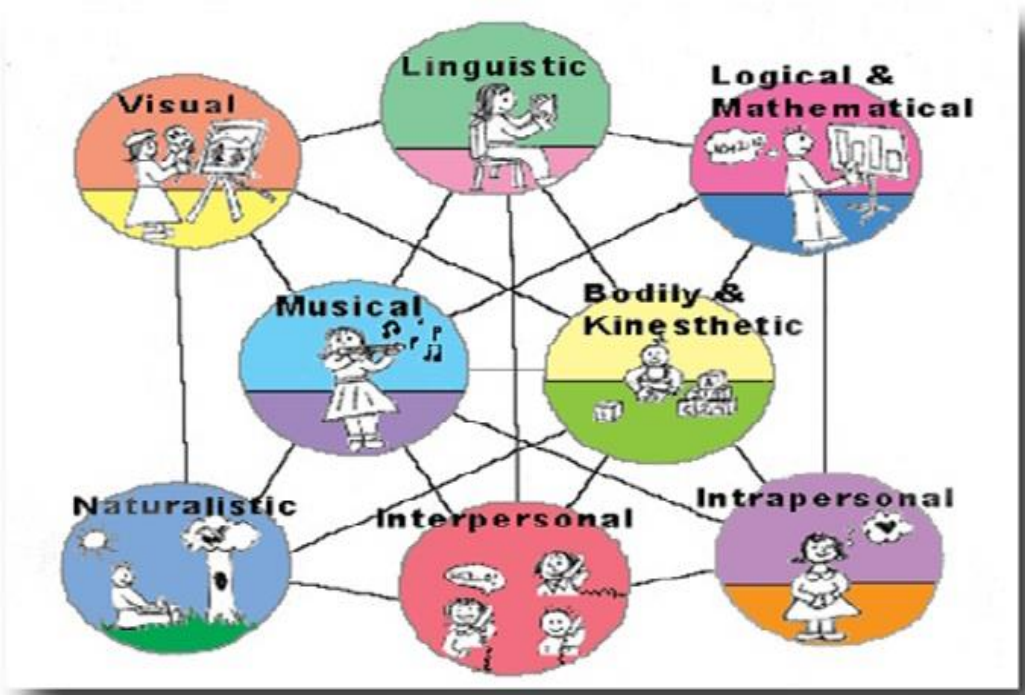
Erasmus+ 2014-2016

Let's Break the Ice with School

Multiple Intelligences



PHSEE "Marie Curie", Sliven, Dulgaria

Kalautuva Basic School, Kalautuva, Lithuania

Osnova Skola Bilje, Croatia

Gimnazjum Zespol Szkolno-Przedszkolny, Wojkowice, Poland

Colegiul Tehnic Napoca, Cluj-Napoca, România

Jelgava District Corespondence School, Jelgava, Latvia

Coordinator,
Hadim Çok Programlı Anadolu Lisesi , Hadim, Turkey

Project Financed by the European Union

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PROJECT SUMMARY

In our world, in which there is no boundary and all nations go through a common life, education is an absolute necessity and re-quirement. With the development of the countries, the need for qualified workforce is increasing considerably both in our region and all over the world. Because of different reasons, students leave school early or they can't complete their edu-cation. Among these reasons are school-related problems, student's sourced-individual issues, environmental issues, eco-nomic issues. There are various studies for school attendance in EU countries. For exam-ple, the decline in the rate of early school leaving from 15 % to 10% is aimed in EU Commission's 2020 strategy. We aim to increase the participation of the students in academic activities, sports activi-ties, and socio-cultural activities. Our project's backgrounds is based on identi-fying the students that tend to leave school early, providing all students with education in line with their own intelligence type and capabilities, make them realize and develop their potential and talents.

PARTNERS

TURKEY
Hadim Çok Programlı Anadolu Lisesi-coordinator

BULGARIA
PHSEE "Marie Curie" Sliven

LATVIA
Jelgava District Correspondence School

POLAND
Gimnazjum - Zespol Szkolno-Przedszkolny

ROMANIA
Colegiul Tehnic "Napoca"

LITHUANIA
Kauno r. Kulautuvos pagrindine mokykla

CROATIA
Osnovna Scola Bilje

MEETINGS

First transnational project meeting in Kulautuva, Lithuania.
Second meeting. Learning/Teaching/Training Activity in Cluj-Napoca, Romania – an exhibition of the project logo prepared by the students.
Third meeting. Learning/Teaching/Training Activity in Wojkowice Koscielne, Poland – chess tournament.
Fourth meeting. Learning/Teaching/Training Activity in Hadim, Konya, Turkey - sports activities.
Fifth meeting. Learning/Teaching/Training Activity in Bilje, Croatia – artwork.

MULTIPLIER EVENT

Cooperative Learning. A seminar at Hadim Public Training Center on applying "interpersonal intelligence in lessons"

THE QUESTIANNAIRE FOR HIGH SCHOOL STUDENTS

Please respond to the items of the duestionnaire upon redding carefully.The answer given are to be kept confidential and never to be used for other intentions than solely intended purposes.We appreciate your contributions in advance.

1	**Sex:**	1> Male 2>Female
2	**Date of birth:**	.....
3	**Type of school you last attended**	1> Regular teaching 2> Double-session teaching
4	**Place of birth**	1> Province 2> County 3> Town 4> Village
5	**How long have you been living in the city of your current residence?**	.....
6	**How many individuals live at your home with you?**	.....
	Who else lives at your home except you?	Yes No

7	Mother	( )	( )
	Father	( )	( )
	Elder siblings	( )	( )
	Younger siblings	( )	( )
	Grandparents	( )	( )
	Aunt-cousins	( )	( )
	Others.....	( )	( )
8	**How long have you been living at your residence?**	.....	
9	**Do you have a job?**	1> Yes 2> No	
10	**Who supports your attendance to school?**	1> Mother 2> Father 3> Teacher 4> School Management 5> Others(Uncle,grandpa)	
11	**Do you have trouble attarding school materials?**	1> Yes 2> No	
12	**Do you have trouble attarding school attires?**	1> Yes 2> No	
13	**How do you appraise your success in classes?**	1> Very bad 2> Bad 3> Mediocre 4> Good 5> Very good	

	Upon reading the following items about your teachers and school carefully, choose the best one which you think best describes you	Never	Sometimes	Always
	I like my teacher	( )	( )	( )

14	I have trouble with my teacher	( )	( )	( )
	I learn a lot at school	( )	( )	( )
	I have lots of friends at school.	( )	( )	( )
	I like my classes.	( )	( )	( )
	I like to attend to school	( )	( )	( )
	There may be fights amound students at school	( )	( )	( )
	Social activities are held at school	( )	( )	( )
15	**Is the school far?**	1> Yes	2> No	
16	**How do you go to school?**	1> On foot 2> By service bus 3> Public transport 4> In my own car		
17	**Have you ever repeated any classes?**	1> Yes	2> No	
17a	**If yes,at which grade?**	.....		
18	**Do you study at home?**	1>Yes	2> No	
19	**Does your family keep up with your stage at school?**	1> Yes	2> No	
20	**Does your family check your attendance to school?**	1> Yes	2> No	
21	**Does your family check your homework?**	1> Yes	2> No	
22	**Does your family attend the school meetings?**	1> Yes	2> No	
23	**Does your family discuss your attitude with your teachers?**	1> Yes	2> No	
24	**If you have a problem,do you easily talk about it with your family?**	1> Yes	2> No	
25	**Does your teacher talk with you about your classes?**	1> Yes	2> No	
26	**Does your teacher talk with your family about your classes?**	1> Yes	2> No	

27	**Do school managers talk to you?**	1> Yes 2> No
28	**When you have a problem,can you tell it to your teacher?**	1> Yes 2> No
29	**Does your teacher know your name?**	1> Yes 2> No
30	**Do you have a guide teacher at school?**	1> Yes 2> No
31	**Does your school have a computer lab?**	1> Yes 2> No
32	**Does your school have a gym?**	1> Yes 2> No
33	**Can you play at your school's yard?**	1> Yes 2> No
34	**Does your school have a painting room?**	1> Yes 2> No
35	**Does your school have a musical room?**	1> Yes 2> No
36	**Does your school have a library?**	1> Yes 2> No
37	**Do you want to go on schooling?**	1> Yes 2> No
38	**How does your mother react if you say you don't want to attend school?**	1> Accepts 2> Declines 3> Gets very angry 4> Doesn't care 5> Wants me to ask dad 6> Other.....
39	**How does your father react if you say you don't want to attend school?**	1> Accepts 2> Declines 3> Gets very angry 4> Doesn't care 5> Wants me to ask mother 6> Other.....
40	**Do you have friends not attendings school?**	1> Yes 2> No
41	**Up to which degree do you want to get education?**	1> High school 2> College
42	**Do you know if there is any punishment for droping out of school?**	1> Yes 2> No
43	**What do you want to be in the future?**	

44	**In view of the statements below,how do you agree with the importance at getting a good education?**	Not any important	A little important Very important
	To have a profession	( )	( ) ( )
	To recover from the punishment of not attending school	( )	( ) ( )
	To be a good citizen	( )	( ) ( )
	To have a good marriage	( )	( ) ( )
	To support the family in future	( )	( ) ( )
	To grow my kids up well	( )	( ) ( )

Multiple Intelligences Test – based on Howard Gardner's MI Model

Score the statements: 1=Mostly Disagree, 2=Slightly Disagree, 3=Slightly Agree, 4=Mostly Agree

Put your score in the marked place.

Statement	Score						
I like to learn more about myself							-
I can play a musical instrument			-				
I find it easiest to solve problems when I am doing something physical				-			
I often have a song or piece of music in my head			-				
I find budgeting and managing my money easy		-					
I find it easy to make up stories	-						
I have always been very co-ordinated				-			

When talking to someone, I tend to listen to the words they use not just what they mean	-						
I enjoy cross words, word searches or other word puzzles	-						
I don't like ambiguity, I like things to be clear		-					
I enjoy logic puzzles such as 'sudoku'		-					
I like to meditate							-
Music is very important to me			-				
I am a convincing liar	-						
I play a sport or dance				-			
I am very interested in psychometrics (personality testing) and IQ tests							-
People behaving irrationally annoy me		-					
I find that the music that appeals to me is often based on how I feel emotionally			-				
I am a very social person and like being with other people						-	
I like to be systematic and thorough		-					
I find graphs and charts easy to understand					-		
I can throw things well - darts, skimming pebbles, frisbees, etc				-			
I find it easy to remember quotes or phrases	-						
I can always recognise places that I have been before, even when I was very young					-		
I enjoy a wide variety of musical styles			-				
When I am concentrating I tend to doodle					-		
I could manipulate people if I choose to						-	

I can predict my feelings and behaviours in certain situations fairly accurately							-
I find mental arithmetic easy		-					
I can identify most sounds without seeing what causes them			-				
At school one of my favourite subjects is / was English	-						
I like to think through a problem carefully, considering all the consequences		-					
I enjoy debates and discussions	-						
I love adrenaline sports and scary rides				-			
I enjoy individual sports best							-
I care about how those around me feel						-	
My house is full of pictures and photographs					-		
I enjoy and am good at making things - I'm good with my hands				-			
I like having music on in the background			-				
I find it easy to remember telephone numbers		-					
I set myself goals and plans for the future							-
I am a very tactile person				-			
I can tell easily whether someone likes me or dislikes me						-	
I can easily imagine how an object would look from another perspective					-		
I never use instructions for flat-pack furniture				-			
I find it easy to talk to new people						-	
To learn something new, I need to just get on and try it				-			

I often see clear images when I close my eyes					-		
I don't use my fingers when I count		-					
I often talk to myself – out loud or in my head	-						
At school I loved / love music lessons			-				
When I am abroad, I find it easy to pick up the basics of another language	-						
I find ball games easy and enjoyable				-			
My favourite subject at school is / was Maths		-					
I always know how I am feeling							-
I am realistic about my strengths and weaknesses							-
I keep a diary							-
I am very aware of other people's body language						-	
My favourite subject at school was / is art					-		
I find pleasure in reading	-						
I can read a map easily					-		
It upsets me to see someone cry and not be able to help						-	
I am good at solving disputes between others						-	
I have always dreamed of being a musician or singer			-				
I prefer team sports						-	
Singing makes me feel happy			-				
I never get lost when I am on my own in a new place					-		

If I am learning how to do something, I like to see drawings and diagrams of how it works					-		
I am happy spending time alone							-
My friends always come to me for emotional support and advice						-	

Answers Sheet

Intelligence type	**Your totals**						
Linguistic	-						
Logical-Mathematical		-					
Musical			-				
Bodily-Kinesthetic				-			
Spatial-Visual					-		
Interpersonal						-	
Intrapersonal							-

Intelligence type	**Description**	**Typical roles**	**Related tasks, activities or tests**	**Preferred learning style clues**
Linguistic	**words and language**, written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning	writers, lawyers, journalists, speakers, trainers, copy-writers, English teachers, poets, editors, linguists, translators, PR consultants, media consultants, TV and radio presenters, voice-over artistes	write a set of instructions; speak on a subject; edit a written piece or work; write a speech; commentate on an event; apply positive or negative 'spin' to a story	words and language
Logical-Mathematical	**logical thinking**, detecting patterns, scientific reasoning	scientists, engineers, computer experts, accountants,	perform a mental arithmetic calculation; create a	numbers and logic

	and deduction; analyse problems, perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result	statisticians, researchers, analysts, traders, bankers bookmakers, insurance brokers, negotiators, deal-makers, trouble-shooters, directors	process to measure something difficult; analyse how a machine works; create a process; devise a strategy to achieve an aim; assess the value of a business or a proposition	
Musical	**musical ability**, awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling	musicians, singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers, party-planners, environment and noise advisors, voice coaches	perform a musical piece; sing a song; review a musical work; coach someone to play a musical instrument; specify mood music for telephone systems and receptions	music, sounds, rhythm
Bodily-Kinesthetic	**body movement control**, manual dexterity, physical agility and balance; eye and body coordination	dancers, demonstrators, actors, athletes, divers, sports-people, soldiers, fire-fighters, PTI's, performance artistes; ergonomists, osteopaths, fishermen, drivers, crafts-people; gardeners, chefs, acupuncturists, healers, adventurers	juggle; demonstrate a sports technique; flip a beer-mat; create a mime to explain something; toss a pancake; fly a kite; coach workplace posture, assess work-station ergonomics	physical experience and movement, touch and feel
Spatial-Visual	**visual and spatial perception**; interpretation and	artists, designers, cartoonists, story-boarders, architects,	design a costume; interpret a painting; create a room	pictures, shapes, images, 3D

	creation of visual images; pictorial imagination and expression; understands relationship between images and meanings, and between space and effect	photographers, sculptors, town-planners, visionaries, inventors, engineers, cosmetics and beauty consultants	layout; create a corporate logo; design a building; pack a suitcase or the boot of a car	space
Interpersonal	**perception of other people's feelings**; ability to relate to others; interpretation of behaviour and communications; understands the relationships between people and their situations, including other people	therapists, HR professionals, mediators, leaders, counsellors, politicians, educators, sales-people, clergy, psychologists, teachers, doctors, healers, organisers, careers, advertising professionals, coaches and mentors	interpret moods from facial expressions; demonstrate feelings through body language; affect the feelings of others in a planned way; coach or counsel another person	human contact, communications, cooperation, teamwork
Intrapersonal	**self-awareness**, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change	arguably anyone who is self-aware and involved in the process of changing personal thoughts, beliefs and behaviour in relation to their situation, other people, their purpose and aims	consider and decide one's own aims and personal changes required to achieve them (not necessarily reveal this to others)	self-reflection, self-discovery

SCHOOL DESCRIPTION

Professional High School of Electronics and Electrical Engineering "Marie Curie"-Sliven, Bulgaria is a vocational school in Sliven, which has about 100 000 inhabitants. The town is situated at 100 km from The Black Sea and 300 km from the capital, Sofia. The school was founded in 1962 and is one of the authoritative in the country. It has 250 students, aged from 14 to 19, 93% male.

Sliven region can be considered as a typical area of concentration of ethnic minorities. In terms of ethnic structure the share of minorities significantly exceeds that of the country: 22.6% versus 14.4%, of which 11.8% are Roma.

The town was an important industrial centre before the economic and political changes in the country. After 1989 many of the industrial companies went bankrupted. The percentage of unemployment in the region is higher than the middle for the country.

A lot of our students come from poor families, or have unemployed parents. They are from different ethos (Bulgarian, Turkish, Roma) and have different social status. We have problems with discipline and early school leaving. We have problematic students, who don't have the support of their families. Some of them live with one parent, grandparents or alone, because their parents work abroad to earn living.

The average age of early school leaving in Bulgaria is about 14.3 years. Bulgaria is on the 11th place in the European Union in respect of leaving school before completing the secondary education (14.7 %).

Professional High School of Electronics and Electrical Engineering "Marie Curie" tries to facilitate the integration of minority children in the educational system and to deal with the problem associated with early school leaving by increasing the interest in the profession and introducing different extracurricular activities in the school program. The school is involved in projects under national and operational programs and projects under EU programs. The student's participation in projects and extracurricular activities motivates them to achieve their potential and participate actively in the learning process.

Our main objective in cooperating in this Partnership is to help the students to acquire knowledge, practical skills and competences for their personal development, for future employment and for active European citizenship.

QUESTIONNAIRES RESULTS

QUESTIONNAIRE 1

Defining the reasons of early school leaving, nonattendance and student's problems

Questionnaire 1 was applied on 105 students from PHSEE "Marie Curie" Sliven, Bulgaria.

Problematic Areas:

Social reasons

- Parental disinterest
- Family conflicts
- Incomplete families
- Domestic violence
- Unrealistic expectations of parents
- Negative influence of peers
- Communication difficulties

Economic reasons

- Unemployment and low income families
- Poverty
- Low standard of living
- A lot of students are obliged to work to help their families

Educational reasons

- Learning difficulties
- Ineffective teaching methods
- Overloaded curriculum
- Lack of motivation and interest
- Boredom and apathy
- Aggression and violence

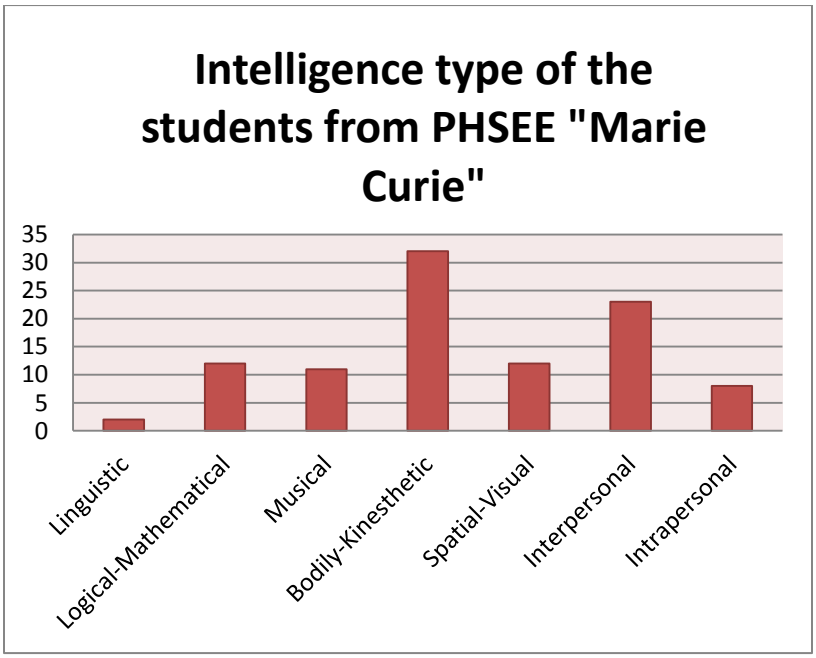
Forms of activities to cope with the school problems:

- Extracurricular activities
- Competitions and debates
- Sport events
- Projects
- Improving school environments
- Guidance and counseling activities
- Visits and workplaces in companies
- School trips
- Seminars

QUESTIONNAIRE 2

Identifying student's types of intelligence, interests, abilities and aptitudes

Questionnaire 2 was applied on 125 students from PHSEE "Marie Curie" Sliven, Bulgaria. It is based on Gardner's Theory of Multiple Intelligences.



32% of the students have Bodily-Kinesthetic intelligence. Project activities organized to develop the Bodily-Kinesthetic intelligence:

- Drama club related to the activity "Expressing yourself with body language"
- Sport festival

23% of the students have Interpersonal intelligence. Project activities organized to develop the Interpersonal intelligence:

- Competition "Be rich with knowledge"
- Debate "The positive thinking"
- Project work in the classroom
- „Safe Internet"
- School trip "Historical and cultural heritage of Bulgaria"
- School trip „Friends of the nature"

12% of the students have Logical-Mathematical intelligence. Project activities organized to develop the Logical-Mathematical intelligence:

- Chess club
- Competition "Friends of the Science"

12% of the students have Spatial-Visual intelligence. Project activities organized to develop the Spatial-Visual intelligence:

- Logo competition
- Poster competition "The school of my dreams"

***11% of the students have Musical intelligence*.** Project activities organized to develop the Musical intelligence:

- Talents show
- Christmas show

8% of the students have Intrapersonal intelligence. Project activities organized to develop the Intrapersonal intelligence:

- „Career day"

2% of the students have Linguistic intelligence. Project activities organized to develop the Linguistic intelligence:

- Creative writing competition
- Essay competition
- School newspaper "Harmony in technique"

COOPERATIVE LEARNING

"If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your distressing emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far"

Daniel Goleman

1. DESCRIPTION AND ANALYSIS OF COOPERATIVE LEARNING

Society demands from school to provide the students with new capacities and abilities; the use of searching techniques, the ability to select and process data independently, new technologies, group work or bilingualism are shown like necessary items in any educational project nowadays.

Besides, school should contribute to improve the society, developing in the students thinking skills, critical minds, and a capacity to live in the already mentioned society, respecting their values, prepared to work together to, therefore, achieve a common objective. Multicultural education or cooperative learning is seen like necessary tool so that all students get the same success possibilities.

And that society that we want to develop in our classrooms cannot survive without the cooperation of all its members and their team work. The way in which, as teachers, we structure the interaction among students, will determine how they will learn and the kind of relationship they will have among them.

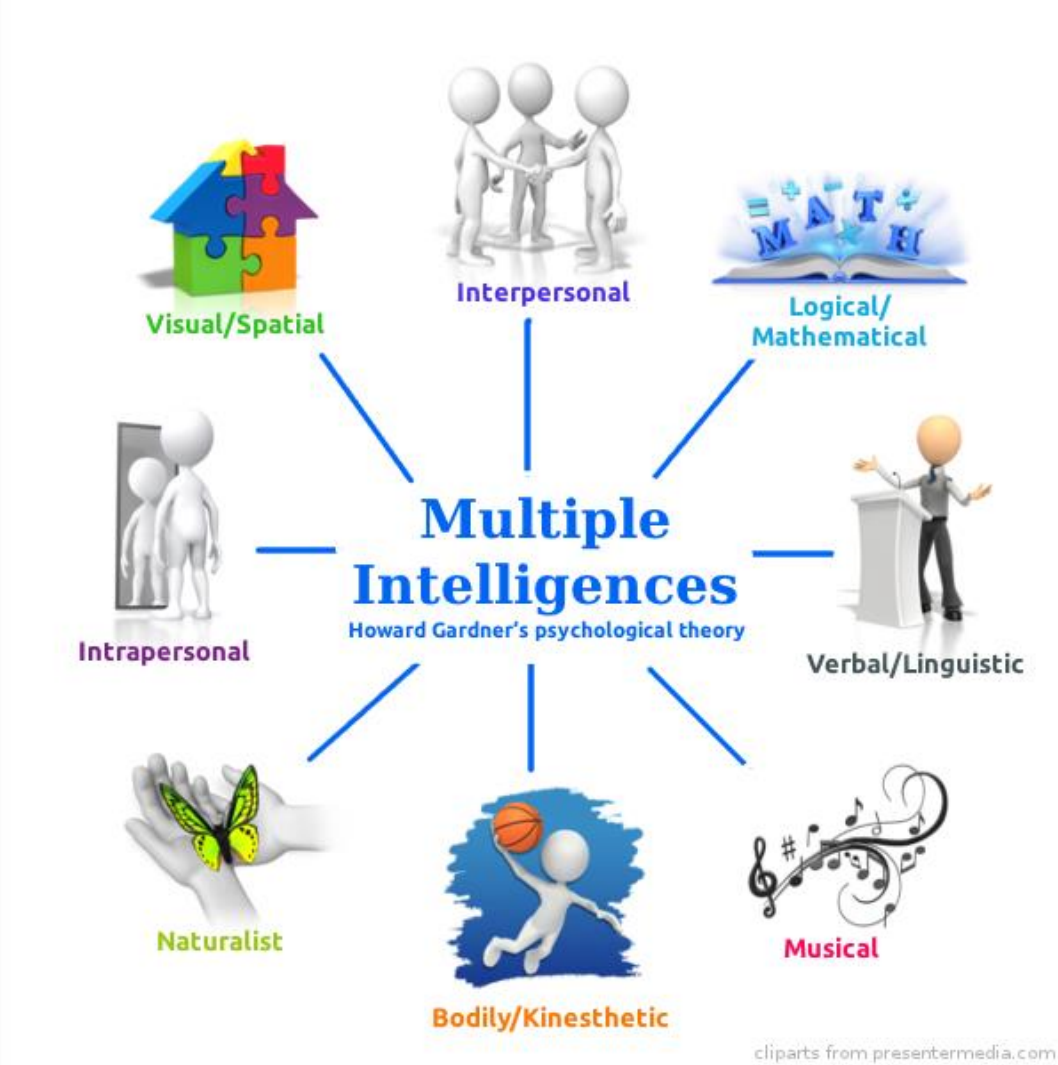
Cooperative learning consists on working in teams to get common objectives. This way, students obtain at the same time benefits for themselves and for the other members of their teams. This methodology can be used for any task, of any subject (Johnson & Johnson, 1987). Following this methodology, students develop the ability to generate trust in others, communicative abilities and conflict management. And the most heterogeneous the groups are, the more abilities and different perspectives we will find, and, therefore, the more successful final work will be.

In order to have effective cooperative learning the following 5 essential elements are needed (Johnson & Johnson, 1994).

- **Positive interdependence.** Each group member depends on each other to accomplish a shared goal or task. Without the help of one member the group is not able to reach the desired goal.
- **Face-to-face interaction.** Promoting success of group members by praising, encouraging, supporting, or assisting each other.
- **Individual accountability.** Each group member is held accountable for his or her work. Group members share jobs and make group presentations.
- **Social skills.** Cooperative learning groups set the stage for students to learn social skills. These skills help to build stronger cooperation among group members. Leadership, decision-making, trust-building, and communication are different skills that are developed in cooperative learning.
- **Group processing.** Group processing is an assessment of how groups are functioning to achieve their goals or tasks. By reviewing group behavior the students and the teacher get a chance to discuss special needs or problems within the group. Groups get a chance to express their feelings about beneficial and unhelpful aspects of the group learning process in order to correct unwanted behavior and celebrate successful outcomes in the group work.

2. MULTIPLE INTELLIGENCES: GARDNER'S THEORY

Gardner's Multiple Intelligences theory is a very useful model for developing a systematic approach to nurturing and teaching children and honoring their individual needs and strengths within a classroom setting. Every person is smart to varying degrees of expertise in each of the intelligences, stronger in some ways and less developed in others. By broadening our view of intelligence, and valuing and nurturing abilities other than mathematics and reading, we can open doors by using the strengths of children as a means of complementing their less developed areas (Gardner, 1983).



Originally, Gardner first proposed seven different intelligences, and later added an eighth, known as naturalist intelligence. The eight areas of intelligences include: 1) verbal-linguistic, 2) logical-mathematical, 3) musical-rhythmic, 4) visual-spatial, 5) bodily-kinesthetic, 6) interpersonal, 7) intrapersonal, and 8) naturalist.

Gardner's Multiple Intelligences theory can be used for curriculum development, planning instruction, selection of course activities, and related assessment strategies. Instruction which is designed to help students develop their strengths can also trigger their confidence to develop areas in which they are not as strong. Students' multiple learning preferences can be addressed when instruction includes a range of meaningful and appropriate methods, activities, and assessments.

3. COOPERATIVE LEARNING AND INTERPERSONAL INTELLIGENCE: WHAT ARE THE CONNECTIONS?

There is an obvious connection between the interpersonal intelligence and cooperative learning. Cooperative learning is a teaching strategy in which students are required to work together to accomplish a common purpose. In cooperative learning activities, group members share common goals, and through working with each other, students develop a better overall understanding of material being covered in class, while developing their interpersonal skills (Johnson & Johnson, 1994). When cooperative learning activities are properly monitored, students will learn more; they will work together and through discussion, members will solve problems increasing their knowledge and limiting the embarrassment for students who are experiencing difficulty. By interacting with different group members, students will begin to expand their social ability, because they will be required to communicate and discuss topics within the group in order to reach their established goals. Cooperative learning teaches students how to listen to their partners, how to share opinions, how to accept differences in opinion, and how to make decisions for the benefit of the entire group. Through cooperative learning, students develop the ability to reflect on their strengths and weaknesses both in the classroom and in the social setting, for a better overall academic attitude (Kagan, 1998).

The interpersonal intelligence involves an understanding of the feelings, motives, values, and points of view of others. These same skills are by-products of successful cooperative learning. Many cooperative learning methods explicitly teach the very social skills which define the interpersonal intelligence. So, whether we are attempting to match or stretch the interpersonal intelligence, cooperative learning strategies are our best resources. But, cooperative learning strategies do far

more than develop the interpersonal intelligence. They have proven a positive impact on higher-level thinking (logical-mathematical intelligence) and play key roles in the writing process during peer editing and positive response groups (verbal-linguistic intelligence). Cooperative learning skills come into play directly in the other intelligences as well (band, choir, and other music groups; team sports; research teams to develop the naturalist intelligence).

4. BENEFITS OF COOPERATIVE LEARNING

- It encourages reciprocal interaction and influence among the members of each team, which improves the development of social and group work abilities.
- It encourages the development of the social and citizenship competence, creating the necessary conditions for the students to be interested in, be able to, and know how to work in teams.
- It develops independence and autonomy in the students, since they are the ones chasing through this group work their own learning.
- It improves the academic results, personal effort and productivity due to the learning co-responsibility of each student and the other members of the team.
- It is useful as a tool for multicultural environments and, therefore, to offer a quality education. It helps integrating and understanding multiculturalism, it encourages positive multicultural relationships and it improves the special needs students' acceptance.
- It helps assimilating new learning to learn strategies, from the observation of other models.
- It reduces anxiety, since it helps to raise students' self-esteem and self-trust. It allows them to work in a quite environment and it, therefore, raises opportunities to succeed.
- It improves the class group cohesion, developing opening attitudes, trust, or even friendship that will follow with a proximity and integration among classmates that contributes to the improvement of the school environment.

- It contributes to reduce some of the most decisive causes of violent behavior, like academic failure, the lack of links among students, or even the development of psychological pathologies.
- It offers multiple opportunities to develop complex critical thinking strategies: tasks planning and organization, decision making, as well as communication and interaction abilities, among others.

- It increases the variety and richness of experiences that school provides the students with, helping them to develop higher intellectual abilities and to improve their oral skills and verbal comprehension.
- It increases motivation towards academic learning, due to the positive influence on personal view of opportunities to succeed, the persistence on the task and the future success expectations.

5. COOPERATIVE LEARNING ACTIVITIES

Competitions may generate interest and excitement in topics or tasks that would otherwise be of limited interest to students. Team-based competitive approaches (e.g., class-wide games) may be especially effective at making instructional material more enjoyable and engaging. Competitive classroom activities may be appropriate if all students have a chance to win, and when a team approach is used rather than individually based evaluations. These practices may reduce the likelihood that the same students are always the winners and losers, in which the losers become embarrassed and demoralized. Further, competition between groups (using a team-based approach) may increase cooperation within groups, as students are unified in working towards a common goal (Good & Brophy, 2008).

The team competition is a form of cooperative learning. The team work educates in responsibility to the common activity, ability to solve problems, respect for the views of the others. It reduces the uncertainty in the personal abilities and the sense of insecurity, acquires self-confidence and skillfulness to discuss and dispute.

Competitions in the Professional High School of Electronics and Electrical Engineering "Marie Curie"

"Become Rich in Knowledge"

"Chess Tournament"

"Friends of Science"

"Mathematics"

"Electronics"

"First Aid"

Debates are a different cooperative learning activity that encourages student participation on class topics, while at the same time promoting student development skills through listening to multiple perspectives, and cooperating within their group.

The purpose of the debate is the application of cooperative learning as an educational approach in which, through teamwork to develop the interpersonal intelligence, critical thinking and effective communication. The basic principles underlying the debate are tolerance and respect for different viewpoints. Participation in debates develops good arrangement of thoughts and exposing them clearly, effectively and convincingly. This action provokes the participants to examine a problem from many aspects, to question various assumptions, explore the facts and develop logical arguments to convince others of the correctness of the position they take.

Each team also discovers the importance of time management, by meeting established team deadlines; the students learn the significance of positive interdependence, through preparing for the benefit of the entire group, and they discover the effectiveness of good communication, between interacting with team members and their chosen leadership.

Debates in the Professional High School of Electronics and Electrical Engineering "Marie Curie"

"Positive Thinking"

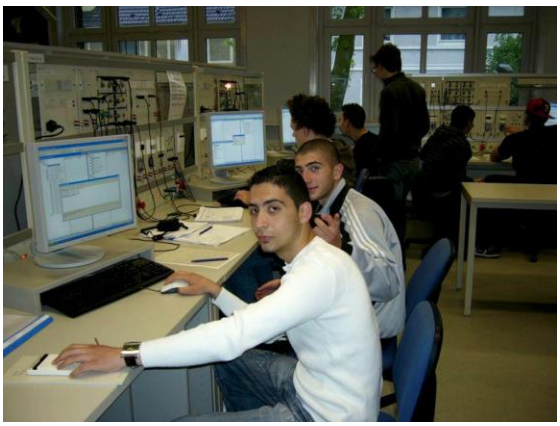
"Psychology and Ethics"

Project based learning is another cooperative learning activity that gives students the opportunity to work together on class material and contribute their thoughts and ideas to their group. The classroom is an excellent place to develop team-building skills needed later in life. Group projects could be implemented in order to provide the students with another resource to

tackle harder subject matter, while at the same time developing their communication skills within a team environment. By integrating the group project into the class curriculum each student has the opportunity to talk with one another about the topic, and clarify individual misunderstandings quickly, which allows the teacher additional time to monitor all of the groups. In the course of the students working cooperatively to prepare the project and presentation their social skills are strengthened, because group members discuss class material, compromise on differences, and arrive at final decisions together.

Project Based Learning in the Professional High School of Electronics and Electrical Engineering "Marie Curie"

"Electrical Engineering"



"English for Specific Purposes"

"I know. I can"

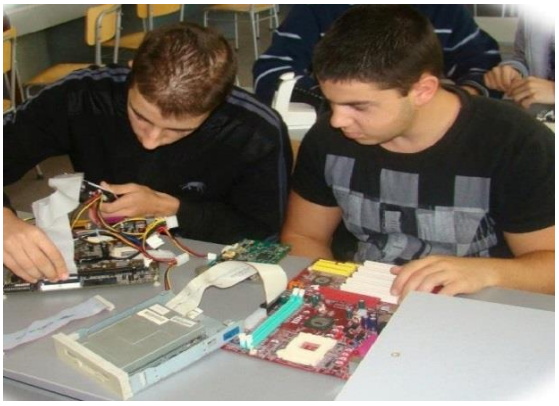
"Changes in Nature"

Peer tutoring is a cooperative learning activity that allows students to learn from working with one another to cover class material. It provides students with the opportunity to help each other learn material and complete class tasks. Through working with a partner each

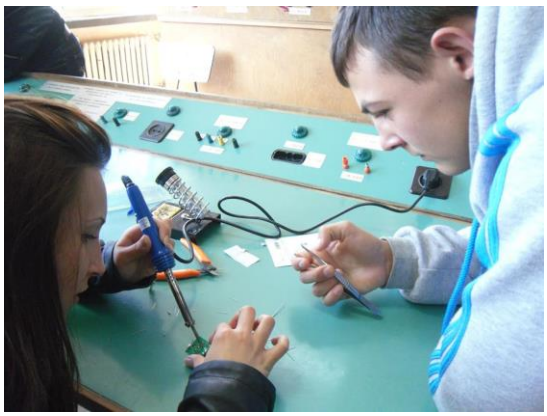
student has the opportunity to talk about the class lesson, ask questions and receive advice on topics they could not understand easily. In addition, it gives students who normally would feel embarrassed to participate more time to ask questions, because they are not being put on the spot in front of the entire class. Consistent with developmental psychologist Lev Vygotsky's belief that "all learning is social" and that through peer support students develop the ability to perform better on their own, because the learning experience is pleasant. Peer tutoring benefits all students regardless of their ability level because, whether it is a weaker student learning ideas from a stronger student, or a stronger student reinforcing the ideas for a weaker student, learning is a constant theme for both students (Lee, 1999).

Peer Tutoring and Pair and Share Activities in the Professional High School of Electronics and Electrical Engineering "Marie Curie"

"Transport Electrical Equipment Lab"



"Electronics Lab"



"Electrical Engineering Lab"

"Work placement"

Pair and share is a cooperative learning activity that gives students the opportunity to learn from sharing information related to the course with their classmates. Pairing the students

together not only gives the teacher the opportunity to save class time for learning, but also allows each student the opportunity to receive feedback on their tests and homework. In addition, through using the pair and share to review past quizzes, tests, and homework, the students are encouraged to activate prior knowledge and scaffold their previous learning with current material. Developmental psychologists, Jean Piaget believed that students learned more when they work and discuss with one another in a social environment, because through socializing the students would reflect on their own ideas and make connections they couldn't make on their own (Lee, 1999).

6. CONCLUSION

Multiple intelligences further our understanding and appreciation of students' uniqueness and provide the rationale for expanding our curriculum to develop the many ways to be smart. Students learn better if they like what they are learning and enjoy it. It is hard for students to learn without interest. When students do not like what they learn, they feel bored and tired even if they are able to learn well and succeed in the final exam. Therefore, it is better to create an enjoyable classroom atmosphere in which students like what they learn. Using MI theory in the classroom can help teachers to create such an encouraging atmosphere. Students learn best when they enjoy what they are doing. Giving them the opportunity to display their talents, learn new skills without fear of embarrassment or failure, makes the learning experience rewarding for both teacher and student.

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EXPRESSING YOURSELF WITH BODY LANGUAGE

"What we say is not what persuades but how we say it. The speech is inferior to the gesture because this last one corresponds to the phenomenon of the spirit. The gesture is the agent of heart, the persuasive agent. Sometimes 100 pages cannot say what one sole gesture can express, because in that simple movement our whole being comes to the surface"

Francois Delsarte

1. DELSARTE SYSTEM OF BODILY EXPRESSION

Francois Delsarte was a French musician and teacher who lived in the 19th century. He began to study the relationships between physical behavior, emotion, and language in order to formulate scientific principles of expression. The core of his theory states that there is a connection between mental attitudes, emotions, physical postures and gestures. According to this, one's emotional state would be communicated through one's physical appearance and performance.

Delsarte saw that movement involves a "semiotics" (Delsarte's own term) - a sign system that can be "read" by observers. Thus, the body encodes meaning which the viewer can decode. He recognized that physical "signs" come from various sources-- some gestures are ours alone and express our individuality; some are social or cultural conventions, like waving "hello"; and some may be biologically connected to our emotional reactions (Zorn, 1968).

2. HOW TO READ BODY LANGUAGE

Body Language is a significant aspect of modern communications and relationships. It is a kind of nonverbal communication, where thoughts, intentions, or feelings are expressed by physical behaviors, such as facial expressions, body posture, gestures, eye movement, touch and the use of space.

Facial expression is integral when expressing emotions through the body. Combinations of eyes, eyebrow, lips and cheek movements help form different moods of an individual (e.g. happy, sad, depressed, angry, etc.) (Kurien, 2010).

A few studies show that facial expression and bodily expression (i.e. body language) are congruent when interpreting emotions. Behavioral experiments have also shown that recognition of facial expression is influenced by perceived bodily expression. This means that the brain processes the other's facial and bodily expressions simultaneously. Subjects in these studies showed accuracy in judging emotions based on facial expression. This is because the face and the body are normally seen together in their natural proportions and the emotional signals from the face and body are well integrated (Kret et al., 2011).

Body postures. Emotions can also be detected through body postures. Research has shown that body postures are more accurately recognized when an emotion is compared with a different or neutral emotion. For example, a person feeling angry would portray dominance over the other, and his/her posture displays approach tendencies. Comparing this to a person feeling fearful: he/she would feel weak, submissive and his/her posture would display avoidance tendencies, the opposite of an angry person (Mondloch et al., 2013).

Sitting or standing postures also indicate one's emotions. A person sitting till the back of his/her chair, leans forward with his/her head nodding along with the discussion implies that he/she is open, relaxed and generally ready to listen. On the other hand, a person who has his/her legs and an arm crossed with the foot kicking slightly implies that he/she is feeling impatient and emotionally detached from the discussion

In a standing discussion, a person stands with arms akimbo with feet pointed towards the speaker could suggest that he/she is attentive and is interested in the conversation. However, a small difference in this posture could mean a lot. For example, if the same person has his/her leg crossed over the other, and places his/her entire balance on one leg, this suggests a more casual attitude. (Kurien, 2010).

Gestures are movements made with body parts (e.g. hands, arms, fingers, head, legs) and they may be voluntary or involuntary. Arm gestures can be interpreted in several ways. In a discussion, when one stands or sits with folded arms, this is normally not a welcoming gesture. It could mean that he/she has a closed mind and is most likely unwilling to listen to the speaker's viewpoint. Another type of arm gesture also includes an arm crossed over the other, demonstrating insecurity and a lack of confidence.

Hand gestures often signify the state of well-being of the person making them. Relaxed hands indicate confidence and self-assurance, while clenched hands may be interpreted as signs of stress or anger. If a person is wringing his/her hands, this demonstrates nervousness and anxiety. (Kurien, 2010).

Finger gestures are also commonly used to exemplify one's speech as well as denote the state of well-being of the person making them. In certain cultures, pointing using one's index finger is deemed acceptable. However, pointing at a person may be viewed as aggressive in other cultures - for example, people who share Hindu beliefs consider finger pointing offensive. Instead, they point with their thumbs. Likewise, the thumbs up gesture could show "OK" or "good" in countries like the US, France and Germany. But this same gesture is insulting in other countries like Iran, Bangladesh and Thailand, where it is the equivalent of showing the middle finger in the US (Black, 2011).

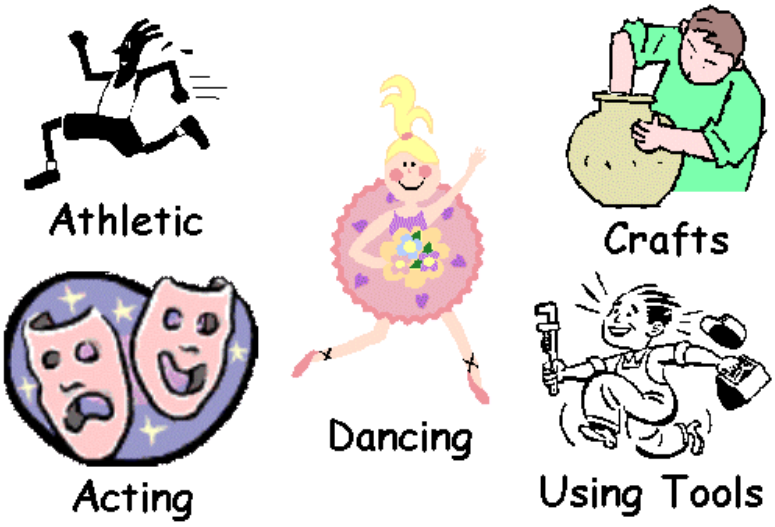
Handshakes are regular greeting rituals and are commonly done on meeting, greeting, offering congratulations or after the completion of an agreement. They usually indicate the level of confidence and emotion level in people. Studies have also categorised several handshake styles, e.g. the finger squeeze, the bone crusher (shaking hands too strongly), the limp fish (shaking hands too weakly), etc. Handshakes are popular in the US and are appropriate for use between men and women. However, in Muslim cultures, men may not shake hands or touch women in any way and vice versa. Likewise, in Hindu cultures, Hindu men may never shake hands with women. Instead, they greet women by placing their hands as if praying (Black, 2011).

3. BODILY-KINESTHETIC INTELLIGENCE

Bodily-Kinesthetic intelligence is the name given to one of several types of intelligence described by Howard Gardner. It involves the use of one's body in ways that are both expressive and goal-directed such as the gross motor skills of running, climbing, lifting things, and in fine motor skills such as using one's hands or fingers for the more precise and skillful actions required when manipulating or using objects. These examples of gross and fine motor actions are the foundation of bodily intelligence.

To illustrate both actions of bodily-kinesthetic intelligence, Gardner uses the example of a mime performance by the great French artist Marcel Marceau, who skillfully creates the appearance of an object, a person, or an action through an exaggeration of his bodily movements and reactions. He is able to create different personalities and actions including animals, natural phenomena such as waves, and even abstract concepts such as ugliness or beauty.

Gardner's example of Marceau shows a gifted expression of bodily-kinesthetic intelligence; however, other individuals rely on this intelligence in their own fields of study or work. For example, those in the performing arts such as dancers and actors, athletes such as swimmers and hockey players, and instrumentalists such as pianists, and inventors who use fine motor skills to create objects all use this capacity regularly.



The universal culturally accepted form of bodily-kinesthetic intelligence is dance, which Gardner defines as a culturally patterned sequence of nonverbal body movements that are purposeful, intentionally rhythmic, and has aesthetic value in the eyes of its audience. A dancer is concerned with the quality of a movement as fine as placement of a finger, or the point of a

foot. They are concerned with the expression in their movement, and with the placement of their bodies, as in the direction of a leap or twirl.

The actor's ability to imitate and define another object or person and their feelings, or the athlete's ability to demonstrate speed, power, and grace in their chosen sport, or the inventor's ability to use his or her hands to develop and transform objects such as tools, are all characteristic examples of how we utilize bodily-kinesthetic intelligence in our daily lives.

Gardner observes that the body is more than a machine in its relation to objects – it is a vessel of the individual's self – holding our personal feelings and aspirations. Our bodies act out our thoughts and behaviors in response to others around us, bringing into focus another set of two intelligences: the personal intelligences (interpersonal and intrapersonal) (Gardner, 1993).

Activities to Develop the Bodily-Kinesthetic Intelligence in the Professional High School of Electronics and Electrical Engineering "Marie Curie "

"Sports"

"Gardening"

"Tourism"

"Dancing"

4. THE BENEFITS OF USING DRAMA AS A METHOD OF EDUCATION

- **Self-Confidence:** Taking risks in class and performing for an audience teach students to trust their ideas and abilities. The confidence gained in drama applies to school, career, and life.
- **Imagination:** Making creative choices, thinking of new ideas, and interpreting familiar material in new ways are essential to drama. Einstein said, "Imagination is more important than knowledge."
- **Empathy:** Acting roles from different situations, time periods, and cultures promotes compassion and tolerance for others' feelings and viewpoints.
- **Cooperation/Collaboration:** Theatre combines the creative ideas and abilities of its participants. This cooperative process includes discussing, negotiating, rehearsing, and performing.
- **Concentration**: Playing, practicing, and performing develop a sustained focus of mind, body, and voice, which also helps in other school subjects and life.
- **Communication Skills**: Drama enhances verbal and nonverbal expression of ideas. It improves voice projection, articulation of words, fluency with language, and persuasive speech. Listening and observation skills develop by playing drama games, being an audience, rehearsing, and performing.
- **Problem Solving:** Students learn how to communicate the who, what, where, and why to the audience. Improvisation fosters quick-thinking solutions, which leads to greater adaptability in life.
- **Fun:** Drama brings play, humor, and laughter to learning; this improves motivation and reduces stress.

- **Emotional Outlet**: Pretend play and drama games allow students to express a range of emotions. Aggression and tension are released in a safe, controlled environment, reducing antisocial behaviors.
- **Relaxation:** Many drama activities reduce stress by releasing mental, physical, and emotional tension.
- **Self-Discipline:** The process of moving from ideas to actions to performances teaches the value of practice and perseverance. Drama games and creative movement improve self-control.
- **Trust:** The social interaction and risk taking in drama develop trust in self, others, and the process.
- **Physical Fitness:** Movement in drama improves flexibility, coordination, balance, and control.
- **Memory:** Rehearsing and performing words, movements, and cues strengthen this skill like a muscle.
- **Social Awareness:** Legends, myths, poems, stories, and plays used in drama teach students about social issues and conflicts from cultures, past and present, all over the world.
- **Aesthetic Appreciation:** Participating in and viewing theatre raise appreciation for the art form. It is important to raise a generation that understands, values, and supports theater's place in society.

Teaching Drama on Delsarte System in the Professional High School of Electronics and Electrical Engineering "Marie Curie "

5. CONCLUSION

The way you listen, look, move, and react tells the other person whether or not you care, if you’re being truthful, and how well you’re listening. When your nonverbal signals match up with the words you’re saying, they increase trust, clarity, and rapport. When they don’t, they generate tension, mistrust, and confusion.

It's well known that good communication is the foundation of any successful relationship, be it personal or professional. It's important to recognize, though, that it's our nonverbal communication - our facial expressions, gestures, eye contact, posture, and tone of voice - that speak the loudest. The ability to understand and use nonverbal communication, or body language, is a powerful tool that can help you connect with others, express what you really mean, and build better relationships. Body language and communication skills in general will help each of us immeasurably in our professional and personal life.

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NAPOCA" TECHNICAL COLLEGE

CLUJ-NAPOCA, ROMANIA
SCHOOL DESCRIPTION

Starting as a Technical Secondary School with leather sections in 1946, "Napoca" Technical College has 69 years of activity representing tradition, continuity and certainty of the future.

Located in a neighbour hood spread over a large area, "Napoca" Technical College remains a school with vocational and technical tradition in Cluj. Its unique profile of Fashion Designers makes it have a very special status over the years.

Napoca" Technical College has a number of over 650 students, attending both day and night classes and a well-prepared and motivated team of teachers, with important results in their specialties and various extra curricular activities. Students are taught and trained as tourism technicians and fashion designers.

Today, in a competitive environment, students are offered a qualitative technical education for keeping on their studies in universities or finding a job after graduation.

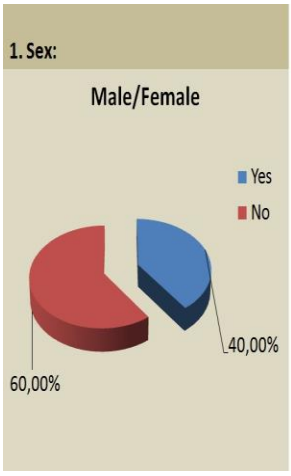
Fashion design and latest tourism services are areas where talent and imagination correlated with a qualitative professional training inspire the others.

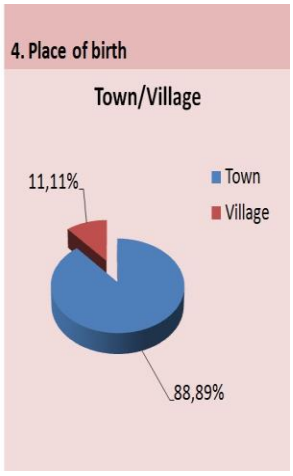
Our school is involved in projects under national and operational programs and projects under EU programs. The student's participation in projects and extracurricular activities motivates them to achieve their potential and participate actively in the learning process.

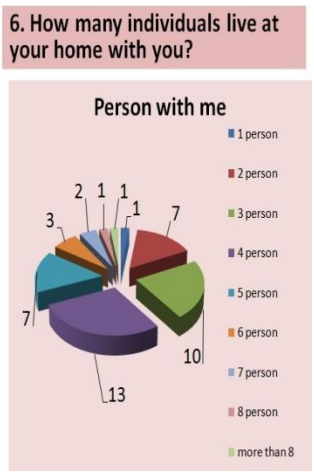
Like many school from our country, many of our students come from poor families or have unemployed parents and they live with grandparents or alone because their parents work abroad. For this reason we have some students who has risk for early leaving school. This european project help us and our students to develop such kind of activities which is useful for their behavior. Our task in this project is to purpose acitivities which develop spatial intelligence under the title "Just like lifelike". That means how to transform a clasic teaching into a applicative teaching.

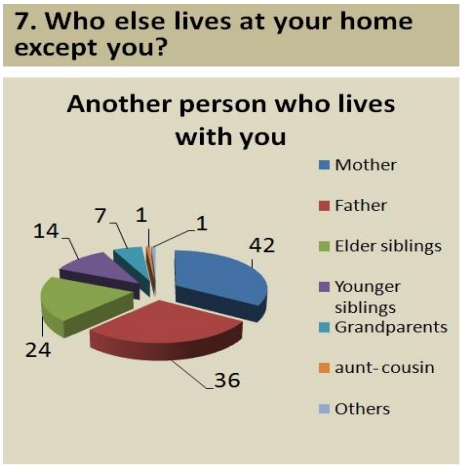
QUESTIONNAIRE RESULTS

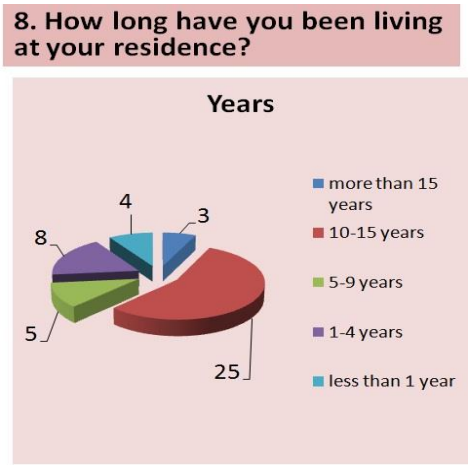
This questionnaire we applied a number of 45 students in 9th grade aged 14 to 17 years



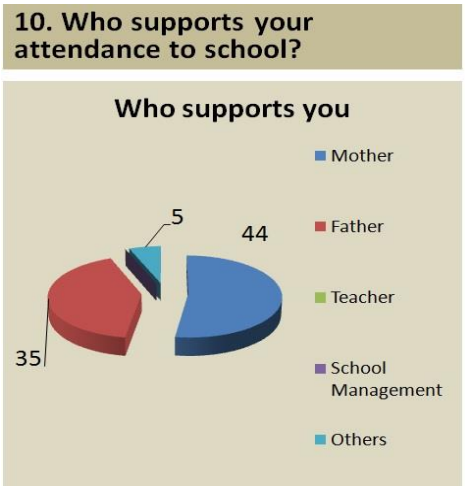


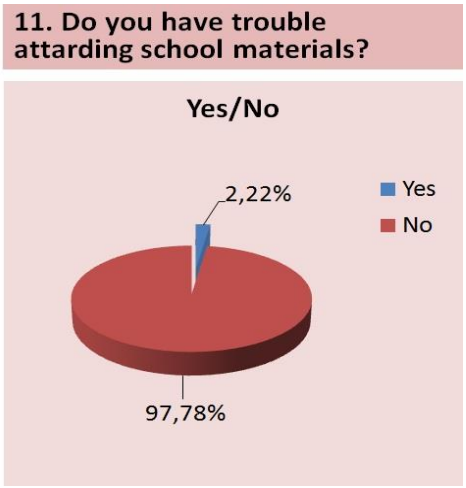






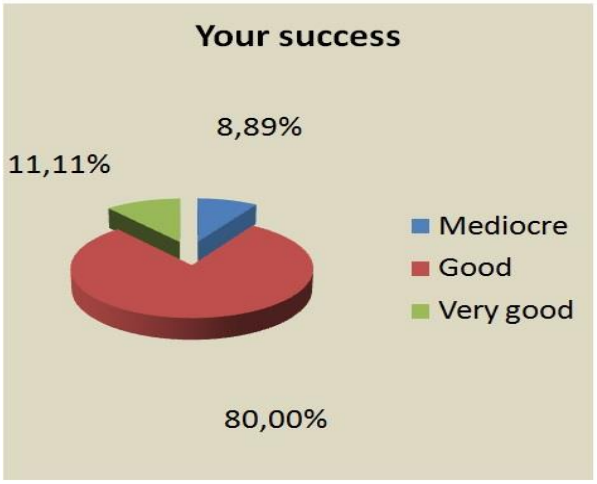
9. Do you have a job? 45 answer (100%) No



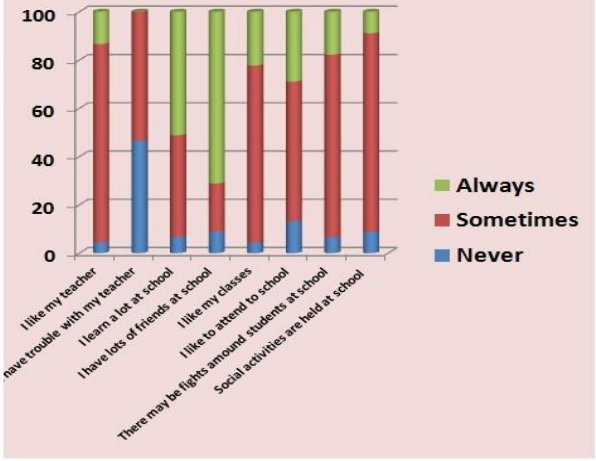


12. Do you have trouble attarding school attires? 45 (100%) answer No

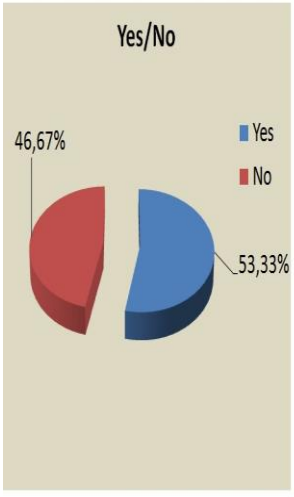
13. How do you appraise your success in classes?



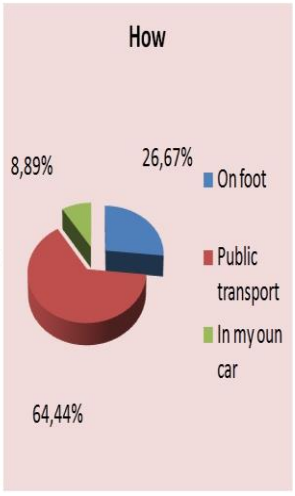
14. Upon reading the following items about your teachers and school carefully, choose the best one which you think best describes you



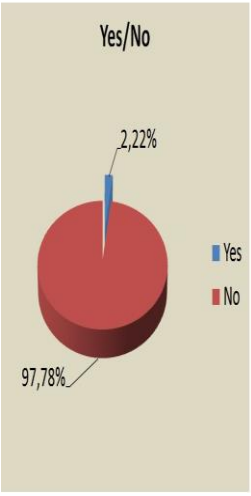
15. Is the school far?



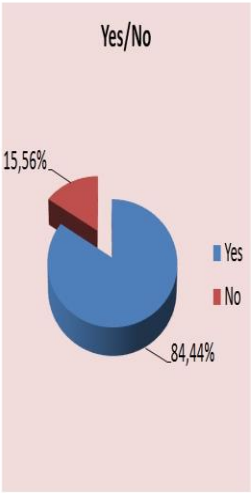
16. How do you go to school?



17. Have you ever repeated any classes?

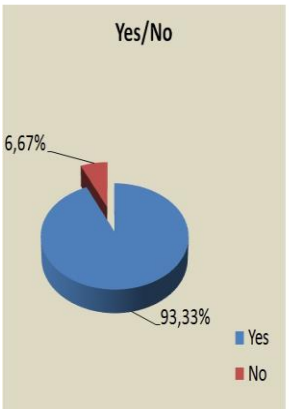


18. Do you study at home?

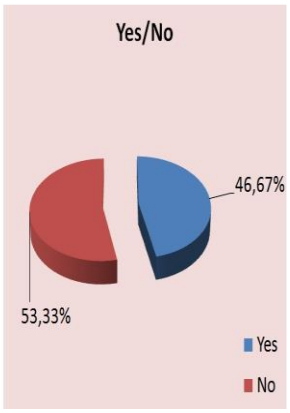


19. Does your family keep up with your stage at school? 45 answer Yes

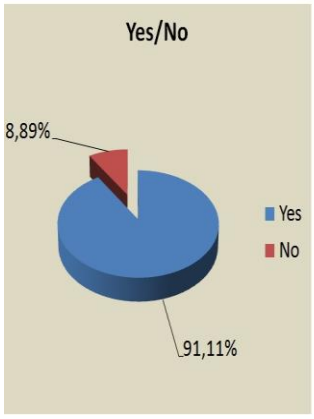
20. Does your family check your attendance to school?



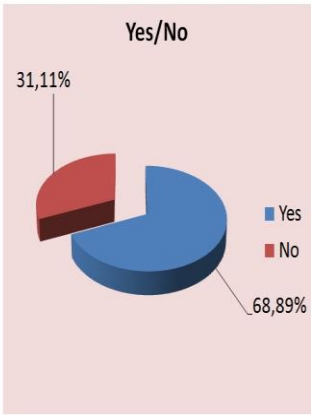
21. Does your family check your homework?



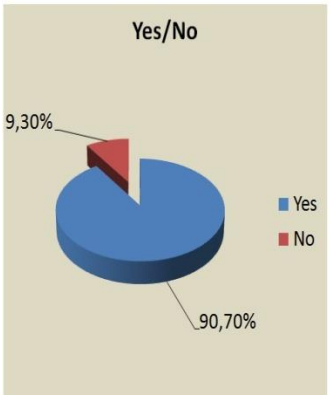
22. Does your family attend the school meetings?



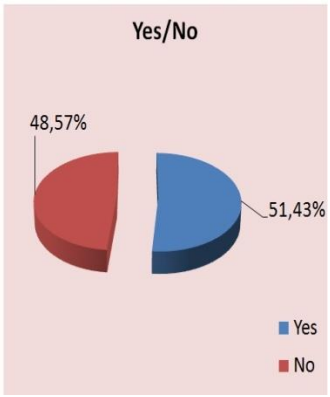
23. Does your family discuss your attitude with your teachers?



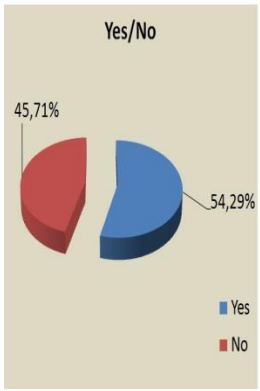
24. If you have a problem,do you easily talk about it with your family?



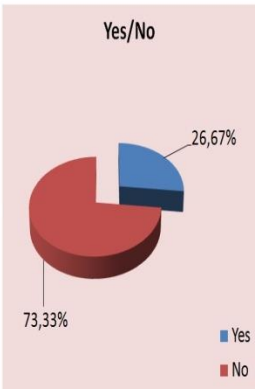
25. Does your teacher talk with you about your classes?



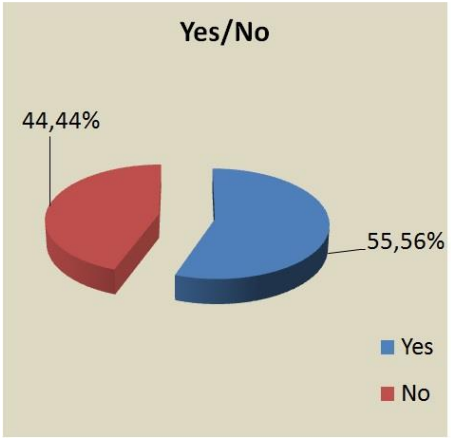
26. Does your teacher talk with your family about your classes?



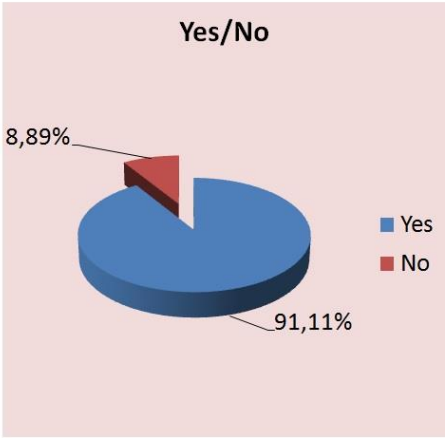
27. Do school managers talk to you?

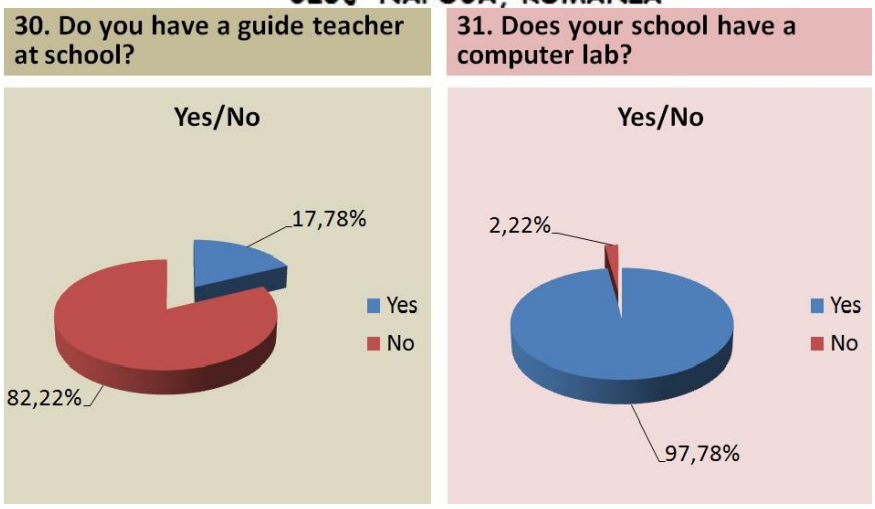


28. When you have a problem,can you tell it to your teacher?

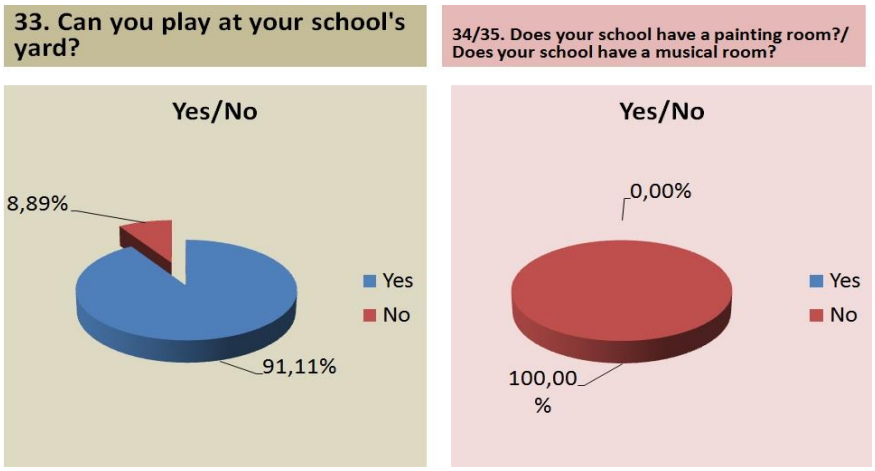


29. Does your teacher know your name?



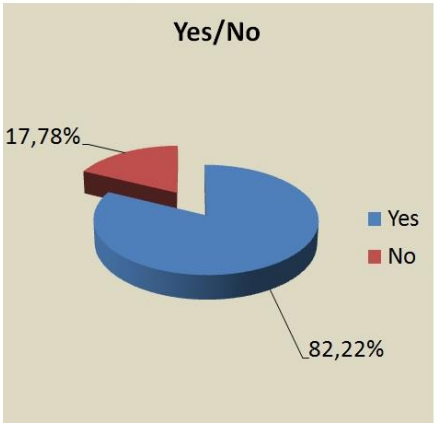


32. Does your school have a gym? 45 answers (100%) Yes

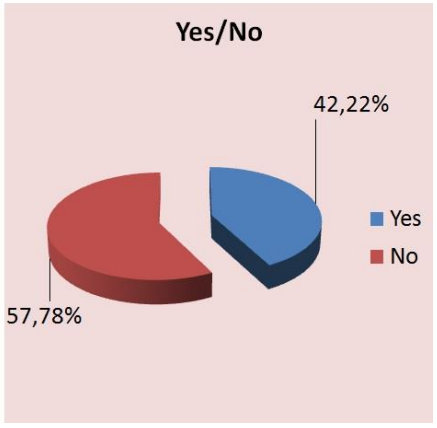


36. Does your school have a library? 45 answers (100%)Yes

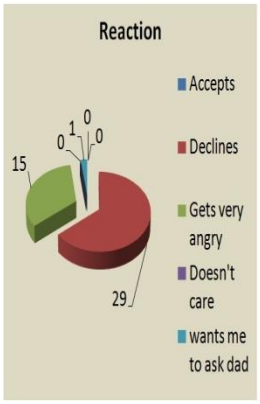
37. Do you want to go on schooling?



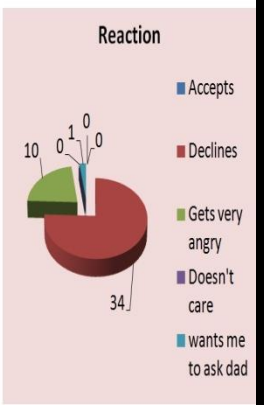
40. Do you have friends not attendings school?



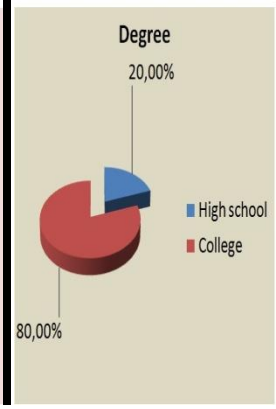
39. How does your father react if you say you don't want to attend school?



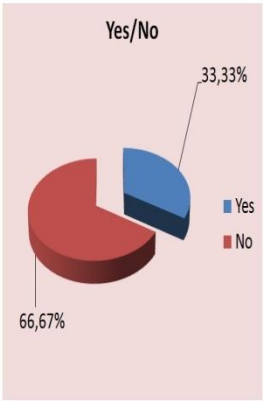
38. How does your mother react if you say you don't want to attend school?



41. Up to which degree do you want to get education?



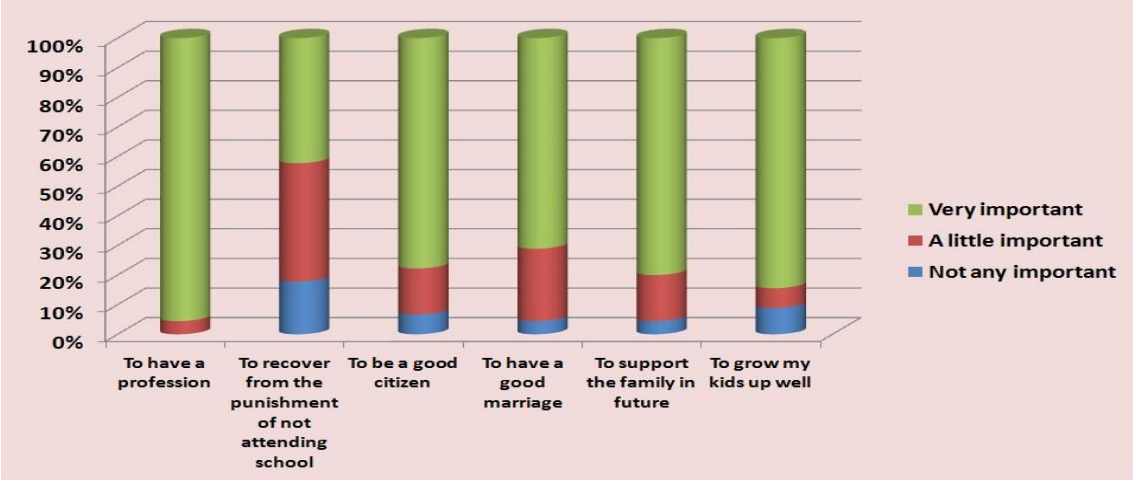
42. Do you know if there is any punishment for droping out of school?



43. What do you want to be in the future?

There is a lot of options: waiter, cook, policeman, travel agent, lawyer, teacher, priest, ambient designer, football player, hairstylists, manager, seller, psychologist, singer, patron, journalist, photographer, coach, scientist, pediatrician, physician, handball player, adventurer

44. **In view of the statements below,how do you agree with the importance at getting a good education?**

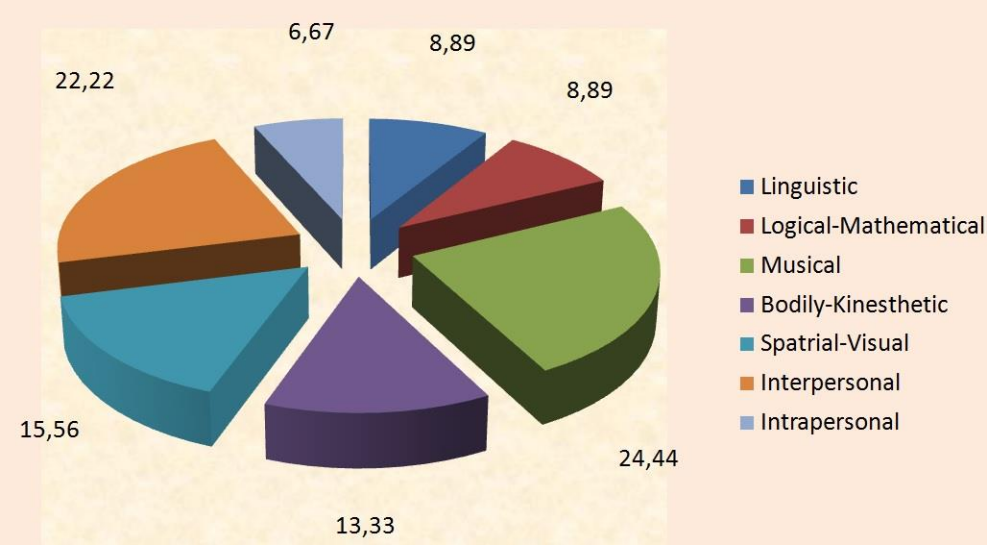


QUESTIONNAIRE 2.

This test we applied a number of 45 students in 9th grade aged 14 to 17 years.

Linguistic	4	8,89 %
Logical-Mathematical	4	8,89 %
Musical	11	24,44 %
Bodily-Kinesthetic	6	13,33 %
Spatial-Visual	7	15,56 %
Interpersonal	10	22,22 %
Intrapersonal	3	6,67 %

Intelligence Type (%)



JUST LIKE LIFELIKE

Lifelike experience is an idea which has evolved since the time when a painting was considered lifelike. Leonardo da Vinci's Mona Lisa is famous for the ambiguity of the subject's expression, the monumentality of the composition, and the subtle modeling of forms and atmospheric illusionism which contributed to the continuing fascination of the work. A whole painting technique has been created pursuing the goal of the lifelike art form, called trompe-l'œil, involving extremely realistic imagery in order to create the optical illusion that the depicted objects appear in three dimensions.

SPATIAL INTELLIGENCE

Gardner's theory of ***Multiple Intelligence*** proposes that there are eight different and discrete facets of cognition, which can be regarded as relatively autonomous human intelligences: logical- mathematical, linguistic, musical, spatial, bodily- kinesthetic, interpersonal, intrapersonal and naturalistic.

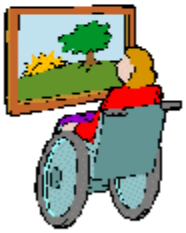
Spatial intelligence is the brain's ability to perceive and interpret visual stimuli. In order words, it's how our minds process what we see. Also not very recognized spatial intelligence is very important in the arts and in everyday life.

Drawing

Building

Design

Mazes and Puzzles



Looking at Pictures

Imagining

WHY IS SPATIAL INTELLIGENCE IMPORTANT?

The way that we visually perceive and interpret de world around us is an important quality to have. In the arts, the ability to transfer a vision to a painting. Sculpture, or film is a key quality. Careers such as architecture, require a person to transfer a vision of a structure in to a blueprint. Spatial intelligence is even used by average people to remember small, but important facts like how to travel from your school to your house. Everyone uses spatial intelligence in everyday life.

POSSIBLE CAREERS

- Advertising agent
- Architect
- Cartographer
- Drafter
- Engineer
- Fine artist
- Graphic designer
- Fashion designer
- Interior designer
- Inventor
- Painter
- Photographer
- Pilot
- Sculptor
- Surveyor
- Urban planner

FAMOUS PEOPLE WITH HIGH SPATIAL INTELLIGENCE

- Leonardo da Vinci
- Pablo Picasso
- Vincent van Gogh
- Frank Lloyd Wright
- Steven Spielberg
- Amelia Aerhart
- Auguste Rodin
- Robert Fulton
- Michelangelo

HOW TO DEVELOP SPATIAL INTELLIGENCE

Gardner's developmental trajectory of intelligence provides an insight into the four stage development of spatial intelligence across the lifespan.

- Stage 1: Raw patterning Ability

Here we can sustain interest in a variety of spatial activities since an early age like: drawing, puzzles, construction activities etc.

- Stage 2: Understanding a symbol system

At this stage we develop student's visualization of unseen object and spatial technique to depict that unseen information. The skills needed to create and interpret spatial symbol systems are: eye-motor coordination, figure-ground perception, perceptual constancy, position-in-space perception, perception of spatial relationship, visual discrimination, visual memory.

- Stage 3: Use of a notational system

The students can develop their ability to make sketches and symbolize on this something they didn't draw or to symbolize every element of sketches. Also they need to be able to interpret two-dimensional plans or three-dimensional objects and to construct three-dimensional object from a plan.

- Stage 4: Vocational pursuits

Our students can creating dynamic patterns using computer software paint programs. The opportunities may arise by exposing students to careers and leisure activities that are of interested.

LESSON PLANNING ACTIVITIES FOR SPATIAL INTELLIGENCE

- Brochures
- Collages
- Designs
- Drawings
- Flowcharts
- Mapping
- Patterns
- Painting
- Photography
- Posters
- Sculpting
- Ideas sketching

EXAMPLE OF ACTIVITIES IN OUR SCHOOL

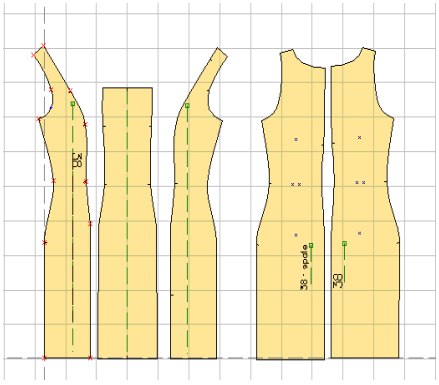
1. FOR FASHION DESIGN FIELD

Our students from fashion design learn how to transform a fashion sketch]n a final product (dress, skirt, trouser etc.).

How to draw

a fashion sketch

Fashion sketch



Clothing Patterns

Settlement patterns and cutting

A nice dress (final product)

2. FOR TOURISM FIELD

Our students from tourism field learn how to make decorative elements for hotel rooms make by towels and how to make a friendly ambient for reastaurant.

How to make a swan

Here is two swans

NAPOCA" TECHNICAL COLLEGE

CLUJ-NAPOCA, ROMANIA

Bed decorations

Here is a puppy

Mise-en- place

3. HOW TO MAKE A SPECIAL CLOTHES USING REUSABLE MATERIALS (PLASTIC, PAPER ETC.)

Our teachers try to develop creativity of our students, They can create many interesting things by using unusual materials. They create dresses from recyclable materials which look like any other dresses. With their fashion collection our students participate at many national competition.

CONCLUSION

Teachers at all stages of education need to reflect on their practice and beliefs about spatial intelligence in order to optimize opportunities for children to utilize and develop this intelligence. Teachers and curriculum developers must to accord much more importance to promote spatial intelligence in relation to logico-mathematical and linguistic intelligence. This kind of intelligence could be develop in informal and formal learning environments.

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1. Gardner, Howard (1993), *Multiple Intelligences: The Theory in Practice*, Basic Books, ISBN 046501822X
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3. wikipedia.org/wiki/Theory_of_multiple_intelligences
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School Description

Zespół Szkolno-Przedszkolny is located in a small village called Wojkowice Kościelne, which is situated in the administrative district of Municipality of Siewierz within Będzin County, Silesian Region in southern Poland. It is a rural area with population of about 1,251. The school was built over 65 years ago and through all these years it has been rebuilt few times.

There are 315 students at our school – between the age of 3 and 16, 31 teachers and 15 employees of attendance. The school offers three different educational levels: kindergarten, primary school and junior high school - gimnazjum.

The fact that our school is rather small is thought to be its virtue. Everyone knows each other, so there is no place for anonymity or alienation. This fact helps to eliminate pathologies, aggression or vandalism.

We have modern multimedia classrooms equipped with interactive whiteboards. Since 2009 our pupils can learn and spend their free time healthier and more actively using sports complex which is situated in the school yard. It gives them great opportunity to develop their physical skills.

A wide offer of extracurricular activities is quite tempting and makes pupils attend eg. journalist club in which pupils edit their magazine „Wojko", music-dancing classes, choir, vocal-instrumental club, IT classes, robotics, drama and declamatory classes, chess club or sports classes, etc. We also offer extracurricular classes for 6th grade (Primary School) and 3rd grade (Junior High) pupils where they can consolidate knowledge and skills needed during the end-of-school exams.

We have carried out many projects within the European Funds: *Fascinations accursed in science and business* - Maths, Science and Business classes for junior high pupils; *Basketball in English* and *e - Academy of Future* – for junior high pupils; *First pupils' experiences as the way to knowledge* – for primary school pupils; *Supporting kindergartens in the villages of Gmina Siewierz*; *Pewniak* – program for nursery children and lower primary children; *The key to nursery education in Siewierz.*

To integrate local citizens with our school we organize an annual school picnic. We have many sponsors who fund lottery prizes. Our pupils present songs, dances, shows and together with their parents take part in sports competitions.

We have experience in international partnership as we have cooperated with Hungarian school from Edeleny since 2006. Our pupils visit Edeleny and host pupils from Hungary. We spend time together, organize trips and sports competitions. Between 2009 and 2011 we took part in European Project - Comenius together with schools from Italy, Spain, France and Turkey. Our project was called: „Knowing one another to know Europe."

We try to do a lot for comprehensive development of our pupils, and we succeed with younger ones, we still have some problems with motivation among junior high pupils. Some of them have learning problems, the others have negative attitude towards school and generally towards learning. Our main objective within the project is to increase students' motivation and to convince them that education is necessary for their future life, career and employment.

QUESTIONAIRRE RESULTS

QUESTIONAIRE 1.

How teenagers feel and what problems they face at home and at school

that can influence their life and early school leaving.

Questionaire 1 was applied on 60 students from Gimnazjum in Wojkowice Kościelne, Poland.

Parents education:

- technical/matura exam 43%
- University degree 28%
- vocational education 29%

How they feel at school:

- exhausted
- bored
- nervous

However,

- they feel they are in the right place to achieve what they want to achieve
- think the contents of the courses are relevant to them.
- admit that activities help them feel that they belong to this school.

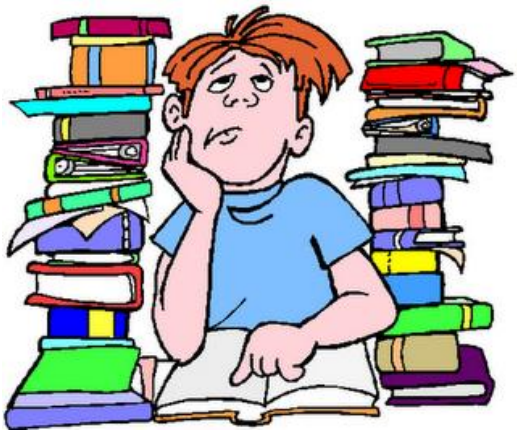
Problems at home:

- no problems with their parents 49%
- parents are too ambitious and have excessive requirements 21 %

- don't have my own room 15%
- conservative parents and do not understand their children 13 %
- have financial problems 12%
- parents use violence 10%
- parents suffer from alcohol abuse 10%
- admit that the conflicts between their parents affect them8%
- feel lonely as their parents do not pay enough attention 3%
- quarrel with their parents 3%

Ideal parent should be:

- caring
- understanding
- do not interfere with their life 32%
- 27% ideal parents do not burden them with an advice and control
- 6% think they are just sponsors
- 2 % their parents are ideal



Problems at school:

- learning problems 38%
- problems with teachers 17%
- unfair and biased assessment of their knowledge 17%
- shyness 16%
- the excessive requirements of the teachers 15%
- feeling of being different and isolated 13%
- difficulty in finding a common language with classmates 13%
- problems with their classmates11%
- lack of students' discipline 10%

- report aggression and bullying 7%

Why the students have learning problems:

- they are not interested in the material that is taught 28%
- the curriculum is overloaded 22%
- have knowledge gaps 11%
- don't want to learn 10%
- are simply lazy or don't have time 7%
- and only a few students state that teachers don't understand them (5%).

Some of the students do not want to go to school because:

- they are tired
- have to get up early
- don't want to learn
- have no motivation
- lessons should be more interesting
- teachers should give less homework and encourage or motivate students
- they have family problems
- they are lazy
- they are stressed because there is too much to learn
- they can have problems at home

Why some of the students disturb in class and cause problems during the lessons and breaks:

- they want to be noticed
- they are not interested in lessons
- lessons are boring
- they have problems with classmates

What should school do:

- offer more entertainment
- more school trips
- more PE lessons
- longer breaks
- more after school clubs
- wi – fi at school
- mobile phones at school
- less tests
- less homework

The time spent on learning:

- 49% spend only 1-2 hours a week
- 41% spend 3-5hours a week
- 5% learn for 5-10 hours a week
- 5% do not learn at all

The time spent on communication devices and TV:

- 17% more than 5 hours a day
- 15% 3-5 hours a day
- 32% 1-3 hours a day
- 36% only an hour a day

What about addictions:

- 73% of our students don't drink alcohol
- 18% rarely,

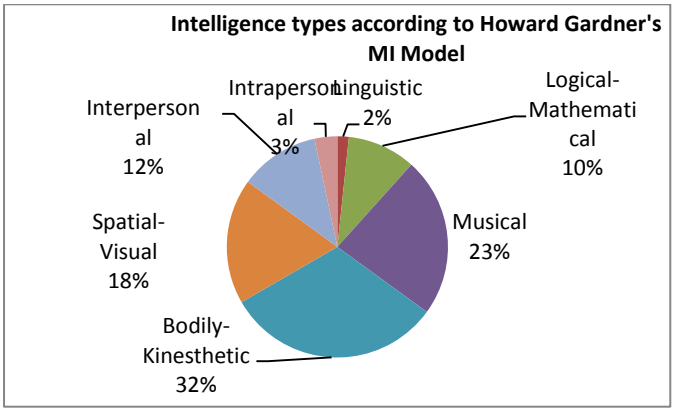
- 7% sometimes
- 2% of our pupils do it often
- 93% don't use drugs
- 5% admit they have tried which is again very alarming
- 34% claim they are addicted to computers /games, chat, Facebook
- 6% say they are addicted and because of that they can't properly communicate and learn

Taking everything into account, we can say that most pupils generally like themselves, their life and school, one third is glad but have some problems but there are a few who do not like themselves. They also admit that they haven't got enough time for themselves. According to the survey our pupils do not leave much time on learning and doing homework. On the other hand, they spend too much time in front of the TV or other communication devices. The respondents generally go to school systematically, the main reason for missing classes by students is an illness. Finally, they lack motivation to learn because of the little chance of realization after they finish their education. Some of them are not interested in school or don't like the chosen school.

QUESTIONNAIRE 2.

Identifying student's types of intelligence, interests, abilities and aptitudes

Questionnaire 2 was applied on 60 pupils (43 boys and 17girls) of Gimnazjum in Wojkowice Kościelne, Poland. It is based on Gardner's Theory of Multiple Intelligences.



The results show that mostly our pupils present Bodily-Kinesthetic intelligence 32%, on the second place is Musical intelligence 23%. Next, Spatial-Visual intelligence 18% and 12% of pupils have Interpersonal intelligence. Very few pupils present Linguistic 2% and Intrapersonal 3% intelligence. That means that at our school we have to put more emphasis on tasks that develop Linguistic and Intrapersonal intelligence. Moreover, at our school we have to work on Logical-Mathematical intelligence as only 10% of the students show this type of intelligence according to the test results.

Project activities organized to develop the Bodily-Kinesthetic intelligence:

- Drama club related to the activity "Theatre in English"
- Sport Day.

Project activities organized to develop the Musical intelligence:

- English Song Contest
- Christmas Carols show
- Music Club

Project activities organized to develop the Spatial-Visual intelligence:

- Logo competition
- Sport Club
- Poster competition "Profession of my dreams"

Project activities organized to develop the Interpersonal intelligence:

- School trips
- Competitions
- Debates
- Project, group work
- „Safe Internet"
- Charity actions

Project activities organized to develop the Logical-Mathematical intelligence:

- Chess club

- Science Club
- Robotics and Automation Classes.
- Coding and Maths Club.
- Chess Tournaments.

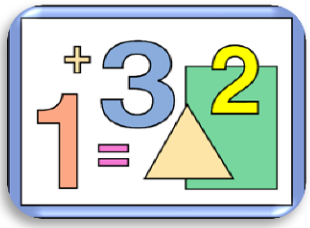
Project activities organized to develop the Intrapersonal intelligence:

- Career meetings
- Classes with School Counselor

Project activities organized to develop the Linguistic intelligence:

- Class Speeches
- Essay competition
- School newspaper “Wojko”

„PLAYING WITH NUMBERS" - Logical-Mathematical Intelligence



The Theory of Multiple Intelligences developed by Gardner assumes intelligence as a fundamental variable that affects learning. Gardner (1999) defines intelligence as: an individual's capacity to create products that are valued within one or more cultural settings; the skill to produce efficient solutions to real-life problems; or the ability to discover new or complex problems that require solutions.

Logical/mathematical intelligence was described by Gardner (1993) as "the ability to recognize significant problems and then to solve them." A mathematician seems to "sense a solution, or a direction, long before they have worked out each step in detail" (Gardner, 1993). This definition suggests powerful reasoning ability. It also indicates that mathematical knowledge reaches far beyond a memorization of facts and algorithms.

This intelligence, characterized by the ability to detect patterns, to reason deductively and think logically, is most often associated with scientific and mathematical thinking. It has to do with both inductive and deductive logic, abstractions, reasoning, numbers and critical thinking, but it is also connected to having the capacity to understand the underlying principles of some kind of causal system and can refer to an individual's ability to do things with data: collect, and organize, analyze and interpret, conclude and predict. It was studied and documented by Piaget.

Students with this type of intelligence like:

Working with numbers and patterns, excel at drawing conclusions from gathered data, asking questions and conducting experiments. They are good at using symbols such as mathematical symbols, scientific symbols and by using 'scientific logic' or reasoning to link ideas. They look for logic, order and consistency. Such an individual would be a contemplative problem solver;

one who likes to play strategy games and to solve mathematical problems, to draw conclusions and formulate hypotheses as well as to apply general rules to particular situations. These pupils are usually analytic learners, they prefer to break mathematical ideas to be learnt into small parts and work on each part at a time, and finally reconnect the parts to each other in a logical manner into a mental picture.

Logical-Mathematical Capacities Developmental Journey

Basic Skill Level	Complex Skill Level	Coherence Level
(involves development of simple concrete object manipulation skills, concrete pattern recognition, and the ability to perform simple abstract thinking)	(involves learning a variety of problem-solving processes, effective thinking patterns, and standard mathematical calculation skills and operations)	(involves development of advanced mathematical process skills and operations, as well as integrated, application-oriented thinking, including the transfer of learning)
• Capacity to perform concrete object manipulations based on specific criteria • Ability to count and perform basic sequencing tasks (for example, putting things in an order) • Recognition of numbers and being able to relate number symbols to concrete objects • Competence to engage in simple abstraction involving concrete objects • Recognition of simple, concrete cause-and-effect relationships	• ability to perform a range of standard mathematical operations and calculations • grasp of a variety of problem-solving skills and possible approaches • development of a variety of thinking patterns and knowing how to use them • ability to engage in abstract thinking based on conceptual information • understanding of various mathematical processes and logic patterns	• competence in linking various mathematical operations for complex problem solving • knowledge of how to find unknown quantities in a problem-solving situation • understanding and utilizing a variety of metacognitive processes and behaviours • performance of logical thinking and standard math proofs • ability to engage in both inductive and deductive reasoning processes

How can we develop logical - mathematical intelligence:

Parents can challenge their kids to develop and enjoy their logical/mathematical intelligence by participating in a variety of at-home activities, such as playing chess, cribbage, and backgammon. Children can also work on brain teasers and number puzzles that challenge their logical faculties. Other children can work on becoming proficient at keyboarding and understanding computer dynamics.

Other logical/mathematical intelligence activities include working with chemistry sets, solving word problems without a calculator, pretending to own a business, building structures with Legos or K-Nex, reading science magazines, watching scientific television shows, visiting a science museum or planetarium, playing with a rubrics cube, setting up a telescope or microscope, help with family finances, and learning to play a musical instrument. Purchase a telescope and a microscope and discover a myriad of new worlds!

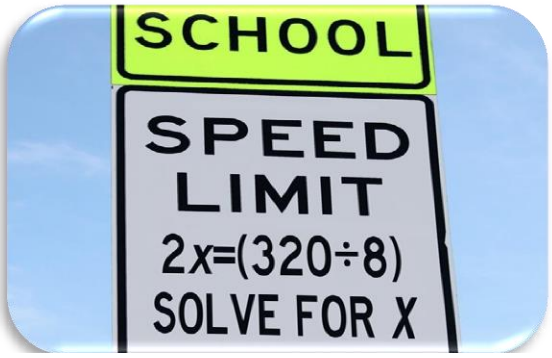
Children who immerse themselves in logical/mathematical activities will soon find themselves performing well on their mathematical and science tests. In addition, they will start solving real-life situations without asking for guidance.

This type of intelligence often implies great scientific ability. **Teachers can empower this intelligence by** encouraging the use of computer programming languages, critical-thinking activities, linear outlining, science-fiction scenarios, logic puzzles, and the use of

logical/sequential presentation of subject matter. The challenge when teaching these students is avoiding boredom.

Possible Careers:

- Accountant
- Actuary
- Auditor
- Banker
- Bookkeeper
- Businessperson
- Computer Analyst
- Computer Programmer
- Doctor
- Economist
- Legal Assistant
- Mathematician
- Purchasing Agent
- Science Researcher
- Science Teacher
- Statistician
- Technician
- Underwriter



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Examples of activities which develop Logical-Mathematical intelligence at our school:

1. Automation and Robotics.

To develop mathematical-logical intelligence we have introduced Automation and Robotics Classes. Students who take part in these classes have opportunity to explore Science, New Technologies, Physics, IT, Maths, Programming and Engineering. These activities stimulate pupils' creativity, logical thinking, decision-making, experimentation and noticing the possibility of new solutions. During the course our pupils deal with constructing and programming real robots which also develop visual-spatial intelligence. These classes are a chance for our pupils to further develop and use critical thinking. It opens pupils mind to more than one way to solve a problem. Critical thinking often fosters a clear head, the ability to save time, the confidence to make decisions, and the skills needed to see beyond personal bias. This mixture of ability and confidence can benefit our pupils throughout life.

Working with robots enhances creative problem solving techniques. When robots are used as educational tools *students stop being passive targets of teaching methods and become active learning subjects, showing initiative, independence, and a drastic reduction in their learning time.* When robots are used in the classroom, students usually work in small groups of 2 to 4 students per robot. This encourages the development of basic communication and inter-personal skills. The ability to collaborate and convey complex ideas to a fellow students or colleagues is an important skill that is seen as essential by modern employers. The use of robots in the classroom subconsciously introduces students to possible career paths they may well have never

considered. Engineering principles, such as electrical, mechanical, and chemical, as well as IT skills are required to successfully complete a robotic based project. This is important to ensure the skilled worker shortage that exists, particularly in engineering, is addressed during the years when students are thinking about planning their careers. Robotics is a perfect way to show students that engineering and IT can be fun.

2. Chess Club.

Chess has been played and enjoyed by people around the world for two thousand years and many notable people in history made chess their favorite pastime. Chess is an exercise of infinite possibilities for the mind which develop mental abilities used throughout life: concentration, critical thinking, abstract reasoning, problem solving, pattern recognition, strategic planning, creativity, analysis, synthesis, and evaluation.

This game can be used very effectively as a tool to teach problem solving and abstract reasoning. Learning how to solve a problem is more important than learning the solution to any particular problem. Through chess, we learn how to analyze a situation by focusing on important factors and by eliminating distractions. We learn to devise creative solutions and put a plan into action. Chess works because it is self-motivating. The fascinates humans both young and old and the goals of attack and defense, culminating in checkmate, inspire us to dig deep into our mental reserves. Mathematical thinking is generally held to be more or less closely related to the type of thinking done in chess. The reasoning ingredient in a chess combination is always of prime importance, even though a vivid imagination will make a chess player think of possibilities that will not occur to a less imaginative logician. In the twentieth century, many educators, parents and chess experts maintain that chess education improves mental abilities, including abstract reasoning and

that the game of chess makes one of the most important contributions to the field of education. Interest in chess can be generated in all groups of students regardless of cultural or economic background.

We can list several benefits from teaching and promoting of chess in schools:

1. Chess limits the element of luck; it teaches the importance of planning.

2. Chess requires that reason be coordinated with instinct - it is an effective decision teaching activity.

3. Chess is an endless source of satisfaction; the better one plays, the more rewarding it becomes.

4. Chess is a highly organized recreation

5. Chess is an international language. It can be a lifelong source of interest, amusement, and satisfaction. Chess provides more long-term benefits than most school sports.

Chess in our school

Chess tournaments are organized annually in our school. Its contestants are both primary and junior secondary students. The aim of this event is to help children develop their mathematical skills and logical thinking. The best players are rewarded and have a chance to present their abilities during the next stages of this tournament.

3. Maths and Coding Classes.

We have created a Maths Club where our pupils have been attending extracurricular Maths classes on which they strengthen their mathematical-logical skills and interests often with the use of computers. The pupils also learn to work in groups, they learn to solve problems and create

spreadsheets. Moreover, they learn how to code, which is very useful nowadays. It helps in creating computer software, apps and sites. Getting more kids to code has been a cause célèbre for the technology industry for some time. Teaching programming skills to children is seen as a long-term solution to the "skills gap" between the number of technology jobs and the people qualified to fill them.

There is more to this than jobs, though. Campaigners argue that learning programming skills will benefit children in other ways whatever their ultimate career – almost akin to the reasoning for giving children the chance to learn a musical instrument or foreign language.

"At primary level, it helps children to be articulate and think logically: when they start breaking down what's happening, they can start predicting what's going to happen. It's about looking around you almost like an engineer at how things are constructed."

"If you teach computing and do it right, you can help children develop their learning in literacy and numeracy," citing children using the Scratch programming language to make animations for their creative writing, and suggesting that studying algorithms can help their understanding of sentence structure.

On coding classes we teach pupils computer science, information technology and digital literacy: teaching them how to code and how to create their own programs; not just how to work a computer, but how a computer works and how to make it work for them.

4. Science Club.

The members of Science club at our school learn through experiments, practice and participating in science trips.

Physics Department at University of Silesia in Katowice.

Third grade students of junior high school took part in a trip to University of Silesia in Katowice and attended workshops of „Physics Experiments" in Department of Physics Education. During the lecture our pupils learned about different subjects: kinematics, dynamics, thermodynamics, hydrostatics, vibration, electricity, magnetism and optics. During experiments they could learn by doing. Students took an active part in events, they participated in experiments. Each experience was carrying a large dose of mathematical and nature knowledge, and for many students lectures were an important experience and extraordinary intellectual adventure. The students discovered that the association of science can be very enjoyable and fascinating. Each student should know what is needed to complete the experience, know the course experiences and be able to analyze them and to present its conclusions. The trip to the Department of Physics helped to systematize students' knowledge and was very useful in preparing for secondary school exam.

Silesian Botanical Garden in Mikolow

For a couple of years our school has been cooperating with Silesian Botanical Garden in Mikolow. This year junior secondary students from our school attended the laboratory classes titled 'The macro world in the micro scale". During these classes they have learned how to make

microscopic slides. They were developing skills of using microscopes as well as scientific curiosity.




Isolating the DNA strands of kiwi.

Conclusions

Multiple Intelligence Theory has taken hold in classrooms because it helps educators meet the needs of many different types of learners easily, and because it reflects teachers' and parents' deeply rooted philosophical beliefs that all children possess gifts and that part of the most important mission of schools is to foster positive personal development. Thus, teachers understanding and using Multiple Intelligence theory, and its related educational frameworks and explanations of diversity, are being transformed into teachers who understand human patterns, human diversity and human learning at better, deeper, and more comprehensive levels. Pupils, on the other hand, can discover musical, artistic, literary, mathematical and other new-found capacities and abilities. In addition, self-confidence and motivation increases significantly among pupils. Finally, students develop responsibility, self-reliance and independence as they take an active role in shaping their own learning experiences.

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SCHOOL DESCRIPTION

Jelgava situated just 42 km away from capital Riga and Baltic sea.

Population: 64 279
Territory: 60,32 km2
Climate: Warm summer and spring, relatively mild autumn, cold winter. First frosts are observed in the begining of October; first snowfalls happen in December; snow melts by the end of March.

The origins of Correspondence School of Jelgava Local Municipality are found in 1967 when, on the basis of DDP Executive Committee decision of Jelgava district starting with the 4th quarter of the study year 1966/1967, there was an extramural department organized at Eleja secondary school.

Correspondence School of Jelgava Local Municipality, in the form as it is today, started its activity in 1996 when the school was accredited.

The main goals of the school from the very beginning are – to provide individuals with opportunities to raise the general level of education and to create the foundation for further education and self-education.

Correspondence School of Jelgava Local Municipality has worked and is still working on the basis of consultation places. Currently there are Svete, Skibe and Centre consultation places.



It has 285 students from 27 municipalities, as well as 25 students living abroad. At school work 73 teachers, 15 teachers are Master's Degree.

Modern school is unimaginable without novelty and changes in the study process. Students from all over the world study in our school, so our teachers have to be flexible and be able to work with today`s technologies.

Correspondence School of Jelgava Local Municipality is one of the few Latvian schools that offer students to acquire secondary education through **Distance Learning**.

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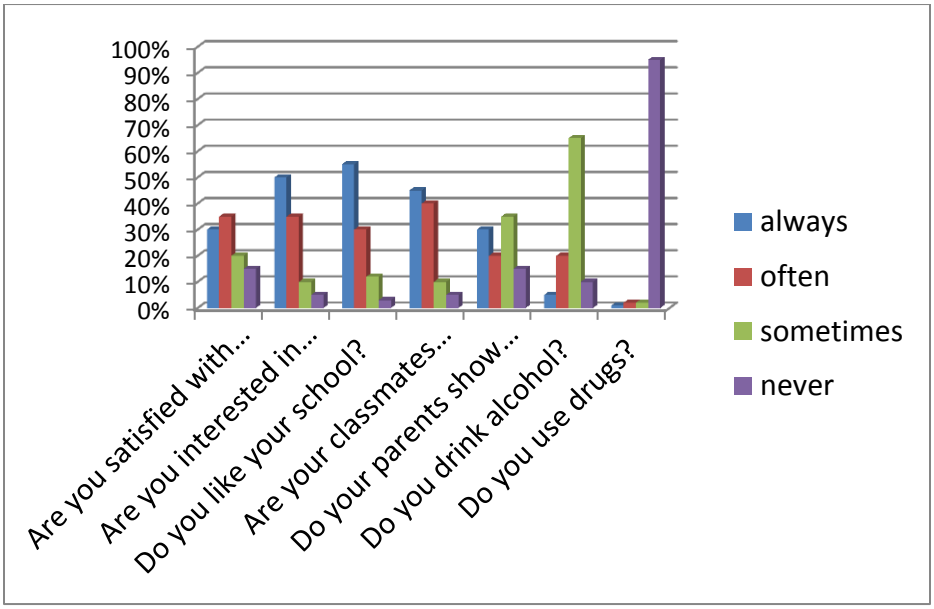
QUESTIONNAIRES RESULTS

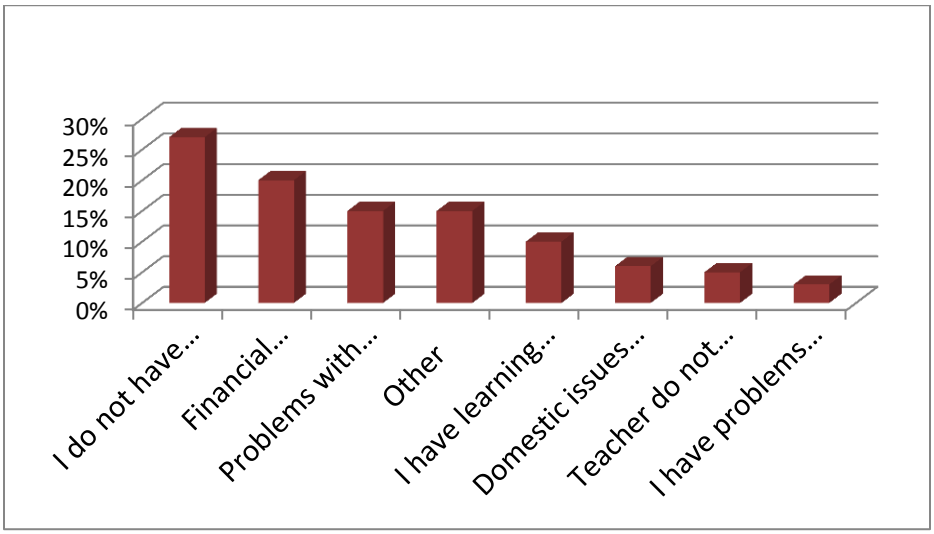
Our high school respondents 271 students 125 male 146 female

Age of respondents 17 – 45year

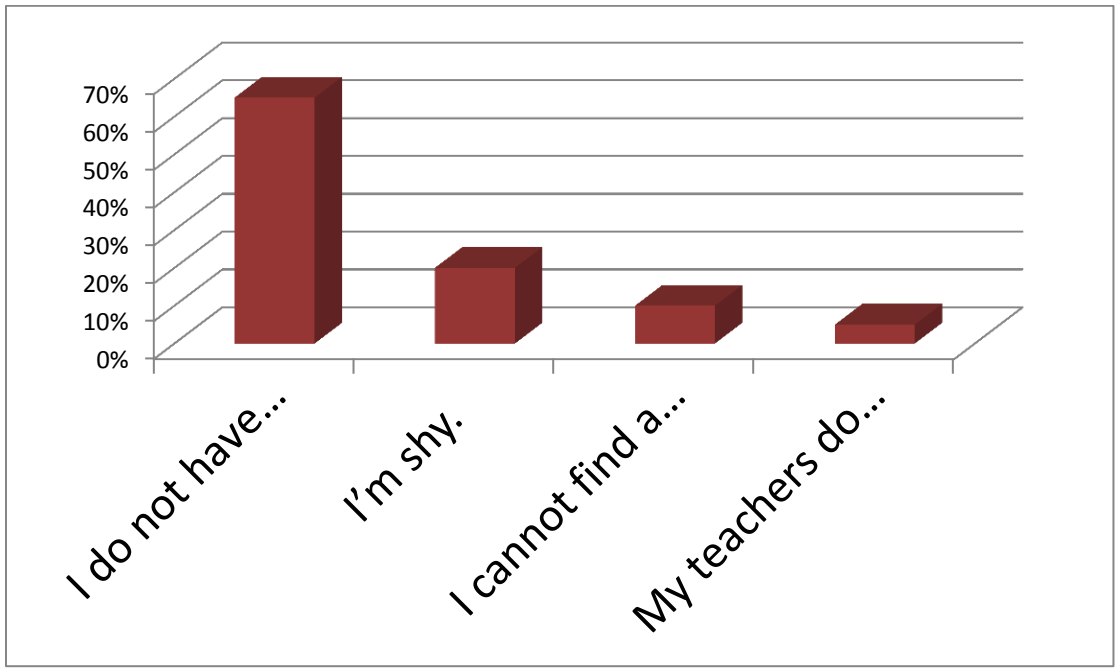
Statements



What problems do you have, that affects you at school?



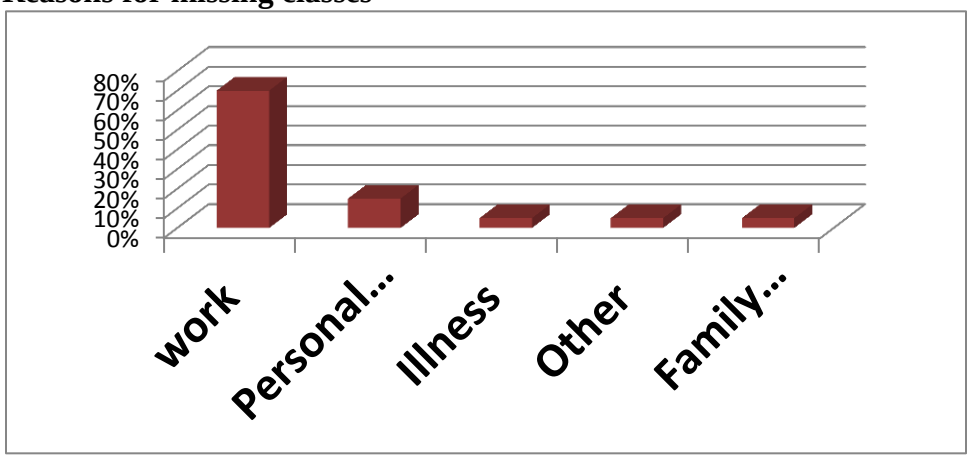
Do you have problems in communication?



How often do you miss classes in a month?

1-2 day %40
3-4 day %40
5 or more %10
Never %10

Reasons for missing classes



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What do you expect from school and teachers?

- Clearness at school sistem and learning process.
- Help from teachers and administration.
- Support from classteacher.
- Flexibility at school in all situations.
- Attitude from teachers, that I am a good student and I am dooing a good work.

Our students feel at school:

44% I feel I am in the right place to achieve what I want to achieve.

8% High school activities help me feel that I belong to this school.

5% The atmosphere in class makes it easy for me to learn.

19% The contents of the courses are relevant to me.

23% I need more individual help to learn than what is offered me.

Our student character:

- They behave culturally and try to resolve problems easely.
- A lot of them suffer from tiredness of doing their best and of the work.
- Most of them don`t have helth problems.
- They are spending too much time to computer/games/ shat/facebook/TV.
- All of them atteng highschool, becouse they need to get secondary education and integrate in the work society.
- They talk to friends who don`t study about education necessary.
- There also are aproximately 30% of students, who are deducted from list, becouse they can`t do all stadieing programm and fail out.

Students recommend:

- Continuou be positive.
- Help us in all situations when it is necessary.
- Replay faster to e-mails.
- Create in homepage the chat options.

- They want to get mark 1 to 10 in distanclearning without semester exams (now they can get only mark 4).

They want to get attestation without difficulty

THEORY OF MULTIPLE INTELLIGENCES

Howard Gardner offers the theory of Multiple Intelligences. This theory argues that humans are borned with biopsyhological potential which consist of the different equal types of abilities and skills. For now, H. Gardner has emphasized eight different types of abilities.

The theory of multiple intelligence is successfully used in the learning process as abroad as in Latvia. How this knowledge can be used in daily work with students and what benefits can it bring for teachers and students?

First, taking into account that people get knowledges about the world by differently, we respect each individuals' way of acquiring knowledges and give an opportunity to study using the most suitable form, e.g. words, visuals, movement etc. Hence, we can help discover each student's uniqueness, help them fully to use their abilities and make them able to use all available means they have.

Second, the theory of multiple intelligence opens an opportunity to vary the learning process: to use learning methodology, materials and even classroom equipment that corresponds to different types of intellect. However, we have to remember that it is not possible to use single approach to all students in the class, i.e. for one part of students the chosen method can work very successfully but for the other part it could be unsuitable, because it should be taken into account that variety of teaching techniques for the students with multiply intelligence. Therefore, the teacher has to use as many different methods as it can, in order to involve student into the learning process, by making it more creative, exiting and interesting.

Third, taking into account individual way of teaching of each student, it becomes possible to encourage his motivation to learning process as well as raise his self-assessment. Often taking care of passive students, it is usually made one mistake that inappropriate method is applied to the particular type of student intelligence which results in unbelief in his abilities. If that student during one hour could use different types of intelligences, possibly he would prepare for the next class with the increased interest and work at the lesson with pleasure knowing that he can complete the exercise successfully.

Fourth, this approach can also be used in behaviour and discipline problem solving. For instance, if student with prevailing wording intelligence has discipline problems, the conflict can be solved through conversation. Student has to be motivated to read more books that comprise advices which can be used in solving of conflict. Moreover, student have to practice his 'inter-dialogue' in order to develop self-control. Of course, student's age and level of understanding have to be taken into account in order to be sure that information that he deals with is understandable. In this case it would be very useful to 'play' such situations in different roles and develop student's ability to keep self-discipline and self-control in stress situations through exercises based on psychical activities, e.g. relaxation or breathing exercises. If student with main intelligence – kinaesthetic, is hyperactive during the lesson, he should be given an exercise corresponding to his type of intelligence.

How does this theory benefit by applying it at school?

For student:

- Opportunity to realize himself; choose things that interest him the most and things that he is doing better that anything else
- Discover new abilities and skills
- Possess an opportunity to participate in the learning process emotionally
- Develop responsibility
- Different ways of presentation are offered and introduced (very important because of the thick study process high school students mostly answer in written form)

For teacher:

- Such approach doesn't take much time, therefore makes learning process more effective and productive – learning material is absorbed in a short time
- Motivate teacher to work in a more creative and free manner
- Allow to get to know the personality of students

[Skolu atbalsta centrs, 2000]

NATURALIST

Dr. Howard Gardner added the Naturalist Intelligence to his list in 1996. It is the first addition to the original seven. This intelligence has to do with observing, understanding and organizing patterns in the natural environment. A naturalist is someone who shows expertise in the recognition and classification of plants and animals. This could be anyone from a molecular biologist to a traditional medicine man using herbal remedies.

Examples of naturalists might include George Washington Carver, Rachel Carson, Charles Darwin, or a child who skillfully sorts and classifies rocks, insects, shells, or dinosaurs. These same skills of observing, collecting, and categorizing might also be applied in the "human" environment as witnessed in a child sorting sports cards, or an adult who shrewdly distinguishes between the sounds of different engines or analyzes the variations in fingerprints.

[Gardner, H., 1996]

A Menu of Instructional Strategies for the Naturalist Intelligence

- Collecting data
- Collecting objects from the natural world
- Labeling and mounting specimens from nature
- Organizing collections
- Observing nature
- Doing experiments in nature
- Noticing changes in the environment
- Sorting articles from nature
- Categorizing objects
- Classifying information
- Keeping notebooks
- Learning names of natural phenomena
- Learning characteristics of the natural world
- Using magnifiers or microscopes to study nature
- Using binoculars or telescopes to study nature
- Drawing or photographing natural objects
- Nature hikes or field trips in nature
- Gardening
- Caring for pets
- Wildlife protection projects
- Setting up winter feeding stations for wild animals or birds
- Comparing natural observations with others
- Visiting zoos and botanical gardens
- Visiting museums of natural history
- Drying flowers

- Studying books about nature

Nature science abilities - is interested about the nature: plant, animals, the phenomena of nature and rocks; collects objects of nature and herbarium, distinguish facts about nature, classify flare and fauna; observe the nature and make notes; work in the garden and take care of pet animals.

How to develop this intelligence:

- During the walk telling about the nature and its process
- Tell about trees, animals and plants
- Tell about the nature protection and its significance in our life (eco-thinking)
- Encourage to help in the garden
- Visit the Nature museums and real encyclopaedias

Plan of the lesson

Grade – 8

Subject of the lesson – Take care of the trees

Aim of the lesson- To educate students about the importance of the forest and the value of its implementation with the help of practical activities - planting the trees.

Tasks:

1) Gain theoretical knowledge about forests and their conservation,
2) To obtain theoretical and practical knowledge about tree planting.

The necessary teaching materials, training tools - Tablet PCs with information of the wooden structure, tools for tree planting

Used teaching techniques, forms of work - Lecture, discussion, practical work

Improved skills – communication, collaboration, application of theory in practice, the ability to plan your work.

Short description of lesson

Lesson outside - in the forest. The teacher presents materials about wooden structure. Story about the environment and forest conservation. Teacher and forester shows how to properly plant the tree. Students themselves divided responsibilities and plant trees..

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Assessment of the lesson

What was accomplished?

Spending time in the fresh air and learning a lot of information about forests, new trees are planted. The students were pleased with their work

What is necessary to be improved?

This activities should be scheduled for the whole day, It can be combined with a forest (or forest plant) research activity. Teacher has to know whether students are vaccinated against tick-borne encephalitis or it is necessary to use tick rejection tools




Plan of the lesson (2x40 minutes)

Form – 7
Subject – Ecosystem diversity in the school's neighbourhood
Aim – To determine diversity of the ecosystem, to strengthen the research skills
Tasks:

1) To create a research plan;
2) To determine the character of the ecosystem;
3) To recognize the factors that determine the ecosystem diversity;
4) To find and name the plants that are common to the particular ecosystem;
5) To make conclusions about the reasons of ecosystems diversity

Required teaching materials – plants identifier
Applied teaching methods – the story, research, work in the field
Acquired skills – planning of research, description making, data registry, summarizing and making a conclusion, work with plants identifier
Short description of the lesson

1. Students are informed that the lesson "Ecosystem diversity in the school's neighbourhood" will be held outside. During the lesson students will have to make a research about the subject. Students are divided into pairs. On the working sheets they write the subject of the lesson, its aim, determine the exercises that are needed to be fulfilled in order to reach the lesson's goal.
2. Students write the plan of the research and create a table or scheme for data registry (this takes one lesson)
3. Students in pairs go outside and visit each of the four sectors: the coast of the river, school's park, abandoned garden and field (5-7 minutes on each)
4. After that, students go back to the biology class where they make an analysis and make conclusions about the research. The final work is transferred to the teacher.

Evaluation of the lesson

What was achieved/succeed:

Students successfully created a research plan, despite some difficulties that appeared in determination of the aim of research. Description of the neighbourhood was also successful.

What is need to be developed:

Similar lessons should be organised more often (research work outside the school) in order to help students to avoid difficulties in determination of the aim of research and creation of the plan of research and be able to devote more time to issues of content – factors that determine the diversity of ecosystem, the reason why in different locations grow different plants, etc. And by organising more mini-researches students eventually will be able to do the work within one lesson, because, totally, we had spent three lessons on this subject (third lesson was devoted to the discussion about the achievements and failures of the work).

Students surveyed river

Students in the meadow by the pond

Students abandoned garden

Students surveyed the park

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The plan of the lesson

Form – 8

Theme – Clams in the school area

Aim – Determination of the clams' diversity in the school area

Tasks:

1) To look and find clams around the school
2) To determine the class and specie of clams that were found
3) To compare the prevalence of clams in different ecotypes
4) To conclude about comparability of ecotype for different clams species

Required teaching materials – animal determinants, mesh for aquatic animals catch

Applied teaching methods – story, research, work in the field

Acquired skills – research planning, description, conclusion and summarizing writing skills, work with the animal determinant data registry

Short description of the lesson

1. Students are informed that they will work in the field and do a research about the "Clams in the school area". Students are divided into groups (3-4 students). On the working sheet they write the theme of the lesson, its aim and think the tasks that needed to be fulfilled in order to achieve the goal.
2. Create a research plan step-by-step, then draw a table for data registry. Groups of students go outside a visit four different objects – coast of the river, school's park, abandoned garden and small pond. On each object they have 5 minutes.
3. When students complete this task, they go back to the biology class and do the data analysis as well as the following conclusions about the research. Those students that didn't manage to complete the task in time, can finish it at home and submit the work on the next lesson. Research papers are submitted to the teacher.

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Evaluation of the lesson

What was succeeded: Students successfully created a research plan. Despite the weather conditions, students did manage to find different species of both classes of clams successfully and also to determine them.

What is need to be developed: To pay more attention to the work with the animal determinants. Thought the research students are motivated to look more deeply into the natural processes and as a result to change/develop their attitude towards nature.

Plan of the lesson

Form – 9
Subject – Human and environment
Aim - to research positive and negative everyday human`s impact on the environment as well as educate the civil responsibility of students for the protecting of the natural environment.
Tasks:

- To observe, research and describe the positive and negative human`s impact on the environment around the school

- Evaluate how the negative impacts on the environment can be prevented on their own
- To develop an action plan

Necessary educational materials/training tools: Students Book of Biology Form 9, digital camera, work sheets, pens

The applied teaching methods/forms of work: Lecture, work in pairs, presentations

Acquired/Improved skills: Professional Development, responsibility, insight, ability to work in pairs

The brief description of the lesson.

At the beginning of the lesson the students listen to the teacher`s explanation (about 10 minutes) about human impact on the environment and the significance of the environment in human`s life. Then the students are handed out worksheets, the teacher explains the tasks and divide them into pairs.

After a brief reminder of safety rules students are invited to take a walk around the school neighborhood and to take pictures of people's positive and negative impact on the environment and afterwards to make notes about it in their notebooks.

After 20 minutes of this work students have to return into the classrooms and jointly discuss the results. The teacher gives advices, make corrections and eventually gives the task: to prepare a presentation regarding the human impact on the environment in 5 slides for the next lesson and develop an action plan on the subject of "What can I do in order to improve the environment?"

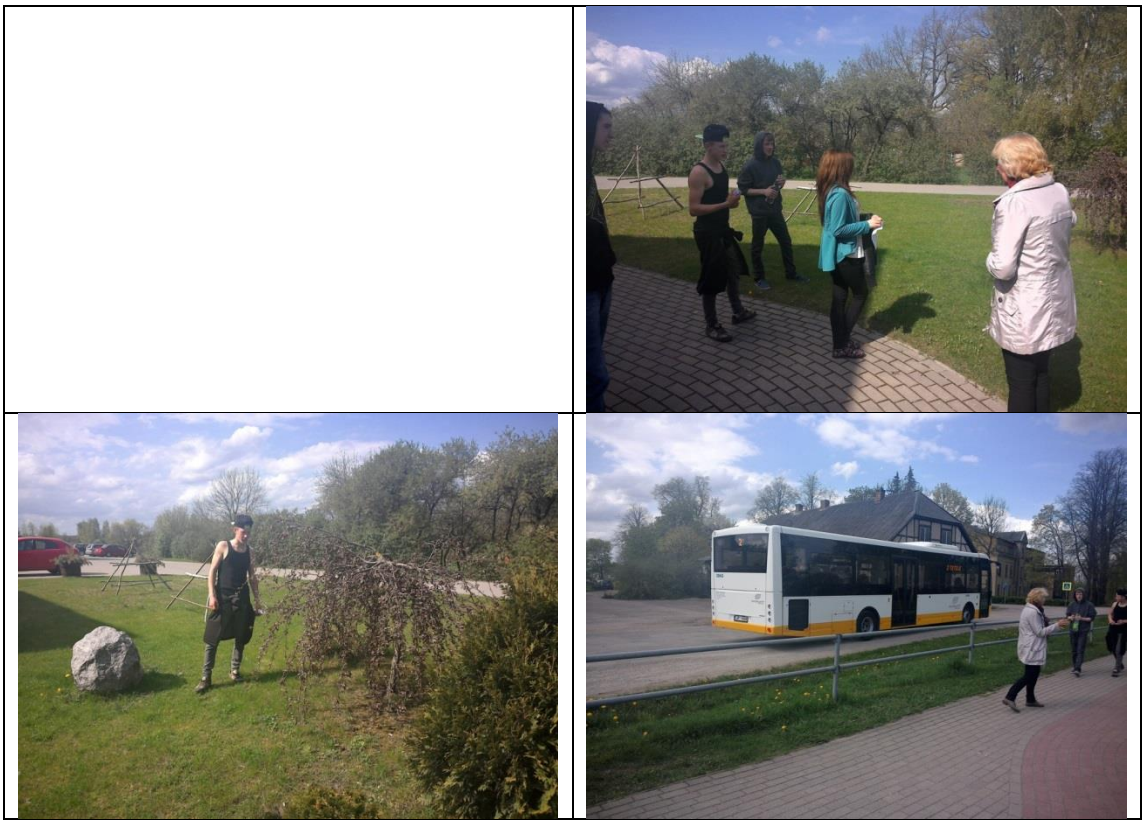
The lesson assessment.

What was succeeded?

> The students liked to complete the given tasks, they started doing these activities with a great interest and enthusiasm. Students who normally are passive at the lessons became noticeably more active, engaged in conversation with classmates and teachers.
> The goal was to create an informal discussion about the civil responsibility and a better understanding of the learner's personality.

What is necessary to improve?

After the assessment of the results it have become clear that the "green" lesson organized in such way was successful and useful for both teacher and students, and should be continued.



INTRAPERSONAL

Intrapersonal type of ability is an ability understand and distinguish your own feelings as well as knowledges about your strengths and weaknesses.

Intrapersonal ability: pays attention to its inter world; revalue and analyse experienced events; know himself; realize emotions and thoughts; make his own opinion about the issues; be able to solve global philosophical problems of nature; possess strong will.

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Recommended exercises and activities

Activities	Exercises
Individual tasks; Autonomous studying; Choose of means of learning; Individual research	Find different ways of solving an exercise; Always analyse made mistakes; Complete exercises based on your own plan

How to develop this intelligence:

- Talk about current emotions
- Give an opportunity to express opinion
- Give an opportunity to fix mistakes and solve problems independently
- Teach that each case must be done until the end and only then it is possible to start another

Plan of the lesson

Grade – 9

Subject of the lesson – emotion portreyal in poetry

Aim of the lesson- to compose a poem based on your current emotional condition

Tasks:

1) To compose a poetry
2) Display the poem on the asphalt

The necessary teaching materials, training tools - anthology of poetry, notebook, writing materials, asphalt crayons.

Used teaching techniques, forms of work - practical work, visualization

Improved skills – reading, spelling, creativity, ability to plan and organize their work and development of vocabulary

Short description of lesson

At the beginning of the lesson students read different authore poetries. Teacher explains fundamentals of writing the poem. Students carry out individual work by writing poems in their notebooks which displays their current emotional mood. Choosing from the offered asphalt crayon colours displays the poem on the asphalt.

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Assessment of the lesson

What was accomplished?

Students enjoyed writing peoms with repercussions, in a short, limited time students managed to compose several poems. Managed to increase interest in students to write poems .

What is necessary to be improved?

To devote more time for this kind of lesson (at least 3 academic hours). Discuss more detailed the poem writing rules, such as:

- Do not use long words where it is possible to use short ones,
- Do not use foreign phrase, a scientific or a slang word if you can think of the corresponding normal word.



The plan of the lesson

Form – 8
Subject – Parents and relationship with them
Aim – Motivate students to evaluate their relationship with parents as well as to look for the reason of successes and failures.
Tasks:

1) Analyse the relationship between the main character of Estonian writer Aidi Vallikas novel „Kā tev klājas, Anna?" and its family
2) Evaluate student's relationship with their parents

Required teaching materials:
Aidi Vallikas novel „Kā tev klājas, Anna?" fragment; working sheet for text analysis; the questionnaire for the survey
Applied teaching methods/types of work – work in groups, discussion, survey, brainstorming

Acquired skills – ability to describe the literary image; ability to compare your own and literary hero's life; ability to discuss; team building

Short description of the lesson:

Students work in groups with fragment of the novel – describe the main character relationship with parents and point out the situation where these relationships revealed. Students take notes in their working sheets.

Discussion – Why Anna think that her mother controls her too much? Are Anna's mothers requests justified?

Brainstorming – how relationship between teens and their parents are forming in real life; what affects them?

Students fill out the questionnaire about their relationship with parents. In the end of questionnaire students write conclusion: what affect the relationship between child and his parents and why sometimes they are contravened?

Evaluation of the lesson

What was achieved/successful:

Brainstorming about the relationship between teens and their parents. Students expressed their opinion about the way the relationship between them and their parents should be, discussed the reasons of failed relationships and made their behaviour as general cause of the conflict in family; they also mentioned different social problems – parents work very hard, however the income they receive is low, hence, it makes them more nervous and as a consequence they try to avoid to speak with their kids. All students filled out the questionnaire and estimated their relationship with parents.

The discussion about the relationship between literary hero and her parents showed that students didn't understand the reasons of parent's behaviour, however they understood the main character feelings very well – she was upset and felt betrayed. Discussion proves that students understand the situation.

What is need to be developed:

Ammendmeds in the questionnaire where students would analyse their relationship with parents are required. More time should be devoted to this task for those students who are willing to write their conclusions more fully.

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2. Daudzpusīgā intelekta teorija skolā. Pieredzes materiāls. Rīga: Skolu atbalsta centrs, 2000.
3. http://education.jhu.edu/PD/newhorizons/strategies/topics/mi/campbell.htm

SCHOOL DESCRIPTION

Kulautuva Basic School is situated in a small town of Kulautuva which is a nice resort stretching for some kilometers long the right bank of the river Nemunas. Kulautuva is only 20 kilometers to the west of Kaunas, the second largest town of Lithuania.

140 students attend Kulautuva Basic School this school year. There are 12 classes. Kulautuva Basic School includes primary, basic, as well as secondary levels for the students of the 11th and 12th grades. There are over 22 teachers working in our school. Most of the teachers are highly qualified. The school has 13 classrooms for different subjects and they are constantly being enriched. Moreover, the facilities are being enriched every year: the school has a new library-reading hall, where students can freely use 13 new computers with the access to the Internet. Constantly, the school is undergoing the project of renovation when one part of the school building is being reconstructed and new means of educating, organising the leisure time of the students are being established.

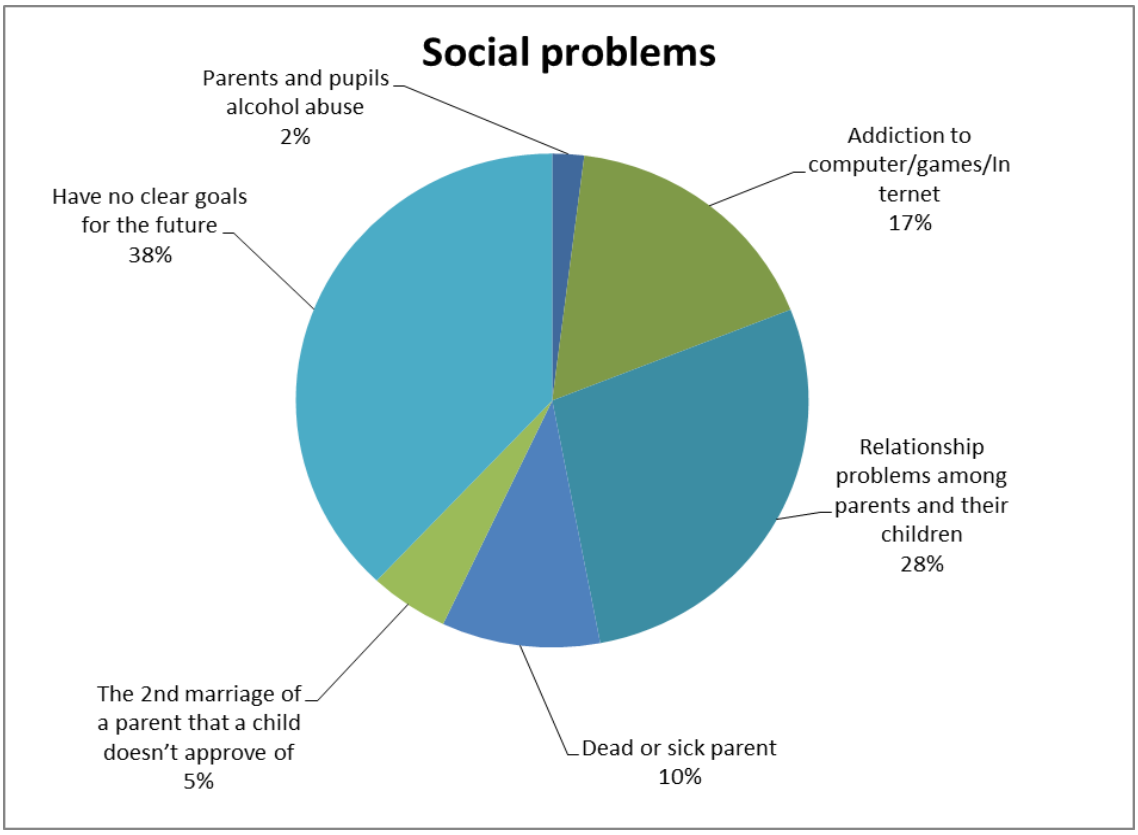
The pupils of Kulautuva Basic School are actively taking part in various events. They include such activities as participating in different contests, Olympic games, they also organise a large amount of performances of different spheres. Our students are known as best dancers of gymnastic aerobics. They are also famous for their creativity and original ideas while completing the tasks of handicrafts classes. A number of students eagerly take part in activities connected to nature studies, chemistry or other kind of scientific works. They combine strong teams together with their teachers and being so strong are well known around the whole Kaunas Region, as well as Lithuania.

QUESTIONNAIRES RESULTS

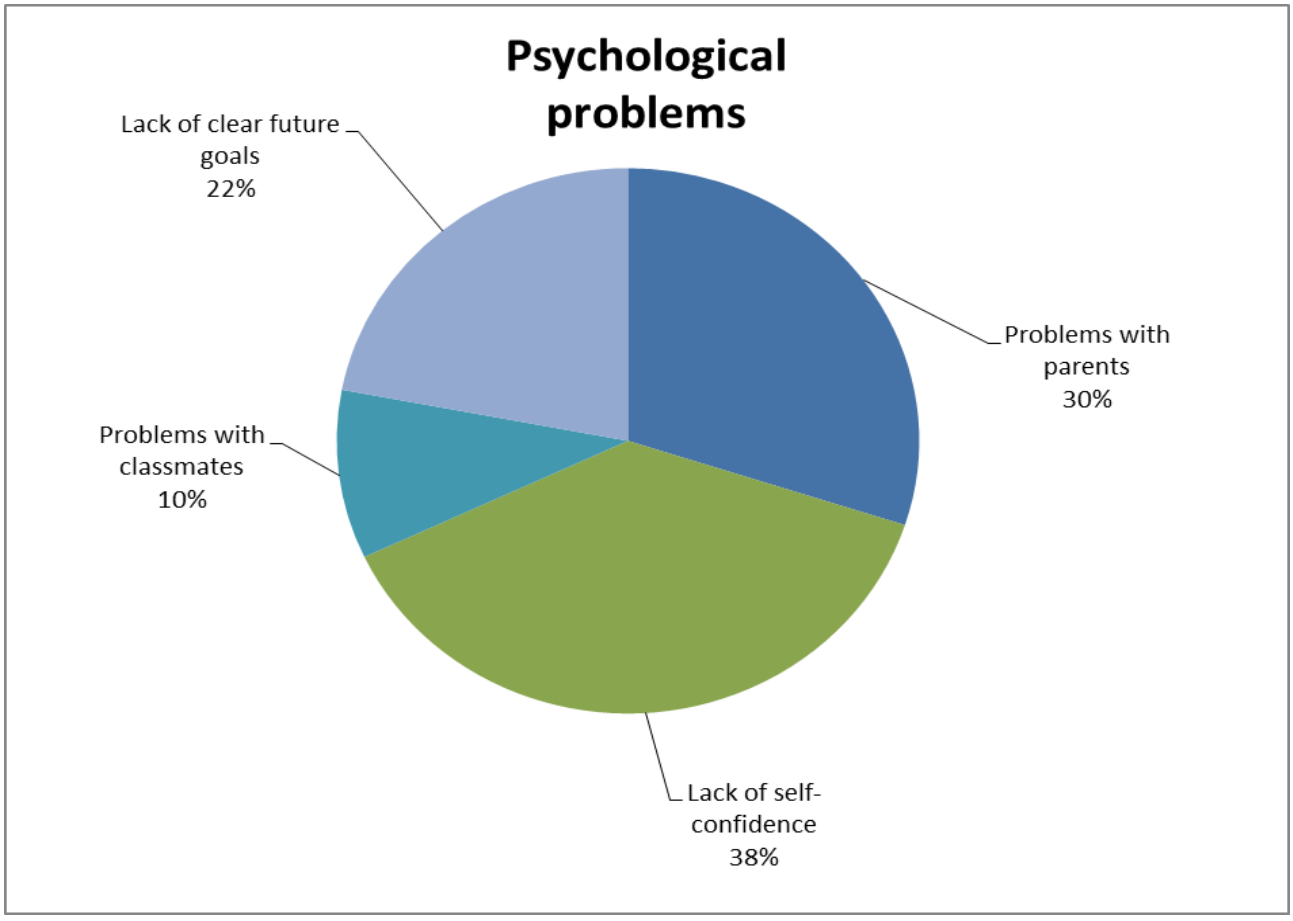
Identifying the reasons of education, social behavior and relationships between teacher-student-parents problems.

Questionnaire 1 was applied on 40 students from Kaunas district Kulautuva basic school in Lithuania.

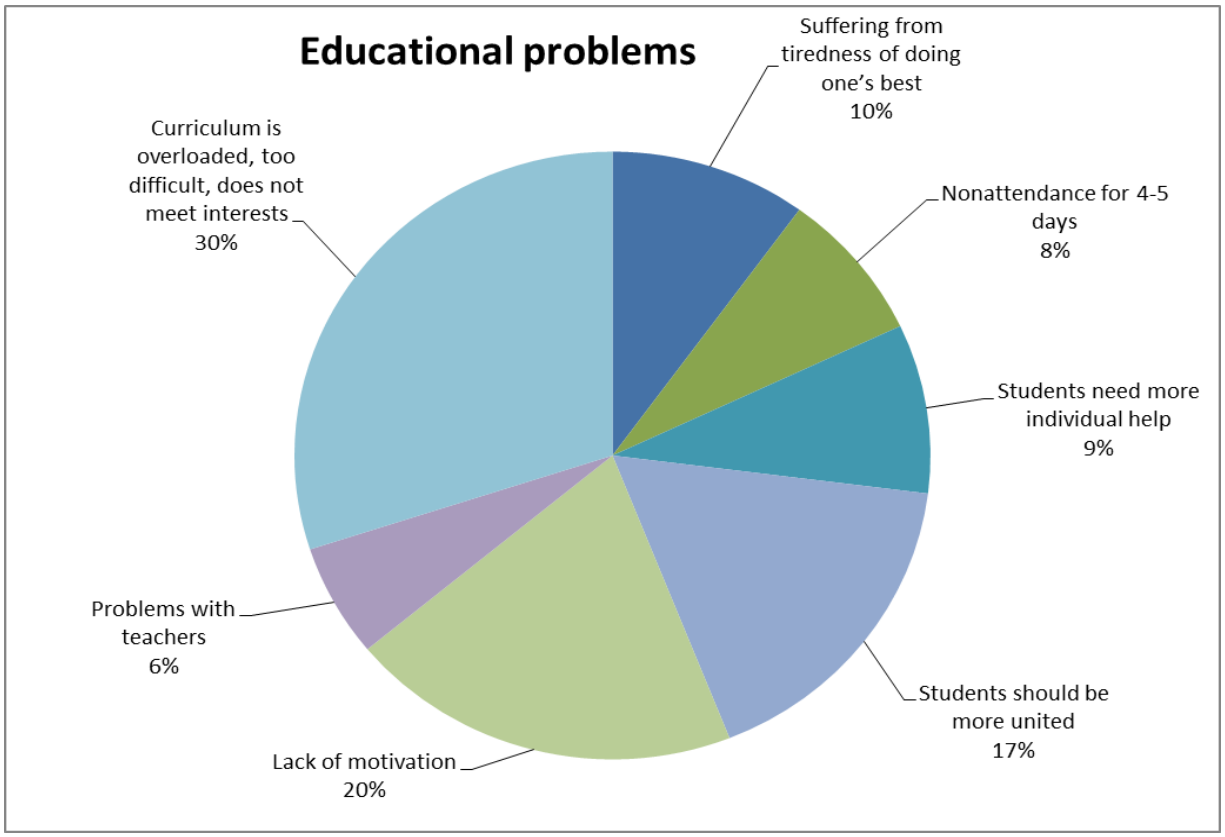
PROBLEMATICAL SPHERES



PSYCHOLOGICAL



EDUCATIONAL



Dancing with the words

1. Games in the classroom: benefits and usage

The significance of verbal interaction between people is one of the key factors for the successful communication basis. The same perspective dominates in smaller communities, such as kinder gardens, schools, various clubs of extracurricular, etc. Very often teachers use different verbal instruments in order to make the process of educating more interesting or even beneficial.

Nonetheless, whether it is a language or some other subject learning, it is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target issues. That is why, one of the most popular means to make the process of teaching, as well as learning, easier is to invoke the strategy of games. It is believed, that well-chosen games are invaluable as they give students a break and at the same time allow students to practice language or other skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language or definitions in real contexts. They also encourage and increase cooperation. What is more, games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication [1].

Unsurprisingly, there exists a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language or any other subject as well as enjoy oneself at the same time. One of the best ways of doing this is through games, the sources explain[1]. Specifically, there are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.

2. They are motivating and challenging.

3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

4. Games provide language practice in the various skills- speaking, writing, listening and reading.

5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.

Nonetheless, many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. One of the authors, W. R. Lee, holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by another authors, Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. Games can lower anxiety, thus making the acquisition of input more likely [1]. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a native or foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas" [1]. In the easy, relaxed atmosphere which is created by using games, students remember things faster and better. S. M. Silvers says many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier. Further support comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future [1]. Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a subject and not just problems that at times seem overwhelming.

However, the strategy of when it is the best time to use the game tactics is very emphatic and must be overseen very carefully. Games are often used as short warm-up activities or when there is

some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen [1].

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

To sum up the major benefits of using games in the classroom, several basic arguments could be stated:

- Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment.
- Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus.
- The game context makes the foreign language immediately useful to the children. It brings the target language to life.
- The game makes the reasons for speaking plausible even to reluctant children.
- Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
- Even shy students can participate positively.

The other, but not a less important factor in selecting the games, is the strategy, of how to choose the proper games for the classes. Several most significant criteria should be revealed:

- A game must be more than just fun.
- A game should involve "friendly" competition.
- A game should keep all of the students involved and interested.

- A game should encourage students to focus on the use of language rather than on the language itself.
- A game should give students a chance to learn, practice, or review specific language material [1].

In conclusion, the usefulness and major benefits of using the game strategy in the process of educating can be distinguished according to their levels of effectiveness, cognitive criteria, dynamics and adaptability. The usage of games is admitted to be:

Affective:

- lowers affective filter

- encourages creative and spontaneous use of language

- promotes communicative competence

- motivates

- fun

Cognitive:

- reinforces

- reviews and extends

- focuses on grammar communicatively

Orientated towards class dynamics:

- student centered

- teacher acts only as facilitator

- builds class cohesion

- fosters whole class participation

- promotes healthy competition

Adaptability:

- easily adjusted for age, level, and interests

- utilizes all four skills

- requires minimum preparation after development [1].

2. Word games and quizzes – the adjustment in classes

The acquisition of word games at school has to be established and encouraged according to most distinct factors concerning the students. There are many reasons to add word or learning games to your commute to school (or any other time of day) and one is to warm up kids' minds. Children may be sleepy in the morning and haven't yet focused on the day ahead, explains Eichenstein. "Thinking games may prime their brains and get them ready''. [2]

Another reason to play games, especially on the way to school, is the association that gets formed between learning and enjoyment. "Research has shown that children who associate learning challenges with positive emotions such as using their brains in games with their parents will have similar associations with learning in school," she says. So if the child thinks playing games in the car is fun, learning in school will be fun too, she explains [2].

While establishing activities, orientated to playing word games, teachers of Kulautuva Basic School organize various quizzes, contests. The children willingly participate in different challenges promoting the “dancing with words” concept. Specifically, these activities are focused on such performances like: quizzes, crosswords contests or even creating them, children eagerly take part in brain battles; they compete inside the school society and then willingly move to wider spaces, like the region of Kaunas or even more.

One of the mostly used means of games at classes is the crosswords strategy. Playing and solving puzzles on a regular basis has many educational benefits. There are so many positives about

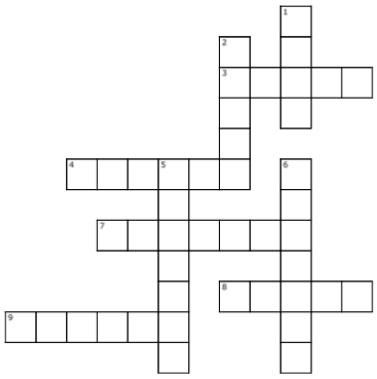
playing these games. They boost our general knowledge, increase our vocabulary and improve our logic skills [3, 4].

To be more specific, crossword solving involves several useful skills including vocabulary, reasoning, spelling, and word attack skills. To solve any crossword puzzle, a person must be able to identify and understand the terms being used. This often involves acquiring new vocabulary or terminology. Moreover, it can also involve making differentiations between similar words or phrases. Correctly deciphering a crossword also requires exact spelling, which for students may mean practicing dictionary skills. According to the teachers, other important skills required for completing these puzzles include making inferences, evaluating choices, and drawing conclusions. Another benefit of using crossword puzzles in the classroom is that they are associated with recreation, and can be less intimidating for students as review tools [5]. Students who might normally balk at practice tests, flashcards, or review sessions with the teacher find puzzle solving to be much less threatening and more like game play.

Meanwhile, educators share the experience that puzzle solving is a much more active type of learning, and will engage students with the material more than passive types of review techniques do. Crossword puzzles also have the advantage of appealing to different learning styles. Visual learners often have strong puzzle-solving skills, and feel great satisfaction when they complete one. Auditory learners enjoy step-by-step reasoning, so they also benefit from the sequential steps of completing a crossword. Even kinesthetic learners enjoy the multi-task strategies required to solve a crossword. Finally, crossword puzzles have the benefit of being customizable to study content. Puzzle creation software and websites are abundant, and easy to use, so teachers can create curriculum-specific crosswords with little trouble. Whether you are studying Abraham Lincoln, geometry terms, or the water cycle, a crossword puzzle with subject-specific vocabulary can be created with ease and in a short amount of time. Crossword puzzles have endured as a favorite national pastime because they are appealing to all ages, they can be completed in a rather brief period of time, and solving them provides a sense of accomplishment. For all these reasons, crosswords make a terrific educational tool, and teachers and homeschoolers will probably continue to use them for many years to come [5].

These are some samples crosswords that students had created on some topics:

The Planets



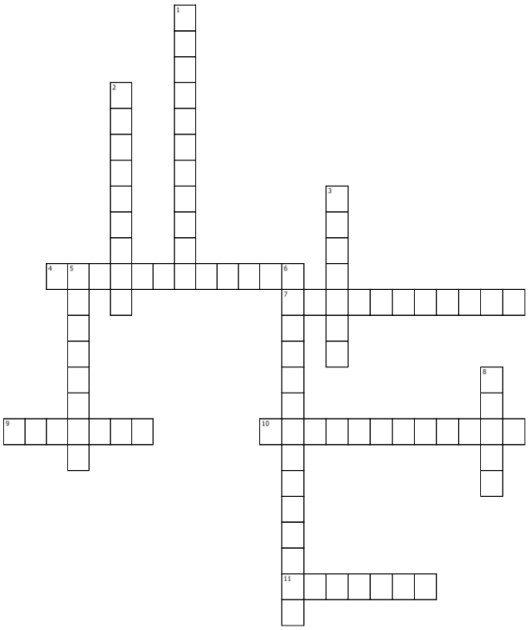
Across

3. Takes approximately 365 days to rotate around the sun
4. Coldest planet in the solar system
7. The largest planet
8. No longer a officially considered a planet
9. Famous for its rings

Down

1. Known as the "Red Planet"
2. Closest planet to Earth
5. The farthest planet from the sun
6. Closest planet to the sun

Weather



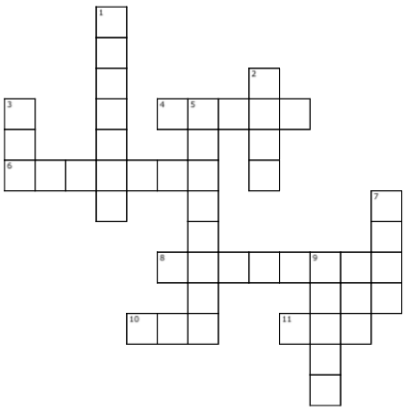
Across

4. Most common type of storm
7. The process of water changing into an invisible gas called water vapor
9. The state of the air at a certain time and place
10. The process of water vapor turning into water droplets
11. Spinning cloud with a funnel shape

Down

1. Water that is found underground
2. Large, powerful storm that occurs over large bodies of water
3. The weather of a place over a long time
5. Amount of water vapor in the air
6. Scientists who study weather
8. Water overflow that is caused by a large amount of rainfall

Animals



Across

4. Has black and white stripes
6. Tallest land animal
8. Hopping Australian marsupial
10. Likes to chase mice
11. Like to roll around in the mud

Down

1. Fastest land animal
2. Starts life as a tadpole
3. Man's best friend
5. Large animals with a trunk
7. King of the jungle
9. Large animal with a horn

Another widely used verbal game in Kulautuva Basic School is a so called 'Twenty questions' game. The rules of the game are very easy. It can be played with as few as two players. One player thinks of a person, place or thing, and the other players must figure out what that person is thinking of. They must ask questions that can be answered with a yes or a no. The players can ask a maximum of 20 questions and then must guess. This game can be adapted using categories such as cartoons, movies or songs [6]. This game was effectively adjusted and answered the purpose on the European Language Day, when the children used it as one of the activities in the programme.

EUROPEAN LANGUAGE DAY IN RAUDONDVARIS GYMNASIUM

The 26th of September is European languages day, which aims to emphasize the variety of European languages and authenticity of Europe as multicultural continent. Our 7th formers and their teacher Viktorija Bernotienė went to Raudondvaris gymnasium and met with its 7th formers to commemmorate the festival. Both schools' English teachers organised fun and meaningful show. Students took part in quizzes, solved crosswords, played 'twenty questions' game, demonstrated their English patters, treated with sweets of the young confectioners. What is more, we listened to Raudondvaris gymnasium students performed songs. This let us to feel the sonority and beauty. The tasks which our students prepared encouraged recalling not only geographical but also cultural and English knowledge. Host teams tried hardly to cope with the questions. The students were delighted about participating in such kind of event, so we came back home after telling that we are looking forward to seeing them in Kulautuva.

Another very popular way of verbal interaction between the students and the perception of games in Kulautuva Basic School is the organization of scientific quizzes, or the so called “Mind battles” among the children of different age. The usage of this methodology has very distinctive list of advantages. They involve such factors like:

The quizzes evaluate the knowledge, understanding and mental skills of the students irrespective of their ability to express it. In this way the assessment by quizzes is likely to represent the knowledge and understanding of participants in the subject covered by quiz more accurately.

- Because of large number of question included in the quiz, the performance of participants is less dependent on the probability of question on specific topics know to individual students better being included or excluded from the question. Large number of question in quizzes ensure that the question cover more topics.
- Quizzes eliminate personal bias of the assessor. The score of quiz participants remains same irrespective of who assesses it. As a matter of fact many quizzes these days are administered through computer and also assessed by computer system.
- Usually participants have to spend less time answering quizzes as compared to examinations involving subjective types of answers [7, 8].

The organization of these contests usually combines of such basic rules:

Usually the questions are such that it does not take lengthy calculation or other lengthy analysis to find the correct answer. Person answering a quiz may uses paper and pen to do some rough calculations, but most of the calculation and analysis is expected to be done mentally. The answer to quizzes may also involve just selecting a correct answer from given alternatives.

- Quiz usually involves a large number of questions to be solved in a relatively short period.
- Quizzes are intended to assess the knowledge, understanding, and capabilities of the respondents of the subject covered, independent of their ability to express their ideas clearly and impressively.
- Quizzes are formulated in such a way that the correct answers to a question are predetermined, and there is no scope of personal bias of the assessor of a quiz affecting scores of participants.
- Quiz may be administered in a written form or oral form. Quizzes may also be organized as an open public competition [7, 8].

CROSSWORDS SOLVING COMPETINTION 'HEADFARM'

Traditionally when the calendar year comes to the end crosswords' solving competition 'HeadFarm' takes place. The same was thius year and it was held on the 28th of December. 30 pupils of 5th-10th grades competed. Students were solving rebuses, crosswords, crossing out the words in mazes and working out Sudoku. The crosswords were chosen according to participants' age and evaluated considering the complexity. Students enjoy this competition because the have a chance to compete and realize their abilities. The winners were awarded with the diplomas.

NATIONAL HISTORY KNOWLEDGE COMPETITION 'HISTORY CONNOISSEUR'

Thirty pupils from 5th-10th grades took part National history competition 'History connoisseur' and the best connoisseurs have been selected.

REPUBLICAN SUBJECTS' KNOWLEDGE COMPETITIONS

Every year our school students participate in Republican subjects' knowledge competitions:

- Language Cangaroo (Lithuanian and English);

- Science Cangaroo;
- OLYMPIS (maths, Lithuanian, English, chemistry, physics, IT, science, history, geography).

Students analize, work out and solve variousobjective tasks and can compete with other Lithuanian students.

'TRAFFIC LIGHT' COMPETITION

Competition 'Traffic-light' for the1st-4th graders were organized on the 27th of February. Junior forms' students were solving crosswords and tasks related to safe actions on the road and public transport. It helped us to find out the best connoisseurs of secure traffic. Of course, they were worth to be awarded with the diplomas.

INTERNATIONAL FOREST DAY

On the 20th of March the young forest friends and members doing after-school activities took part in International Forest day celebration, which was held in Aleksandras Stulginskis University. The students were greeted by the Minister of Environment Kęstutis Trečiokas, Rector Antanas Maziliauskas, the President of Foresters union Edmundas Bartkevičius. The festival was full of activities, that was the concert of ASU students, treating soldier's porridge. What is more, the guests and hosts altogether raised Earth's day flag and observed solar elipse. Finally, the brain battle was organised for forest friends, meanwhile they had a chance to cope with the questions about forest and its habitants.

'BRAIN BATTLE' IN RAUDONDVARIS GYMNASIUM

On the 20th of March the team of Kulautuva basic school 'Rainbow' went to attend 'Brain Battle' organised to commemmorate 'The Earth day' in Raudondvaris gymnasium. Students were working on questions related to various disciplines: music, chemistry, physics, geography, history, biology. We are proud we took the second prize of six.

‘ERUDITES’ TOURNAMENT IN KULAUTUVA’

On the 16th of April the pupils from all around Kaunas district came to our expert teacher‘s Kolomba Bulotienė organised ‘Erudites tournament‘. Even two teams (each made of 5 members) of Kulautuva basic shool participated in the tournament. The headmaster Algirgirdas Navickas greeted guests, took pleasure in numerous young intelligent people and thanked the teachers who helped to prepare for entering this show. A mixed band of the 8th graders welcomed guests. The battle started at once after songs. The competition was really fierce and variable. The questions about science, animals, plants, scientists, their discoveries and famous people were not eaqually and easily superable. The youngsters had to work out logical tasks and answer ‘Blic‘ tour questions. Our school is happy our school team ,The clever-clevers‘ had won the first prize. All teams were awarded with the diplomas and gifts. We think the most important is the fact that everybody left the show with the fuller knowledge package.

‘A BATTLE OF ELMENTS’

Four united teams of 7-10 grades were competing in a competition-game ‘A battle of elements’. Team titles symbolized four elements: the Fire, the Water, the Earth and the Air. The teams created and presented the emblems, the calls related to the element. Teenagers also got ready some homework projects – demonstrated the interesting experiments, accomplished some tasks on chemistry, physics, biology and math. It was really thrilling for the students to answer opponents’ questions, create crosswords and quatrains about one’s element. As always the winners were awarded with prizes and sweet gifts.

The last but not least method acquired in the classes of our school is connected with performing and acting. Children willingly participate in activities related to theatre, drama performances. Theses means provide a number of positive residual phenomenons in students' activeness and other emphatic features. The participation in such activities evokes and strengthens such qualities:

Self-Confidence: taking risks in class and performing for an audience teach students to trust their ideas and abilities. The confidence gained in drama applies to school, career, and life.

Imagination: making creative choices, thinking of new ideas, and interpreting familiar material in new ways are essential to drama. Einstein said, “Imagination is more important than knowledge.”

Empathy: acting roles from different situations, time periods, and cultures promotes compassion and tolerance for others’ feelings and viewpoints.

Cooperation/Collaboration: theatre combines the creative ideas and abilities of its participants. This cooperative process includes discussing, negotiating, rehearsing, and performing.

Concentration: playing, practicing, and performing develop a sustained focus of mind, body, and voice, which also helps in other school subjects and life.

Communication Skills: drama enhances verbal and nonverbal expression of ideas. It improves voice projection, articulation of words, fluency with language, and persuasive speech. Listening and observation skills develop by playing drama games, being an audience, rehearsing, and performing.

Problem Solving: students learn how to communicate the who, what, where, and why to the audience. Improvisation fosters quick-thinking solutions, which leads to greater adaptability in life.

Fun: drama brings play, humor, and laughter to learning; this improves motivation and reduces stress.

Emotional Outlet: pretend play and drama games allow students to express a range of emotions. Aggression and tension are released in a safe, controlled environment, reducing antisocial behaviors.

Relaxation: many drama activities reduce stress by releasing mental, physical, and emotional tension.

Self-Discipline: the process of moving from ideas to actions to performances teaches the value of practice and perseverance. Drama games and creative movement improve self-control.

Trust: the social interaction and risk taking in drama develop trust in self, others, and the process.

Physical Fitness: movement in drama improves flexibility, coordination, balance, and control.

Memory: rehearsing and performing words, movements, and cues strengthen this skill like a muscle.

Social Awareness: legends, myths, poems, stories, and plays used in drama teach students about social issues and conflicts from cultures, past and present, all over the world.

Aesthetic Appreciation: participating in and viewing theatre raise appreciation for the art form. It is important to raise a generation that understands, values, and supports theater's place in society [8].

THE 5TH FORMERS PLAYED THEATRE

Untraditional Lithuanian lesson delighted the 5th graders on the 16th of December in the museum of Salomėja Nėris. The pupils took part in educational programme 'Let's play theatre'. A fairy tale 'Eglė – the Queen of Serpents' was a really wonderful project of Lithuanian teacher Jolita Velžienė – the pupils felt like real actors: everyone got a role, told by heart, emoted into character's life. There were laugh and childish thrill – will I manage to act? The students felt archaic spirit of this tale wearing natural linen costumes and folklore elements. Telling about Salomėja Nėris and walking in her residence were important and meaningful. Children got inspiration, optimism and good mood.

WHAT IS PUT IN THE DOWER-CHEST

Junior forms' students are interested and accomplish various projects on folklore for several years. This late autumn on the 17th-21st of November Kulautuva's junior students were implementing folklore project 'What is put in the dower chest'. The little pupils riddled, studied Lithuanian folklore songs, games, roundels. National costumes and belts were presented as a result they draw the most beautiful ones and exhibited them. Discussing the activities everybody were glad our junior students have improved ethnology attainments and participated in the project actively.

3. Conclusion

Nowadays teachers tend to use different verbal tools in order to originate procedure of teaching motivating, capturing or productive. All the disciplines require the application of profitable methods, which can lead teachers to depression. Among the many teaching approaches, traditional or otherwise, the use of crossword puzzles seems to offer potential and a solution for the problem of acquiring curriculum. Scientists considering research results claim that using crossword puzzles make students more active, motivated to join and participate in the activity because they are interested in the lesson and aim to gain new skills, knowledge or even abilities.

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Osnovna Skola Bilje
Bilje,Croatia

MUSICAL INTELLIGENCE

OSNOVNA ŠKOLA BILJE, CROATIA

Primary school Bilje is situated in a small village called Bilje, which is in the Eastern part of Croatia, in the region called Baranja.

Bilje, and school are situated very close to the big nature park called Kopački Rit, which has a numerous number of different birds, animals and game. People from all over the world come to visit this beautiful natural heritage.

Osnovna Skola Bilje
Bilje,Croatia

Primary school Bilje was Catholic school in 1793. Since 1973 the school was called 'Rade Končar' and was a primary school, with 327 students and 14 classes, with parallel Hungarian classes

In 1976 we got a new school building. Throughout its history the school had a multilingual and multiethnical background (German, Hungarian).

Today we are monolingual school with 358 students, and 16 classes, who attend classes in 2 shifts.

We employ 32 teachers, 3 expert associates, secretary, accountant and 8 members of technical staff.

Our principal is Vlatka Hmelik.

In our school there are 8 grades, with 2 parallel classes.

Students have 12 mandatory subjects (Croatian, English, Maths, Physics, Geography, History, P.E., Music, Art, Technical Education, Biology, Chemistry.

There are also elective subjects: German, Hungarian, Religion and Computer science- so students can decide if they want to attend them.

Besides that there are some extra-curricular activities like school newspapers (maliklub.wordpress.com), traditional dances, embroidery, young scouts, florists, choir, different sports.

There are also many other activities and events that we have in our school. Every year we have "Bread day" where children and their parents make different products and children try them, and we also give some of it to people who need it the most. Also every year we have Christmas show, Christmas fair, Karaoke or some dance competition, School day, Eco day, End of the school-year show…In all these events children can be active participants and they can show their creativity and enjoy together with their teachers and parents.

Our topic here is a musical intelligence.

Osnovna Skola Bilje
Bilje,Croatia

This intelligence is based on how musical we are. People who respond to rhythm and beat, who perform either vocally or with an instrument, or who compose music have this kind of music bean.

The main music bean characteristics in our school are: pleasant singing voice, they can tell when a musical note is off-key, they frequently listen to music on the radio, cassettes, or CDs.

They plays a musical instrument and often walk around with a song running through the school. Always they can keep time to a piece of music and they know the tunes to many songs.

Our school has a certificate of International eco-school and we try to actively participate in the protection and preservation of our environment.

There are also different projects that are school is a part of, like: International longitudinal project of early English language acquisition, Bike To School‘, Together in Service of Children’s Security’ and School for Parents.

Our goal is life-long learning which we intend to achieve through constant learning and improving.

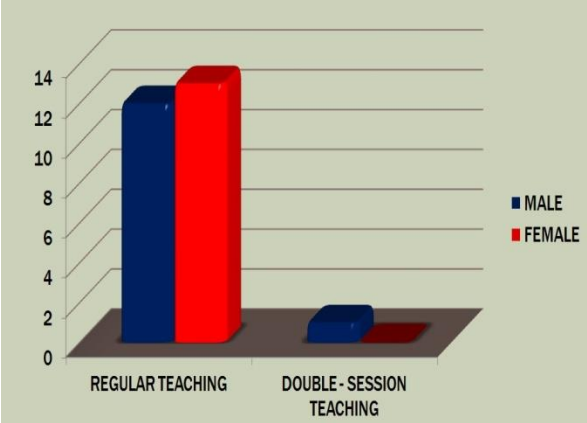
We decided to do that by participating in international projects, so we have an international team in our school, that is getting bigger each day.

Our school is one of the first schools in Croatia that started these kind of activities. We used structural funds to improve energy efficiency of our school, and we participate in international projects funded by European Union.

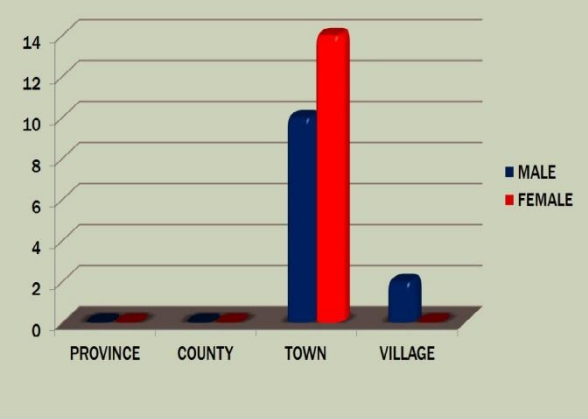
Osnovna Skola Bilje
Bilje,Croatia

QUESTIONNAIRES RESULTS

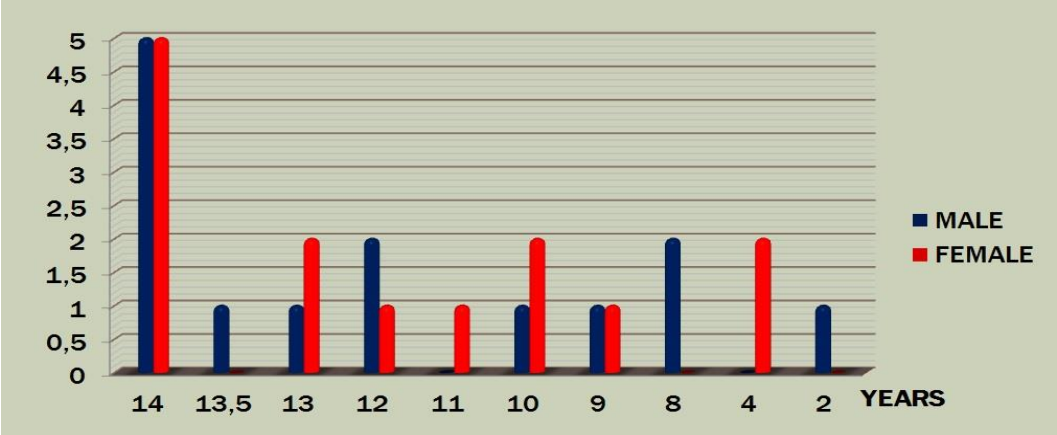
3. type of school you last attended



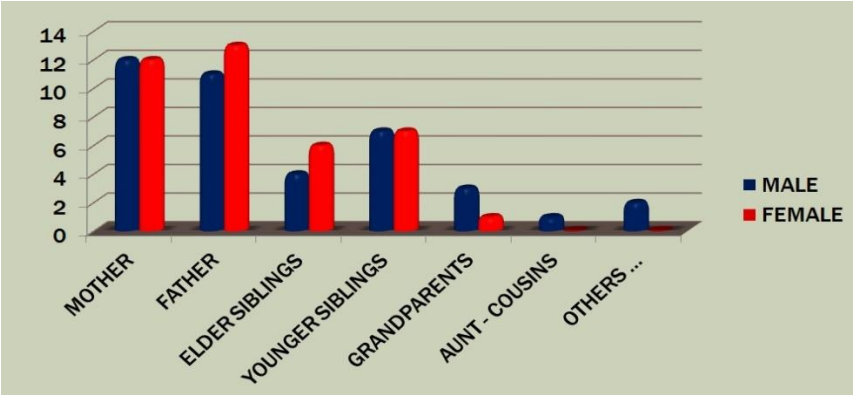
4. place of birth



5. how long have you been living in the city of your current residence?



7. who else lives at your home except you?



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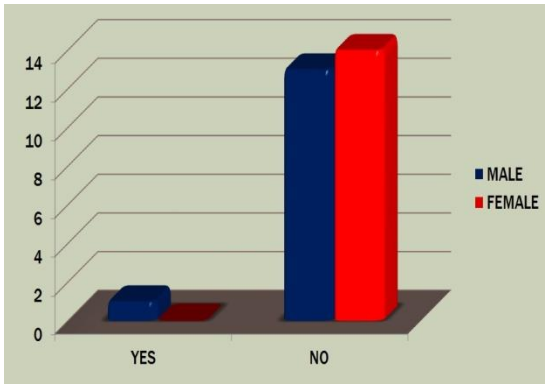
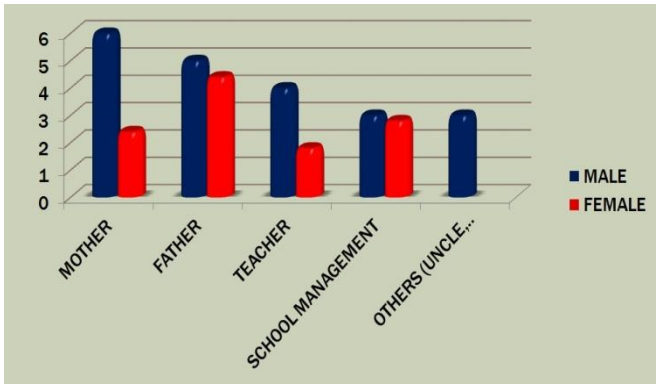
Bilje,Croatia

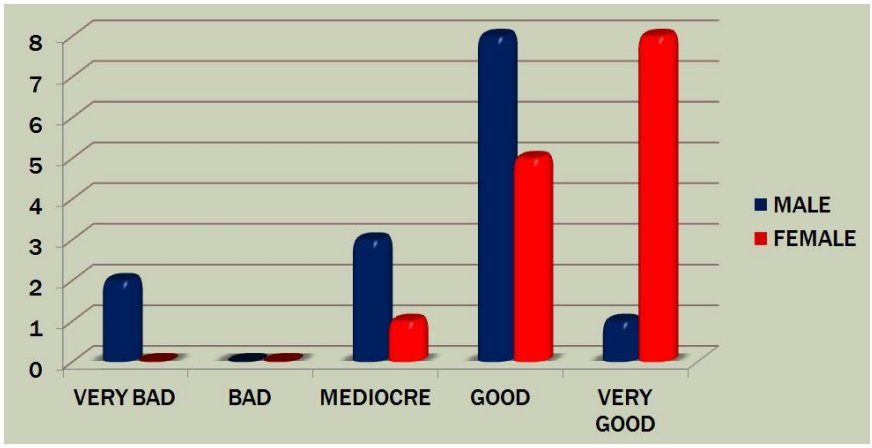
9. do you have a job?



10. who supports your attendance to school?

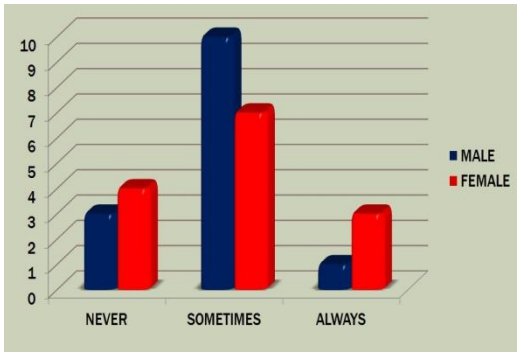


13. how do you appraise your success in classes?

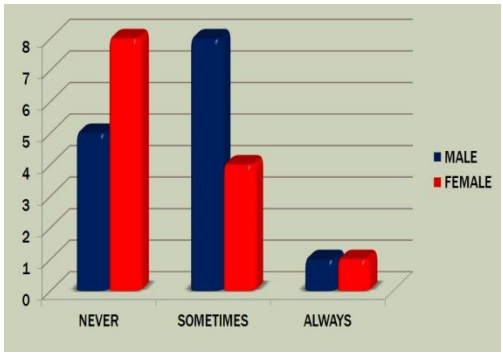


14. upon reading the following items about your teachers and school carefully, choose the best one which you think best describes you

14. i like my teacher

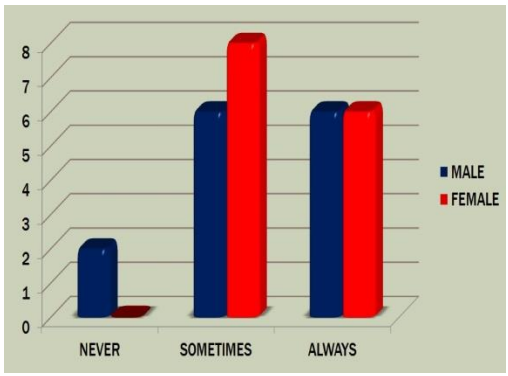


14. I have trouble with my teacher

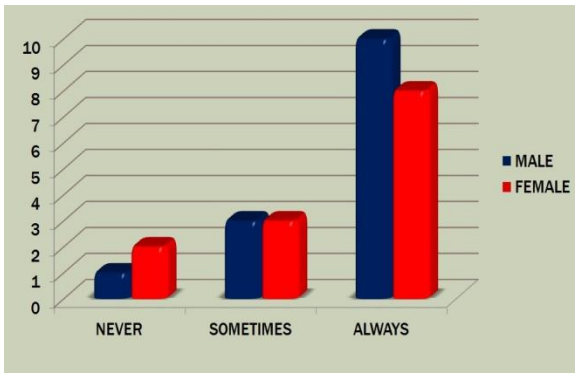


Osnovna Skola Bilje
Bilje,Croatia

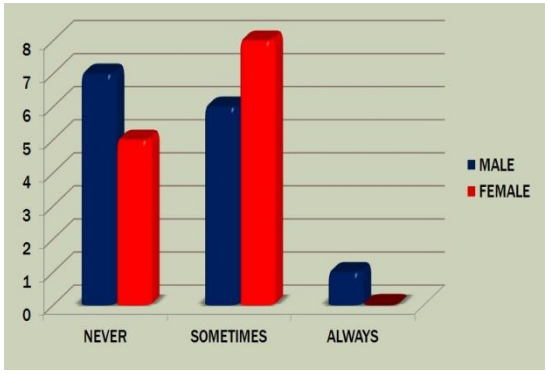
14. i learn a lot at school



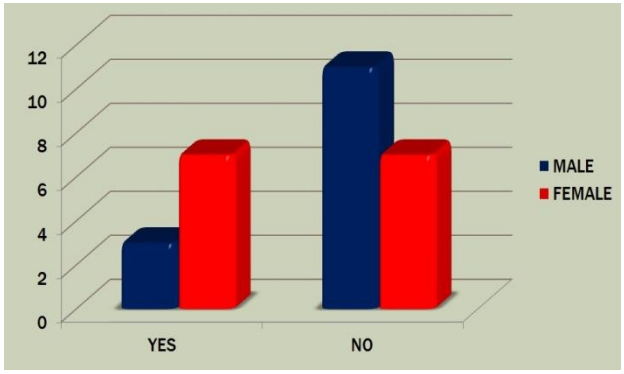
14. i have lots of friends at school



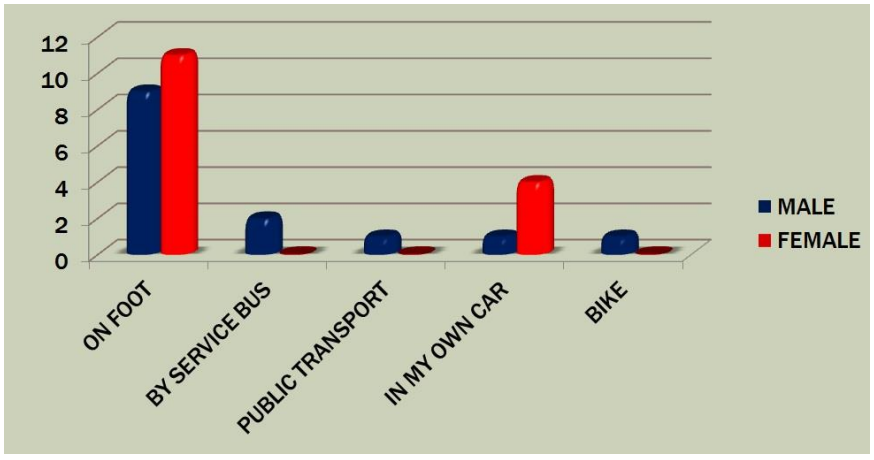
14. there may be fights amound students at school



15. is the school far?



16. how do you go to school?



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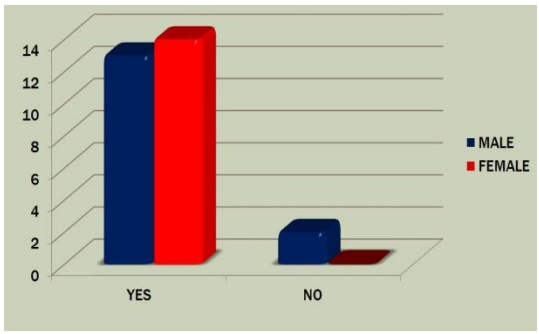
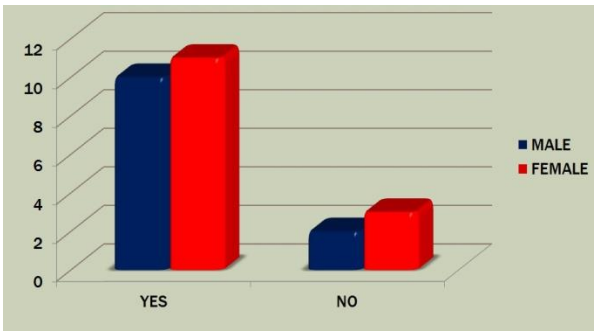
Bilje,Croatia

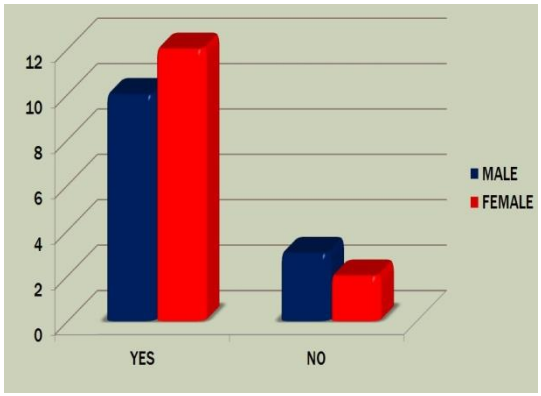
18. do you study at home?



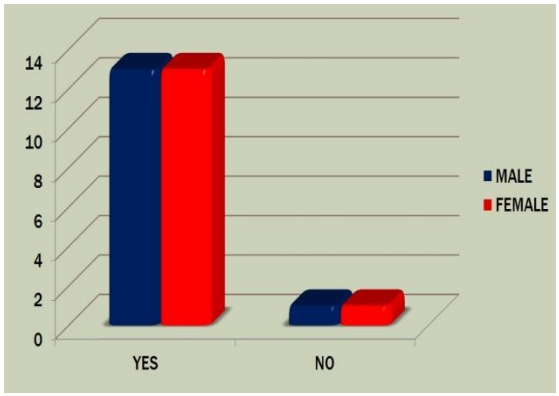
19. does your family keep up with your stage at school?



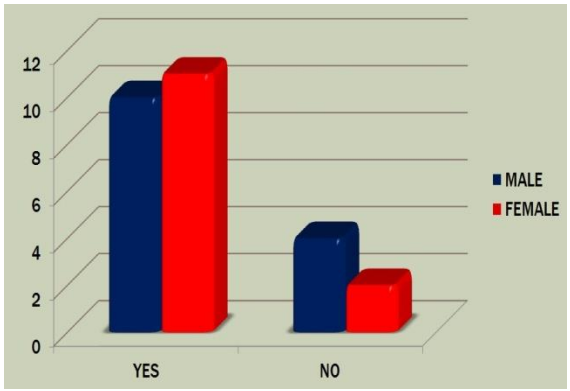
22. does your family attend the school meetings?



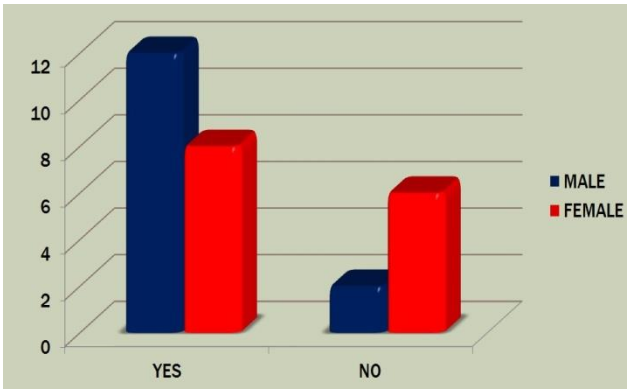
29. does your teacher know your name?



31. does your school have a computer lab?



34. does your school have a painting ro0m?



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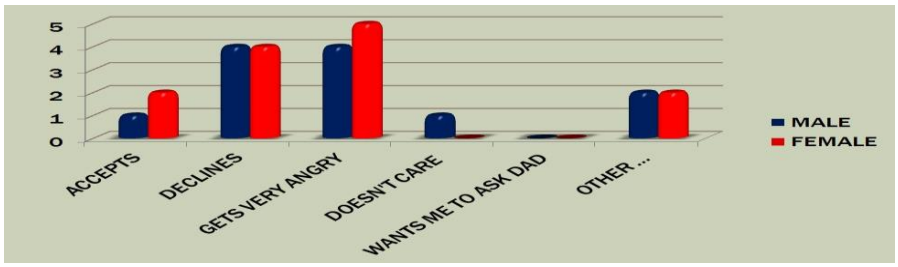
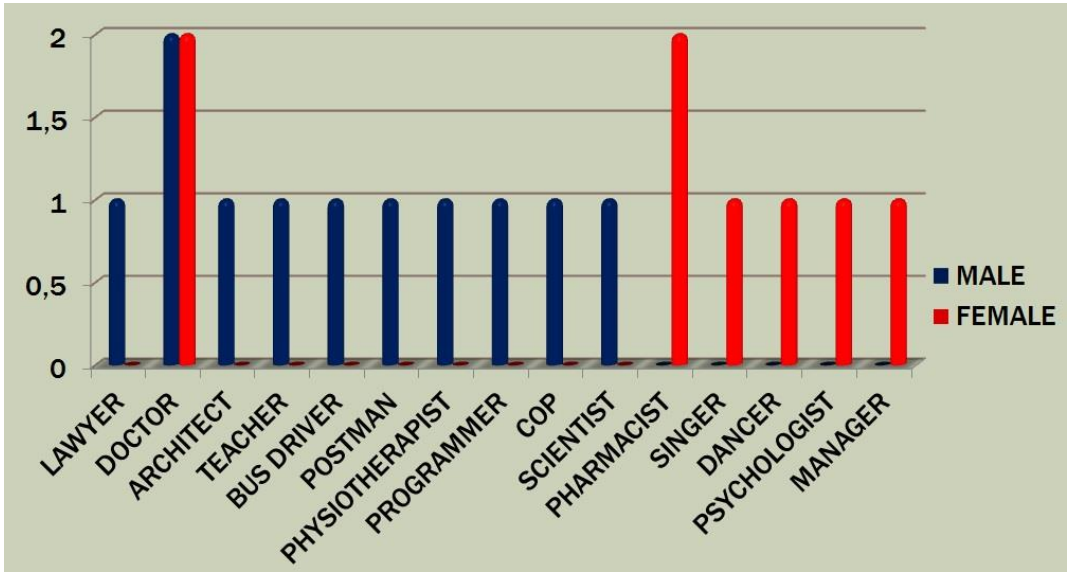
Bilje,Croatia

38. how does your mother react if you say you don't want to attend school?

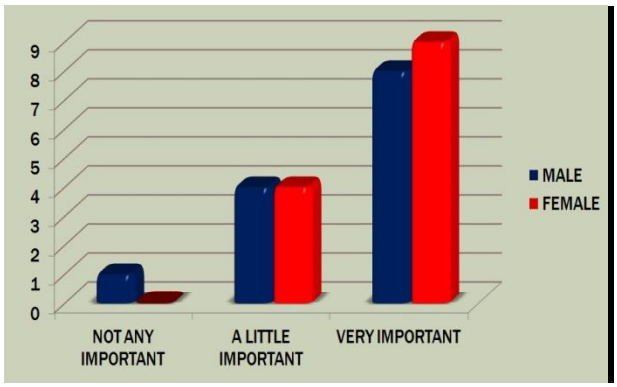


43. What do you want to be in the future?

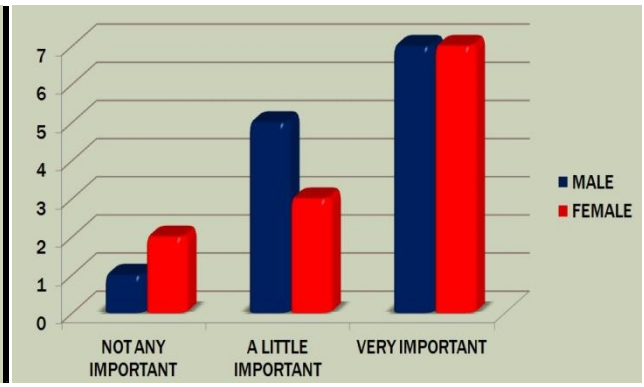


44. in view of the statements below, how do you agree with the importance at getting a good education?

to have a profession



to recover from the punishment of not attending school



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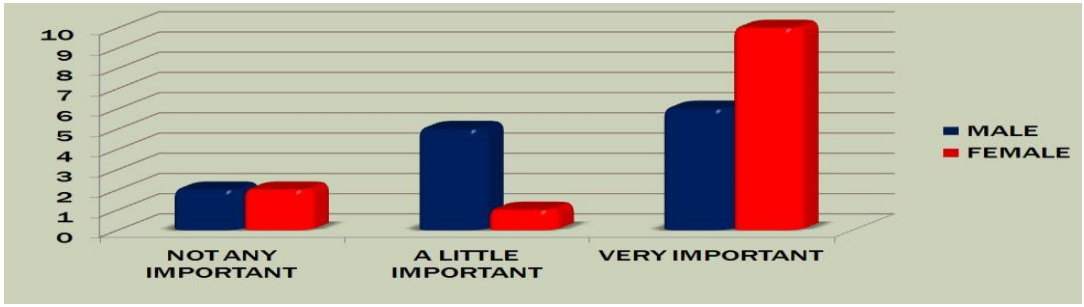
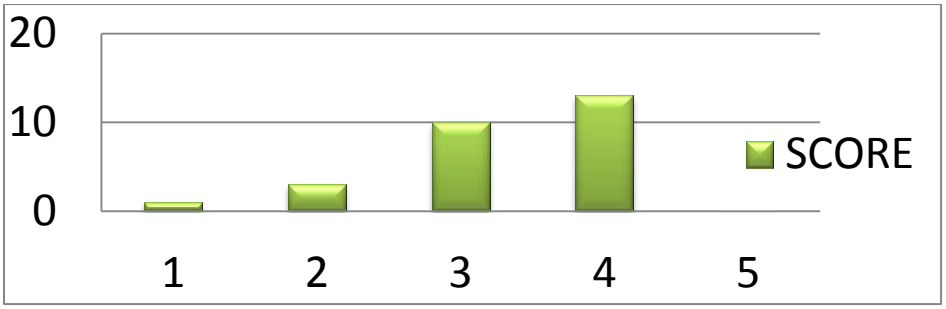
Bilje,Croatia

to have a good marriage

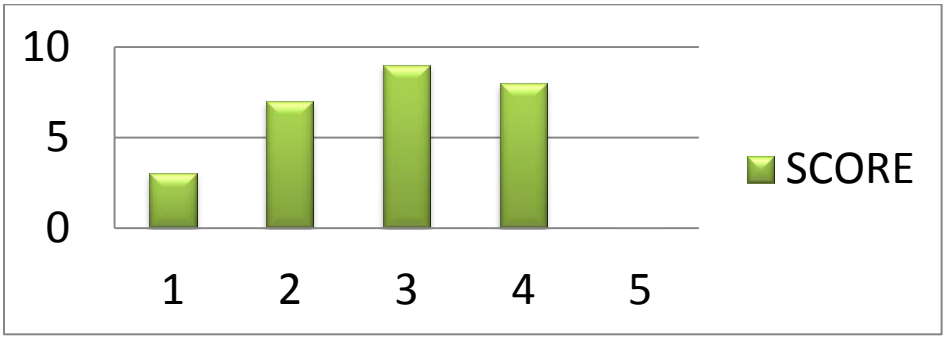


QUESTIONNAIRE 2

1. i like to learn more about myself



3. i find it easiest to solve problems when i am doing something physical



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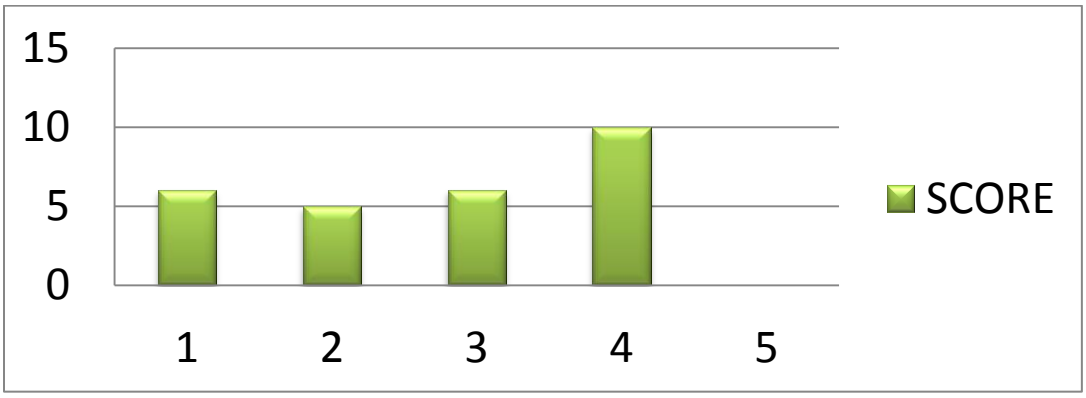
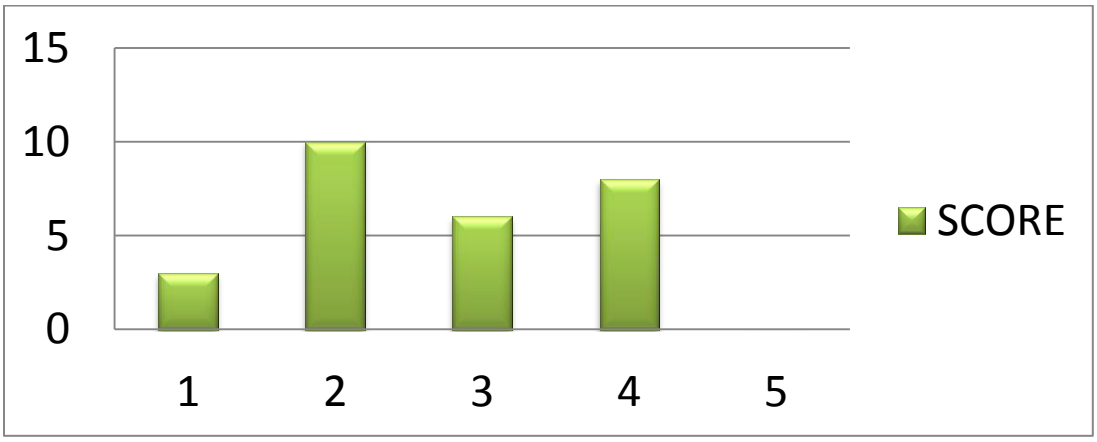
Bilje,Croatia

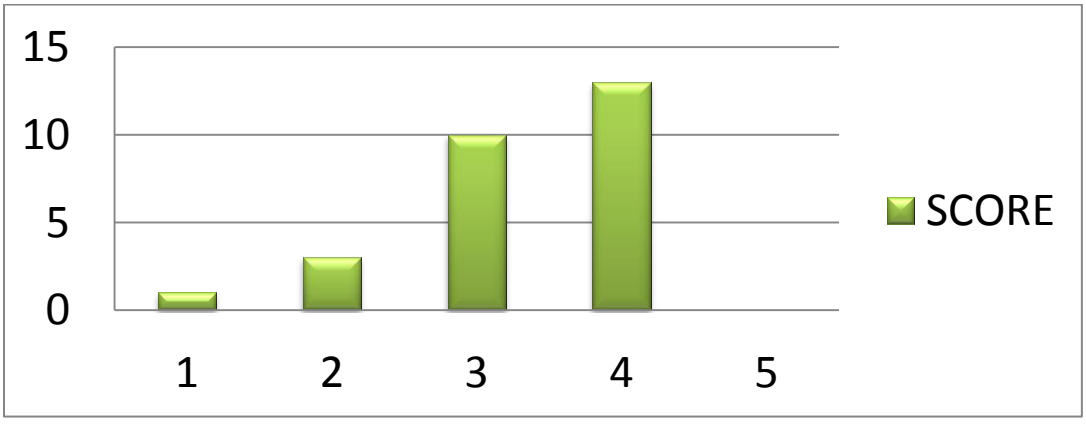
8. when talking to someone, i tend to listen to the words they use not just what they mean



9. i enjoy cross words, word searches or other word puzzles



16. I am very interested in psychometrics (personality testing) and iq tests



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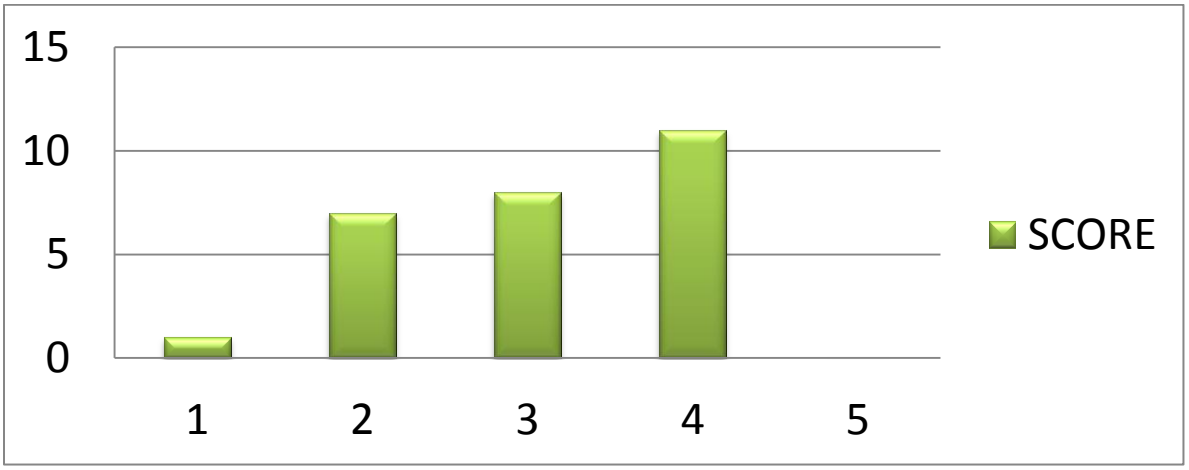
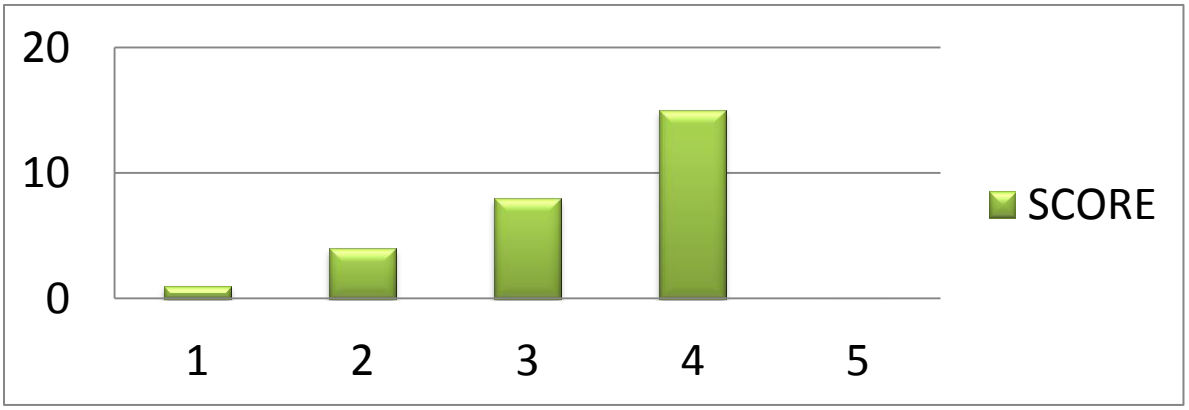
Bilje,Croatia

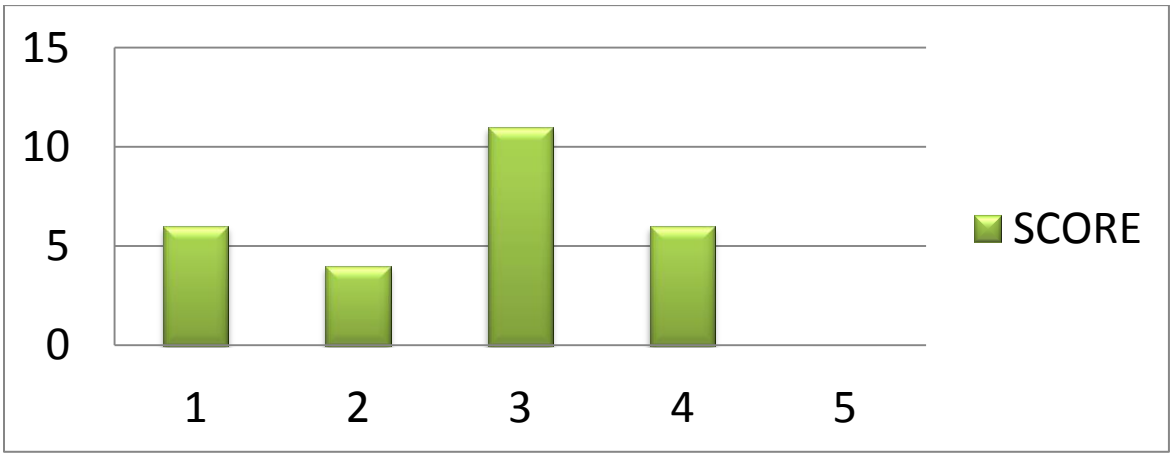
22. I can throw things well - darts, skimming pebbles, frisbees, etc



24. I can always recognise places that i have been before, even when i was very young



29. I find mental artihmetic easy



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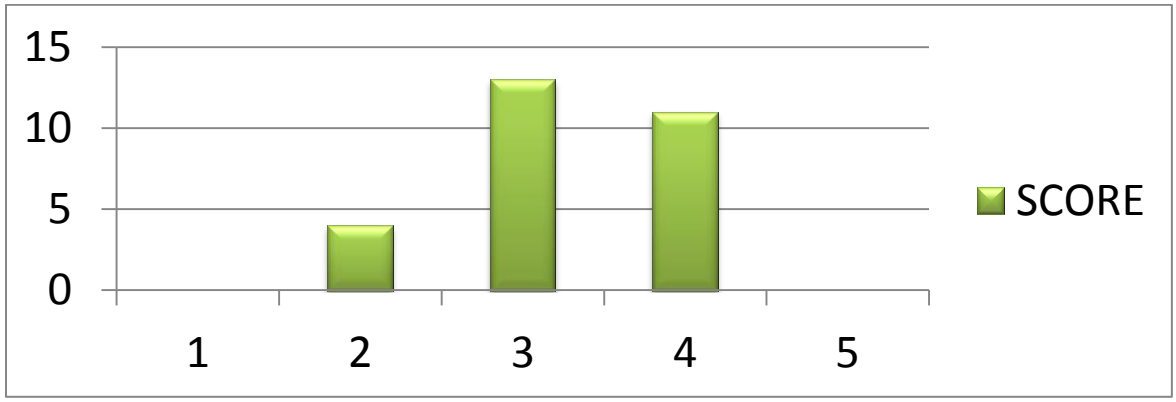
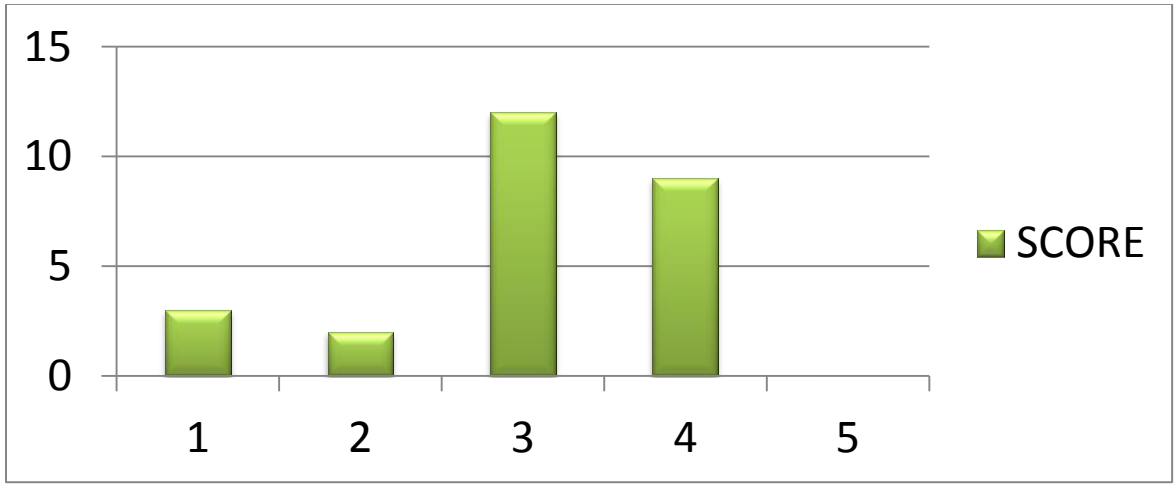
Bilje,Croatia

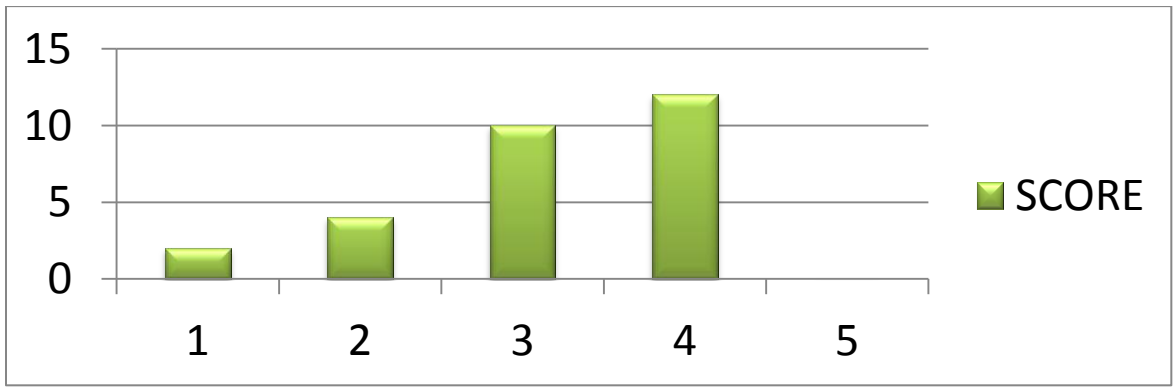
42. I am a very tactile person



55. I always know how i am feeling

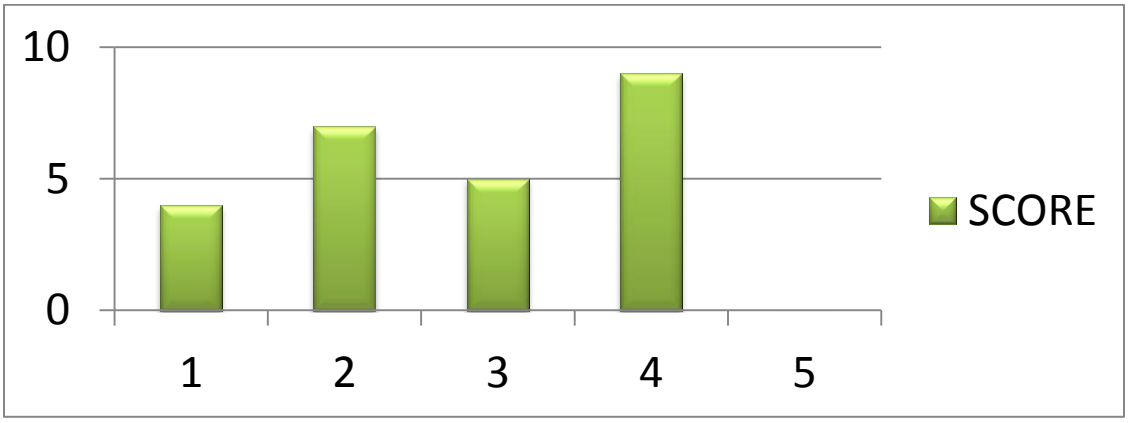


67. I never get lost when i am on my own in a new place



Osnovna Skola Bilje
Bilje,Croatia

70. my friends always come to me for emotional support and advice



Projects that we took part in so far are:

ACES: “Show Respect to be Respected” (2010.-2011.- Hungary-Croatia, rewarded for student participation

COMENIUS: “Let’s Protect Our Environment b Learning Outdoors”(2011.-2013.- France, Germany, Sweden, Spain, Turkey, Wales, Croatia

At the moment we are the part of three international projects:

COMENIUS: “Waste not, want not” (2013.-2015.- Wales, Germany, Poland, Finnland, Iceland, Spain, Italy, Hungary, Croatia)

ERASMUS +: „The Science Lab in the Kitchen“ (2014.-2016.- Romania, Turkey, Slovenia, Lithuania, Estonia, Poland, Croatia)

ERASMUS +: “Let’s Break the Ice With School” (2014.-2016. Romania, Turkey, Poland, Bulgaria, Latvia, Lithuania)

We have several musical talented students and teachers.

They enjoy sounds of all types and they are very good musicians, artists of all kinds, music lovers and we hope they would make a great musician, singer or composer.

OŠ BIlje school orchestra:

Osnovna Skola Bilje
Bilje,Croatia

IVAN LAZIĆ 6.B- KLARINET, ANTE ŽUŽUL 7.B-BRAČ, MATEA KR1ŠTO 7.A – SYNTHESIZER, VEDRAN MILINKOVIĆ 8.A – KLAVIR, FILIP PAVIĆ 8.C – SYNTHESIZER, prof. IVANA ĐURANIĆ – SYNTHESIZER, LAURA LIŠNIĆ 8.C-GITARA, prof. PETAR KAJIĆ – GITARA, DRAGAN VELIKINAC- ŠKOLSKI DOMAR- GITARA, prof. SANDRA KLEMEN-GITARA, prof. SINIŠA KLEMEN – GITARA, DAVID KOVAČ 4.B – BUBNJEVI, prof. TIHOMIR DUNĐEROVIĆ – KAHON.

OŠ Bilje school chor:

M. KRAJINOVIĆ 8. A, DRUKA VINA 8.A, M. VRDOLJAK 8. A, N. LAZAR 8, A. IVANKOVIĆ, 8. A, N.UJIĆ 8.B, I.KOVAČEVIĆ 8.B, L.KUŠENIĆ 7.B, A.BEGOVIĆ 7.B, L.PAIĆ 7.B, L.GRBEŠA 7.B, R.SALAI 7.B, V.IVANKOVIĆ 6.B, T.PENDIĆ 6.B, L.ČEPČIK 5.A, M.LUSTIG 5.A, L.MOROVIĆ 5.A, M.IVANKOVIĆ 5.B, M.GERNHARD 5.B, L.HRANIĆ 5.B, I.KLECIN 5.B

Few months agoo they made a concert and play:

J.VANHAL - SONATINA U F-duru, 1. stavak ALLEGRO - LUKA ILEŠ 7, A

Osnovna Skola Bilje
Bilje,Croatia

A. DVORŽAK - SIMFONIJA IZ NOVOG SVIJETA - ULOMAK LARGO- KOPACSI KETTOS TIBOR 4.B

UKRAJINSKA PJESMA - MARIJA KIKIĆ 5.A

J.THOMPSON - ŽABLJI ZBOR - VANESA GAŽA 8.B

A. GOEDICKE - RIGAUDON - STARI PLES - NIKOLINA JAGUŠIĆ 5.A

J. PLEYEL - SONATINA U D-duru, 1 .st. ANDANTE - BRUNO TOTH 5. A

C. GURLITT - GAVOTTA, STARI PLES -NIKA LAZAR 5.B

L. van BEETHOVEN - SONATINA U G-duru, l.st. ALLEGRO - MATEA KRIŠTO 7.A

R. SCHUMANN-DIVLJI JAHAČ - BARBARA POSAVAC 6.B

J.S.BACH - DVOGLASNA INVENCIJA br.2 - prof. VESNA REZO - FILIP PAVIĆ 8.C

W.A.MOZART - GLE IGRE LI KRASNE, ulomak iz opere „ČAROBNA FRULA“ - prof. MARINKO ERGOTIĆ - NAĐ LAURA 3.b

A.PIECZONKA - TARANTELLA, STARI PLES - prof. STANKA DŽAMBIĆ -VEDRAN MILINKOVIĆ 8.A

20 years ago we try to made a identifying and supporting exceptionally gifted and

talented young musicians by our musician teachers: Borka Morača-Crnogorac and Irena Nikičić.

Our principles:

• Young people who are gifted and talented in Music may or not be gifted and talented in other areas of learning

• A set of criteria for identifying a young person as gifted and talented in music must be applicable to all , but by its nature giftedness and talent is individual

Osnovna Skola Bilje
Bilje,Croatia

• Different aspects of giftedness or talent might be apparent at different ages but any attempt to establish criteria for music should take into consideration the limits of achievement in music making at a young age due to physical development and other readiness factors

• Parents, instrumental teachers and schools could all contribute to building a profile of a young person deemed gifted and talented, but there should be mechanisms to guard against vested interests

What are we trying to do?

• Identify young people who are or who show signs of becoming exceptional musicians

Why?

• So that the musical learning of exceptional young musicians may be personalised by the provision of an individual work plan of study contributed to by themselves, their school, their parent and their school.

• To ensure that their musical learning is sufficiently challenging but takes account of their well being.

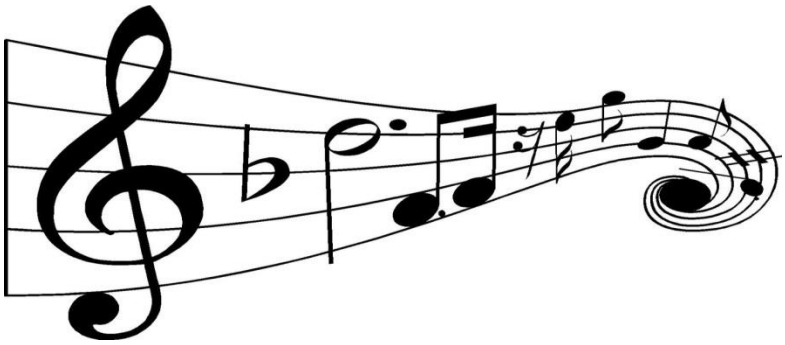
• To ensure that social, economic or cultural background is not a barrier to achieving their full potential.

How will we do this?

• By having a set of well defined criteria for the identification and monitoring of gifted and talented young people

• For the Music lessons to have clear guidance for parents and instrumental teachers on procedures to follow

• By having clear and well defined ways for instrumental teachers and schools to approach the Music lessons for help and support



Who?

• Training and development as necessary for school staff

• Information and communication for parents

• Identifications of young people who are already in the system and learning an instrument by the traditional route

• Respond to schools' requests for help in supporting individual they feel ought to be supported in music

• Have a procedure where schools can work with students providing musical activities for young people

When?

• Young people can be identified at any time

The identification of musically gifted and talented young people, and procedures to follow pupils in early years.

Osnovna Skola Bilje
Bilje,Croatia

Advise to attend an Early Years music group provided at a local music culture centre or approved other provider and assessed further there.

Pupils (1-4 class)

Would be referred by parent or school staff or picked up by school staff during singing sessions.

Advise to join a music centre age appropriate group and monitor for a term. Thereafter if child deemed to be able or above, go to criteria.

Pupils (4-8 class)

Could be referred by parent or school staff or instrumental teacher.

Advise to join a local age appropriate music centre group and monitor for a term.

Find out about experience of the child and talk to the child and parent about their strengths and interests.

Give opportunities to attend concerts in a music centre.

Look for ways in which the child may be disadvantaged in practical terms for access to music making – financial, travel, practice facilities, and in partnership with school, offer support.

Any young person who is assessed for gifted and talented status could come from a background of no or little previous music making or having already begun to play.

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Bilje,Croatia

Terminology

Under the terms of reference set out in national guidelines to schools, ‘gifted’ is said to refer to the academic subjects and ‘talented ‘ to those areas which require physical, spatial and artistic ability.

It is common in musical circles for the word ‘gifted’ to be used as well, but the words are not of prime importance.

Identifying pupils

• For pupils who have shown signs

• For pupils who are learning already and who show signs

There would also need to be a procedure for reassuring the parents of pupils who did not match the criteria. It may often be the case that these pupils would come into the ‘able’ category and their families would need the reassurance that able and highly able students can be catered for very well.

Activities.

For pupils, the process must not be one which would be stressful or suggest failure if the status was not attained. The assessment process would be carefully structured and not reliant upon evidence from one occasion.

Starting points for identifying musical giftedness and talent (indicators)

Younger children – three or more could trigger intervention.

• The child is involving him/herself in music at every possible opportunity and displays increased concentration times when engaged with music as opposed to other activities

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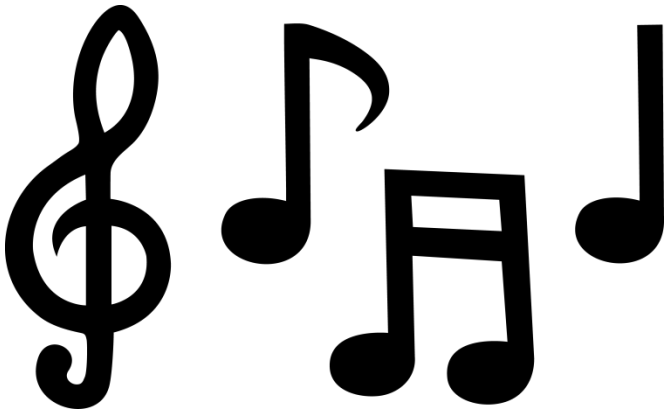
Bilje,Croatia

• The child has an extraordinary (for age) musical memory



• The child constantly asks to be allowed to play an instrument

• The child sings well and it accompanies play or work activities

• The child invents new music

• The child is making extraordinarily fast progress on an instrument

• The child picks up and retains information about music and is able to reproduce it through singing or playing, speaking about it or movement

• The child seems to possess some musical skills like singing in tune, a

sense of pulse, a feel for harmony, when in others it has to be taught

Older children

• Is progressing significantly faster than pupils of a similar age or experience

• Shows a remarkable aptitude for age in pitch discrimination or rhythmic awareness

• Evidence of an exceptional musical memory or aural awareness

• Shows a need to create music

• Evidence of a particular aptitude for performance to an audience

• Has an innate understanding of structure, patter or harmony in music which is reflected in performance

• Inclination to practise and play at every opportunity (over a significant amount of time)

• Is deemed to be exceptionally suited to the instrument being learned

Hadim Çok Programlı Anadolu Lisesi
Konya,Turkey

SCHOOL DESCRIPTION

Hadim Çok Programlı Anadolu Lisesi is a multi-programmed high school in Hadim which is a town and district of Konya Province in the Central Anatolia region of Turkey with the population of the district is 59,941 of which 16,620 live in the town of Hadim. Formerly Hadim Lisesi that was founded in 1968 was converted to Çok Programlı Lise in 1995-1996 education year and began to a complicated education.Our school consists of two main parts-one is General High School, another one is Religious Vocational High School. There is also an independent secondary school which we share the same building. Providing dormitory accommodation to out of town students is one of Hadim Çok Programlı Anadolu Lisesi's priorities.It provides compulsory education for four years.There are 11 classrooms, 1 scince lab, 1 technology and computer lab,1 library and 1 School Guidence Service.It has 140 students, aged from 14 to 18.

The purpose of Hadim Çok Programlı Anadolu Lisesi is to give students a minimum common culture, to identify individual and social problems, to search for solutions, to raise awareness in order to contribute to the socio-economic and cultural development of the country and to prepare the students for higher education, for profession, for life and for business in line with their interests and skills.

QUESTIONNAIRE RESULTS

How many individuals live at your home with you?
1-5 members 66%
6-8 members 33%
9-… members 1%

Do you have a job?
Yes 9%
No 91%

How do you appraise your success in classes?
Very bad 3%
Bad 5%
Mediocre 39%
Very good 7%
Good 46%

Do you think there are enough social activities in your school?
Yes 7%
No 93%
Have you ever repeated any classes?
Yes 8%
No 92%
Do you study at home?
Yes 69%
No 31%

Does your family check your attendance to school?
No 10%
Yes 90%
Does your family check your homework?
Yes 67%
No 33%

Does your family attend the school meetings?
Yes 89%
No 11%

Does your family talk with your teacher about your classes?
Yes 77%
No 23%

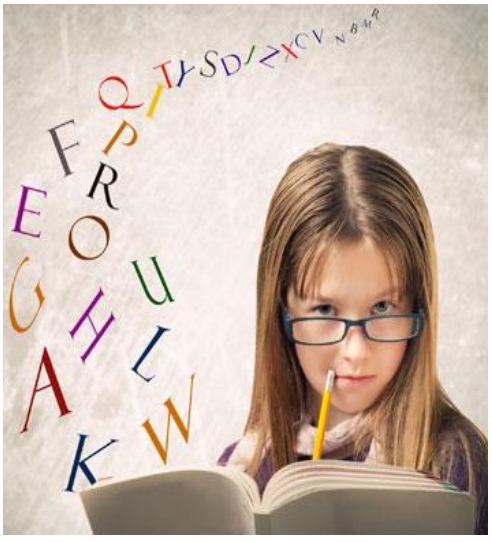
If you have a problem,do you easily talk about it with your family?
Yes 71%
No 29%
Does your teacher talk with you about your classes?
Yes 76%
No 24%

Do school managers talk to you about your classes?
Yes 76%
No 24%

Do you want to go on schooling?
No 8%
Yes 92%

When you have a problem,can you tell it to your teacher?
Yes 64%
No 36%

How does your mother react if you say you don't want to attend school?
Gets very angry 52%
Doesn't care 3%
Wants me to ask dad 15%
Accepts 14%
Declines 16%
How does your father react if you say you don't want to attend school?
Gets very angry 66%
Doesn't care 6%
Wants me to ask mother 2%
Accepts 12%
Declines 14%



Do you have friends not attendings school?
Yes 80%
No 20%
Up to which degree do you want to get education?
High school 6%
college 94%

Do you know if there is any punishment for droping out of school?
Yes 41%
No 59%
How do you agree with the importance at getting a good education to have a profession?
Very important 69%
Not important 1%
A little important 30%

How do you agree with the importance at getting a good education to recover from the punishment of not attending school?
important 51%
Very important 21%
Not important 28%

How do you agree with the importance at getting a good education to be a good citizen?
Very important 78%
Not important 2%
A little important 20%

How do you agree with the importance at getting a good education to have a good marriage?
A little important 26%
Very important 35%
Not important 39%

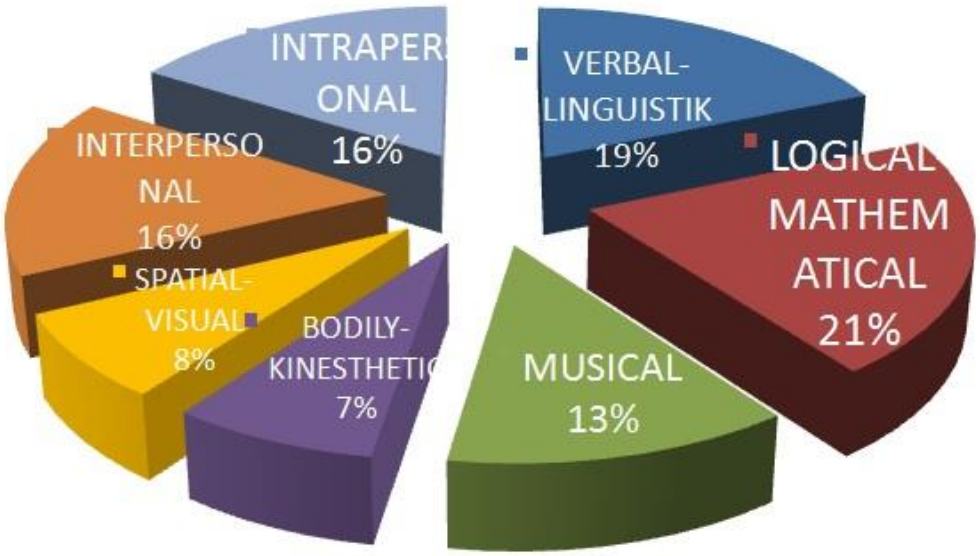
How do you agree with the importance at getting a good education to support the family in future?
Very important 67%
Not important 1%
A little important 32%

How do you agree with the importance at getting a good education to grow your kids up well?
Very important 51%
Not important 5%
A liitle important 44%

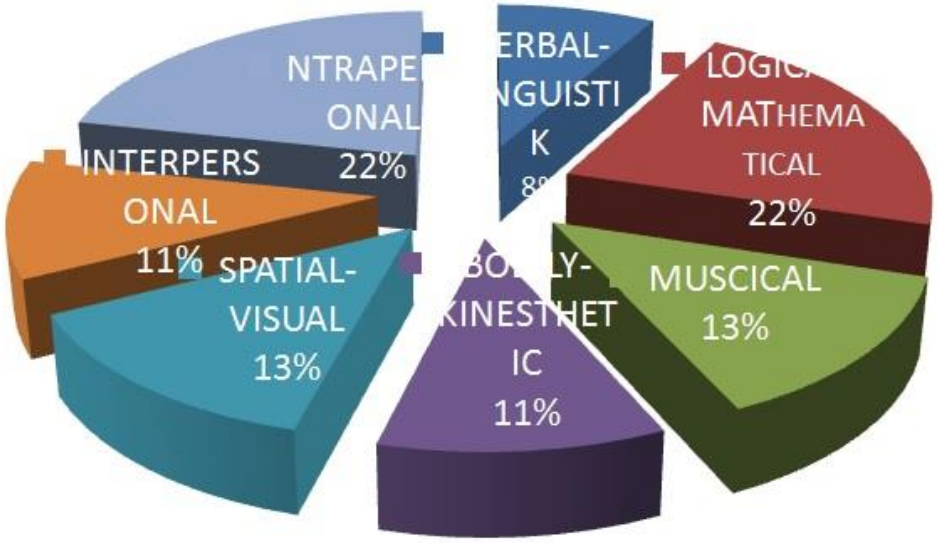
The results of the survey can be summarized as follows:
- Students expect more social activities, more entertainment, more school trips
-more after school clubs
-less exams and less homework etc.
- Families seem as if they pay attention to their children's schooling and homework but it isn't enough
-Students can't share their problems with their families and teachers easily
-One-fifth of students have friends that don't go to school
-It is rather surprising that majority of responders think that
it isn't so important to have a good education to hav o good marriage

QUESTIONNAIRE 2.

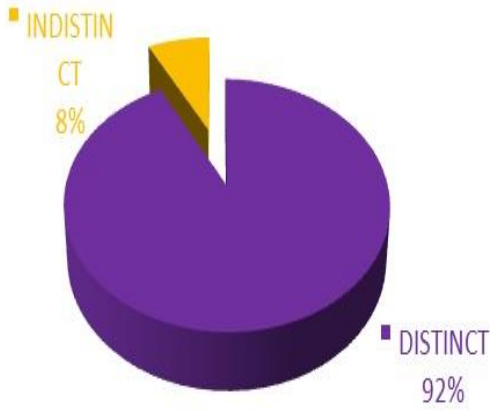
INTELLIGENCE TYPES OF GİRLS



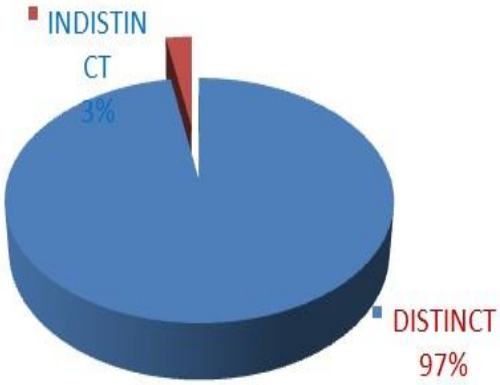
INTELLIGENCE TYPES OF BOYS



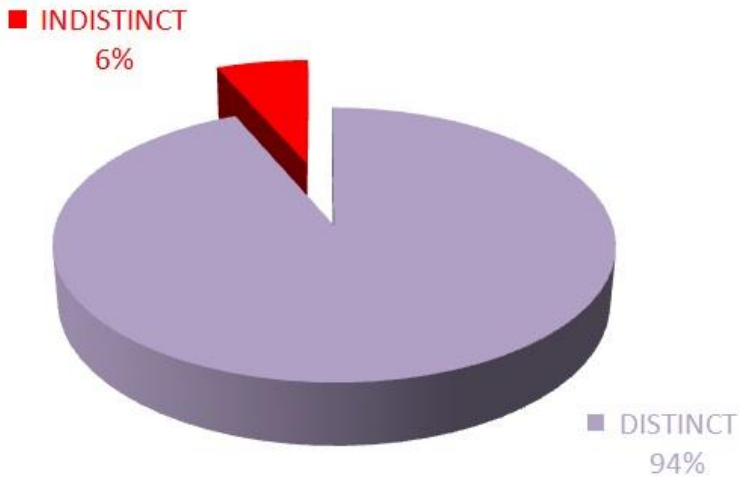
DISTINCT TYPES OF INTELLIGENCES OF GIRLS



DISTINCT TYPES OF INTELLIGENCES OF BOYS



DISTINCT TYPES OF INTELLIGENCES OF ALL



Figures show that:

-Proportions of intelligence types are ranged from %7 to %22 percentage.

- Girls tend to be stronger in the linguistic intelligence
- Boys are stronger in the spatial, logical-mathematical and bodily-kinesthetic intelligences.
- It is clearly understood that only one inteligence typed based education is not enough for diverse gifted students.

COOPERATIVE LEARNING

"If a child is not learning the way you are teaching, then you must teach in the way the child learns." – Rita Dunn

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to Cooperative Learning than merely arranging students into groups, and it has been described as "structuring positive interdependence." Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning.Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Five essential elements are identified for the successful incorporation of cooperative learning in the classroom.The first and most important element is **Positive Interdependence.** The second element is **individual and group accountability.** The third element is **(face to face) promotive interaction.** The fourth element is **teaching the students** the required interpersonal and small group skills. The fifth element is **group processing**. According to Johnson and Johnson's meta-analysis, students in cooperative learning settings compared to those in individualistic or competitive learning settings, achieve more, reason better, gain higher self-esteem, like classmates and the learning tasks more and have more perceived social support.

Benefits and Applicability of Cooperative Learning:

- Students demonstrate academic achievement
- Cooperative learning methods are usually equally effective for all ability levels
- Cooperative learning is effective for all ethnic groups
- Student perceptions of one another are enhanced when given the opportunity to work with one another
- Cooperative learning increases self-esteem and self-concept
- Ethnic and physically/mentally handicapped barriers are broken down allowing for positive interactions and friendships to occur

What is Interpersonal Intelligence?

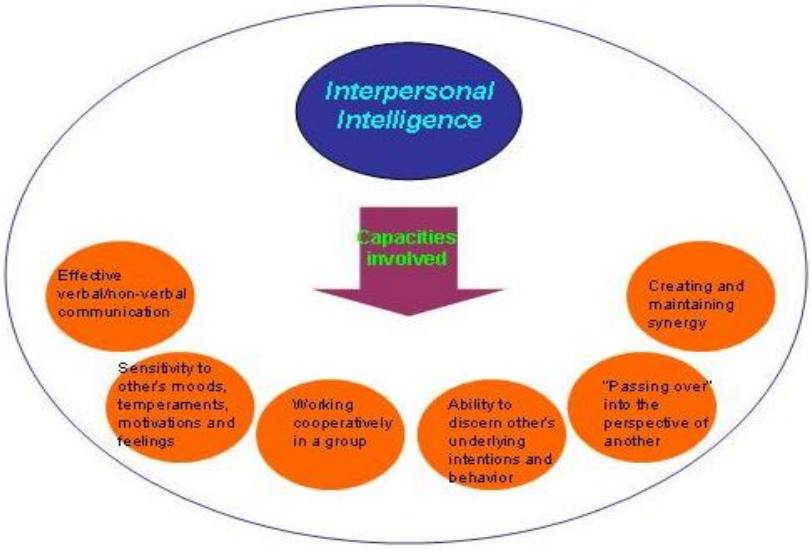
Some people have a superb ability to establish rapport with others quickly and easily, making them feel at ease. They are able to read other peoples reactions and empathise. The ability to communicate in this way is a vital human intelligence. Each of us is already equipped with the skills to perform this intelligence. Indeed, we have no doubt supported a colleague or taught a skill at some point in our lives, or perhaps we've simply practised good parenthood. However, we are not all necessarily confident at interacting effectively with others in familiar, casual and working environments – unlike those with a strong Interpersonal Intelligence.

Interpersonal Intelligence may be defined as the ability to recognise distinctions between other people to know their faces and voices; to react appropriately to their needs, to understand

their motives, feelings and moods and to appreciate such perspectives with sensitivity and empathy.

The following social skills are those typically characteristic of individuals with Interpersonal Intelligence:-Social Sensitivity - Socially astute, aware and concerned for others

- Socially Influential - The ability to be able to persuade and influence others
- Interpersonal Work - An interest for and skilled at work requiring a sensitivity towards people



Careers

- Teacher
- Receptionist
- Social worker
- Salesperson
- Priest/minister/
- Politician
- Lawyer
- Nurse
- Psychologist
- Counselor
- Manager
- Tour guide

Famous People with High Interpersonal Intelligence

- Abraham Lincoln
- George Washington
- Mahatma Gandhi
- Oprah Winfrey
- Nelson Mandela
- Martin Luther King
- Franklin Roosevelt
- Alexander the Great
- Confucius
- Colin Powell
- Julius Caesar

How to Develop Interpersonal Intelligence

Interpersonal intelligence involves the ability to work cooperatively with others in a group as well as the ability to communicate, verbally and nonverbally, with other people. It builds on the capacity to notice distinctions among others such as contrasts in moods, temperament, motivations, and intentions. In the more advanced forms of this intelligence, one can literally pass over into another's perspective and read his or her intentions and desires. One can have genuine empathy for another's feelings, fears, anticipations, and beliefs.

Any approaches that involve cooperative learning will help develop this type of intelligence. Try the following:

- Use role - plays involving interaction between two or more people.
- Use any group brainstorming approaches.
- Use Co counselling techniques to encourage questioning and listening.
- Create new opportunities for face to face contact.
- Build relationships with people who are different, do different things, or do things differently.

Active Learning Centers for Interpersonal Intelligence

Puppet theater
Dramatic play center
Sharing/social area
Group discussion area
Small group area
Cooking center

Interpersonal Intelligence Activities:

Design a commercial/brochure/ad campaign
Work with a partner/group
Write a play/story/journal with a partner
Teach a classmate/the class
Write a monologue/dialogue
Conduct a class meeting
Work with younger students
Role play a conflict situation about
Plan and participate in a community service project
Raise social awareness about
Interview another student
Conduct a survey
Lead group discussions
Play a game with a friend

Examples of Activities of Hadim Çok Programlı Anadolu Lisesi :

"Participate in a communty project" and "Raise social awarness"

We have participated in great number of social responsiblity projects so far.And one of them is "Each class has an orphan fellow" . The "Each class has an orphan fellow" project was designed to help orphans from Turkey and other countries around the world with necessities such as

education, health, food, clothing and housing. This project is aimed at helping children from Turkey and other countries around the world, who have been orphaned by losing their mother/father in war, natural disaster, poverty, illnesses etc.. The aim is for their Turkish friends/students to provide the orphan students daily necessities and due to this they will form a unique friendship and brotherhood across continents.

Our classes have joined this project on voluntary basis. There is no obligation for any class to join this project. According to the campaign 1 class or if they like, 10 classes could join and come together to support their orphan brothers. For this reason, a parcel was sent out to classes who would like to join. In the parcel they found a money box. Every month the money box was filled and deposited into the designated bank accounts to send to their orphan brothers. The children will continue with this project for at least 1 year. If they desire, they may continue with the project the following year when they move on to an upper class."

“Write a play and perform”

“Civilization School Project” carried out Metropolitan Municipality of Konya was also adopted in Hadim.The project team came and visited our schools and they perfomed the value of the mont- HONESTY on 22th March. After this event, our students from 10th grades wrote their own play with the collabraion of English an Literature teacher and perfomed the play to all students in our school.

Hadim Çok Programlı Anadolu Lisesi
Konya,Turkey

“Group discussions”

A debate called"Let's Talk" was held in our region to develop students' verbal –linguistic and iterpersonal intelligence, to enable the students to express themselves better,enlarge their range of thougt ,support their idea with a proof and provide collaboration among students.In final competetion Hadim Çok Programlı Anadolu Lisesi and Hadim Mesleki ve Teknik Anadolu Lisesi competed and Hadim Çok Programlı Anadolu Lisesi won the debate.

“Tübitak 4006 Science Fair, Hadim”

Tübitak 4006 Science Fair took place in Hadim Merkez Secondary School in Hadim on 3-4th June.Students exhibited their projects which they did individually and cooperatively within the framework of the curriculum and doing research in issues in line with their interests.As Hadim Çok Programlı Anadolu Lisesi, we joined the fair and the project owners shared their works and experiences with all guests enthusiastically.There was a nice atmosphere for allstudents and teachers to learn and have fun.

Other Actitivities and Competetions




Conclusion

Everyone is born possessing the seven intelligences. Nevertheless, all students will come into the classroom with different sets of developed intelligences. This means that each child will have his own unique set of intellectual strengths and weaknesses. These sets determine how easy (or difficult) it is for a student to learn information when it is presented in a particular manner. This is commonly referred to as a learning style. Many learning styles can be found within one classroom. Therefore, it is impossible, as well as impractical, for a teacher to accommodate every lesson to all of the learning styles found within the classroom. Nevertheless the teacher can show students how to use their more developed intelligences to assist in the understanding of a subject which normally employs their weaker intelligences. In this sense, Gardner's Theory of Multiple Intelligences acknowledges that while all students may not be verbally or mathematically gifted, children may have an expertise in other areas, such as music, spatial relations, or interpersonal knowledge. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom.

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