

Project title: Teachers Training Programme to Support Gifted and Talented Students (GATE) – 2021-1-LT01-KA220-SCH-000027713

EXAMPLE of GOOD PRACTICE

1	Name of good practice	Teaching different age students who have higher thinking abilities. Challenges.
2	Country	Lithuania
3	Where does your good practice originate from?	
4	Coverage	This practice is aimed at institution which is: ☐ in the city
5	Activity aim/goals	Sharing good practice, presenting original module and examples of interdisciplinary schooling. Motivate kids to create, apply new knowledge, experience, ideas. Be able to perceive a problem and to orientate oneself fast in problem situations. Look for original, authentic solution way of the problem. Develop imagination and let it flow.
6	Description	Mathematics and art module for gifted students: 1. They get acquainted with invertebrate animals (vineyard snail) in close environment. They observe, explore and ground everything with measuring and calculation. They discover spiral form in art reality. Expected result: students will be able to discover different ways of solving problems. Question: „Where in a snail’s shell can I discover math?“. Students will recognize invertebrate animals, they will comprehend their texture, nourishment, way of life. They will measure the distance and weigh, calculate the part of a number. They will be able to find information in different sources and learn more about snails, their life and behaviour in nature and their adaptation to environment conditions. They will be able to explain what is Fibonacci number sequence and will be able to continue it. They will explain what Fibonacci number sequence has in common with art and nature. 2. Students become acquainted various plants of Vytautas Magnus University botanical garden, they discover plant motives in buildings. While exploring different flowers they also discover numbers according to Italian

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		<p>mathematician Fibonacci number sequence. Expected result: students will be able to discover ways of solution. They will draw landscape using gold cut proportions and discuss Fibonacci number sequence in flower petals.</p> <p>3. River. They perceive similarities and differences among water bodies. They discover different forms in water bodies and comprehend transformation of water forms. They observe a stone falling into different water bodies and tell what happens. Expected result: students will comprehend transformation of water forms without mass changing. They will be able to read a map and know the names of European capitals. They will be able to make a diagram while using data given in the table and explain how to get number π and calculate a circle length.</p> <p>4. Students become involved into live space exploration. They calculate geometric forms and plane surface figures in buildings. They also check principles of mirror symmetry. Expected result: problem question „What if on the contrary – dissymetry“.</p> <p>5. Students become acquainted with trends in art (cubism, purism, synchronization, orphism...) where geometric figure dominate. They discover geometric forms in art trends; they perceive floral motives and geometric forms synchronization in Lithuanian folk art. Expected result: students will recognize trends in art and discover connection between art and mathematics. Problem question: „What if the world had no corners?“.</p>
7	Execution	<p>Targeted group – 3-4 class students. Activity duration – 2,5 academic hours, once a week. Feedback – kids do their activities in activity sheets, using Kahoot, Pilckers and other. In 2020-2021 (until October) the kids were taught remotely. Activities were adapted for remote teaching. Interactive, convenient tools for quality work with kids wre used: word clouds, subsidiary tools classroomscreen, LearningApps, Mindlyapp, Polleverywhere, Kahoot, activity sheets were transferred to Google forms.</p>
8	Resources	
9	Who executes this good practice?	Institution of non-formal education



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10	Benefits and results	
11	Relevance for Gate project	<p>Social and emotional learning was applied in practice. At the end of every lesson we discussed with the children their feelings and emotions (mentimeter). During lessons the students were using meditation cards to learn to calm down and relax.</p> <p>Steam method was used while projecting buildings and creative tasks.</p>
12	Web page/email/another contact info	<p>nidajuoz@gmail.com</p> <p><i>Provided by Nida Juozaitienė, VDU Gifted centre</i></p>