



Erasmus+

I KNOW WHAT I WANT TO BE



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The aim of the project was to find and experiment teaching paths that allow students to think about their identity in order to strengthen their capacity to make conscious choices and to understand the value of completing an education or training programme.

In order to achieve this goal we planned our activities with pupils by analyzing three main areas: identity and personal choices, labour market and educational training.



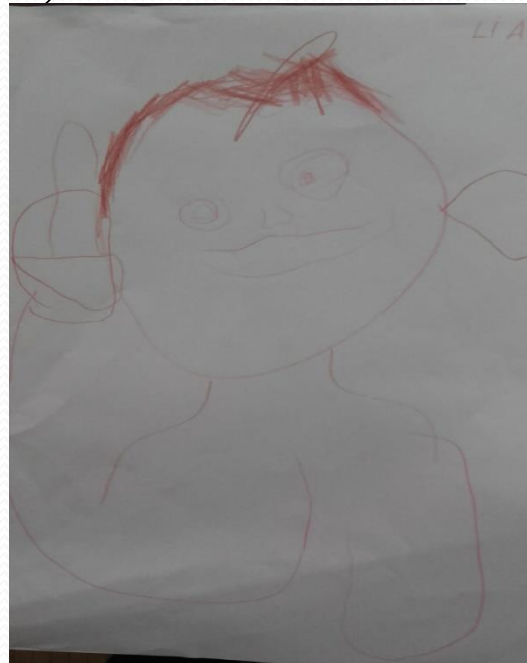
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In the first year of the project we planned activities connected to the area **Identity and Personal choices** focused on making personal choices and taking responsibility.

Examples of activities:

“I INTRODUCE MYSELF”- educational game, drawing

Children made drawings with themselves and after that they describe their pshysics, their behavior, their attributes.



“Me and my family”- story created by children

Children made drawings with their family.

Starting from those drawings they made simple stories to highlight the attributes of the member of their family, and to make connections with their own attributes.



“I can do...”- educational game

Children discovered attributes of the characters.

They identify with the character whose skills they believe they have.



„My work, joy to a friend”-manufacture of simple toys and Xmas decorations

Depending on the skills of each pupil, they made gifts for needy children.


The gifts have been personally donated, thus they have assumed civic responsibility to help needy people.



“We are little gardeners” - ecological activity

We organised an ecological activity for children, so they as future workers to take responsibility for protecting the environment.





At the end of the first year of the project, based on children's progress monitoring sheet, we noticed a real progress on pupils regarding the proposed objectives: to think about themselves, their potential and their abilities, to share informations about themselves, to become responsible and aware of the consequences of their actions.



In the **second year of the project** we planned activities connected to the area **labour market** focused on knowing and exploring jobs.

Taking into account the age of the children we chose as activities visits to work places so they can know more about jobs.



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Examples of activities:

The school of little chefs

Pupils learned from real chefs how to cook and some of them discovered they have real abilities for cooking.



Why I want to be a librarian?

Pupils reach their knowledge about a library and a librarian



The dance school

Children learned to dance and also to teach dance from professional dance instructors



I want to be a magician

Children were magicians for one day



I want to be a hairdresser/ manicurist

They discover abilities of being hairdresser or manicurist



Little craftsmen and entrepreneur

Pupils made trinkets (martisoare) and they sold them at the 'Trinkets' fair. With the money from the trinkets, they payed the tickets for a puppet theatre.



“I WANT TO BE...”

FIREMEN/POLICEMAN

APPLICATION IN PARTNERSHIP WITH NSPECTORATE FOR EMERGENCY SITUATIONS AND THE TRAFFIC POLICE







All activities had as main objective the children's conscious choice of the job that attracts them the most.

In the follow-up to the project, in the third year, children found the way to get to practice the desired job.

After they understood how they can use their own skills to choose a job the children had activities to learn to plan educational paths that allow them to achieve their own ambitions.

In the third year of the project we planned activities connected to the area knowledge of educational training focused on relating school to job career.

Educational paths to become a....doctor



Educational paths to become a....hairdresser



Educational paths to become a... ...mechanic



Educational paths to become an... ...artist



Tehnic High School



Art School



Agricultural Highschool





All these activities helped pupils to understand the usefulness of school education and to make plans for a future as a worker in the area they have chosen.

During this period they have the opportunity to learn about themselves, about labour market and educational training.

After we centralise all the progress monitoring sheets we noticed a real progress in raising the interest and motivation on children to continue in education and training and to focus better on future career choices, creating connections with the world of work and with the vocational schools.



THANK YOU FOR
YOUR ATTENTION!