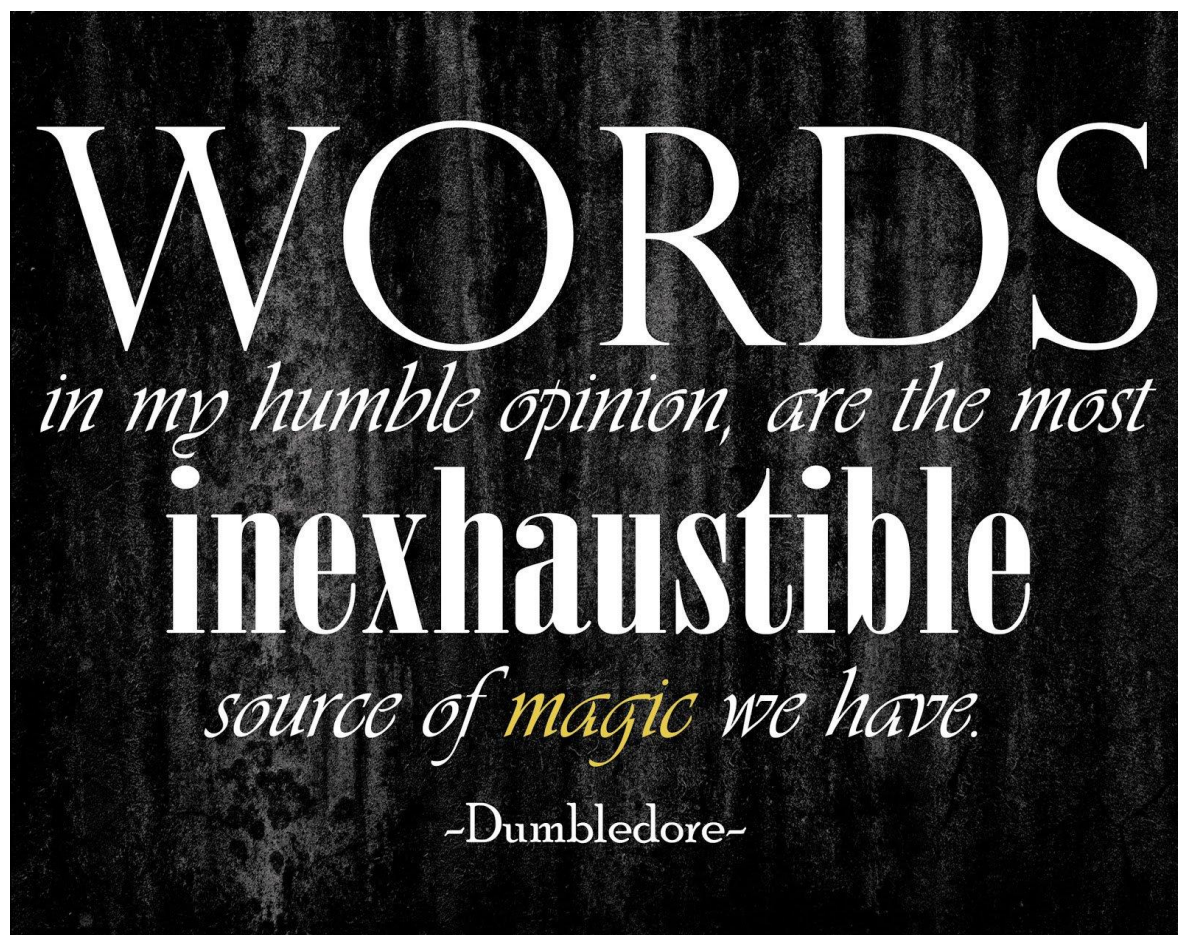


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COLEGIUL NATIONAL "MIHAI EMINESCU" PETROSANI

-SPEAK OUT -

Revista Scolară



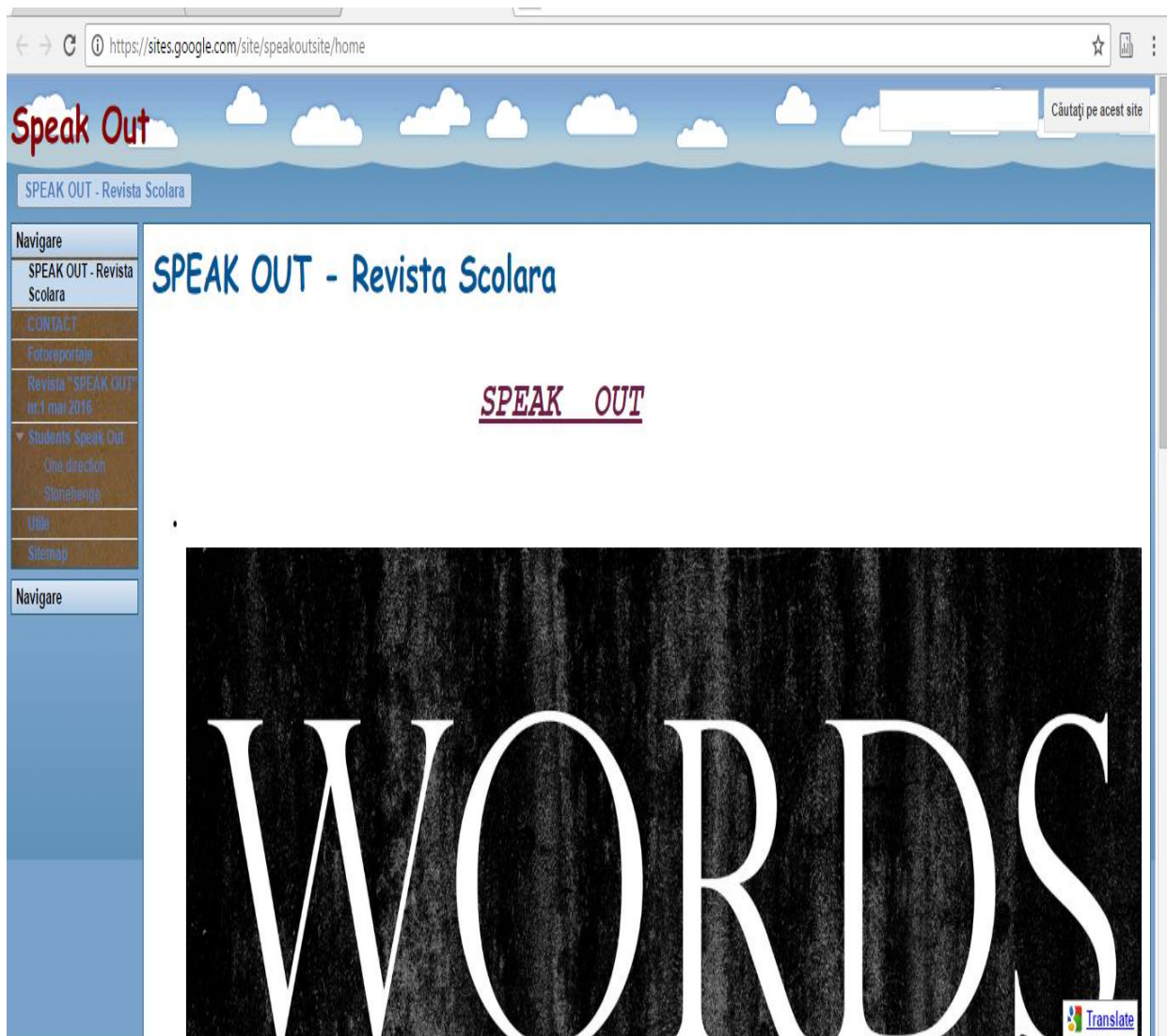
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- Profesor Maier Anca & colaboratorii, elevi ai Colegiului “Mihai Eminescu” Petrosani

CUPRINS

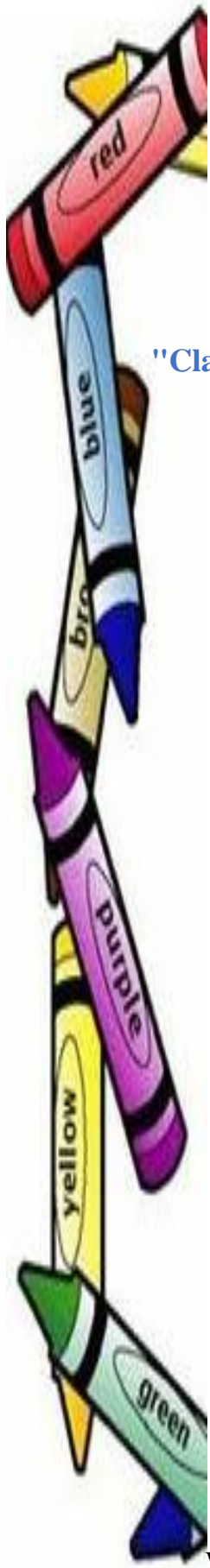
I. DIGITAL STORYTELLING	1
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III. THANKSGIVING DAY	26

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**KEEP
CALM
AND
SPEAK
OUT**

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DIGITAL STORYTELLING

**"Classrooms in which laughter is welcome helps bring learning to life."
(Dickinson 1998: 15)**

Children tend to enjoy humour books that are easier to read and they are more interested in humour based in characters' actions . A way to make students read and create stories in English is to integrate humour into English classes.

Creating cartoons with captions is also a way to improve creativity and develop vocabulary. As a class activity, students may create cartoons with captions in groups and share their results by displaying them in a class contest.

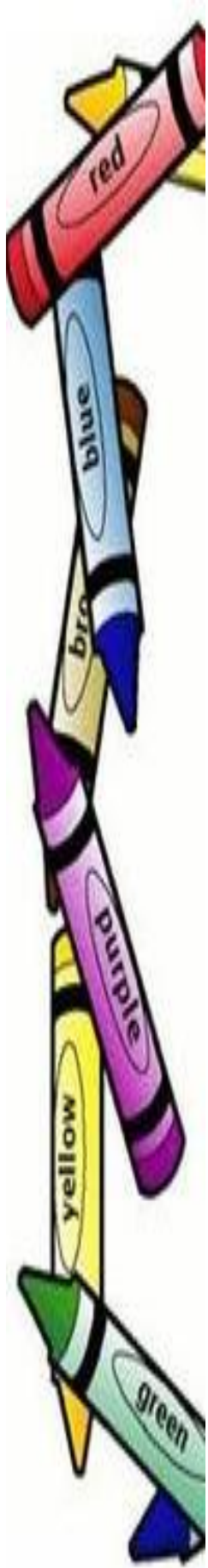
Creating captions for given images from the web is a great way to practice creative thinking and apply a variety of humor strategies. Photos of pets can work particularly well. The photos themselves don't have to be funny. For example, the image of a kitten. It's delightful, but not funny. However, if we caption it by giving surprising thoughts to the cat, we can use the photo as a mean toward humor. The first step is to imagine what a slightly personified cat might be thinking in this situation. Then find a humorous way to give voice to those thoughts.

Planning a digital story activity

There are many ways to tell a story. Writing in pencil on paper, writing and drawing pictures is one way of telling a digital story. You can also tell a digital story, using photographs, music, video, and even your own voice. Before you get started, it's important to think about your purpose.

What is my purpose for this project? Am I trying to inform, persuade, or narrate?

What is the message I'm trying to communicate?

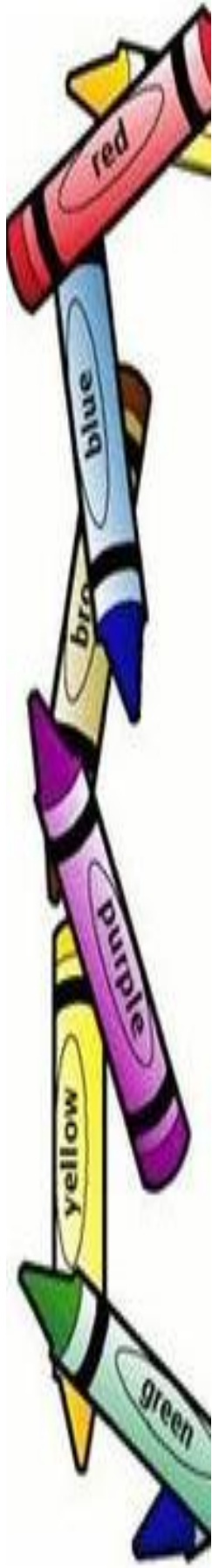


It is the language proficiency and technical tools skill development and not the age or grade level that matters with digital storytelling. Storytelling can be at any level. Beginning digital storytellers learn and practice the basics in order to find their voice. Suggested activities include:

- Tell personal stories about self, family, pets, ideas, and experiences, using sound, expression and movement. Create a visual portrait of the story. Rehearse and perform for class. Practice retelling another's story.
- Write a narrative paragraph about yourself using a word processor or dictate to a teacher or capable peer, use a spelling and grammar check, and share with others through email, blog or other social network.
- Learn how to record personal stories with the proper pacing, inflection, and tone using a microphone and computer recording software
- Collect visual, audio and other sensory materials to tell a story. Use search engines to find images, music, and sound effects in the public domain and download to the desktop to create a PowerPoint presentation of a story. Intermediate digital storytellers need to hone their voice by drawing on literary and content area texts and using more sophisticated technologies such as:
 - Learn to use authoring software with online tutorials such as Movie Maker, iMovie and Photostory to do creative retellings of favorite stories, books, and events
 - Enter a video production contest and film stories of historical events or scientific discoveries from multiple viewpoints.
 - Research different folklore and tell urban legends in a digital storytelling festival via a podcast, webinar or YouTube.
 - Produce a digital recipe book with interesting stories compiled by your class, disseminate through DVD, and sell it as a fundraiser. (Nile Stanley and Brett Dillingham 2009: 59)

Evaluation

The following general instructional strategies for teaching and improving live and digital storytelling performances should be used at all levels: use modeling, feedback, discussion, and guided practice. In his article "International Journal of Humor Research", (2002: 89-113), John Robert Schmitz points that some discussion process should be



used. We have used the following simple but very powerful discussion process effectively to evaluate child and adult storytelling performances at all levels. After the storytelling performance, ask the audience, “What did the storyteller do to make this a good storytelling? What sounds, expressions, and movements did the storyteller do well?”. (Schmitz 2002: 89) You want students to focus on how the story was told, not the content. Specifically, you want them to think about how well the storyteller used sound, movement, and expression to tell the story. After several students have shared the positives, ask “What could the storyteller do to make the performance even better?”. (Schmitz 2002: 89) You want the performer to internalize the process so it becomes self-evaluation (“What can I do to make my performance better?”). Model the language of response and criticism. Teachers must model constructive as well as critical feedback without using harsh words in order to teach effective storytelling. Ask, “What did I do to make this a good storytelling?” (Schmitz 2002: 89) and then model a positive response: “I liked the way you moved like a fish, spoke loudly enough, made that train sound.” Follow up with, “What could I do to make it even better?” and then model a response like the following: “To make it even better, you might want to speak up louder, pretend to be talking into a phone, look scared when the door opens, etc.” (Schmitz 2002: 91) Storytellers learn to use variations of these two questions. This language is polite yet direct and useful to the storyteller so he or she can improve the story. Tell stories or view digital ones in small groups and get feedback. Students tell their stories to a group of three to five of their peers, integrating sound, expression, and movement. Tell the storytelling audience to pay close attention so they can provide feedback about the performance. Upon finishing the story, the storyteller asks the group if they are aware of what makes a good story.

Students can retell their stories and target specific techniques from the Storytelling Performance Rubric that they wish to improve, such as remembering to use different voices for different characters. After students perform their story again, the group can respond with feedback about how the storytellers improved upon the targeted technique. This type of guided practice increases confidence and improves performance. (Schmitz 2002: 91)

Inspired by the articles read about digital storytelling and by my students, we decided to use this electronic tool while teaching humorous texts. Unit 3, Comics from High Flyer Students’ Book, (Longman, 1998), seemed a suitable lesson for this, comics also being among my students’ favourite talking subjects. In order to formulate clear objectives, I used the A.B.C.D. method. The ABCD method of writing

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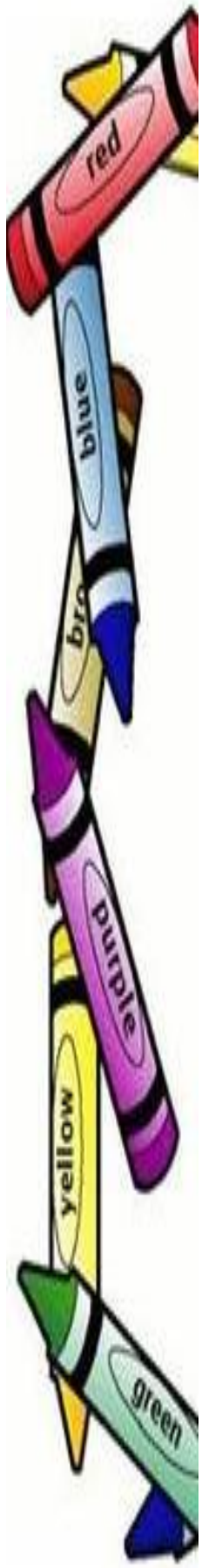
objectives is an excellent starting point for writing objectives (Heinich, et al., 1996). In this system, "A" is for audience, "B" is for behavior, "C" for conditions and "D" for degree of mastery needed.

My problem solving objective was the following: C: Given three cartoon characters of the student's choice and being presented how <http://www.makebeliefscomix.com/works>, A: the student B: will be able to develop a short (no more than 4 frames) storyboard for a cartoon D: with no grammar mistakes ".

Furthermore, I decided to enhance students' writing and digital skills, also taking into consideration their sense of humour and the fact that laughter and a relaxed atmosphere is the right path which leads to creativity development.

After discussions and encouragement, my students considered writing their own digital story. We used an interactive whiteboard, but a computer connected to a projector may work fine as well.

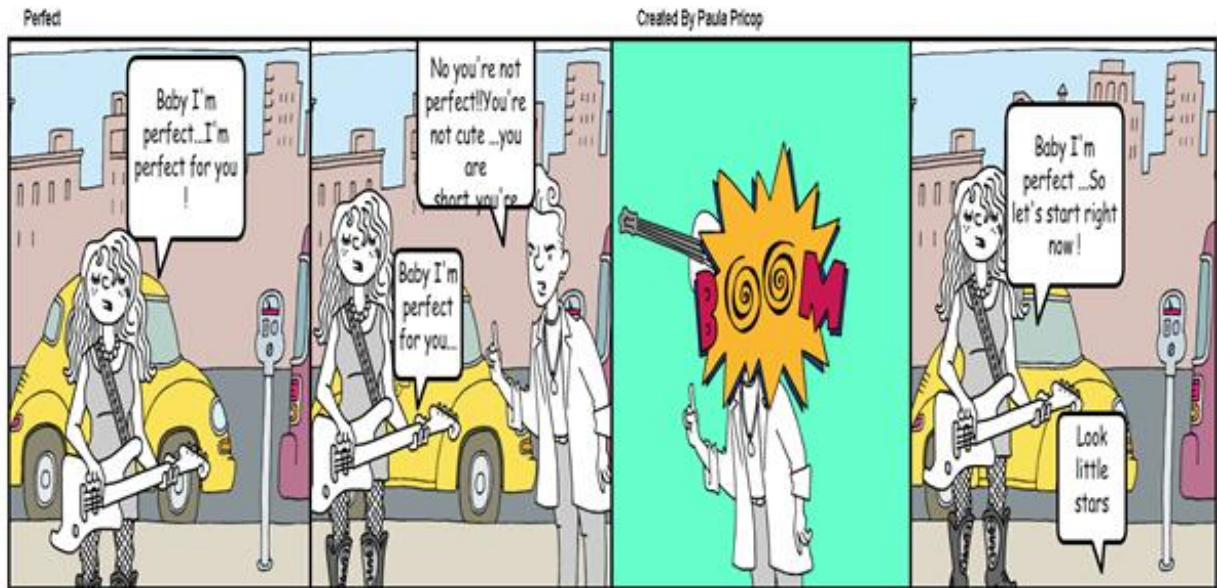
Here are some examples of comics created together with my students, using <http://www.makebeliefscomix.com/>, an educational comic strip creator from author Bill Zimmerman. Students can create, print, email and post to Facebook their original comic strips. This method can introduce students to the world of creative writing and the pleasure of using their imagination more fully. Students can also create a comic strip story using new vocabulary words that are being taught



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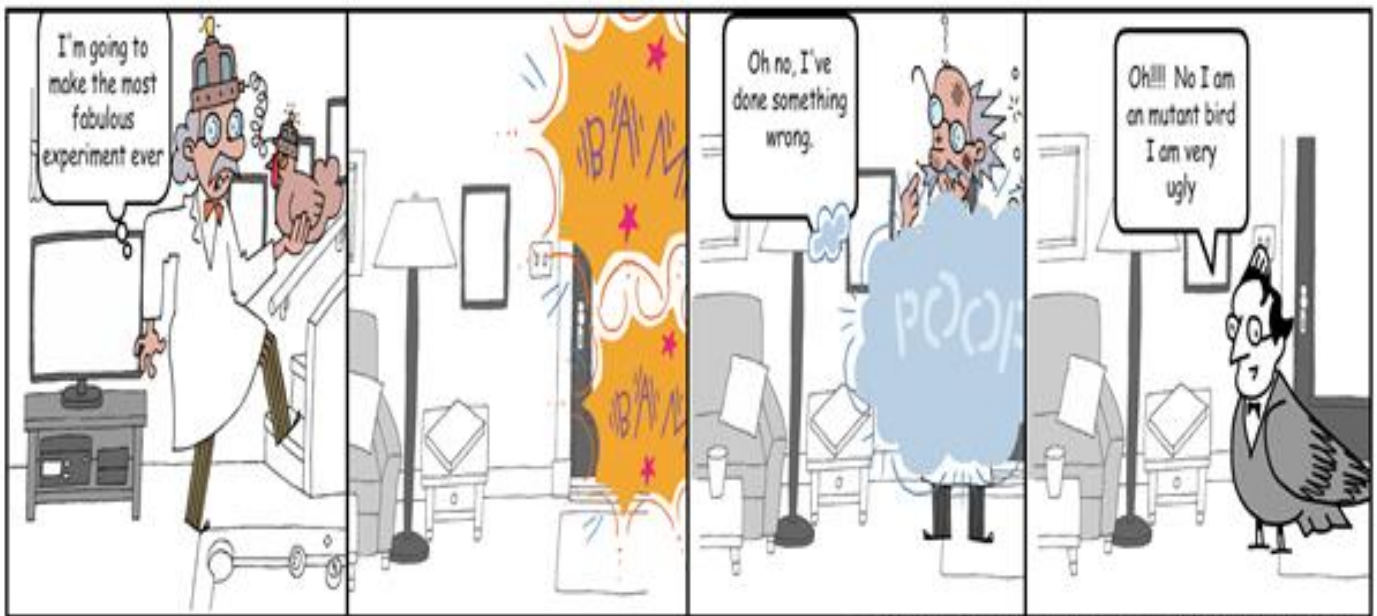


Popescu Cristina, student, "At The Restaurant"



Paula Pricop, Student, "Perfect"

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This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

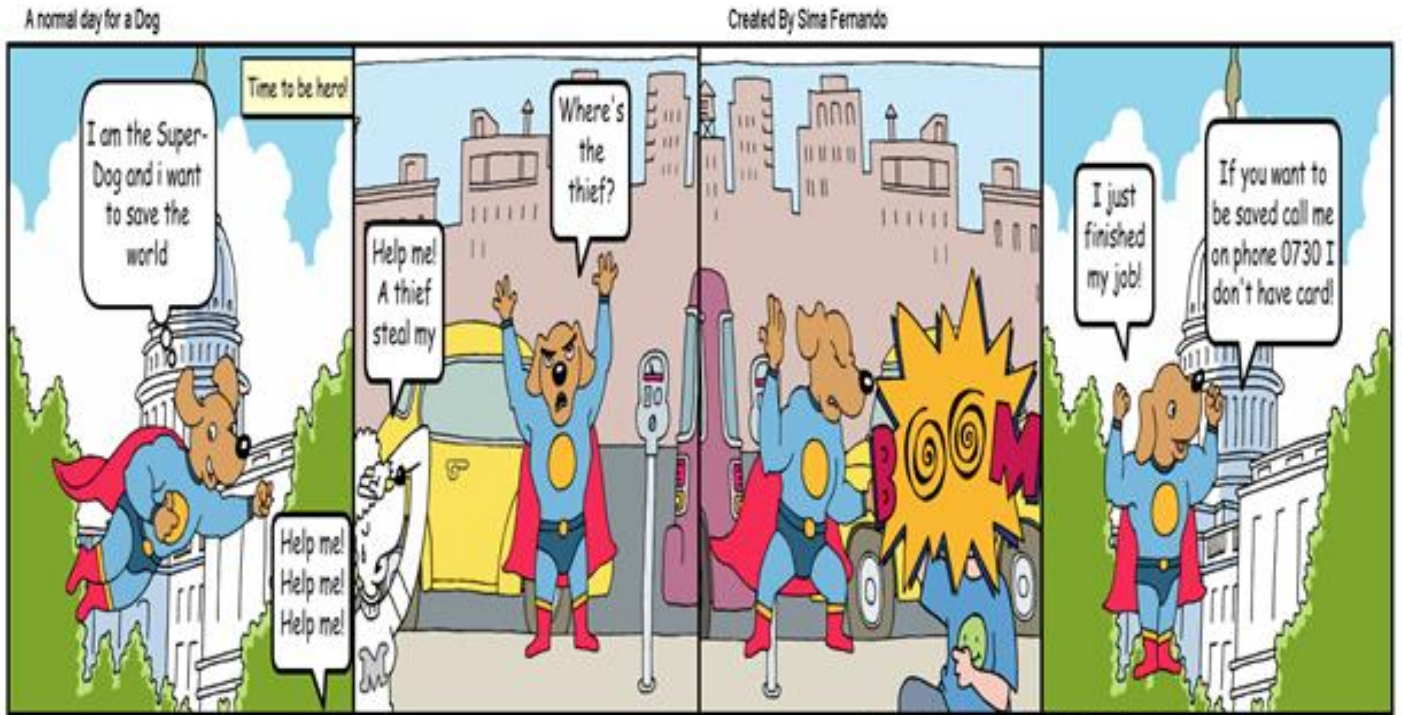
Ioana Osan, The Crazy Professor



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

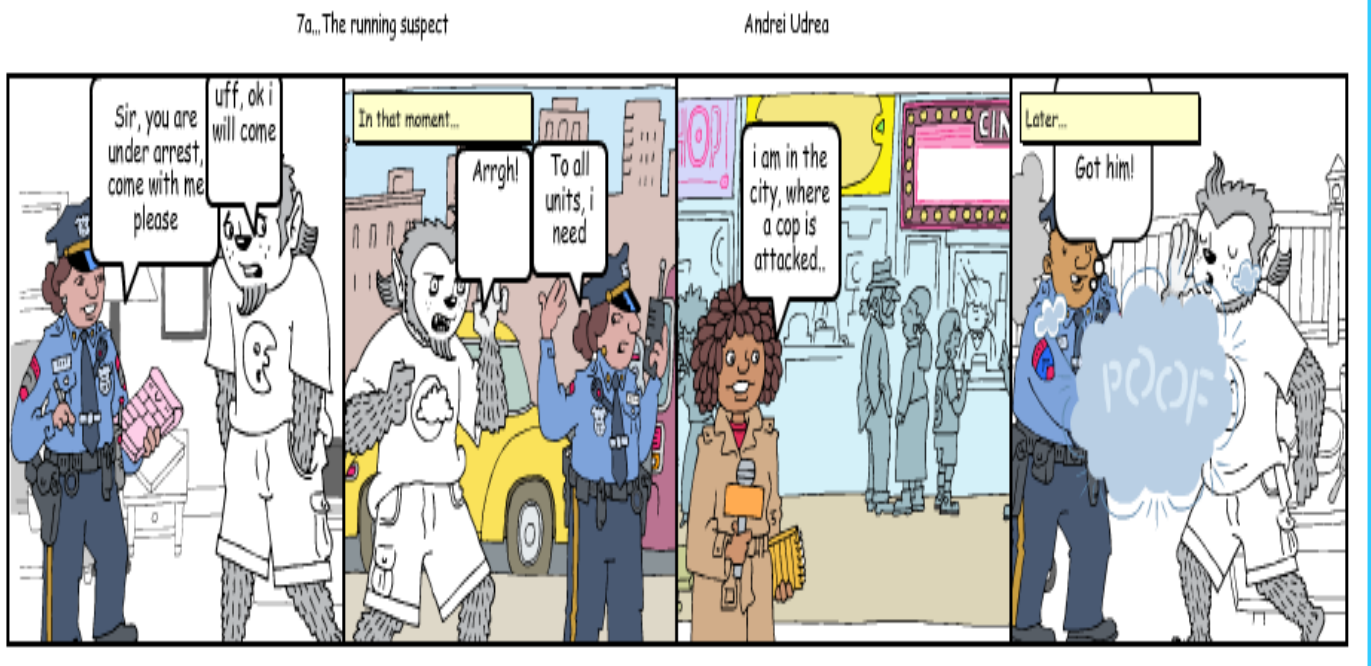
Alexandru Pacurar, student, The Crazy Professor- Cartoon with caption

[Type text]



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

Sima Fernando - An Ordinary Day For SuperDOG



Udrea Andrei

[Type text]

that moment when you see the person that you secretly hate

Created By cherciu ionut sebas!herciu ionut

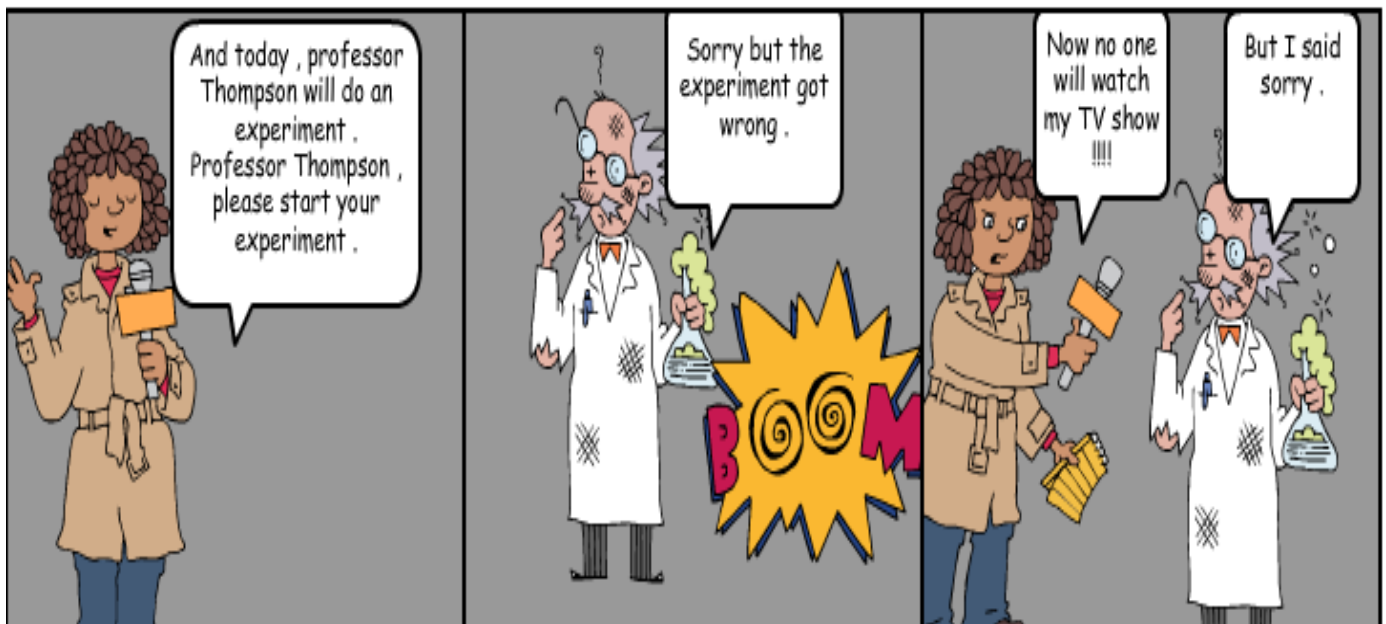


This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

Cherciu Sebastian, clasa a VIII-a A

Experiment TV show

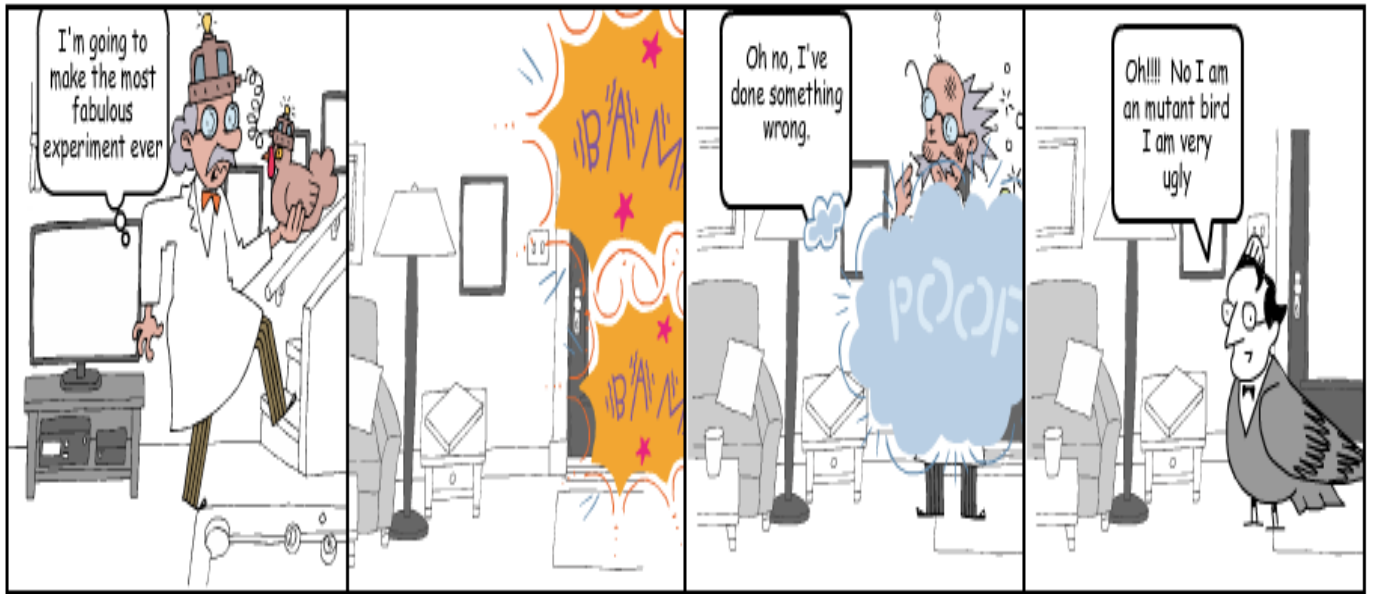
Lavinia Andrea Popescu



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

Popescu Lavinia Andreea, The Experiment TV Show

[Type text]



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

Hebel Gabriel, clasa a VIII-a A

[Type text]

STUDENTS SPEAK OUT

In cadrul proiectului scolar "Jiu Valley Tourism", elevii clasei a IX-a D si-au exprimat dorinta de a realiza un ghid turistic electronic in limba engleza care sa cuprinda atat punctele de atractie ale Vaii Jiului si imprejurimilor, cat si descrierea traditiilor locale, avand ca scop atragerea turistilor straini. Dupa ce au invatat sa scrie articole in limba engleza, elevii au colaborat pentru a redacta un ghid turistic al zonei noastre. Iata ce a iesit:

JIU VALLEY TOURISM



[Type text]

Christmas, more than gifts in Jiu Valley



The most expected holiday of the year is Christmas. Each child, each family in town is preparing for this holiday. All over the world,

In my area there are a lot of habits and traditions. One of the most important is „PITARAII”. This is a group of people who are the first



Christmas means Christmas tree, and presents and of course „the birth of Jesus”.

to speak about the birth of Jesus. They get together in front of the church and perform in front of the

[Type text]

others. Their "shouts" are old, over 100 years, and each year is the same. They walk from the church to each house around and talk about the birth of Jesus, while singing.

„momârlani”. Momârlanii are also called "jieni" due to Jiu river that crosses the area.

Their popular costume consists of two parts: the traditional costume for girls and for boys. The traditional costume of girls consist



I think this is just one of the customs that we have which shows the world the importance of this special day.

Momârlanii – Winter traditions

The most beautiful traditions of "momârlani", our natives, are related to the holidays. The natives that act in „Pițărăii” are called Every winter, „momârlanii” bring warmth to people's hearts. They carry on the old traditions of over 100 years and are welcomed with pleasure by the people.

sof: boots, polite, poale, catrinte (aprons), ie (shirt), laibar (traditional waistcoat) and scarf. The traditional clothes for men consist of: boots, ițari(pants made of wool), polițe, belt, shirt, vest and clop, which is a hat. One of the most popular winter tradition of „momârlani” is Colindul Pițărăilor.

Without „momârlani” in Valea Jiului, Christmas would not have the same charm.

[Type text]

In fact Christmas doesn't only mean gifts, it's a family holiday and this is a simple and charming traditional way to celebrate the birth of Jesus.

Albu Anca, Vesa Roberta



[Type text]

Jiu Valley-a wonderful place !

Straja-Mountain Resort, an affordable dream

It is said that he who comes to Jiu Valley for a temporary period, will fall in love with it forever.

Straja is a fantastic ski resort in



the Jiu Valley region of Hunedoara county, Romania. Straja is located near the city of Lupeni at 1440 meters, in the beautiful Vulcan mountains.

Come to visit Jiu Valley and you will not be disappointed!

Petrosani University Campus

Petrosani University campus is situated in a wonderful natural park, Bradet. Teaching and research bodies are performed in six buildings including lecture halls ,laboratories ,seminar rooms, gym.

The complex includes a library, the gym, the canteen and five modern dormitories.



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The University of Petrosani Campus is composed of Heritage

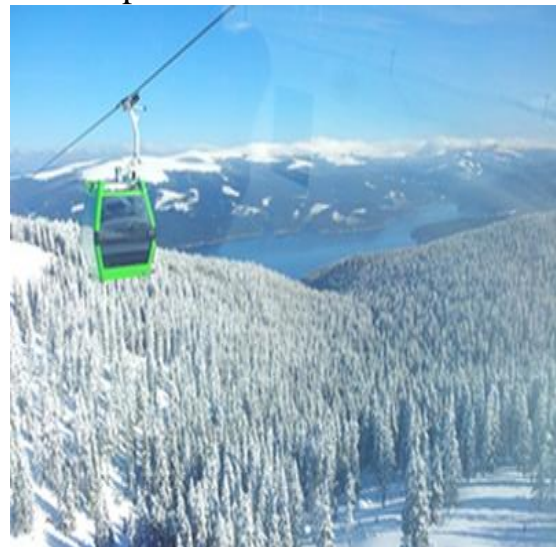
called The King's Road by the locals. The story says that Nicolae



Service and Social Service. Social Service is made up of five dormitories, students canteen house academics, a student cafe and a large gym.

Transalpina, a fascinating place with excellent views. Transalpina, located in the Parang Mountains Group, in the Southern Carpathians, is one of the highest roads of the Carpathian Mountains. It connects Novaci, the South of Parang Mountains, to Sebes in the North. It is said that the road was built under King Carol II and rebuilt after World War 2 by German Troops and it is

Ceausescu had the Transfagarasan Road built during the communist regime just to surpass the Transalpina.



[Type text]



The road has its highest point at the Urdele Pass, 2145 meters above sea level. Given the high altitude, the road is closed during the cold months of the year. Works began in 2007 in order to transform this spectacular road into a modern highway(148 km, all owing a rapid transit between Oltenia and

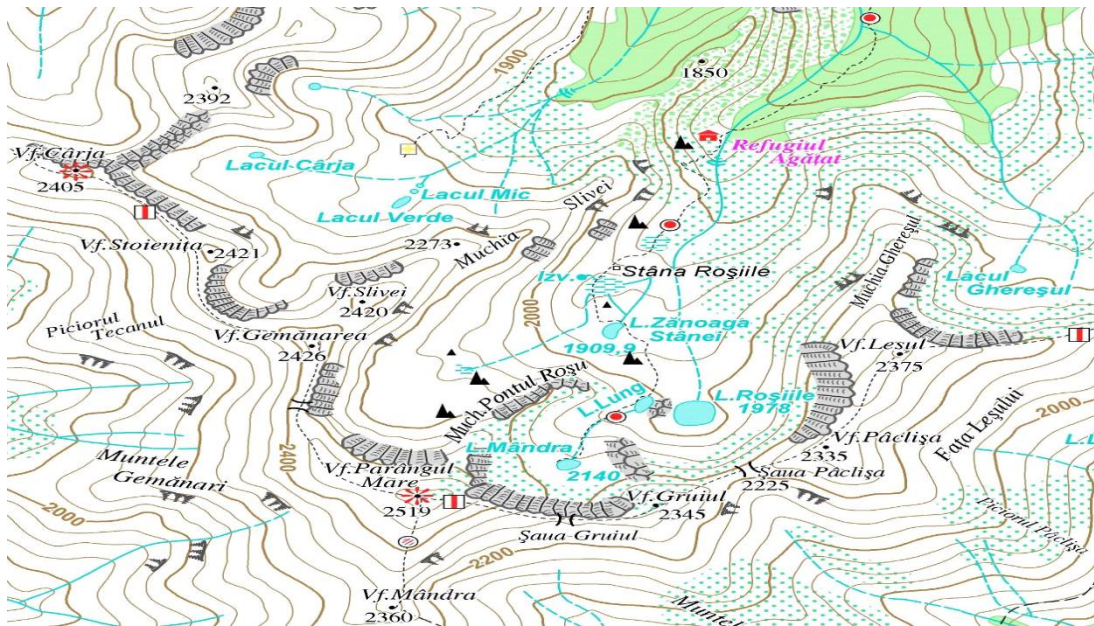
Transylvania).

Ranca, a newly developed resort, is located towards the south end of the Transalpina road.

Dragoesc Ariana, Stoica Bianca.

[Type text]

IN THE HEART OF THE PARANG MOUNTAINS



Have you ever been to Parang mountains? Then, it would be excellent to visit the most

impressive relaxing place, because you won't regret it!

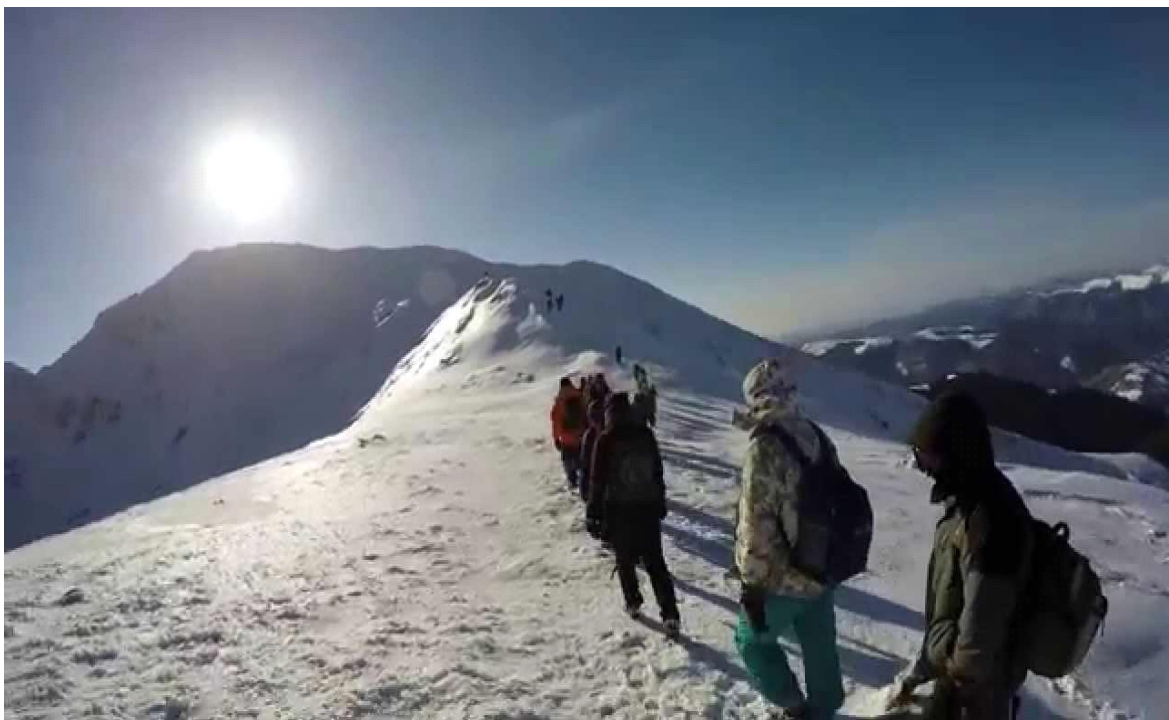
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Parang Mountains area is a popular destination among people from Jiu Valley and many tourists enjoy visiting this place. The landscape is fantastic especially in winter, when thousands of tourists choose to relax in the mountains, practicing winter sports, or just admiring the wonderful view covered in snow.

Parang Mountains are known for

the fresh air and unspoiled paths. The people who visit the mountains are really pleased by the stupendous views seen from the chairlift.

There are many chalets from which to choose accommodation: Ghiocelul, Bradul, Bonea, Groapa Seaca, where tourists can rest after a long trek. The characteristic fauna of the Parang Mountains can be encountered: mammals, the grey



[Type text]

wolf, the fox, the wild boar, the brown bear, the eurasian lynx and the red deer.

Here you can go trekking to admire the fascinating surrounding forests, the slopes full of skiers or children who go sledging.

So, if you really want to enjoy a wonderful and quiet holiday, you must come to our tourists destination. I'm very sure, you won't be dissapointed!

Fabiola, Floronescu Denisa



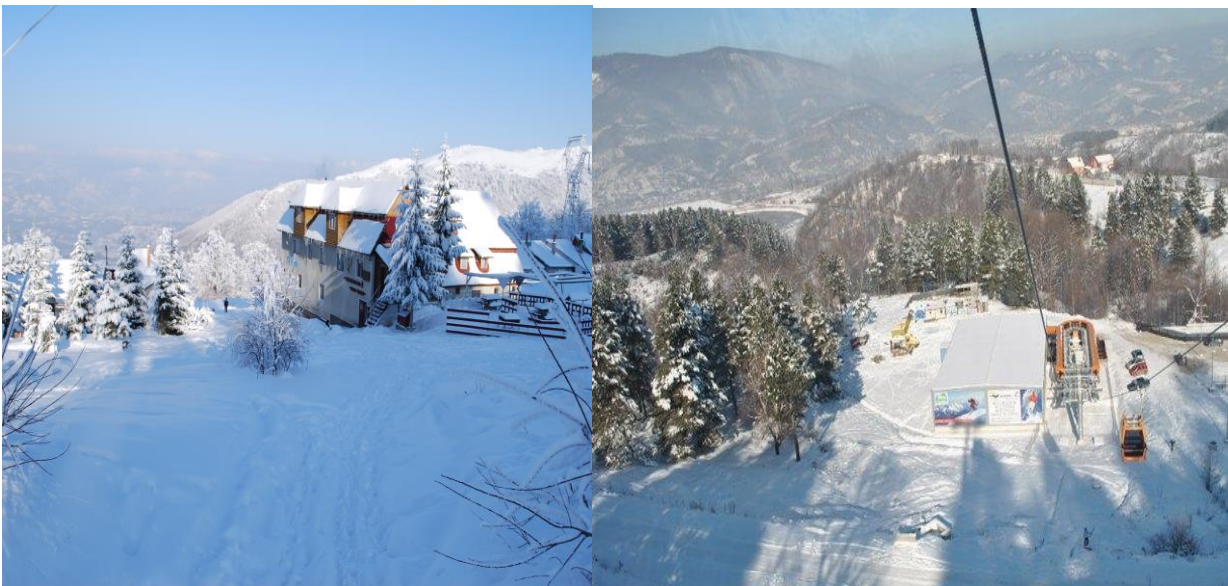
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Vulcan Mountains – Unknown Destination?



Vulcan mountains is little known by tourists from other places, but this location is very beautiful. And it is recommended that all tourists come.

If you arrive in Vulcan, especially in winter, you should definitely visit Pasul Vâlcan, this is a ski resort where you can practice a lot of exciting sports, the views from up there are also amazing! Facilities of this resort are: five ski slopes and a gondola. The access can be by car on a freshly paved road, but tourists can also use the gondola leading up to the to the mountain top. Tourists can practice winter sports on a slope of about 150-200m, where only snowboard and ski is allowed, but some choose to go down the road by sleigh.



Nature is wonderful, because vegetation is rich and from the mountain top you can admire the city, especially at night when the city lights glow.

Children can rent equipment, hire a ski instructor to practice winter sport, because it is quite difficult for beginners. And you can rent chalets at very low prices.

[Type text]



Darius

[Type text]

JIU VALLEY- REALM STORIES



Romanian Carpathians, so come to see that for yourself!

Jiu Gorges is one of the most popular places in Romania with rafting lovers, an extreme team sports. The route has a length of 35 kilometers and there are more than 80 waterfalls. The speed of the water can reach 40 kilometers per hour.

The river has three sections with various degrees of difficulty, where rafting can be experienced. This is a once in a lifetime experience that will offer an unforgettable memory if you are an extreme sports lover.

Jiu Gorges is said to be the longest and most spectacular canyon in the

Be brave, try something new! I'm sure you won't regret any second!



[Type text]

Spirituality at Lainici Cathedral

Jiu Valley has always left a touch of mystery. It was found that in our area live species of endangered insects, on the lists of the European Union .If you want to feel protected ,come to Lainici Monastery, a solitary place near the river. It was built between 1812-1847 on the site of an ancient monastery.

The name of Lainici Cathedral has Greek origins, “lainos” meaning “stone”.

More than 5.000 Christians choose to spend Easter and pray at Lainici Monastery. Souvenirs can be bought at good prices. Most people choose silence and simplicity far from noise ,a bit of spiritual joy.

Popescu Cristina, Pricope Denisa



Ancestral Traditions in Petrosani



Homemade cooking has a wonderful taste and flavour in Petrosani, when prepared with love by our natives, momarlanii. Dishes such as "mamaliga", "sarmale", "balmos" and "pasat". They will make you fall in love with our area. Romanian meals are made with vegetables, cereals, vegetable oils, milk, milk products and meat. One of the typical Romanian dishes is polenta. This is a combination of corn flour with salt, water, milk, butter and cheese that melts in your mouth. Pork is used very often in Romanian cuisine.

Romanian popular costumes were made from raw materials produced in the household, but it evolved over time representing today a true craftsmanship both in obtaining and decorating the fabrics and the embroidery. The popular costumes have it same structure in the country, but they differ from one



region to another through details, such as the tailoring, the shape and the color. The colour is black and white.

[Type text]

Tradition is what always reminds us that Jiu Valley will never die and that it will remain from generation to generation. Are you convinced to visit Romania? Well, I recommend you to come to this wonderful area, because you won't regret and I'm sure you will adore.



Traditions from the wonderful destination of Jiu Valley

One of the traditions Jiu Valley is "Pitaraii". On Christmas Eve, the people of the village go to each house getting apples or oranges. They are accompanied by three-four boys who lead large impressive flags, adorned with bells. People stop at the last house, dance and have a good time.

Another tradition is "Craii". Ten unmarried boys perform the play

Pavel Larisa-Simona, Giura Alexandra

"Craii" as: "Irod, Valtezar, Melfeor, Gaspar", angel, priest, soldier and three shepherds. They go caroling from Christmas Eve up to the last day of Cristmas.

"Nedeia" is another ancestral tradition of the Jiu Valley. People gather in a certain place for the great feasts, usually during Christian holidays such as Easter, where traditional dancing "jiene si invaritate" and whistling bring joy to everyone.



[Type text]



Ca si in numarul trecut, unde a fost prezentat un scenariu pentru o piesa de teatru pentru copii in doua acte, iata si acum scenariul folosit pentru piesa de teatru jucata de elevii clasei a VIII-a A, cu ocazia Zilei Recunostintei:

CHARACTERS:

NARRATOR, WOMAN PILGRIM 1, WOMAN PILGRIM 2, WOMAN PILGRIM 3, WOMAN PILGRIM 4

MAN PILGRIM 1, MAN PILGRIM 2, MAN PILGRIM 3, MAN PILGRIM 4, GIRL PILGRIM 1

GIRL PILGRIM 2, BOY PILGRIM 1, BOY PILGRIM 2, CHIEF INDIAN, INDIAN 1, INDIAN 2, SQWANTO

SCRIPT:

NARRATOR: The Pilgrims that were living in England were unhappy because there was religious persecution.

WOMAN PILGRIM 1: We can't go on like this anymore.

MAN PILGRIM 1: I know, we don't have religious freedom, but we have to do what our King James said.

WOMAN PILGRIM 1: I don't understand why he doesn't allow us to attend the church of our choice.

MAN PILGRIM 1: I think we should leave England and find a place where we can worship God in our own way.

WOMAN PILGRIM 1: I agree with you. We have to talk to other people and see who wants to join us.

NARRATOR: So the pilgrims left England in September, 1620 in a a Ship called the Mayflower with 102 people aboard and headed to America.

A GIRL PILGRIM 1: Mom, I am hungry, we only eat salted meat and dry biscuits.

WOMAN PILGRIM 1: I know, we have been in this boat for almost two months. But I am sure that we will soon get off this ship.

[Type text]

MAN PILGRIM 1: Everybody, Look over there, I can see land!

WOMAN PILGRIM 1: I told you, we are almost there.

NARRATOR: When they landed, the Pilgrims needed food to eat.

MEN PILGRIM: Come everybody! We have to look for fresh food.

MAN PILGRIM 2: Let's get separated to find the food.

WOMAN PILGRIM 2: Yes, I will go this way, and you go that way.

GIRL PILGRIM 2: Hey, look! I have some berries.

BOY PILGRIM 1: And I found some seeds.

NARRATOR: The first winter in America was long and hard.

MAN PILGRIM 3: It's cold. Everybody put on your heavy clothes.

WOMAN PILGRIM 3: And let's protect our children.

NARRATOR: Many of the pilgrims became ill.

BOY PILGRIM 2: I feel sick, mother.

WOMAN PILGRIM 4: Somebody help me! My son is sick.

WOMAN PILGRIM 3: Give him this plant, he will feel much better.

WOMAN PILGRIM 4: Thank you.

NARRATOR: Then Spring came and everybody was joyful.

CHILDREN: What a beautiful day!. Let's dance and play.

NARRATOR: One day a kind Indian came to the village.

CHIEF INDIAN: Hello People. I want to offer you my help.

MAN PILGRIM 4: Welcome to our village. We appreciate your help.

NARRATOR: Soon more Indians came.

INDIANS: We can show you how to grow your own food.

MAN PILGRIM 4: Please, tell us how.

INDIAN 1: These are corn seeds. This is how you should plant them.

NARRATOR: And the Indians showed the pilgrims how to plant corn, and wheat, and other vegetables. One of the Indians was called Squanto.

SQUANTO: I want to be your friend. We also want to teach you how to hunt and fish.

[Type text]

INDIAN 2: We will hunt quail and turkey. Come let's go to the forest.

NARRATOR: Then they went to the forest to hunt wild animals. And when summer ended they wanted to have a feast.

MAN PILGRIM 1: Now that we have plenty of food, and many new friends, let's celebrate.

WOMAN PILGRIM 1: Yes, let's give thanks for all the wonderful things we have, for our food, and for our friends.

ALL PILGRIMS: Squanto, tell your people to come with us to join us in a big feast of Thanksgiving.

SQUANTO: Yes, it will be a very special holiday. My people will bring wild turkey and fish.

NARRATOR: The Indians came to the feast.

WOMAN PILGRIM 2: Let's set the table and put this table cloth.

WOMAN PILGRIM 3: I will put the fruit.

WOMAN PILGRIM 4: And these are the vegetables.

MAN PILGRIM 3 AND 4: Everybody, come and sit down.

NARRATOR: And everyone gave thanks.

WOMEN PILGRIM : We give thanks for our food and for our friends.

MEN PILGRIM: And for our many blessings.

EVERYBODY: Thank you, Lord.

THE END

[Type text]



[Type text]

