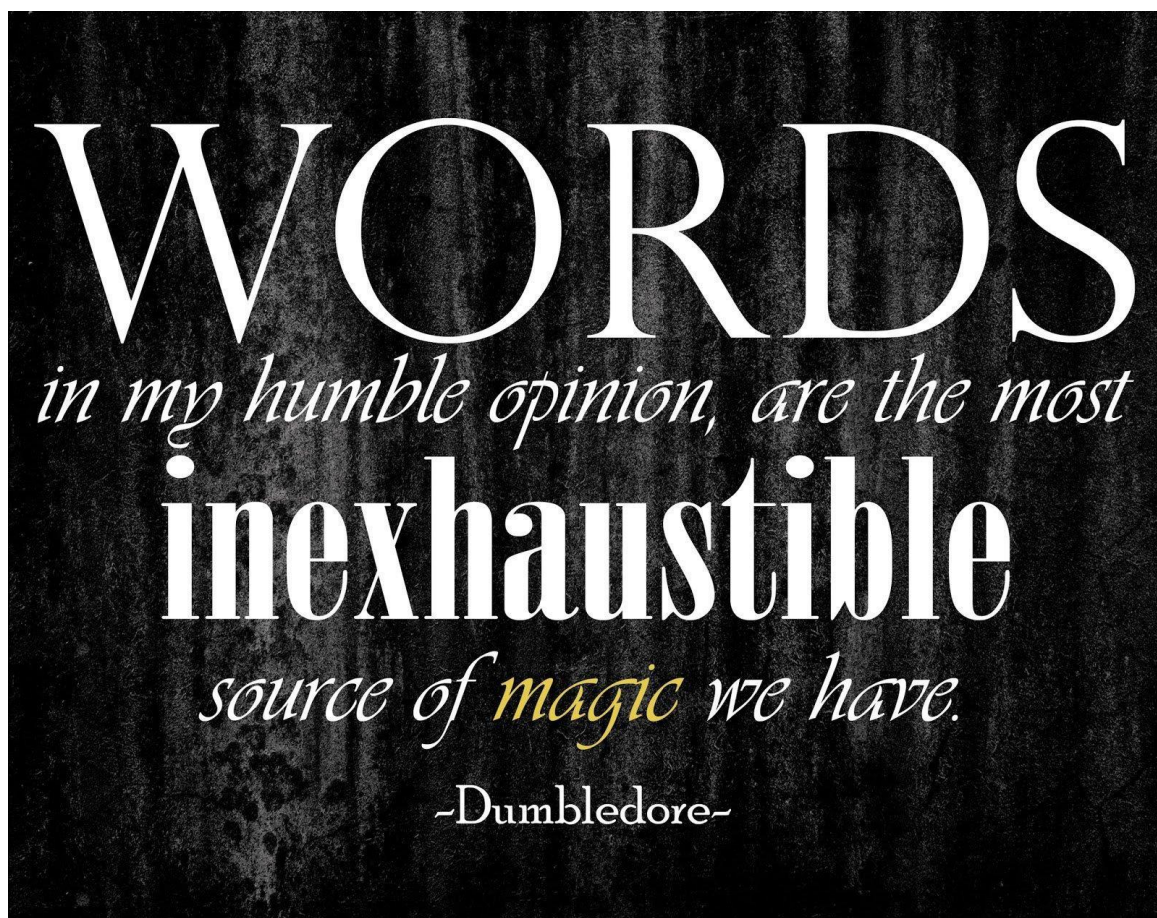


COLEGIUL NAȚIONAL "MIHAI EMINESCU" PETROȘANI

SPEAK OUT

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STUDENTS SPEAK OUT

Life from a freshman's point of view

I arrived in high-school as a scared, shy freshman; I didn't know anybody and I wasn't exactly the most sociable person you've met.

Fitting in

I kept worrying that I won't be able to fit in, that everyone would reject me as soon as I walked through the door. Needless to say, I was wrong. Not everyone knew each other from the start: there were plenty of children coming from different schools, and they were all friendly and open-minded. I actually managed to get out of my comfort zone and made some friends; before you know it, I was talking to people instead of retreating in a corner of the classroom with my phone or a book to keep me busy. Soon, our class became more united, and we get along really well now. We help and stand up for one another regardless of where

they're from.

Competition

However, there was another milestone to pass, besides making friends and fitting in: I had to get used to the fact that it is harder to get good grades in high school than it was in middle and primary school. At first it was a bit hard for me to go from a student who always got 9/10 or 10/10 to occasionally messing up something and getting a worse grade, but it's okay not to always try to be perfect because you know what? High school can be challenging at times. Therefore, if you screw up, you need to pull yourself together and get over it, because grades don't even matter that much anymore. What matters is that you understand what you learn, and if you feel a bit behind, you should always ask for help.

The bottom line is that you don't

need to be scared of changing environments when you go to high school, because as long as you are open to new places and people, you will make it through and have a good time. Just relax, because a little bit of fun has never killed anybody.

Maria Gruian, Clasa a IX-a B,
Liceul teoretic „Nicolae Bălcescu”
Cluj-Napoca

Article Writing

Competition

#SUPERHEROES

When taught how to and asked to write articles on the theme of “What makes a superhero”, students from 9B at Colegiul Național ”Mihai Eminescu” entered a writing competition, during their English class. They had to write electronic articles and email them to their teacher, Maier Anca. Now, it’s your job to decide upon the best article:

Frodo Baggins- to be or not to be a superhero

Nowadays, people are more and more interested in superheroes’ life. Who wouldn’t be, as they are fascinating characters who have remarkable qualities and are true role models for most of us. But just between you and me, who doesn’t have at least one favourite character from the trilogy ”The Lord of the Rings ”?

Frodo Baggins is my favourite character among the other fictional characters in the” Lord of the Rings” trilogy. He is a hobbit of the Third Age, a main character, the most famous of all Hobbits in the history for his leading role in the Quest of the Ring.

Frodo is short, with bright eyes, curly brown hair and very large hairy feet. Gandalf described Frodo as "*taller than some and fairer than most, [with] a cleft in his chin: perky chap with a bright eye.*"

Like his ancestors, he was considered by many others to be a little odd. His interest in the outside world and fascination with Elves and faraway places were uncommon among hobbits. His mission is to take the magic ring to Mordor where it will be destroyed. He travels with some

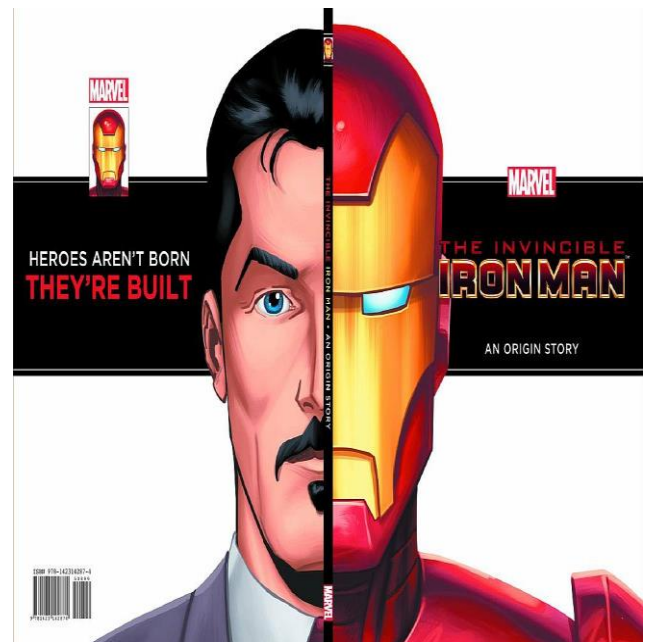
friends and together they have to face many dangers. Gandalf, a wise wizard, protects them and shows them the way. During this epic quest, he destroys it, giving him renown like no other Halfling throughout Middle-earth.

Is he a superhero or not? Well, Frodo Baggins is a Hobbit with many qualities which make him be regarded as a superhero. He is brave and honest. He realizes that he is destined to destroy the ring and he steps forward to be the [Ring-bearer](#). He has some magic things which helps him fight the evil and the supervillains in his world. For example, the special cloak from Galadriel allows him to blend in with natural surroundings and under the influence of the Ring, he can see into the spirit world or even faraway events in dreams on several occasions.

All in all, I love seeing Frodo Baggins struggle with the supervillains and the hidden truth in his soul. Surely, this character is the most spirited of the Lord of the Rings.

Nume:Tocaciu Irina, clasa a IX-a
B

DO YOU THINK YOU KNOW EVERYTHING ABOUT THE INCREDIBLE IRON MAN?



Just take a look at this article and you'll see how much you know about this incredible superhero!!

Well....let's say something about our superhero :

Wounded, captured and forced to build a weapon by his enemies, billionaire industrialist Tony Stark instead created an advanced suit of armor to save his life and escape captivity. Now with a new outlook on life, Tony uses his money and

intelligence to make the world a safer, better place as Iron Man.

Real Name : Anthony Edward "Tony" Stark

Powers: None; Tony's body had been enhanced by the modified techno-organic virus, Extremis, but it is currently inaccessible and inoperable.

Abilities : Tony has a genius level intellect that allows him to invent a wide range of sophisticated devices, specializing in advanced weapons and armor. He possesses a keen business mind.

Group Affiliations : The Avengers, Initiative, Hellfire Club (outer circle), S.H.I.E.L.D., Illuminati, Thunderbolts, Force Works, Queen's Vengeance, Alcoholics Anonymous



Did you know
that there are 3
great movies
about IRON
MAN?

The first movie : As CEO of Stark Industries, the largest US arms giant supplier, Tony has gained a status of celebrity, protecting US interests all over the globe for decades.

Tony's easy lifestyle remains just a beautiful memory when his

convoy is attacked and he is taken hostage by a group of insurgents after a weapon test he has witnessed. Wounded by shrapnel close to the already weakened heart, Tony has to build a devastating weapon for Raza (FARAN TAHIR), the mysterious leader of the insurgents. Ignoring the demand of the kidnapers, Tony uses his power of mind and ingenuity to build a special armor that will allow him to survive and help him escape from captivity. Upon his return to America, Tony must make peace with his past and direct Stark Industries on a new road. Despite the strength of Obadiah Shane (JEFF BRIDGES), his right hand and the director of Stark Industries, who took over the absolute control of the company in his absence, Tony works days and nights in the workshop to build a special costume, armor that will give him superhuman powers besides physical protection. With his helper, Pepper Potts (GWYNETH PALTROW), and a trusted soldier, Rhodey (TERRENCE HOWARD), Tony discovers a perpetual plot with global implications. Dressing up his powerful red-gold armor, Tony

solemnly promises to defend the world of injustice under his new Iron Man's alter ego.

The second one: It's a well-known fact for everyone now that billionaire Tony Stark (Robert Downey Jr.) is Iron Man, and Tony is trying to minimize the benefits of the famous costume by re-launching the extravagant Stark Expo. A mysterious character from the Stark family's past, Ivan Vanko (Mickey Rourke), who wants to destroy Tony reveals his own devastating weapon built with Stark technology. Overwhelmed by all sides, as he faces his own demons, Tony has to call his allies - old and new - to fight the enemies who want to destroy him and all mankind. In Iron Man 2, RDJ is "accompanied" by a cast of heroes and villains, including Gwyneth Paltrow, Don Cheadle, Scarlett Johansson, Sam Rockwell, Mickey Rourke, and Samuel L. Jackson as Nick Fury.

And... the third one : Tony Stark, the man behind the Iron Man suit, a successful billionaire and a superhero whenever he has the opportunity, needs to use his intelligence and ingenuity to become the well-known Iron Man,

but without the technology and the financial resources that were a habit for him. When his universe is destroyed by the powerful terrorist (Mandarin) and his loved ones are endangered, Tony Stark has to cope with the threat and save both his family and fellow citizens.



In my opinion, the movies are interesting, the story is unmatched in other films. The idea of a superhero without superpowers is great, this thing really could happen someday.... The genius of Tony Stark seems to be unreal, but it could actually happen someday! Just try to imagine: we live in the 21 century, anything is possible; for me, it's a little bit scary, but if technology can help us make the world a safer place, than...let's just do it! The fact that we can use our brains to create superheroes is incredible, and it is represented in these films! These movies inspire me, make me want to make a difference. As you saw at the beginning of the article "Heroes aren't born, they are built".

Watch the movies, read about IRON MAN! It's inspiring!

Matei Cristina , clasa a IX-a B

Which is the first name that comes to your mind when you heard Superheroes? Yes.. my name: Superman. I'm not a human being. I was sent in a rocket ship to Earth by my father when I was just over a year old and I was found by a human family. Now I have a double life: I'm journalist, Clark Kent, and Superman. I can run faster than a train and fly, so if you are a sportsman and love to help people, you're a little Superman in your town!



Have you ever thought what you would do if you received incredible powers over night? Well..this is my story. I was an ordinary teenager and now I'm Spiderman. I was bitten by a radioactive spider and received a lot of powers: the ability to climb buildings and throw spider webs.

Now, I am a hero, but you can become a hero too: you just need to help people.



BE A HERO



YOU ARE A SUPERHERO!

What do you think a Superhero is? Well..I'm sure that each of us can tell what a SuperHero means. They can be a great personality or even their mom...Maybe it is hard to believe, but we can all be Superheroes!



However, what is a SuperHero, really? It is a creature with a wonderful life story. In this chapter, we and SuperHeroes are alike! Our lives are like a book in which our story is found. It depicts our Superhero

personalities.

But let's get back ...which is the first name that comes to your mind when you hear the word



”superhero ”? A single name stands out: Superman. Superman is the most famous Superhero although he isn't a human being. His whole story began when his father decided to send him off to Earth in a rocket ship because the planet they lived was in danger. Thus, he arrived in a human family and started a new life. He can run faster than a train, see through walls, stop meteors and fly. So, if you are active and love to help people, you are, in a way, the Superman in your town. However, if you are a mysterious person and love black, the menacing Batman is your hero. He has a really sad lifestory that inspired him save people. He lost his parents when he was a child. He swore to fight villains even if he didn't have any incredible powers. This is the best thing about Batman, the so called ”caped crusader ” because of his bat-like costume.



I think that every teenager complains about the things they have to do. I know, it's so tiring, but have you ever thought about what would happen if you suddenly got great powers and had to take up a double life? Well this is the story of Spiderman, a shy teenager like us who was bitten by a radioactive spider and received a lot of powers. First, he didn't want to use them, but when his beloved uncle Ben was killed by a burglar, he

made a promise to himself to use his amazing abilities to protect people. What would you do if you were in his place?

Anyway, even if you can't relate to these Superheroes, you are one because of every GOOD thing you do.

In my opinion, it is necessary to believe in you and your superpowers in order to become who you want to be. Superheroes are an amazing invention and they were inspired by people. Because of this fact, the world is filled with Superheroes. YOU ARE A SUPERHERO like Spiderman, Batman or Superman, so I encourage you to read comic books, and in 28 April, the Day of Superheroes, celebrate yourself .

SULICIU MELISA, CLASA A IX-A B



SHE IS THE VOICE OF ALL WOMEN!

"WELL BEHAVED WOMEN RARELY MAKE HISTORY"

- ELANOR ROOSEVELT

Are you still chasing the classic super heroes series? Don't be ashamed, we all do it, especially because of the amazing evolution of our favorite characters.

Although there are hundreds of superheroes, I have always liked Wonder Woman ever since I was a little girl; I admired her supernatural powers and I wanted to be just like her.

Growing up, I didn't stop adoring her and now I see her as a source of inspiration in my everyday life.

The world's first and foremost female superhero, Wonder Woman embodies the unrivaled force and supreme grace of a born warrior, and the genuine

compassion and understanding of a true human being. As a symbol of equality, power and truth, her natural confidence, her beauty and intelligence made her unique.

She was created by the American psychologist and writer William Moulton and artist Harry G. Peter in 1940 and seen by the public the first time in 1941.

Also known as "Princess Diana of Themyscira" daughter of Hippolyta, she is a goddess that fights for peace and love. The original story relates that she was sculpted

from clay by her mother and given life by Aphrodite, along with superhuman powers as gifts by the Greek gods.

She is a diplomat who loves peace and who would never seek fight. With her super powers she could easily fight against any villain.

Abilities:

- Superhuman strength, speed, durability, reflexes and longevity
- Accelerated healing factor
- Flight
- Ability to communicate with animals

- Ability to use the Lasso of Truth, the indestructible bracelet sword and her shield

If you ask me, I think that Wonder Woman is the representation of all women in the world of super heroes and she's doing a great job preserving peace in a world dominated by men and chaos.

By Pântea Alexandra Carmen
CLASA A IX-A |B



HULK

COMICS

ICHIM BOGDAN | THE HULK

CLASA A IX-A B



• WHO IS THE HULK?

The Hulk is a fictional superhero that appeared in American comic books published by Marvel Comics, created by written Stan Lee and artist Jack Kerby.

• FURTHER PUBLICATION

This new Hulk feature was initially scripted by Lee, with pencils by Steve Ditko and inks by George Roussos.

• CHARACTERIZATION

Like other characters, the Hulk's character and cultural interpretations have changed with time, adding or modifying character traits. The Hulk is typically seen as a hulking man with green skin, wearing only a pair of purple pants that survive his physical transformation.

• WHO WAS THE REAL HULK??

The original Grey Hulk was shown as a man of average intelligence who became annoyed at “puny ” humans who took him for a dangerous monster. Shortly after becoming the Hulk, his transformation kept turning him green.



Deadpool -a controversy: Marvel's greatest success or a lost cause? LET'S FIND OUT!



Deadpool, on his real name Wade Winston Wilson is a fictional hero created by Marvel Comics. The first appearance of the character is in The New Mutants, later it appears and has altercations with X-Force.

At first, Deadpool was seen as a villain, but he evolved into an anti-hero, because he is portrayed as a mentally unstable mercenary and he is also called the "Mercenary with the Mouth", but in my view, he always had a good soul.

Deadpool has some overwhelming qualities, he has a tremendous force, the capacity to heal himself and incredibly high speed.

Deadpool carries two monologues between his ego and his strive to make friends with Spiderman and to be a better person.

Deadpool is currently the fifth best-selling film of 2016. In addition, it is one of the most remarkable films in the X-Men saga.

The first reaction of the viewers was: "How can this masked guy be a hero? He will never be accepted!", but they were all wrong. Deadpool became one of the most respected heroes by his fans. In addition, Deadpool is considered the most successful and funny Marvel hero.



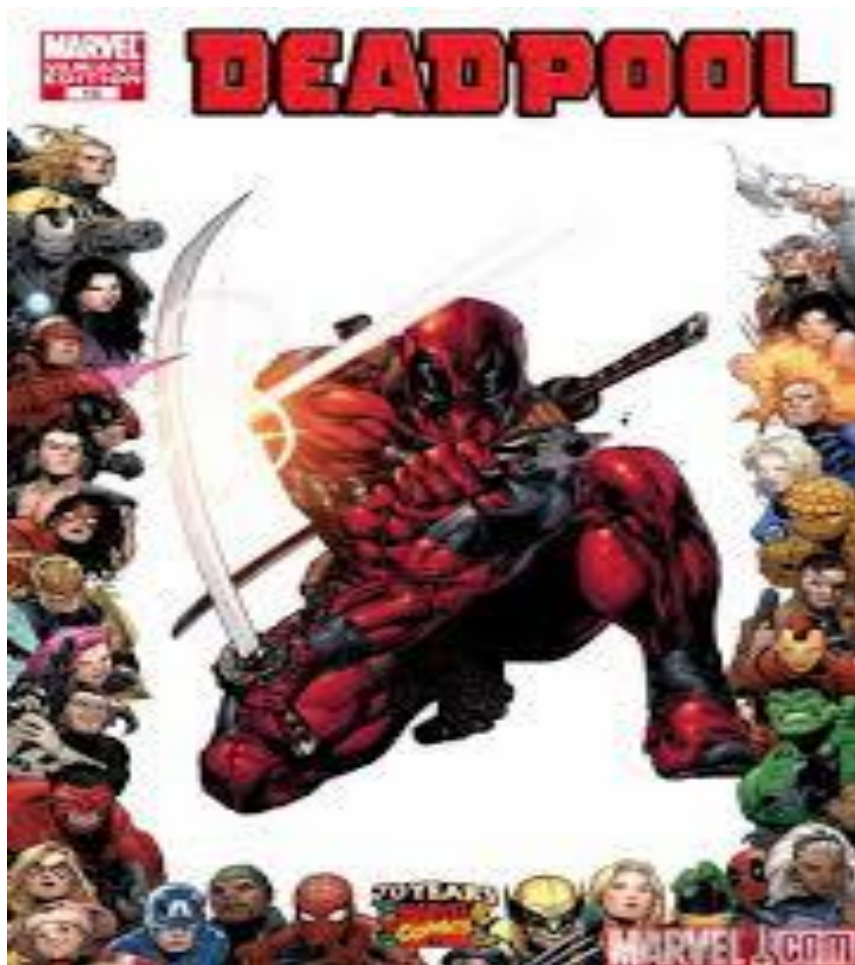
Did you know?

- Deadpool occasionally donates his organs to those who need them because they restore easily;
- He has cancer, but the ability to heal does not let the disease develop;
- He is a military experiment;

- Deadpool is aware that he is a character from a comic strip and constantly breaks the fourth wall.

Floean Dragoş

IX B



TEACHERS SPEAK OUT



Prima proiecție - "Planeta Petrila" - în școli!

Prof. Cerna Delia

Deși a avut parte de multe proiecții din 2016, când a fost premiera mondială , filmul-documentar "Planeta Petrila", premiat în 2018 la Gala Premiilor Gopo pentru cel mai bun documentar de lung-metraj și, în 2017 la Festivalul Internațional de Film Transilvania (Tiff) cu premiul publicului, a fost proiectat, în această săptămână, la Colegiul Național "Mihai Eminescu", Petroșani.

Proiecția a fost realizată la inițiativa dnei prof. Cerna Delia, în colaborare cu Asociația "One World Romania", care promovează drepturile omului, realizează festivaluri de film documentar, organizează traininguri și workshopuri pentru profesori. Asociația își propune, prin filme documentare urmate de discuții libere, crearea unei comunități active și începe această misiune ,în special, cu liceenii.



La această proiecție, au fost prezenți numeroși elevi, Petra Dobruska, reprezentanta OWR, dar și carismaticul Ion Barbu, alături de alte personaje din distribuția filmului (Cătălin Cenușă și Rolland Szedlacsek). Au avut loc dezbateri cu invitații, iar elevii au manifestat interes, arătându-se dornici să se implice și să ia parte la acțiunile concrete de promovare a zonei, exemplul domnului Barbu fiind considerat un început promițător.



Prof. Cerna Delia

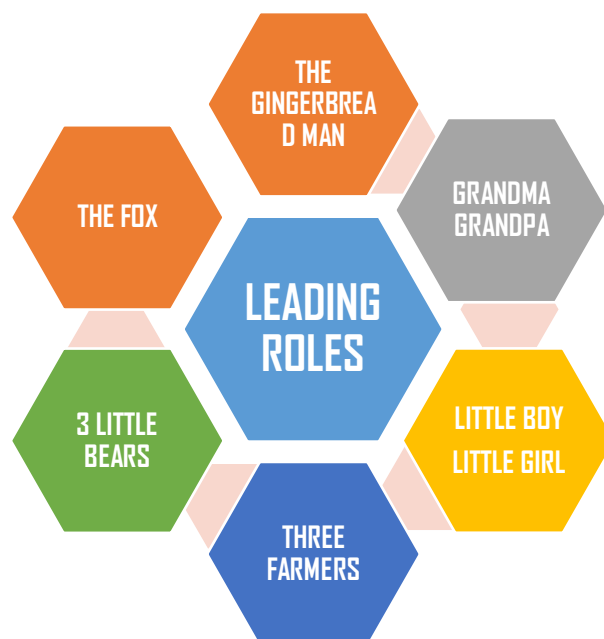
KIDS' ENGLISH DRAMA CLUB

Prof. Maier Anca

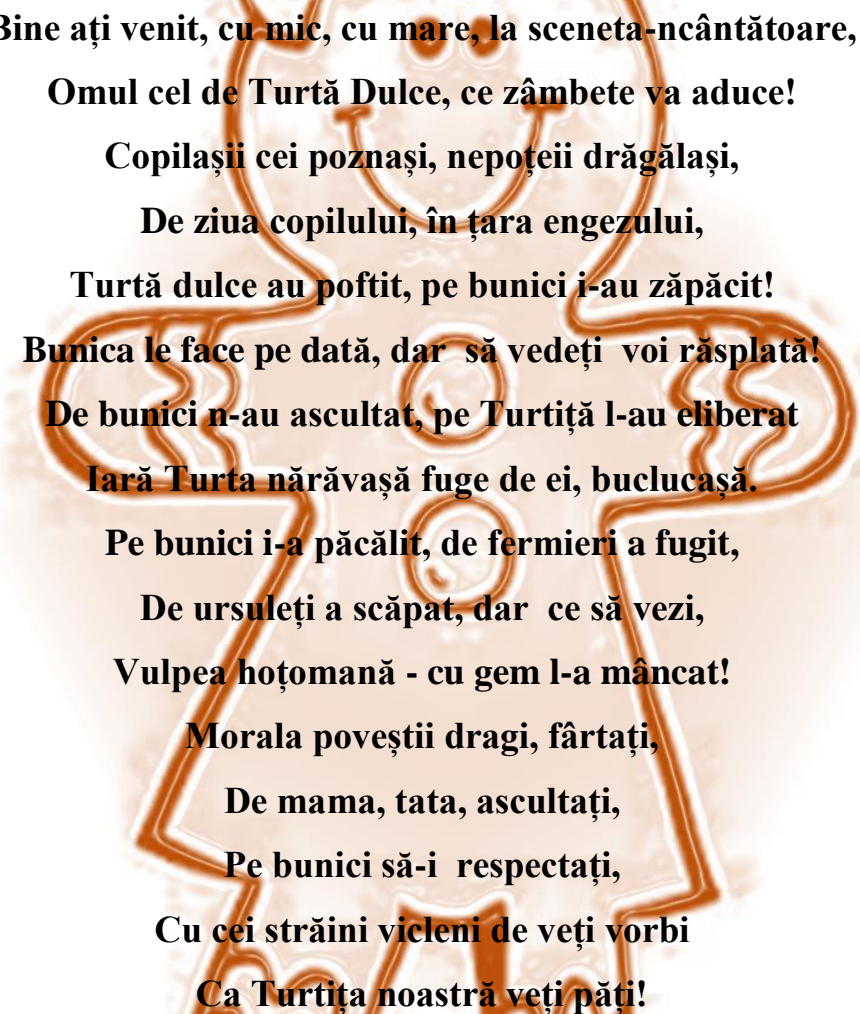
We proudly announce that our Drama Club has prepared, produced and delivered another English play especially adapted for the little ones. The 3A graders did their best, together with their teacher, Barbăroșie Adriana, responsible for the fantastic handmade stage decoir and their English Teacher, Maier Anca, who adapted the play “The Gingerbread Man” according to their English level. Thus, the pupils of 3A learnt English while having fun at their weekly rehearsal. Finally, celebrating CHILDREN’S INTERNATIONAL DAY, the English play “The Gingerbread Man” was enthusiastically performed on May 31 in front of the kid’s parents, at Sala Festiva of Colegiul Național Mihai Eminescu, Petroșani.

It has been proved once again that students learn better “by doing”, because by learning their parts, each of them has discovered new English words and has used English in real world situations. After experimenting with the English Drama Club, 98% of them declared that they find learning and using English easier through the help of games and acting.

The Gingerbread Man, English play:



Introductory part



**Bine ați venit, cu mic, cu mare, la sceneta-ncântătoare,
Omul cel de Turtă Dulce, ce zâmbete va aduce!
Copilașii cei poznași, nepoțzii drăgălași,
De ziua copilului, în țara engezului,
Turtă dulce au poftit, pe bunici i-au zăpăcit!
Bunica le face pe dată, dar să vedeți voi răsplată!
De bunici n-au ascultat, pe Turțiță l-au eliberat
Iară Turta nărăvașă fuge de ei, buclucașă.
Pe bunici i-a păcălit, de fermieri a fugit,
De ursuleți a scăpat, dar ce să vezi,
Vulpea hoțomană - cu gem l-a mâncat!
Morala poveștii dragi, fărtați,
De mama, tata, ascultați,
Pe bunici să-i respectați,
Cu cei străini vicleni de veți vorbi
Ca Turțița noastră veți păți!**



ALL THE CHILDREN: Song 1:

Oh, this is the tale of the Gingerbread Man, Gingerbread Man, Gingerbread Man,

Oh, this is the tale of the Gingerbread Man, Running, away as fast as he can.

Oh, you won't believe how this cookie can run, cookie can run, cookie can run,

Oh, you won't believe how this cookie can run, 'Cause being dessert isn't very much
fun.





Narrator 1.: Once upon a time there was a little old woman, a little old man, a little boy and a little girl.

Grandma: I'm the good old grandma! My grandsons, dear Diana and Jonathan want some gingerbread.

Boy , Girl: Grandma, grandma, I'm hungry! Let's make gingerbread, pleeeeeease!

Song 2: Let's all make some cookies, Lots of yummy cookies!

Let's all make some cookies, Lots of cookies, please!

With lots of raisins, chocolate chips, and frosting you can squeeze!

Let's all make some cookies, Let's make cookies, please!

Grandma: I made some great cookies mmmmm, delicious, let's put them into the oven. Children, take care of the cookies while they bake! Watch the oven!

Little Old Man: Watch the oven! Don't peek 'till it's done. When the gingerbread is finished then you can have some. buuut,

Grandma: Don't open the oven, don't open the oven, don't open the oven, not until I say

All the children: Don't open the oven, don't open the oven, don't open the oven, not until I say

Little Girl: I'm so hungry!

Little Boy: I'm hungry too! I can't wait!

Little Girl: I know! Let's open the oven! Nobody will know! Ssssss!

All the children: Don't open the oven, don't open the oven, don't open the oven, not until I say! X2

Narrator 2: But the little girl and the little boy didn't listen and opened the oven. And out popped the gingerbread man!

Little girl : Grandma, Grandpa, the gingerbread got away! You told us to be careful, but we did not obey!

Little boy, Narrator 1: Hurry, hurry, we've got to take him back!

Narrator 3: Here comes the Gingerbread Man!

Gingerbread Man: Run, run, as fast as you can, you can't catch me, I'm the Gingerbread Man! X2

Narrator 4: The old woman, the old man, the little girl and the little boy ran fast, but they can't catch the Gingerbread Man.

Narrator 5: Three farmers are working. They are hungry. They see the Gingerbread Man.



Farmer 1: Oh, look, a Gingerbread Man!

Farmer 2: I'm so hungry!

Farmer 3: Stop! Gingerbread Man, don't put up a fight!

All the farmers: Stop! Gingerbread Man, don't put up a fight! You're delicious and nutritious, let me have a bite!

All the children: Lookie lookie, there's a cookie, running down the street,
Frosting spread on gingerbread, you're so good to eat!
Stop, Gingerbread Man! don't put up a fight,
You're delicious and nutritious, let me have a bite!

Gingerbread Man: Run, run, As fast as you can, You can't catch me, I'm the Gingerbread Man!

Narrator 6: The Farmers couldn't catch the cookie, and now they were tired.

Narrator 7: The Gingerbread Man passed by three bears. He looked delicious and they were hungry!

Bear 1: Lookie, Lookie, there 's a cookie Running down the street!

Bear 2: Frosting spread on gingerbread, Looks so good to eat!

Bear 3: Stop! Gingerbread Man, Don't put up a fight!

All the bears: You're delicious and nutritious, Let me have a bite!

All the children: Lookie lookie, there's a cookie, running down the street,
Frosting spread on gingerbread, you're so good to eat!
Stop, Gingerbread Man! don't put up a fight,
You're delicious and nutritious, let me have a bite!

Gingerbread Man: Run, run, As fast as you can, You can't catch me, I'm the Gingerbread Man!

Narrator 8: The three bears can't catch the Gingerbread man and are very tired.



Narrator 9: Finally, the Gingerbread Man passed by a hungry fox. Here she is! She is very sly!



Fox: Oh, what can I see? A Gingerbread Man! He looks delicious and sweet! I'm so hungry!

Stop! Gingerbread Man, Don't put up a fight! You're delicious and nutritious, Let me have a bite!

All the children: Run, run, As fast as you can, You can't catch him, he's the Gingerbread Man!

Fox: Sweet gingerbread, come a little closer. Let's be friends!

Gingerbread Man: Run, run, As fast as you can, You can't catch me, I'm the Gingerbread Man!

Fox: Come a little closer, I really cannot hear you! Look, I have a spinner!

Gingerbread Man: Run, run, As fast as you can, You can't catch me, I'm the Gingerbread Man!

Narrator 10: The Fox grabbed the Gingerbread Man and dragged him away to his den.

Narrator 11: Fox ate him up. And so that was the end of the Gingerbread Man!

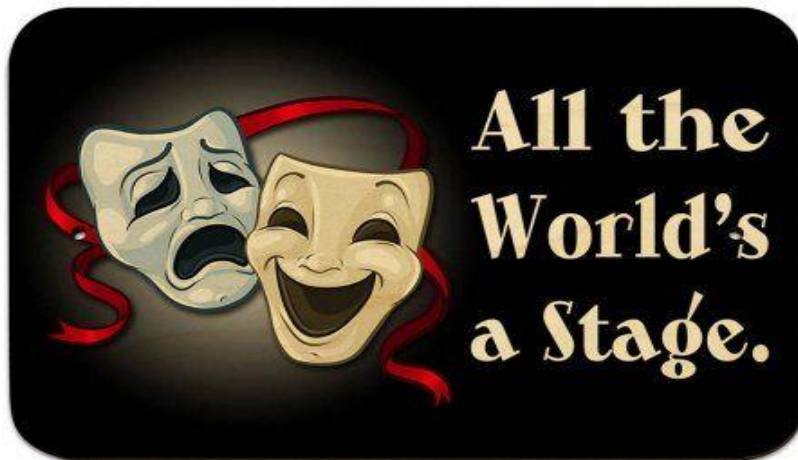
Grandma: If you have a fox living next to your home, be sure that you don't bake your cookies alone!

Little Old Man: Always listen to your parents and grandparents! They love you!

All the children: Oh, that was the end of the Gingerbread Man,
Gingerbread Man, Gingerbread Man.

Oh, that was the end of the Gingerbread ,
The fox ate him up with some tea and some jam.

THE END



UNITATE ÎN DIVERSITATE

Prof. dr. Szakacs Roxana - Gabriela
Colegiul Național "Mihai Eminescu"
Petroșani

Educația a avut un rol aparte în crearea dimensiunii europene, întrucât integrarea europeană nu înseamnă doar progrese în economie, agricultură sănătate sau introducerea unei monede unice. Ea este „factorul central în dezvoltarea socială și umană, precum și o componentă indispensabilă consolidării și îmbogățirii cetățeniei europene, capabilă să ofere propriilor cetățeni competențele necesare pentru a face față provocărilor noului mileniu și, totodată, conștiința valorilor comune și a apartenenței la același spațiu social și cultural” (Declarația de la Bologna, 1999).

Prin educație comunitatea etnică și umanitatea se înalță pe cele mai înalte culmi. Cunoașterea termenilor: TOLERANȚĂ, UNITATE, SOLIDARITATE, DREPTURI, DIVERSITATE poate determina nevoia și posibilitatea de cultivare a respectului față de propria persoană și față de ceilalți în condițiile acceptării pluralismului, sub multiplele lui aspecte (politic, economic, religios, cultural).

Prin prezentul proiect aplicat la clasele a VII-a și a VIII-a, la orele de Cultură Civică, am dorit să dezvolt competențele civice folosind dimensiunea descriptiv-informativă, normativă, valorizatoare și practică. Un obiectiv esențial a fost dezvoltarea gândirii critice pe baza activităților moderne de învățare. În acest sens voi prezenta strategia didactică folosită, în urma căreia au fost atinse obiectivele propuse.

Lecția I

Toleranță, majoritate – minoritate

Obiective /competențe

- Utilizarea corectă a termenilor specifici: toleranță, majoritate, minoritate;
- Valorizarea pozitivă a diferențelor prin acceptarea, înțelegerea și respectarea acestora;
- Oferirea unei bune vizibilități grupurilor minoritare și dezvoltarea unei imagini pozitive față de sine a acestora.

Strategii didactice

Brainstorming, activitate pe grupe și frontală, problematizarea

Resurse

Materiale: fișe de lucru, foi flipchart, markere

Timp : 50 minute

Criterii de evaluare

- se realizează prin feet-back, la sfârșitul orei

Descrierea lecției / Scenariu didactic

1. Moment organizatoric - 3 minute
2. Elevii se înscriu, în funcție de opțiunea lor, pe unul din cele trei tabele afișate (se vor constitui grupuri mai mari sau mai mici numeric) ; A. Juriști, B. Conservatori, C. Democrați - 5 minute
3. Metoda Brainstorming-ului, se notează cuvântul TOLERANȚĂ pe tablă, așteptându-se “furtuna de idei” - 5 minute
4. Elevii se vor grupa în funcție de opțiunile pe care și le-au ales. Juriștii vor prezenta celorlalte două grupe situația din Lecția I – Fișa 1 - 7 minute
5. Discuții în cadrul grupurilor pe baza situației date - 8 minute
6. Prezentarea atitudinii fiecărui grup. Juriștii notează argumentele susținute - 10 minute
7. Atitudinea juriștilor față de cele două grupuri - 5 minute
8. Definirea termenilor urmăriți la obiective - 7 minute
 - Toleranță : Acceptarea diferitelor păreri, atitudini și concepte
 - Majoritar, minoritar : Principii ale democrației ce nu reflectă neapărat cantitatea ci rolurile unui grup, în funcție de poziția economică socială, politică și culturală.
 - Concluzie : Toleranța reprezintă garanția rezistenței unei comunități.

Lecția I – Fișa 1.

Se dă situația de mai jos:

La admiterea în Liceul Militar, mai mulți candidați (băieți și fete) au medii egale. Dintre aceștia, conducerea liceului hotărăște să-i considere admiși numai pe băieți, din cauza locurilor limitate.

Analizați din perspectiva grupului vostru situația dată, pe bază de argumente.

Lecția II

Solidaritate

Obiective / competențe

- Să recunoască diferențele dintre oameni precum și ceea ce îi aseamănă, să identifice conflicte valorice din societate și modalități de soluționare constructivă a acestora;
- Să-și utilizeze capacitățile empatice în diferite situații civice.

Strategii didactice

Expunerea, explicația, conversația, comparația, dialogul, jocul de rol.

Resurse

Materiale: fișe de lucru, folii pentru retroproiector

Timp: 50 minute

Criterii de evaluare

- identificarea din partea elevilor a tipurilor de solidaritate după jocul de rol (răspunsuri orale)
- evaluarea calităților empatice manifestate de elevii implicați în jocul de rol

Descrierea lecției / Scenariu didactic

1. Moment organizatoric - 3 minute
2. Profesorul definește termenul și tipurile de solidaritate având ca material suport folia pentru retroproiector - 7 minute
3. Se aleg voluntari (elevi din clasă) pentru trei situații – joc de rol - 20 minute
Astfel: a) Se aleg doi elevi pentru a prezenta situația din Lecția III - Fișa 1;
b) Se aleg cinci elevi pentru a prezenta situația din Lecția III - Fișa 2;
c) Se aleg cinci elevi pentru a prezenta situația din Lecția III – Fișa 3.
4. Restul elevilor identifică tipul de solidaritate din cele trei cazuri (jocuri de rol) prezentate - 5 minute
5. Se exemplifică alte situații privind tipurile de solidaritate pe baza cunoștințelor de cultură generală, de către elevi și profesor pentru aprofundarea cunoștințelor dobândite - 15 minute

Lecția II – Fișa 1.

Interpretați următoarea situație pe care o prezentați colegilor:

Sunteți colegi de clasă, unul din voi se îmbolnăvește și lipsește de la cursuri o perioadă. Celălalt îl vizitează zilnic și îi explică lecțiile.

Concepeți un scurt dialog intrând în rolul celor doi colegi.

Lecția II – Fișa 2.

Transpuneți-vă în următoarea situație:

Sunteți patru prefecți reprezentând județe diferite. Al cincilea este reporter la Ziarul „Adevărul”. Vă împărtășiți rolurile urmând ca cei patru prefecți să acorde reporterului un interviu despre modul în care județul vostru participă la acțiunea umanitară pentru sinistrații din județul Timiș.

Lecția II – Fișa 3

Transpuneți-vă în următoarea situație:

Sunteți cinci medici din Organizația „Medicii Lumii”. Urmează să vă deplasați în Somalia pentru o acțiune de ajutorare a copiilor subnutriți. Menționați, fiecare dintre voi, în ce constă ajutorul statului pe care îl reprezentați pentru a ameliora această situație.

Lecția II

DEFINIȚIA SOLIDARITĂȚII: Responsabilitate comună a membrilor unui grup bazată pe o comunitate de interese, de sentimente, de idei.

Tipuri de solidaritate:

- *INDIVIDUALĂ:* Atitudine de atașament și de susținere a unei persoane în rezolvarea problemei altei persoane;
- *NAȚIONALĂ:* Implicarea unor comunități în soluționarea constructivă a unor probleme în cadrul unei națiuni;
- *INTERNAȚIONALĂ:* Cale de rezolvare a problemelor globale ale omenirii.

Lecția III

Diversitatea identității personale

Obiective / competențe

- Dezvoltarea capacităților de a dialoga și coopera în condițiile acceptării pluralismului și valorizării pozitive a diferențelor;
- Să aprecieze diferite perspective de gândire și acțiune.

Strategii didactice

Expunerea, dialogul, comparația, caracterizarea

Resurse

Materiale: fișe de lucru individuale, chestionare

Timp: 50 minute

Criterii de evaluare

- completarea fișelor, expunerea orală
- rezolvarea chestionarelor, pe baza cărora se stabilesc trăsături de caracter

Descrierea lecției / Scenariu didactic

1. Moment organizatoric - 2 minute
2. Se anunță tema lecției: Diversitatea identității personale - 1 minut
3. Fiecărui elev i se distribuie câte o fișă cu „Steaua Sinelui” - 15 minute
4. Se prezintă opțional rezultatul fișelor - 10 elevi x 2 minute
5. Se împart celorlalți elevi (care nu au prezentat) un chestionar intitulat „Vânătoarea de oameni” (Lecția III – Fișa 1) - 10 minute
6. Profesorul formulează o concluzie (Lecția III – Fișa 2) - 2 minute

Lecția III – Fișa 1

Chestionar „Vânătoarea de oameni”

Puneți următoarele întrebări colegilor, urmând a nota în dreptul întrebării numele și situația

1. Cine s-a simțit mândru de curând?
2. Cine s-a simțit exclus/ă de curând?
3. Cine s-a simțit furios/ă de curând?
4. Cine a avut de curând un mare succes?
5. Cine se simte încrezător deși a fost lovit?

Ca și concluzie se va stabili pentru fiecare elev o trăsătură de caracter (ex: îngâmfat, marginalizat, optimist etc.)

Lecția III – Fișa 2

Kahlin Gibran

„Arcașul vede urma pe poteca infinitului și vă îndoiește pe poteca lui pentru ca săgețile lui să zboare repede și departe.

Lăsați-vă îndoiiți cu bucurie de mâna arcașului;

Căci tot așa cum el iubește săgeata care zboară, iubește și arcu care stă pe loc.”

În concluzie putem afirma că școala este un sistem compus din unități diferite, persoane, grupuri definite prin atitudini, comportament personalizat.

Acceptarea diferențelor și valorificarea lor în școală este o condiție a succesului școlar. Diferențele inevitabile pot genera conflicte, evenimente nedorite. Un conflict nesoluționat afectează în mod indirect eficiența oricărui tip de organizație.

Noi am urmărit prin acest proiect, ca toți colegii noștri să aibă sentimentul obținerii unui câștig. Schimbări spectaculoase nu au loc de la o zi la alta, dar am demonstrat că prin perseverența noastră și prin voința fiecăruia nu există „nu se poate”.

Dincolo de ce ne apropie, atitudinea tolerantă de acceptare și recunoaștere a diferențelor dintre persoane, poate fi garanția unei cooperări și conlucrări pentru un scop comun.

Activitățile desfășurate în cadrul proiectului au demonstrat că integrarea în societate este garantată de un raport echilibrat între aspirații, nevoi și experiență.

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COLEGIUL NAȚIONAL „MIHAI EMINESCU”- PRINDE VIAȚĂ ȘI CULOARE

Iată câteva crâmpie din activitatea extrașcolară a liceenilor, în cadrul acțiunilor organizate de Prof. Dr. Manea Anemaria Ștefania, consilier educativ:

8 MARTIE – Ziua Internațională a femeii

Cu ocazia zilei Internaționale a Femeii, elevii liceului au dorit să le facă o mică surpriză doamnelor din unitatea noastră. Surpriza a constat în oferirea unei felicitări și a unui buchet de flori din partea fiecărei clase, alături de cele mai frumoase gânduri. Toate doamnele felicitate au fost bucuroase și pline de emoție.



9 MAI – Ziua Europei



Ziua Europei a fost marcată și în acest an la Colegiul Național „Mihai Eminescu” când curtea liceului a devenit mult mai colorată și mai veselă ținând laolaltă sute de zâmbete ale tuturor elevilor.

În cadrul acestei manifestări, fiecare clasă elevi a reprezentat o țară din Europa, printr-un moment artistic și un stand cu mâncăruri tradiționale. Aici s-a văzut latura artistică a elevilor, iar juriul a făcut un clasament. Elevii au fost premiați pentru munca lor și au dat dovadă de seriozitate și entuziasm. La această activitate au

participat toți elevii unității noastre. Toți elevii s-au implicat pentru câștigarea Marelui Premiu. După anunțarea premiilor, curtea școlii a devenit un mic ring de dans, astfel elevii bucurându-se de această zi.





DELIA DUMITRU, Președintele Consiliului Elevilor,
COORDONATOR: PROF. DR. MANEA ANEMARIA -ȘTEFANIA