



## **LUMA StarT Education Best Practices Award 2021**



**Jordan**

**Al Rajih Kindergarten & School**



# Description of practice

Thank God, peace and prayers on the Messenger of God and his companions and god..... And yet.

This is the final report of the Loma Start Best Practices Competition, which was adopted by Al-Rajeh Kindergarten and School in Amman- Java, Al Wafa district,

Under the title "Active Learning in Distance Learning" and seeking to be a leading school in education. As it provides all the potentials to learn and build the personality of learner in all fields. This competition was a gateway for the creativity of students through which we sail in the ships of creative and innovative ideas. To achieve the objectives of active learning in distance learning.

Al-Rajeh believes that there are no limits to creativity and despite the difficulties, teachers and students of Al-Rajeh can always achieve the best. We began working in the competition as a beautiful family made up of (managers, teachers, students and parents). We all worked hard in harmony to achieve the best and highest for our student to overcome all adversity. As well as link learning in his/her life through active learning, learning projects and integrative orientation in education.

Come on, follow me with the story.....

The contest poster was made with great enthusiasm and then:

Several projects started from the KG1 class designing a robot consisting of engineering forms. Consisting of simple materials from the students' environment and recycling them to make a robot. Then the classes of KG2 made models and projects about the senses of taste and touch in addition to planting. Through the planting of three plants:

The first plant had all the elements needed to achieve a successful plant. Some elements were removed from the other two and monitored the growth of the plant. The plant which had all the elements were available grew well and the others did not. The other swere challenged with the family members to test the sense of taste, touch and grow hopes and ambitions to embody the first grade student. The line of numbers on the ground and then jump count on the number line. Then linking the number line to the components of the animal body (head / limbs /trunk). The project was made of collecting numbers from your imagination. Then representing the role of the farmer in the field and picking some fruits. Followed by collecting fruits and those results status. The project was linked to the lesson of plants (and what can be eaten? Stem/ leaves/ roots? ). Then a project of healthy breakfast was held and related to the lesson of food sources, for example: (eggs are from chicken). The students did not stop al-Rajeh, to invite the student of the second grade to work on the

project of creative data processing in the form of stereoscopic. Also putting models of pets and non-pets and asking family members about their favorite animal and monitoring the results on the stereoscopic. In innovative ways such as pasta/smiley face and other models then worked on the zoo project linking it to mathematics. By collecting the mass of the animal and comparing it to the mass of the other animal (e.g., what is the result of adding the elephant's weight and the lion's weight? ..... And then the third grader was able to distinguish the types of power (push/pull). Working on the model of rapid force of gravity using simple machines and the oblique surface of cardboard or wood, which is a fast track of cars. Then gathered with the space and the most beautiful projects were made about the universe. The sun's body/ moon / and the stereoscopic of the moon/ and a stereoscopic figure of how the night and day? Then the students of the fourth grade landed on the ground to do an engineering city. While using different lengths and types of angles and parallel

lines so the beautiful city of Rajah became creative. Then the fifth graders made the volcano stereoscopic and chemical reactions (using carbon, vinegar / or mentus and seven up). Integrate it into the subject of science ecosystem, and then grow dreams to become a reality to enlighten our projects. With the project for the sixth graders electric circuit accomplished by students with brilliant creative ideas with their parents cooperation. Including the science unit parts of the gyro system and some of them linked it in the subject of Arabic and English. They did not forget to link it in the subject of mathematics by solving some linear equations and who must correctly illuminate the lamp and so until the whole model shines, creativity did not stop. We extended bridges of learning to write different stories languages with the cooperation of students and their love to learn their title (learning without borders). The story of the Arabic language entitled Learning in the time of Corona (and the Story of the English entitled

(Tomorrow is better) The mechanism of writing the story was with a group of students. A student starts with the first paragraph and the other completes so that the story becomes useful and completed and contains all the short story elements that they learned.

The practice also included an exhibition of student projects and a committee of individuals. That were inside and outside the school was formed to evaluate the work of the students and then honor the winning projects.

Then a visit to the center of the children's house for care and the arts. This center takes care of children (such as nursery from the age of 6 months to six years). They loved the school by spreading the experience of active learning to benefit the children of the center. Through the manufacture of some kind mechanical and motor activities consisting of colored cardboard, non-leveling, rubber and some recycled materials. To make a mechanical car and bird while a moving worm and thus spread happiness on the faces of



children after the stone that had negatively affected their psyche.

Then the school made a public invitation on Facebook for schools, teachers and anyone who likes to benefit from the experiences. Aiming to those most likely in active learning during the distance learning period and what are the challenges and what achievements the most likely achieved. With a presentation of some student projects and also offered guests some electronic programs used by the teacher of rajah. To activate active learning during distance learning (Nerbod / I am a puzzle / Games Powerpoint / Platform teams The students from AL-Rayyan School thanked us for the meeting and thanked us for the benefit we have given them. Especially under these difficult circumstances, as were the attendees of some mothers who enjoyed the meeting and the service provided by the school. Of course, al-Rajh aspired to cooperate with local institutions, but because of the circumstances of Corona, this was limited and limited to that.



Thus, we conclude what is included in the practice  
(active learning in distance