



Dear Partners; we are inviting you participating Comenius projects. If you are eligible for Comenius project, we will be happy collaborating with you. But we can only one institution from same country. Below you will find the short summary of our project. Please fill and send us partnership form immediately. PLEASE FILL THE FORM http://www.mutlubirey.net/partner_search.doc and send us filled form PLEASE WRITE CODE TO SUBJECT OF YOUR E-MAIL. Send your e-mail to euprojectteam@gmail.com THANKS... www.mutlubirey.net Project Team of Happy Kids

WE ARE SEEKING PARTNERS FOR OUR TURKISH SCHOOLS COMENIUS PROJECTS

COM-1 [MY FATHER IS MY HERO - Fathers participation to education proses](#)

COM-2 [DEALING WITH FEELING - Working about feelings](#)

COM-3 [YES WE WANT PEACE IN EVERYWHERE - Soliditary for Peace and Discovering Other Cultures](#)

COM-4 [FAMILY LEARNING WEEKS - Learning together](#)

COM-5 [MY OWN MOVIE - Producing own movies, making school environment happy](#)

COM-6 [I LOVE MATH - Preventing Math Phoby](#)

COM-7 [TRADITIONAL DAYS - Celebrateing Styles of Traditional Days](#)

COM-8 [LEARNING STYLES - Discovering Learning Styles](#)

COM-9 [NO PANIC WE CAN SAVE OUR PLANET - Keep Clean the World](#)

COM-10 [MY MUSICAL TALENT - Musical issues](#)

COM-11 [SELF CONFIDENCE - SELF RESPECT](#)

COM-12 [LET'S TELL US YOUR IMAGINATION ABOUT SCHOOL](#)

COM-13 [I WANT TO SPEND MORE TIME WITH MY MOTHER](#)

COM-6: I LOVE MATH

Math phobia is something that lots of people think they have. I happen to think it doesn't exist, except as bad early teaching (by a teacher who wasn't fully comfortable with math

himself) that we should help you overcome. But lots of people believe it's real. So the topic is one that lots of you might be interested in.

Math anxiety is a fear that you will fail to understand and do mathematics. Some math anxious people even have a fear of math itself; it's called math phobia. The incidence of math anxiety among college students has risen significantly over the last decade. Many students have even chosen their college major in the basis of how little math is required for the degree. Math anxiety has become so prevalent on college campus that many schools have designed special counseling programs to help math anxious students. Math anxiety is an emotional, rather than intellectual, problem. However, math anxiety is a vicious circle because it interferes your ability to learn math and therefore results doing worse at math.

What Causes Math Anxiety? Math anxiety does not have a single cause. Often math anxiety is the result of a student's negative or embarrassing experience with math or a math teacher in previous years. Such an experience can leave a student believing him or herself deficient in math ability. This belief can actually result in poor performance, which serves as confirming evidence to the student. This phenomenon is known as the self-fulfilling prophecy. Math anxiety results in poor performance rather than the reverse.

It's just not fair!

Math does not hate you.

Math does not deserve your hate.

It deserves your understanding..., your patience...your acceptance of its weird little habits.

"I'm dumb in math!" "I'm never going to use this stuff," Math is stupid!" "I HATE MATH!" More heartfelt sentiments have probably never been expressed. Students, who struggle in math, especially now during this phase of inappropriate acceleration we see in the schools, experience undue stress and anxiety on a daily basis. These students have the sense that they are as smart as their peers, but their frustration is compounded because others seem to get it "faster and better." It is important to note that students who struggle in math are as smart as their classmates, but typically, they lack the underlying development that supports their ability to make and retain essential connections in math. Besides this, parents have the sense that their children will be in struggle with math when they start school.

David Berg, founder/director of the Making Math Real Institute and creator of the Making Math Real Multisensory Structured Methodologies have explained that the successful remediation for the learning disabled or the learning different student of any age requires;

- understanding and identifying the precise cognitive development that supports math

learning

- assessment to determine what development is already in place and which areas need further development
- such methods to integrate that development within every lesson and activity
- comprehensive knowledge and understanding of the state standards at every grade level
- ongoing communication with classroom teacher/school and the home to monitor all progress
- familiarity with a wide range of math text used in public and private schools
- A safe, therapeutic environment for the student (it does not feel like school) to receive prescriptive activities of appropriate challenge that directly address the goals and objectives determined through rigorous assessment and subsequent remediation plan

In our project we will assist students and teachers to overcome their math phobia by showing them that math is not a something to be afraid of. We will assist students and teacher to implement this quote in their life; "Before you know it math will be in your heart".

We will work reducing our students Math Anxiety in Ten Strategies for Reducing Math Anxiety

Math anxiety is not a reflection of your true ability to pass math.

Review and learn basic arithmetic principles and methods. Many students, perhaps because of early negative experiences, never really developed a solid foundation in basic arithmetic, particularly multiplication and fractions. Because math is an accumulative discipline, that is complex concepts are built cumulatively on more simple concepts, a student who has not developed a solid arithmetic foundation will have trouble learning higher order math. A remedial course or short course an arithmetic is often a significant first step in reducing the anxiety response to math.

Be aware of thoughts, feelings, and actions as they are related to math. Math anxiety affects different students in different ways. It's important to be familiar with the thoughts you have about yourself and the situation when you encounter math. If you are aware of unrealistic or irrational thoughts you can work to replace those thoughts with more positive and realistic ones.

Seek help! Math anxiety is learned and reinforced over a long period of time and therefore is not quickly eliminated. A student can reduce the anxiety response more effectively with the help of a number of different services. Staff counselors can help students analyze their psychological responses to math, learn anxiety management skills, and develop effective coping strategies.

Learn the vocabulary of mathematics. Often students do not understand the terms and vocabulary of mathematics. Math often uses words in a completely different way

than they are used in other subject. The term factor is an example. Students often confuse lack of understanding of terms and vocabulary with math ability.

Learn anxiety reduction and anxiety management techniques. Anxiety can greatly interfere with concentration, clear thinking, attention and memory. Students can learn relaxation anxiety management techniques that are very effective in controlling the emotional and physical characteristics of anxiety that are interfering with mental processing capabilities.

Work on having a positive attitude about math. Having a positive attitude will build self-confidence and thus reduce anxiety.

Learn positive self-talk. Giving yourself positive self-talk helps to counter and overcome your belief in the math myths or to stop playing mind games on yourself. Positive self-talk is effective in replacing negative thoughts, which create anxiety with positive thoughts that reduce anxiety.

Learn effective math class and study techniques. Students who fear math often avoid asking questions to save embarrassment, sit in the back of the classroom, fail to seek help from the professor, and usually put off studying math until the last moment. All of these negative behaviors are intended to reduce the student's anxiety but actually result in more intense anxiety.

How to learn and perform better in math classes. First, sit near the front of the class where you will experience fewer distractions and feel more a part of what is being discussed. Second, if you have questions, ask! Rest assured that you are not the only one who has the same question you want to ask. Don't be afraid to seek help from your professor after class or during office hours. Third, prepare! Read the textbook material before it is discussed in class. Do the problems. **Math skill comes from practice and repetition.** Finally, after class, review the material covered again.

Do your math homework first, the other subjects after it.

Objectives of the project:

- To decrease the sense of children will struggle in mathematics and increase the success in math.
- To assist the teacher in preventing math phobia of students and parents.
- To create opportunity to empathize
- To create an educational model which provides mathematics in funny way
- To go down the anxiety for the children, parents, teachers
- To guide students through the concrete, semi-concrete, semi-abstract, and abstract levels
- To develop higher order thinking skills in students
- To develop students' ability to retain what they have learned
- To take the lead to make learning mathematics fun for children or other kids.

Activities:

- **Training to teachers**

Academicians and Consultants will give a training course to teachers for preventing their student from math phobia. It will include methods which should be implemented if teacher faces a problem with a child who struggle in math.

- **Model-Classroom**

In this activity, there will be children who struggle in mathematics and those teachers who could take the training will teach them mathematics and they will see the results. Also the children will be given an questionnaire about evaluation their progress before and after.

- **“How to fall in love with Math” Competition**

In each country, there will be competition with a subject “Math is not a problem anymore”. This activity includes both students and teachers. In every country each student and teacher will choose a subject in math and then s/he will create a funny path to explain that subject. And these paths will be a part of the educational model in math teaching.

ACTIVITY TABLE

Approx startin g date	Activity/mobility description	Destination country (for mobility only)	Which partners involved
mm/yy			
02/2010	FIRST MEETING		ALL PARTNERS
03/2010	PREPARING A WEB PAGE FOR EACH PARTNER		ALL PARTNERS
04/2010	DETERMINING THE TRAINING OF TEACHERS CONTENT AND PLACES THAT WILL TAKE PLACE		ALL PARTNERS

	IN		
05/2010	" TRAINING TO TEACHERS" ACTIVITY		ALL PARTNERS
06/2010	TRANSLATION OF THE PRODUCT OF" TRAINING TO TEACHERS" ACTIVITY AND SHARING IT WITH PARTNERS		ALL PARTNERS
07/2010	SECOND MEETING (sharing the products of the activity, making an evaluation of the activity, sharing other thoughts about the activity ...etc.)		ALL PARTNERS
08/2010	UPDATE THE WEB PAGE IN REGULAR TIMES		ALL PARTNERS
09/2010	DETERMINING THE TARGET GROUP AND PLACE FOR THE "MODEL CLASSROOM" ACTIVITY		ALL PARTNERS
10/2010	PREPARING BULLETINS IN REGULAR TIMES		ALL PARTNERS
11/2010	THIRD MEETING (Evaluation of the first year...etc.) PREPARING AN E-BOOK AND CD/DVD ; includes the posters from each partner and the		ALL PARTNERS

	videos from each exhibition.		
12/2010	MODEL CLASSROOM ACTIVITY		ALL PARTNERS
01/2011	TRANSLATING THE PRODUCTS OF "MODEL CLASSROOM" ACTIVITY INTO ENGLISH AND SHARING IT WITH PARTNERS		ALL PARTNERS
02/2011	4 TH MEETING (evaluating previous activities and how to do discussion platform of the partners)		ALL PARTNERS
03/2011	PREPARING " how to fall in love with math" COMPETITION TAKE PHOTOS FROM THE COMPETITION		ALL PARTNERS
04/2011	TRANSLATING THE PRODUCTS OF " How to fall in love COMPETITION"ACTIVITY INTO ENGLISH AND SHARING IT WITH PARTNERS		ALL PARTNERS
05/2011	PRODUCING A BOOKLET FROM THE PRODUCTS OF " how to fall in love with math" COMPETITION		ALL PARTNERS

06/2011	<p>5 TH MEETING</p> <p>(discuss the answers of the suggestion list and make a statistics during the meeting, classify the problems and solutions, compare the problems and the given solutions)</p>		ALL PARTNERS
07/2011	<p>PREPARING an E-BOOK , and CD/DVD about the attempts for the solutions (by getting the competition results an education model will be produced) (the common involvement of partners)</p>		ALL PARTNERS
08/2011	<p>PREPARING BULLETINS IN REGULAR TIMES</p>		ALL PARTNERS
09/2011	<p>Preparing final report</p>		ALL PARTNERS