

Teachers' booklet

A Collection of
Educative Practice Descriptions

2019



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Trainees' booklet

COLLECTION OF EDUCATIVE PRACTICE DESCRIPTIONS

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INTRODUCTION

This electronic publication contains a collection of exemplary practices in value education, resilience training and other pedagogic approaches allowing a balanced dealing with the diversity in the classroom and inclusive education for children from disadvantaged background.

The selected practices provide information which aims to educate the community on the particular approach and the aim of the activity. The booklet can be a valuable resource for teachers and educators and can support the sustainability and upscaling of the MOV-UP project.

The booklet is an open education resource with the full respect to the authorship on the practices included in it.

The MOV-UP project team

4 EMOTIONS: HAPPY – SAD – ANGRY - AFRAID	
Target group	4 - 5 year olds. Kinder 2 class.
Duration	Minutes / lessons / sessions; 2 lessons, approx. 45 minutes each in two consecutive days.
Expected learning outcomes	The children will be able to observe, identify and mention different basic emotions by observing facial expressions and body language. They will be able to identify being happy, sad, afraid or angry.
School subjects + topics concerned	<u>Topic:</u> Me, my family and the people around me.
Methodologies	<ul style="list-style-type: none"> ✓ Story telling ✓ Resilience curriculum ✓ Social and emotional learning
Place / Environment	Activity to be done in the classroom. Children are encouraged to sit comfortable on the carpet and then move near the table to draw or paint.
Tools / Materials / Resources	<u>Description of resources needed:</u> RESCUR book, Ćika and Žigu, triangle (instrument) for mindfulness session, picture cards/ photos of children showing different emotions. 4 charts each with a different heading – happy, sad, angry and afraid. Blank paper for drawing/painting depending on which medium the children wish to use. Paint and crayons.
Step by step description of the activity	<ul style="list-style-type: none"> <input type="checkbox"/> Mindfulness session. <input type="checkbox"/> Read story (page 26) <input type="checkbox"/> Ask the children to describe all the emotions that Ćika experienced. <input type="checkbox"/> Encourage the children to say the story again thus remembering that Ćika was worried, angry, sad and finally happy. <input type="checkbox"/> The teacher models a sad face while the children try to guess what the teacher is feeling. Repeat with all 4 basic emotions. <input type="checkbox"/> Encourage a child to make a sad face etc while the rest of the class try to guess which emotion he is doing. Repeat with all 4 emotions. <input type="checkbox"/> Discuss which symbol we can use to represent each emotion. Example: tear drop represents sadness. <input type="checkbox"/> Ask the children to sit down on their chair and each take a photo from the box they have on their table. <input type="checkbox"/> Encourage each child to identify which emotion is on the picture, and if the rest of the students agree with him/her they stick it on the correct chart. <u>Example:</u> happy photo on the happy chart.

	<ul style="list-style-type: none"> <input type="checkbox"/> Using crayons or paint the children are encouraged to draw a happy/ sad face. <input type="checkbox"/> Praise children for their drawings. <input type="checkbox"/> Children help to clean up. <input type="checkbox"/> All the class joins in to sing “If you are happy and you know it clap your hands”.
Feedback	Home activity paper found on page 28.
Assessment & Evaluation	Guessing which emotion is featured on the photo the child has chosen. During group activity the children are asked to paint / draw different emotions.
Tips for educators	Group children using paint on one table and those children using crayons on another table. I prefer using A3 paper for painting and A4 paper for drawing for crayons.
Intellectual property rights (IPR) / Origin of the activity	The lesson is taken from the book “Surfing the waves” Rescur - Early years.

NO-BOT, THE ROBOT WITH NO BOTTOM	
Target group	Age; 3 to 4-year-olds; Education level; pre-primary Any previous skills required; communication and social skills
Duration	1 session divided into 3 parts. First 20 minutes for the pre-reading activity, 20 minutes for the actual story-telling, and another 20 minutes for the post-reading activity.
Expected learning outcomes	To learn about different parts of a robot. To discuss the different places where robots can go. To notice the creativity emerging from the different animals in the story. To develop the capability of making connections. To increase concentration. To provide children with the opportunity to use their developing memory. To learn how to make connections. To develop communication skills. To make use of puppets during sotry-telling.
School subjects + topics concerned	Subject: English language Topic of interest: Robots
Methodologies	<ul style="list-style-type: none"> ● Story-telling; reading the story as a whole class ● Social and emotional learning; sharing with the other children what their favourite character is and helping each other during the post-reading activity.
Place / Environment	Classroom; as a whole class for the story-telling and one by one the children participated in the pre-/post-reading activity.
Tools / Materials / Resources	<ul style="list-style-type: none"> ● Storybook of 'No-Bot, the Robot with No Bottom' by Sue Hendra ● Pictures put up on the interactive whiteboard related to the story showing the different characters and what objects they used the robot's bottom for ● Handmade puppet of a robot
Step by step description of the activity	<p>The pre-reading activity consists of mentioning the author of the book as well as reading its title. Then, mention the things on the front page.</p> <p><u>Step 2:</u> The children will stand up and tell their friends about their favourite character, as they would have already listened to the story on another day. This will help them develop communication skills as well as social skills, since by time they would not be so sceptical about speaking in front of others.</p> <p><u>Step 3:</u> Read the story slowly and make reference to any details like the way the characters look.</p> <p><u>Step 4:</u> Use the hand puppet to grab the children's attention.</p>

	<p><u>Step 5:</u> For the post-reading activity, pictures of the characters in the story, as well as pictures of anything they used the robot's bottom for/what the robot thought they were using it for should be shown on the interactive whiteboard. For instance, a picture of a drum since the bear turned the robot's bottom into a drum.</p> <p>The post-reading activity is a memory game for the children where they have to pair up the character with what they used the robot's bottom for. This will also serve as a conclusion to the activity.</p> <div data-bbox="491 546 842 1167" data-label="Image"> </div> <p><u>Photo showing the handmade puppet of a robot and the storybook in the background.</u></p> <div data-bbox="699 1249 1401 1738" data-label="Image"> </div> <p><u>showing the different pictures used during the post-reading activity.</u></p>
<p>Feedback</p>	<p>A simple activity during circle time can be enough to find out whether the children have enjoyed the activity and if they can now remember more what happened in the story.</p> <p>Maybe a modification of the activity can also be discussed so as to make the activity more engaging and hands-on for the children.</p>
<p>Assessment & Evaluation</p>	<p>During the pre-reading activity or other related activities conducted on the following days, the educator can assess whether the children remember well the different characters taking part in the story.</p>

	<p>During the post-reading activity or activities which follow, the educator can notice the way children communicate and compare it to the communicative ability of the children in previous activities.</p> <p>During the story-telling, the educator can also observe whether the children are being more focused than usual or not.</p>
<p>Tips for educators</p>	<p>Time needed to prepare the necessary resources depends on the handmade puppet and time taken to find the different pictures. The hand puppet I made took me about an hour from start to finish but the pictures not more than 20 minutes.</p> <p>In order to make it easier for the children during the pre- and post-reading activities, educators can ask questions to facilitate the children's learning and mode of thought. For instance, if the dog used the robot's bottom as a flowering pot, the educator can ask the children whether the dog put flowers or not in the robot's bottom. This would be particularly helpful to the children when they are trying to match the different characters to what they used the robot's bottom for and get stuck.</p>
<p>Intellectual property rights (IPR) / Origin of the activity</p>	<p>This activity was first conducted at St. Nicholas College, Rabat Primary School, Malta.</p> <p> NonCommercial (nc)</p> <p>I let others copy, distribute, display, perform, and modify and use my work for any purpose other than commercially unless they get my permission first.</p>

ENQUIRY INTO EMOTIONS	
Target group	6 to 16-year olds
Duration	1 lesson (40 minutes)
Expected learning outcomes	Learners will be able to: <ul style="list-style-type: none"> - recognise a variety of emotions; - express their emotions and the emotions of their counterpart in an articulated and reflective manner; - further develop their empathy skills.
School subjects + topics concerned	Personal, Social, Health and Economic Education (PSHE): <ul style="list-style-type: none"> - Health and wellbeing, incl. mental health; - Building healthy relationships. Arts: <ul style="list-style-type: none"> - use a range of techniques to record their observations and to express their feelings.
Methodologies	Didactics of Emotion
Place / Environment	Classroom
Tools / Materials / Resources	Enquiry into Emotions Chart (see Annex 1)
Step by step description of the activity	<p>Ideally, this activity will be repeated on a regular basis, weekly or biweekly, throughout a whole term. At the start of the term, learners are given a chart for them to record their feelings on a daily basis; they will also write a description of why they think they feel that way, and how they react to those feelings. When the charts are handed out for the first time, the learners are asked to imagine to be an animal of their choice. They are then asked to fill in the chart based on the feelings they attribute to their animal. This brief exercise will help them to understand how to use the chart, how to articulate and express the feeling of emotions, as well as how to reflect on reactions to specific emotions.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  </div> <div style="width: 45%;">  </div> </div> <p>At the end of each week, learners are chosen at random to reflect on their notes, first in a conversation with the teacher and then in a discussion with the whole class. The reflections will include considerations whether their reactions to the emotions were relevant and appropriate.</p>

	<p>It is important to retain that this kind of discussions contribute to the stabilisation of emotions, while a daily enquiry into emotions provide a therapeutic relief for young people.</p>
Feedback	<p>Learners will be asked to comment on four pre-selected moods: happy, sad, angry, fearful.</p> <p>The comments are attempts to explain the mood, based on very personal situations or specific events. The ensuing discussion will enable to turn the mood and emotions experienced into something tangible.</p> <p>The teacher will moderate the discussion, introducing leading questions, e.g. “Can we see happiness, sadness, anger or fear?”; “How does happiness look like?”; “How does sadness taste?”; “Can we touch anger?”</p> <p>Learners can then be asked to create artwork illustrating moods and emotions, in a variety of formats (e.g. painting, story book, music, video, etc.)</p>
Intellectual property rights (IPR) / Origin of the activity	<p> ShareAlike (<u>sa</u>)</p> <p> Attribution (<u>by</u>)</p> <p> NonCommercial (<u>nc</u>)</p> <p> NoDerivatives (<u>nd</u>)</p>

SINCERITY AND LIES	
Target group	9-year olds
Duration	1 lesson (approx. 45 minutes)
Expected learning outcomes	Learners will be able to: <ul style="list-style-type: none"> - express themselves with simple statements, both orally and in writing, with regards to different situations of civic life - prove the desire to join the activities of specific groups - formulate simple sentences of support or rejection in the resolution of dilemmas Operational objectives for learners: <ul style="list-style-type: none"> - talk about themselves - identify positive and negative behaviours in written text - recognise wordings that suggest a lie - describe the right attitude to take in specific situations - proficiently collaborate with peers
School subjects + topics concerned	Native language (Turkish): <ul style="list-style-type: none"> - Formulate clear, accurate and coherent statements Personal, Social, Health and Economic Education (PSHE): <ul style="list-style-type: none"> - Develop basic social and civic skills
Methodologies	conversation, dialogue, exercise, brainstorming, explanation, observation, reading
Place / Environment	Classroom
Tools / Materials / Resources	textbook, worksheets, ball
Step by step description of the activity	<p>Preliminary Information</p> <p>In order to set the tone for the lesson, the teacher will pass a ball from one learner to another. Whoever receives the ball will state what they think is their main quality.</p> <p>Introduction – check pre-existing knowledge</p> <p>The teacher displays pictures and labels of some moral traits on the blackboard, in order to revise them. The learners go up to the blackboard and position the correct labels on each picture.</p> <p>The teacher asks learners to describe positive behaviours displayed by their peers and to talk about them.</p> <p>Formulation of the topic</p> <p>The teacher explains this will be different from the other standard lessons. Learners will practice aspects of positive and negative behaviours, such as being sincere and lying. The teacher writes the title of the lesson on the blackboard, for the learners to copy it in their notebooks, and explains what the objectives of the lesson will be.</p>

**Learning Process**

The teacher asks learners to split in groups, according to the number on the label that they were given. The groups will then be further split in three, based on roles: writers, mimes and artists.

Group work

Each team receives a worksheet depending on the type of dominant intelligence.

- The writers will write sentences about sincerity and lies.
- The mimes will act out specific behaviours connected to sincerity and lies.
- The artists will draw images of sincerity and lies.

Example based on the following quote: “A *lie* can travel halfway around the world while the truth is putting on its shoes”.

The writers explain the meaning of it in words, the mimes use gestures and the artists draw a picture.

Individual work

The learners read the text from their books and underline the situations where sincerity and lie meet. The learners then report on their work to a peer, and afterwards to the whole class.

Conclusion

The teacher asks the learners if there are similarities and differences between sincerity and lies and asks them to complete a chart. The conclusion should be that it is best to always tell the truth and that lying can have bad consequences.

Evaluation

The teacher hands out worksheets, in which learners have to complete sentences by filling in the gaps with relevant words.

The learners compose a poem called “Quintet about Sincerity or Lies”, by following these instructions: the title is “Sincerity or Lies”, the second verse needs to contain two adjectives that describe the title, the third verse needs to contain three verbs in the gerund form, the fourth verse has to be formed by a sentence of at least four words about a specific behaviour connected to the topic, while the fifth verse needs to contain a key word about sincerity or lies.

Reflection

The teacher hands out reflection notes to identify the more troublesome and the rather enjoyable parts of the lesson, as well as the content learned.

<p>Assessment & Evaluation</p>	<p>Formative: During the lesson, the teacher assesses the learners' activity and provides constructive remarks and encouragement.</p> <p>Peer-to-peer: At the end of the individual work, learners report on their work to a peer and exchange inputs and opinions.</p>
<p>Intellectual property rights (IPR) / Origin of the activity</p>	<p> NonCommercial (nc)</p> <p>You let others copy, distribute, display, perform, and (unless you have chosen NoDerivatives) modify and use your work for any purpose other than commercially unless they get your permission first.</p>

WHAT IS HAPPINESS?	
Target group	4-5 year old children
Duration	30 minutes
Expected learning outcomes	Children can recognise their feelings (happiness) and can describe it in different ways, using symbols (doll).
School subjects concerned	Understand emotions and learn how to express them, problem solving skills; language field.
Methodologies	<ul style="list-style-type: none"> • Didactics of Emotion • Social and emotional learning
Place / Environment	Venue for a group.
Tools / Materials / Resources	Colorful paper, scissors, glue, doll template (made by partners from Italy), paper house for dolls.
Step by step description of the activity	<p>Children come to morning circle. Teacher shows move and say hello to children. Children need to repeat the move and say hello to teacher. Each child creates his own move and say “Good morning” to his classmates. Other children repeat move and say “Good morning”.</p> <p>Everybody can take a seats. Teacher asks “When are you feeling happy?” (Each child needs to reply to question)</p> <p>Teacher asks to close their eyes. Teacher asks “What is the colour of happiness?” (Each child needs to reply to question)</p> <p>Teacher asks to take a deep breath - inhale. Teacher asks “What is the smell of happiness?” (Each child needs to reply to question)</p> <p>Teacher invites children to gather around the table. Teacher presents her doll. She says that doll will be really happy if she would have more friends. Teacher invites children to create their own dolls. Each child can choose template, add different clothes, hair and etc. All dolls are accommodated in happy doll house.</p>
Feedback	Each student should get back to question why their doll feel happy. Also, say a compliment to doll.
Assessment & Evaluation	Each child’s doll will get positive evaluation.
Tips for educators	Prepare questions about happiness. It is better to work with small group (3-5 children in a group). It might be difficult for children to wait for their turn.
Intellectual property rights (IPR) / Origin of the activity	We used doll templates (from partners from Italy) and material from Malta university about social emotional competences.

LINES CONNECT US	
Target group	4 – 5 years
Duration	One week -1 lesson (40 minutes) per day
Expected learning outcomes	Learners will be able to - draw different forms of lines - recognise a variety of emotions; - express their emotions and their previous knowledge in an articulated and reflective manner.
School subjects + topics concerned	Social Studies
Methodologies	Art-based learning
Place / Environment	Classroom and outdoor lessons
Tools / Materials / Resources	Use A4 paper and one-meter long paper, watercolours, tempera, brushes
Step by step description of the activity	As students walk around the school yard, they drew their own favourite line in their clipboards. Next, they transfer it in one- meter long paper and join them together. In the gaps that were formed in between the lines each student placed their favourite colour. Finally, through their own intervention on the piece each one copied onto it their thoughts, desires and values. The activity lasted a week and was realised in the last phase of the local history program capturing all students' trajectories through time.
Feedback	The final piece of art
Assessment & Evaluation	The students observe every section of their piece and each one recall a place, an incident, a feeling from their trajectory/travel from the present to the past: “it reminds me of my school”, “it reminds me of the gate we saw”, “it reminds me of the grandfather’s house...”.
Tips for educators	That activity must be given time and space and it can be used as final feedback of a topic or a programme.
Intellectual property rights (IPR) / Origin of the activity	ShareAlike (sa) Attribution (by) NonCommercial (nc) NoDerivatives (nd)

NEIGHBORHOOD EXPLORATION	
Target group	4 – 5 years
Duration	2 lessons (40 minutes each)
Expected learning outcomes	Learners will be able to explore their neighbourhood, their environment. -observe the plants, the buildings, road signs, the church, the symbols, the market -record and sort their findings
School subjects + topics concerned	Social Studies, math's, space, research skills Observation and senses
Methodologies	Inquiry-based learning
Place / Environment	Classroom and outdoor lessons
Tools / Materials / Resources	Use a range of techniques to record their observations (camera, lenses, tape recorder, clipboard)
Step by step description of the activity	Children in groups, going outside of the school area, explore their neighborhood. Each group observe a different thing, for example, the first group observe the plants (nature), the second observe the buildings, etc but using the senses. At a second level, when the children return in classroom they present their findings to each other. They print the photos and they gather all their recordings and nature “treasures” from their walk and make a kind of top view. They discuss....
Feedback	Learners will be able: - to observe - to record - to sort their findings - to present their team work - to use their senses - to make top views
Assessment & Evaluation	They use their knowledge of this exploration to their play and to art expression
Intellectual property rights (IPR) / Origin of the activity	ShareAlike (sa) Attribution (by) NonCommercial (nc) NoDerivatives (nd)

MAKING FISH OUT OF USED CD'S	
Target group	Kinder 1 or Kinder 2: Ages 3-5
Duration	30-45 minutes (1 session)
Expected learning outcomes	<p>Learning Outcomes to strive towards:</p> <ul style="list-style-type: none"> - Recognising different colours of the gem markers, pompoms and glitter provided. - Working in a team and respect each other. - Following instructions and pay attention. - Seeking help when appropriate. - Using imagination and creativity to combine materials and/or equipment in new ways. - Exploring new classroom activities. - Asking questions to extend their understanding. - Demonstrating eye-hand coordination to perform fine motor skills
School subjects + topics concerned	<p>Subject: Reduce, Reuse & Recycle</p> <p>Activity is interdisciplinary</p>
Methodologies	<ul style="list-style-type: none"> ● Inquiry based learning ● Resilience curriculum ● Social and emotional learning
Place / Environment	<p>Classroom Needed</p> <p>Half class free play while other half doing the activity</p>
Tools / Materials / Resources	Used cd's, gem markers, glitter, pompoms, glue, cardboard
Step by step description of the activity	Gather the children in a circle and explain the activity. Half of the children will be playing in the role play area while the other half would be doing the activity. Start off by asking the children what they think is the use of cd's and to guess what we are going to do with the cd. Then tell the children to draw any pattern they like using gem markers and to add some glitters if they like. Then help the children to glue the rest of the fish. The other half would do the activity while the other half that were doing the activity first will go to play in the role play area.
Feedback	My role will be able to answer any questions asked by the children and start a discussion with them about the reusing of material. Furthermore, I will encourage children to use their imagination and increase their vocabulary.
Assessment & Evaluation	<p>Possible Questions to ask:</p> <ul style="list-style-type: none"> - What do you think is the use of cd's? - What do you understand when I say reduce, reuse or recycle?

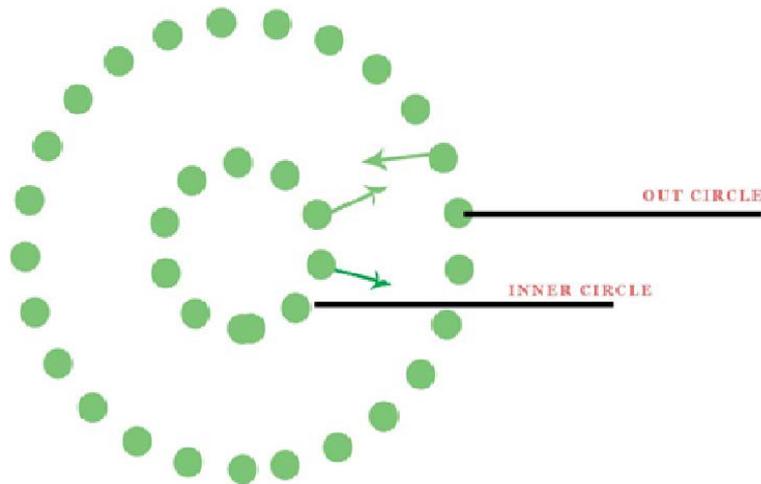
<p>Tips for educators</p>	<p>For the sensory activity, I would split the children in 2/3 groups. I could control more the children while giving them the support they needed and individual attention. One could sense that learning is taking place when children asks the educator questions.</p> <p>I believe that the way that I would present the activity is very good. It is important to include discussions with these children and get feedback on the activity done. I also realized that it is important to be flexible. Changes may be necessary according to the children's needs and interest.</p>
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DETECTIVES	
Target group	5 years old children
Duration	<i>60 minutes</i>
Expected learning outcomes	Children can notice and recognise different things, symbols. Also, children can say what you can do with these things; can work in groups.
School subjects concerned	Relationship between peers; environment understanding; research; initiative and tenacity.
Methodologies	<ul style="list-style-type: none"> • Inquiry based learning • Social and emotional learning
Place / Environment	Kindergarten area.
Tools / Materials / Resources	Cards with various pictures with things which you can find in kindergarten; white paper, scissors, glue, pencils and felt tip pens.
Step by step description of the activity	<p>Morning circle. Children will play game to improve their attention/concentration skills. Teacher says „Hello to everybody who are wearing red shoes“. Child who understood that it was for him says „Hello“ and continue game by adding some detail about other child (details from clothes or shoes). After a game teacher asks „ who is detectives? What they do? After everybody replies, teacher suggests to be detectives.</p> <p>Each child take card from bag. Each child finds who has the same card. In this way groups are formed. Each group will need to elect team leader. Leader will take picture from teacher. Tasks: to find things from the picture. Child will paint route where to find this thing. After coming back to the group all member will create a copy of thing from picture, explain where this thing is and present it to other groups.</p>
Feedback	Children should explain where they can find thing from picture and how to use it.
Assessment & Evaluation	Teacher will evaluate each child with positive evaluation. Teacher can elect fastest child, best presentation and etc.
Tips for educators	If students are interested they can use other group maps and try to find other things. This activity can be done in kindergarden yard, excursions and etc.
Intellectual property rights (IPR) / Origin of the activity	Ideas from Maria’s presentation (partners from Crete).

FAR - CLOSE	
Target group	5 years old children
Duration	<i>30 -35 minutes</i>
Expected learning outcomes	Children should understand what it means: far and close. Children can describe things which are close and far.
School subjects concerned	Understand environment; learning skills; artistic skills; research skills
Methodologies	<input checked="" type="checkbox"/> Inquiry based learning
Place / Environment	Group venue
Tools / Materials / Resources	White paper, water-colours, pens or pencils, felt tip pens, Paul Signac reproductions, computer, projector and loupe.
Step by step description of the activity	<p>Morning circle. Children are saying hello:</p> <p style="padding-left: 40px;">Hello to me (show to themselves)</p> <p style="padding-left: 40px;">Hello to you (show to a friend)</p> <p style="padding-left: 40px;">Hello what I see (show to both sides)</p> <p style="padding-left: 40px;">And close (show close)</p> <p style="padding-left: 40px;">And far (show far)</p> <p style="padding-left: 40px;">Hello I say to you.</p> <p>Teacher: What close things you can see? (Children reply)</p> <p>What far things you can see? (Children reply)</p> <p>Teacher asks children to sit as far as possible from the screen and shows Paul Signac reproduction from San Tropez series.</p> <p>Teacher: What can you see? (Children reply). Teacher invites children to come closer and reply to previous question (children reply). Children are invited to sit down and check reproductions with a loupe. Teacher asks what can they see?</p> <p>This artist style was to draw in small dots, if you sit close you can see dots, if you sit far you can see full view. Teacher invites everybody to create their own painting from dots.</p>
Feedback	Everybody check paintings from far and close distances. Children can say their feedback about all process, main idea.
Assessment & Evaluation	Prepare exhibition of all paintings.
Tips for educators	Prepare big screen with projector. First time suggest to draw small paintings so everybody would have enough patience to finish it.
Intellectual property rights (IPR) / Origin of the activity	Used material from Bulgarian and Greek partners

CHILDREN'S RIGHTS	
Target group	8 to 10-year olds
Duration	4 lessons: 160 minutes
Expected learning outcomes / Educational goals	<p>Learners will demonstrate:</p> <ul style="list-style-type: none"> - an awareness of existing children's rights, as captured in the UNICE declaration; - an understanding of the overall UNICEF declaration; - an understanding of concepts such as liberty, poverty, culture, governance, democracy and their importance and influence on children's rights. <p>Furthermore, learners will:</p> <ul style="list-style-type: none"> - work collaboratively; - further develop their communication skills as part of the collaborative approach; - make use of technology to research the topic and report their learning.
School subjects and topics covered	<p>History, Citizenship Education:</p> <ul style="list-style-type: none"> - World Organisations; - Ancient and Modern Democracies; <p>Geography:</p> <ul style="list-style-type: none"> - urbanisation and impacts on culture - patterns of demographics, incl. socio-economic aspects, etc. <p>Native language:</p> <ul style="list-style-type: none"> - Acquire and expand specific vocabulary - Write clearly, accurately and coherently - Adapt the writing style: <ul style="list-style-type: none"> o formal vs informal reporting o writing for an audience
Methodologies	Project based approach (multidisciplinary approach)
Place / Environment	Classroom, Wi-Fi connection for research purposes
Tools / Materials / Resources	<ul style="list-style-type: none"> - cardboards to make hats (head bands) - projector - cardboards (TREE) (Annex 3) - post-it notes - coloured pens /crayons - text of role cards - role cards (Annex 2) - posters - connected devices (one device can be shared across multiple groups) <p>Refer to Annex 2 for supportive material</p>

<p>Step by step description of the activity / content</p>	<p>1. Lesson 1: Introduction</p> <p>Using UNICEF resources, the teacher introduces the topic of children’s rights, the main driving force behind them, how they apply today, why they are important, etc. Different living conditions against a variety of geographical, political and socio-economic backgrounds are also explained.</p> <p>This will lead to the initial role play. The teacher asks the learners to wear a hat or headband with the name of their role written on it, for example:</p> <ul style="list-style-type: none"> - Refugee child - Disabled child - Child worker - Child soldier - A rich child - A poor child - Child exposed to violence - Homeless child - Child forced into early marriage - Child exposed to drug abuse <p>A group of learners stand in the inner circle and are not allowed to see the writing on their own hat, i.e. they ignore their own role. The other learners stand in the outer circle and are allowed to give instructions.</p> <p>The learners in the inner circle ask the learners facing them at least 5 questions which can be answered by “yes” or “no” only, for instance:</p> <ul style="list-style-type: none"> - Do I live in my own country? - Am I able to eat lots of tropical fruits or sweets? - Do I have to work? - Can I go sailing during my Summer holidays? - Does my mother cook nice food at home? - Do I sleep in a house? - Am I always crying? etc. <p>Having asked 5 questions, the learners wearing a hat will try to guess their role. Those who guess correctly will keep their hat. If a learner is unable to find out their role, the learners on the outer circle will give them some clues, for example:</p> <ul style="list-style-type: none"> - You had to emigrate because of war. - You are able to eat expensive food. - You have to get help for your daily life. - You need a warm place to sleep - You do not attend school education ... etc.
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If, after receiving a few more clues, a learner is still unable to find out, their role will be revealed to them.

Less common words will be written on posters displayed in the classroom, so learners can look them up at any time. All roles are explained in writing on the back of the posters.

2. Lesson 2: Deeper learning

The teacher asks the learners to form a large circle and hands out some role cards, which the learners have to read. Each card defines a different role that children play.

The teacher will then start to describe some situations and, if the situation applies to their role, the learner will take one step forward. These are a few examples of situations being described:

- You eat at least one hot meal a day.
- You are regularly given candies by your parents.
- You find it difficult to look after your own personal care.
- You do not make use of weapons.
- You need extra psychological help.
- You clean your house daily and take care of your baby.

At the end of the exercise, the learners will be standing in different places in the circle; most of them will be in the outer circle, those who took several steps will be further inside. The teacher will then ask them why some are standing on the inside and others on the outside.

This will lead to a brainstorming about their rights. (Are there rights for children? Who conceived them? How can they be safeguarded? How can they be extended to all children? etc.). The teacher facilitates a conversation about their own declaration of rights, asking learners to write down what they consider to be the most important rights and challenges (e.g. top 3 rights in order of importance, top 3 challenges in order of complexity, etc.). The learners will be asked to justify their selection and priorities by discussing it with their peers.

	<p>3. Lesson 3: The tree of rights</p> <p>A cardboard tree is handed out to the learners, who are split in groups of three or four. Within the groups, they will discuss and write about the children's rights.</p> <p>On the branches of the tree posters they will write the rights they expect to be in a declaration of children's rights.</p> <p>Each group will select a learner to share what they have written by reading it aloud. After each group has shared their own findings, the whole class discusses what else could be added. Afterwards, UNICEF leaflets are handed out, and the learners will review the content. Back in their groups, learners will identify the rights missing from their own trees and add them by writing them on stickers.</p> <p>As a follow-up, the learners will be asked to assign the rights listed on their tree to one of the main areas:</p> <ol style="list-style-type: none"> 1. politics 2. governance 3. health 4. economy 5. education <p>They can do this by adding the relevant number against the rights listed, or by colour coding them, or by adding a sticker with the main area on it against each right written on the tree, etc.</p> <p>4. Lesson 4: Conclusion and reflection</p> <p>Students can be asked to reflect on the topic in a variety of ways.</p> <ul style="list-style-type: none"> - Working in groups, draft a motto about children's rights. - Prepare a public service announcement, using this video as an inspiration https://www.youtube.com/watch?v=ldd4q_y1_6E - Compose a jingle for an add. - Write a news story. - Write a poem. - Summarise all their learning in a short video.
<p>Assessment & Evaluation</p>	<p>Own video and poster production, done in groups at the end.</p> <p>Students can be asked to reflect on the topic in a variety of ways.</p> <ul style="list-style-type: none"> - Working in groups, draft a motto about children's rights. - Prepare a public service announcement, using this video as an inspiration https://www.youtube.com/watch?v=ldd4q_y1_6E - Compose a jingle for an add. - Write a news story. - Write a poem. <p>Summarise all their learning in a short video.</p>
<p>Tips for educators</p>	<p>UNICEF resources, leaflet read it before.</p> <p>https://www.unicef.org/child-rights-convention</p> <p>https://www.unicef.org/child-rights-convention/resources</p>



<p>Intellectual property rights (IPR) / Origin of the activity</p>	<ul style="list-style-type: none">  ShareAlike (sa)  Attribution (by)  NonCommercial (nc)  NoDerivatives (nd)
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THE BIRTHDAY OF THE PARK	
Target group	3 - 4 years old
Duration	One or a half day.
Expected learning outcomes / Educational goals	<p>Children will develop their:</p> <ul style="list-style-type: none"> - emotional experience; - creativity; - collaborative skills; - self-respect; - self-confidence; - curiosity; - musical abilities. <p>This lesson will improve communication between children and their parents. Children will bravely invent their own games when they are in the park after this lesson. They will try to imitate the sounds of different birds and animals that we can find there.</p>
School subjects + topics concerned	Native language, Biology. Environment, me and my family, season, weather, calendar, environmental protection. Art: theater, music, dance.
Methodologies	Art-based learning Story telling Didactics of Emotion Social and emotional learning Research and observation Use communication to build trust between each other
Place / Environment	In the kindergarten, in the yard of the kindergarten, in the mountains or in the park
Tools / Materials / Resources	8 pictures, a camera, sheets of paper, a pen
Step by step description of the activity / content	<p>On 28th may is the international day of the parks. Children create a text of a song themselves. With the help of the music teacher we made the music to the lyrics.</p> <p>The most important thing is that children have the opportunity to express their joy and pleasure to be free in the park (an outdoor place) and to invent their own games there.</p> <p>At the kindergarten and home the adults always conduct children's games. In the park children feel free.</p> <p>The lesson starts with an interview - I asked them what they feel when they look at the pictures I have prepared (8 images). I make a video of the children and their reactions and emotions while we are talking about the park. The park has a birthday like us - people. We have to keep it clean. But why? Why we have to keep the trees, swings, slides and all the facilities in the park? To give me an answer, I ask them how they feel, when they see a broken swing, slide, bench, etc. in the park? I</p>

	<p>record this conversation and keep notes of what they say. I ask them different and simple questions:</p> <ol style="list-style-type: none"> 1. How do the children play in the park? 2. With whom? 3. Who do you want to be with in your games in the park? 4. Do we always need a climbing frame, a slide, a swing or we can play without them? 5. Do you know what a kite is, and that it can reach the "sky" while you run free and just hold the rope? <p>When I combine the stories in the pictures, the text of a song is obtained. I read it to them so that they understand that today as a team, they have created a children's song based on the pictures they saw and commented on.</p> <p>Every child likes to hit different objects - buckets, plastic tables, balls and anything else that makes a sound. Children like creating their own rhythm - this is their way of expressing their feelings and emotions. At the end of this lesson we together realized that:</p> <ul style="list-style-type: none"> - We have to protect the environment to be healthy and happy. - We have to restore the connection and harmony between man and nature (to be healthy and happy). - When we get to know, feel, love nature and keep it clean, it will thank us for it. - We can make a description by pictures and express our feelings; we can write a lyrics and appropriate music for a song; we can play in the park and save the environment. - We can express our feelings and emotions.
Feedback	It's very important for children to assess their emotional state when they are in the park.
Assessment & Evaluation	<p>Children work, plan, communicate actively with adults and peers. They participate actively and show initiative, They express feelings - have fun, admire, approve, comment. They decide and act on their own. The teacher evaluates by observing their behavior. Then he compares his assessment with their parents.</p>
Tips for educators	You can do the same lesson on 22nd april - the Earth day.
Intellectual property rights (IPR) / Origin of the activity	Refracted experience from the cognitive and research approaches observed among Lithuanians and Greeks.

A JOURNEY WITH ZOG	
Target group	6 - 7 years old; level of education - pre-school; 25 children in a group
Duration	A learning situation is 30 minutes We do 5 learning situations as follows: <ul style="list-style-type: none"> - 2 learning situations "Space" in two consecutive days; - a learning situation in Fine Arts - "The Solar System"; - 2 learning situations "Our Family" - by "Junior Achievement" project on the topic of "Need and desire"; - A visit to the center for children with special educational needs - Studentski district and Nursing home in Darvenitsa neighborhood.
Expected learning outcomes / Educational goals	To understand how their behaviour affect others and consider what would happens if they act differently. To understand that we are part of the environment and our actions have impacts on it. To develop their feelings and awareness of connection with the wider world, with other people and places. To developing self-knowledge - children take responsibility for their own actions, feelings, thoughts and behavior. Emotion Management - children can think and change the way they feel. Motivation - children can consider the consequences for others. Empathy - to understand the feelings of others, to support others. Social skills - to know that they belong to a community and are valuable.
School subjects + topics concerned	Subject: Native language, Science Educational direction: Surrounding world Core: The world of nature and its protection; Social and healthy environment - self-affirmation and communication with others. The activity is interdisciplinary.
Methodologies	Inquiry based learning Story telling Social and emotional learning
Place / Environment	Classroom activity
Tools / Materials / Resources	A children's map of the Solar system, poster "My neighborhood", the character Zog, drawing sheets and crayons, a multimedia presentation . (See Annex 3)
Step by step description of the activity / content	<ol style="list-style-type: none"> 1. A children's map of the Solar system is placed on the board - the hero Zog enters. 2. We read the story "Zog wanted to go on an adventure to planet Earth". 3. Zog lands in our neighborhood - we use a storyboard "Our neighborhood". 4. We describe the storyboard by asking and answering the questions below: <ul style="list-style-type: none"> - What does this place look like? - Are there people? - Are there buildings? - What do they look like?



	<ul style="list-style-type: none"> - Are there any plants? - Is it quiet, calm, cozy, colorful, boring? - What's going on there? - What do you like or dislike about this place? - To make a place a home, is it just a shelter or you need other things in it to become a home? - How do people feel in this neighborhood and how did you find it out? - How do people with disadvantages feel, do they find support and help? - What would you do to make your neighborhood look like that? <p>5. Zog invites children on a journey to see other continents and children from planet Earth.</p> <p>6. Preparation for the journey - need / desire - selection of the most necessary items and food for the journey (first slide of the presentation).</p> <p>7. An extraordinary landing - Zog sees a polluted sea.</p> <p>8. The sea is cleaned - recycling of the waste products (second slide of the presentation).</p> <p>9. Greetings from the happy dolphins (third slide from the presentation).</p> <p>I ask the questions:</p> <ul style="list-style-type: none"> - How did you feel after we cleaned the sea? - Why do dolphins greet you and rejoice? <p>10. The flight continues and the spacecraft lands in Africa.</p> <p>We read the story "Children of the Desert".</p> <p>11. We compare the same and different (fourth slide of the presentation).</p> <p>To do this I use the questions:</p> <ul style="list-style-type: none"> - What would you ask these children? - How are they similar and how are they different? - Do they go to school or kindergarten? - Can they become your friends? <p>12. We return to our country, say goodbye to Zog after discovering the beauty of the Earth (the fifth slide of the presentation).</p>
<p>Feedback</p>	<p>Drawing on the theme "My planet Earth - greetings to the people of Zargog". Teamwork - children draw the beauty of the Earth and develop skills for cooperation, sharing and alternation - many hands work easily together.</p>
<p>Assessment & Evaluation</p>	<p>To understand the importance of protecting the environment - they respect and concern for the environment around them. They help and show concern for others and the elderly. They respect people of different colors and cultures. They understand that by sharing and working together, more can be achieved with more joy. The children made an assessment and self-assessment of the set tasks - the tasks have been completed.</p>
<p>Tips for educators</p>	<p>Preliminary preparation by reading encyclopedias and giving children scientific and reliable knowledge about Space; for the damage that humanity inflicts even in Space with the so-called "space garbage".</p>

	<p>Developing and conducting learning situations on educational topics such as "Air and water", "Clean and safe", "Green wealth on Earth", "Same and different", "I am polite", "Let's play together".</p> <p>We can make cards from waste materials, we can draw on the theme "Space".</p>
<p>Intellectual property rights (IPR) / Origin of the activity</p>	<p> Attribution (by)</p> <p>All CC licenses require that others who use your work in any way must give you credit the way you request, but not in a way that suggests you endorse them or their use. If they want to use your work without giving you credit or for endorsement purposes, they must get your permission first.</p>



Annex 1

Annex 1: Enquiry into Emotions Chart



Name Surname:

Days	What did I feel today?	Why did I feel that way?	How did I behave when I felt that way?
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			

Annex 2

TEXT OF ROLE CARDS

1. REFUGEE CHILD (X₃)

My country has been at war for about 3 years. Now I am 12 years old and I had lost my father and my brother in a battle. Unfortunately, I was the witness of the war. Because of having difficult times we have decided to emigrate to another country with my mother and 2 younger brothers. In this country, we have met new people. Some of them are very kind and friendly, some of them are rude and discriminated. We need psychological and economical support.

2. DISABLED CHILD (X₃)

I can hear everything well, but I can't define the objects. I don't know their colors. My parents isolated me so I don't have any friends. They told me that I must stay at home not to fall down or hurt myself. One of my problem is boredom. People call me blind guy and mocking at me. I sometimes see the shadows and little light. It is difficult to live without help for special occasions I can't walk properly when I go to a place that I don't know before. I have a lot of rights as protection, education and etc.

3. CHILD WORKER (X₃)

I'm a 16-year-old teenager. Every day when my peers go to school, I have to go to a factory because of the financial situation of my parents. I work 12 hours in a day and I give all my salary to support my family. The only moment that I enjoy the life is dreaming when I arrive the home. Because I can only play football in my dreams. I want to be an architect in the future and I need to have education rights.

4. EARLY MARRIAGE (X₂)

I am fifteen years old, my friends are all at school, they play hide and seek or hopscotch in the afternoons. I love these games very much but unfortunately, I cannot play now. We were a poor family so my father forced me to marry. My husband paid a big amount of money as bride's price. Now I have to do chores and take care of my sixty-five years old husband and my one-year-old son. I am not free. I can't do whatever I want.

5. CHILD EXPOSED TO VIOLENCE (X₁)

I do not want to go to school tomorrow. I do not want my classmates to see the bruises on my body. I do not want anymore my father's punches. According to my father, I'm guilty all the time. My biggest crime is to be in the world! When I shared this with my teachers and my relatives, they recommend me bless to God for having a family, a house and meals. All I need is a peaceful and secure home.

6. HOMELESS (X₁)

I am not sleeping under a roof like other kids. My house is a big box. I sometimes feel cold and lonely. My best friend is a dog which sometimes keeps me warm. And my blankets are old newspapers under the stars. Sometimes I dream of a room full of people sitting in front of a stove and laughing each other. This idea keeps me warm and makes me feel alive. When I find something eatable, I feel thankful.

7. HIGH-INCOME FAMILY (X₂)

I'm a 16-year-old student at a highly respected school in my country. I love traveling. For this reason, I go to summer school in different countries every summer. We also go abroad with my family at semester breaks and other holidays. Last summer I was interested in yachting after the blue tour with my family in the South of France. I'm going to a yachting course these days. If my grades are good my family will buy me a yacht next summer.

8. CHILD SOLDIER (X₂)

The war started 3 years ago in my country. In the first few months, many people escaped from the war and went to other countries. Afterward, the exit from the country was completely forbidden. Most of the soldiers died, so the government forced us to join the army. Although I have just entered the age of 12 yet, I have separated from my mother and my sisters. First, they teach you how to fire a gun. And then they teach how to kill. I'm really scared! Because if I do not kill them in the battle, they will kill me.

9. DRUG ABUSE (X₁)

I have started to take my mother's painkillers when I hurt my leg. I was supposed to take two pills twice a day. But I was worried that wouldn't be enough. I took a few more, just to make sure it worked. I really enjoyed how it made me feel. Later I began to ask my friends to bring their parents' drugs. I could relax and worry less about my family and my lessons. Then one day I was at a drugstore with my elder friend and the pharmacist said she wouldn't fill that prescription for us. She understood what was going on and warned me. But I didn't care about her and went on finding new pills. I contacted a man near our school and he gave me different ones. It is too expensive to buy drugs so he told me if you sell, I can give you a few boxes. Because it is a great deal so I have accepted it.

10. REHABILITATED CHILD VICTIM (X₂)

We were a poor family. My father passed away and my mother couldn't work because she looks after my younger brothers. She can only knit jumpers and sells them. My little brother was sick that day he has been coughing for four weeks, my mum couldn't buy him some medicine. One morning, I saw that our neighbour had left her door open on her way out. I entered into the house and stole £35 cash which was lying on the table in a room. Unfortunately I haven't known that there was a security camera. Following my arrest, I co-operated fully with the police, and admitted what I had done immediately. I am in jail. I need to play outside with my friends. So they asked me to talk with a psychologist.

<p style="text-align: center;">REFUGEE CHILD</p> <p>My country has been at war for about 3 years. Now I am 12 years old and I had lost my father and my brother in a battle. Unfortunately, I was the witness of the war. Because of having difficult times, we have decided to emigrate to another country with my mother and 2 younger brothers. In this country, we have met new people. Some of them are very kind and friendly, some of them are rude and discriminated. We need psychological and economical support.</p>	<p style="text-align: center;">REFUGEE CHILD</p> <p>My country has been at war for about 3 years. Now I am 12 years old and I had lost my father and my brother in a battle. Unfortunately, I was the witness of the war. Because of having difficult times, we have decided to emigrate to another country with my mother and 2 younger brothers. In this country, we have met new people. Some of them are very kind and friendly, some of them are rude and discriminated. We need psychological and economical support.</p>
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<p style="text-align: center;">CHILD WORKER</p> <p>I'm a 16-year-old teenager. Every day when my peers go to school, I have to go to a factory because of the financial situation of my parents. I work 12 hours in a day and I give all my salary to support my family. The only moment that I enjoy the life is dreaming when I arrive the home. Because I can only play football in my dreams. I want to be an architect in the future and I need to have education rights.</p>	<p style="text-align: center;">CHILD WORKER</p> <p>I'm a 16-year-old teenager. Every day when my peers go to school, I have to go to a factory because of the financial situation of my parents. I work 12 hours in a day and I give all my salary to support my family. The only moment that I enjoy the life is dreaming when I arrive the home. Because I can only play football in my dreams. I want to be an architect in the future and I need to have education rights.</p>
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<p style="text-align: center;">HOMELESS</p> <p>I am not sleeping under a roof like other kids. My house is a big box. I sometimes feel cold and lonely. My best friend is a dog which sometimes keeps me warm. And my blankets are old newspapers under the stars. Sometimes I dream of a room full of people sitting in front of a stove and laughing each other. This idea keeps me warm and makes me feel alive. When I find something eatable, I feel thankful.</p>	<p style="text-align: center;">HIGH-INCOME FAMILY</p> <p>I'm a 16-year-old student at a highly-respected school in my country. I love traveling. For this reason, I go to summer school in different countries every summer. We also go abroad with my family at semester breaks and other holidays. Last summer I was interested in yachting after the blue tour with my family in the South of France. I'm going to a yachting course these days. If my grades are good my family will buy me a yacht next summer.</p>

<p style="text-align: center;">HIGH-INCOME FAMILY</p> <p>I'm a 16-year-old student at a highly-respected school in my country. I love traveling. For this reason, I go to summer school in different countries every summer. We also go abroad with my family at semester breaks and other holidays. Last summer I was interested in yachting after the blue tour with my family in the South of France. I'm going to a yachting course these days. If my grades are good my family will buy me a yacht next summer.</p>	<p style="text-align: center;">CHILD SOLDIER</p> <p>The war started 3 years ago in my country. In the first few months, many people escaped from the war and went to other countries. Afterward, the exit from the country was completely forbidden. Most of the soldiers died, so the government forced us to join the army. Although I have just entered the age of 12 yet, I have separated from my mother and my sisters. First, they teach you how to fire a gun. And then they teach how to kill. I'm really scared! Because if I do not kill them in the battle, they will kill me.</p>
<p style="text-align: center;">CHILD SOLDIER</p> <p>The war started 3 years ago in my country. In the first few months, many people escaped from the war and went to other countries. Afterward, the exit from the country was completely forbidden. Most of the soldiers died, so the government forced us to join the army. Although I have just entered the age of 12 yet, I have separated from my mother and my sisters. First, they teach you how to fire a gun. And then they teach how to kill. I'm really scared! Because if I do not kill them in the battle, they will kill me.</p>	<p style="text-align: center;">DRUG ABUSE</p> <p>I have started to take my mother's painkillers when I hurt my leg. I was supposed to take two pills twice a day. But I was worried that wouldn't be enough. I took a few more, just to make sure it worked. I really enjoyed how it made me feel. Later I began to ask my friends to bring their parents' drugs. I could relax and worry less about my family and my lessons. Then one day I was at a drugstore with my elder friend and the pharmacist said she wouldn't fill that prescription for us. She understood what was going on and warned me. But I didn't care about her and went on finding new pills. I contacted a man near our school and he gave me different ones. It is too expensive to buy drugs so he told me if you sell, I can give you a few boxes. Because it is a great deal so. I have accepted it.</p>
<p style="text-align: center;">REHABILATED CHILD VICTIM</p> <p>We were a poor family. My father passed away and my mother couldn't work because she looks after my younger brothers. She can only knit jumpers and sells them. My little brother was sick that day he has been coughing for four weeks, my mum couldn't buy him some medicine. One morning, I saw that our neighbour had left her door open on her way out. I entered into the house and stole £35 cash which was lying on the table in a room. Unfortunately, I haven't known that there was a security camera Following my arrest, I cooperated fully with the police, and admitted what I had done immediately. I am in jail. I need to play outside with my friends. So, they asked me to talk with a psychologist.</p>	<p style="text-align: center;">REHABILATED CHILD VICTIM</p> <p>We were a poor family. My father passed away and my mother couldn't work because she looks after my younger brothers. She can only knit jumpers and sells them. My little brother was sick that day he has been coughing for four weeks, my mum couldn't buy him some medicine. One morning, I saw that our neighbour had left her door open on her way out. I entered into the house and stole £35 cash which was lying on the table in a room. Unfortunately, I haven't known that there was a security camera Following my arrest, I cooperated fully with the police, and admitted what I had done immediately. I am in jail. I need to play outside with my friends. So, they asked me to talk with a psychologist.</p>



Annex 3

HYPERLINKS

[Human Rights and Convension on the Rights for Children - presentation](#)

[My park, My lovely park games - presentation](#)

[Travel with Zog - presentation](#)

[Rights Overview](#)

The lesson plans were shared by the following teachers:

Otilia Terribile, Malta (4 Emotions: Happy – sad – angry - afraid)

Christine Tanti, Malta (No-Bot, the Robot with No Bottom)

Naci Doruk Çakmak, Turkey (Enquiry into Emotions)

Eylül Günday & Burak Güveniş, Turkey (Sincerity and lies)

Ramute Skrickiene, Lithuania (What is happiness?)

Styliani Frantzeskaki, Greece (Lines connect us)

Vasiliki Giannakou, Greece (Neighborhood exploration)

Eunice Bonello, Malta (Making fish out of used Cd's)

Ramute Skrickiene, Lithuania (Detectives)

Ramute Skrickiene, Lithuania (Far - close)

Banu Yurtseven , Turkey (Children's rights)

Polina Kostova, Bulgaria (A birthday party in the park)

Rumyana Kazakova, Bulgaria (A journey with Zog)

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