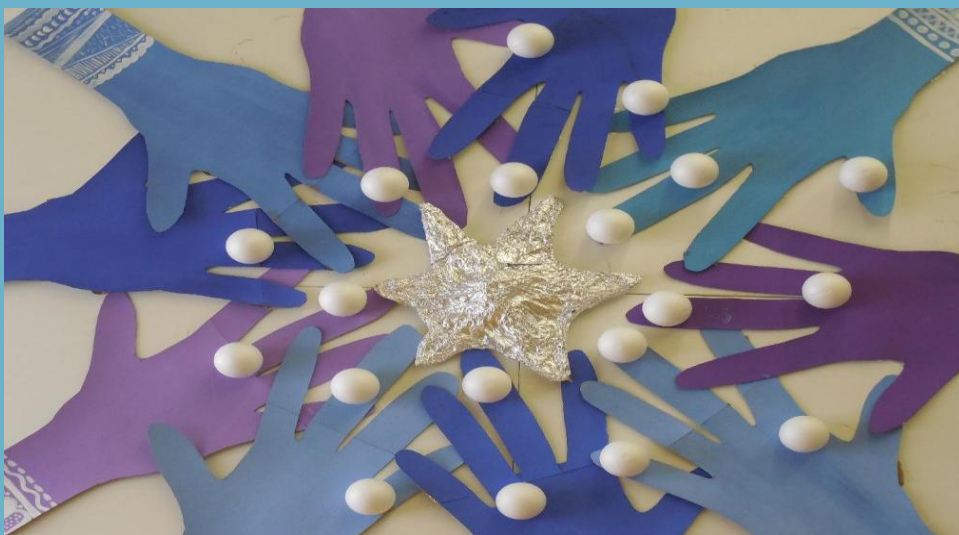


I CAN, YOU CAN, WE CAN DO MUCH MORE PROJECT



Collection of Examples

Good Pedagogical Praxis



 Funded by the Erasmus+ Programme of the European Union

Erasmus+ School Partnerships 2015-2017

Collection of Examples: Good Pedagogical Praxis Handbook

“I can, you can, we can do much more” project

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On behalf of the Erasmus+ *I can, you can, we can do much more* project partnership, I congratulate all those who have contributed to our successful international project and helped to bring to fruition this special handbook.

Thank you.

Zivile Nakciuniene, Project coordinator at Siauliai Logopedic School

Siauliai, Lithuania 2017



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The manual is free of charge.

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Editorial

Who are we?

Padre Pio Primary School is located in Altamura, in the southeast of Italy. There are more than 600 students and nearly 70 teachers and administrative



staff in the school. The school is following the innovations that have been recently appearing very quickly as well as caring of own traditions. This is also the way to strengthen our identity. Our goal is to encourage students' versatile growth and offer them numerous opportunities to achieve that. We educate our students as active citizens, help them to make right choices and built their own identities.

Until now the school has not been involved in any international projects supported by the European Commission. However, it is very active in its own national environment since it has been introducing many innovative teaching approaches. The school strives to achieve that all students become successful. We work a lot to limit the early leaving from education system. We focus on various schooling problems such as certain learning deficits, emotional and behavioral difficulties, and lack of motivation. We have experience in school-parents cooperation especially with those families coming from socially vulnerable communities.



Siauliai Logopedic School is the unique boarding school in Lithuania for students with large and very large speech and communication impairments. The school's community consists of more than 250 students coming from all the country and almost 130 pedagogues and supporting staff.

We offer pre-primary, primary and basic education, including special education and a wide range of non-formal education activities. We are aware of the fact that language is essential for the comprehensive development of the child, therefore our primary goals is the development of the child's language skills. Our vision is a safe, open, constantly improving school following humanistic and democratic values in its work. We aim to ensure that every member of our school's community is actively involved in creating the educational environment that fosters to grow ones individual strengths and skills, encourages striving for quality education. Our staff seeks new ways, methods and tools to teach students from socially deprived areas, to built strong educational bridges between school, family and local community. We greatly support voluntary service, mentoring and tutoring among our teachers and social partners.

Naklo Primary School is the only primary school in Municipality of Naklo, situated in Gorenjska region in Slovenia. The school manages two smaller subsidiary schools and a kindergarten. All school's premises are modern, well equipped and educationally inspiring. Totally there more than 500 students in the school. One of the firsts in the country the school has successfully started and implemented nine-year programme of primary education. Their teachers prepared workshops and training for other teachers through a network of mentoring school and presented their work at the national level.



The school has been active and efficient in many different projects, be it locally, nationally or internationally. The teachers are highly experienced in various project activities related to the reading literacy, implementing e-books and e-tools, monitoring students' progress. The school cooperates with the local community and so co-shapes the cultural image of the area.



Ljubljana School for the Deaf is the central Slovenian state institutions of deaf, hard of hearing and speech impaired children and adolescent. There are several units in the school: kindergarten, primary school, vocational secondary school and health department. We

educate children from the time of diagnosis until they have completed their studies at our secondary school. Our primary goal is the optimal development of the child's abilities in all areas, with special emphasis on the development of language, communication, hearing and speech. The hard of hearing children and the children with cochlear implants are educated in the Slovene language with the emphasis on individual speech therapy and hearing training. Our main principle is holistic approach, team approach to education, training and rehabilitation and working with the parents. We employ both hearing and deaf teachers. In the last years we have paid a lot of attention to the development of the education of children with Autistic Spectrum Disorder. Our main principle is holistic approach, team approach to education, training and rehabilitation and special needs. School is an experienced partner in many European projects for children, students and professionals.



Yumrukaya Özel Eğitim Uygulama Merkezi is the only educational institution for pupils diagnosed with autism spectrum disorder in Gebze in the east of Marmara region in Turkey. There more than 100 pupils and 80 teachers in the school. Children are separated into learning groups according to their age and level. We educate children in cognitive area, physical education, social activities, music and arts, social adaptation skills, language and speaking development. Our goal is to equip children with independent living skills in the least restrictive environment. We strive to built a positive attitude of the society towards the children with special needs and maximize the level of the awareness. Effectively cooperating with the families we aim to enable them to spend quality time with their children after school, to educate parents both in social and academic fields. Our vision is to become a model school for children with autism spectrum disorder.

What is connecting us?

In the two year Erasmus+ project **I can, you can, we can do much more** we were focusing on positive learning environment and student's wellbeing at school.

All the partners are connected by common and clear vision – to find an efficient model of upbringing (parenting) which would make teachers as well as students aware of their skills and positive ways of thinking.

We are certain that a well-planned, organized and properly supported model of upbringing can lessen the unwanted student's behavior and that by internalizing certain concepts and skills we can reach a very positive atmosphere in the school and also at home. Therefore, we included parents into the project activities to reach our common goal – a satisfied, successful and responsible child.

Aiming to ensure equal learning opportunities we have adapted the project activities to the children with special needs.

What are our goals?

We will strengthen the professional profile of teaching professionals (three five days seminars).

To enable teachers act efficiently and appropriately in the field of upbringing (parenting).

To prepare a model of upbringing based on consistency of everyone dealing with the pupils.

To include the whole school in our idea of positive learning environment, implemented in our upbringing plan.

To strengthen parents' positive attitude towards upbringing at school and at home.

During the project's lifetime we prepared the upbringing model with the description of the interaction, activities for teachers and students, a plan for implementation into regular lessons. Among partner schools we have collected the best examples of the pedagogical praxis. We have organized several events for teachers and parents and built a website with materials, photos and videos.

What we will improve?

Since our project aims at upbringing activities of the school and thus consequently improvement of the school atmosphere, emotional and social intelligence of all involved, we believe we will improve in this field of all target groups. We will improve social and emotional intelligence of students and cooperation between teachers and parents. We will improve school satisfaction in all target groups (teachers, pupils, parents, local community).



Introduction to the idea of educational interaction model

Tatjana Lotric Komac (Naklo Primary School, Slovenia)

Pedagogic workers are daily forced to soundly consider their work and guidance of students due to the fact that on one hand information is easily and quickly accessed nowadays and on the other hand we are also glutted by information. A teacher use great effort to compete with the encyclopedic knowledge which can be easily be accessed on-line by students, as a result the educational as well as the upbringing role of a teacher needs to be changed. For a long time a teacher has not only been the only one who merely passes the information. The teacher's role is also to develop several skills in students. Critical thinking, the ability to solve problems, creativity, development of responsibility, team work, social skills and self-initiative are all skills that influence their quality of life and successfulness in their professional life.

For many years different evaluation (pedagogic talks with parents, marking periods, survey questionnaires) and practice have led us together with all our partner schools to perceive the need to change the role of the school and the teacher with all target groups (teachers, students, parent as well as local communities). The students have more and more problems with controlling their reactions, fulfilling their responsibilities, focusing, paying attention and motivation. As far as our collaboration with parents is so concerned we have noticed that they are unable to find appropriate upbringing levers, have various social sufferings, the number of broken or dysfunctional families is rising and at the same time there are many parents whose expectations exceed the school's mission. The local communities want citizens who contribute to developing the region via qualitative cooperation, production and active integration in community's activities but sadly they don't have a programme of collaboration with schools.

We try to make a step into the right direction in schools but for several years we have noticed the lack of unified and efficient interaction among school's staff in the field of upbringing. The previous also influences on educational successfulness of students, especially those who have the most problems with educational upbringing and frequently decide to terminate their primary school education earlier thus leaving them without a completed primary school. We carry

out various directional trainings which are partially successful but are sporadic as well. These activities include the preparation and the performance of workshops and materials for the students, class teachers and parents. However, we discover that the target group is not reached adequately. We discover that we move in circles and that we solve and calm very similar situations every year, rarely making progress with students who are more challenging in their upbringing.

Different countries deal with the mentioned problems in different ways. Some deal with them systematically, others more according to their feelings and in accordance with the school's policy thus causing differences in the satisfaction with the actual conditions. In general there are no definite guidelines at the state level and so thorough action is left to the schools alone. In Slovenia for example the acts of educational upbringing are arranged in such a way that each school writes and carries out its own plan of educational upbringing.

With this project we want to elevate the competence of teachers in the field of educational upbringing, improve our work with students in this field, acquire power for the teachers in order to act efficiently and appropriately, improve social and emotional intelligence of students, increase positive attitude of parents towards educational upbringing and improve satisfaction with the school in all target groups.

The final goal is to carry out a connection of different experiences of schools from different countries and school policies as well as exploit precious experience to effectively solve problems that we all have in common, and to design a model of educational upbringing that is applicable in different school systems and cultures.

An example of education and workshops for the teachers

The training programme (1st session)

Aimed at: school management, teachers and administrative staff

Carried out on: January 11th-15th, 2016.

Carried out at: Yumrukaya Ozel Egitim Merkezi (Gebze, Turkey)

| Unit (number of hours) | Content | Aims and objectives | Methodology |
|------------------------|--|---|---|
| Unit 1 (8 hours) | Positive psychology and positive school | To set particular points on the influence that subjective well-being and emotional health have on school results. To stress the importance of differences in individual personalities, abilities and interests and the importance of supportive relationships among teachers as well as students. To stress on the active students' role doing challenging tasks. | Lecture Discovering examples Group work |
| Unit 2 (8 hours) | Habits and skills of successful individuals | To learn the skills or personal responsibility, setting goals, self-control and self-organization, taking care of oneself, empathy, cooperation and teamwork | Presentation Brainstorming Group work Role play |
| Unit 3 (8 hours) | Educational problems in schools | To analyze the specifics of educational problems in different schools. | Video presentations Presentation Discussion |
| Unit 4 (8 hours) | Promoting the project's idea and vision on social media | To introduce the meaning of promotion and the impact of social media. To raise the awareness of the effect on different target audience. | Video presentations Interactive workshop Discovering examples |
| Unit 5 (8 hours) | Web-based tools and other communicational channels at school | To present different available communicational tools and channels useful for school. To provide trainees with basic skills of media communication. | Video presentations Interactive workshop |

Total: 40 hours.

The training programme (2nd session)

Aimed at: school management, teachers and administrative staff

Carried out on: March 14th-18th, 2016.

Carried out at: Siauliai Logopedic School (Siauliai, Lithuania)

| Unit (number of hours) | Content | Aims and objectives | Methodology |
|------------------------------|---|---|--|
| Unit 1 (8 hours) | Setting the grounds for a positive school and learning for life | To analyze the factors of contentment with school. To discuss how some habits of successful individuals can be implemented in the curriculum. | Lecture Discovering examples Group work Discussion |
| Unit 2 (8 hours) | Direct and indirect teaching of educational model | To present and compare regular lessons with integrated educational procedures and lessons dedicated specifically for developing social skills. To demonstrate different available direct and indirect teaching examples. | Lecture Presentation Video presentations Group work Quiz |
| Unit 3 (8 hours) | Actual examples of successfully conducted lessons | To test how good learning material is included into educational procedures. To test how some habits of successful individuals are included into lessons. | Group sessions Observation Discussion |
| Unit 4 (8 hours) | Motivation and awareness | To train trainees on how to use different methods and techniques working with students who have low motivation. | Video presentations Interactive workshop Discovering examples |
| Unit 5 (8 hours) | Setting and reaching common goals | To explain the importance of setting goals for motivation and evaluating the proceedings. | Workshop Discussion Brainstorming |

Total: 40 hours.

The training programme (3rd session)

Aimed at: school management, teachers and administrative staff

Carried out on: December 5th-9th, 2016.

Carried out at: Siauliai Padre Pio Primary School (Altamura, Italy)

| Unit (number of hours) | Content | Aims and objectives | Methodology |
|------------------------------|--|--|---|
| Unit 1 (8 hours) | Evaluation of teaching and learning for students and teachers | To stress the importance of setting the goals and constantly checking them. To provide the trainees with skills to implement the cyclic process of goal setting, realizing, checking, evaluating and improving. | Lecture Discovering examples Group work Discussion |
| Unit 2 (8 hours) | Ways and meaning of evaluation | To present available methods and techniques of evaluation, qualitative and quantitative indicators. To test the practical use of constant, interim and final evaluation. | Lecture Presentation Data analysis Quiz |
| Unit 3 (8 hours) | Contentment with the achieved | To develop a thorough understanding of the importance of good practice's transfer. To discuss the positive impact of timely praising and celebrating the success. | Presentation Group sessions Discussion Role play |
| Unit 4 (8 hours) | Successfulness of educational procedures and positive attitude at home | To develop a thorough understanding of the importance of effective collaboration with the parents. To enable the trainees to build and develop effective school-family-community cooperation model. | Video presentations Interactive workshop Discovering examples |
| Unit 5 (8 hours) | How to spread the word of success | To provide the trainees with basic knowledge of social networking rules and practices. To enable the trainees to apply basic media rules and tools writing on the school's web site, social media. | Workshop Working in pairs Discovering examples Discussion |

Total: 40 hours.

Some examples of good praxis of the educational interaction during classes



RECOGNIZING OUR EMOTIONS (Italy)

Marcella Vitelli (Padre Pio Primary School)

Plan for workshop

GOALS:

Students will get to know:

- different emotions
- recognize the behavior that follows certain emotions

WHAT YOU NEED:

- write some words describing emotions of the small pieces of paper (satisfied, angry, proud, anxious, guilty, unhappy, ...)
- worksheet with questions about real life (10 questions “how do you feel when...”)

ACITIVITIES:

1st part

- divide the class in small groups (4 - 5 students per group)
- let each group to choose a leader
- the teacher explains each group what to do
- the group leader reads the questions to the group one by one
- each student answers each question by pointing or choosing one emotion-paper
- the group leader writes down the results

2nd part

- the teacher reads every question
- each group leader reads the group’s emotions for each question
- the teacher asks the students to describe the behavior that follows the chosen emotion

SELF-EVALUATION

- think about how different we are and how emotions drive our lives
- recognize different emotions within oneself and in the others



SHARING EMOTIONS (Italy)

Marcella Vitelli (Padre Pio Primary School)

Plan for workshop

GOALS:

Students will:

- became aware of their emotions in order to control their behavior and consequently understand the others
- learn to work in pairs and have good relationships with the others
- share their experience and get benefits from it

WHAT YOU NEED:

- Paper
- Pencils or pens

ACTIVITIES:

1st part

- teacher explains what to do
- divide the class into small groups of two students
- work in pairs
- each couple of students has got one pen/pencil and one paper
- both the students in the couple have to hold the pen/pencil together
- the couple has to draw a human being (a man or a woman) at the same time and without talking

2nd part

- each couple shows the others the drawing
- the teacher asks the students to describe the emotions they had while drawing together
- (“how did you behave when sharing a work with a classmate? ...”do you prefer being driven or be a leader?” ...)

SELF-EVALUATION

Thinking about:

- managing one’s own emotions in positive ways
- empathizing with the other and overcoming challenges
- how well we connect with others

THE MIRROR (Italy)

Marcella Vitelli (Padre Pio Primary School)

Plan for workshop

GOALS:

- learn to identify the language of body
- recognize emotions
- practice solving problems
- create constructive conflicts

WHAT YOU NEED:

- a big area (a gym)

ACTIVITIES:

1st part

- the teachers work in pairs and show the students what to do
- the students act in pairs
- each couple has to mime the same emotion

2nd part

- each pair in turn show the others the mimed emotion
- the teacher asks the students to guess which emotion was mimed

SELF-EVALUATION

- recognize different emotions within oneself and in the others
- think about how good it is to share emotions
- improve emotional awareness and management
- increase use of constructive conflict behavior





THE LOOK OF A CHILD (Lithuania)

Rimute Ledauskiene, Evelina Jokubaitiene, Rasa Šukiene (Siauliai Logopedic School)

Project Plan (one week)

GOALS:

- Children will recognize and understand different emotions while taking pictures.

WHAT YOU NEED:

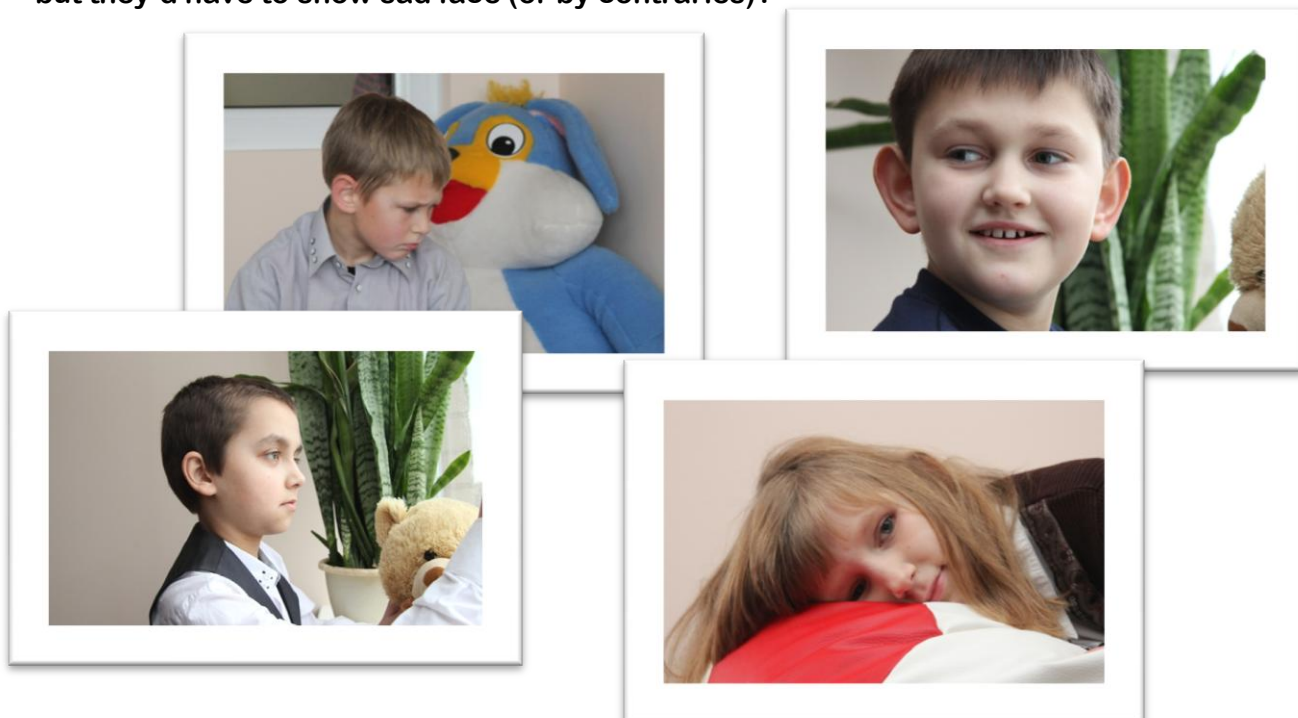
- various professional photos, photo art albums, family photo albums
- 3-4 photo cameras

ACTIVITIES:

- get children to know what photography is;
- excursion to an art gallery or a museum to see photo exhibition;
- let children play roles of different kind of characters;
- let children choose the emotions they want to capture in pictures and improvise together;
- take pictures of each other;
- compile an photo album of emotional pictures.

EVALUATION:

Discuss the results: What kinds of emotions are captured in the pictures? Was it easy to be angry / sad / happy / funny / lonely / serious etc.? How did they feel when they were happy, but they'd have to show sad face (or by contraries)?



LET'S CONTROL ANGER AND IRRITATION

Renata Vysniauskiene, Vilma Beinoriene (Siauliai Logopedic School, Lithuania)

Plan for workshop

GOALS:

- to improve the children's abilities to recognize the negative emotions;
- to teach, how to control the anger and irritation and explain how to react properly in different situations.

WHAT YOU NEED:

- pictures (with the situations of the anger),
- drawings for the self - evaluation.

ACTIVITIES:

- **Present the workshop's theme and purpose.**

Let's talk about the very important feeling – anger at this class. We all feel angry sometimes. Most of the time, we can deal with the feelings of anger or irritability quickly. We may resolve the situation or look at the problem from a different perspective. However, anger can cause problems in our lives and the lives of those around us. We will try to clarify how to improve our moods, when we are angry. There are some things we can do to deal with our anger.

- **Exercise “Unfinished idea”**

The teacher writes down the beginning of a statement “I feel anger, when...” on the blackboard and asks children to think about it and finish the sentence.

The teacher listens to the opinions of all the students very attentively. Discuss together what it is normal to feel anger. The most important factor is to work with self-control (it means that child can not offend the other child, start beating and etc.).



Teacher presents immediate anger control strategies:

- leave the situation that's making you angry, if possible;
- count to 10;
- repeat calming phrases such as, “Take it easy” or, “Will this matter in six months?”;
- breathe deeply, from your diaphragm; breathing from your chest won't relax you, so picture your breath coming up from your “gut”.

- **Exercise “The game with the pictures”**

Offer students to sit down in a circle, pick one picture from the box and show it to his friends.

Children try to express the emotions of the kids, who are drawn in the pictures.

The teacher discuss with the children, how to behave in the situations, which are drawn in the certain picture.



EVALUATION:

To collect the feedback give children the pictures with the balloons and ask them to colour the balloon:

- green – if they liked the class;
- yellow – if they felt themselves uncomfortable to talk about their emotions;
- red – if the tasks were boring.



EXPRESSIVE NOTES (LITHUANIA)

Arnolda Kapacinskiene (Siauliai Logopedic School)

Plan for workshop (1 hour)

GOALS:

- Children will learn to listen attentively, to recognize and name the the types of emotions in the music.

WHAT YOU NEED:

- Work sheet „Emotional music stave“.
- Pictures of colourful notes;
- Music records:

Joy - <https://www.youtube.com/watch?v=hs6SMvhyof4>
Sadness - <https://www.youtube.com/watch?v=pQaRF5r-D3U>
Feeling surprised-
https://www.youtube.com/watch?v=0lndEifc_00
Fair - <https://www.youtube.com/watch?v=Wfp2KkDioi8>
Angry - <https://www.youtube.com/watch?v=-6XI9tBWt54>
Peacefulness - https://www.youtube.com/watch?v=B5-mf_jCr8



ACTIVITIES:

1st part:

- Create a cozy environment (inform what you will do, what do you expect from this meeting).
- Give work sheets “Emotional stave” and colourful notes.
- Explain, what every note (that actually is an emotion) means.
- Offer children to choose their note (emotion) and place it on a line on the stave.
- Ask children why they chose exactly that note

2nd part:

- Listen to music records and choose the most common emotion according to the music.
- Place the note on the stave.
- Ask children why did they choose exactly that note and why did they placed it in exact line on a stave.
- Ask children how did they feel when they were listening different kind of music.



EVALUATION:

- Think where you are now (note on a stave).
- Where I wish I could be in the future (note on a stave).

INAPPROPRIATE BEHAVIOR (Lithuania)

Ilona Garaleviciene (Siauliai Logopedic School)

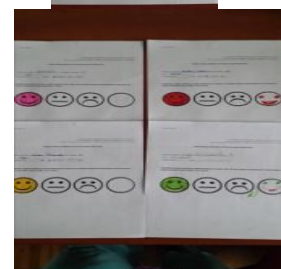
Plan for workshop (2 hours)

GOALS:

- Children will learn about empathy: how does it feel to be in someone else's shoes, will try to understand others emotional state. They will perform in three different situations about inappropriate behavior and afterwards will discuss it.
- Children will recognize and understand different emotions that come when someone behaves inappropriate. They will be able to discuss about inappropriate behaviors' consequences.
- Children will find the right way to act and react when someone does something inappropriate.

WHAT YOU NEED:

- 6 emotion face balls;
- 2 big sheets (A1 size);
- pins;
- flash cards „Forms of inappropriate behavior“:
 - separating someone from rest of the group;
 - taking away and breaking things from someone;
 - teasing and annoying someone on purpose;
 - threatening someone;
 - humiliate someone;
 - being a bully;
 - talking about someone behind his / her back.
- flash cards „Not seeking for help / advice“:
 - I feel lost;
 - I'm afraid to get revenge;
 - I don't want to tell on someone;
 - I'm afraid I will lose my friends;
 - I feel ashamed I can't stand for myself;
 - I don't want to bother my parents;
 - It is difficult to prove humiliation, maybe I don't even need to try;
 - I'm not a little kid anymore; I can handle it by myself.
- 1 flash card „Victim“, 1 flash card „Observer“, 3 flash cards – „Bully“ .
- 5 flash cards „Persons who can help“: „Parents“, „Teacher“, „Friend“, „Social pedagogue“, „Psychologist“.
- Feedback sheet „Evaluation scale of the meeting“
- Markers, pencils.



ACTIVITIES:

Beginning:

- Create a cosy environment for the conversation (sit in a circle on pillows or a carpet, introduce the theme of conversation, to inform about performing and what do you expect from this meeting)
- Discuss 6 emotional balls, their colors.

- Offer everyone in a group to choose a ball placing a hand on it.
- Offer to perform their chosen emotion. Find out why they chose specific ball.

1st part:

- Find out if children know what is an inappropriate behavior.
- Try to make children open up and tell their opinion according to what they have already experienced.
- Put flash cards „Forms of inappropriate behavior“ in the middle of circle.
- Offer to take one.
- Child reads his card and everybody in a group discuss it (have they experienced it or do they know about it, etc.).
- Continue reading till every card has been read. Discuss the meaning of inappropriate behavior.
- Every child puts his flash card on big sheet named “Forms of inappropriate behavior”.
- Offer for children to get ready to perform:
- Children have to choose 3 most common situations in their life from flash cards and perform it.
- Ask 5 volunteers for perform. They have to tell about situation, to share roles (1 „Victim“, 3 „Bullies“, 1 „Observer“). They have to make a decision („Seeking for help / advice“ or „ Not seeking for help / advice “).
- For the rest of the group give flash cards „Person who can help“.
- Performance begins. While ones are performing and choosing the end of the situation („Seeking for help / advice“ or „ Not seeking for help / advice “), the others are watching.
- Afterwards discuss it. While doing it, offer children to get to others shoes, to name emotions, to share what did they feel during performance.
- If children who performed choose wrong ending („Not seeking for help / advice“), offer them to sit in a circle once again and put flashcards of „Not seeking for help / advice“.
- Offer everyone to choose one flash card, read it, discuss it and pin it on a big sheet “Reasons of not seeking for help”.
- Make sure children name inappropriate “Bullies” and ”Observers” behavior. Children have to offer the right way of behaving (“Victim” has to ask someone who can help from children who have flash cards of „Persons who can help“).

2nd part:

- Offer to switch roles and perform another 2 situations.
- Discuss it in the same way.

EVALUATION:

Children have to fill the feedback sheet „Evaluation scale of the meeting“ (they have to choose from emotional faces or have to draw one according to their feelings).

Resources:

Pundzevičienė, A., Šidlauskaitė-Stripeikienė, I. (2016). Sisteminiis šeimos konsultavimas „Į šeimą orientuota praktika“. Metodinis leidinys šeimos konsultantams. VšĮ „Psichologinės paramos ir konsultavimo centras“, Kaunas, 2016.

SPRING PUZZLE

Arnolda Kapacinskiene, Rimantas Liukinevičius, Remigijus Juozapavičius
(Siauliai Logopedic School)

Plan for workshop (2 hours)

GOALS:

- To give positive emotions combining music, dancing, games and sports exercises.
- To teach how to act and react in difficult situations, how to control emotions if something goes wrong or not according to the plan.
- To teach how to work in a team.

WHAT YOU NEED:

- Music records.
- Gym
- Basketball, color balls, weights, mats, ropes.

ACTIVITIES:

1st part:

- Divide children into three groups.
- Ask children to divide the gym in three areas among the three groups.
- Offer each group to choose a type of gym areas: dancing area, strength area, basketball area.

2nd part:

- In the first area children perform different kind of movements and dances that teacher shows (or they can improvise according to the music).
- In the second area they have to shoot a basketball.
- In the third area – strength exercises with weights. Teams are switching till every team is finished in every area.
- Discuss what exercises make oneself feel better physically both emotionally as well.

SELF EVALUATION:

- Discuss how they felt during activity.
- Children reflect on their emotions by choosing colorful balls.



EMOTION BRIDGE BETWEEN NATURE AND HUMANS

Laima Pastoraite, Bernadeta Sabatauske (Siauliai Logopedic School, Lithuania)

Plan for workshop (1 hour)

GOALS:

- Children will experience emotional bond between them and nature.
- They will express their emotions through the nature.

WHAT YOU NEED:

- Nature's phenomenon records (music, video, pictures)
- Watering kit
- Emoji list.

ACTIVITIES:

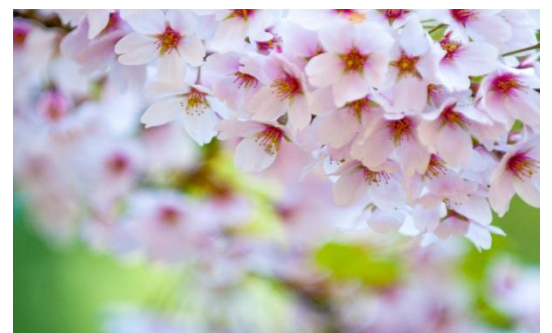
1st part:

- Create a cozy environment (sit in a circle, listen to the music record of [forest birds songs](#))
- Make a short presentation about emotions (anger, fear, sadness, joy, happiness).
- Ask children to tell how they are feeling at the moment and what emotion they are choosing.

2nd part:

- Show Youtube video of [hurricane or sea storm](#)
- Give every child a picture of stormy sea, ask them to concentrate for a minute and look at it. Afterwards ask them to find their emotion in Emoji list, cut it and glue it on the picture.
- Talk with everyone what emotions did they feel and let them talk as much as they need.

- Show Youtube video of [spring](#)
- Give every child a picture of blossoming nature, ask them to concentrate for a minute and look at it.
- Afterwards ask them to find their emotion in Emoji list, cut it and glue it on the picture.
- Talk with everyone what emotions did they feel and let them talk as much as they need.



- Show Youtube video [Rainy fall](#).
- Give every child a picture of colorful fall, ask them to concentrate for a minute and look at it
- Ask children to find their emotion in Emoji list, cut it and glue it on the picture.
- Talk with everyone what emotions did they feel and let them talk as much as they need.



- Listen to Youtube music record Beauty of the summer.
- Ask children to close their eyes and imagine what they are hearing.
- After few minutes sprinkle children with water to increase emotional feeling.
- Ask them to find their emotion in Emoji list, cut it and glue it on the picture.
- Talk with everyone what emotions did they feel and let them talk as much as they need.



3rd part:

- Play and listen to the record of [calming sea waves](#)
- Discuss with children their feelings during activity
- Ask children how their emotions changed after activity.
- Find out what kind of emotions were the most common.



EVALUATION:

Ask children to write a short comment about the activity: what phenomenon made them feel the most extreme, etc.

BLOB TREE

Zivile Nakciuniene (Siauliai Logopedic School, Lithuania)

Plan for 2 hours workshop

GOALS:

- To help learners think and reflect on their feelings about the identity and community work
- To help children recognize and describe their emotions
- To practice listening to each other
- To develop fine motor skills

WHAT YOU NEED:

- [Blob Tree pictures](#). Meaning of the blobs:

1, 3, 6, or 7- You are not afraid of challenges in life and you are always motivated.

2, 11, 12, 18, or 19- You like to communicate and you always support your friends or loved ones.

4- You have a stable life and you want to achieve your goals without going through struggles.

5- You are always tired and weak.

13 or 21- You are reserved and you always avoid communicating with others. You are exposed to worries or concerns.

8- You have your own world and often thinks about yourself.

9- You are a happy person and you like going to parties.

10 and 15- You are in optimal condition and you adapted your life normally.

14- You have inner crisis and you are collapsing emotionally.

20- You are confident and you have high self-esteem. You are a leader and people would like to ask your opinion.

16- You are tired of supporting someone. In this figure, you are hugging **17**, which means that you think yourself as person surrounded by the attention of many.

- Clay, playdough, plasticine or similar material to make the blobs
- Material to make the leaves and a skeleton tree

ACTIVITIES:

1st part:

- Create a safe space (simple introduction to each other; all together in a circle; introduce the activity simply – tell them what will happen with their figure at the end).
- Hand out a photocopy of the Blob Tree to each learner. Give them a few moments to look at the image. Start with choosing one blob – find yourself in one of the pictures too. Gently introduce the idea of identifying with the blobs



- Explain the meaning of each picture. Allow the learners to make their own interpretation about each blob character's feelings.
- Ask questions about their picture and the blob.

2nd part:

- Make our own blob.
- Invite children to place their blob where they want to.
- Encourage children to explain their blob and where they place it; discuss it.

3rd part:

- Take time to praise and enjoy what has been created.
- Discuss emotions during this workshop.
- Decide where the tree will be exposed.
- Take a photo together and everyone with their blob.

EVALUATION:

- Encourage children to think where they are at the moment (which blob on the tree) and where they would like to be.



I CAN ANSWER THE CHALLENGES

Dimitrij Banda (Osnovna šola Naklo, Slovenia)

Plan for workshop

GOALS:

Students get to know:

- what means to be responsible;
- two ways to respond to adversity or challenge – reaction or answer;
- what responses are possible and which of them are responsible;
- how to differentiate between reactions and answers in real conflict situations;
- how to be responsible for tasks they have to do.

WHAT YOU NEED:

- PowerPoint presentation (optional);
- empty sheets of paper;
- pictures of remote controllers (or students can draw them by themselves);
- coupons.

COURSE OF ACTION:

1st part: Discovering what responsibility means.

- Ask students a question about responsibility: “What means “responsibility” and “to be responsible”? When is one “responsible”?”
- Write their answers on the blackboard. Do not comment on them yet, just collect them.
- Ask students another question: “Why is there a word “response” in “responsibility”?”
- Listen to their ideas. You can relate to some of them if they are similar to following explanation:

Live gives you different challenges. Often we have to face difficult situations. But we can give a response to them. We always have a chance to response to them or to answer them. But not every response to a problem or challenge is responsible. We can differentiate between reaction and answer. Reaction is the first response. It's passive, mainly emotional and is not leading to solution. Answer on the other hand is active and thought over. It leads to solution, goal or well-being.

- Look at these examples to broaden our understanding:

| Situation: | REACTION | ANSWER |
|--|--|---|
| It's afternoon and you are bored. | <i>You complain, because there is nothing to do.</i> | <i>You think it over and find an interesting thing that you could do.</i> |
| You get a bad grade. | <i>You blame others (for example the teacher gave us too difficult test, there was not enough time, the topic is too hard) and do nothing.</i> | <i>You look, what you did wrong in test and start learning. If you need help, you ask your schoolmate or teacher.</i> |
| Your schoolmate is using bad language to offend you. | <i>You get angry and you are in a bad mood for a whole day.</i> | <i>You tell him calmly to stop and don't mind him anymore. You don't let him to spoil your day.</i> |

| REACTION | ANSWER |
|------------------------------------|--|
| Wait for something to happen. | Take initiative to make it happen. |
| Think about problems and barriers. | Think about solutions and options. |
| Let others to set their mood. | Are regulating their mood by themselves. |

- Sum up the discussion:

To be responsible you need the skill of **self-control**. You control your **emotions** (i.e. anger) and **moods** (i.e. laziness) so you don't get flooded with them. If for example you let your anger to control you, you don't feel good, and you can also do something out of anger, that you might regret afterwards. But if you control yourself, you can orient yourself toward your **goal** that is toward something you really want to happen and what will make you feel better.

Responsibility also leads you toward **excellence**. Excellence is:

- giving your best
- not stopping if you are lazy or in front of the obstacle
- keeping your promises = being reliable
- being an inspiration for others
- being proud of yourself

To sum up, being responsible means:

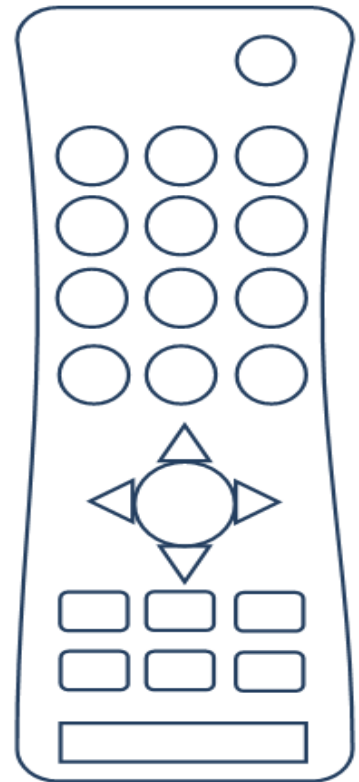
If I am responsible, I decide, how I act. I can't always choose, what will happen to me, but I can choose my response and what I do in that situation.

2nd part: Directly experiencing how it is to react and how it is to be responsible.

- **Exercise: Remote controller**

To illustrate what means to be reactive and on the other hand responsible, we can use the metaphor of remote controller. Responsible person carries his own remote controller of his life. He chooses his program and mood. Reactive person just reacts to acts of other people. He let others to control him. It is like he would give his own remote controller to others and they just press a button to change his mood. A bad remark from a schoolmate can spoil his whole day.

- Distribute the pictures of remote controllers to students or let students to draw their own remote controllers. (The buttons have to be big enough).
- Ask students to draw different emojis (or smileys) or just write different emotions (actions) on the buttons. Each student writes his name on the remote controller.
- When they are done, let them exchange the remote controllers in pairs and try them out. One student will be pushing buttons and the other one has to do exactly what the button says. This person just lets the other to control him or his moods. After some time, let them exchange the roles in pairs – now the other person is pushing buttons and the first one is responding.
- Conclude the game by returning each remote controller to his owner. He is the one, who is able to be responsible and to choose his own responses, moods and actions.



3rd part: Finding different responses to adversity and evaluating which of them are answers (responsible)

- **Exercise: Different responses to adversity**

We give students different situations that represent challenges. Let them brainstorm and find as many possible responses to challenges (see the list below). It is important that they don't limit their selves. They write all possible responses they can think of – constructive, positive, responsible or bad, negative, destructive, inappropriate... Let them think what their first thought was, when they heard the challenge, what did they usually do, what would somebody else do ...

First challenge is:

Students might write:

I come from school. A lot of school work is waiting for me, while the end of school period is nearing. But I'm not in a mood to study. What will I do? Think of all possibilities.

- I will play computer games
- I'll start to study in the evening and will study till midnight
- I'll go to playground
- First I'll relax a little, then will start to study and do 5 min break every 45 minutes
- I'll watch TV
- I'll open Facebook
- I'll be pretending to study, so the parents won't bother me
- I'll ask my friend to check if he also is not in a mood to study

Now they have to choose, which of this responses are the reactions and which are answers. You can help them by projecting the PowerPoint slide. Depending on time you have you can add some other challenges from the list below or any other actual or acute challenges from your class:

Your result of test was worse than you expected.
Your parents want you to turn of the mobile phone and clean the room.
Your sister is using the computer and doesn't let you use it.
You have forgotten to make a presentation for geography.
...
...

4th part: Setting goals and setting responsible acts

- **Exercise: Goals as path signs or blazes for your responsible actions**

Goals are the path signs or blazes for your responsible actions. With responsible behavior you approach your goals. What are your goals for this school year? If you will follow these goals, you will act responsible. And if you'll act responsible, you can reach your goals.

Examples:

A have at least 4 at all subjects at the end of school year.

I am a good friend.

I do my homework regularly.

I do my homework before evening.

I am not late to classes.

I learn regularly.

Ask students to write some of their own goals for this school year.

SOURCES:

- Lekić, k. in drugi (2010). To sem jaz, verjamem vase: priročnik za fante in punce: 10 korakov do boljše samopodobe. Celje: Zavod za zdravstveno varstvo.
- Covey, S. (2000). 7 navad zelo uspešnih najstnikov [7 habits of successful teenagers]. Ljubljana: Mladinska knjiga.
- Covey, S. (2010). 7 navad srečnih otrok [7 habits of successful children]. Ljubljana: Mladinska knjiga.

THERMOMETER OF EMOTIONS

Dimitrij Banda (Osnovna šola Naklo, Slovenia)

Plan for workshop

INTRODUCTION

In this workshop we build up the skill of recognition of own emotions. We will concentrate on anger, though the tool is very useful for other emotions too.

GOALS:

Students will practise:

- self-evaluation of intensity of an emotion
- to express an intensity of emotion on continuum
- using self-evaluation on their own emotions

WHAT YOU NEED:

- PowerPoint presentation (optional)
- copies of thermometer (or students draw them by themselves)
- copy of target for evaluation



COURSE OF ACTION:

1st part: Presenting the thermometer of emotions

We can represent intensity of an emotion with thermometer. Especially the emotion of anger is very suitable to present it with metaphor of a thermometer. When we are not angry at all, mercury or coloured alcohol in thermometer stays at ground level. When something gets us angry, the temperature rises. It could be a small irritation and the temperature rise is small. But if something gets us really angry, the temperature gets really high. If we are furious the temperature could rise to the top.

Examples:

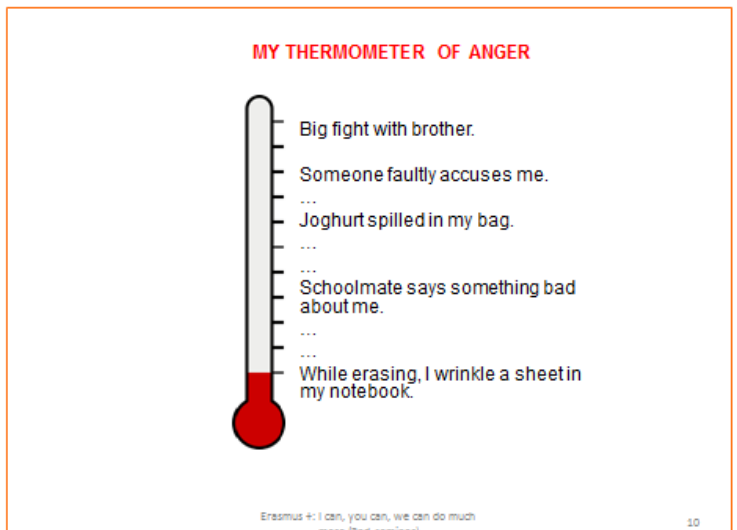
- Solving a task for math my results doesn't match with correct one.
- Schoolmate borrows my things without asking me.
- Schoolmate says something offensive to me.
- Schoolmate is continuing to provoke me.
- I have a big fight with my schoolmate.

2nd part: Making own thermometer of emotions

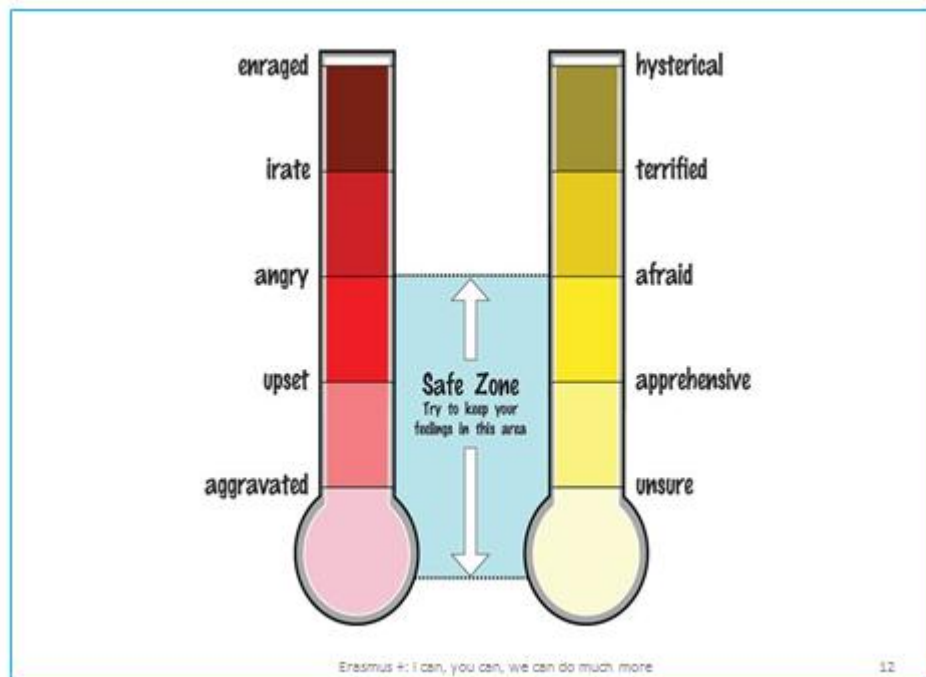
• Let every student remember different situations that got him or her angry and write them down. For each of these situations they should find a point on scale of thermometer to represent how angry they were.

- After that, you invite them to make their own scale of anger. Let them arrange on this scale different events or situations they previously found. On the bottom, there is a situation that did not make them angry at all, a little bit higher a situation, where they were only slightly angry and so on. At the top of the scale they put a situation, when they were most angry in their lives. If they are missing a situation on any point of the scale, they should think of some and add it up.

In that way the students have built their own scale of anger that would help them to evaluate intensity of their anger.



- We can sum the reason for this exercise for students: “It is important that we recognize our own emotions and that we know how to express them in a acceptable way. That will help us, to cope with stressful situations and solve our problems in a right way.” Anger is not the only emotion that we can express its intensity on a scale of thermometer. We can do such thermometer for other emotions to. If we have enough time in this workshop, we can add fear and other emotions or do that at other occasion.



3rd part: Circle time (optional)

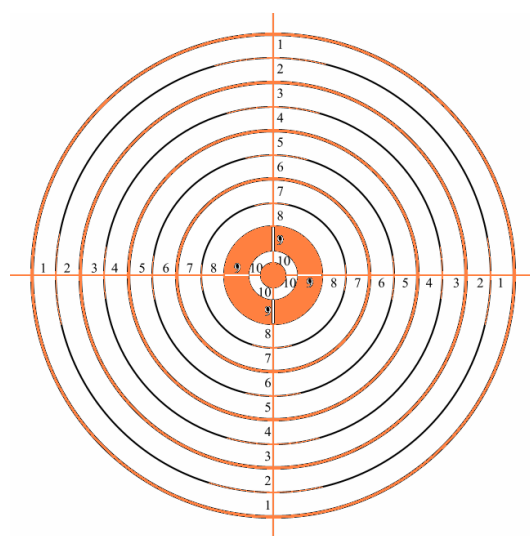
You can talk with students in a circle about recognising and expressing anger and other emotions.

4th part: Evaluation

We will use a quick evaluation. Students can evaluate the workshop even on their way out of classroom.

Present students the target (see the picture). You can make a bigger copy of it and stick it on a blackboard. Every student can make a tick in every quarter of the target, expressing the degree of agreement with corresponding statement. The more he agrees with a statement, the more to the centre he draws a tick.

You can change the statements, according to what you want to evaluate: *I have learned a lot. The workshop was fun. The workshop was helpful. Students cooperated well.*



SOURCES:

- Lekić, K. in drugi (2010). To sem jaz, verjamem vase: priročnik za fante in punce: 10 korakov do boljše samopodobe. Celje: Zavod za zdravstveno varstvo.
- Muršič, M. in drugi (2010). Znanje o čustvih za manj nasilja v šoli. Ljubljana: Inštitut za kriminologijo pri Pravni fakulteti.
- Panyu. M. (2010). Strategije za vzpodbujanje čustvene inteligentnosti v razredu. Ljubljana: Modrijan.
- Tacol, A. (2010). 10 korakov do boljše samopodobe: priročnik za učitelje za preventivno delo z razredom. Celje: Zavod za zdravstveno varstvo.

TRAFFIC LIGHTS OF EMOTIONS

Dimitrij Banda (Osnovna šola Naklo, Slovenia)

Plan for workshop

INTRODUCTION

In this workshop we build up the skill of self-control. We will concentrate on anger, though the tool is very useful for other emotions too. Traffic light of emotions helps us to react adequately to strong emotions.

GOALS:

Students learn to use a tool which helps them to control negative emotions.

WHAT YOU NEED:

- PowerPoint presentation (optional)
- elongated paper or card for each student (for making their own traffic lights)
- video from the project collection “Traffic lights of emotions” (optional)

COURSE OF ACTION:

1st part: Introducing traffic lights of emotion

If we have already learned about the thermometer of emotions (see previous workshop) we can start with next example. When the temperature on the thermometer of emotions gets high our reaction could be very inappropriate. In anger we can do something stupid, we can offend someone, hurt someone’s feeling or even hurt someone with violent behaviour. Those reactions don’t lead to a solution of a problem. It makes the problem even worse.

These are the reasons what make important that we stop the temperature rising or the rising of intensity of our emotion. This is the perfect time to use the traffic lights of emotions.

Here are the steps you take, following the lights:

- Turn on the red light and stop. Don’t yell, offend, insult. Take a few seconds to calm down.
- Turn on the yellow light. Breathe deeply, until your thoughts become clear again. Now it’s time to turn on the green light.
- When the green light turns on, tell other(s), what kind of problem you have, how you feel and find a solution.



Erasmus+ / I can, you can, we can do much more

Example:

Peter has borrowed a bike from his brother Tom without asking for permission. Tom doesn't like when others touch his belongings. Tom gets really angry and starts yelling at his brother.

Suddenly he remembers the exercise about traffic lights of emotions they did at school and takes his own made traffic light.

He looks at the red light and stops.

Then he looks at the yellow light and takes several deep breathes.

At the end he looks at the green light and tells his brother to ask him for permission next time if he wants to borrow something from him. He tells that calmly, with normal voice, without yelling. His brother Peter sees, that this is very important to Tom so he is willing to bear that in mind and ask for permission in future, when borrowing brother's things.

2nd part: Making own traffic lights

Each student now **draws** his own traffic lights on elongated piece of paper. Let them write in the steps of anger management.

They should keep this image by themselves, so it can help them to cope with anger or other strong emotion when a difficult situation arises.

3rd part: Role play

Ask students to think of different situations that could provoke strong emotions. One person plays the one who gets upset and the other one is trying to give him advice by showing him the steps in traffic light.

4th part: Circle time

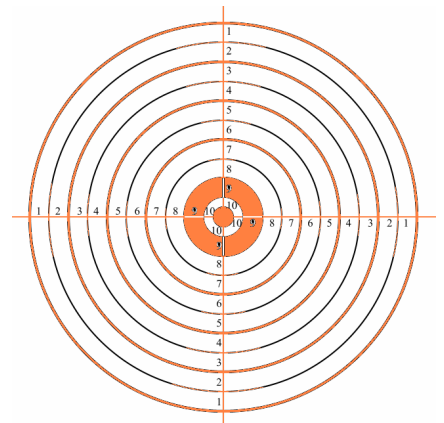
You can talk with students in a circle about recognising and expressing anger and other emotions.

5th part: Evaluation

We will use a quick evaluation. Students can evaluate the workshop even on their way out of classroom.

Present students the target (see the picture). You can make a bigger copy of it and stick it on a blackboard. Every student can make a tick in every quarter of the target, expressing the degree of agreement with corresponding statement. The more he agrees with a statement, the more to the centre he draws a tick.

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- Panyu, M. (2010). Strategije za vzpodbujanje čustvene inteligentnosti v razredu. Ljubljana: Modrijan.
- Tacol, A. (2010). 10 korakov do boljše samopodobe: priročnik za učitelje za preventivno delo z razredom. Celje: Zavod za zdravstveno varstvo.



TEA PARTY

Vanja Dolenc (Ljubljana School for the Deaf, Slovenia)

Plan for workshop

GOALS:

Encourage students to discuss the popular poetry and open up about their problems.

WHAT YOU NEED:

- Print some poems which are the songs of popular groups or singers
- Music records
- Tea, biscuits

COURSE OF ACTION:

- Create a cozy environment
- Read a poem (or ask student to read it) and talk about it
- Listen to the song with discussed poem
- Ask students to think about the bonds between poetry, music and their daily life
- Let students to choose the themes for further discussions

Some statements from teachers and students:

“Before every holiday I have a tea party with my students instead of classical Slovene language lesson”



“Pleasant time, that teacher pampered us with tea and cookies.”

“Tea party is great!”

“We can discuss about themes that we can't during the Slovene language lessons”

“We became better friends in a class”.

THE WAY I SOLVE THE CONFLICTS

Vanja Dolenc (Ljubljana School for the Deaf, Slovenia)

Plan for workshop

GOALS:

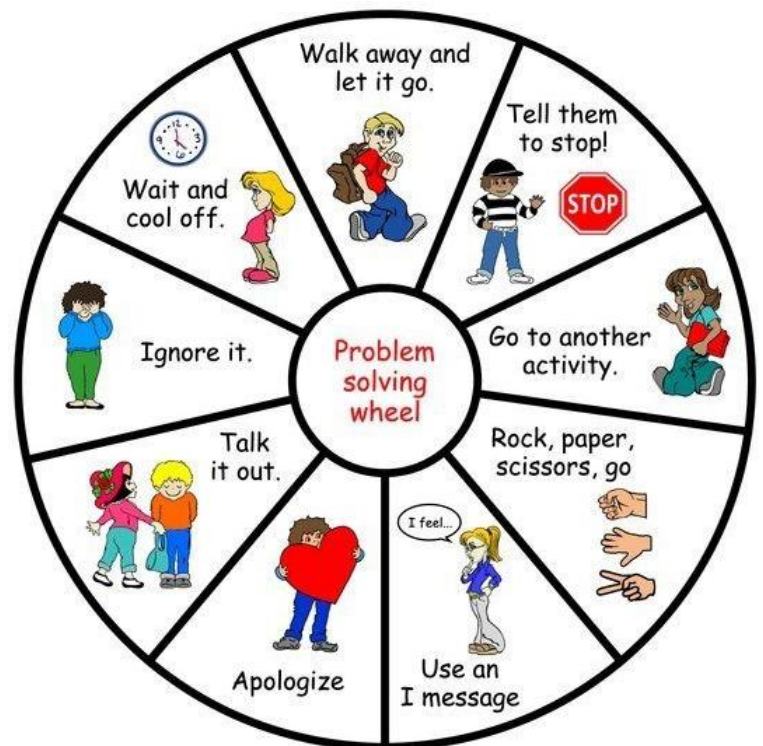
Teach students to find a positive and constructive problem solving way.

WHAT YOU NEED:

- Copies of problem solving wheel pictures (one for each student)

COURSE OF ACTION:

- Discuss with students about the ways of problem or conflict solving.
- Ask students to share their experience about the problems they had and how they solved them.
- Give an example of a problem and spin the wheel of problem solving to find the best solution.
- Play a “conflict” and solve it using the wheel.
- Stick the paper with the wheel’s image on each table in the classroom and on the door.



Some statements from teachers and students:

"It is a great visual support for problem or conflict solving. We have it in our classroom".

"I like the pictures! Can I take it home and glue it on my table?"



BUILD YOUR HOUSE

Abdulsamet Ekiz (Autism Center Gebze, Turkey)

Plan for Workshop

GOALS:

- Teaching symbolic reinforcement to students with autism
- Teaching goodness to students with autism
- Show that small things can become meaningful by growing
- To show that children with autism can develop in the field of social skills

WHAT YOU NEED:

- Bricks (You can use a cloth, paper, or cardboard)
- House panel on a wall (You can use a cloth, paper, or cardboard)
- Some treats for children (cookies, chocolates, drinks, tokens, etc.)
- Video <https://www.youtube.com/watch?v=ZCp67EeAVk4&t=3s>

COURSE OF ACTION:

1st part: Video analysis

Ask teachers to volunteer for this workshop. Briefly explain to them what you will do. Watch and analyze the video Organize Q&A (questions and answers) session: Was the idea clearly understood? What could be added to the video? You should welcome all the creative ideas for development.

2nd part: Observation

Once you have completed the preparations, you can start practicing. You can act after observing the children and seeing the goodness they have done to each other. Encourage children to do an act of kindness, help them be good to each other. Give them one brick for every good action they have done. Then, ask to stick the bricks to the house panel on the wall. Children will earn a token for each brick. Explain what you are doing to students at all stages of the activities.



3th part: Rewarding

When the house is finally built you could organize a market or fair day at the school. Prepare various treats and let children “shop” with their tokens. Encourage children with verbal skills to ask what they want in exchange of their token. Help children without verbal skills to show or choose the thing they want to get for their token.



EVALUATION:

You can take videos of photos of the activity you've done. Share it on your social media accounts, blogs, and on your school's website. This can raise the school's community's awareness about social education. Afterwards you could organize parents forum on this subject and share the experience in local community.

LET'S DO TOGETHER

Samet Ekiz (Autism Center Gebze, Turkey)

Plan for Workshop (2 hours)

GOALS:

- Motivate students to work as a team
- Ensure teachers guidance for students
- Organize free time activities for students

WHAT YOU NEED:

- Video <https://www.youtube.com/watch?v=5Xy0zA5vgxg&app=desktop>
- Materials available at gym or classroom

COURSE OF ACTION:

1st part: Descriptions

Explain your goals to teachers attending the meeting. Our goal is to create opportunities for team members to work in teams by structuring the environment. Apply the questionnaire in the evaluation section and record the answers. Show the examples for this and to recommend to teachers.

2nd part: Video analysis

Show video to teacher. There are some team work examples in video. Describe them to teacher. You can plan a 15 minute brain storm. You can ask the teachers about the materials in the classroom environment. You can talk about what you can do with these materials. You can write the ideas on a board. So you will not miss any detail. You can be sure that a lot of new ideas will come out.

3rd part: Practical activities

Ask each teacher to choose and practice 5 activities in their daily work for 1 week. Teachers can use the examples they saw on the video, as well as take advantage of new ideas. Explain that they are free to modify the activities (location, materials, timing, etc.). The main condition for the activities is the need for one's game partner support (see the video).

Examples:

Physical help: Strong student helping others.

Together Activity: Painting together, making puzzles together, counting together, singing colors together, and singing together.

Playing together: playing games together, rolling together, playing rope together.

Editing items: Changing places of items, changing shapes of items.

Toy Collecting: Collecting balls together, collecting toys together.

EVALUATION

Organize a teachers meeting after 1 week. Discuss the teambuilding results they have achieved in a week. Ask them to fill in the questionnaire and analyze the responds.

| Questions | Answers |
|---|---------|
| 1. Did all the students participate in the event? | |
| 2. Do the students work together? | |
| 3. Is there any difference in student's behavior or emotional state? | |
| 4. Are the students happy? | |
| 5. Are the students starting to work together? | |

Examples of organizing and carrying out workshops for parents and local community

Samet Ekiz, Koray Yavuz (Autism Center Gebze, Turkey)

Within this project we carried out some educational and social activities orientated towards parents and local community.

We have compiled a parent training programme for 20 weeks and invited lecturers to conduct several special education related workshops on different subjects. Certified Art courses (Ebru-Turkish paper marbling and Hat-Calligraphy) were very popular among parents as well.

The idea to keep a parent-teacher diary for a better cooperation worked out well. Every day teacher would write some short notices about child's communicational, self-care, academic, playing skills and nutrition and

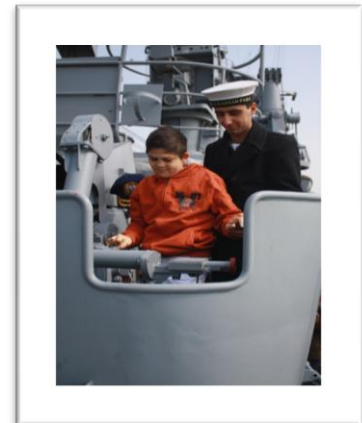
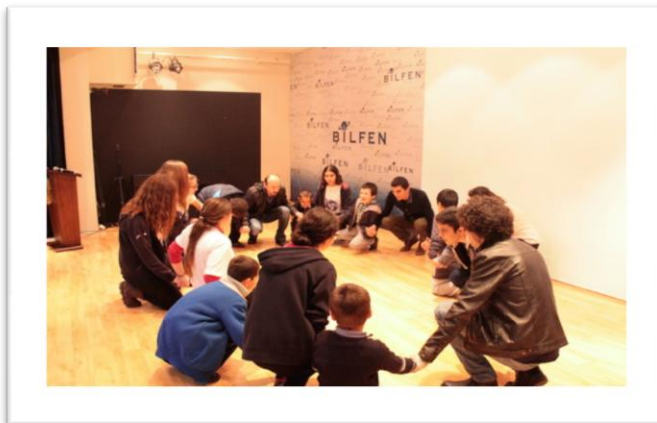
| YUMBUKAYA ÖZEL EĞİTİM UYGULAMA MERKEZİ | |
|--|-------------|
| ONE DAY OF ME | |
| DATE: _____ | NAME: _____ |
| 1. COMMUNICATION SKILLS | |
| 2. SELF-CARE SKILLS | |
| 3. ACADEMIC SKILLS | |
| 4. PLAYING SKILLS | |
| 5. NUTRITION | |
| ATTENDING MY TEACHER SAYS: _____ | |

give the paper to a parent. That notebook became

quite useful tool to share the information and to ensure the continuity of learning after school.

We welcome periodically family visits at the school. It is a common practice to invite one parent from a classroom to attend the classes all day-long. In return teacher is invited to visit a pupil at home and to observe how he is applying new skills. Cooperating with parents and representatives of local community we organize in-class festivals with traditional foods,

picnics, short trips, motivation nights for our pupils, kermis, etc. Children are very excited about our balloon festival, foam party, magicians nights, meetings with university students, visiting different local business.



Consultations Day

Giedre Stapulioniene, Deputy Director for Education
(Siauliai Logopedic School, Lithuania)

The management team of Siauliai Logopedic School encourages the tight cooperation of the school's community in every aspect of educational process. We believe that effective team work is the main success factor in search for school's excellence. Aiming to help students with special needs it is very important that class teachers, special educators and parents would understand the child's needs and possibilities correctly so the right decisions could be



made and the best individual solution could be found. Therefore every semester consultation days are organized in Logopedic School. Every year on January many parents come to school to meet with the teachers. They discuss with the teachers individually about their child's

achievements, learning program, adaptation and behavior, get some recommendations for future education, etc. Also parents are invited to attend open lessons or extracurricular activities. Parents admit that individual consultations are very useful. We are glad to receive a positive feedback about the event.



Bonding Days Activities in Lithuania

Zivile Nakciuniene (Siauliai Logopedic School, Lithuania)
































































Parents Board at Siauliai Logopedic School Preschool Department took an active role in the project. At the meeting teachers and parents discussed the annual plan for bonding day activities. Parents used their professional connections to find the best location for various events and prepared the prizes for the kids. Together we have organized several bonding activities at our school: mini Olympic Games, excursion to the nursery garden, participation in the city's art symposium and the region's ecological

action. Kids and parents were very creative designing flags for their Olympic teams, competed and enjoyed Olympic spirit, collaborated at various art workshops. Pupils demonstrated their civic responsibility by planting the trees together with their families. We actively joined national ecological action „Save the Juniper“ and draw the society’s attention on the Juniper Valley by embracing the valley with the festoon of children drawings (decorated paper hands).



Examples of Evaluation

Questionnaire for pupils aged from 6 to 9

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I LIKE GOING TO SCHOOL. |   |  |  |  |   |
| IN SCHOOL I FEEL GOOD. |   |  |  |  |   |
| THE SCHOOL AREA IS NEAT AND CLEAN. |   |  |  |  |   |
| SOME PUPILS OFTEN MISBEHAVE DURING THE CLASSROOMS. |   |  |  |  |   |
| TEACHER OFTEN PRAISES PUPILS. |   |  |  |  |   |
| THERE ARE CLEAR RULES OF BEHAVIOR IN OUR SCHOOL. |   |  |  |  |   |
| PUPILS HELP EACH OTHER. |   |  |  |  |   |
| I FEEL SAFE IN SCHOOL. |   |  |  |  |   |
| PUPILS OFTEN BEHAVE BADLY. |   |  |  |  |   |

Questionnaire for Pupils aged from 9 to 12

Please express your level of agreement with each of following statements on a scale from 1 (strongly disagree) to 5 (strongly agree).

| | | | | |
|--------------------------|-----------------|-------------------|--------------|-----------------------|
| Strongly disagree | Disagree | Don't know | Agree | Strongly agree |
| 1 | 2 | 3 | 4 | 5 |

School satisfaction

| | | | | | |
|-------------------------|---|---|---|---|---|
| I like going to school. | 1 | 2 | 3 | 4 | 5 |
| In school I feel good. | 1 | 2 | 3 | 4 | 5 |

Physical surrounding

| | | | | | |
|---|---|---|---|---|---|
| The school area is neat and clean. | 1 | 2 | 3 | 4 | 5 |
| Pupils take care of school equipment and whole school area. | 1 | 2 | 3 | 4 | 5 |

Upbringing activities

| | | | | | |
|---|---|---|---|---|---|
| Pupils take part in creating school and classroom rules. | 1 | 2 | 3 | 4 | 5 |
| Some pupils often misbehave during the lessons. | 1 | 2 | 3 | 4 | 5 |
| Teachers have difficulties to calm down pupils who misbehave. | 1 | 2 | 3 | 4 | 5 |
| Teachers are fair to pupils. | 1 | 2 | 3 | 4 | 5 |
| Parents often complain about the teachers in my presence. | 1 | 2 | 3 | 4 | 5 |

Positive encouragement and positive environment

| | | | | | |
|---|---|---|---|---|---|
| Teachers notice good things about pupils, praise them and encourage them. | 1 | 2 | 3 | 4 | 5 |
| Teachers take time to talk to the pupil. | 1 | 2 | 3 | 4 | 5 |
| I feel welcomed in school. | 1 | 2 | 3 | 4 | 5 |
| Teachers help me to do my best. | 1 | 2 | 3 | 4 | 5 |

Educational measures

| | | | | | |
|--|---|---|---|---|---|
| There are clear rules of behavior in our school. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

Relationship

| | | | | | |
|--|---|---|---|---|---|
| Pupils are respectful towards teacher and other employees. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

| | | | | | |
|--|---|---|---|---|---|
| Employees of the school are respectful towards pupils. | 1 | 2 | 3 | 4 | 5 |
| Pupils are respectful towards each other. | 1 | 2 | 3 | 4 | 5 |
| I notice a lot of intolerance to different. | 1 | 2 | 3 | 4 | 5 |
| Pupils help each other. | 1 | 2 | 3 | 4 | 5 |

Safety

| | | | | | |
|---|---|---|---|---|---|
| I feel safe in school. | 1 | 2 | 3 | 4 | 5 |
| There is a lot of violence between the pupils (abusive language, threats, tweaks, beating...) | 1 | 2 | 3 | 4 | 5 |

Social and emotional intelligence

| | | | | | |
|---|---|---|---|---|---|
| I can effectively solve conflicts. | 1 | 2 | 3 | 4 | 5 |
| Other pupils can effectively solve conflicts. | 1 | 2 | 3 | 4 | 5 |
| When something makes me angry, I can hardly control myself. | 1 | 2 | 3 | 4 | 5 |
| When other pupils get angry, they often behave inappropriately. | 1 | 2 | 3 | 4 | 5 |

What do dislike in school or what changes would you suggest? (Fill in the table.)

Consider how you feel in school, relationships, breaks, school equipment...

Perhaps you saw something in other school or on TV or internet.

| What would you like to change? | How would the change be executed? | Who would have to make a change? |
|--------------------------------|-----------------------------------|----------------------------------|
| | | |

What do you especially like in our school?

Questionnaire for Pupils aged from 12 to 15

Please express your level of agreement with each of following statements on a scale from 1 (strongly disagree) to 5 (strongly agree).

| | | | | |
|-------------------|----------|------------|-------|----------------|
| Strongly disagree | Disagree | Don't know | Agree | Strongly agree |
| 1 | 2 | 3 | 4 | 5 |

School satisfaction

| | | | | | |
|-------------------------|---|---|---|---|---|
| I like going to school. | 1 | 2 | 3 | 4 | 5 |
| In school I feel good. | 1 | 2 | 3 | 4 | 5 |

Physical surrounding

| | | | | | |
|--|---|---|---|---|---|
| The school area is neat and clean. | 1 | 2 | 3 | 4 | 5 |
| School is well equipped (learning materials, sports requisites, technology, furniture) | 1 | 2 | 3 | 4 | 5 |
| Pupils take care of school equipment and whole school area. | 1 | 2 | 3 | 4 | 5 |

Upbringing activities

| | | | | | |
|---|---|---|---|---|---|
| We talk a lot about nonviolent problem solving with teachers. | 1 | 2 | 3 | 4 | 5 |
| Pupils take part in creating school and classroom rules. | 1 | 2 | 3 | 4 | 5 |
| Some pupils often misbehave during the lessons. | 1 | 2 | 3 | 4 | 5 |
| Teachers have difficulties to calm down pupils who misbehave. | 1 | 2 | 3 | 4 | 5 |
| Teachers are fair to pupils. | 1 | 2 | 3 | 4 | 5 |
| Parents often complain about the teachers in my presence. | 1 | 2 | 3 | 4 | 5 |
| The school is trying to raise responsible teenagers. | 1 | 2 | 3 | 4 | 5 |

Positive encouragement and positive environment

| | | | | | |
|---|---|---|---|---|---|
| Teachers notice good things about pupils, praise them and encourage them. | 1 | 2 | 3 | 4 | 5 |
| Teachers take time to talk to the pupil. | 1 | 2 | 3 | 4 | 5 |
| I feel welcomed in school. | 1 | 2 | 3 | 4 | 5 |
| Teachers help me to do my best. | 1 | 2 | 3 | 4 | 5 |
| In the school only some pupils can fulfill their strengths. | 1 | 2 | 3 | 4 | 5 |

Educational measures

| | | | | | |
|--|---|---|---|---|---|
| There are clear rules of behavior in our school. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

| | | | | | |
|--|---|---|---|---|---|
| The consequences for not doing school work are completely clear. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

Relationship

| | | | | | |
|--|---|---|---|---|---|
| Pupils are respectful towards teacher and other employees. | 1 | 2 | 3 | 4 | 5 |
| Employees of the school are respectful towards pupils. | 1 | 2 | 3 | 4 | 5 |
| Pupils are respectful towards each other. | 1 | 2 | 3 | 4 | 5 |
| When I have a problem, I can trust to a teacher, class teacher or counselor. | 1 | 2 | 3 | 4 | 5 |
| I notice a lot of intolerance to different. | 1 | 2 | 3 | 4 | 5 |
| Pupils help each other. | 1 | 2 | 3 | 4 | 5 |

Safety

| | | | | | |
|---|---|---|---|---|---|
| I feel safe in school. | 1 | 2 | 3 | 4 | 5 |
| There is a lot of violence between the pupils (abusive language, threats, tweaks, beating...) | 1 | 2 | 3 | 4 | 5 |

Social and emotional intelligence

| | | | | | |
|--|---|---|---|---|---|
| I can effectively solve conflicts. | 1 | 2 | 3 | 4 | 5 |
| Other pupils can effectively solve conflicts. | 1 | 2 | 3 | 4 | 5 |
| When something makes me angry, I can hardly control myself. | 1 | 2 | 3 | 4 | 5 |
| When other pupils get angry, they often behave inappropriately. | 1 | 2 | 3 | 4 | 5 |
| I take responsibility for my school work and learning. | 1 | 2 | 3 | 4 | 5 |
| Other pupils take responsibility for their school work and learning. | 1 | 2 | 3 | 4 | 5 |
| I can cooperate with others well. | 1 | 2 | 3 | 4 | 5 |
| We cooperate well with each other. | 1 | 2 | 3 | 4 | 5 |

What do dislike in school or what changes would you suggest? (Fill in the table.)

Consider how you feel in school, relationships, breaks, school equipment...
Perhaps you saw something in other school or on TV or internet.

| What would you like to change? | How would the change be executed? | Who would have to make a change? |
|--------------------------------|-----------------------------------|----------------------------------|
| | | |

What do you especially like in our school?

Questionnaire for Parents

In which class is your child (if you have more children, choose all of their classes):

| | | | | | | | | |
|----|----|----|----|----|----|----|----|----|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. |
|----|----|----|----|----|----|----|----|----|

+Please express your level of agreement with each of following statements on a scale from 1 (strongly disagree) to 5 (strongly agree).

| | | | | |
|-------------------|----------|------------|-------|----------------|
| Strongly disagree | Disagree | Don't know | Agree | Strongly agree |
| 1 | 2 | 3 | 4 | 5 |

School satisfaction

| | | | | | |
|---------------------------------|---|---|---|---|---|
| My child likes going to school. | 1 | 2 | 3 | 4 | 5 |
| My child feels good in school. | 1 | 2 | 3 | 4 | 5 |
| I'm satisfied with school. | 1 | 2 | 3 | 4 | 5 |

Physical surrounding

| | | | | | |
|--|---|---|---|---|---|
| The school area is neat and clean. | 1 | 2 | 3 | 4 | 5 |
| School is well equipped (learning materials, sports requisites, technology, furniture) | 1 | 2 | 3 | 4 | 5 |
| Pupils take care of school equipment and whole school area. | 1 | 2 | 3 | 4 | 5 |

Upbringing activities

| | | | | | |
|---|---|---|---|---|---|
| Pupils talk a lot about nonviolent problem solving with teachers. | 1 | 2 | 3 | 4 | 5 |
| Pupils take part in creating school and classroom rules. | 1 | 2 | 3 | 4 | 5 |
| Some pupils often misbehave during the lessons. | 1 | 2 | 3 | 4 | 5 |
| Teachers have difficulties to calm down pupils who misbehave. | 1 | 2 | 3 | 4 | 5 |
| Teachers are fair to pupils. | 1 | 2 | 3 | 4 | 5 |
| I often complain about the teachers. | 1 | 2 | 3 | 4 | 5 |
| The school is trying to raise responsible teenagers. | 1 | 2 | 3 | 4 | 5 |

Positive encouragement and positive environment

| | | | | | |
|---|---|---|---|---|---|
| Teachers notice good things about pupils, praise them and encourage them. | 1 | 2 | 3 | 4 | 5 |
| Teachers take time to talk to the pupil. | 1 | 2 | 3 | 4 | 5 |
| My child feels welcomed in school. | 1 | 2 | 3 | 4 | 5 |
| Teachers help my child to do my best. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| In the school only some pupils can fulfill their strengths. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Educational measures

| | | | | | |
|--|---|---|---|---|---|
| There are clear rules of behavior in school. | 1 | 2 | 3 | 4 | 5 |
| The consequences for not doing school work are completely clear. | 1 | 2 | 3 | 4 | 5 |

Relationship

| | | | | | |
|---|---|---|---|---|---|
| Pupils are respectful towards teachers and other employees. | 1 | 2 | 3 | 4 | 5 |
| Employees of the school are respectful towards pupils. | 1 | 2 | 3 | 4 | 5 |
| Pupils are respectful towards each other. | 1 | 2 | 3 | 4 | 5 |
| When my child has a problem, he can trust to a teacher, class teacher or counselor. | 1 | 2 | 3 | 4 | 5 |
| I notice a lot of intolerance to different in school. | 1 | 2 | 3 | 4 | 5 |
| Pupils help each other. | 1 | 2 | 3 | 4 | 5 |
| Employees of the school are respectful towards parents. | 1 | 2 | 3 | 4 | 5 |

Safety

| | | | | | |
|---|---|---|---|---|---|
| My child feels safe in school. | 1 | 2 | 3 | 4 | 5 |
| There is a lot of violence between the pupils (abusive language, threats, tweaks, beating...) | 1 | 2 | 3 | 4 | 5 |

Social and emotional intelligence

| | | | | | |
|---|---|---|---|---|---|
| My child can effectively solve conflicts. | 1 | 2 | 3 | 4 | 5 |
| When something makes my child angry, he can hardly control himself. | 1 | 2 | 3 | 4 | 5 |
| My child takes responsibility for my school work and learning. | 1 | 2 | 3 | 4 | 5 |
| My child can cooperate with others well. | 1 | 2 | 3 | 4 | 5 |

What do dislike in school or what changes would you suggest? (Fill in the table.)

Consider how your child feels in school, relationships, breaks, school equipment...

| What would you like to change? | How would the change be executed? | Who would have to make a change? |
|--------------------------------|-----------------------------------|----------------------------------|
| | | |

What do you especially like in our school?

Questionnaire for Teachers

Please express your level of agreement with each of following statements on a scale from 1 (strongly disagree) to 5 (strongly agree).

| | | | | |
|-------------------|----------|------------|-------|----------------|
| Strongly disagree | Disagree | Don't know | Agree | Strongly agree |
| 1 | 2 | 3 | 4 | 5 |

School satisfaction

| | | | | | |
|-----------------------|---|---|---|---|---|
| I like going to work. | 1 | 2 | 3 | 4 | 5 |
| At work I feel good. | 1 | 2 | 3 | 4 | 5 |

Physical surrounding

| | | | | | |
|--|---|---|---|---|---|
| The school area is neat and clean. | 1 | 2 | 3 | 4 | 5 |
| School is well equipped (learning materials, sports requisites, technology, furniture) | 1 | 2 | 3 | 4 | 5 |
| Pupils take care of school equipment and whole school area. | 1 | 2 | 3 | 4 | 5 |

Upbringing activities

| | | | | | |
|---|---|---|---|---|---|
| We talk a lot about nonviolent problem solving with pupils. | 1 | 2 | 3 | 4 | 5 |
| Pupils take part in creating school and classroom rules. | 1 | 2 | 3 | 4 | 5 |
| Some pupils often misbehave during the classrooms. | 1 | 2 | 3 | 4 | 5 |
| I have difficulties to calm down pupils who misbehave. | 1 | 2 | 3 | 4 | 5 |
| Teachers are fair to pupils. | 1 | 2 | 3 | 4 | 5 |
| Parents often complain about the teachers. | 1 | 2 | 3 | 4 | 5 |
| In the school we are trying to raise responsible teenagers. | 1 | 2 | 3 | 4 | 5 |

Positive encouragement and positive environment

| | | | | | |
|--|---|---|---|---|---|
| I notice good things about pupils, praise them and encourage them. | 1 | 2 | 3 | 4 | 5 |
| I take time to talk to the pupil. | 1 | 2 | 3 | 4 | 5 |
| Pupils feel welcomed in school. | 1 | 2 | 3 | 4 | 5 |
| I help pupils to do their best. | 1 | 2 | 3 | 4 | 5 |
| In the school only some pupils can fulfill their strengths. | 1 | 2 | 3 | 4 | 5 |

Educational measures

| | | | | | |
|--|---|---|---|---|---|
| There are clear rules of behavior in our school. | 1 | 2 | 3 | 4 | 5 |
| The consequences for not doing school work are completely clear. | 1 | 2 | 3 | 4 | 5 |

Relationship

| | | | | | |
|--|---|---|---|---|---|
| Pupils are respectful towards teacher and other employees. | 1 | 2 | 3 | 4 | 5 |
| Employees of the school are respectful towards pupils. | 1 | 2 | 3 | 4 | 5 |
| Pupils are respectful towards each other. | 1 | 2 | 3 | 4 | 5 |
| When a pupil has a problem, he can trust to a teacher, class teacher or counselor. | 1 | 2 | 3 | 4 | 5 |
| I notice a lot of intolerance to different. | 1 | 2 | 3 | 4 | 5 |
| Pupils help each other. | 1 | 2 | 3 | 4 | 5 |

Safety

| | | | | | |
|---|---|---|---|---|---|
| Pupils feel safe in school. | 1 | 2 | 3 | 4 | 5 |
| There is a lot of violence between the pupils (abusive language, threats, tweaks, beating...) | 1 | 2 | 3 | 4 | 5 |

Social and emotional intelligence

| | | | | | |
|--|---|---|---|---|---|
| I can effectively solve conflicts between pupils. | 1 | 2 | 3 | 4 | 5 |
| Pupils can effectively solve conflicts. | 1 | 2 | 3 | 4 | 5 |
| When somebody makes me angry, I can hardly control myself. | 1 | 2 | 3 | 4 | 5 |
| When pupils get angry, they often behave inappropriately. | 1 | 2 | 3 | 4 | 5 |
| I take responsibility for my work and teaching. | 1 | 2 | 3 | 4 | 5 |
| Pupils take responsibility for their school work and learning. | 1 | 2 | 3 | 4 | 5 |
| I can cooperate with others well. | 1 | 2 | 3 | 4 | 5 |
| Pupils cooperate well with each other. | 1 | 2 | 3 | 4 | 5 |

Do you have an idea, how to improve wellbeing of pupils and teachers in school (relationships, breaks, classroom equipment...)?

End of school year evaluation for students and teachers

For teachers we have slightly changed question – we have inserted »students« instead of »your« or »we« when needed.

We would like to ask you to give a grade to some activities that took place in our school this year. While grading, think about how fun and how useful those activities were. Think also about how they influenced your wellbeing in school and the atmosphere in school.

In December we were creating a pleasant environment in our school with activity Pay it forward. We were building a chain of acts of kindness in school as well outside our school. The symbol of act of kindness was a marble.

How would you grade the activity Pay it forward?

1 2 3 4 5

During an activity day or in our class hour we were talking about synergy. We have completed our coat of arms with our positive characteristics, discovering what synergy means, making live statues and looking for slogan for synergy.

How would you grade the activity about synergy?

1 2 3 4 5

During a class hour “Emotions are coloring our lives” we were recognizing and presenting the characteristics of five basic emotions. We were also looking for slogan about the advantages skill of recognizing emotions brings.

How would you grade the activity about recognizing emotions?

1 2 3 4 5

We have invited parents to school on school's open doors day. We have prepared a short program for them.

How would you grade the open doors day activity?

1 2 3 4 5

On days of connectedness we were joining together during the main school break. We have dressed in blue, yellow and red. We wrote verses, words in different languages or messages of love and friendship on pieces of paper. We have danced and played together on the playground.

How would you grade the days of connectedness?

1 2 3 4 5

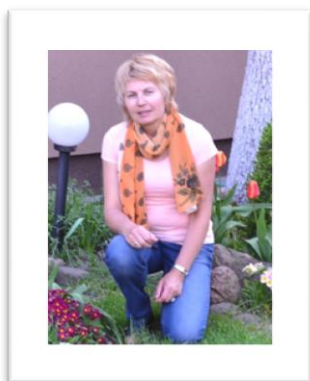
What would you like to add about those activities?

Thank you for your answers.

Statements from project's participants

Participation in the project was an excellent opportunity for me to learn the fundamentals of foreign education systems. Meetings with foreign partners have been very useful and memorable because we could share information, work methods, as well to discuss and test them. The teacher training was interesting and informative, based on practice. I am glad that I can adapt the knowledge and skills in my daily work with children.

**Monika Siuipyte, Teacher
Siauliai Logopedic School, Lithuania**

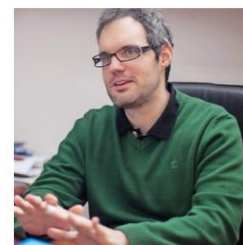


The project was interesting and useful, especially the international meetings. I have improved my foreign language skills, communicational and collaboration competences. During the teacher training in Turkey I have learnt about the country's educational system and institutions, culture and architecture. Kids had great fun and learnt a lot while filming our educational videos, acting in various situations, sharing their experience. They were very eager to meet foreign guests and demonstrated their best skills joyfully.

**Vilma Beinoriene, Teacher
Siauliai Logopedic School, Lithuania**

The cooperation with our foreign colleagues was very interesting and fruitful not only because they are coming from different countries and school systems, but also because they are specialized in working with children with special needs, each in their own area. They work with children with speech disorder, deaf children, children with autism and other special needs. When we were talking about school preventive program, we had to take in consideration the specifics of all this children, but we also had the privilege to have all the experience and knowledge our partners had. In that way we were able to find a way where our cooperation was not only a sum of parts, but a synergy.

**Dimitrij Banda, Psychologist
Osnovna Šola Naklo, Slovenia**



Through our actions in our project we have confirmed, that children need to move, feel connected between each other, teachers and school as a whole. We offer them to fulfil these needs through bonding days which connected all school through activities on school playground. It demands some extra effort from school staff, but we would absolutely recommend this activity. There are also many activities that enhance students' emotional intelligence and social skills we prepared during project. It is off course not enough to do just one activity enhancing one social skill and thinking, children will master it. We had to work on them much more often. We can find some extra time for special hours or we can them implement them in our regular classes, when they much with some part of curriculum.



**Tinka Bertoncej,
Mentor
Osnovna Šola Naklo,
Slovenia**

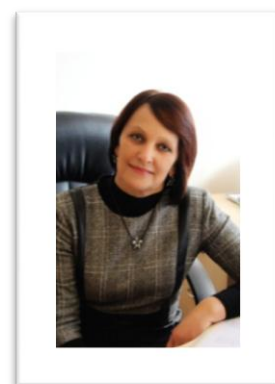


Our younger students liked the bonding days very much. It made a school break something special and because of them the whole school day was something special to. They had fun preparing and during the breaks, they got outside, they were moving, dancing and playing, and they connected in a meaningful way. They liked coupons for one excuse for something they didn't do or forget to do (for example homework). Children also liked celebrations, which were special awards for them. They also like some of the activities for training their skills, especially the ones with videos played by their peers. They also enjoyed making those videos and materials.

*Tatjana Lotric Komac, Deputy Director,
Osnovna Šola Naklo, Slovenia*

Participating in the project I have learnt some innovative teaching methods and tools, observed different teaching practices, shared my ideas and experience. I am sure that knowledge transfer and joined ideas will support the constant development and improvement of special education in our community. The Italian culture, traditions and people are wonderful. I found out that working and learning intensively one can feel the pleasure and satisfaction. All the knowledge and skills I gained during the courses will be very useful in my work and life.

*Violeta Matakiene, Head of Non-Formal Education Department,
Siauliai Logopedic School, Lithuania*



During the training courses in Turkey and Italy I gained new knowledge and valuable information about management of child's emotional and behavior problems, prevention of bullying, creation of positive environment in the school. I have realized that regardless the differences of our educational systems, all the partner schools are full of love to children and positivity. While visiting the partner schools I got a few ideas how to improve our school's classes, recreation areas, parents meeting room. I found very interesting to see the music instruments made by kids, festive decorations. While living in different cultures the teachers are open to knowledge, sincere, creative, and hospitable.

*Rimantas Liukinevicius, Teacher
Siauliai Logopedic School, Lithuania*

This international project gave me the opportunity to share best practice experience in the field of prevention of bullying at school. I have got answers to many hot questions: What results can be achieved? How successful was the social skills education? How to strengthen the psychological immunity and improve interpersonal communication? Traditionally it is thought that violence can be overcome by punishing the violator, but we understand that it is not true. We have to help the victim and the bully as well. I want to thank all the project participants for their attention to the bullying at school, for their sincere and close cooperation dealing with that difficult problem.



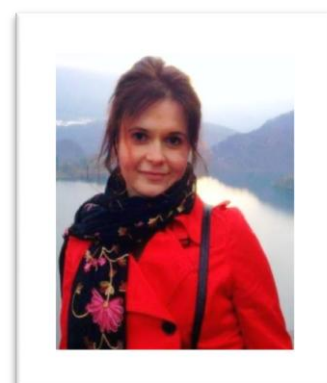
*Ausra Senkauskiene, Teacher
Siauliai Logopedic School, Lithuania*



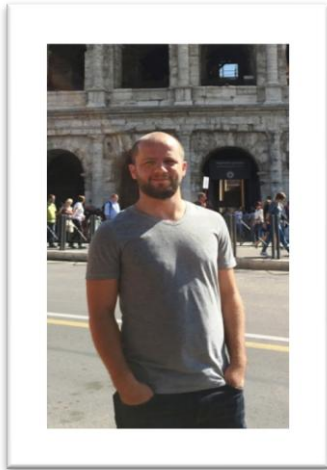
The training course was all very interesting. The idea of positive school was brilliantly explained in simple language and with clear examples. Dimitrij was a very good teacher, patient, calm and "positive"! We've learned that only sharing ideas and comparing it is possible to create a positive school environment. I would recommend to use bonding days activities at least once a month! Pupils like them as a way to learn to recognize their inner emotions and not to be scared! Together it is easier! Our students liked the bonding day's activities most. It was a way for celebrating their feelings and their being a community!

*Rosanna Carulli, Teacher
School Padre Pio, Altamura, Italy*

During this project I explored many fields that are relevant for my work. I acknowledged positive psychology and how it can be used in learning process. This affected students' wellbeing and their grades. They are now more motivated. During film making tasks students improved their competence of creativity and digital competence; they've widened their cultural awareness, expression skills. Learned how to cooperate during group related tasks. As well as learnt how to be initiative on bonding days which helped to build their relationships and strengthened it. That will be useful for their education in the future and that will help me to become a better teacher and more motivated teacher.



*Ieva Juozapaviciute, Teacher
Siauliai Logopedic School, Lithuania*



This project changed my point of view and expectations. I understood that the problems in other schools were similar to the ones in the autism schools. Regular school practices can be transferred to our school with a slight adaptation. The target for this is not the students, but teachers and families. If we can change the perspectives of parents and teachers, we can build more positive school atmosphere. I saw the work that could be done to break down the prejudices. We need volunteers for that. In other schools, seeing the changes that took place during the program gave me hope and positive thoughts. We have achieved excited results at the events we did. When we thought about the preventive program, we planned more activities. We applied them and got nice feedback. There is no doubt that the program is useful. I wish other people to start working with this program too. Thanks to everyone who works on this program.

**Samet Ekiz, Special education teacher,
Yumrukaya Ozel Egitim Uygulama Merkezi, Turkey**

We have a young and dynamic team at our school. All our teachers are constantly researching and developing their professional skills. We were very interested in the project. We thought it would be useful for our school to join the project. Cooperation, teamwork, positive thinking... These are the skills we need most. If we want to achieve our goals, we have to add these skills to our school's program. That is why we decided to be active participants of this project. In two years we have learned, observed and applied a lot of new ideas. The project work had a great added value to us. Thank you all my partners and you.



**Erkan Mirzeoglu, Headmaster
Yumrukaya Ozel Egitim Uygulama Merkezi, Turkey**

