



Erasmus+



Values

Treasure and Challenge for Europe's Youth

Guide for Kindergarten and Schools

Prepared in the frame of Erasmus+
Cooperation for innovation and exchange of good practice

Strategic Partnership for school education
2014 – 16



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Project partners :

**Stadtteilschule Arheilgen
Darmstadt /Germany**

www.sts-arheilgen.de



**Scoala Primara 'Hänsel und Gretel'
Iasi /Romania**

www.feas.ro



**Vali sabahattin çakmakoğlu ortaokulu
Mersin /Turkey**

[http://mebk12.meb.gov.tr/meb_iys_dosyalar/33/14/713304/index.html?
CHK=00d53bc923c04fd08c2c83781dffe448](http://mebk12.meb.gov.tr/meb_iys_dosyalar/33/14/713304/index.html?CHK=00d53bc923c04fd08c2c83781dffe448)



**Základní škola
Tomase Garrigua Masaryka
Blansko /Czech Republic**

www.zstgm.cz



**Private Secondary Comprehensive School
DRITA
Sofia /Bulgaria**

www.dritaschool.com



About

Stadtteilschule Arheilgen

a Cooperative Comprehensive School and the coordinator of this project

We offer first stage of secondary education for pupils aged 10 to 16 (grade 5 – 10)

Grammar school (grade 5 – 10) Facilitating Stage (grade 5 + 6) -

streaming starts in grade 7: Secondary Modern School (3 years)

Secondary School leading to Intermediate Qualification (4 years)

Two Integration classes for new pupils with no or hardly any knowledge of German due to their migrant or refugee background. They get extra training in German so that after some time they will be able to take part in mainstream lessons.

about 710 pupils (370 boys, 340 girls)

62 teachers (42 female, 20 male)

Committed participation of parents

Our pupils come from more than 30 countries from all over the world. More than 30% have arrived in Germany just a few years ago. We are teaching our pupils to value different cultures brought into our school by pupils from all over the world.

All pupils start learning English in grade 5.

Spanish or French as a second foreign language starts in grade 7

Stadtteilschule Arheilgen also focusses on:

Project “School and Exercises“ (accredited)

Extra support lessons to overcome learning difficulties

Teaching values (behaviour training, education towards democracy)

Project “Learning by adventures“

Lessons making pupils ready for choosing a career

Offering pupils of grade 5 + 6 to choose between classes with

extra lessons in Sports or Art or Natural Science/Technics

Extracurricular activities



About

Scoala Primara ‘Hänsel und Gretel‘

Hänsel und Gretel” Primary School is a private elementary school who educates kindergarten and primary school children. It was inaugurated in 2012 in the Iasi city, a cultural town powdered with culture and history. The school’s activity started with 20 preschoolers and 6 pupils. During this school year (2015-2016) we’re working with 45 preschoolers and 22 pupils. We grow slowly but we know we’re heading the right way. We have a qualified and well prepared staff appreciated by our pupils and parents. We have implemented local and regional projects with other schools, kindergartens and NGO’s.

The project VALUES is very much appreciated in our school. We have promoted the project in our community and several schools showed their interest about the activities in the project. The teachers from other schools manifested the desire for implementing the project in their schools. During the project’s implementation we also sent them several suggestions of our international partners; thus in their schools they had the opportunity to do interesting activities. This was a wonderful thing because we shared ideas and established common activities such as: “Flowers’ Prom”, “Meeting with successful persons”, “A day spent in other kindergarten” and trips. Implementing this project in more schools, a largest number of pupils would benefit from it. Thus a total number of 26 teachers and pupils from below listed schools are implicated in the project:

- **Liceul Teoretic “Vasile Alecsandri”**
- **Scoala B.P. HASDEU**
- **Gradinita nr 21**
- **Scoala Gimnaziala “Titu Maiorescu”**

The activities realized together with the pupils in the Values project brought more control over the school, the children were encouraged to be more responsible and respectful. We received a very good and genuine feedback over the project as we constantly informed the parents about the project’s evolution and the children’s progress.

Furthermore, in addition to our activities in the school, we organized meetings for sharing the results of the project’s activities and the events where children, teachers and parents participated. Also, at the meetings, we invited special guests from Romanian Schools Territorial Inspectorate, German Embassy in Romania, Cultural German Centre and Mayor House.

We are very grateful to our international partners from the VALUES Project for their support and very good cooperation.

About

Vali Sabahattin akmakođlu ortaokulu

Vali Sabahattin akmakođlu Secondary School is situated in residential area including 3200 houses built by Mersin Municipality under the World Bank loan within prevention of slums. It was built in 1987 in Akbelen District. We are in Toroslar County of Mersin City

It was named Vali Sabahattin akmakođlu in order to recognize his success job and to be an example to the next generation

- The education started in 1987-1988 period.
- In 1993-1994 education year annex was built in addition to the main building including 21 classes and 6 toilets.
- In 1992-1993 education year our school was converted from primary part to both primary and secondary parts.
- In 2013-2014 another primary school named Durmuş Ali Toksoy Primary School had to be transferred to our school both with its staff and pupils as their building was in danger and had to be destroyed. In 2014-2015 the staff of secondary part of that school had been sent to other schools. The primary part of that school has been still in education at our school within their name Durmuş Ali Toksoy.

There are 39 teachers and 670 pupils in our secondary part.

Age Range:11-15

About

Základní škola T. G. Masaryka

Primary and lower secondary school Tomáše Garrigua Masaryka Blansko is the oldest school in town Blansko, with its history lasting for nearly ninety years. It is situated in the southeast part of the Czech Republic, in protected area called Moravian Karst. Our surrounding area is really rich in natural beauties. Our region also has a long industrial tradition and farming is very important here, too. About 20000 inhabitants live in Blansko and Czech second largest town Brno is in a convenient distance from us.

Our school offers primary and lower secondary education for pupils from Blansko and neighbouring towns and villages. The school building is situated near the very town centre. Our present number of pupils is about 600, about 40 teachers and 20 other operational employees work here. There are twenty-five classes at school now, fifteen primary classes (grades 1 – 5, age 6 - 11) and ten lower secondary classes (grades 6 – 9, age 12 - 15). The school curriculum concentrates in language teaching, our pupils can learn English from grade 2 on and German, Russian or French – according to pupils' choice from grade 6. We can use language labs, two IT labs, two gyms, school sportsground and school canteen which provides lunches for our pupils and employees. We provide afternoon school club for youngest pupils, many out-of-school activities, sports courses, trips in our country and abroad and a huge variety of other activities.

The school motto is „With school into life“. Our goal is to equip young people not only with the knowledge but also with social sense and right set of values. That is why, since 2001, the school is being involved in inter schools projects within Socrates, Comenius and now Erasmus+. The school also takes part in other smaller projects focused on environment, art or science.

About

DRITA School

a Private Secondary Comprehensive School and kindergarten,

situated in Sofia, Bulgaria

DRITA was created in 1990 as the First private kindergarten in Bulgaria. Later it was developed into a Primary (1994) and Secondary School with language and science departments (2000). It is the official representative of Anglia Examination Syndicate, Chichester College for Bulgaria, Founder and member of the Bulgarian Association of Private Schools and the Movement for Modern Schools in Bulgaria. It is also an authorized member of OPTIMA (Bulgarian Association of Quality Language Services), accredited in 2003, 2006 and 2015.

about 290 pupils

28 teachers

We work so that our students are self-confident, conscious of their potential and proud of their achievements.

In order to achieve this we:

- » build up safe and stimulating surroundings, in which every child advances academically, socially, emotionally and physically as a part of a bigger, supporting community;
- » encourage the achievement of high personal goals;
- » recognise the importance of all kinds of success;
- » provide a choice of activities, enabling every student to show his/her worth;
- » keep close contact with parents in order to support the efforts of the children;
- » provide qualified teachers with extensive professional experience and interests, who direct and support the individual development of the students;
- » have appropriate facilities and modern equipment.

Our Values

Honesty and integrity in the relationships.

Quality in everything we do.

Everyone matters.

Upbringing is as important as education.;

We love what we do!

The syllabus, the various development activities, the location, the excellent school equipment and, mostly, the people, make our school unique.



What is the rationale of the project in terms of objectives pursued and needs to be addressed ?

Values provide support and help people to find their way in life. They serve as a guideline and orientation. Values are taught not only within the families but due to the changing society especially kindergartens and schools must become increasingly active.

The cultural formation at our schools becomes more and more heterogeneous due to migration. The diversity is something positive for our communities and shouldn't lead to conflicts. That's why our pupils should be aware of what Europe means and what common core values we all share.

The displacement of traditional values is the cause of many problems at all partner schools: For declining pupil's achievement, lack of sense of community, poor sense of responsibility. Too many pupils don't follow rules, are intolerant, there is a lack in determination to respect other people and things and in single-mindedness. This leads also to premature school leaving without adequate qualification.

Each partner has tried to achieve improvements for its institution. But we need more hints why results are not as hoped. When teachers and pupils from other schools and countries, from outside, will look actively and not routine-blinded into what's happening at their partner schools, we will gain new ideas and solutions.

Too many pupils are not well enough prepared for the challenges of life after leaving school. For too many pupils it's a shock starting vocational education, when they realize that turning up too late at the workplace, rude behaviour , unsatisfactory performance, avoidable mistakes due to lack of interest in the matter will no longer be tolerated. For our underachieving pupils, who already have problems gaining an apprenticeship at all, it's especially a problem when due to such behaviour and attitudes they won't finish school or carelessly cancel their training.

We want to enable our pupils to master an active, them personally satisfying life as European citizens by attaining certain attitudes. We want to empower them to approach



other people openly and respectfully and not just to think that their own views are the measure of all things.

It is important to know: Which behaviour do societies tolerate and which not?

When we prepared this project we increasingly became aware of how much the issue ‘values’ occupies people of all ages because they realize that the value they grew up with seem to have a different or no meaning in our society today. But they think that these are still important for living together.

Kindergartens, primary schools and lower secondary levels are particularly challenged to work preventively in this area.

Furthermore: The number of pupils greatly increases who have difficulties in understanding texts and to express their responses and who are therefore less successful at school. Language acquisition and teaching subjects – also such as art and sports – must be seen in close connection to enable a targeted encouragement of our pupils to achieve better results at school. Because of this we will also pay attention to promote language skills of our pupils while participating in the activities.



Reports about/exercises for working on.....

1. Term: Keeping rules

- A.0 Logo competition
- A.1 & A.2 Crucial rules for living together at school
- A.3 & A.4 Importance of following rules
Preoccupation with the values of the EU

2. Term: Showing willingness to make efforts

- A.5 I would like my life to be like that in 10 years
- A.6 & A.7 Individual goals and strategies for reaching goals
- A.8 Practicing persistence
- A.9 Visions of life and reality

3. Term: Showing each other respect and appreciation

- A.11 Living in a community
- A.12 Preoccupation with other cultures
- A.13 Visits
- A.14 Sensitizing for consideration
- A.15 Preoccupation with direct and indirect bullying

4. Term: Act responsible

- A.16 Preoccupation with saving and wasting
- A.17 Preoccupation with one's own time
- A.18 Preoccupation with social medias
- A.19 Preoccupation with 'You can count on me'

Organizing a project week for all pupils
themed 'Preoccupation with values'

ACTIVITY: A.0 Project Logo
Number of Teachers Involved: 2
Number of Pupils Involved : 115
Elementary school

1.	Describe the procedure - what did you do?
	Elementary school pupils were given a task to create a logo of the project within their Arts classes. This task was optional. Therefore the logo was only designed by the pupils who volunteered to do so.
2.	Describe your preparation for the activity.
	Teachers were acquainted with the original title of the project, its Czech translation and some supplementary information. In co-operation with the pupils the term "logo" was described, followed by a discussion about interpersonal relationships, communication and the values of today's youth. Furthermore, teachers provided pupils with helpful ideas which could be used while designing the logo.
3.	What materials did you use?
	Teachers utilized the project information, pupils actively used the Internet.
4.	What the impact of the activity was?
	Very few pupils volunteered. Nevertheless, we are convinced that those who designed the logo should be satisfied with their work. Not knowing whether they understood the assignment correctly, they actively participated in the process of designing the logo, despite their original insecurity. Other pupils were discouraged by the assignment, concretely by the task to create a logo representing the "abstract" topic of the project.
5.	Additional comments/notes:
	Few pupils started designing the logo. A lot of them gave up because the task was too difficult for them. Either they were short of ideas or they lacked drawing skills. Laziness was probably also one of the reasons.

ACTIVITY: A.0 Project Logo
Number of Teachers involved: 5
Number of Pupils/Students involved : 53

1.	Describe the procedure - what did you do?	
	Primary School	Secondary School
	<p>The activity was proposed to all students from first to seventh grade. In the Art classes the Art teacher explained the characteristics of a logo and showed examples of various logos. The students discussed the purpose of the logo for the company or the product. Then the students were left to work and create their suggestions. 53 suggestions were handed in. All ideas were presented in an exhibition in the school building and on the Facebook page of the school. Some time was given and then students and teachers voted in order to choose the best logo. A committee of 4 teachers counted the votes. The winning student will be part of the group that will go on an educational visit in Blansko.</p>	
2.	Describe your preparation for the activity.	
	Primary School	Secondary School
	<p>First a presentation was prepared showing different logos and the ideas behind them. It was shared with the students during their Art classes and with some of the teachers on a team meeting.</p>	
3.	What materials did you use?	
	Primary School	Secondary School
	<p>PowerPoint presentation, felt tips and water colours, paper, scanner</p>	
4.	What the impact of the activity was?	
	Primary School	Secondary School
	<p>53 students took part in the contest. Even greater was the number of those, who voted. The kids were eager to know who won the final part and whose logo will be the logo of the project. There were a lot of likes and comments on the Facebook page post.</p>	
5.	Additional comments/notes:	
	<p>It is difficult to measure which idea is good and which better when we talk about and use the means of art.</p>	

ACTIVITY: A.0 LOGO CONTEST
Number of Teachers involved: 5
Number of Pupils involved: 16
Primary School

1.	Describe the procedure - what did you do?
	During this activity children realized an emblematic logo for the Erasmus+ Project. The children were explained the theme and they were asked to create a drawing with European features, children and schools. The activity materialized in a logo exhibition; everyone who participated was appreciated.
2.	Describe your preparation for the activity.
	Discussions with our project partners. Search information, creativity and objectivity were the main characteristics for designing project's logos. There were listed the main aspects which logos should have contained. At the end of the activity every logo was exposed on a panel and everyone had the chance to vote 3 favorite logos. Even a vote ranking was designed and listed together with the logos on the panel.
3.	What materials did you use?
	Illustrations, pictures, movies, pencils, vote ranking
4.	What the impact of the activity was?
	Pupils were excited that all the logos were exhibited and voted. They waited with emotions the results of the most voted logos and they were happy to take pictures while voting.
5.	Additional comments/notes:
	No.

ACTIVITY. A.0 Logo Competition
Number of Teachers involved: 2
Number of Pupils/Students involve: 50
Secondary School

1.	Describe the procedure - what did you do?
	<p>With the help of their arts teacher the pupils worked out which typical features make a logo. Then they discussed what the expression “values” means.</p> <p>Finally the arts teacher told his pupils to design a logo related to “ Values – What is important in life for young Europeans ?”</p> <p>After the three winning logos had been chosen by teachers guided by the arts teacher the winning logos were presented to the class of the winners at a little ceremony. The winners explained what they wanted to express with the details of their logos. Sweets were handed over to the winners. They shared them with their class mates who had made efforts to perform the task well too. Finally an exhibition was organized in the school’s entrance hall.</p>
2.	Describe your preparation for the activity.
	<p>The arts teacher asked his arts classes if they would like to take part in the logo competition for our new Erasmus+/Comenius project. Grade 6 and grade 9 agreed. Also all pupils of the school were invited by notice in our Comenius show case in the entrance hall to take part individually – nobody came forward.</p>
3.	What materials did you use?
	<p>The pupils used their sketch blocks size Din A3 and crayons, some used water colour paint boxes</p>
4.	What the impact of the activity was?
	<p>Many nice pictures were delivered by grade 6 showing that family, friends, music, sports and food are very important to them. They’d put a lot of effort into drawing detailed paintings. It was a pleasure to look at them – many paintings told a story. They seemed to have enjoyed working on the topic “What’s important in life for you?”</p> <p>The results of grade 9 looked more like logos because they tried to observe the rules what makes a logo. That’s why the winners of Darmstadt’s logo competition are from grade 9.</p>



	Starting the new project with a logo competition exhibition helped to raise the awareness within the school community that a new “Comenius project” had started.
5.	Additional comments/notes:
	The topic “Logo” is a difficult task for younger pupils. Our arts teacher said that the task is more appropriate from grade 8 onwards.

ACTIVITY: A.0 Working on logo
Number of Teachers Involved: 5
Number of Pupils/Students Involved: 12
Secondary School

1.	Describe the procedure - what did you do?
	<p>Questions what a logo means and which qualities it consists of were explained to the pupils. The pupils were informed about the values. They shared the things came their minds first. They completed their logo work in a month with teacher's help,support. We selected the winner logo among 12 logos within the teachers and pupils working in the Project. We selected the most appropriate one as it reflected the subject well. We exhibited them on the Project board.</p>
2.	Describe your preparation for the activity.
	<p>We selected volunteer pupils for the logo study. We explained the importance of the study. It was explained that the selected logo may be used as Project logo among the other winner logos of our partners. The conditions were prepared for the pupils to work efficiently.</p>
3.	What materials did you use?
	<p>Geometric shapes,papers crayons.</p>
4.	What the impact of the activity was?
	<p>It enabled to understand the Project better by the students.It created a nice competition atmosphere among the students,too.It also provide "curiosity"on the Project by the other pupils at school.</p>
5.	Additional comments/notes:
	<p>It provide the pupils to involve within the Project much more as it was done by themselves.</p>

ACTIVITY: A.1 FOLLOWING VERSUS NOT FOLLOWING THE RULES
Number of Teachers involved: 10
Number of Pupils involved: 50

1.	Describe the procedure - what did you do?	
	Kindergarten 34 preschoolers	Primary School 16 pupils
	<ul style="list-style-type: none"> - the preschoolers announced to the teachers the positive and the negative events which they observed in the kindergarten, and the teachers registered them; - in every group of preschoolers there were held discussions related to the effects of not following the rules; - each group of pupils realised a report which was displayed in the classrooms; - the kindergarten teachers made the self-assessment form of the children's behavior at home – Education, values and behaviors. They asked the parents to establish with the children a few rules to follow at home and then mark, on a specified period, the behaviour they had at home. They had to put green, yellow or red dots depending on the degree to which the child followed every rule (green-total, yellow-partial, red-none). The form was sent to school daily and the kindergarten teachers discussed with the children their behaviour at home. 	<ul style="list-style-type: none"> - the pupils observed and registered positive and negative events; - in every group of pupils there were held discussions related to the effects of not following the rules; - the teachers made self-assessment forms for the children's behavior; <p>At home and at school – I WANT AND I CAN BE AN EXEMPLARY CHILD/PUPIL</p> <ul style="list-style-type: none"> - the teachers monitored the pupils' behavior in the mentioned period and they signed the self-assessment or made observations. The parents did the same at home. At the end of the period, the teachers discussed with the pupils about the forms.
2.	Describe your preparation for the activity.	
	Kindergarten	Primary School
	<ul style="list-style-type: none"> - The teachers met and scheduled the activities and their way of achievement; - There were prepared images for the attractive display of the rules; - There were prepared drawings, pictures for illustrating civilized 	<ul style="list-style-type: none"> - The teachers met and scheduled the activities and their way of achievement; - There were prepared images for the attractive display of the rules; - There were prepared drawings, pictures for illustrating civilized



	<p>behavior;</p> <ul style="list-style-type: none"> - There were prepared self-assessment forms of the children' behavior. 	<p>behavior;</p> <ul style="list-style-type: none"> - There were prepared self-assessment forms of the children' behavior; - There were prepared movies on the theme.
3.	What materials did you use?	
	Kindergarten	Primary School
	<p>Posters Self-assessment forms Illustrations Set of pens, colored paper, scissors</p>	<p>Audio-video Personal development forms Illustrations Set of pens, colored paper</p>
4.	What the impact of the activity was?	
	Kindergarten	Primary School
	<ul style="list-style-type: none"> - The discipline of the preschoolers was improved; - The parents are satisfied with the changes that appeared in the children's behaviour at home; - The teachers are satisfied with the changes that appeared in the children's behaviour at school. 	<ul style="list-style-type: none"> - The discipline of the pupils was improved; - The pupils' school performance was improved; - The parents are satisfied with the changes that appeared in the children's behaviour at home; - The teachers are satisfied with the changes that appeared in the children's behaviour at school.
5.	Additional comments/notes:	
	<p>The teachers and the parents appreciated positively the changes that appeared as a result of the actions carried out under the theme. The credibility of the school's actions was increased.</p>	



I showed interest and desire of knowledge										
I helped my colleagues										
I resolved the tasks received from Frau/Herr										
Teacher's signature										

Teacher's observations:

Note: every child will mark in the boxes with one of the colors green, yellow or red. The colors represent:

GREEN – I FOLLOWED THE RULE TOTALLY

YELLOW – I FOLLOWED THE RULE PARTIALLY

RED – I DID NOT FOLLOWED THE RULE



I showed respect towards everyone										
I was active and hard-working										
I showed interest and desire of knowledge										
I helped my parents or other persons who asked my help										
I did what my parents or my grandparents told me to do										
Parent's signature										

Observations of the parent who monitors the child's behavior:

Note: every child will mark in the boxes with one of the colors green, yellow or red. The colors represent:

GREEN – I FOLLOWED THE RULE TOTALLY

YELLOW – I FOLLOWED THE RULE PARTIALLY

RED – I DID NOT FOLLOWED THE RULE

ACTIVITY: A.1/A.2 TWO WEEK OBSERVATION AND SETTING RULES
Number of Teachers Involved: 14
Number of Pupils/Students Involved: 209

1	Describe the procedure - what did you do?	
.		
	Primary School	Secondary School
	<ul style="list-style-type: none"> - discussing the rules at school - which are more important and why; - observing and writing down examples of positive and negative situations concerning school rules; focus on the difference between what we promise and what we actually do; - how to improve the current situation - brainstorming; - drawing pictures, reading stories and proverbs connected to the topic; - role-playing; - group work on the most vital rules that help us live together, presenting the results, choosing the three most important rules; - Discussion: A day with no bad deeds; - Discussion: What if nobody follows the traffic rules? - drawing cartoons; making posters; 	<ul style="list-style-type: none"> - observing and writing down examples of positive and negative situations concerning school rules; - discussion on the need of rules and the consequences when a rule is violated; - posters where the students wrote down their observations on the way rules are treated at school; - discussion about the different types of values; - who are the important people in our lives and how do they affect the way we think and act; - work in smaller groups that were later united in bigger ones in order to reach final collective result; - after a two-week observations the most frequent violations have been chosen and the focus was on the reasons for the violations and the outcomes from them; it was followed by a discussion about the issues that we can control and those that we cannot; the class chose the issues that are under their control and formulate them as rules that everyone has to follow;
2	Describe your preparation for the activity.	
.		
	Primary School	Secondary School
	<ul style="list-style-type: none"> - reading about values; - the work was done mainly in the class teacher's lessons and our literature classes; - observing the actions of the pupils; - preparing of examples of the consequences of rules being broken; 	<ul style="list-style-type: none"> - getting to know the project aims and activities; - planning the lessons; - preparing of examples of the consequences of rules being broken; - observing the actions of the students; - created a table with some basic school rules that was to be filled in by both students and teachers;



3	What materials did you use?	
.		
	Primary School	Secondary School
	<ul style="list-style-type: none"> - books, films; - our booklet <i>We can do it together</i> with our school rules; - children's drawings; 	<ul style="list-style-type: none"> - our booklet <i>We can do it together</i> with our school rules; - youtube - videos - magazines; - worksheet <i>My Values</i> - worksheet <i>My Hero</i> - colour paper, pencils - posters; - Problem Tree Analysis;
4	What the impact of the activity was?	
.		
	Primary School	Secondary School
	<ul style="list-style-type: none"> - the pupils strive to follow the rules, they help each other; - self-control; - the pupils are more engaged and try to control themselves better; 	<ul style="list-style-type: none"> - the students are satisfied by their teamwork, have the confidence that they contribute in defining the rules; - the students strive to follow the rules; - the students are more empathetic; - the classroom is more active, the students heard different opinions but were surprised to find out that most of them think alike;
5	Additional comments/notes:	
.	<ul style="list-style-type: none"> - Pupils shared their experience and were highly provoked to think about the problem; they were open when telling about situations where they have broken a rule; - It was easier for the pupils to spot the others breaking the rules and more difficult to assess their own behaviour; - Children accept to be criticized easier when there are clear rules and try to improve their behaviour; - Pupils find it difficult to control their emotions, even though they understand that they violate a rule; bad examples are contagious; - I expected that the children will be against the rules, but was wrong. They said that rules actually give them freedom. - We should discuss with the students the importance of rules more often. - It is important to positively engage the leaders of the classes. If they do not find the topic "cool" they can sabotage the work of the class. - Some students are more concerned about their rights rather than the rules and obligations. - The work gave us great opportunity for interdisciplinary connections! - I am extremely happy that together with my class I was part of that task! 	

ACTIVITY: A.1 Positive and negative events
Number of Teachers Involved: 21
Number of Pupils Involved : 485
Elementary school

1.	Describe the procedure - what did you do?
	For 15 days pupils and teachers were writing down positive and negative events in the classroom and at school. Then they discussed and evaluated activities and together made the class report. This was on the classroom board. These class reports were transformed into the summary school report. This report was translated into English.
2.	Describe your preparation for the activity.
	Teachers took up with the content and purpose of this activity, thought about it and planned its performance. They introduced the activity to pupils and together found the way of realization.
3.	What materials did you use?
	The teachers used information about the project, pupils wrote the events on the paper and stuck them on the poster.
4.	What the impact of the activity was?
	The most pupils actively participated in this activity. They realized that there are many positive and negative events at school and they didn't noticed them before. They learnt to better watch the events around them.
5.	Additional comments/notes:
	In some classes pupils focused on negative events. They felt the positive ones as obvious. Teacher encouraged them thinking about both positive and negative ones.

ACTIVITY A.1 Observations about sticking to rules in the frame of social studies lessons
Number of Teachers involved. 2
Number of Pupils involved: 29 (Grade 5)
Secondary School

1.	Describe the procedure - what did you do?
	Me, the class teacher, asked my pupils to collect for two weeks impressions about behavior patterns they like and they don't like during lessons and breaks at school and to write down their observations in their social studies notebook. During a social studies lessons all observations were discussed and a list with positive and negative behaviour was set up. The list was handed over to the project coordinator.
2.	Describe your preparation for the activity.
	I prepared slips of paper size DIN A6 (6x number of pupils and some spare ones) I did bring adhesive tape for the lesson
3.	What materials did you use?
	Sheets of paper, scissors, adhesive tape
4.	What the impact of the activity was?
	For both parties - pupils as well as teachers - it was a very interesting and worthwhile discussion. For us teachers because of ... (see Additional comments) and for my pupils because they experienced that at their new school teachers are interested in their views, that they listen and that they want that their pupils feel fine at school. My pupils looked very pleased at the end of the lesson.
5.	Additional comments/notes:
	Only a few months ago my pupils had started their first year of secondary education at our school after they had been visiting different primary schools in the area for four years. So I was curious to get to know what my pupils think about living together at our school.

ACTIVITY
A.1 Rules and Responsibility

Number of Teacher involved: 1

number of Pupils involved: 16 (Grade 7)

Secondary School

1.	Describe the procedure - what did you do?
	The class teacher, decided to deal with the issue 'Impact of not sticking to rules at school' in the frame of my religious education lessons. To start with I made my pupils realize the importance of law, commandments and house rules, followed by making them realize the necessity of sticking to certain rules at school. We did read together texts of laws and school rules and discussed it. Then they dealt with the prepared work sheets. We discussed the results and made lists to summarize the answers to each question. These were handed over to the project coordinator.
2.	Describe your preparation for the activity.
	I provided work sheets for my pupils, organized texts of laws and school rules and prepared food for thoughts (notes for the discussion).
3.	What materials did you use?
	- Work sheets with questions : a) Give three behavior patterns of class mates at school/during lessons you think are good/ you like and three you think are bad/you don't like. b) Give three class rules that are very important for you (why ?) and three you think that are unimportant (why?) c) When do you appraise a person as pleasant ? (why?) When is a person really disagreeable for you? (why?) -text of laws, text of school rules
4.	What the impact of the activity was?
	Only a few months ago when the new school year started I became class teacher of this new made up class. The previous two years my pupils had been in different classes of the same age group at our school. Now we have prepared and established our class rules. The awareness of how important rules are for living together in a community has been consolidated.
5.	Additional comments/notes:
	The benefit of class rules is highly accepted by my pupils - but it's still difficult always sticking to them! My pupils showed a high sense of responsibility. They said they agree that rules are necessary. My pupils told me that sticking to rules is not always easy for them. We are permanently working on this realization.

ACTIVITY: A.1 The positive and negative incident at school
Number of Teachers Involved: 18
Number of Pupils/Students Involved: 197
Secondary School

1.	Describe the procedure - what did you do?
	We did a questionnaire work among 8th classes about the positive and negative incidents at school. We made a list of negative incidents observed at school. In our questionnaire we asked our teachers that according to this list to identify the negative manners regarding the importance and priority of them. Thus we tried to identify the positive and negative ones.
2.	Describe your preparation for the activity.
	We listed with our counsellor teacher the positive and negative manners at school. And we prepared from those subjects 2 different questionnaires both for pupils and teachers. Also we observed for a week the negative incidents at school reflected to the counsellor service. Besides this, the questionnaire studies done had an important role in identifying the incidents and preparing the report.
3.	What materials did you use?
	While preparing the questionnaires; different questionnaire forms, some reports and research results done were used.
4.	What the impact of the activity was?
	After this activity, a risk map was prepared. This map was important as it led the way on that subject for the school administration. In this context, it also contributed to the school counseling service.
5.	Additional comments/notes:
	Humans have to behave positively or negatively as our nature, inherently. The education we get both in family and at school identifies those manners. In this sense; first family then school environment have significant roles at behaving positive or negatively.

A.1 QUESTIONNAIRE FOR TEACHERS

Dear my teacher,

some negative incidents observed at schools are listed below. In your opinion which one or ones do you think are the main problems for our school. You have only 3 choices. So while listing your choices please regard the order of precedence and importance you give. Thanks for your attention!

....Arriving late at school

....Not doing homework and not preparing for the classes

....Insensitivity to the school and the classes

....Screaming so much while having breaks

....Not reviewing the classes

....Not respecting to each other

....Avoiding from the duties and responsibilities

....Talking so much during classes

....Having trouble in understanding and expressing what they read

....Not taking the necessity materials to school

....Having problems in obeying the rules at school

....Having problems in cleaning



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....The violence taking part in their games

....The use of harmful substances

....Absences problems

....Abusive speech

....Problems of eating habits

....Financial problems

....Not having the future anxieties

....Not having the awareness of the methods and techniques of efficient studies

....Less people for them to take a role model in their environment

....Giving harm to the school

A.1 QUESTIONNAIRE FOR PUPILS

Please write 3 negative manners you observe and you think they disturb you at school. Also while listing please regard the order of precedence and importance you give.

1-

2-

3-

Please write 3 positive manners you observe and satisfy you as you can tell about them at another environments easily. Also while listing please regard the order of precedence and importance you give.

1-

2-

3-

ACTIVITY: A.1/ A.2 Flock of Sheep
A game to train keeping rules
Number of Teachers involved: all teachers who took part in the 1st Transnational Project Meeting
Secondary School

1.	Describe the procedure - what did you do?
	<p>As an introduction the teacher told a story about a shepherd who did forget to take in his sheep. At night a storm starts and the shepherd has to bring into the safe stable his flock of sheep in the darkness. Sheep are completely blind when it's dark outside. They also don't understand human language. They only react to sound signals.</p> <p>Nobody knows who will be the shepherd.</p> <p>All participants are blindfolded</p> <p>The director disposes the sheep and chooses one as the shepherd .</p> <p>The shepherd takes off the blindfold and guides the sheep by sound signals into the stable.</p>
2.	Describe your preparation for the activity.
	<p>Hardly any preparations are necessary</p> <p>A stable for the sheep is marked by rope or branches. The group has 5 – 10 minutes time to agree on sound signals for communication (e.g. each sheep has a number – by listening to the number of clapping hands the sheep recognize when it's their turn to react / whistling once means turn left, twice means move straight on etc.)</p>
3.	What materials did you use?
	Blindfolds for each participant, rope or branches
4.	What the impact of the activity was?
	The objectives of this game are (inter alia): training to stick to agreements , persistence , concentration, teamwork, perception, problem solving
5.	Additional comments/notes:
	<p>When to do: in between e.g. on a trip Where to do: outside For pupils aged 12 and over Pace: calm</p> <p>Number of participants: minimum 6 /maximum 14 Length: about 30 minutes</p> <p>Source: none, Michi Hoffmann</p>

ACTIVITY: A.1/A.2 Ship in the Fog A game to train keeping rules

Number of Teachers involved: all teachers who took part in the 1st Transnational Project Meeting

Secondary School

1.	Describe the procedure - what did you do?
	<p>A ship has to go on the river from the sea to the harbor. It's foggy and it has to orientate itself by reacting to sound signals for not bouncing the banks.</p> <p>All other group members are the sound signals who have to develop a collective signal system. The fog horns are standing at each side of the river and are not allowed to move. One group member is the pilot who tells the ship before it starts at the mouth of the river which signals the group has agreed on.</p> <p>After that no talking is allowed, the foghorns start their job. The task is completed when the ship has reached the harbor without touching the banks (rope).</p>
2.	Describe your preparation for the activity.
	<p>One group member is the ship, he/she has been blindfolded and has to wait outside the room. The direction marks a river on the floor with a rope. The river is turning and narrowing.</p>
3.	What materials did you use?
	<p>Rope to mark the banks of the river, blindfold</p>
4.	What the impact of the activity was?
	<p>The objectives of this game are training teamwork, acting as agreed on, perception</p>
5.	Additional comments/notes:
	<p>Number of participants: 8 -20</p> <p>You can also play the game with ships going upstream and downstream or with locks. In this case more signals need to be agreed on.</p> <p>Source: "Selbst entwickeln" Henning Boehmer</p>

ACTIVITY: A.2 Rules
Number of Teachers Involved: 15
Number of Pupils Involved : 439
Elementary school

1.	Describe the procedure - what did you do?
	The pupils and the teachers worked with the results of the activity A1. They discussed the report of activity A1 together. Then, mostly with the help of brainstorming, they created a list of suggested rules that should lead to the elimination of negative events in the classroom. Afterwards, with the help of setting preferences, they made a selection of four rules, on which there was agreement in the class.
2.	Describe your preparation for the activity.
	The teachers became familiar with the content and purpose of this activity, considered and planned its implementation. They presented the results of the activity A1 to the pupils. Then, they introduced the activity A2 to the pupils in the class and together they decided on the way of realization of activity A2.
3.	What materials did you use?
	The teachers and the pupils took advantage of information about the project. They also made use of the activity A1 results.
4.	What was the impact of the activity?
	Most pupils were actively involved in the implementation of this activity. Students realized the importance of rules for non-conflict life in the classroom and around the school. The pupils themselves participated in the creation of rules and that's why they are more willing to respect them now.
5.	Additional comments/notes:
	The pupils and the teachers were responsible and positive when going through this activity.

ACTIVITY A.2 Which 3 rules are most important for our school community?

Number of Teacher involved: all class teachers (33) Number of Pupils involved: circa 600 (all classes) Secondary School

1.	Describe the procedure - what did you do?
	<p>The coordinator prepared a questionnaire (see attachment "Questionnaire... Most important behavior manners/rules at our school) taking as a base the lists of behaviour manners appreciated by three classes who had been working on "Positive and negative incidents at school"..</p> <p>This questionnaire was sent as an email attachment to all class teachers. The class teachers were asked to complete the form together with her/his class and to return it.</p> <p>I evaluated the returned questionnaires and prepared a paper with our school's '3 Rules'.</p> <p>This paper was sent by email to all teachers. They were asked to post them in their class rooms.</p> <p>A laminated version of the "3 rules" was posted in the school hall.</p>
2.	Describe your preparation for the activity.
	<p>All teachers knew about our new Erasmus+/Comenius project. So I sent an email to all teachers, informed about the survey and attached the form to my email.</p> <p>In addition I put a paper copy of the list on the shelves of each class teacher -hoping to increase the return rate by this.</p>
3.	What materials did you use?
	<p>The questionnaire was designed on the computer. For the survey in the classes printed versions were used to fill in the results.</p>
4.	What the impact of the activity was?
	<p>The questionnaire's results have been presented to all classes.</p> <p>Now we are aware at our school that "Meeting each other with respect" has high priority for many pupils at our school – it came first.</p> <p>We teachers talked about the result to each other and brought ahead how glad we're about this attitude.</p> <p>"Sticking to ban on no smoking in students' toilets" is very important to class level 5 to 8, but not to class level 9/10.</p> <p>Obviously the observance of the ban needs to be monitored more strictly</p> <p>By single votes that have been added to the list by some classes we got insight in special incidents at our school which needs to be observed.</p> <p>This questionnaire was a project activity where all pupils could take part in and by that contribute to the project work and its intention.</p>
5.	Additional comments/notes:
	<p>Setting a precise date for returning the completed questionnaires helps speeding up the procedure.</p>

Questionnaire in the frame of Erasmus+ ‘Values‘

Most important behaviour manners/rules at our school

Number of pupil’s votes

Grade: _____

Each pupil can vote 3 behaviour manners
(either from the list or adding at the end of the list)

- | | | |
|-------|-----|----------------------------|
| _____ | 1. | (term of behaviour manner) |
| _____ | 2. | XXX |
| _____ | 3. | XXX |
| _____ | 4. | XXX |
| _____ | 5. | XXX |
| _____ | 6. | XXX |
| _____ | 7. | XXX |
| _____ | 8. | XXX |
| _____ | 9. | XXX |
| _____ | 10. | XXX |



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Spaces for individual ones:

Please return the completed form to my shelf in the teachers' lounge
until latest XXXX.

Thank you!

XXXXXX

Name & Date

ACTIVITY: A.2 THE MOST IMPORTANT 3 RULES IN ORDER TO LIVE TOGETHER IN A SOCIETY
Number of Teachers involved: 10
Number of Pupils involved: 44

1.	Describe the procedure - what did you do?	
	Kindergarten	Primary School
	<p>After deciding both the acceptable and the unacceptable behaviours, the children had to make a set of rules (very important is that they noticed the importance of the existence of rules, due to the effects of not respecting the imposed rules). These rules aimed mainly the recognition and the valorisation of both the personal needs and the needs of others. Every rule was written on a circle made from coloured paper, which represents the body of the caterpillar (at the big kindergarten group) or on the board which presents the route of the cat (at the middle kindergarten group).</p> <p>The coordinator of the activities realised an evaluation report regarding the possible consequences of not respecting the rules. The report is based on the conclusions of the discussions that took place in all the pre-school collectives. It was displayed in all the classrooms. Afterward, it was discussed with the preschoolers. The preschoolers decided which are the most important three rules in order to be able to live together in a community. The rules were displayed in classes.</p>	<p>- the evaluation report of the entire school was discussed with the pupils. They decided which are the most important three rules in order to be able to live together in a community. The rules were displayed in classes.</p>
2.	Describe your preparation for the activity.	
	Kindergarten	Primary School
	<p>-The teachers met and scheduled the activities and their way of achievement;</p>	<p>- The teachers met and scheduled the activities and their way of achievement;</p>



	<ul style="list-style-type: none"> - There were prepared images for the attractive display of the rules; - There were prepared drawings, pictures for illustrating civilized behavior; - There were prepared self-assessment forms of the children' behavior. 	<ul style="list-style-type: none"> - There were prepared images for the attractive display of the rules; - There were prepared drawings, pictures for illustrating civilized behavior; - There were prepared self-assessment forms of the children' behavior; - There were prepared movies on the theme.
3.	What materials did you use?	
	Kindergarten	Primary School
	<ul style="list-style-type: none"> - Posters - Self-assessment forms - Illustrations - Set of pens, colored paper, scissors 	<ul style="list-style-type: none"> - Audio-video - Personal development forms - Illustrations - Set of pens, colored paper
4.	What the impact of the activity was?	
	Kindergarten	Primary School
	<ul style="list-style-type: none"> - The discipline of the preschoolers was improved; - The parents are satisfied with the changes that appeared in the children's behaviour at home; - The teachers are satisfied with the changes that appeared in the children's behaviour at school. 	<ul style="list-style-type: none"> - The discipline of the pupils was improved; - The pupils' school performance was improved; - The parents are satisfied with the changes that appeared in the children's behaviour at home; - The teachers are satisfied with the changes that appeared in the children's behaviour at school.
5.	Additional comments/notes:	
	<p>The children were very receptive to the theme of the activity and they felt valued, because each one of them had the chance to propose one rule which all their colleagues must follow in the future</p> <p>This activity registered visible results at group level because children's discipline was improved considerably. The children took over gladly the role of noticing the ones that disobeyed the rules of the group, while the parents were very happy because of their children's changes in the behaviour.</p>	

ACTIVITY: A.2 Which four rules are most important for living together ?
Number of Teachers involved: 1
Number of Pupils/Students involved: 70
Secondary School

1.	Describe the procedure - what did you do?
	Values had been the subject of a lesson in the Turkish classes. Pupils wrote down on a piece of paper individually which 4 rules are most important for them living together in a community.
2.	Describe your preparation for the activity.
	Having more information about the subject in order to inform the pupils in the best way. Talking and discussing about rules at school, home and society. And classifying the rules under titles such as love, respect etc..
3.	What materials did you use?
	A piece of paper.
4.	What the impact of the activity was?
	By the result of respect, it is taken attention to respecting to each other. By love, being interested closely in anybody or anything. And by tolerance, looking with favor on an idea or an action contrary to our opinion.
5.	Additional comments/notes:
	No.

ACTIVITY: A.3 THE IMPORTANCE OF THE RULES
Number of Teachers involved: 5
Number of Pupils involved: 16
Primary School

1.	Describe the procedure - what did you do?
	The pupils, guided by their teacher, sketched a play (The Sleepy Ones) in which they showed the importance of the rules in school. Three sleepy pupils were late every day at school and they were behind with the lessons. One day they realized that their bad attitude toward school and learning estranged themselves from their colleagues, so they changed their behavior.
2.	Describe your preparation for the activity.
	Meetings for setting the theme for the play; Creation and distribution of lines.
3.	What materials did you use?
	Role-plays for children in which they could identify unacceptable behaviors, which were used as examples.
4.	What the impact of the activity was?
	- During the preparation of the play, the pupils realized better that in every society we need rules.
5.	Additional comments/notes:
	The teachers and the parents appreciated positively the changes that appeared as a result of the actions carried out under the theme. The credibility of the school's actions was increased.

ACTIVITY: A.3/A.4 Creating a sketch
Number of Teachers Involved: 1
Number of Pupils Involved: 16
Elementary School

1.	Describe the procedure - what did you do?
	Pupils created a short sketch on the topic of bullying. They compiled the topic, script and the form of presentation. In the end, they shot a short sketch.
2.	Describe your preparation for the activity.
	First, we wrote the script, decided the question of direction, and created the choreography. The pupils had to learn how to operate the camera, and how to use editing and filmmaking software in order to re-record the soundtrack and add some background noises.
3.	What materials did you use?
	We used our own script, digital camera (including its accessory), editing software, personal computer, soundcard, microphone, re-recording software, and props created by the pupils.
4.	What was the impact of the activity?
	Development of specific skills of group work, cooperation of individual roles. Development of skills associated with self-presentation and expressing oneself both verbally and nonverbally. Some pupils improved their skill of working with specific multimedia tools. Thanks to the dramatization, the pupils gained an emotional experience, including several points of view. Thus, they are able to rationalise and explain the weight of bullying in lives of all of its actors.
5.	Additional comments/notes:

ACTIVITY: A.3/A.4 Preparing and performing a sketch about the importance of sticking to rules at school
Number of Teachers involved: 1
Number of Pupils/Students involved: 4
Secondary School

1.	Describe the procedure - what did you do?
	<p>First the students had to collect information about what a sketch is made up of. Then they had to do brainstorming for sketch ideas. The 8 and 9 graders had different ideas and each dyad prepared a script. The scripts were discussed at a meeting with the teacher and the students learned by an example the difference between a sketch and a play. Then both dyads formed one team again and prepared one common script, wrote it down and rehearsed it. At the dress rehearsal the teacher was present. Changes regarding enunciation and acting were discussed. Finally a date for the performance was determined.</p> <p>The 'first night' took place and was recorded when students from our partner in Blansko were visiting our school. The visit took place in the frame of our two schools' annual exchange of pupils that has evolved from our first common Comenius project (that started in 2001).</p>
2.	Describe your preparation for the activity.
	<p>Two students of grade 8 (boys) and 2 girls of grade 9, who had been invited to take part in the Learning/Teaching Activity at Drita School in Sofia had been asked to prepare together the sketch. It had been defined that they had to fulfill the task on their own during their leisure time and that they had to discuss the progress of their work at scheduled meetings after lessons had finished with the teacher, who supervised the activity.</p>
3.	What materials did you use?
	Nothing special apart from Internet and our students' imagination and video camera
4.	What the impact of the activity was?
	<p>The students had to organize their work as a group largely on their own. It worked. They learned that 'on the stage' certain rules of articulation need to be observed. A parent got involved by searching for sketches to show his son by examples what sketches are made up of. The students obviously enjoyed doing this project. They worked reliable and imaginative together.</p> <p>It was communicated to all class mates of the four students that as a return service for going to a special meeting in Sofia during school time and for free (paid by EU funds) serious project work during leisure time was done.</p>
5.	Additional comments/notes:

ACTIVITY: **A.3/A.4** **Short play (sketch) that demonstrates the importance of the values and rules.**

Number of Teachers Involved: 1

Number of Pupils/Students Involved: 15

Secondary School

1.	Describe the procedure - what did you do?
	<p>Firstly I gave information about the activity to which class I 'll work with. With 7/A class we made brainstorming of how we can emphasis the subject 'the importance of values and rules'in a short dialogue. I asked them to make dialogues on their own or groups. And so many dialogues they made. We chose one of them to perform by consensus. At that point we went on studying on our activity with volunteers for about 8 pupils. The dialogue was written both in national and foreign languages by pupils(also with the help of their teacher).I determined the volunteers regarding not only their willingnesses but also their pronunciation in performing and role play ability.Then we had 2 groups:one of them performed in national,another in foreign language. So we started our performances and tried so much in our free time. They also performed on their own. When they got ready,we all with 7/A class watched our volunteers' performances and recorded them. The pupils acted it successfully.</p>
2.	Describe your preparation for the activity.
	<p>Firstly I gave information about the activity to which class I 'll work with. With 7/A class we made brainstorming of how we can emphasis the subject 'the importance of values and rules' in a short dialogue. I asked them to make dialogues on their own or groups. And so many dialogues they made.</p>
3.	What materials did you use?
	<p>A piece of paper, internet.</p>
4.	What the impact of the activity was?
	<p>In this play solidarity was emphasized and taken attention. The awareness to this notion had increased among the pupils.</p>

ACTIVITY: A.3 & A.4 Sketches
Number of Teachers involved: 15
Number of Pupils/Students involved: 209

1.	Describe the procedure - what did you do?	
	Primary School	Secondary School
	<p>The task was set to all class teachers who together with their classes spend time discussing how to present in the best way the idea of the importance of following rules in class, at school, in our community living together. It was a natural result of the previous project activities – observing behavior, discussing the rules at school, choosing three rules for each class. Most of the teachers started with a discussion and then let the children freely express themselves by action in small teams. Then the class chose the best one to be performed. Some started with information about what a sketch is, then gathered different ideas which were rated and at the end the most preferred one was played. There were different suggestions and each class focused on one project for a sketch. After two weeks there were two gatherings of the students and some parents – one for the primary and one for the secondary school. There all classes presented their work. It was a cheerful moment of sharing. All sketches but two were played by the students. The tenth and eleventh grades presented their work in a form of short films.</p>	
2.	Describe your preparation for the activity.	
	Primary School	Secondary School
	Reading about techniques of sketch making, setting the scene, discussing and providing the properties needed.	
3.	What materials did you use?	
	Primary School	Secondary School
	Objects that were already in the classroom, cameras.	
4.	What the impact of the activity was?	
	Primary School	Secondary School
	All the school enjoyed the performances. It was an excellent way to once again reinforce the importance of rules in a community. The students talked about the day long after it. The events helped the students get to know each-other better which reflected on the way they communicate at school.	
5.	Additional comments/notes:	
	It was a great experience that definitely will be remembered by the students and the parents who attended.	

ACTIVITY: A.4 THE IMPORTANCE OF THE RULES: THE ROLE PLAY
Number of Teachers involved: 20
Number of Pupils involved: 30
Primary School

1.	Describe the procedure - what did you do?
	Thursday, 29 January, the Primary School “ <i>Hänsel und Gretel</i> ” organized the OPEN DAY event. At the event, attended over 50 people – pupils, teachers and parents from: The Theoretical High School “Vasile Alecsandri”, The Elementary School “B.P. Haşdeu”, The Elementary School “Titu Maiorescu”, The Kindergarten with extended programme No. 21. The pupils from our school and from other schools enchanted the people who were present with scenes related to the theme: The benefits of following the rules, songs and poems.
2.	Describe your preparation for the activity.
	The schedule of the event was designed; There were sent invitations to the parents and to various educational partners.
3.	What materials did you use?
	Printed invitations; Facebook advertisements; Press announcements; Posters displayed in the school.
4.	What the impact of the activity was?
	According to the feedback received from the participants, we conclude that the event was appreciated regarding the organization and the theme approach. The teachers from the other schools related what activities based on the theme proposed by The Primary School “ <i>Hänsel und Gretel</i> ” they developed in their schools. The moment of sharing the experiences was appreciated both by the teachers and the pupils.
5.	Additional comments/notes:
	We are proud of our children – they are smart, talented and educated. We like to think that the school demonstrated once again its major contribution to the formation of the children’s characters. The meeting was beneficial for all the participants.

ACTIVITY: A.5 My life in ten years
Number of Teachers Involved: 5
Number of Pupils Involved: 220
Elementary school

1.	Describe the procedure - what did you do?
	<p>First, the teachers of 6th – 9th grade classes involved in the activity made an agreement. Then the teachers explained the activity to the pupils and gave them the instructions – pupils were supposed to write part of the essay at school and finish the rest for homework. The teachers then corrected the essays and chose 3 – 5 works from their class, those essays were then evaluated by all the teachers. One best essay was chosen in each category (6th – 7th grade, 8th and 9th grade) that was translated into English.</p>
2.	Describe your preparation for the activity.
	Clarification of the activity, instructions for the essay
3.	What materials did you use?
	Pupils essays
4.	What was the impact of the activity?
	The pupils thought of the values in their lives and set their goals (some of them were very ambitious)
5.	Additional comments/notes:
	The most of the pupils can't really estimate what they are able to reach within ten years but they are very ambitious. Many pupils also wrote about the importance of family environment, health and pets, some realized the importance of education. We were pleased to see that great amount of pupils considers family environment to be important. We were surprised by treating of some essays – once there was a poem, others were humorous.

ACTIVITY: A.5 I would like my life to be like that in 10 years
Number of Teachers involved: 1
Number of Pupils/Students involved: 30
Secondary School

1.	Describe the procedure - what did you do?
	<p>This topic was chosen by a class teacher for her grammar school class 7 for a double school lesson (1,5 hours) at the annual open day of our school . As open days take place on Saturdays (no common school day) she was looking for a special task. The pupils are about 13 years old and were asked to prepare one page (size DIN A4) about how they would like their life to be in 10 years. They were asked to write a text and if they wanted, to decorate it with drawings.</p> <p>The pupils were told that the results would be displayed at an exhibition in the school hall. The teacher told them that If somebody didn't wanted his/her result displayed to note this down at the back of her/his paper.</p>
2.	Describe your preparation for the activity.
	No special preparations were necessary, the pupils used utensils they always have to bring for their lessons.
3.	What materials did you use?
	Paper size Din A4, writing & drawing utensils
4.	What the impact of the activity was?
	<p>The results show that most pupils have a positive view of their future. They named goals they can reach – although reaching them within the next ten years seems to be very ambitious. Reading the results made us teachers aware that a certain period of time has a different meaning to the youngsters and to people of more advanced age. For 13 year old ones it seems to be difficult to estimate that ten years are a comparatively short time to reach the goals they mentioned (e.g. I live in my own house, I have several children – both were mentioned several times).</p> <p>This shows how important it is to teach our pupils readiness for persistence.</p>
5.	Additional comments/notes:

ACTIVITY: A.5 My Life in 10 Years
Number of Teachers involved: 15
Number of Pupils/Students involved: 202

1.	Describe the procedure - what did you do?	
	Primary School	Secondary School
	We set the task as part of our art classes. First we spoke about what life do children and their families have at the moment and how do they see their life in future. Then the pupils had to present the ideas of their future life as a picture or a collage. After that there was a class exhibition and the children discussed their images, explaining their choices in front of the others. During the discussions the topics of what efforts should one put into achieving the life he/she dreams of was one of the most important.	There were three ways of addressing this task according to what the subject taught by the class teacher was. If she was a teacher of English the task was given as an essay in the target language after a class discussion. If the teacher taught some other subject, the task was set in Bulgarian. During the discussions the focus was on what conditions should be met in order to have a life like the one you dream of. For grades 8 to 11 the task was uploaded in their virtual classroom easyclass.com. Later in the classroom each class had the opportunity to read and discuss the essays.
2.	Describe your preparation for the activity.	
	Primary School	Secondary School
	Ensuring all the materials needed for the task, finding stories about people who have achieved their dreams.	Finding stories about people who have achieved their dreams and how they did it.
3.	What materials did you use?	
	Primary School	Secondary School
	Paper, newspapers and magazines, glue, scissors, colour pencils, felt tips	No materials specially needed for this task.
4.	What the impact of the activity was?	
	Primary School	Secondary School
	The children understood that there is a link between a dream and the efforts needed to achieve it.	The student from the upper grade became aware that they have to plan carefully their future steps towards a university relevant to their ideas of the future.
5.	Additional comments/notes:	
	It was a great discussion though not taken extremely seriously by all the students.	

ACTIVITY: A.5 How do I want my life to be in 10 years ?
Number of Teachers Involved: 1
Number of Pupils/Students Involved: 10
Secondary School

1.	Describe the procedure - what did you do?
	Firstly the pupils were asked what they want to do in ten years. They described their dreams and ambitions. Then I asked them to draw their life in ten years that what they would like to be. Some of the students drew themselves as a stylist in a fashion show, some of them as a doctor in the operating room and one of them who had a high imagination drew himself travelling in the space. It took attention that girls had dreams about style and they wre quite pleasent while they were doing this activity.
2.	Describe your preparation for the activity.
	The subject was shared with the students in a detailed way. They were given an oppportunity to describe their dreams. The crayons were prepared for their activity to be able to work in a free technique.
3.	What materials did you use?
	Picture papers, crayons, water color and gouache paint.
4.	What the impact of the activity was?
	It was a pleasent activity for the students. The pictures were exhibited on the Project board. Everybody liked them.
5.	Additional comments/notes:
	The style programmes on Turkish channels had an important impact on the pupils' dreams.

ACTIVITY: A.5 I would like my life to be like that in 10 years...
Number of Teachers involved: 10
Number of Pupils involved: 46
Primary School

1.	Describe the procedure - what did you do?
	<p>The activity was realised together with the fourth grade from the Theoretical Highschool „Vasile Alecsandri”.</p> <p>“I would like my life to be like that in 10 years... “ was the query which tested children’s imagination limits.</p> <p>The result of their work materialized into drawings and signifying essays which were displayed in the school’s main hall for parents and guests.</p>
2.	Describe your preparation for the activity.
	<p>Teachers discussed together with the pupils about their future in the society, their dream jobs and other relevant things for which they were interested.</p> <p>The pupils expressed their feelings with drawings and essays.</p> <p>Panels and relevant materials for exhibition were prepared</p>
3.	What materials did you use?
	audio-video, exhibition panel, illustrations, pencils
4.	What the impact of the activity was?
	<p>The pupils were more responsible, creative and enthusiastic.</p> <p>Their parents were also amazed by children’s imagination.</p>
5.	Additional comments/notes:
	-

ACTIVITY: A.6 & A.7 How to reach goals: setting targets and strategies to keeping up to them
Number of Teachers involved: 15
Number of Pupils/Students involved: 209

1.	Describe the procedure - what did you do?	
	Primary School	Secondary School
	<p>The task was set to all class teachers who together with their classes spend time discussing how to present in the best way the idea of the importance of following rules in class, at school, in our community living together. It was a natural result of the previous project activities – observing behavior, discussing the rules at school, choosing three rules for each class. Most of the teachers started with a discussion and then let the children freely express themselves by action in small teams. Then the class chose the best one to be performed. Some started with information about what a sketch is, then gathered different ideas which were rated and at the end the most preferred one was played. There were different suggestions and each class focused on one project for a sketch. After two weeks there were two gatherings of the students and some parents – one for the primary and one for the secondary school. There all classes presented their work. It was a cheerful moment of sharing. All sketches but two were played by the students. The tenth and eleventh grades presented their work in a form of short films.</p>	
2.	Describe your preparation for the activity.	
	Primary School	Secondary School
	Reading about techniques of sketch making, setting the scene, discussing and providing the properties needed.	
3.	What materials did you use?	
	Primary School	Secondary School
	Objects that were already in the classroom, cameras.	
4.	What the impact of the activity was?	
	Primary School	Secondary School
	All the school enjoyed the performances. It was an excellent way to once again reinforce the importance of rules in a community. The students talked about the day long after it. The events helped the students get to know each-other better which reflected on the way they communicate at school.	
5.	Additional comments/notes:	
	It was a great experience that definitely will be remembered by the students and the parents who attended.	

ACTIVITY: A.6 How to reach our own goals?
Number of Teachers involved: 10
Number of Pupils involved: 46
Primary School

1.	Describe the procedure - what did you do?
	There were established weekly meetings with all the pupils and teachers where discussions about behavior, implication and the others' wishes took place. Every time the pupils with positive behavior were appreciated but also there were mentioned the others too even if they still have to improve some aspects in their manner of conducting.
2.	Describe your preparation for the activity.
	The teachers discussed the way we accomplish our main goals and how do we succeed to reach the chosen aims. In this respect children have trained their attention by a diversity of games such as: The snake, I would eat an orange, The thieves-the cops-the people, the thunder, the cold wind.
3.	What materials did you use?
	Audio-video, ethical stories from which pupils understood what personal developing aims are, display panel, illustrations, pencils, colored papers
4.	What the impact of the activity was?
	Behavior and discipline improvement, responsibilities' development
5.	Additional comments/notes:
	<p><u>The games' description:</u></p> <p><u>The snake:</u> the children are organized in a row (they hold each other on their shoulders) and the head of the snake (the first child) tries to catch the tail (the last child). When the head succeeds, the tail becomes the head☺</p> <p><u>I would eat an orange:</u> this game can be played when learning a new language. Our pupils play this game mostly in German language. It looks like this: the teacher gives a number to all of the pupils (i.e. if in a classroom there are 7 pupils – then they receive numbers from 1 to 7). Then the teacher says: I would eat an orange. Then the children ask the question: why only one orange and not 5? The pupil with no.5 must pay attention and ask another question using another number (Why 5 oranges and not 3?). The children which miss the question are excluded from the game.</p>



It wins the child which succeeds to remove the others.

The thieves-the cops-the people: The children are organized in 3 teams: thieves, cops and people. One of the children is asked to say a story in which are included the words: thieves, cops and people (the other children sit on the chairs). When the others hear their given names (cops, people or thieves) they have to stand up and immediately sit down. If they miss to do this they are excluded.

The cold wind: The children are organized in a circle – they're standing on the chairs. One child comes in the front of the classroom and says: A cold wind blows on the children which are (for instance) dressed in a white T-shirt. Then all the children that are dressed in a white T-shirt must switch their chairs.

ACTIVITY:
A.6 Pupil's personal goals
Number of Teachers Involved: 2
Number of Pupils Involved: 108
Elementary school

1.	Describe the procedure - what did you do?
	The task for 9th and 8th grade pupils was to write a letter to themselves about their personal goals and about ways how to reach them
2.	Describe your preparation for the activity.
	In this activity the teachers followed the teacher of Civics who went through the topic. In Essay writing lessons the teachers together with the pupils made a mind map dealing with both short-term and long-term goals. Then they together discussed the individual goals. They focused also on how to reach the particular goals. They revised formal rules of writing a letter and then the pupils tried to compose their goals in an essay.
3.	What materials did you use?
	The pupils worked with mind map they created on the blackboard. They worked out most of the text themselves, based on their own thoughts, they needed only pens and sheets of paper. Some of them rewrote the texts on the computers, but this was not necessary or obligatory. However, this form seemed to be more acceptable to some of them.
4.	What was the impact of the activity?
	The pupils have to think about themselves and realize where their reserves are and what else they could do to change something in their lives and thus in a better way reach the goals they had set. This part of the project was beneficial for the teachers, too as they learned pupil's ideas and plans and thus they gained the possibility to think about them.
5.	Additional comments/notes:
	There was quite a big difference between the 8th and the 9th grade pupils. The 9th grade pupils' ideas were more specific, they focused mostly on passing the secondary school admission exams, on their future profession and their future job. Some also wrote more about their private and family life, putting emphasis on learning other countries and cultures, on language studies and financial and material ensuring of the family. They didn't forget a happy partners life, too. To 8th grade pupils, wording of some specific goals was more difficult. They mostly focused on choosing a secondary school and on short-term goals as well. They realize the importance of knowledge they will need to pass the the secondary school admission exams.

**ACTIVITY: A.6 A discussion about how I can reach my goals.
Pupils would choose an individual goal and describe it in their letters.**

Number of Teachers Involved: 1

Number of Pupils/Students Involved: 27

Secondary School

1.	Describe the procedure - what did you do?
	The pupils were asked their goals. They described their goals in their letters. Most of the pupils expressed that they wanted to get high marks in the evaluation exam for 8th classes. Some of them wanted to be doctor,some nurse,some pilot.
2.	Describe your preparation for the activity.
	The subject was explained to the students in a detailed way. The atmosphere was prepared for them to express their goals better.
3.	What materials did you use?
	Papers,crayons.
4.	What the impact of the activity was?
	The students were very happy as they expressed and shared their goals with their teachers.
5.	Additional comments/notes:
	Most of the students' goal was being succesful in the evaluation exam. That has shown how importance they gave to the exam.

ACTIVITY: A.6 / A.7 Achieving self-set targets
Number of Teachers involved: 1
Number of Pupils/Students involved: 25
Secondary School

1.	Describe the procedure - what did you do?
	The lesson about “Reaching an self- imposed goal” was done by a teacher in a replacement lesson in grade 8 and introduced by her with illustrating examples. Each pupil should chose an individual goal. Subject of the condition was that the pupils could start immediately with its realization (e.g. who often is late at school in the morning – getting out of bed earlier on a regular base), that no goals took too long to put them into effect (e.g. who wants to improve his English shall not set the target “I want to reach the grade ‘well done’ in the final report at the end of the school year” but “I will have maximum 2 mistakes in my next vocabulary test”. The pupils had to make an agreement (see attachment) with themselves. With the help of their peers at the same table they had to discuss strategies for keeping up to reach their goals. The teacher explained one strategy to them (motivation-memos) and asked them to create motivation-memos for reaching their individual goals (see attachment “Achieving self-set targets). For a fortnight each day had to be done something to reach the goal and each day the pupils had to take a note, if they hadstuck to their agreement and, if not, to explain why not. After the fortnight the pupils had to complete a feedback form.
2.	Describe your preparation for the activity.
	The forms “Idecide on a goal with myself”, “Achieving self-set targets” and “Feedback form for agreement with myself” (all see attachments) had been designed. Groups of four pupils sitting around a table were set up. The members of each table were asked to help each when deciding on goals, strategies and filling in the form.
3.	What materials did you use?
	Copies of each form for each pupil had been prepared.
4.	What the impact of the activity was?
	The pupils hadn’t been that enthusiastic about doing the task. Probably their enthusiasm was kept within the limit because it had to be done in a replacement lesson at the annual open day (Saturday, usually no school day) and more work for this task for the following fortnight had been announced . The self-set targets were mainly: Improving the marks in English, Spanish or maths, doing more strength training (boys) or jogging (girls), eating more sensible. Only eight feedback forms were returned: four pupils had stuck to their agreements, four didn’t (three wrote they didn’t have the time, one wrote ‘I don’t know’). One pupil’s conclusion was very positive. She wrote that it was good that she had set herself a target and tried to achieve it – what she did.
5.	Additional comments/notes:
	Probably younger pupils than grade 8 will be more motivated to work on this activity. Also probably it isn’t necessary that the pupils take notes each day, just complete the feedback form and post them in the class room.



Me _____

decide on an **Agreement** with myself.

This is my goal:

This is what I will be doing for it:

I am asking for this support from: _____

I will be aware that I have reached my goal if:

This agreement starts : (date)

I will receive a feedback form on (date)

that I will return filled in latest: (day of the week), (date) _____

Signature

Taken note of: _____ Signature Teacher Date: _____

Feedback for Agreement with myself:

Name:

Grade:

That was my goal:

I wanted to do for it:

That did I do:

Did I stick with my agreement? Yes

No

If 'No' – what was the reason ?

My conclusion/s:

Please return feedback form latest: (date) to (name of person) Thank you !

Achieving self-set targets

My goal is: _____

Words for motivation- memo for desks, mirrors etc. at home that will remind me of my goal and inspire me not to give up.

ACTIVITY: A.6 & A.7 How to reach goals: setting targets and strategies to keeping up to them
Number of Teachers involved: 15
Number of Pupils/Students involved: 209

1.	Describe the procedure - what did you do?	
	Primary School	Secondary School
	<p>First we discussed with the children what a goal is and why do people follow goals.</p> <p>Then every child set a goal that was like an outcome of their assessment of the first school term.</p> <p>We prepared a diary for each child where he/she wrote down the goal and the steps to its achievement.</p> <p>Every week we discussed the progress of each child, the difficulties that they had, proposed new steps if necessary, applauded the achievements. The children marked their progress in the diary.</p>	<p>We first started with a discussion on the goals and their characteristics. The notion of SMART goals was presented.</p> <p>Each student filled in a worksheet <i>My Goal</i> prepared by a team of teachers with the goal to be achieved and the steps to be followed. Timing was really important so they added deadlines for each step. Some of the teachers also set their goals in order to fully support the students.</p> <p>Once in a week each class discussed the progress and changes were made where necessary.</p>
2.	Describe your preparation for the activity.	
	Primary School	Secondary School
	<p>We searched for materials on the way to success (see the ladder to success); discussed the task with the parents and ensured their support;</p>	<p>On a teachers' meeting a worksheet <i>My Goal</i> was prepared to serve as a guideline towards the successful planning of the process of achieving a goal. (see the handout)</p>
3.	What materials did you use?	
	Primary School	Secondary School
	<p>Personal diaries;</p> <p>Stories and tales;</p> <p>The ladder to success image;</p>	<p>- youtube – videos, magazines;</p> <p>- worksheet <i>My Goal</i></p> <p>- post it notes;</p>
4.	What the impact of the activity was?	
	Primary School	Secondary School
	<p>- pupils know what a goal is, they are more ready not to give up;</p> <p>- the pupils became aware of how important it is to know your goal and</p>	<p>The students understood the difference between a dream and a goal with a plan. They understood the importance of</p>



	<p>work to achieve it;</p> <ul style="list-style-type: none">- the children understood that a successful person is well educated, industrious, persistent, accepting challenges and dealing with hardships;- pupils reminded each other to stick to their goals;- they started looking for help when necessary;- they are more confident now;	<p>planning and making an effort and being persistent. - good working atmosphere and better self-control;</p> <ul style="list-style-type: none">- everyone was striving to succeed though not everyone managed;- now they are sure that you can achieve everything if you work hard and with persistence;- it was a valuable activity for most of the students;- greater attention to planning;
5.	Additional comments/notes:	
	<p>Some of the children lost their diaries after three weeks so we had to make new ones. The goals were different – mainly connected to personal development: improving self-confidence, being assertive, improving results at school, having more friends, reading more books, etc. Some children set their goals together with their parents. We set also goals for the whole class with steps to achieve them.</p> <p>The kids from the first grade had some difficulties in understanding the task and defining the goals ;</p> <p>We intend to extend the activity through the summer holiday; Students showed good insight and the goals were achievable;</p> <p>We were impressed by the willingness of the students to prove to themselves that they can;</p> <p>A great chance to get to know better both the students and ourselves; It was wonderful to observe the students who took the task seriously and achieved their goals.</p>	

ACTIVITY:
A.7 Motivational memos – How to reach targets?
Number of Teachers involved: 10
Number of Pupils involved: 46
Primary School

1.	Describe the procedure - what did you do?
	<p>➤ Every week the children wrote a personalized memo which was presented on Monday morning meeting. It was displayed and strictly respected.</p> <p>E.g.:</p> <p>23rd–27th of March "Let's keep a clean school!", 30th of March –3rd of April "Let's respect the rules by using the magic words!" 6th-10th of April "Let's know more, let's be better!" 20th-24th of April "Let's respect the others as we respect ourselves!" 27th -1st of May "Let's be punctual!" 4th – 8th of May "Let's be an example for the others!" 11th -15th of May "Let's pay attention and let's be active!" 18th -22nd of May "Mens sana in corpore sano!"</p>
2.	Describe your preparation for the activity.
	<ul style="list-style-type: none"> - There were prepared the panels for memos displaying - Each class organized, designed and presented their memos.
3.	What materials did you use?
	displaying panel, illustrations, pencils, colored sheets of paper
4.	What the impact of the activity was?
	<p>Children's creativity fascinated teachers and parents</p> <p>Children became more confident</p>
5.	Additional comments/notes:

ACTIVITY: A.7 Discussion regarding the achievement of self-set targets, discussing strategies for continuity to reach goals

Design of motivation-memos for desk, mirror in the bathroom etc. that inspire not to give up

Exhibition of motivation-memos in school hall/corridor

Number of Teachers Involved: 1

Number of Pupils/Students Involved: 24

Secondary School

1.	Describe the procedure - what did you do?
	<p>The pupils were asked what they did in order to reach their goals. 4 main questions were asked.</p> <p>1- What did you do in order to get a better grade in the evaluation exam?</p> <p>2- What were the facilities you had while preparing for the exam?</p> <p>3- Which methods did you use in order to get rid of the facilities while preparing?</p> <p>4- How did your family support you in this process?</p> <p>What supports did you take from the counsellor teacher and administration of school in order to increase your motivation?</p> <p>The pupils were asked to answer the questions. The answers were evaluated and discussed.</p>
2.	Describe your preparation for the activity.
	<p>Some questions were prepared and copied according to the number of the pupils. With the counsellor teacher of the school was discussed what the necessity things should be done in order to reach goals. Cartoons, maxims and information papers were prepared. Besides those, the pupils were let known the information about the vocational high schools. Also a board was prepared about it.</p>
3.	What materials did you use?
	<p>Papers, boards, pencils.</p>
.	What the impact of the activity was?
	<p>The students got more and more excited to reach their goals. Their problem solving ability improved more. Test anxiety of the pupils decreased as they believed that they could get rid of the facilities they might have. So they got to their goals one step closer.</p>
5.	Additional comments/notes:
	<p>No.</p>

ACTIVITY: A.8 Practicing persistence
Number of Teachers involved: 3
Number of Pupils/Students involved. 22
Secondary School

1.	Describe the procedure - what did you do?
	<p>Pupils of grade 7, 8 and 9 worked on the activity “Making efforts” when they visited a place outside school- the ‘Climbing Park’ - to practice persistence.</p> <p>The park is part of a forest and a very well supervised and maintained site close to the campus ‘Lichtwiese’ of Technical University of Darmstadt.</p> <p>There are several climbing trails with different levels of difficulty: Children-Jungle-Courses and high courses marked in different colours. First each participant got a helmet, safety belt and safety rope with carabiners. They’ve put on this equipment and it was checked by one member of the parks management who also introduced the group to the fundamental rules of safe climbing in the park.</p> <p>After doing jointly a test course the pupils had been allowed to choose their individual courses. We stayed for three hours in the park.</p>
2.	Describe your preparation for the activity.
	<p>As we’d been a group and wanted to visit the climbing park in the morning (out of opening hours) I contacted the park management to agree on a date for the visit. I printed the “Participants conditions for the climbing park Darmstadt” and gave a copy to each participant two weeks in advance to be read and signed by the parents. I collected the completed form a few days before the visit to be sure that they’re complete at the visit. I applied for the permission to do this excursion at our school management (filled in a form). I checked the timetable (public transport) for journey times of the bus to campus ‘Lichtwiese’.</p> <p>From the last bus stop it was 20 minutes walking to the park. I told my pupils to bring a picnic and to wear suitable shoes.</p>
3.	What materials did you use?

4.	What the impact of the activity was?
	<p>On the courses the pupils had to manage different levels of height (some courses were quite high up in the trees), the courses were also a physical challenge for them. They practiced taking responsibility for themselves and others, they practiced to pay attention.</p> <p>They were doing the courses as partners or in small groups and helped each other. Only when they didn’t succeed in helping they called the park’s safety management for help.</p> <p>At some parts the courses were quite arduous for them - one could tell by their bright red and sweaty faces.</p> <p>But they all managed and enjoyed it very much.</p>
5.	Additional comments/notes:
	<p>By doing this activity the pupils not only showed willingness to make efforts but also to act responsible.</p> <p>The entrance fees were paid out of the EU funds for our project (Budget for project management and implementation).</p>

ACTIVITY: A.8 Development of the desire for trying – creating special spring signs
Number of Teachers involved: 3
Number of Pupils involved: 58
Primary School

1.	Describe the procedure - what did you do?
	<ol style="list-style-type: none"> 1. The children played training attention, confidence and persistence games on the playground. 2. There were organized workshops for parents, children and grandparents. During workshops children together with their families created original signs and congratulation letters for spring (1st of March). The children and parents were given instructions. They helped one another and the most of the children took the responsibility of draw and bend the sheets of paper. The parents and grandparents draw the outline and cut out the materials. After finishing the spring signs, each team had to display on a panel their own products. All the products were appreciated.
2.	Describe your preparation for the activity.
	<ul style="list-style-type: none"> - For realizing games children were told they have to respect some rules in order to avoid accidents and injuries. - For workshops: parents received invitation to participate at the activity; there were prepared materials needed for spring congratulations; samples of spring congratulations were presented to the participants; the classroom was prepared and the materials were organized.
3.	What materials did you use?
	templates, colored cardboards, scissors, crayons, erasers, pencils, pens, glitter, sticky notes, bowls
4.	What the impact of the activity was?
	<ul style="list-style-type: none"> - All the activities represented a real success - During games children had an ideal behavior - The workshops showed that the partnership between school and children's families was fruitful and creative - The children were enthusiastic when working together with their parents/grandparents - The parents said they needed this kind of activity; it was fun and relaxing; they suggested more activities like this one in the near future.
5.	Additional comments/notes:

ACTIVITY: A.8 Out of school activities to practice persistence
Number of Teachers involved: 15
Number of Pupils/Students involved: 209

1.	Describe the procedure - what did you do?	
	Primary School	Secondary School
	<p>All children took part in a mountain climb where they had to walk for 1 and a half hours before reaching the “Rope park”. There they were offered a challenging choice between two types of tracks according to their age and abilities – a low and a high track. All activities were supervised and safety regulations were met.</p>	<p>All secondary school students were divided in groups of seven. Each group had the task to prepare for a one day mountain hike. They were given a small budget in order to provide the necessary food and water according to their plan. The budget was calculated in a way that made it necessary for each group to prepare rather than buy ready-made food and share. With the budget tickets for the public transport had to be bought in order to reach the starting point of the trip. Each group was accompanied by a teacher. During the trip the groups had to look for clues and find pieces of motivational phrases which at the end had to be put together. We stopped for lunch and the students had some time to play by a river. Everyone was back at school by 3.30 in the afternoon where the phrases were all read, glued to pieces of paper and displayed on the school walls.</p>
2.	Describe your preparation for the activity.	
	<p>First we chose the activity and arranged a visit then parents were asked to sign declarations showing their consent. Packed lunches were provided.</p>	<p>We provided motivational phrases and put them along the path with different clues leading to them. There were different coloured clues for each team. We calculated a tight budget so that students found it hard to provide all necessary unless they cooked and shared. Safety instructions were provided and teachers were appointed as group leaders.</p>
3.	What materials did you use?	
	<p>Just the equipment in the Rope Park.</p>	<p>Different colour paper, ropes.</p>



4.	What the impact of the activity was?	
	<p>Even though the activity seemed mostly physical children practiced their skills in self-evaluation and making decisions (which track to choose), taking responsibility and helping each other. Sometimes they were disappointed not to succeed the first time and had to go and start again. Later with their teachers they discussed the obstacles and tried to find examples from their life at school where they had to do the same – make an effort and when not successful start it all over again. The children enjoyed the activity a lot.</p>	<p>The students enjoyed the activity which gave them the opportunity to work together, plan, cook, investigate, search for clues, trying to figure out the meaning of the motivational phrases. Some of the groups could not find all the words so they had to cope with what they have got so creativity was really important.</p>
5.	Additional comments/notes:	
	<p>It is great when we can offer such activities and then link them to our everyday life at school. There should be more possibilities to go out of school and put the children in an environment that is closer to nature.</p>	

List of motivational phrases:

- “A failure is not always a mistake. It may simply be the best one can do under the circumstances. The real mistake is to stop trying.”

B. F. SKINNER

- “Perseverance is failing 19 times and succeeding the 20th.”

JULIE ANDREWS

- “Courage and perseverance have a magical talisman, before which difficulties disappear and obstacles vanish into air.”

JOHN QUINCY ADAMS

- “Let me tell you the secret that has led to my goal. My strength lies solely in my tenacity.”

LOUIS PASTEUR

- “Success is the sum of small efforts, repeated day in and day out.”

ROBERT COLLIER

- “You go on. You set one foot in front of the other, and if a thin voice cries out, somewhere behind you, you pretend not to hear, and keep going.”

GERALDINE BROOKS

- “If your determination is fixed, I do not counsel you to despair. Few things are impossible to diligence and skill. Great works are performed not by strength, but perseverance.”

SAMUEL JOHNSON

- “Champions keep playing until they get it right.”

BILLIE JEAN KING

- “Through perseverance many people win success out of what seemed destined to be certain failure.”

BENJAMIN DISRAELI

- “If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward.”

MARTIN LUTHER KING, JR.

- “Perseverance is a great element of success. If you only knock long enough and loud enough at the gate, you are sure to wake up somebody.”

HENRY WADSWORTH LONGFELLOW

- “If you are going through hell, keep going.”

WINSTON CHURCHILL

- “When you have a great and difficult task, something perhaps almost impossible, if you only work a little at a time, every day a little, suddenly the work will finish itself.”

ISAK DINESEN

ACTIVITY: A.8 Development of the desire for trying – Marathon trips
Number of Teachers involved: 5
Number of Pupils involved: 16
Primary School

1.	Describe the procedure - what did you do?
	<p>Children's motivation is certainly one of our contemporary education priorities. In order to be effective our school designed several activities during instructional process in which children learnt new things in an informal framework.</p> <p><i>In the Exhibition Parki</i> and in <i>Copou Park</i> children relaxed by playing games for training attention, courage and persistence.</p> <p><i>At the University Al. I. Cuza, and University's Museum</i> they met the cultural values of our city.</p> <p>They also visited the University's Museum, Panifcom bakery and they were fascinated by the ultimate design of several robots invented by Technical University's students. It was a fascinating week for both pupils and teachers (who remembered the childhood joy). The children met new unknown situations, they were encouraged to deal with new situations by using their previous knowledge.</p>
2.	Describe your preparation for the activity.
	<ul style="list-style-type: none"> - The teachers met and scheduled the activities. - Panels and necessary materials were prepared for realizing the exhibition. - Visits outside the school's space were organized together with the parents. - Diploma and medals were prepared for participants.
3.	What materials did you use?
	Camera, diploma, medals
4.	What the impact of the activity was?
	<ul style="list-style-type: none"> - Desire for knowing more has raised. - Cooperation with the parents for organizing these activities was favorable for everyone.
5.	Additional comments/notes:

ACTIVITY: A.8 Visiting places outside school to practice persistence
Number of Teachers Involved: 1
Number of Pupils/Students Involved : 30
Secondary School

1.	Describe the procedure - what did you do?
	A longer hike to practise persistence was implemented with pupils. Firstly representation of martyrdom was visited. Then they had great time at playground. Later they went on hiking all together. On the way back to school some food were eaten.
2.	Describe your preparation for the activity.
	What the pupils should do while hiking was described in detail. In order for them to Express their goals the atmosphere was ensured.
3.	What materials did you use?
	Comfortable clothes and shoes.
4.	What the impact of the activity was?
	The pupils had a great time and enjoyed so much. They had noticed once more that doing sports was both enjoyable and useful. Thus the benefit and importance of doing sports lifelong was described to the pupils.
5.	Additional comments/notes:
	We need to make such activities more and often. Also in order to reduce their exam stress, such enjoyable and sportive activities must be done.

ACTIVITY: A.8 Ball Path A game to practice persistence

Number of Teachers involved: all teachers who took part in the 1st Transnational Project Meeting

Secondary School

1.	Describe the procedure - what did you do?
	<p>Teams are arranged depending on the number of participants. Each team gets one newspaper, one or two scissors and one roll of adhesive tape. Each team has to build a ball path of this material within seven minutes. Each team makes its own decision how. It starts after two minutes consultancy time. Winner is at the end whose ball will roll for the longest time along the path.</p>
2.	Describe your preparation for the activity.
	<p>Organizing the material needed in sufficient quantity.</p>
3.	What materials did you use?
	<p>Newspapers, adhesive tape, scissors, little balls, clock</p>
4.	What the impact of the activity was?
	<p>The objectives of this game are: training persistence , concentration, teamwork, perception, problem solving</p>
5.	Additional comments/notes:

ACTIVITY: A.9 Meetings with Successful People
Number of Teachers involved: 15
Number of Pupils/Students involved: 209

1. Describe the procedure - what did you do?		
	Primary School	Secondary School
	We discussed what success is and what it is to be successful; do you know successful people. Groups of children were asked to find information about a successful person and present it to their class. Among the people who were presented there were a lot of sportsmen and musicians. We asked parents and other teachers to help us in finding and inviting such people to school. When some of them responded positively to the invitations we made a schedule. The children were asked to prepare questions in advance. During the meetings the guests were a bit confused at first as they were not accustomed to talking to large groups of children. The questions helped them. At the end each guest received a gift from the children – a specially painted picture.	We started by trying to define success and what being successful is. Then there was a discussion on what is needed in order to succeed. We connected that discussion with the results from the setting and achieving goals activity. After a quick interview the people to be invited were chosen. Most of them were parents to the students or public figures – lawyers, a politician, a publisher, a journalist, a website developer, a member of the parliament, etc. After some phone calls the meetings were arranged. They were part of the career orientation plan of the students as well. All participants were really active and involved in the activity.
2. Describe your preparation for the activity.		
	Primary School	Secondary School
	Presentations of successful people in the fields of science, art, sport; talks about our former students and their achievements; instructions for the kids on how to prepare their presentations;	Gathering information about successful people; contacting representatives of different professional spheres and inviting them to school; conversations with parents...
3. What materials did you use?		
	Primary School	Secondary School
	Encyclopedias, short films, pictures of famous people	Multimedia
4. What the impact of the activity was?		
	Primary School	Secondary School
	The children learned about the success of various Bulgarians in different areas, deepened their knowledge about science, art, sport.	After the meetings there were a whole bunch of emotions and experiences. Some made the students smile, others made them



		think or changed their ideas and beliefs about success – for example a politician who advised them to always use the public transport and take every chance to talk to the people.
5.	Additional comments/notes:	
	Every chance to meet and talk to people from different professions and walks of life is really beneficial for the students.	
PRIVATE SECONDARY SCHOOL DRITA, SOFIA/BULGARIA		

ACTIVITY: **A.9** **Inviting people to school to hear about their visions of their later life they had as youngsters and if and how their visions have become reality**

Number of Teachers involved: 2

Number of Pupils/Students involved: 60

Secondary School

1.	Describe the procedure - what did you do?
	<p>Firstly I asked a 5th grade class pupils and their teacher to work on this activity with their parents all together. Some of the parents of that class joined in the activity. We had a meeting with those parents without pupils at first. They were asked to describe their visions of their later life and if and how their visions had become reality on a piece of paper. Later those that they had written were discussed all together with the parents. After that, they were asked to Express their writings to a few classes at school and they were invited to school one day for the pupils to hear about their visions.</p>
2.	Describe your preparation for the activity.
	<p>A meeting with a few parents was done to inform them about the activity. Their visions of their later life they had as youngsters and if and how their visions have become reality were discussed all together.</p>
3.	What materials did you use?
	<p>Piece of paper</p>
4.	What the impact of the activity was?
	<p>The parents talked about their dreams in some classes. The pupils listened them very carefully, also asked and discussed with them all together about their visions. Most of the parents couldn't make their visions become reality although they wanted so much because of the conditions then.. The most common reason that they couldn't do was the forbidden education for girls by their narrow minded families then.. As they wanted to study more at schools and have a job for them to work so much. They had especially the girls notice how importance for a woman having a good job. And the pupils especially girls were really well motivated about how important to have a vision of a later life and to have those become reality. The activity increased the pupils' awareness about their visions and set an effective atmosphere to express and discuss them.</p>

ACTIVITY: A.9 Let's learn from adults!
Number of Teachers involved: 5
Number of Pupils involved: 16
Primary School

1.	Describe the procedure - what did you do?
	Several important persons in our community were invited to our school; they told our children how they managed their dreams and if their life plans came true. The guests shared funny incidents in their childhood, their childhood plans for adulthood, what did they do in order to make their dreams come true and if they succeeded.
2.	Describe your preparation for the activity.
	<ul style="list-style-type: none"> - Teachers met and scheduled the activities. - A table for the guests and chairs for the public (children) were prepared – this activity was organized as a conference. - There were prepared panels and other materials.
3.	What materials did you use?
	Camera, audio-video, illustrations, drawings
4.	What the impact of the activity was?
	<ul style="list-style-type: none"> - The discipline among pupils improved. - The children were fascinated by the adults' life presentations and at the end of the activity, guests were asked suitable questions - Learning efficiency improved. - The parents are satisfied with children's behavior positive changes - Furthermore, teachers are satisfied with children's behavior at school.
5.	Additional comments/notes:
	<ul style="list-style-type: none"> - The teachers and the parents positively appreciated the changes appeared as a result of the activities realized during this term. - The school's credibility improved.

SCOALA PRIMARA HÄNSEL UND GRETEL, IASI/ROMANIA

**Meeting with persons whose dreams became reality. Our partners from the Secondary School <Titu Maiorescu> also organized a meeting; they invited a lawyer, 2 firemen, 3 pilots, a psychologist, a doctor and a priest.
 At the meeting participated pupils from 4 schools including pupils from our school too.**

ACTIVITY:
**A.9 The Past was not better or worse – it was different
A lesson with an 88 years old contemporary witness from our district**
Number of Teachers involved 2
Number of Pupils/Students involved 20
Secondary School

1.	Describe the procedure - what did you do?
	<p>In the frame of religious education (lesson length : 90 minutes) I invited a former deputy headmaster (born 1927) to a talk with pupils of my class 6 (about 11 years old) about “School in the past and today in our city’s district of Arheilgen”. Our school offers pupils of different religion affiliation to learn jointly about religions.</p> <p>In former times Arheilgen – situated 25 km south of Frankfurt/Main - was mainly rural with small farms. Our guest grew up in Arheilgen, here he was working for 26 years as a teacher and is still living. His family had a farm, where a lot of work had to be done and each family member helped. As ever our guest is interested in a lot, he is active and enjoys life. When he was 30 years old (1958) he received a Fulbright studentship that enabled him to study at an university in the USA – for him a formative experience.</p> <p>Before the talk started the chairs were moved to a circle. Two pupils had been asked to take the minutes, because it was intended to write an article for our school’s annual book about the visit and the talk.</p> <p>After I’d introduced our guest I asked my pupils about their plans for the summer holidays. Then I asked our guest what he had been doing during his summer holidays as a pupil. From now a vivid discussion started. My pupils asked our guest questions and vice versa.</p> <p>The pupils wanted to know, if he had liked being a teacher, how it happened that he became one, how he experienced school as a pupil and later as a teacher, if the past was better than the present age is, which nice things he has experienced, what’s important for him, what one is doing after hitting retirement, how long he wants to live and what he still wants to experience, what makes him happy.</p> <p>Our guest spoke about how old people lived in former times and asked my pupils, how old people are living today. He called 62 years old ones (the pupils’ grandparents) ‘young people’ and asked the pupils how ‘Youtube’ works.</p>



2.	Describe your preparation for the activity.
	Clarifying on a date for the visit, asking my pupils a few days before the visit to write down some questions for our guest that I did send him by email in advance. Deciding, which pupils would take the minutes.
3.	What materials did you use?
	Paper and pens for writing down the questions and taking the minutes.
4.	What the impact of the activity was?
	<p>The pupils experienced a fascinating and stimulating lesson. All enjoyed it very much.</p> <p>The question “ Did you like to be a teacher?” was answered by themselves. The way they experienced him made them believe that he must have liked being a teacher. There was a lot of laughter.</p> <p>Pupils became aware of similarities and differences of life in the past and today.</p> <p>Our guest communicated how important it is – also past employment age – to become aware of one’s interests and to engage in it.</p> <p>Many things in life can’t be planned. That’s why it’s important to keep on learning, even when one doesn’t know what it probably will be helpful for one day. We learned that for our guest lifelong learning, his family and meeting other people are most important.</p>
5.	Additional comments/notes:

ACTIVITY: A.11 Living in a community is great
Number of Teachers involved: 15
Number of Pupils/Students involved: 209

1.	Describe the procedure - what did you do?
	Actually this activity was part of our school life all the time. At the beginning of the school year every class chose its twin class from the other building as we are separated in two buildings – one for the primary school and one for the secondary. Each pair of classes planned together different activities throughout the year so that they meet at least once a month doing various activities – drawing, playing, celebrating, performing in front of parents, going to museums and concerts together. They discussed what makes their life together better even though they were different ages. They had to be conscious of their differences and respect the others when choosing activities.
2.	Describe your preparation for the activity.
	First we discussed how to form the pairs and we consulted our school psychologist. Then the class teachers of the two classes met in order to discuss how to approach the activity. Then there was a meeting of each pair of classes to plan the activities for the school year. Children brainstormed ideas and then chose the best ones. A plan was prepared for all pairs and they were to follow it closely. At the end of the school year the implementation of the plans was evaluated by the children and their teachers.
3.	What materials did you use?
	According to each plan and activity – stationary materials, costumes, cards, etc.
4.	What the impact of the activity was?
	It was great to see how children from different ages communicate and work together. As a result closer relationships between the students and teachers were established and the sense of belonging to the greater school community was increased. The children got to know each other better and this resulted in the way they get along with each other. The parents were involved in some of the activities as well which helped them feel as part of the school community as well.
5.	Additional comments/notes:
	We plan to continue with that activity after the project end.

ACTIVITY: A.11 Preoccupation with European Values

Number of Teachers involved 1

Number of Pupils/Students involved 28

Secondary School

1.	Describe the procedure - what did you do?
	<p>We dealt generally with political values and with values that are sensed as typical for the European Union (EU). Starting point were the terms of the foundation of the European Community (EC) as well as the objectives of the first member states. Then each student got a full set of the work sheets (see 2.). executed the tasks (by oneself, as partners or in groups of max. 4 students). When each work sheet had been completed - jointly checking and discussing the results.</p>
2.	Describe your preparation for the activity.
	<p>Preparing the work sheets , looking for values, suitable maps and reports.</p> <p><u>Work sheet 1:</u> Generating a text (max. 1 page) about “Why has the EU been founded?”, “Common values as the base of the union”, “Basic information about the cooperation “ and “ European flag as the symbol of the EU”</p> <p><u>Wort sheet 2:</u> General map (overview) of Europe, only the names of the states inscribed Work order: “Write down the names of all European countries (47/ also those who are only partly in Europe)”</p> <p><u>Work sheet 3:</u> General map (overview) of Europe, all states that are belonging to the EU and all that are belonging to the Eurozone are highlighted. Work order: “ Write down the names of the countries that form the EU (28), underline those countries that belong to the Eurozone.</p> <p><u>Work sheet 4:</u> Explain the terms “Europe”, “European Union (EU)” and “Eurozone”</p> <p><u>Work sheet 5:</u> Graph “European values study – Eurobarometer 2008 + 2010” (European Commission, surveys ”Eurobarometer 09.November 2008 and 24. February 2011) source: http://www.bpb.de/suche/?suchwort=Europ%C3%A4ische+werte+Eurobarometer&suchen=Suchen</p> <p><u>Work sheet 6:</u> Question for work sheet 5: 1. What’s the subject of the graph? 2. What’s the measure of the numerical value? 3. Which dates are displayed? 4. Are there specific characteristics in the graph? 5. What’s the total statement of the graph? 6. Choose three of the values and explain them.</p>



	<p>Work sheet 7: Extract of a news magazin's report about e.g. a debate about quota of refugees at a meeting of leading politicians/heads of government. Tasks: 1. Explain whereof the text deals. 2. Which European values are addressed in the text? 3. Are the values fulfilled? Give reasons for your answer.</p>
3.	What materials did you use?
	Copies of work sheet 1–7 for each student, pens
4.	What the impact of the activity was?
	The students realized the assignment of values towards EU and discussed exemplarily, controversial and problem oriented solidarity, peace and tolerance.
5.	Additional comments/notes:
	The historic reference especially with the focus on the value 'peace' is very important to make European values visible in hard times (solidarity, freedom of opinion, rule of law, , ethnic conflicts, questioning the EU) The teaching unit is suitable for grade 7, 8, 9 and 10.

ACTIVITY: A.11 Living in a community is great
Number of Teachers involved : 1
Number of Pupils involved : 19
Primary School

1.	Describe the procedure - what did you do?
	The meaning of the word “community” was cleared together with the children: the implication of the society – human rights, obligations and responsibilities, advantages of living in a community. During discussions pupils were given a main task: drawing strip cartoons/picture stories/poems on considerate behavior, helpfulness, compassion. When the drawings were done an exhibition took place in the school’s main hall; the drawings were analyzed and appreciated.
2.	Describe your preparation for the activity.
	The key words for discussions about community were written on the whiteboard: community, responsibilities, human rights in a community. Discussion was followed by the classroom arrangement: tables and chairs organized in a big circle. Children received the essential materials; the teacher set the layout of the drawing area on the sheets of paper.
3.	What materials did you use?
	Whiteboard, markers, paper sheets, colored pencils and pens
4.	What the impact of the activity was?
	The effect of the activity was a positive one as both children and their parents showed enthusiasm for the activity. Further, the children had the opportunity to join a personal contemplation exercise: how do I see/understand the community in which I live? What do I do for the others around me? Which are my responsibilities and rights in a community? The children were curious about the theme and also concerned with the others drawing. They asked questions and expressed their appreciation to their school mates. They intensively worked in order to obtain the most interesting drawing paper. The pupils asked for feedback during their job and also I was invited by all of them to watch carefully their work. In their papers the children illustrated the school space, the playground, their own home and their friends.
5.	Additional comments/notes:
	The theme itself is very generous and I believe it has a great importance for children’s educational development.

ACTIVITY: A 11 Living in a community is a great thing
Number of Teachers involved: 2
Number of Pupils involved: 139
Elementary School

1.	Describe the procedure - what did you do?
	The pupils' task was to draw a comic strip on topic "Living in a community is a great thing" . After explanation of the word strip and some examples from the internet pupils drew their designs in pencils and completed the texts in the speech bubbles in Czech. Then they translated the texts into English. Some were able to do it themselves, some needed some help from their parents or English teachers. Later they redrew their designs onto two sturdy paper strips of the same size, making thus two identical strips differing only in language - one in Czech and the other in English.
	Based on the internet information, the teachers explained the term strip to the pupils and showed them some examples. They cut some sturdy paper strips and discussed the content of their "story". The teachers showed the children webpage makebeliefcomix.com , where they could create their own comic strip stories online. The kids like comic and like to create ones so they were likely to enjoy this activity. The question was if the topic isn't an obstacle as the kids nowadays prefer stories based on different topics.
3.	What materials did you use?
	To challenge pupils, the teachers used a few comic strips they found on the internet and printed. Some of the pupils also made strips in their IT lessons using the computers. Pupils used dictionaries to translate their texts into English.
4.	What the impact of the activity was?
	The kids thought of what is important for them in their everyday life they live with the adults and their same-age peers. They realized the relationships among the people in a community. They learned that it is important to help each other and not to think only of themselves. The kids were also finally proud of the graphical conception of their comic.
5.	Additional comments/notes:
	The text translation from Czech into English was also important. Our pupils could consult their English teachers and many of the pupils did so (regrettably some at a very last moment), others used automated (and often not correct) web translations.

ACTIVITY: A.11 Life and everyday life of persons with handicaps
Number of Teachers involved 2
Number of Pupils/Students involved - 16
Secondary School

1.	Describe the procedure - what did you do?
	<p>We tried to get a notion and a feeling for life and everyday life of persons with handicaps. We dealt with different kinds of handicaps and experienced them practical.</p> <p><u>1st Day:</u></p> <p style="padding-left: 40px;"><u>“Every day’s situation for handicapped people” - exercises at different working stations</u></p> <ul style="list-style-type: none"> - Filling blindfolded water into a drinking glass - Tying up one’s shoe strings using just one arm - Sharpening pens blindfolded - Eating an apple without using one’s arms - Finding blindfolded one’s way to the school’s toilette - Changing seats without moving one’s legs - Picking up little sweets from a little jar wearing gloves - Writing names on a blackboard blindfolded <p style="padding-left: 40px;"><u>“Experiencing handicaps” - doing different courses</u></p> <ul style="list-style-type: none"> - Doing an obstacle course while sitting in a wheelchair - Walking a specified path with crutches (tennis ball clenched in hollow of the knee) -Fast writing competition (right hander writes with his/her left hand versus right hander – comparison of writing and speed) - Climbing up the stairs without using one’s legs <p><u>2nd Day:</u> Exploring the city “To be on the move in a wheelchair”</p> <p><u>3rd Day:</u> Visiting museum “Dialogue in the Dark” Blind assistants guide visitors through rooms that are completely without any light</p>
2.	Describe your preparation for the activity.
	<ul style="list-style-type: none"> - Booking date at the museum - Designing questionnaire for 2nd day

ACTIVITY: **A.11 " Living in a community is great."**
Competition drawing strip cartoons/picture stories/poems on considerate behaviour, helpfulness, compassion.

Number of Teachers Involved: 1

Number of Pupils/Students Involved: 30

Secondary School

1.	Describe the procedure - what did you do?
	What community means had been argued with the pupils in a Turkish class. The values that form the community had also been determined. In circumstances with those values poems and picture stories were written and strip cartoons were drawn. They were exhibited on the project board.
2.	Describe your preparation for the activity.
	The pupils had been given time to research the word "community". The necessary materials had been supplied for the job.
3.	What materials did you use?
	Colored cardboards, crayons, paper, pencil and glue.
4.	What the impact of the activity was?
	The most common value that the pupils had mentioned about was "helpfulness". That affected their helpfulness within each other by a remarkable increase.
5.	Additional comments/notes:
	Concentrating mostly on the value "helpfulness" was interesting and attractive.

ACTIVITY:
A.12 Preoccupation with other Cultures.
Number of Teachers involved 2
Number of Pupils/Students involved 27
Secondary School

1.	Describe the procedure - what did you do?
	The cultures of us and our partners in the project team had been presented to our 8 th class pupils and parents by some of the classmates of them and the physical education teacher of the school. The presentation was about the cultures; information on traditional food, songs, dances, architectural structures. Also their geographical location had been mentioned about. And the photos of both pupils and parents had been taken. The outputs of presentation had been exhibited on the Erasmus board at school. The informations had been exchanged among partners,too. And that had been shared with the pupils and parents.
2.	Describe your preparation for the activity.
	Firstly it was discussed with pupils what they know about our culture and the other cultures. And the term “culture - the quality in a person or society that arises from a concern for what is regarded as excellent in arts, letters, manners, scholarly pursuits, etc.” was focused on what it means and includes. Then the class had been separated into groups to study on and research the subject ” Preoccupation with other cultures “.The slides show about subject had been prepared and saved in flash memories by the pupils. Then at school also the outputs of the presentation had been taken. Both pupils and parents had been informed via smart board and the outputs. The separated groups, Physical Education and English Teacher had been actively involved in the activity.
3.	What materials did you use?
	Smart board, project board, computer and outputs.
4.	What the impact of the activity was?
	The pupils had known about not only other cultures especially our project partners but also our culture for example; the traditional food, songs, dances, architectural structures...It was an informative activity for the pupils.
5.	Additional comments/notes:

ACTIVITY:
A.12 Cultural Diversity
Number of Teachers involved : 2
Number of Pupils involved : 7
Kindergarten

1.	Describe the procedure - what did you do?
	<p>The pupils from the „Hansel und Gretel” Primary School have attended the Cultural Diversity activities from the “Kindergarten 21” from Iasi.</p> <p>At the beginning, the children received a tour of the kindergarten where they have visited all the classes and met the children from each class.</p> <p>Then, at the first activity the children made hand-made masks with the other children.</p> <p>At the next activity, the children participated at a presentation of different countries: Italy, England and Greece. One girl from that class dressed as Juliet and prepared a power point presentation with pictures and interesting facts from Italy. The other two girls presented their countries by making a stand with different things from those countries.</p> <p>The third activity was very interesting and interactive and the children liked it very much. They went to another class where they learnt how to make pizza. The pupils received the ingredients and the recipe and they started making pizza. At the end of the activity all the final products were baked and then given back to the children.</p> <p>The last activity was a dance lesson. All the children have learnt a funny dance together and had a great time.</p>
2.	Describe your preparation for the activity.
	<p>The activities were prepared and held by the children from the “Kindergarten 21”.</p> <p>Our pupils were prepared for the activities by being told what to expect from this little journey. They have also prepared a little song in German for the other kids. The children from the “Kindergarten 21” liked it very much and they have also asked the children from “Hansel und Gretel” Kindergarten other words in German.</p>
3.	What materials did you use?
	We used various materials like: paper, bread, mozzarella, olives, tomatoes, bacon, power point presentation, short videos, flags, music.
4.	What the impact of the activity was?
	The end result of the activity was positive and the pupils liked the new experience they went through.
5.	Additional comments/notes:
	This approach was fun for the children, making it easy to understand other cultures.

ACTIVITY: A. 12 The whole school project "Other Cultures"
Number of Teachers involved: 6
Number of Pupils involved: 110
Elementary School

1.	Describe the procedure - what did you do?
	Our task was, during a few months, to make a project on topic " Cultural and religious traditions and significant people in our country and in our partners' countries". The activity had two parts. First, it was necessary to work out its physical realization – a wall display with information and pictures, the second part consisted of creation a PowerPoint presentation and its performance in Czech and English language in public during our final project meeting. After explanation of the activity the pupils were divided into groups and details of its organization were set.
2.	Describe your preparation for the activity.
	First it was necessary to search for the information needed. In most classes the class teachers helped. The class working on the Czech Republic project had a little advantage as these data and especially famous people were more familiar to the pupils than other countries' ones. Then the classes individually have to set the graphic design of the wall display, to adapt work techniques and procedures and gether the material needed.
3.	What materials did you use?
	Most of the classes used mainly internet sources, also books and magazines, some classes might used individual experience of pupils who visited the countries before.
4.	What the impact of the activity was?
	The project as the whole was both for the pupils and for the teachers very technically demanding and time consuming. In spite of that we can say that all the classes completed the tasks very well, all the performances were excellent and it was very difficult to award the best works. Definitely positive effect can be seen in pupils' possibility to gain a large amount of new information and knowledge about our partners' countries, to learn about their traditions and famous people. Long lasting project work also helped to develop mutual communication and co-operation, in some classes school team or its parts united. On the other hand in other classes problems occurred – bigger load of work was carried only by a few pupils, in other classes more pupils wanted to take part in the performance than it was possible, in some of the classes pupils that normally were not involved in class life made use of it. Most of the pupils worked responsibly, they cared about the results, they showed out healthy ambitions. Pupils were able to appreciate the results of the others, they encouraged mutually, helped each other and tried to get as good results as possible even if it was energy consuming and they have to give up their free time.



5.	Additional comments/notes:
	<p>The attitudes of the classes were different – in some classes only a part of the team was involved, in other all pupils took part. The same could be said about the presentations – in some classes only a few pupils came to watch the show, in others most of the class came to support their schoolmates. Also the presence of parents was surprising, they liked the performances, too. Pupils appreciated the possibility of comparison of individual classes results.</p>
ZÁKLADNÍ ŠKOLA TOMÁŠE GARRIGUA MASARYKA, BLANSKO/CZECH REPUBLIC	

ACTIVITY:
A. 12
“Long Tramps“
We are writing a book in German and our native languages
Number of Teachers involved 1 & 1 artist from the area
Number of Pupils involved 18
Secondary School

1.	Describe the procedure - what did you do?
	<p>I'm the class teacher of one of our school's two 'Integration Classes'. These are learning groups for new pupils with no or hardly any knowledge of German due to their migrant background who are made familiar with the culture of their new country and get extra training in German so that after some time they will be able to take part in mainstream lessons of their age group.</p> <p>My pupils went long tramps. They are joining our school at different times of the year, they are coming from different parts of the world and they are between 10 and 16 years old. Some are coming with their families, other are sent by their families to escape from war. Some went to school and enjoyed a good school education, other couldn't go to school because of war. Our customs are alien for them as well as the German language. They carry in their luggage alongside with few belongings happy and terrible memories and the grief about the loss of their native country.</p> <p>Jointly we wrote a book. Each pupil wrote a story connected to his/her native country in German and native language. With the help of an artist from Darmstadt illustrations were designed that shed light on the contents of the stories. To start with I sensitized my pupils for the topic and encouraged them to talk about their individual situation. Photos and pictures were shown. Furthermore I talked individually with each pupil. Each one told me his/her story. They wrote them down in German. I revised their texts. Then they translated their texts into their native language. It's not easy to translate a text without loss of meaning and as I was not competent to judge how good or bad the translation was, parents and siblings helped with the translation. Fifteen individual stories became one common story. The protagonist Alex, an open minded character went along with the story and formed the background story. The illustrations are collages. They tell about Alex's adventures, include maps that show the places where the stories happen as well as sights and more specific characteristics of the country. Paths, clouds, stones and many more are shaped with type faces. Finally I added in German an epilogue - the story about the making of the book and its impact.</p>



2.	Describe your preparation for the activity.
	I organized the material needed, agreed with the artist on the collaboration, asked my pupils to bring photos and pictures and looked for sponsors who would support financially the making and printing of the book because I wanted each of my pupils to received his/her individual copy as a hardback version for free in remembrance.
3.	What materials did you use?
	Computer, camera, printer, paper, notebook, pens, felt pen/marker, scissors, glue, mobile phone (see below 5.)
4.	What the impact of the activity was?
	We enjoyed the activity very much, my pupils were working with endurance and sense of responsibility. Connections between the former and new 'world' of my pupils were made. This helped them to learn speaking in German. It's a challenge for my pupils to write a private story in German and native language. They are very proud of the result and feel good because other people are interested in their native language, experiences and knowledge .They catch confidence. School and families are now closer. Fears and distrust at the beginning have disappeared, now the cooperation is marked by appreciation. This is positive also for the learning atmosphere. The book shows that people of different origin, education and age meet regardful, listen, are interested in the fate of other people.
5.	Additional comments/notes:
	Extra software would have been needed for Arabic letters. Neither the school nor the immigrated families have money for that. That's why we decided to prepare the text on the mobile phone. Afterwards the texts were corrected and formatted on the computer in arduous and patient detail work. At the school party before summer holidays started we set up a stall to inform about our activity and to sell copies of the book (paperback version). All 50 books were sold within two hours.

ACTIVITY:
A.12 Preoccupation with other cultures
Number of Teachers involved: 15
Number of Pupils/Students involved: 209

1.	Describe the procedure - what did you do?	
	Primary School	Secondary School
	Each class had to choose one of the partner countries and find information about its culture, traditional music, typical food, main feasts and celebrations, costumes, etc. The information then was used to make short performances. On the 9 th of May each class performed in the school yard and offered some traditional dishes from all partner countries.	Each class had to make a power point presentation about a partner country or about Bulgaria, focusing on traditions, main achievements in sport, art or science, famous people, current situation, etc. The presentations were shown on the screen in the entrance hall of the school on the 9 th of May.
2.	Describe your preparation for the activity.	
	Primary School	Secondary School
	After choosing a partner country the children discussed what they already know about it. Then they tried to ask questions about what else did they want to know. The questions had to find their answers – a task facilitated by the parents as well. Then the children discussed how to present the information in front of the others – by a sketch, a short play, a dance or a poster. Typical food was prepared by some of the families and brought to school.	No special preparation – each class made a research.
3.	What materials did you use?	
	Primary School	Secondary School
	Paper, encyclopedias, internet resources, costumes, discs with music, etc.	Computers, encyclopedias, internet resources.
4.	What the impact of the activity was?	
	Primary School	Secondary School
	The children were curious to know more about the partner countries, they shared experience from family trips to some of them and planned other visits. They compared the traditions of the partner countries to those of their own, finding similarities and differences.	It was a great way to get to know our partners better. The focus on the contemporary life made the presentations more interesting to the students.
5.	Additional comments/notes:	
	The students were easily motivated for the activities as before that there was a teaching-learning activity and project meeting in Sofia, so they have met children from the partner countries and had the chance to communicate with them and become friends.	

ACTIVITY: A.12 Native Country – New Homeland
Number of Teachers involved 2
Number of Pupils/Students involved 16
Secondary School

1.	Describe the procedure - what did you do?
	<p>1st & 2nd day: First the pupils made themselves familiar with their “new homeland” the city of Darmstadt, because most of them just knew their residential area and the school. We visited different landmarks/distinctive places in the city, collected important information and took photos.</p> <p>3rd day: By means of the photos, easy to write and understand information that had been provided and a city map we prepared a collage.</p> <p>4th day: The pupils dealt with their native country. They compiled in a mind map places in their home town (family / friends / school / leisure time / specifics) that were important to them and united them in a picture. We viewed at suchlike picture of Darmstadt (Darmstadt poster) as a suggestion. Finally the pupils explained their pictures to their classmates.</p>
2.	Describe your preparation for the activity.
	Deciding which sights should be visited, deciding on the best route, preparing easy information, organizing the Darmstadt poster
3.	What materials did you use?
	Camera, computer, Darmstadt poster, map of Darmstadt, sketch block, pens, paintbox, money for public transport fare
4.	What the impact of the activity was?
	<p>The pupils have been very motivated and enthusiastic about their new home town. They were impressed about the many nice places and buildings in Darmstadt. They didn't know them prior to that. I think this helped feeling comfortable in the new environment.</p> <p>Presenting their native country by pictures they made by themselves was great fun for the pupils too. They enjoyed very much that their classmates were interested in getting to know where they are coming from. My pupils could reminisce and that made them happy.</p>
5.	Additional comments/notes:
	The pupils who did this activity are aged 10 – 16 years, in parts they're living not until a few weeks in our city . They are visiting our school's 'Integration Class A' (A = beginners). It's a class for new pupils with no or hardly any knowledge of German due to their migrant or refugee background. They get extra training in German.



Erasmus+

When they've acquired the ability to understand and speak some German, they proceed to 'Integration Class F' (F = advanced).
When they've acquired enough knowledge of German they move on and take part in mainstream lessons of usually their age group.

I would do this activity again because I think it's very important that my pupils know their environment. I think only by this way integration can succeed. By the way I reckon that also pupils in mainstream classes know their home town only very insufficient.

STADTTEILSCHULE ARHEILGEN, DARMSTADT/GERMANY

ACTIVITY: A.12 Cultures, values and traditions
Number of Teachers involved: 3
Number of Pupils involved: 19
Primary School

1.	Describe the procedure - what did you do?
	<p>First I started the topic by discussing general things about countries on the Earth. I presented the continents to the children as they haven't learned yet about geographical distribution of the world in continents and countries. I've been emphasizing the fact that there are a lot of similarities between cultures, but in the same time, each country has its own peculiarities. I explained the meaning of a country's culture to the children. Later on, I presented to the children their task: preparing a presentation about their favorite countries (Romania, France, Germany, Turkey, Czech Republic, Bulgaria, China, Japan, Greece, Egypt,) and then presenting it in the front of an audience – schoolmates, parents, teachers and other guests. The children organized themselves the teams and they presented the cultural topics specific to each country – traditional food, songs, clothes, traditions and customs. Most of the children wore traditional suits during their presentation. After each presentation the audience were served traditional food. The activity ended with the "Cultural Diversity" exhibition. The pupils prepared together with their parents and teachers some stands with information about each country presented during the activity. Everyone was involved and the playfully condition dominated the activity.</p> <p>Our school organized Oktoberfest; a 100 persons participated at this event.</p>
2.	Describe your preparation for the activity.
	<p>The children prepared their presentation together with their parents, at home. They searched valuable information, they selected relevant information, they printed photos, they drew posters and also they prepare traditional food and suits. The pupils prepared intensively their presentations, they worked together with their parents and they got wonderful results. The first grade pupils read the information for the audience and their striving was appreciated by everyone. When they listened to other presentations they were actively involved and demonstrated that they understood and learned the given information. As a compensation for their responsibility, the children received a badge inscribed with one of our school's values (implication, respect, responsibility, enthusiasm, creativity or generosity).</p>
3.	What materials did you use?
	Whiteboard, markers, colored pens, sheets of paper, photos, suits, traditional food
4.	What the impact of the activity was?
	<p>The impact of the activity was a positive one, as the children, the parents and the teachers were enthusiastic about the given task. Besides, the children learned new things and found the answer at questions like: Why the Asian people don't look like Europeans?.</p>



	<p>Who is Budha?, What is a temple?, etc. The parents appreciated the activity and the fact that teachers taught the children how to respect other countries' tradition and culture and help them to understand diversity.</p>
5.	Additional comments/notes:
	<p>The topic was very generous and we think it is valuable for children's developing but also for school-families partnership.</p>

ACTIVITY: A.12 Presenting personal Values in Photography and Drawings
Number of Teachers involved 1
Number of Pupils/Students involved 16
Secondary School

1.	Describe the procedure - what did you do?
	<p>We started with the quotation: "You can not buy the things that matter in life." (William Faulkner)</p> <p>We collected personal values (related values of individuals) and economically-financially related values.</p> <p>We collected sayings related to subjective values and wise sayings.</p> <p><u>Task:</u> Presenting these sayings by photos or drawings. Students portrayed in groups situations and photographed these</p> <p>Image processing (including sayings) with a paint programme on the computer</p> <p>What did the teacher do?</p> <p>Introducing to paint programme, displaying various techniques of image processing on data projector, dealing with students in image editing</p>
2.	Describe your preparation for the activity.
	<p>Preparing/collecting example images, collecting example sayings from books and the internet, familiarizing with paint programme, organizing laptop and data projector, preparing USB-stick with Paint.net setting up data file</p>
3.	What materials did you use?
	<p>Laptop and data projector for teacher, one laptop per student (max. for two students), recharger and power strips for laptops, USB-stick, digital camera (including possibility for data transfer to laptop),</p> <p>Software. Paint programme (Paint.net), word processing (Microsoft Word)</p> <p>drawing utensils, paint brush..</p> <p>For the exhibition: poster board, adhesive, colour printer, movable walls</p>
4.	What the impact of the activity was?
	<p>Nearly all students were very creative and have developed very good ideas for scenic presentation of subjective values</p>
5.	Additional comments/notes:

ACTIVITY: A.12 Preoccupation with other cultures, values and traditions. Public school event
Number of Teachers involved: 8
Number of Pupils involved: 65
Primary School

1.	Describe the procedure - what did you do?
	The Oktoberfest event was organized in order to learn German traditions and bring together parents and children and make our school famous in our city. The main aim of this event consisted in emphasizing our school's goals, values and activities.
2.	Describe your preparation for the activity.
	The event was carefully prepared. The children learned songs and dances, and everyone in the school's staff had specific tasks and we demonstrated one more time that a good team always succeeds. The playground was the space where the event was organized. Around 30 tables covered with black, yellow and red waited for the guests to serve the traditional German food and drink. We provided good music, the traditional German sausage – die Wurst - cooked at barbeque, a lot of beer and sweets. It was a great event where everyone felt free and German. The pupils prepared some German songs, dances and poetries for the guests. They all were appreciated and interviewed by the local television.
3.	What materials did you use?
	Barbeque, good mood, music, guests, involved teachers😊
4.	What the impact of the activity was?
	Oktoberfest was a real success. The participants felt very good and they were happy to meet a new experience.
5.	Additional comments/notes:
	Duo Zwei Band provided good music for guests; Mr. Uwe Koch, the cultural attaché of Germany in Romania, joined us and gave a great speech. The local television shared the event.

ACTIVITY: A.12 Two classes design a dance – similar to Romania’s Sucitoare
Number of Teachers involved 1
Number of Pupils/Students involved - 50
Secondary School

1.	Describe the procedure - what did you do?
	<p>Pupils evolve their own formation and steps according to European folk music. It’s done similar to the dance ‘Sucitoare” from Romania. It starts with presenting a video with a Sucitoare dance and working out what’s special with this dance.</p> <p>Listening to the chosen music that will be the base for the dance the pupils are asked to design.</p> <p>Making the pupils familiar with different kinds of dances and dancing steps and practicing them .</p> <p>Finally they evolve their own dance.</p> <p>Taking pictures and making a video for documentation and presentations .</p>
2.	Describe your preparation for the activity.
	Choosing a Suitcoare video , different dances and the music.
3.	What materials did you use?
	<p>Suitcoare video</p> <p>All kinds of music can be used.</p> <p>Bars for all participants - maximum length 20 cm</p>
4.	What the impact of the activity was?
	Positive effect on group: Gives the group the feeling of being one team, pupils have to listen to each other and then to try proposals of their group mates
5.	Additional comments/notes:
	<p>Suitable for grade 1 – 6, also for interested upper grades</p> <p>Length of the project: 6 – 8 weeks</p>

ACTIVITY: A.12 Songs and German dances for Iasi's community
Number of Teachers involved : 1
Number of Pupils involved : 20
Kindergarten & Primary School

1.	Describe the procedure - what did you do?
	The pupils of our school participated together with their parents and teachers at inauguration of the direct flight route Iasi – Munich; the event took place at 3 rd Terminal of the Iasi Intl. Airport. The new flight route to Germany is extremely important for cultural and economic development of our city. Our little participants prepared a short musical moment – traditional German songs. The event took place on a beautiful sunny Sunday – 25th of October 2015.
2.	Describe your preparation for the activity.
	We announced the parents about this special event, we prepared traditional German suits and the children had a short rehearsal for the musical moment. Also the pupils were told about the importance of the event for the local community.
3.	What materials did you use?
	CDs, German traditional suits
4.	What the impact of the activity was?
	The impact of the activity was a positive one as children and parents had a wonderful time together. Furthermore, the children participated at an event of local importance for the community.
5.	Additional comments/notes:
	The event was filmed by the local television and also shared on the local press.

ACTIVITY: A.12 Going to School – a matter of course for children?
Number of Teachers involved 1
Number of Pupils/Students involved 25
Secondary School

1.	Describe the procedure - what did you do?
	<p>We were watching the film “On the Way to School” in the frame of a religious education lesson. Then we were talking about it.</p> <p><u>My pupils gave answers to questions like:</u></p> <ul style="list-style-type: none"> • Why can so many pupils in the world not go to school ? • Why are girls especially effected? • Why do so many children have to work instead of going to school? • Why can many children not read, write and calculate even after four years at school? • Why is the life span of a child much higher when its mother is able to read? • What effects can education have on poor people?
2.	Describe your preparation for the activity.
	I bought the film and watched it prior to the lesson and borrowed adequate teaching aids at the agency for science of religious education.
3.	What materials did you use?
	Film, work sheets
4.	What the impact of the activity was?
	My pupils od grade 6 had been touched by the long ways to school of the children that were shown in the film. One physically very handicapped boy who was sitting in a wheel chair of poor quality was pushed many kilometers to school by a friend and by his brother.
5.	Additional comments/notes:
	<p>As pupils of grade 5 and 6 like to do role-playing games we will prepare a role-playing game in small groups about the following topic and play it to an audience: Zahira, a girl from Morocco, tries to convince other families that are also living in her small village in the mountains to send their children to school. It’s a long way by foot to the next “proper” school.</p> <p>We will also invite a 89-year- old gentleman, a former teacher and deputy headmaster, and will ask him how childhood and school in Germany have changed.</p>

ACTIVITY: A.12 Laternenfest – Saint Martin’s celebration at Metropolitan Catholic Church - Iasi

Number of Teachers involved : 10

Number of Pupils involved : 60

Kindergarten & Primary School

1.	Describe the procedure - what did you do?
	The pupils drew announcements for their parents in order to disseminate the intention of celebrating Saint Martin’s celebration. The parents and the children made torches together with the teachers. The parents, the children and the teachers went with the lighted torches in their hands to the Metropolitan Catholic Church where they were told the Saint Martin’s legend.
2.	Describe your preparation for the activity.
	Announcements, materials for making torches, the legend of Saint Martin
3.	What materials did you use?
	Cardboard, candles, glue, scissors, cooking paper, cords.
4.	What the impact of the activity was?
	The children improved their handcraft and communication skills, they learned new things about German culture and they had wonderful memories.
5.	Additional comments/notes:

ACTIVITY: A. 13 Meeting with neighbours
Number of Teachers involved: 1
Number of Pupils involved: 21
Elementary School

1.	Describe the procedure - what did you do?
	Children chose the suitable topics for stories about Christmas. They are the third grade, so they are able to do it on their own according the space and situation. They chose from the wide range of stories the most suitable ones. After the phone call with the culture manager of the Senior Home we had planned the term – the beginning of December. The programme began with the one hour fairy-tale play. Then there was the chatting moderated by the children. They used the microphone to ask the questions, culture manager was walking with the second microphone among the elderly people helping them with answers.
2.	Describe your preparation for the activity.
	The children were divided into groups. Each group read the winter and Christmas stories thinking about the best story for the dramatization. The best also for the senior people. We add also some songs after each short story and one dance exhibition. Mother had prepared the costumes and children had made the props and Christmas pictures. These altogether made our Christmas programme.
3.	What materials did you use?
	We used Christmas stories from the book “České pohádky – dramatizace” by Květoslava Brindlová and “Vánoční pohádky” by Zuzana Sílová and songs from Karel Černocho, Kamila Nývltová, Dagmar Patrasová and Natálie Hrychová.
4.	What the impact of the activity was?
	This activity has developer children’s knowledge about the past times, especially about customs related to Christmas They could compare the life and Christmas in the past and now. The programme brought many positive emotions into the senior home. Children were rewarded by an ovation. The elderly people were happy, they were talking with children for a long time and they asked them to come again with the other programme soon.
5.	Additional comments/notes:
	All the programme was filmed by our local cable TV. The record will be available at the beginning of January on the local channel as a part of advent reportages.

ACTIVITY:
A.13 Visiting a Synagogue
Number of Teachers involved 1
Number of Pupils/Students involved 25
Secondary School

1.	Describe the procedure - what did you do?
	We visited the synagogue in Darmstadt. My pupils improved their knowledge about the Jewish service area and about all for the service important rituals. They were also permitted to enter all other rooms of the Jewish community centre, e.g. the room where Jewish religious education takes place.
2.	Describe your preparation for the activity.
	<p>Two weeks before the visit took place my pupils sought to become acquainted with the basics of Judaism and tried to understand it – focused on everyday life, Sabbath and Passover. With the help of devotional objects (items that are important to faithful Jews) the symbols and the code of practice gave by that a better understanding of the religion to the pupils. This enabled them to ask specific questions in the synagogue.</p> <p>Before we visited the synagogue my pupils were asked to look in small groups for ‘Stumbling Blocks’ in the city. ‘Stumbling Blocks are an art project by the artist Gunter Demnig that started in 1992. Demnig wants to commemorate by small plaques that are placed in the ground the fate of people who had been in times of National-Socialism (NS-times) persecuted, murdered, deported, driven away or driven to suicide. My pupils copied the texts that are written on the Stumbling Blocks into their workbooks.</p> <p>Furthermore we visited the place with a memorial that commemorates to one of the three synagogues in Darmstadt that had been burnt in the ‘Night of Broken Glass’ in 1938.</p>
3.	What materials did you use?
	<p>Money for the tram (public transport), their workbooks and pens</p> <p>It was allowed to take photos in the synagogue – for that the pupils mostly made use of their mobiles</p>
4.	What the impact of the activity was?
	<p>Most of the children and youth don’t know Jews as there are living very few Jews in Germany. The visit to the synagogue enabled them to get into contact with a Jewess or Jew – mostly for the first time.</p> <p>By this visit the Jews, their religion and their particular history approached the pupils. Now they are not only motivated to clean Stumbling Blocks in the quarter but also to adopt one.</p> <p>Furthermore they recognized the Judaism as the origin of Christianity and Islam. They are sensitized for many common grounds of these three</p>



	religions. They also became aware that the Christian Sunday derives from the Jewish Sabbath and that the Christian Easter is rooted in Feast of Passover. They realized that the civilization around us is tied to Jewish-Christian tradition.
5.	Additional comments/notes:
	The activity is appropriate from grade 7 upwards.
STADTTEILSCHULE ARHEILGEN, DARMSTADT/GERMANY	

ACTIVITY:
A.13 Visiting Emergency Children Care Centre
Number of Teachers involved : 8
Number of Pupils involved : 55
Kindergarten & Primary School

1.	Describe the procedure - what did you do?
	<p>With help from their parents and under the guidance of their teachers, the pupils of Hansel und Gretel have participated in the making and collecting of presents for the children at the Children Care Centre.</p> <p>We talked with the children about the coming of the Christmas holidays, the joy of giving and receiving a present. With help from their parents, each pupil has prepared a gift, which has been giftwrapped, and then offered it to one of the children at the children care center.</p>
2.	Describe your preparation for the activity.
	<p>We searched for age-appropriate information and stories for the pupils about the upcoming holidays, kindness, and less fortunate children.</p> <p>We decided which objects could be gifted. The pupils, with help from their parents, have made and giftwrapped the presents and brought them to school. After all of the presents have been collected, the pupils, together with their parents and teachers, have personally handed out the presents to the children at the Emergency Children Care Centre.</p>
3.	What materials did you use?
	Learning materials, images, stories, toys, candy, clothing articles.
4.	What the impact of the activity was?
	<p>The activity had a positive impact, with the children and their parents getting involved in the making and bringing of the presents. The pupils were very happy that they could hand out presents and make other children happy.</p>
5.	Additional comments/notes:

ACTIVITY: A.13 Visits to places of religious or social importance
Number of Teachers involved: 8
Number Students involved: 117

1.	Describe the procedure - what did you do?
	Secondary School
	First during a session of the school council the idea behind the activity was presented to the students in the secondary school – from 5 th to 11 th grade. Each class together with the class teacher had to decide where to go and what to visit. The range of choices was really interesting – an exhibition about the life of Jewish people in the National history museum, a home for elderly people, an old orthodox church, a mosque, a catholic church, a home for children without parents in the town of Veliko Tarnovo, a place where an old priest takes care of people and families in need... The visits were arranged and the students prepared for them. Sometimes it involved gathering clothes, shoes, food or detergents. On the next session of the school council the representatives of the classes shared their impressions with the others.
2.	Describe your preparation for the activity.
	The preparation depended on the place the students wanted to visit. Sometimes it included just a quick glance at the program and a phone call to arrange the visit. In other occasions the preparation included contacting different people and institutions, gathering donations, arranging transportation etc.
3.	What materials did you use?
	No special materials were needed.
4.	What the impact of the activity was?
	The children were really touched by their experience during the different visits. Some of them continued their contacts with the people they have visited after the initial visit. A lot of discussions arose after the visits.
5.	Additional comments/notes:
	Some of the children were really emotional after the visits.

ACTIVITY:
A.13 Visiting religious institution - Mevlana
Number of teachers involved: 1
Number of Pupils/Students Involved: 9
Secondary School

1.	Describe the procedure - what did you do?
	<p>A visit for Mevlana Culture and Art Association “a religious institution” had been arranged by the technology and design teacher of 7th grade pupils. Mr. Mehmet Ali Tomay had been met at the Association. He had informed the pupils about “Mevlana” and “the Mevlana philosophy”.</p> <p>There is “Love” within the Mevlana philosophy. The most important thing necessary to reach the God is “Love”. Mevlana held in deep esteem for the human being.” The Mevlana Love” is universal. It includes all the human without differentiating nationality, religion and language.</p> <p>The pupils asked whatever they worried about and learned at the Association. Mr. Mehmet Ali Tomay also informed about the job they mostly do, the courses given there, Sufi choir and the assistance they afford for the poor people such as supplying clothes, food etc.</p>
2.	Describe your preparation for the activity.
	The pupils were asked to search about Mevlana before the visit.
3.	What materials did you use?
	Camera
4.	What the impact of the activity was?
	The pupils were mostly affected by the information given there. They had been aware of the courses (playing ney, miniature, personal evolution)given and the assistance given by the charitable citizens for example on Mondays:clothes, on Thursday:food. They also learnt that they can lead the destitutes to the Association.
5.	Additional comments/notes:

ACTIVITY: A. 14 The competition for the slogan "Keep in mind"
Number of Teachers involved: 3
Number of Pupils involved: 79
Elementary School

1.	Describe the procedure - what did you do?
	The task of the students was to create a slogan that will begin with the words "keep in mind". We tried to make the pupils in carrying out this task focused not only on the content, but also the graphics. We worked with the text, which are mostly familiar, but we had more pupils who worked originally and they thought up fresh and unique slogans. We read the pupils the slogan "keep in mind", we discussed what it might mean, we had a couple of similar phrases and examples. Then the students tried to create something like that.
2.	Describe your preparation for the activity.
	For motivation, we chose several well-known proverbs and mainly the text from book by English writer Robert Fulghum (the book Everything, what I really need to know I learned in kindergarten). We were looking in books and our notebooks, which we have done at time when we were collecting quotes.
3.	What materials did you use?
	In lessons, we used the familiar quotes about life, then the text from the book by Robert Fulghum " Everything, what I really need to know I learned in kindergarten". We left the pupils to do training on paper, but they had the opportunity to work manually written on paper, or to work at home with text editors or with computer graphics.
4.	What the impact of the activity was?
	The pupils had to have a think about the meanings of different sayings, slogans and quotes, they realized the breadth and richness of vocabulary in Czech, they developed their ability to express independently, they involved their imagination and fantasy, they practised writing skills and aesthetic expression.
5.	Additional comments/notes:
	The work lasted for two lessons, but it was not enough time for some pupils, some pupils finished the project independently at home. We were surprised with their creativity and remarkable insights. It shows that we should give pupils more tasks (such as suggestions for invitations, posters, ...).

ACTIVITY: A.14 “ Take on consideration...”
Number of Teachers involved 1
Number of Pupils/Students involved 16
Secondary School

1.	Describe the procedure - what did you do?
	I started the lesson (90 minutes) with asking my pupils of grade 8 (Secondary Modern School) to name forms of courtesy. We were talking about kindness and unkindness. Then we were talking about the two posters. Each pupil completed the sentence on a paper. The forms were displayed in the class room. Each pupil was reading the sentences. Finally we had a discussion about the individual statements.
2.	Describe your preparation for the activity.
	<p>Preparing two posters and the copies (see 3).</p> <p><u>Poster 1 says:</u> To be considerate of means to think not only of oneself but also of other. Those who are stronger (more powerful) have to be considerate of the weaker ones. E.g. we are considerate of parents, sisters/ brothers, old/ handicapped people, friends, classmates, neighbours, the nature..... To be considerate means to have the ability to put ourselves in the position of other people and to understand their situation.</p> <p><u>Poster 2 says:</u> There are many situations for us to take consideration. E.g. at school, at home, at public transport, when cycling, at the bus stop, in a shop, at the swimming pool, on the pavement, on the playground, in a residential area late at night, in the forest, when getting rid of waste, visiting a performance, when doing shopping, as a guest, at dinner.. An example how to complete the sentence: <u>Take consideration of a pedestrian when it’s raining, do not go by car across a puddle so that they won’t be splattered with filthy water.</u></p>
3.	What materials did you use?
	Copies (ca. 25/depending on the number of pupils) size Din A6 with text: Please complete the sentence: Take consideration of Two poster (see 2), pens
4.	What the impact of the activity was?



	<p>Some of my pupils liked the lesson (those who are behaving more public-spirited). but it was a difficult lesson for those who are often behaving thoughtlessly. It was easier for those pupils to contribute to the aim of the lesson who learn at home about values - it was easier for girls than for boys. Many said: You have to be “nice”, but what “nice” really means they couldn’t tell. For some it was difficult to understand that if you want to be treated kindly you also have to be kind to other.</p>
5.	Additional comments/notes:
	<p>Depending on the age group and class it’s an activity for 2 – 3 lessons (each of 90 minutes). For my class 90 minutes was not enough time. It’s important to pick out “comity” as a central theme on a regular base, reflection again and again is important, doing socially minded games will support the learning process. “Constant dripping wears away the stone.”</p>

ACTIVITY:
A.14 I care about...
Number of Teachers involved : 5
Number of Pupils involved : 16
Primary School

1.	<p>Describe the procedure - what did you do?</p> <p>During the opening of the activity we discussed about the meaning of carefulness about something and in what circumstances we care about something (we care about nature, arts, family, colleagues, friends, school, community, health, animals and so on). The teacher together with the pupils offered examples for each category.</p> <p>The discussions were followed by a task – the children were asked to draw what they care about. The children worked in pairs and each team established a drawing theme (the theme was different for every team). After realizing the art work there was organized an exhibition – the children appreciated and voted their favorite drawing.</p>
2.	<p>Describe your preparation for the activity.</p> <p>Before of the activity it was clarified the meaning of the verb <to care>; there were given concrete examples of actions when human beings show their solidarity, preoccupation with other and care.</p> <p>The discussion was followed by the establishment of some rules for realizing the activity, grouping children into two teams (boys' team and girls' team), there were given materials and the activity began.</p>
3.	<p>What materials did you use?</p> <p>Whiteboard, markers, pens, A2 paper sheets.</p>
4.	<p>What the impact of the activity was?</p> <p>The impact of the activity was a positive one because the pupils and their parents were extremely enthusiastic with the given task. The pupils had the chance to get involved in a personal reflection exercise: how do I show that I care about...? Is it important to show my willingness of preoccupation with everything around me? Also, the activity demonstrated a good cooperation between pupils, for developing their communication skills and negotiation.</p>
5.	<p>Additional comments/notes:</p>

ACTIVITY: A.14 “Take into Consideration...”
Number of Teachers involved: 4
Number of Pupils/Students involved: 57

1.	Describe the procedure - what did you do?
	6, 7, 8 and 9 forms in the Secondary school
	This activity started as a group work during the school council where each class has 2 representatives. First the children tried to give examples of being considerate. They included both experience from school and their families. Then they discussed when it is necessary to be considerate, in which situations and to whom. Again examples were shared. A task was given to all the representatives to ask for the opinion of their classes and to jointly prepare class posters. The activities in each class were supported by the class-teachers and the art teacher. The posters were exhibited on the project wall and were visited by all classes so that the children could exchange ideas and viewpoints.
2.	Describe your preparation for the activity.
	The first thing was to check the exact meaning of consideration and being considerate and find pictures and films on the internet to provoke the children and help them understand the issue (considerate: Being considerate is being polite and caring. People like it when you're considerate of their feelings. We could all probably be more considerate of others: this word means you're thinking of other people — considering them — and then treating them decently and with respect). All other activities were mainly discussions and sharing experience as well as preparing posters.
3.	What materials did you use?
	Youtube films, multimedia, old newspapers and magazines, paper, water colours for the posters, etc.
4.	What the impact of the activity was?
	The children said that before the activity most of them did not think about being considerate in such a way. Most of them shared that it is part of their family upbringing and the way you treat the others actually shows if you are well or ill bread. One of the consequences of the activity was the change in the way children communicate and the increased interest towards the charity events at school.
5.	Additional comments/notes:
	It is really part of the family education but school should support and enforce the acts of being considerate.

ACTIVITY: A.14 Sensitizing for consideration by means of a Slogan and Painting Contest
Number of Teachers involved 1
Number of Pupils/Students involved all classes 6
Secondary School

1.	Describe the procedure - what did you do?
	<p>I reviewed how important are the values and their impact on our lives, then I explained what is a slogan, how it's written and what should be about to the pupils. I also expressed what is painting contest should be about to them.</p> <p>I organized the slogan and painting contest. I selected the winner slogan and painting with some colleagues.</p> <p>We published it in school relevant papers.</p>
2.	Describe your preparation for the activity.
	<p>All teachers at our school know about our new Erasmus+/Comenius project so I sent an email to all teachers, informed about the survey. I made explanations about the steps of the contest to all classes and gave them certain time for the contest. I expected from each pupil to write a slogan and draw a picture about values. Mostly this was done, all the classes performed their ability. I evaluated the slogans and pictures and selected the best ones with some colleagues.</p>
3.	What materials did you use?
	They used drawing papers, crayons, papers and their pencils.
4.	What the impact of the activity was?
	<p>The slogan and painting contest result has been presented to all classes.</p> <p>We all at our school are now aware that drawing and writing slogans about values made them more conscious and careful.</p> <p>We are very glad about this attitudes.</p> <p>Publishing and exhibiting the results made the pupils more caring and conscious about the survey.</p> <p>This contest was a project activity where all pupils could take part in and by that contribute to the project work and its intention.</p> <p>The activity contributes also to the dissemination of the percipience of our project.</p>
5.	Additional comments/notes:

ACTIVITY: A. 15 Direct and indirect bullying
Number of Teachers involved: 1
Number of Pupils involved: 60
Elementary School

1.	Describe the procedure - what did you do?
	In Civics lessons we discussed about bullying with the classes 8. A, 8. B and 9. A. We used questions and answers method. The pupils reacted on teacher's questions as well as their own questions. They was able to explain the definiton of bullying, they knew the typical victim and they could describe the situations. They were active and talkative.
2.	Describe your preparation for the activity.
	First the teacher had revised the matter and prepared the questions. Then thought about the activity.
3.	What materials did you use?
	<ul style="list-style-type: none"> - Book by M. Kolář "Bolest šikanování" - Knowledge from seminars about the bullying for teachers. - Knowledge from chats with specialists - Teacher's own experience -
4.	What the impact of the activity was?
	The pupils described the situations that could happen if nobody helped. Many of them could explain the feelings of the pupils involved in bullying. Some of them don't help because of the fear to be next victim of bullying. We foud some who helped in situation like that. At our school we (teachers and pupils) try to be sensitive and find the problem in time. Pupils realised what is right and wrong and how they could help.
5.	Additional comments/notes:
	The pupil really cooperated and take part in the discussion, they knew the matter. Many of them had their own experience with light formo f bullying in their class.

ACTIVITY:
A15 Preoccupation with "Direct and Indirect Bullying"
Number of Teachers involved 1
Number of Pupils/Students involved 28
Secondary School

1.	Describe the procedure - what did you do?
	<p>Direct bullying usually involves hitting, kicking, or making insults, offensive and sneering comments, or threats. indirect bullying—the experience of being excluded from a group of friends, being spoken ill of and being prevented from making friends—can be just as painful. In this activity with 7th grade pupils guided by the English Language Teacher, the terms "Direct and indirect bullying" were firstly defined in order for the pupils to be taken attention to the subject. Two different presentations; one of them in English, the other in native language were presented in the English class. So that they did understand and especially realize the matter more affectively. Question and answer and discussion were made. The questions "Who gets bullied" and "who bullies" among the pupils were answered sincerely. Also a questionnaire about "Are you bully or a victim" was prepared with them. The questions of the questionnaire were determined by the pupils. After that the questionnaires were completed sincerely by them. They were also informed about the results to what percentage they were bully or victim. The last thing about the activity is that exercises to gain experience were done. Some volunteers in the class role played of direct and indirect bullying, so that they can all empathize easily. The photos of them were taken. The activities done and the results were also shared with other classes to increase the awareness for the subject on project board. According to the questionnaire results,most of the pupils are victim.They are exposed to bullying directly or indirectly at any place of school; in classes, garden, toilets...</p>
2.	Describe your preparation for the activity.
	<p>The terms "Direct and indirect bullying" were firstly defined in order for the pupils to be taken attention to the subject. Two different presentations ;one of them in English the other in native language were presented in the English class. And a questionnaire was prepared within pupils to detect what they are; bully or victim. Question and answer and discussion were made. Also some volunteers in the class role played of Direct and indirect bullying, so that they can all empathize easily.</p>
3.	What materials did you use?
	Papers, smartboard for the presentations and camera.
4.	What the impact of the activity was?
	<p>The awareness for the subject was increased. By this activity the pupils realized the terms "Direct and indirect bullying" more affectively. They liked it so much and behaved very sincerely. They could all empathize easily and they all enjoyed very much. Briefly; the terms "sincere, empathat and awareness" were the main impact on pupils of the activity.</p>

QUESTIONNAIRE FOR 7th CLASS PUPILS ON THE ACTIVITY A15 “DIRECT AND INDIRECT BULLYING”
***Are you bully or a victim?**

	YES	NO	A LITTLE	CONSIDERABLY
1-Are you bullying at school?	1	16	7	-
2-If so do you empathize?	5	4	1	-
3-Are exposed to bullying at school?	5	10	9	-
4-Do you stay audience to bullying?	3	7	10	1
5-Is there any bullying among your family members?	-	23	-	-

According to the questionnaire results,most of the pupils are victim.

They are exposed to bullying directly or indirectly at any place of school;in classes,garden,toilets...

ACTIVITY: A.15 Occupation with Bullying in the frame of a project week of Grade 7
Number of Teachers involved 1 (better 2)
Number of Pupils involved entire Grade 7 (6 classes)
Secondary School

1.	Describe the procedure - what did you do?
	<p>1. Approaching the topic: Brainstorming, experiences, definition: Why are we dealing with this topic?</p> <p>2. Compiling structures of bullying: Person concerned, protagonist, different enabling groups</p> <p>3. Actions & emotions of the involved persons: four groups prepare a poster</p> <p style="padding-left: 20px;">Group 1: If I would be a person who bullies, I would ..</p> <p style="padding-left: 20px;">Group 2. As a person who is being bullied I feel / would ..</p> <p style="padding-left: 20px;">Group 3: If I would think a persons who bullies other persons is cool, I would ..</p> <p style="padding-left: 20px;">Group 4: As a classmate/sympathizer of a person who is bullied I would ..</p> <p>Each group presents its poster – How did you feel when you tried to assume the role?</p> <p>4. Preparing a play:</p> <p style="padding-left: 20px;">a) Rough frame for the scene is provided (blackboard)</p> <p style="padding-left: 40px;">About 6 pupils form a group, the role each group shall take are distributes according to the frame of the scene</p> <p style="padding-left: 20px;">b) The groups prepare and practice their scenes.</p> <p style="padding-left: 20px;">c) Playing the scenes and evaluation</p> <p style="padding-left: 40px;">Questions to the players:</p> <ul style="list-style-type: none"> - How are you feeling? - How satisfied are you with the outcome? - Do you have another idea how to reach your goal? <p style="padding-left: 40px;">Questions to the audience:</p> <ul style="list-style-type: none"> - Who has an idea about how one of the players could have acted in a different way? -- if yes: replay of the scene. The spin doctor takes the role. <p style="padding-left: 40px;">Again evaluation: the new player is asked first</p> <p>5. Final talk:</p> <p style="padding-left: 20px;">Everybody who likes says in one sentence what has been very important for him or her in the activity/what he or she has learned/ what he or she liked or didn't like at all</p>



2.	Describe your preparation for the activity.
	<p>I, the teacher, had taken part in a workshop called “Bullying in a school class” . That was very important and helpful for gathering knowledge about and ideas for planning and realization. But taking part in such a work shop is not necessarily essential.</p> <p>Planning the implementation.</p> <p>Preparing the classroom – circle of chairs, possibility to work in groups and to practice the scenes</p>
3.	What materials did you use?
	Blackboard, poster with structure of bullying (maybe), paper for posters, markers/pens
4.	What the impact of the activity was?
	<p>The pupils liked working on that topic. They have been sensitized for different roles in conflicts of bullying and for therewith connected emotions.</p> <p>It was striking that they didn't like to take the role of the victim who is bullied.</p> <p>I, the teacher, am not sure if the activity has led to sustainable modifications of behaviour. But I'm optimistic that it gave food for thoughts to become aware of one's own part within such a conflict even if one is not the main actor.</p>
5.	Additional comments/notes:
	<p>Watch out that the performance of the play doesn't become silly.</p> <p>This activity is very eligible for new classes (Grade 7 at our school) when they start, because the different structures/roles within the new class haven't been formed already.</p> <p>As an input for preventing bullying it's important to offer this activity before such structures have been consolidated.</p> <p>It is necessary to provide enough space for practicing the scenes. You will need two classrooms or other switchover facilities.</p>

ACTIVITY: A.15 Direct and indirect Bullying
Number of Teachers involved : 8
Number of Pupils involved 36
Kindergarten & Primary School

1.	Describe the procedure - what did you do?
	<p>I have started the activity by open discussions about aggressive behavior, with scholars / preschoolers. They identified cases of aggressive behavior and ways to settle the conflict. I proposed to participate in a role-playing game called "In the bus" in order to better exemplify aggressive behavior in relation to other behaviors (passive and assertive). We discussed the assertiveness and passive behavior and started the game by putting the children like in a bus. By lottery I've chose three ticket controllers with different personalities. They had to behave aggressively, passive and assertive with the passengers. The rest of the children were passengers of the bus and they had to show to the controllers the tickets. Some kids had written the response to start the discussion with the controller: "I don't have the ticket" ... "I can't find my ticket" ... "I have a free pass" ...</p> <p>At the end of the game the children were asked how they felt when the controllers with different behaviors interacted with them.</p>
2.	Describe your preparation for the activity.
	<p>I organized the chairs in two rows like in a bus and prepared the tickets for the passengers. I have discussed with each controller about the behavior they must have.</p> <p>I hoped that: They will participate with interest in the activity, they will enter in the role play, they will identify the types of behaviors and they will reject aggressive behavior.</p>
3.	What materials did you use?
	White paper / colored, stools.
4.	What the impact of the activity was?
	<p>They were delighted with the role play.</p> <p>They went easily into the characters.</p> <p>They identified negative effects of aggressive behavior.</p>
5.	Additional comments/notes:

ACTIVITY: A.15 Preoccupation with direct and indirect bullying
Number of Teachers involved: 10
Number of Pupils/Students involved: 123

1.	Describe the procedure - what did you do?
	6, 7, 8 and 9 forms in the Secondary school
	Bullying is not something we see at our school as it is part of our culture to ensure positive supportive environment to every child and adult at school. As Drita School is a small school everyone knows everyone, elder and younger pupils and students get along well with each other, any hint of offensive language is being addressed instantly so that there are no bad consequences. So for that activity we used the help of our school psychologist who designed special work plans for the class teachers that included: watching sketches showing different acts of bullying (physical or psychological), discussing the content of the sketches, presenting different strategies for reaction in case of bullying, Theatre of the Oppressed (a technique introduced by Augusto Boal, in which some of the children play a situation showing some kind of a problem while the others watch; then the situation is played again and the audience has to change some of the players and by changing of the behavior the new players should lead to a positive outcome). Strategies against bullying were written down as a result of the activity.
2.	Describe your preparation for the activity.
	The school psychologist prepared a set of materials and guidelines for the teachers. On a meeting the teachers viewed all the videos and discussed their content. They also tried the technique of Augusto Boal so that they know how to instruct the children and supervise the activity.
3.	What materials did you use?
	http://www.stopbullying.gov/kids/webisodes
4.	What the impact of the activity was?
	The children became aware of the problem; they discussed the fact that sometimes you can hurt someone's feelings without such an intention so consideration is needed. They were more open to discussions, learned that asking for help and offering such is really important as well as sharing with friends, parents and teachers. Surely the outcomes should be reinforced if we want a real change.
5.	Additional comments/notes:
	In order to prevent cases of bullying close relations, good communication and atmosphere of support is essential. If the children know each-other and there is no anonymousness bullying will not exist at school. Attention should be paid to internet bullying.

ACTIVITY: A.16 Write a script about "Saving and wasting"

- prepare a video of it without words that calls for careful handling of things in everyday life -

Number of Teachers involved 2

Number of Pupils/Students involved 28

Secondary School

1.	Describe the procedure - what did you do?
	<p>Firstly the target pupils that will be cooperated with informed about the activity name and discussed on the subject at least an hour. It was reinforced by the examples from their daily lives. They had suggested so many ideas to perform. After heeding them all, some of the pupils were asked to get out of the class as if it had been break. And during that they had been made realize to save the energy while leaving the class. Then they were asked to take out their waste papers and leave class to put those in the recycle box downstairs. At the end of the lesson two of the pupils performed a role taking attention to saving and wasting of water. While one of the players was drinking water in the garden, his friend would come and keep him talking. While talking, it was taken attention to saving the water not wasting by turning off the tap "running water". They were all recorded.</p> <p>Outcomes about the subject such as so many pictures, slogans and scripts had been taken. Videos without words on "Saving and Wasting" were prepared accompanying with their teacher. And they were recorded. The outcomes were exhibited on Project wall. All those things presented in classes by the pupils that actively involved in the activity.</p>
2.	Describe your preparation for the activity.
	The pupils were informed firstly about the activity. They were told of their duties. They had prepared scripts, videos.
3.	What materials did you use?
	Papers, smartboard for the presentations and camera, smart phones, computer and printer.
4.	What the impact of the activity was?
	The awareness for the subject "Saving and Wasting" was increased. By this activity the pupils realized the terms "Saving and Wasting" more affectively. They had approached the issue more sensitive. And they especially took more attention to the subject. They liked it so much and behaved very sincerely. They also realized how important to protect our environment and save our planet.
5.	Additional comments/notes:

ACTIVITY: A.16 Saving and wasting.....
Number of Teachers involved : 6
Number of Pupils involved : 24
Primary School

1.	Describe the procedure - what did you do?
	<p>The theme – Saving and wasting – was structured on several activities about: saving and wasting water and electricity, saving and wasting food, saving and wasting toys/personal things. Every activity was realized during a week time. Thus we'd been talking about how the electricity is produced, water's infrastructure, human's feeding needs. Images and videos were presented to the children, there were realized experiments followed by discussions and debates.</p> <p>During activities the children were asked to work in pairs and identify ways of reducing/saving electricity and water; the children also worked together with their parents and analyzed the wasted food in a week time. The children received an observation form and marked their data. At the activity related to the saving and wasting toys the children were asked to design toys made from recycling materials (paper and plastic cars, planes, animals, buildings) – thus they learnt they can play even more interesting using these toys.</p> <p>After realizing their tasks the children presented their hard work and participated at discussions about their products; they were praised by the other mates.</p> <p>The pupils and the preschoolers were encouraged to design special logos for the spring season. The logos were exhibited and sold to the parents and other school guests. The parents appreciated a lot the children's work. All the pupils negotiated the final price with the customers in order to obtain the largest amount of money. Having the money collected we organized together with the children the Mother's Day. The children learnt what is the real meaning of wasting and saving.</p>
2.	Describe your preparation for the activity.
	<p>Before the activities the children were informed about saving and wasting, using: images, videos with hydropower, wind power, water ducts, poor children, things wasted by people – for noticing the quantity of wasted food.</p> <p>All the discussions were followed by rules, tasks and group working. There were organized creative workshops.</p>
3.	What materials did you use?
	Whiteboard, images, movies, telephone, paper big format sheets, pens, pencils, plastic PET, boxes, wood sticks, corks glue, scissors.
4.	What the impact of the activity was?
	The activity had a positive impact as both the pupils and the parents manifested enthusiasm for the activities and tasks. The pupils are now very careful when it comes to wasting resources around them: they even alert their parents and classmates when they notice such negative experiences.
5.	Additional comments/notes:

ACTIVITY: A.16 A film without words about 'Saving and wasting'
Number of Teachers involved 1
Number of Students involved 6
Secondary School

1.	Describe the procedure - what did you do?
	At the first meeting I gave my students the task to prepare everything self-reliant that's necessary for a performance without words about saving and wasting in their everyday life. We discussed if one can't use words to circulate information what else can one do. They reasoned that clear gestures and facial expressions would be important. I introduced the term "Pantomime". Then I gave them the task to decide on the plot of the film and the assignment of the roles till our next meeting. At the next meeting they told me they had decided on showing saving and wasting during one ordinary day. They had arranged that always two would form a team: for morning, midday and evening. We agreed on one more date to discuss details of the performance, then we met for taking the video. I had asked someone to do the filming so that I could watch the play. It was taken in sections. After each section we discussed the performance and decide on changes. Then the section was reprised. Finally I edited the film.
2.	Describe your preparation for the activity.
	Four students of grade 7 and two of grade 8, who were chosen to take part in the Learning/Teaching Activity at T.G. Masaryka School in Blansko had been asked to prepare jointly the script and performance. It had been defined that they had to fulfill the task on their own during their leisure time and that they had to discuss the progress of their work with me at scheduled meetings after lessons has finished. For the day when the film was taken I organized a suitable, available classroom and a helper who took the video with my video camera.
3.	What materials did you use?
	Video camera
4.	What the impact of the activity was?
	They enjoyed doing the pantomimes and acted very concentrated and attentive. They were creative. It was communicated to all of their class mates that as a return service for participating in a special event in Blansko during school time and for free (paid by EU funds) serious project work during leisure time had to be done.
5.	Additional comments/notes:
	Unfortunately on the day of recording two of the students of Grade 7 were tied up on very short notice. We had to modify the plan. The other two girls of Grade 7 tool over their part and extemporized.

ACTIVITY: A.16 Saving and wasting videos
Number of Teachers involved: 2
Number of Pupils/Students involved: 21

1.	Describe the procedure - what did you do?
	7 th forms in the Secondary school
	Two classes decided to make short films on the topic of saving and wasting. As one can see when watching the videos they approached the task in different ways – one involved more acting while the other counted on drawing. Everything was done by the students themselves. The films may be seen on the following addresses: https://www.facebook.com/Dritaschool/?fref=nf https://www.youtube.com/watch?v=l449Dmd1Dkk&feature=share The films were shown on the screens in the main entrance halls of the school.
2.	Describe your preparation for the activity.
	No special preparation was needed. The process was highly creative.
3.	What materials did you use?
	Camera, laptop, special software...
4.	What the impact of the activity was?
	The children were really proud by the results. After seeing the films other classes also wanted to try and make their own versions but they were not ready till the end of the school year.
5.	Additional comments/notes:
	It was very useful that the same children were part of our previous project, focused on CO2 awareness. They had previous knowledge which helped in addressing the current task.

ACTIVITY: A 16 Mime – saving and wastage
Number of Teachers involved: 1
Number of Pupils involved: 15
Elementary School

1.	Describe the procedure - what did you do?
	Pupils of multigenre practical class (media education) made a short mime film on the topic of saving and wastage. They created a scenario, thought about a form of processing and expression of particular ideas. They engaged in acting and technical processing of the film.
2.	Describe your preparation for the activity.
	Topic choice, ensuring of material conditions, guidance of pupils cooperation, motivational aspects of collective work, film editing, discussion about music copyright, final presentation of the project.
3.	What materials did you use?
	Digital reflex camera, tripod, video editor iMovie, computer Apple MacBook Pro, makeup set for mimes, costumes for actors. Filming took place inside the school but also outdoors, for example in the square or in front of the cinema.
4.	What the impact of the activity was?
	These activities provided an opportunity for students to have their own experience with cooperative work in group. They developed creativity, presentation skills and nonverbal communication of students.
5.	Additional comments/notes:
	This topic was difficult to put into practice and it needed more time. It wasn't possible to work continuously in one lesson (45 minutes).

ACTIVITY: A.16 Old for New - soft toys made of toweling
Number of Teachers involved 1
Number of Pupils/Students involved 18
Secondary School

1.	Describe the procedure - what did you do?
	Producing different animals (according to pattern) from toweling
2.	Describe your preparation for the activity.
	Organizing different patterns and wadding (available in handicrafts departments)
3.	What materials did you use?
	Old towels (plain or with pattern), sewing kits, scissors of good quality, felt pen, wadding, patterns
4.	What the impact of the activity was?
	The project is creating a relaxed atmosphere within the group. Everyone is happy about the results and the progress in the learning process (sewing by hand). The results are very individual products that the pupils keep for themselves or give away.
5.	Additional comments/notes:
	No previous knowledge is required and the pupils get nice results. How long it takes depends on how difficult/complicated the pattern is. Best is, when all start with a fish to get familiar with the technique. The teacher assists. Appropriate for grade 5 – 8.

ACTIVITY: A.17 Preoccupation with one's own time
Number of Teachers involved : 1
Number of Pupils/Students involved: 34
Secondary School

1.	Describe the procedure - what did you do?
	After students were informed about the procedure, they were asked to write down their daily routines. I prepared a nutshell and collected their works. I evaluated the papers they had written.
2.	Describe your preparation for the activity.
	All the students were informed about the procedure. How would they take notes and describe their daily routines. In addition I motivated them to be self confident and relaxed. We also prepared a nutshell to put the students works in it.
3.	What materials did you use?
	Students wrote their daily routines by using their pencils and papers. We also prepared a nutshell to collect their papers.
4.	What the impact of the activity was?
	Daily routines of the students was a project activity where all pupils could take part in and by that contribute to the project work and its attention. The activity also gave confidence to the students as they felt themselves in the project.
5.	Additional comments/notes:

ACTIVITY:
A.17 Time management
Number of Teachers involved: 9
Number of Pupils/Students involved: 101

1.	Describe the procedure - what did you do?
	Secondary school
	<p>The first 4 minutes of the film Time Dealers were shown. Then the children had to name one thing they feel they never have time to do. They were asked what can be done to create more time for the things they want to do. The outcome of the discussion – we cannot find more time, but we can manage our time better. The teacher explained that, in order to manage time, one must:</p> <ul style="list-style-type: none"> • Consider everything he/she HAS to do and WANT to do during the day. • Understand how much time each activity in a day will take. • Make a plan that helps us get through the day. <p>Each child wrote down two columns on a sheet of paper: Have to do and Want to do. Then they had to allocate time for each activity – time budget. For a week the children had to follow their time budget and adjust it. A discussion followed focused on time wasters. Students from the 11th form shared their time management strategies and planners.</p>
2.	Describe your preparation for the activity.
	The class teachers discussed how to approach the topic and what outcomes to expect. The ideas were put into a lesson plan to be used by all. A copy of the film was taken from the library.
3.	What materials did you use?
	The film, paper, flipchart
4.	What the impact of the activity was?
	The children started thinking about their time and the way they spend it with more cautiousness. Homework planners were introduced in some classes – an idea of the elder students.
5.	Additional comments/notes:
	Time management is extremely important and more time should be allocated to activities leading to effective time management. The problem is that there is “no time” in the curricula for them.

ACTIVITY: A 17 Managing one's free time
Number of Teachers involved: 6
Number of Pupils involved: 144
Elementary School

1.	Describe the procedure - what did you do?
	Pupils were asked to write down the free time activities they participate in during one week. In most cases they mentioned club activities, practising musical instruments and common activities with their friends or families.
2.	Describe your preparation for the activity.
	Before the task itself there was a discussion about the children's free time, clubs, sports and time spent with their parents. The children themselves spoke about what they usually do on school days in the afternoon. Some of them mentioned their hobbies, interests or even the pets they take care of with their parents.
3.	What materials did you use?
	Paper, pencils, crayons, pictures, scissors, glue. The activity was based on the children's own experience.
4.	What the impact of the activity was?
	Pupils shared information about themselves that other pupils might not have known. Thanks to this, other participants were acquainted with other free time possibilities – sports, clubs, etc. Everyone shared information about his/her family's free time activities and everyone was given the opportunity to get to know his/her classmates better.
5.	Additional comments/notes:
	Pupils compiled the charts about their free time activities during one week's time. According to the results, some of them have many hobbies, yet not all of them. Some pupils spend the majority of their free time at home, playing video games or browsing the Internet. Therefore, they spend very little time outside with their friends or families. Nevertheless, even these pupils have at least some of their free time filled with other activities.

ACTIVITY: A.17 Organizing our Time
Number of Teachers involved : 4
Number of Pupils involved : 24
Number of Parents involved: 10
Primary School

1.	Describe the procedure - what did you do?
	<p>The children were explained the notion of <time>. They were asked what they understand when they hear the word <time>. Then the children were told what time involves. Every pupil described his/her daily schedule (through drawings, charts or words).</p> <p>A special workshop for children and parents were organized on the theme of organizing our time. On the opening of the workshop there were presented several arguments that sustained the importance of time, and after that the children together with their parents were invited to mention the activities realized in their families during weekends. These presentations were followed by a team task which supposed to divide the activities on several criteria: important and urgent; not important but urgent; important but not urgent; not important and also not urgent activities. Each team had to divide their own family's activities according to those criteria. They presented the results of their work and then they drew the conclusions.</p>
2.	Describe your preparation for the activity.
	<p>There were discussions with the children about time and what time implies. We tried to answer the questions: <What is time?>, <Is time useful?>, <Is it good to organize your time?>, <What is the meaning of wasting your time?> The answers were analysed together with the children and they represented the meaning of the time and presented the sketch to their classmates.</p>
3.	What materials did you use?
	<p>Markers, pens, paper sheets, informing material.</p>
4.	What the impact of the activity was?
	<p>The impact of the activity was a positive one as both children and parents worked together and showed enthusiasm for the workshop and the given tasks. The pupils learnt how to negotiate and argument their opinions.</p> <p>The children worked individually, in teams and together with other schoolmates. They enthusiastically did all the given tasks, they generated a lot of unique and interesting ideas.</p>
5.	Additional comments/notes:
	<p>During the workshop the children and the parents sustained their arguments for importance of organizing time.</p> <p>I hoped that the task would be a good opportunity for all the participants to generate new ideas and improve their cooperation skills. I hoped that the participants would get actively involved in the activity, that they would show interest to other teams and that they would efficiently organize their teams.</p>

ACTIVITY: A.17 How do I spend my time?
Number of Teachers involved 1
Number of Pupils involved 28
Secondary School

1.	Describe the procedure - what did you do?
	We started that each pupil told how her/his common day looks like. We spoke about similarities and differences. We talked about what leisure time means, which duties they have to carry out at home , how much time they spend with their families , how much time they spend with their religion (with God). We talked about that in former times people had to work much longer for earning a living and about how much time my pupils need for doing certain activities. They had to guess how long certain activities take. We made 'time experiments' so that they could experience 'time', e.g. I asked them to put their heads on the table and wait for one minute.
2.	Describe your preparation for the activity.
	Before we started for a homework I asked my pupils to write down what he/she is doing on a common day and how much time they spend on the single activities. I prepared the experiments.
3.	What materials did you use?
	Watch, pen and paper
4.	What the impact of the activity was?
	They realized that they spend a lot of time in front of television, that quite a few of their classmates have to help at home. They count spending time with computers as leisure time. They realized difference in how they are spending time after school finishes, that classmates would like to spend time/more time outdoors but are not allowed to do so, because their help is needed at home or their parents don't wanted them to go outdoors. Other classmates whose parents wouldn't object them going outdoors don't do that often but prefer to spend more time at home.
5.	Additional comments/notes:
	I did this activity in our two classes of Grade 8 (of 'secondary modern school'- stream) in the frame of my religious education lessons. Both classes are quite small in number of pupils, the cultural diversity is high. Our school offers pupils of different religion affiliation to learn jointly in religious education lessons.

ACTIVITY:
A.18 "Friends at school - Friends at Facebook"
Number of Teachers involved: 1
Number of Pupils/Students involved: 130
Secondary School

1.	Describe the procedure - what did you do?
	We had discussed what the differences between friends at school and friends at facebook are by dividing the target class into two.Among the pupils there had been a debating.The discussion had been recorded in a video.Also there had been a voice record of one of our teacher at school that what he thinks about the subject and his preference.
2.	Describe your preparation for the activity.
	We divided the target class into two,firstly.One of them preferred friends at facebook,another one friends at school.Before the discussion,they asked 100 persons at school(the pupils,teachers,staff..) which one they'd like to prefer and recorded the results.The discussion started on the determined date before in the Turkish lesson.They firstly presented the results that 60 percentage prefers friends at school,40 percentage prefers friends at facebook.Then they began to argue respectfully to eachother and defended their preferences.Almost every pupils of each group had involved in the debating,thus it became more exciting.they all expressed their opinions depending on especially the records they did before.The pupils that didn't involve in the debate had supported the discussion by asking questions to the groups. Finally it had resulted "friends at school" was preferred mostly to "friends at facebook"as the group had defended "friends at school"more effectively than the others.They also claimed school is more realistic than facebook.In the end both groups had congratulated eachother.
3.	What materials did you use?
	Video and voice records
4.	What the impact of the activity was?
	Some of the pupils had freezed their Facebook accounts.
5.	Additional comments/notes:

ACTIVITY: A.18 Friends at School vs Friends on Facebook
Number of Teachers involved : 10
Number of Pupils involved : 46
Primary School

1.	Describe the procedure - what did you do?
	We organized discussion sessions on this theme. The pupils presented several ways of making friends and preserving friendship. Also we organized a mathematics and technologies competition where our pupils had the opportunity to work together with other pupils from partner schools. The competition was divided in 3 parts: realizing several buildings using SUMO CUBE, realizing several means of transportation using recycled materials and in the last part the pupils had to make sandwiches using a specific recipe. The pupils used a lot of skills such as: calculating, measuring, cutting, weighting, building, matching – they used their imagination and creativity. It was a beneficial day for everyone. The pupils worked productively in their teams. The reporters team realized <i>The Competition's Memories</i> which contains images and interviews took during the competition's time.
2.	Describe your preparation for the activity.
	We looked up and selected the relevant information about friendship and about activities realized together with their friends; the information was adapted to the pupils' age and level of understanding. We established the competition's parts, we designed invitations for participants, we designed diplomas and badges, we bought books and materials for competition: sumo cube, cardboard boxes of several sizes, paint, scissors, food for cooking
3.	What materials did you use?
	Informing material, images, stories, diplomas, invitations, badges, books, sumo cubes, cardboard boxes of different sizes, paint, scissors, food.
4.	What the impact of the activity was?
	Our pupils became friends with other schools' pupils. The teachers from other schools will organize activities during May and June; our pupils will join them during activities in order to preserve their friendship.
5.	Additional comments/notes:

ACTIVITY:
A.18 Social Media
Number of Teachers involved: 9
Number of Pupils/Students involved: 101

1.	Describe the procedure - what did you do?
	Secondary school
	The teachers start by asking the students what they know about Facebook and Twitter; do they know any similar websites; are they on Facebook; do they know any people who are famous for social networking? Then some of the terms used on Facebook were explained with the help of the teacher – profile, friend request, newsfeed, status update, timeline. Students who have their Facebook profiles were asked to answer how many times they have received friend requests from someone they do not know; have they accepted friend requests by people they have not met in person; do they know how to manage their privacy settings; what information do you choose to include in your profile; etc. Then a chart with three headings is prepared: Things nobody should see; Things only family and friends should see; Things everyone can see; In groups children list their ideas under each heading. At the end they create a list of tips for safe use of social networking sites.
2.	Describe your preparation for the activity.
	We searched for ideas. We had a meeting where we discussed how to approach the topic and made a plan. We also found examples of rules for internet safety.
3.	What materials did you use?
	Computers with internet access and a multimedia, flipchart
4.	What the impact of the activity was?
	Students reflected on the way they use social networking sites and got acquainted with the dangers and the positive opportunities they give. The focus on the safe usage was important.
5.	Additional comments/notes:
	Using social media sites is among the most common activity of today's children. Such sites offer a portal for entertainment and communication and have grown exceptionally in recent years. For this reason, it is important that parents become aware of the nature of social media sites, given that not all of them are healthy environments for children and adolescents.

ACTIVITY: A 18 Mates at school x friends on Facebook – Where is the difference?
Number of Teachers involved: 1
Number of Pupils involved: 95
Elementary School

1.	Describe the procedure - what did you do?
	I wrote the name of the activity on the blackboard and motivated students to work together with the help of questions. I took advantage of the situation that the pupils did not mind talking about their friends at school or on Facebook. We discussed the advantages and disadvantages of personal or written contact.
2.	Describe your preparation for the activity.
	I thought about how to evoke atmosphere for communication. I used a proven method of questions and answers. I prepared questions and assumed that students would respond, cooperate and answer willingly.
3.	What materials did you use?
	Knowledge from seminars, meetings, specialized articles and lessons of civics. Experience of communicating with students.
4.	What the impact of the activity was?
	Pupils responded to my suggestions, answered questions, hardly anybody had no friends at school, those who have Facebook, of course, have friends on Facebook. Pupils spoke about the advantages and disadvantages to have a friend at school or a friend on Facebook. The activity had a positive effect. Some students did not realize how many friends they have in the classroom, why they are popular, why having friends is so important. Many are also aware of the risk of misuse of Facebook. There was a friendly atmosphere in the classes.
5.	Additional comments/notes:
	Regarding the answers of the students who communicate via Facebook, we can guess that they spend more time using the network in the afternoon and in the evenings rather than having personal contact with friends. But not everyone prefers communicating through Facebook. Many prefer to communicate personally with each other. Mainly school becomes an important place for pupils for personal meetings with friends, allowing them to communicate "face to face".

ACTIVITY: A.18 Friends at School & Friends on Facebook
Number of Teachers involved 1
Number of Pupils/Students involved 28
Secondary School

1.	Describe the procedure - what did you do?
	<p>To introduce the issue I showed a film about a friendship. With help of information obtained by interactive board with internet access (for viewing e.g. Facebook pages) and paper copies and a blackboard for taking notes/drawing images we discussed following:</p> <ul style="list-style-type: none"> - Who is friend with whom? - What is the difference: classmate – acquaintance – friend? - 500 friends on Facebook – how well do you know them? - Best friend – how does he/she has to be/act ?
2.	Describe your preparation for the activity.
	Organizing the video and copies of texts with information, looking for suitable internet pages
3.	What materials did you use?
	Video about friendship, interactive board with internet access, paper copies with information about friends, Facebook etc., blackboard
4.	What the impact of the activity was?
	<p>My pupils realized that the older one grows the more acquaintances one has but fewer friends, because one knows the difference. The lesson was in some ways a light bulb moment for my pupils, they became more aware of the differences between their friends at school and friends on Facebook.</p>
5.	Additional comments/notes:
	I did this activity in our two classes of Grade 8 (of 'secondary modern school'- stream) in my religious education lessons in the frame of teaching unit "Friendship" .

ACTIVITY: A.18 Behavior – responsibilities at school and at home
Number of Teachers involved: 2
Number of Pupils involved: 40
Kindergarten

1.	Describe the procedure - what did you do?
	<p>In the opening of the activity we discussed together with the children the significance of the responsible behavior especially when they're in the kindergarten. The children found several habitual activities realized in the kindergarten (they have educational activities, they clean their hands, they eat, they play, they socialize, they sleep, they visit interesting places outside the kindergarten) and then they identified the proper behavior when they have these activities.</p> <p>A workshop was organized together with the children's parents about what children's behavior means, how do the children behave at school vs home. The meeting began with parents' informing about what activities, related to the behavior theme, their children did at kindergarten. Then, the parents were grouped in 2 teams and they had to identify examples of responsible behavior at kindergarten and responsible behavior at home. They had 20 minutes to sketch some ideas and then they presented their results. We agreed that the children have similar activities at home and at school. At the end of the activity we had a brainstorming about how to determine children to be responsible at home and also at kindergarten.</p> <p>Before the Easter holiday we had a special week – Another way of realizing activities at school. In this week the kindergarten children remembered how to walk on the street during the activity – We learn to go on the street. Their school mates went to an equitation center where they experimented the feeling of horse riding, they played concentration and team games.</p>
2.	Describe your preparation for the activity.
	We prepared informing material, images, games, we made cars and traffic lights using recycled materials.
3.	What materials did you use?
	Recycled materials, scissors, glue, flipchart, whiteboard, pencils.
4.	What the impact of the activity was?
	The impact of the activity was positive as both the parents and the children were satisfied with the given tasks. The parents compared children's behavior and learned new things as they exchanged information about several behaviors.
5.	Additional comments/notes:

ACTIVITY: A 19 You can rely on me
Number of Teachers involved: 6
Number of Pupils involved: 130
Elementary School

1.	Describe the procedure - what did you do?
	We have done activities leading to realization of necessity of mutual co-operation, because without this co-operation it wouldn't be possible to reach the goals demanded. We did these activities with the pupils of the third year as a four lessons lasting project block. We started with an essay and a discussion about the topic. Then the pair co-operation followed – one of the pupils was blind (eyes covered with a scarf) and the other his guide. Firstly they walked together in the close school surroundings. Then they had to paint a picture according to given instructions, including preparation, creation and tidiiing up. This block was finished with co-operative excercises in the school gym and school yard and collective reflection.
2.	Describe your preparation for the activity.
	Firstly we needed to set the main content of the activity and find the way how to deal with the topic. We wanted the activity being attractive for the pupils of given age group and at the same time completing its educational and pedagogical function. Then choosing of activities and their completing followed as well as teaching aids preparation. Then we carried the activity out.
3.	What materials did you use?
	During the preparation of this activity we used mainly our own methodological portfolia, mainly from the area of socialy-personal education, art and physical education. The book "Moving games and playing" written by university teacher Ferdinand Mazal was our greatest aid here.
4.	What the impact of the activity was?
	Thanks to this activities the kids were enriched with new experience, they strengthened their resolution and skills to overcome obstacles including their own ones and to be responsible for their behavior. The activities also improved class relations.
5.	Additional comments/notes:
	We evaluate this activity as meaningful and useful especially for class groups and deeper knowledge of other classmates and pupils themselves. The activity as performed in class teams. It can also be carried out as a welcoming or get-to-know-you activity. It can also be more evolved. The area is very well seiseable for the kids as they have everyday experience with it. Acquired experience and knowledge can be used by pupils imediately and they can work with it onwards.

ACTIVITY: A.19 Doing exercises on " You can count on me"
Number of Teachers involved 1
Number of Pupils/Students involved 28
Secondary School

1.	Describe the procedure - what did you do?
	In this activity with 6th grade pupils guided by the English Language Teacher, the term "Confidence" was firstly defined in order for the pupils to be taken attention to the subject. Different presentations were presented in the English class. So that they did understand and especially realize the matter more affectively. Question and answer and discussion were made. The questions "Do you count on yourself" and "do you count on others" among the pupils were answered sincerely. The last thing about the activity is that doing exercises on "you can count on me". The pupils were also asked to prepare some outputs about the subject. Some pictures and a script about "confidence" were shared with the class by some of those pupils. The photos of them were taken. The activities done and the results were also shared with other classes to increase the awareness for the subject on project board. Lastly three different exercises on "you can count on me" were implemented actively by the whole class.
2.	Describe your preparation for the activity.
	The term "Confidence" was firstly defined in order for the pupils to be taken attention to the subject. Different presentations were presented in the English class.. Question and answer and discussion were made. The pupils were also asked to prepare some outputs about the subject.
3.	What materials did you use?
	Papers, smartboard for the presentations and camera, outputs.
4.	What the impact of the activity was?
	The awareness for the subject was increased. By this activity the pupils realized how important confidence is in their life more affectively, especially by practicing/doing exercises on it. They liked it so much and behaved very sincerely. They could all empathize easily. Briefly; the term "confidence" was the main impact on pupils of the activity.
5.	Additional comments/notes:

ACTIVITY: A.19 “You can count on us”
Number of Teachers required: 1
Number of Pupils/Students required: 8 - 12
Secondary School

1.	Describe the procedure - what did you do?
	One pupil is standing in the middle, the other pupils are forming a tight circle around him/her. They are keeping their hands at breast height, their palms are pointing to the middle of the circle. The pupil in the middle closes his/her eyes, stiffens and drops slowly backwards. The group members cautiously catch him/her and move him/her carefully into another direction/position.
2.	Describe your preparation for the activity.
	Explaining the exercise to the pupils, choosing the participants (volunteers). It's important to tell the pupils not to catch their classmate too late and not to move him/her too fast. The pupils shall start more guarded and improve their pace slowly.
3.	What materials did you use?
	None necessary
4.	What the impact of the activity is?
	Practicing to take responsibility as a group
5.	Additional comments/notes:
	Our sports teacher has started doing exercises like the above one with his pupils on a regular base. First the pupils are sitting on the floor of the sports hall and the teacher explains them how to do the exercise. Then they're doing it. After the exercise they sit down again and talk for the reason that the exercise's objective has a lasting effect about what has happened and what they've experienced.

ACTIVITY: A.19 You can count on me
Number of Teachers involved: 9
Number of Pupils/Students involved: 101

1.	Describe the procedure - what did you do?
	Secondary school
	<p>First the students tried to explain what responsible behaviour is. In pairs they shared information about occasions when they acted irresponsibly and such when they took responsibility. Then they discussed the way their behaviour influenced the people around them. Students filled in the questionnaire. In pairs again they compared their results.</p> <p>The next activity required the students to identify a problem in their class or school. Than they had to come up with a plan how to solve the problem, including specific activities, time limit (three weeks) and personal responsibilities. At the end of the period the children evaluated the outcomes of the plan.</p>
2.	Describe your preparation for the activity.
	Looking for responsibility teaching ideas. Preparing the questionnaire.
3.	What materials did you use?
	A questionnaire. Flip chart.
4.	What the impact of the activity was?
	The students tried to stick to their responsibilities and were proud when their plans succeeded.
5.	Additional comments/notes:
	There was a direct correlation to the time management topic.



Questionnaire: **Are You a Responsible Person?**

Personal Responsibility:

True False

- I do what needs to be done.
- I am reliable and dependable.
- I never make excuses or blame others for my actions.
- I always do what I have promised.

Social Responsibility:

True False

- I do my part for the common good.
- I volunteer in my school or community.
- I do what I can to help take care of the environment.

I think I am/am not a responsible person because:

ACTIVITY: A.19 You can count on me !
Number of Teachers involved : X
Number of Pupils involved : xx
Primary School

1.	Describe the procedure - what did you do?
	<p>We looked up information about what implies responsibility and I discussed together with the pupils how can we be responsible, how can we gain someone's confidence and which are the advantages of teamwork.</p> <p>After discussions we played several games which helped the children to understand that they must be confident in their partners especially when they're working in a team. For the first game the children received a written word on a cardboard. They had to organize the words in order to obtain a sentence. The message was: no one of us can do something alone but together always there will be easier.</p> <p>During the second game, named <The Silent Geometry>, all the participants hold a tough rope, at equal distance one from another. The children had to build a geometric figure without talking. The teacher asked every time what type of figure the children would do. For the third game, named <Country, country we want soldiers!>, we need at least 4 participants. The children are divided in two teams. Everyone must hold very tight the others hands. The first team would say loud enough: <Country, country we want soldiers! >. The other team members would say: <Who do you want?> One of the children from the first team will choose a member from the second team. If the chosen child breaks the wall of the first team he return in his team; if not, he stays in the other team. Wins the team which has the most of the members.</p>
2.	Describe your preparation for the activity.
	<p>We looked up proper information for children's level of intelligence and physical development because they had to understand the meaning of the words team, confidence and gaining the confidence. The first game helped the children to get used with the notion of team. The second game illustrated the fact that the participants had to communicate and work together in order to do well a specific task. The third game asks for confidence in the team's members.</p>
3.	What materials did you use?
	Images, cardboards, rope
4.	What the impact of the activity was?
	<p>The pupils learnt that teamwork is fun, interesting and catchy.</p> <p>The pupils learnt that they can have trust in their schoolmates, that they can ask for help when they need it.</p>
5.	Additional comments/notes:

**ACTIVITY: Organizing a project week themed ‘Preoccupation with values’
for all pupils at school**

Number of Teachers involved: 2

Secondary School

1.	<p>Describe the procedure - what did you do?</p> <p><u>3 months (before project week starts):</u></p> <ul style="list-style-type: none"> - Form 1 (project offer and description) is sent to all teachers as an email attachment; to be returned until (period 3 weeks) as an email attachment - Letter to all parents (distributed via school’s parents association) asking if somebody would like to offer and manage a project (or knows somebody who...) - asking grade 10 if students would like to offer and manage a project <p><u>2 months before:</u></p> <ul style="list-style-type: none"> - Scanning and charting the offers (Form 2), each project gets a project number, if query necessary talking to project offerers . <p><u>7 weeks before:</u></p> <ul style="list-style-type: none"> - Posting all project offers at the project week board (a prominent place in the school) - asking for help (e.g. school office) copying the ballot paper (Form 3) for all pupils, putting papers in the class teachers’ shelves attached to an letter with return date for all completed forms as a bundle into collecting box in school office until (date - 5 weeks before project weeks starts); note: that pupils who didn’t fill in a ballot paper will be allocated to any project <p><u>4 weeks before:</u></p> <ul style="list-style-type: none"> - Receiving as an email attachment list of all pupils/classes as an Exel-file for summarizing the ballot papers, entering the data, checking numbers of votes for each project (1st choice). Balancing the group sizes by assignment of 2nd and 3rd choice. It has proved beneficial to print the project lists when it starts becoming difficult to find empty spaces for pupils of crowded projects. Except for special projects group sizes shouldn’t extend 16 – 18 pupils. -Possibly asking pupils to give more votes on the base of still available places. <p><u>2 weeks before:</u></p> <ul style="list-style-type: none"> - Printing class lists for class teachers, project lists for project managers, one set of class lists for posting at the project week board. - Preparing and posting project list (Form 4) - Sending invitation letter (email) to the parents to invite them for afternoon of presenting the project results and releasing it on the school homepage - talking to the ladies who manage our school cafeteria about extra opening hours at the presentation afternoon. <p><u>1 week before:</u></p>
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	<ul style="list-style-type: none">- Sending information about and dates of presentation afternoon to local press.- Clarifying supervision of breaks on project days <p>Day before presentation afternoon:</p> <ul style="list-style-type: none">- Posting programme with all relevant information (e.g. performance times) at different places in school (modified Form 4)
2.	Describe your preparation for the activity.
	<p>Four forms have been prepared.</p> <p>Form 1: project description and more</p> <p>Form 2: Form for checking if enough choices for all grades/pupils have been offered</p> <p>Form 3: Ballot paper for pupils</p> <p>Form 4: Project list</p> <p>Asking the school management/office to send list of all pupils as Exel-file and to inform prep team asap about short term changes</p>
3.	What materials did you use?
	Computer, printer, up to date list (Exel- file) with all pupils and classes, box for collecting ballot papers, stationery
4.	What the impact of the activity was?
	<p>It was the first project week since many years. When preparations started quite a few were doubtfully if e.g. the specification for "Preoccupation with values" would offer enough varied choices. It was clarified that all aspects of the word 'values' could make for a project: Not only that what in the broadest sense we denominate as human values but also monetary or material worth ('creating values', 'preserving values', 'destroying values'), values in mathematics, valuing something in the sense of appreciating something, etc.</p> <p>At the end of the project week the feedback was so positive that it was suggested at the next all-teachers-meeting to organize a project week in future on a regular base (probably every year with a school party at the final/presentation afternoon)</p>
5.	Additional comments/notes:
	<p><u>6 months before the project week starts</u> the all-teachers-meeting has to decide on:</p> <p>Date, motto/theme, how many project working days, how many lessons/day for pupils, working hours of part time teachers, fixed or flexible breaks, how to organize the last day of the week (presentation only or linked to school party), in case of school party – decision on programme and organizer for that day</p> <p>Probably some changes in above pictured procedure could be done If a school has an intranet.</p>



Project week 2015 at (Name of school)

Project No. XX

Name (project manager) : XXXXXX

Title of the project: XXXXXXXXXXXXXXXXXX

appropriate for grade: XXXXXXXX

Project-description:

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Special requirements for participation: XXXXXXXX

What do you have to bring for the project work? XXXXXXXX

Contribution towards expenses: XXXXXXXX

Favoured room (required facilities) : XXXXXXXX

Working hours: XXXXXXXX

Name of school

Project week 2015

Project appropriate for

Project Nr.	Name of project manager	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Maximum number of participants
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								



Project week at (name of school) (date)

Ballot Paper

Name of pupil

(please in block letters)

class

class teacher

Please write the three projects you would like to take part in:

Project-No.

Titel of project

Name of school **Project week 2015** Motto: xxxxxx

Project number	Name of project manager in alphabetical order	Project's topic	Appropriate for grade	Favoured number of participants	Working hours of the project	Room No. (required facilities etc.)

Here are some examples for the variety of projects that had been offered at the project week themed “Preoccupation with values”

Working hours Monday – Thursday: 5 lessons/day (each 45 minutes)

Friday afternoon (16.00 – 18.30 hrs.): Presentation of the project results

- Which values need people?
- Experiencing nature – Survival excursion (4 days on their own in nature)
- Bullying – Workshop

- Old becomes new: Soft toys made out of toweling
- Children of separated and divorced parents
- Home-made cosmetics

- What are we cooking today? How is cooking at home appreciated today?
- Living and everyday life of handicapped persons
- Values in Science and IT

- Tolerance and freedom of faith in history and philosophy
- Preoccupation with bullying: Plays with self- made hand puppets
- Streetdance, games played in the streets and leisure time



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- Protecting nature - saving values in biology
- Leisure time and food
- Fair play in football

- Handball: playing together – practicing together
- Learning to be fair: using the example team sport ‘water-polo’
- Solidarity instead of xenophobia and racism

- Designing a comic about values on the computer (for grade 5 and 6)
- Presenting values in photography and drawings
- The country I’m coming from – the country where I’m living now



Overview done by Stadtteilschule Arheilgen

– based on all activities and achievements

A survey at the beginning of the project revealed how important it is for the majority of our pupils that rules are observed at school. 'Meeting each other with respect' was named most important or very important for all age groups.

We've completed all activities and more. Ideas from teachers of our partner schools or of our own have been so interesting that more activities were planned, executed and their reports been added to this guide.

The work of this project is liked because it offers new suggestions for lessons of one's own: Some class teachers worked with their pupils much longer than planned on certain activities because they regarded thoroughly dealing with that subject as valuable for their pupils. 2nd term's project week for all pupils at school has contributed to making aware on a wider base chances to include teaching values into mainstream lessons. Previous doubts had been expressed if the slogan "Preoccupation with values" would offer enough possibilities for projects. Finally there was common consensus that it had been a delightful, varied and motivating project week. One activities of our work programme didn't take course satisfactorily. Nevertheless we've added the report to our guide because we think that in a different situation on other terms and conditions it might work well.

We divided the project work into many small tasks, because we didn't want our colleagues to sense that work as strain. We wanted them to experience that it is possible to teach values with comparatively small efforts. That worked well.

Now we've to watch out for sustainability, because know-how will only stay when frequently practiced and used.

Darmstadt was host of the first project meeting. It was a successful start for our project work, because very soon it was obvious that we're a good team.

Erasmus+ 'Learning-Activities for students' were a new experience for us.

When we started we were a bit unsure how and if it would add values to the project. Now that we've experienced 'Learning-Activities' in Sofia and Blansko we're excited of the chance that pupils of all partners work jointly in a project class for one week, whilst accompanying teachers make use of the time for project work sessions. Even the participation of very young primary school pupils were contrary to expectations no problem but a great experience for all.

Our school's pupils of grade R7 were asked how they had communicated in Blansko.

The unanimous answer was: "No problem – in English!"

What they've reported to classmates about their visit in Blansko lead to asking the project coordinator, when pupils from other countries would come for a visit at our school and if one day they could also take part in such a "meeting of pupils".



Overview done by Primary School „Hänsel und Gretel” – based on all activities and achievements

Our project team was formed by all the teachers hired the school (10 elementary teachers between September 2014 – August 2015 and 13 elementary teachers between September 2015 and August 2016). The target group was formed by all the 24 pupils and all the 50 preschoolers. Because we wanted a large number of pupils to benefit from the project's activities some of the activities were realized together with our local partners from the city of Iasi and surroundings: Theoretical Secondary School `Vasile Alecsandri`, Elementary School `B.P.Hasdeu`, Elementary School `Titu Maiorescu`, Kindergarten no.21, Technological Highschool `Dumitru Popa` Mogosesti, Technological Highschool from Vladeni. Thus the total number of the participants (pupils and teachers) who were directly involved in the activities considerable increased.

Our school organized activities related to the given plan from the application form. In order to get better efficacy there were established responsibilities for each member from the project's implementing team: coordinators for each activity, a person who maintained a good relationship with the local partners, a person who maintained the connection with the international partners, a person who organized the activities with the parents and a person who worked on the project's dissemination.

Together, the children, the teachers and the parents participated at the activities organized in the school space (we organized activities related to the European values and cultural diversity) and outside the school space (trips, cultural clubs in Iasi, activities organized by other schools). We really enjoyed every moment and we learned a lot of things one from another. Now we feel the results of the project as the discipline is better than ever, we are more interested in opening new partnerships and events with other schools, we are closer to the parents and we communicate better.

During project's activities we asked constantly children and adults for feedback; we noticed that our work was appreciated:

University of Bacau student - `I liked the children, the teachers involved in this project, their attitude and the mood. I wish you all the best.`

Methodological Meeting Participant - `Your school offer us a future perspective. In this school we noticed a widely opened horizon for knowledge, professionalism and flexibility. I am very impressed of the promoted strategies and of the communication between school and parents.`

Edi, Preparatory Grade: `I liked the motto: Let's respect the others!`

Luca, Preparatory Grade: `I liked the rule concerned with getting at school in time!`

Erik, Preparatory Grade: `At the morning meeting I liked that I was appreciated for our class` results.`

Teodora, parent: `The theme *RESPECTING RULES* was extremely beneficial. My boy understood better that we have to respect rules at home, at school and in the society where we live and that the rules help us to make things easier and better.`

Frau Adriana: `This project helped the children to understand the rules because they created and written them. I liked all the activities organized together with our international partners.`

Herr Sergiu: `The project VALUES was a challenge for us, the teachers and also for the pupils and parents. We met beautiful people and we learned a lot of new things and experiences.`



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Frau Teodora: `As an age dean of this school and also as a participant of several Comenius projects I appreciated that all the teachers were involved during this project. All the activities represented an opened window to the future`.

We want that in time, the activities organized during the project, to contribute to each child's personality who was involved in the VALUES project, and also to contribute to the selection of a set of values that would be a guide in their chosen way in life.

Overview done by Vali Sabahattin çakmakoğlu ortaokulu

– based on all activities and achievements

-Aproximately 15 teachers,300 pupils and 150 parents involved in the Project work.

Especially under the guidance of the Project team determined at the beginning,there had been so many good jobs in circumstances with the activities done for the Project.The activities in accordance with age and abilities of our pupils had been carried out. Photos had been taken continuously during Project activities for the photo walls at our school and sent successively to all partners supplemented with some notes in English .A feedback form had been prepared .At the end of each activity, this form had been filled down. The form held what had been done, reason for choosing it, how it was executed and results.The activities of the first,second,third and fourth terms had been carried out in implementing the Project to make sure that they reached their objectives and produced their results.

- Photo wall (Project board) at our school with photos taken during Project activities to show the project's progress and to raise awareness that we are working together in an European Project had been prepared.

- Questionnaires for monitoring the Project progress and evaluation for pupils, teachers and parents had been done.

- Form for reports at the end of each exercise/activity had been filled.

- Videos about school rules had been taken.

- Presentation about "I would like my life to be like that in 10 years"had been done.

- Motivation-memos had been prepared.

- Strip cartoons/Picture stories/poems about considerate behaviour, helpfulness, compassion

- Slogan exhibition "Take on consideration..."had been done.

-. Pantomimes (video without words) about "Saving and wasting"had been done.

- Articles for school magazines and local/regional press about partnership and Project had been done.

- Changes in thinking and acting of our pupils (fewer breaches of rules, more willingness to make an effort and to take responsibility, more respectful dealings with each other)had been occurred.

-We evaluated the effects on schools with the help of questionnaires at the end of each exercise/activity, at the end of the first year and at the end of the project. Teachers who conducted the exercise/activity were in charge of opinion survey at the end of each exercise/activity. Results of the surveys were summarized and published on the Project website.

-Our pupils took more responsibility for themselves and their actions. They were better qualified and motivated graduates. They acquired skills for a personally satisfying life as active European citizens.

-Our jointly prepared exercise programmes had become part of our school curricula to practice personal and social skills of our pupils. For example on the week "Ethical Day's" it had been taken attention to the values and the project.



Overview done by Základní škola T. G. Masaryka

– based on all activities and achievements

As we consider rules and their following being very important in our school and the teachers insist on pupils' following them, project about values was a challenge for us. For many of our pupils values are really important, but some of them still may not have the full values structure built and need help and maybe guidance.

When planning the project all the partners found so many areas and topics that needed to be covered that we had to reduce the suggested sum of tasks so that the project would be manageable and reasonable in time and resources consumption.

As well as our partners we've completed all activities planned. Many of our results now make wall displays and decorations inside our school classrooms and corridors and remain us every single day about our conclusions and achievements. We use our class rules every day. And we feel that project work made us to think of issues we normally don't take in consideration. Cartoon strips, motivation memos, pantomime sketches, picture stories, presentations and shows – this all will remain and the best of the activities will become part of our teaching practice and curriculum.

Because of variety of our pupils in age, we divided most of the tasks according to grades and into many smaller tasks and activities. We wanted to involve as many pupils and teachers in project work as possible. And at the same time we didn't want to overload teachers with much extra work as some other projects run at school. We realized the importance of feedback and evaluation done both by pupils and teachers and by the parents.

As each of our partner schools has a very different background, we expected different results. But most of our works differed in technique and making, but the ideas behind were the same.

The communication among partners was clear and the coordinator of the project, Mrs Sibylle Schaldach has proved her high managing skills and patience as well. We as teachers felt the importance of our mutual meeting during our visits, when we could discuss not only project problems but also many items from our everyday lives and social and political issues, too.

The meetings were with no doubt very important for the pupils, especially at schools that were hosting the partners. After meeting held in Blansko many kids made new friendships that still last and realized that they live in Europe with many other young people having the same problems, joys and wishes. The only difference between them is the mother tongue. They had to use the languages they learn at school and realized that



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they need more practicing and more learning. Some of the older ones started to plan mutual visits to their guest families later on. Even our 9th graders who were about to leave the school wanted to fail at the exams so that they could stay one more year and enjoy one more project!



Overview done by DRITA School

– based on all activities and achievements

Working on the topic of values was something that students, teachers and parents at Drita School considered extremely important as shown by a survey done before the beginning of the project and by the evaluation at the end of it. Our decision was to incorporate the project plan into the general activity plan of the school and the work of all classes, class teachers and other specialists at school. The project team, formed of 5 teachers, prepared a clear timetable for each school term which made the process easy to follow. The displays of the results of our work and the work of our partner schools as well as the moments when the classes shared their outcomes made everyone feel as part of something bigger. As a whole 275 students, 17 teachers and many parents took part in the project activities and benefited by the results that influenced the atmosphere in all the school.

All planned activities were implemented and some extra ones were added as a result of the enthusiasm of the students and their teachers. Teachers often discussed the way they worked, discussed and shared ideas. The best evaluation was the willingness of the school team to continue working on the topic of values after the project end but this time adding new values that will be decided upon in the beginning of the following school year. This will add value to the sustainability of the project outcomes as well as meaningfulness to the life of each class and the school community.

As part of the project our school hosted an Erasmus+ 'Learning-Activity for students' which was a great experience for all of us. Planning and delivering learning sessions for the joint group of pupils from all the partner countries was a challenge that proved to be extremely successful. The relations between the children developed further during the meeting in Blansko, Czech Republic where the second Learning activity was. As a result this summer some of the students organized themselves for another meeting in Sofia, this time not part of the project work but something as a follow up.

In conclusion it may be stated that our participation in the Project was beneficial for all of us – students, teachers and parents: it was a valuable experience that enriched our school life, made us more aware of the need of common values, developed our language and communicative abilities and made us more tolerant.



General overview and common conclusion

Now that our project is finished we could only state that the work on the topic of values could never be really completed. No matter how many answers we have come up with during all the meetings, output presentations and other activities, more and more new questions that need to be addressed arose. Thus we were sure that we have picked a topic with great importance not only for the partner schools, but for our European community as a whole. The final guide for teachers who would like to further explore the unexplorable theme of common values is our humble contribution...

Working together in a Pan-European project was a great opportunity for all of us:

- ✓ to find ways to explore one same topic and tailor different activities suitable for the wide age range of the pupils involved (from kindergarten to upper secondary school);
- ✓ to develop detailed plans and break the work to be done into small chunks of activities, which could encourage more teachers and classes to join in;
- ✓ to communicate with colleagues, peers, parents and representatives of educational authorities from other countries and gain their support;
- ✓ to take part in face-to-face meetings and share good practices and experience within and between our schools (values are something that you cannot understand only by reading and writing about them – you have to experience/live them);
- ✓ to carefully plan, discuss, evaluate together and to reach mutual decisions;
- ✓ to create an Erasmus+/Comenius class of children from all partner schools where they were able to meet and work together (an idea with results beyond our expectations);
- ✓ to ensure such coordination on an operational level so that all the planned activities could be finished not only on time but in a quality that adds value to our school curriculums;
- ✓ to inform pupils, teachers, parents, communities about our work, to display and disseminate the results thus trying to involve other parties;
- ✓ to cope with the language barrier and work hard to improve our and our pupils' language fluency so that everyone could contribute to the project to his/her fullest;
- ✓ to stay motivated throughout all the project and to motivate other teachers for our meaningful voluntary work...

And if now, two years later, we were to decide whether to get engaged in such a project again or not we would not only make the same decision but would do our best to persuade more partners to join in. With our devoted work we managed to build yet another bridge between different people, different schools, and different cultures. We are convinced to continue searching for answers to the myriad of new questions about the shared values that help us live better together.



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To all of you a big 'Thank you'
for supporting the project implementation and testing the planned activities,
for their enhancement and writing reports,
for the contribution of more ideas and their realization,
for the exchange of ideas and motivating feedback.