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# Social Inclusion and Personal Development Best practices

ISBN 978-973-0-37400-1

GALAȚI

Thanks for a wonderful collaboration!

This ebook has been created following the theoretical and practical things teachers have acquired during the Staff Short Training in Braga, Portugal and put in practice in their own schools afterwards.

It intends to be a didactic tool for all interested in the topic.

**"Sweets' Taste Along Europe"**  
**Erasmus+ Programme – Strategic Partnership**  
**Project Nr:**  
2019-1-RO01-KA201-063557

ISBN 978-973-0-37400-1  
online edition



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[storyj.mp/ahmgb9gakewe](https://storyj.mp/ahmgb9gakewe)

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# 1. Social Inclusion

Social inclusion targets those vulnerable individuals or groups in society who find themselves marginalized, being blocked from rights, opportunities and resources such as the urban and rural poor, affected by the problems caused by unemployment, poverty, people with disabilities or different illnesses, orphans, members of jobless families, having low expectations, often leaving school early, members of ethnic minorities, excluded by a judgmental society. Inclusive education can remove barriers for many children and teens, creating a culture of respect towards individual differences and providing all students with the most appropriate learning opportunities for them to best achieve their potential. Besides trained teachers and education specialists we can also count on the power of the peers that has a cumulative effect making bullying and school dropout unacceptable. According to UNICEF, teachers should reflect on bringing theory, research and practice on inclusive education together in order to improve equity and quality.

## References

<https://www.unicef.org/albania/press-releases/inclusive-education-pathway-attain-social-inclusion>

## 1.1 Bullying - a real threat

Being bullied and socially excluded interferes with the fundamental need for teenagers to belong to a social group, which is necessary for their well-being. Bullying can be direct, physically or verbally, or indirect, involving gossiping, spreading malicious rumors, which can be equally traumatizing. It is a fact that children who are socially excluded and bullied have health problems, poor school adjustment and poor emotional adjustment. That is why it is up to teachers and students as well to take action in order to combat bullying and create a safe school community. In school students should participate in activities that boost social-emotional learning, being taught about kindness and empathy, they should be encouraged to feel connected to their peers, their school and their community. Research has also shown that arts can be a powerful tool for helping young people see situations from different perspective. Participating in simulations can also be a way of learning about how to prevent or respond to bullying.

### References

<https://bmcp psychology.biomedcentral.com/articles/10.1186/s40359-020-00478-2>  
<https://lesley.edu/article/6-ways-educators-can-prevent-bullying-in-schools>

# 1.1.1 Practical Activities

**LTA D. Motoc, Galati**

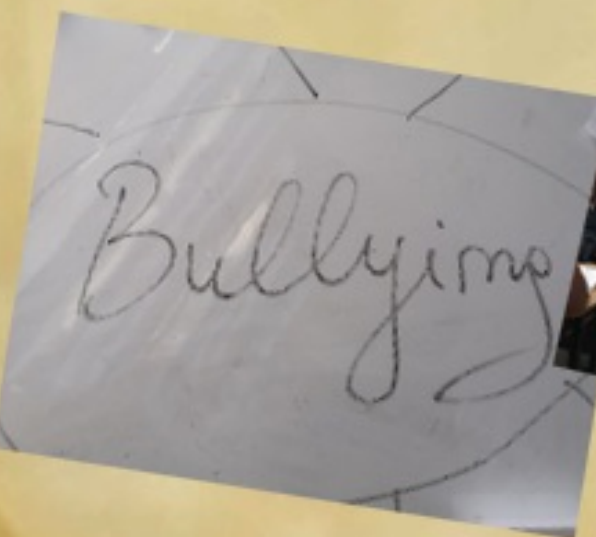
**Workshops:**

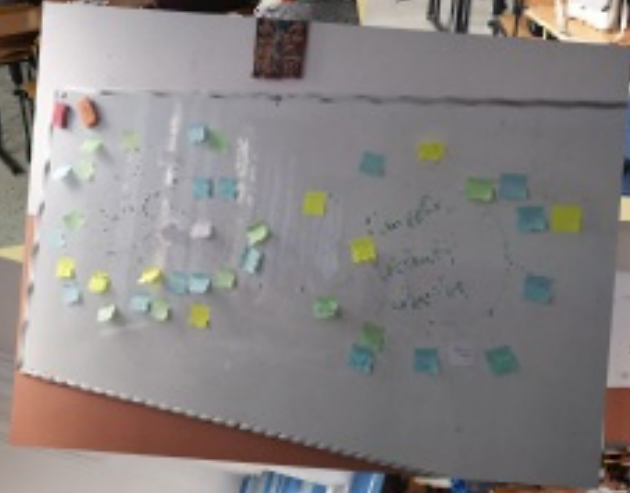
School without Bullying Say NO to intimidation!

Say No to Violence and Bullying in Schools!

The Power of Words!

How Do We Face Aggression and Harassment!





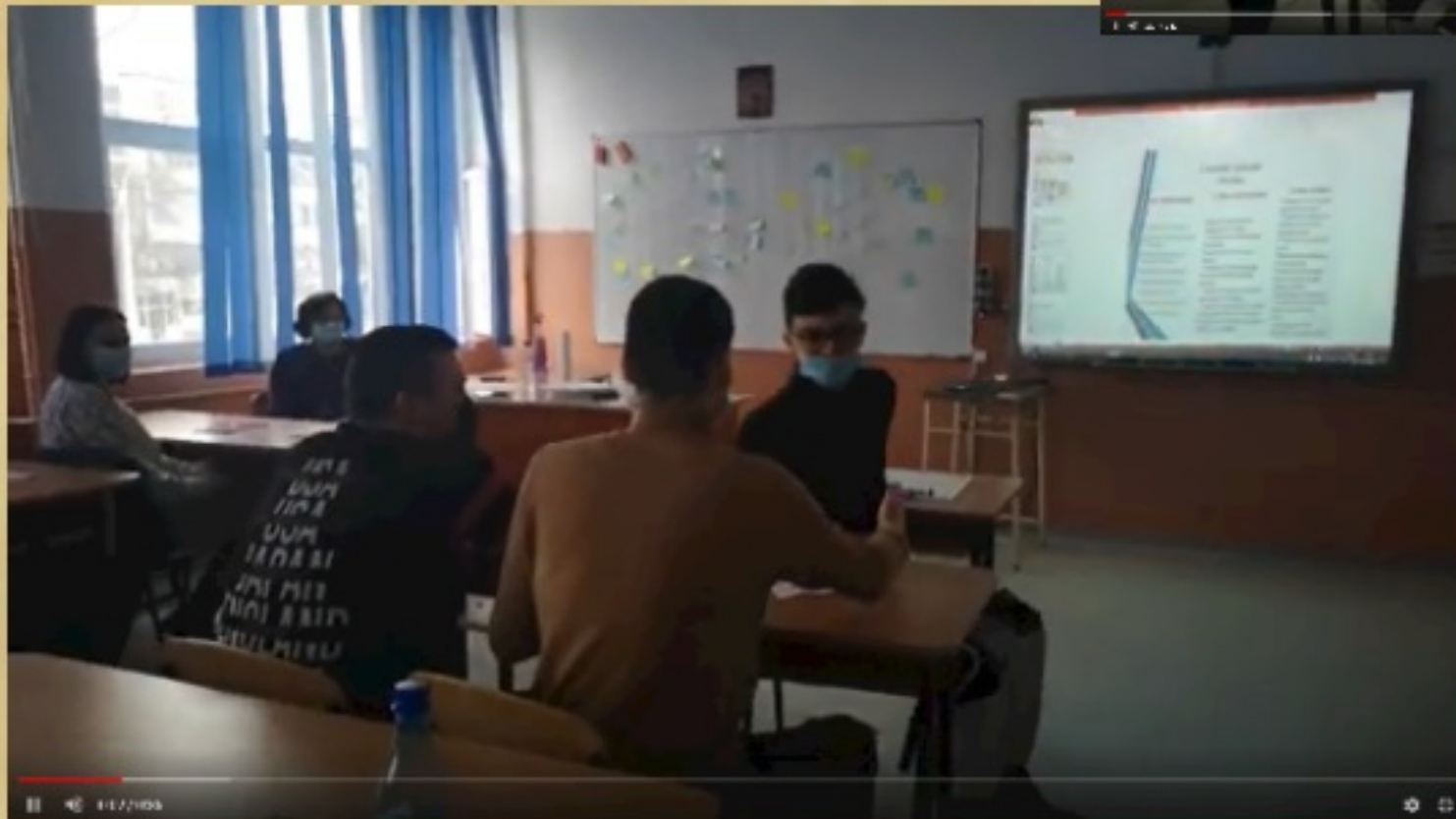
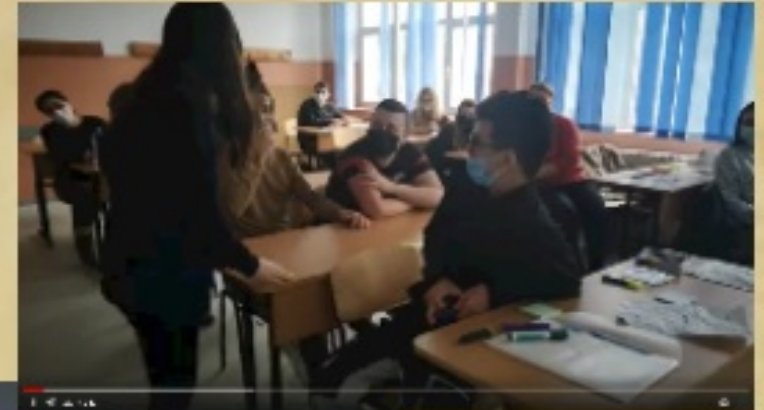


# Students role play a bullying scene and some examples of taking attitude from their peers:

[https://youtu.be/-XOvgu\\_ciWw](https://youtu.be/-XOvgu_ciWw)

<https://youtu.be/vn5dVERNdO0>

<https://youtu.be/Ly9LCd0o4nk>



# Local Project: "Bullying - the New Form of Violence"

Activities:

Bullying. How Can we avoid it?

Stories, Games and Strategies on how to avoid the Bullying.


School without bullying!

Anti-bullying strategies.

Cyberbullying



# Cyberbullying-ul



**STOP**

**bullying**

**STOP**

Handwritten notes in Romanian discussing cyberbullying, including definitions and consequences.

Esti puternic!  
Esti cel mai tare!  
Esti curajos!

Curaj! Nu te lasi  
de ei!

# BULLYING-UL IN ȘCOALĂ

**ESTE BULLYING!**

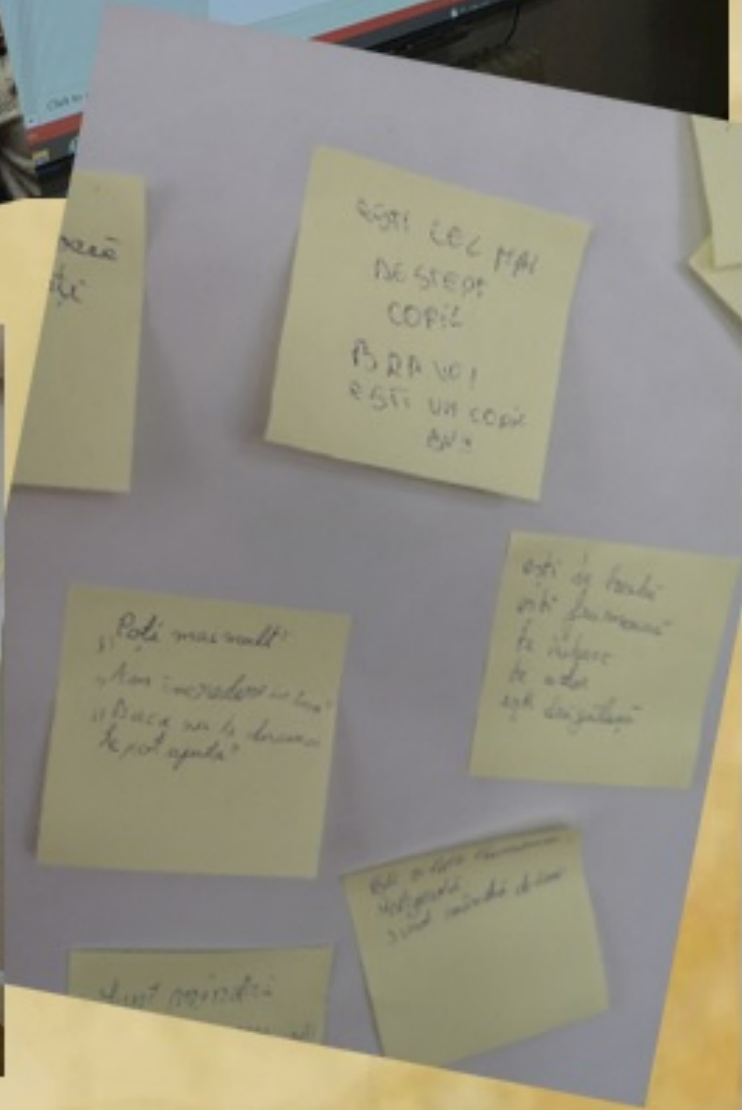
**STOP**

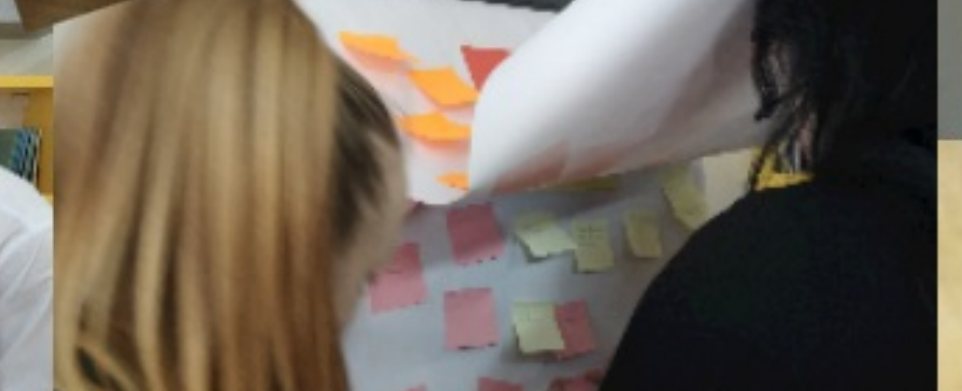
**STOP**

**STOP**

Handwritten notes in Romanian defining bullying, listing types (physical, verbal, social, cyberbullying), and providing advice on how to respond.









## ITALIAN NATIONAL DAY AGAINST BULLYING AND CYBERBULLYING

**The "First National Day against Bullying at School", took place on 7 February 2017, coinciding with the European Day of Network Security announced by the European Commission (Safer Internet Day), where the best educational proposals developed by the schools but, above all, by all Italian educational institutions were asked to say "NO" to bullying at school, dedicating the day to awareness-raising actions aimed not only at students but at the whole community.**

<https://www.noisiamopari.it/site/it/giornata-nazionale-contro-il-bullismo-e-cyberbullismo/>



## **ACTIVITIES AT "L. DE' MEDICI" - ITALY**

**Each year on 7th February in all the Italian schools there are activities about bullying and cyberbullying.**

**Last February, in our classes there were debates about that topic. A colleague of mine, a teacher of Italian literature, after the debate, asked some students to write a short essay about bullying.**

**They did it and what was really interesting, they not only wrote about the topic but they also told about their personal experiences with bullies. They were also asked to translate them in English.**

**Here are their works:**

## BULLYING AND CYBERBULLYING by Felicia La Marca

Bullying refers to an aggressive behavior towards those who are unable to defend themselves. Usually bullying roles are well defined: on the one hand there is a subject called bully, a person who performs violent behaviors both from a physical and psychological point of view, and on the other hand there is the victim, who suffers all the violent actions !!

Cyberbullying, on the other hand, differs from bullying because it means to discriminate or make violence through the use of the new communication tools such as smartphones or computers.

We often wonder: who is the bully? Why does he behave like this?

According to some surveys, the bully is usually a person victim of violence in the family or elsewhere and all the anger he has accumulated he pours out on others, on weak people.

The bullied, on the other hand, is an anxious, self-insecure person who is weak who has not grown up in a healthy, open environment and for this reason often reacts to violence by crying and withdrawing into himself, without finding the courage to tell what he/she is experiencing, either to his/ her family or to people who are close to him/ her.

I have had an experience, even if I don't consider it a real act of bullying. I remember that in 2nd grade three classmates of mine used to make fun of me because I had a particular haircut and because they said I didn't smell good.



I was strong that was my fortune, I reacted without giving much importance to what was happened and I going on to go to school, overcoming everything and often rebelling myself also thanks to the help of some classmates of mine, who have been very close to me. Now, I sometimes meet those people and I use to smile at them to make them understand that I have managed to move forward. My advice is never to be afraid to talk and interact with people especially with adults who can help those who are victims. The bullied people need to believe in themselves, to be strength to deal with the bullies every day, and they have to understand that they are worth and very sensitive people, the wrong is not in themselves but in those who take advantages of their sensitivity. Often people closest to the victims pretend do not see and it is to them that it is often necessary to ask a different behavior, because an outstretched hand, a right word, a hug could be enough for these people do not feel alone and find the strength to react !!!!!

## BULLYING by Francesca Cozzolino

Bullying is a scourge of our society. In Italy a study has shown that 24% of adolescents suffer offenses. The bully usually acts anonymously (cyberbully), hiding his identity. The bully acts to draw attention to himself, not to offend, but because he himself suffers violence, and catalyzes his anger on others. Cyberbullying as opposed to traditional bullying uses websites and electronic devices as a means. Photos of the "victim" are disclosed or identity stolen. The bully thinks he/she is acting in anonymity, but he deludes himself because he leaves traces behind. Bullying has physical and psychological consequences on the bullied person as it can inflict injuries, it can fall into depression, commit suicide, suffer effects on self-esteem, difficulties at school ... The effects are even more serious when it comes to cyberbullying. Victims feel wrong, they don't talk to anyone ...

Instead they need to talk, because otherwise they enter a vicious circle, sometimes fueled by disinformation. The bully chooses the "victims" because the latter he/she is anxious, insecure, sensitive, calm, non-aggressive, taciturn, and feel stupid, failed and unattractive. The bully carries out acts of violence, manifests anger and aggression, perhaps surrounded by people who support him. Usually he/she does not feel accepted in his/her family while at school he/she feels part of a group. I have always had problems with weight, I have always felt insecure, I did not eat properly as I do now, They made fun of me because I didn't have a boyfriend, I wasn't wearing branded clothes, because of the sound of my laugh, the weight, the friends I had. I was shy, insecure, withdrawn, I didn't talk to anyone, that surely made everything worse. They never punched me or something like that, but maybe I would have preferred it because a laugh can hurt much more, especially if done by those people you consider friends.

I know what you can feel like, I suffered it, these are things that mark you. The only

good thing about that time was my best friend. She was bullied, too and that united us a lot, we still are close friend now. I give you some advice, surround yourself with people who love you as you are, few friends but good, friends who lift you off the ground, it happened to me, they saved me, I saved her, and I thank her for it.

Don't you have any friends? Talk to your family about it. Do not be locked up in the house, go out, cultivate your passions.

Don't get depressed! If you don't like your body, improve yourself not to please others but to yourself. Nodody said to me the right words while I would have appreciate them in those moments.

I have always talked about it with my teachers, but they didn't help me, they just told me do not think about them!

Or "be indifferent!" how can you remain indifferent if a person enjoys using your weak points against you, to hurt you?

## BULLYING by Francesca Geografo

Bullying today is a very common phenomenon among adolescents and is spreading more and more, especially in schools, a place where children should feel safe. There is more and more news in the newspapers and on the television news that deal with bullying.

The bully is a person who engages in psychological violence or takes aggressive attitudes towards weaker individuals. If a boy hits or threatens another person, he feels stronger towards a weaker person. He/she does it to attract attention or because he/she has problems in his/her family, he suffers violence and therefore he/she wants to hide his fragility by venting his/her own frustration on others. They take other people's stuff, ruining it, they insult, offend or isolate them, this is also a form of bullying. The bully is feared, but if he/she is denounced he could be helped.

The victim, on the other hand, suffers in silence, isolates himself and even drops out of school or even falls into depression. There is also online bullying and this form of bullying is called cyberbullying, it has widespreaded all over the world and performed through telematic tools, such as internet. The bully can act, for example, by posting photographs, videos or private information of the victim and spreading slander through messages. In the past when I attended SCUOLA MEDIA my classmates made fun of me. I was a shy girl, I was also isolated and suffered wondering why this attitude towards me. Then over time I realized that even if words hurted me many times, we don't have to give them so much importance. I think that the bully should be helped because while today he/she is just a bully, tomorrow he/she could become a criminal.

## Bullying by Francesco Sciesa

Bullying is a phenomenon that occurs mainly among adolescents. Bullying can consist both in using physical violence and in threatening, insulting, offending. Then there is cyberbullying which consists of a set of aggressive and intentional actions, by a single person or a group, carried out using electronic tools, the aim of which is to cause damage to a peer unable to defend himself. In bullying we have two protagonists, the bully and the bullied person.

The bully is one who carries out this violence against some of his comrades in such a way as to feel better and popular. While the bullied person is one who is physically weakest, most insecure and emotionally shy. I have never been a victim of bullying but I am aware of an episode, in particular, that I have not experienced firsthand but I have been told.

Two classmates of mine, they are Chinese, were beaten by Italian boys near the train station as they were going to catch the train. I think that all that is overcome by talking to one's family and friends because they are the people who love us for who we are. I also think that in order to eliminate, or at least to limit the development of bullying, you have to face the bully and understand what person he/she is, and what are the reasons that lead him to behave like that.

Bullies externally may seem harsh, but inside, there is, certainly, something good. Usually, he behaves this way either because of family problems or because he feels insecure and therefore acts inappropriately to fill his fears. It must be helped!

## **Useful links with materials for activities:**

### **Posters:**

<https://bullyingfree-live-storage-asset-storage-s3bucket-i1uzc20qyemh.s3.ap-southeast-2.amazonaws.com/public/Uploads/Classroom-posters-for-primary-and-intermediate.pdf>

### **School map:**

<https://bullyingfree-live-storage-asset-storage-s3bucket-i1uzc20qyemh.s3.ap-southeast-2.amazonaws.com/public/Uploads/School-map.pdf>

### **Acts of kindness:**

<https://bullyingfree-live-storage-asset-storage-s3bucket-i1uzc20qyemh.s3.ap-southeast-2.amazonaws.com/public/Uploads/Acts-of-kindness.pdf>

### **Paper chains:**

<https://bullyingfree-live-storage-asset-storage-s3bucket-i1uzc20qyemh.s3.ap-southeast-2.amazonaws.com/public/Uploads/Paper-chains.pdf>

### **Helping Hands:**

<https://bullyingfree-live-storage-asset-storage-s3bucket-i1-uzc20qyemh.s3.ap-southeast-2.amazonaws.com/public/Uploads/Helping-Hands-activity.pdf>

### **Together Commitment activity:**

<https://bullyingfree-live-storage-asset-storage-s3bucket-i1-uzc20qyemh.s3.ap-southeast-2.amazonaws.com/public/Uploads/Together-Commitment.pdf>

### **School Values Voting Wall:**

<https://bullyingfree-live-storage-asset-storage-s3bucket-i1-uzc20qyemh.s3.ap-southeast-2.amazonaws.com/public/Uploads/School-Values-Voting-Wall.pdf>

### **Our Waka - Kia Kaha:**

<https://bullyingfree-live-storage-asset-storage-s3bucket-i1-uzc20qyemh.s3.ap-southeast-2.amazonaws.com/public/Uploads/Our-Waka-Kia-Kaha.pdf>

### **Peace Flag activity:**

<https://bullyingfree-live-storage-us-east-2.amazonaws.com/public/Uploads/Peace-Flag.pdf>

### **Comic Strip activity:**

<https://bullyingfree-live-storage-us-east-2.amazonaws.com/public/Uploads/Comic-Strips-activity.pdf>

### **Whatu Pokeka:**

<https://bullyingfree-live-storage-us-east-2.amazonaws.com/public/Uploads/Whatu-Pokeka-activity.pdf>

### **Take a Compliment:**

<https://bullyingfree-live-storage-us-east-2.amazonaws.com/public/Uploads/Take-a-Compliment.pdf>



### **Letz Lead rap:**

<https://bullyingfree-live-storage-assets-storage-s3bucket-i1uzc20qyemh.s3.ap-southeast-2.amazonaws.com/public/Uploads/YOU-BROS-Stand-up-together.mp3>

### **Letz Lead rap lyrics:**

<https://bullyingfree-live-storage-assets-storage-s3bucket-i1uzc20qyemh.s3.ap-southeast-2.amazonaws.com/public/Uploads/CAN-YOU-RELATE-rap.pdf>

### **Oat the Goat – online story that helps children learn the power of kindness**

<http://oatthegoat.assemblyltd.com/>

### **Video Resources:**

<https://bullyingfree.nz/students/videos/>

<https://www.stopbullying.gov/kids/kid-videos>

### **Classroom resources:**

<https://schools.au.reachout.com/bullying>

## **Role-Playing Games:**

<https://ep.liu.se/ecp/059/010/ecp09059010.pdf>

## **How to Develop Empathy: 10 Exercises & Worksheets (+ PDF)**

<https://positivepsychology.com/empathy-worksheets/>

## **Surveys or questionnaires to determine what needs exist:**

<file:///C:/Users/boboc/Downloads/QE06GenVersion1206CodeFormSLXXX002.pdf>

<https://www.questionpro.com/survey-templates/bullying-for-students-survey-template/>

## **Bullying in the Workplace: 24 Examples & Ideas for Supporting Adults:**

<https://positivepsychology.com/workplace-bullying/>

# **Here is a list of effective team-building exercises to try in your classroom:**

## **Creating Shapes Exercise**

<https://positive.b-cdn.net/wp-content/uploads/2020/12/Creating-Shapes-Exercise.pdf>

## **Getting to Know One Another Exercise**

<https://positive.b-cdn.net/wp-content/uploads/2020/12/Getting-to-Know-One-Another-Exercise.pdf>

## **Human Typewriter**

<https://positive.b-cdn.net/wp-content/uploads/2020/12/Human-Typewriter.pdf>

## **Making Eye Contact Exercise**

<https://positive.b-cdn.net/wp-content/uploads/2020/12/Making-Eye-Contact-Exercise.pdf>

## **True and False Exercise**

<https://positive.b-cdn.net/wp-content/uploads/2020/12/True-and-False-Exercise.pdf>

**I.S.I.S. "L. DE' MEDICI" - OTTAVIANO**

**WORKSHOP: EXPERIMENT SOCIAL EXCLUSION**

**An interactive exercise that deepens the effects of a person's exclusion from a group. Our reactions towards an experience of estrangement and what we feel when we belong to a group.**

**An occasion to think about what we feel when we belong to a group; how easy it is to exclude someone and how much fun it is to do it. And finally if we are supportive with the excluded person or if we enjoy**



**[https://acrobat.adobe.com/link/review?uri-urn.aaid:scds-US:d86865e8-bb6c-3cc3-ab69-0001c87a9569](https://acrobat.adobe.com/link/review?uri-urn:aaid:scds-US:d86865e8-bb6c-3cc3-ab69-0001c87a9569) (Results of the workshop)**



## WORKSHOP: DON'T LAUGH AT ME (Worksheet)



**Thinking how it feels to be laughed at and to be empathetic towards others that can live that terrible situation. It also encourages young people to take into account the right strategies**

**to face bullying and understand who can be helpful.**

**Laughing can express happiness but it can be used also to make someone uncomfortable**





## Discussion

# WORKSHOP: FEELING ONESELF APPRECIATED (Worksheet)



Starting from the idea of self-esteem, help students to think about the themes suggested and ask them when it was the last time he/she felt happy for someone appreciation



*Workshop: Sentirsi apprezzati*







*Work in progress*



**Discussion**



## 1.2 Human trafficking - *I am not for sale*

An important aspect of social inclusion is that it can become a tool for child and youth trafficking prevention. According to statistics human trafficking is a widespread phenomenon in society nowadays and half of the total number of victims are minors. According to experts, youth-centered formal and nonformal education is a toolbox for responding to the specific needs of the learners, promoting knowledge, skills and attitude. Schools can provide mentoring programs, social-emotional skills education, safe dating and relationship education, online safety education, human trafficking lessons, trafficking prevention messages in order to raise awareness through identifying and choosing the best practices.

### References

[https://www.rri.ro/en\\_gb/the\\_trafficking\\_of\\_minors-2614768](https://www.rri.ro/en_gb/the_trafficking_of_minors-2614768)

<https://www.salto-youth.net/tools/toy/reference/youth-work-fostering-social-inclusion-of-young-people-with-fewer-opportunities-a-tool-for-youth-trafficking-prevention.3994/>

<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools/preventing-child-trafficking-at-school-level>

## 1.2.1 Practical Activities

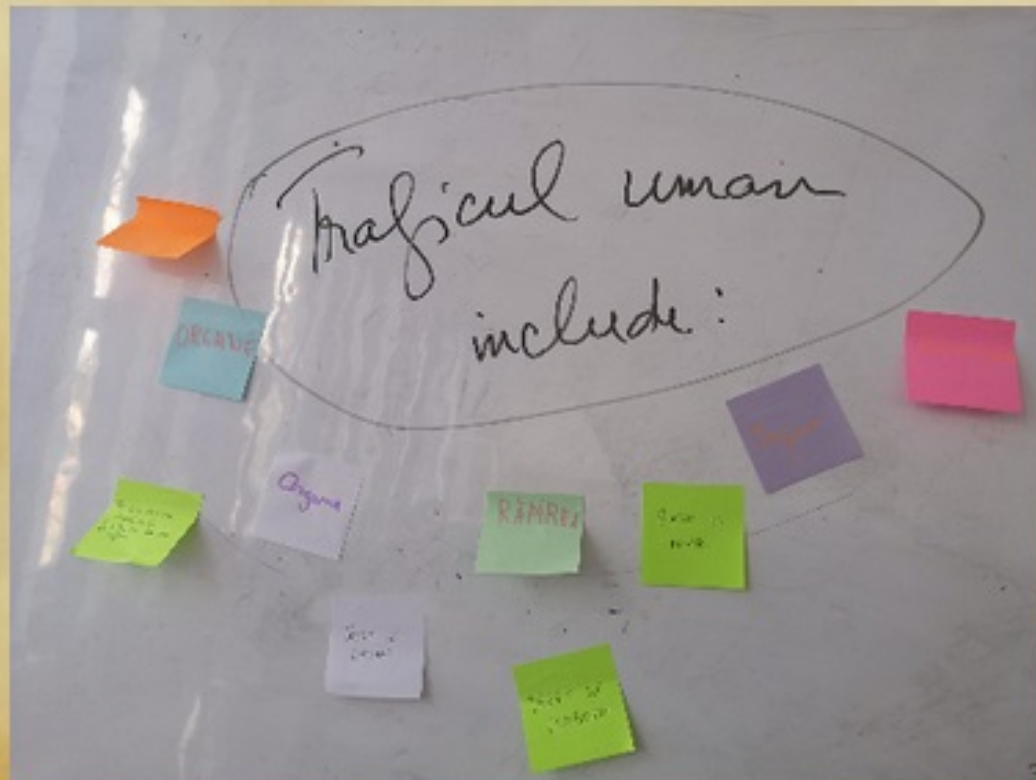
LTA D. Motoc, Galati, Romania

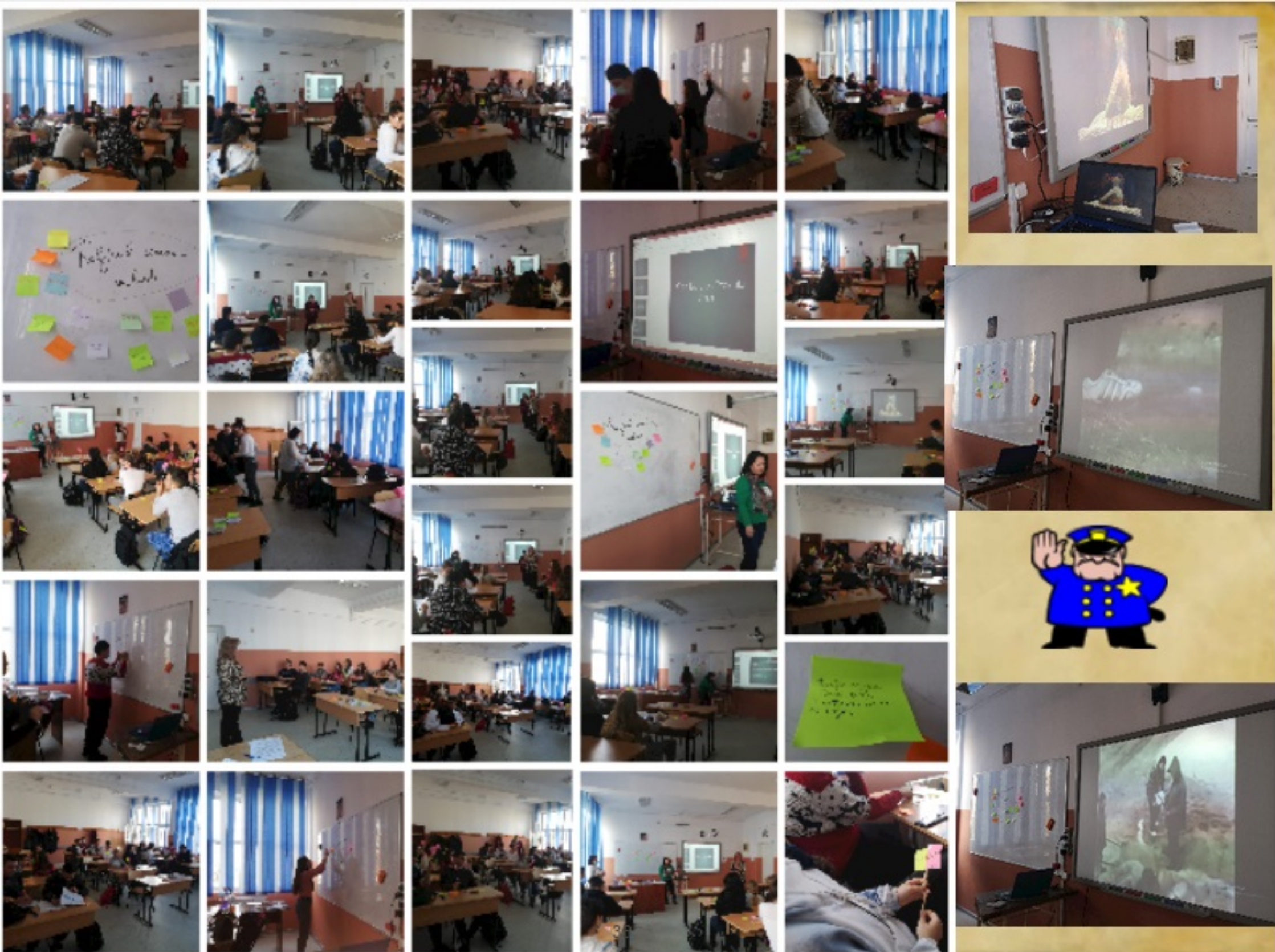
Workshops:

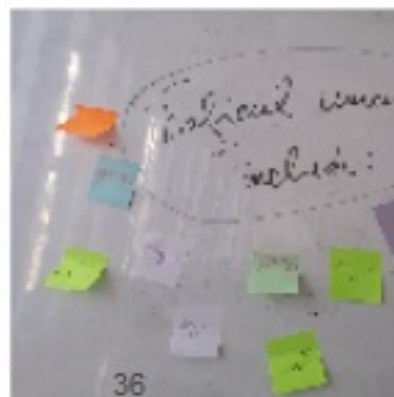
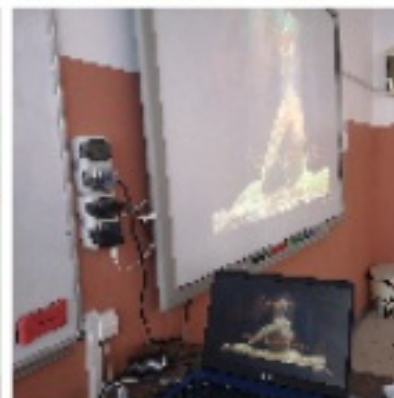
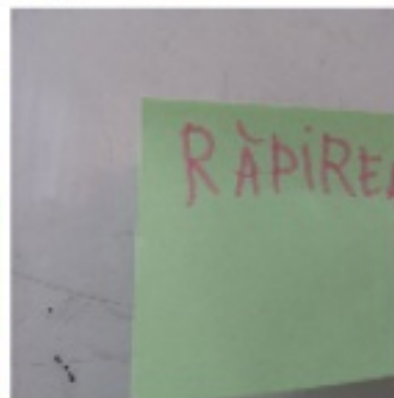
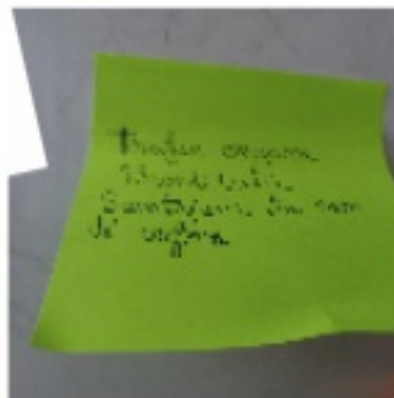
Together against Modern Slavery!

Combating Human Trafficking

Truth or Myth







## **PRACTICAL ACTIVITIES:**

### **Interview Human Trafficking**

<https://www.unhcr.org/asia/4d9346bb9.pdf>

### **Exercise book**

[https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---sro-moscow/documents/publication/wcms\\_308688.pdf](https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---sro-moscow/documents/publication/wcms_308688.pdf)

### **Tools That Teach: What is Human Trafficking?**

<https://www.youtube.com/watch?v=35uM5VMrZas>

[https://www.youtube.com/watch?v=ornPWN\\_T1Vo](https://www.youtube.com/watch?v=ornPWN_T1Vo)

## **LESSON PLAN**

### **Human Trafficking Awareness:**

<https://www.michiganabolitionistproject.org/wp-content/uploads/2013/01/Lesson-Plan-pdf.pdf>

## 1.3 Disability - restoring the dignity in students

Owing to lack of knowledge disabled students were initially treated as unwanted, segregated from other children and later educated in special schools. Inclusive education has adopted a different policy according to which the disabled children should be accepted in all the education programs meant for other children, defining them as *children with special needs*, who need special attention, rather than children who are *handicapped*. Making the program of the disabled children as an integral part of the general education system is a huge step which involves creating safe and inclusive school environments for students with disabilities, but also developing the knowledge and skills of school staff to better respond to their needs. Equally important is teaching inclusion, acceptance and tolerance because learning how to share and accept differences helps building an inclusive culture where the students with disabilities are protected from bullying. Cooperative games, workshops, team work activities can be used in school settings to move from awareness to acceptance, keep everybody active while having fun and working together to win.

### References

<https://www.dinf.ne.jp/doc/english/asia/resource/apdrj/z13fm0300/z13fm0309.html>  
<https://www.vic.gov.au/inclusive-education-for-students-with-disabilities>

## 1.3.1 Practical Activities

### 1. Notes of Appreciation

Give each of your students sticky notes and give them ample opportunity to write positive messages addressed to one of their teachers and classmates. Locate an empty wall in your classroom and allow students to neatly stick their messages of appreciation onto the wall. Read out all the sticky notes.

### 2. Classroom Pantry

Increase your students' capacity for empathy by asking them to bring pantry items in on a voluntary basis, and create a system where the less privileged students in class can feel free to take whatever they want from this community pantry.



### **3. Kindness Door Art Competition**

Grab some pieces of paper and tell your students to draw door art keeping the theme of kindness in mind. This is a great opportunity for students to exercise their creative skills and compete with fellow students.

### **4. Mend the Heart**

This is a powerful activity that will hopefully help turn your students into more empathetic people. Give each student a separate sheet of paper, and tell them to draw a heart on it, and cut it out. Ask them to crumple it, and once they do, ask them to restore it to its original position. Of course, they wouldn't be able to do so - a perfect representation of the fact that broken hearts are not easy to fix.

### **5. Kindness Checklist**

This is yet another easy way to build empathy in children. Download a kindness checklist online, print it out, and distribute it amongst the students. Give them a month to work on it. The aim is to tick off as many acts of kindness as possible.

At the end of the month, the kids with the most amount of tick marks can get a "Certificate of Kindness".

Free resources: <https://ripplekindness.org/11-kindness-activities-for-kids/>

**Kids for Peace Presents**



**The Great Kindness Challenge**

# SCHOOL EDITION

We challenge you to perform as many kind deeds as you can in one week. Using the checklist below, check off your acts as you go. Have fun!

## The Challenges

<input type="checkbox"/> Smile at 20 People	<input type="checkbox"/> Sit with a New Group of Kids at Lunch
<input type="checkbox"/> Slip a Nice Note in Your Friend's Backpack	<input type="checkbox"/> Read a Book to a Younger Child
<input type="checkbox"/> Compliment 5 People	<input type="checkbox"/> Give an Apple or a Note to Your Teacher
<input type="checkbox"/> Pick Up 10 Pieces of Trash on Campus	<input type="checkbox"/> Step Up for Someone in Need
<input type="checkbox"/> Make a New Friend	<input type="checkbox"/> Make and Display a "Kindness Matters" Sign
<input type="checkbox"/> Tell a Joke and Make Someone Laugh	<input type="checkbox"/> Carry Your Friend's Books
<input type="checkbox"/> Be Kind to Yourself and Eat a Healthy Snack	<input type="checkbox"/> Help Your PE Teacher with the Equipment
<input type="checkbox"/> Learn Something New About Your Teacher	<input type="checkbox"/> Make a Bookmark for a Friend
<input type="checkbox"/> Draw a Picture and Give it to Someone	<input type="checkbox"/> Hold the Door Open for Someone
<input type="checkbox"/> Help a Younger Student	<input type="checkbox"/> Pat Yourself on the Back
<input type="checkbox"/> Give a KIND Handshake to Greet a Classmate	<input type="checkbox"/> Thank a Bus Driver or Car Pool Driver
<input type="checkbox"/> Recycle Your Trash	<input type="checkbox"/> Write a Thank You on a Band-Aid for the Nurse
<input type="checkbox"/> Hug Your Friend	<input type="checkbox"/> Listen to Your Teacher the First Time
<input type="checkbox"/> Pick Up Trash Outside Your School	<input type="checkbox"/> Whisper Thank You to the Librarian
<input type="checkbox"/> Cut Out 10 Hearts & Give Them to Friends	<input type="checkbox"/> Help Someone Up if They Fall Down
<input type="checkbox"/> Entertain Someone with a Happy Dance	<input type="checkbox"/> Lend a Pencil to a Friend
<input type="checkbox"/> Make a Kind Poster for Cafeteria Helpers	<input type="checkbox"/> Learn to Say "Hello" in a New Language
<input type="checkbox"/> Walk or Bike to School Instead of Driving	<input type="checkbox"/> Bring a Flower to the Office Staff
<input type="checkbox"/> Say "Good Morning" to 10 People	<input type="checkbox"/> Show Appreciation to Your Principal Creatively
<input type="checkbox"/> Design a Thank You for the PTA/PTO	<input type="checkbox"/> Help Your Teacher with a Needed Task
<input type="checkbox"/> Make a Wish for a Child in another Country	<input type="checkbox"/> Be on Time for School
<input type="checkbox"/> Say "Thank You" to a Crossing Guard	<input type="checkbox"/> Say "Thank You" to a Volunteer
<input type="checkbox"/> Invite a New Friend to Play/Hang Out with You	<input type="checkbox"/> Give Your Friend a High Five
<input type="checkbox"/> Send a Thank You to Your Superintendent	<input type="checkbox"/> Make a Friendship Gift for Someone New to You
<input type="checkbox"/> Offer to Help Your Custodian	<input type="checkbox"/> Create Your Own Kind Deed

**A Kids for Peace Experience**  
 KidsForPeaceGlobal.org  
 GreatKindnessChallenge.org

41

(Your Name Here)

## **6. Hug Coupons**

Kindness month is the perfect time to print, cut, and distribute these hug coupons. The positive effects of a hug are well documented across a range of people, and this activity will enhance students' compassionate listening skills since it will challenge them to keep their eyes and ears open for people who might need a hug!

## **7. Practice Accountability**

Force students to have a sense of ownership about their negative actions by calling them out on them and asking them what they should have done differently in that situation. This will help build better relationship skills over time.

## **8. Kindness Word Search**

Make your classroom lessons more engaging and less monotonous by including a fun crossword! Print out as many copies as you need and put a timer on the board and let the students race against each other to finish.

[https://www.worksheetplace.com/mf\\_jpg/Kindness-Worksheet-9.jpg](https://www.worksheetplace.com/mf_jpg/Kindness-Worksheet-9.jpg)

### Kind Word Wordsearch

s	d	r	u	l	s	n	e	a	i	s	b	a	u	e	t
n	m	o	e	c	o	m	p	a	s	s	i	o	n	m	r
e	c	i	t	e	h	t	a	p	m	e	u	s	d	c	p
o	o	h	l	s	d	d	s	s	e	n	t	e	e	w	s
n	u	l	e	e	e	e	h	t	s	r	t	l	r	w	c
m	r	o	u	s	c	u	t	e	o	e	h	e	s	f	o
s	t	e	p	f	m	l	r	d	d	o	k	t	e	h	
h	e	y	o	a	p	f	s	p	a	n	u	o	a	p	u
r	s	f	n	s	i	l	s	o	a	e	g	h	n	s	a
i	y	i	n	s	g	r	e	h	s	t	h	t	d	e	e
s	t	h	e	a	p	n	h	g	t	d	i	o	o		
y	u	u	n	s	e	d	s	e	i	f	b	n	p	t	
k	a	t	d	d	g	e	n	e	r	o	u	s	g	i	n
i	l	o	h	o	s	p	i	t	a	b	l	e	r	d	k
e	m	i	n	o	s	p	k	e	e	h	r	g	a	n	a
m	l	t	c	g	d	i	u	v	e	d	h	s	g	n	l

generous	kindness	random
smile	compassion	thoughtful
goodness	sweetness	tenderness
courtesy	humanity	understanding
gentle	kindhearted	helpful
unselfish	hospitable	empathetic

© <http://www.worksheetplace.com>

Source:

<https://www.teachingexpertise.com/classroom-ideas/kindness-activities-for-middle-school/>

## 1.4 Effective communication

Effective communication approaches people to people helping them develop their personality and find solutions to tolerance and social inclusion. Communication skills and social skills are very important in the classroom, strengthening interpersonal relationships, handling stress, fast changing conditions, generating better relationships in school and supporting diversity and interculturalism. In this respect the students can experience different social inclusion strategies and improve their communication skills through different fun games and activities that can be used in the classroom, such as icebreakers, team building exercises, encouraging role play and group work. Also using inclusive communication techniques in the classroom increases the chances of effective communication with all the students, including those with learning disabilities, thus increasing the chances of positive and effective interactions.

### References

[https://www.schooleducationgateway.eu/en/pub/teacher\\_academy/catalogue/detail.cfm?sid=14694](https://www.schooleducationgateway.eu/en/pub/teacher_academy/catalogue/detail.cfm?sid=14694)

<https://www.thebalancemoney.com/communication-skills-list-2063779>



### Essential Communication Skills for Your Career

## 2. Nonverbal Communication

Your [body language](#), eye contact, hand gestures, and tone of voice all color the message you are trying to convey. A relaxed, open stance (arms open, legs relaxed), and a friendly tone will make you appear approachable and will encourage others to speak openly with you.

Eye contact is also important; you want to look the person in the eye to demonstrate that you are focused on them and the conversation (however, be sure not to stare at the person, which can make him or her uncomfortable).

Also, pay attention to other people's [nonverbal signals](#) while you are talking. Often, nonverbal signals convey how a person is really feeling. For example, if the person is not looking you in the eye, he or she might be uncomfortable or hiding the truth.

## 3. Clarity and Concision

Good [verbal communication](#) means saying just enough – don't talk too much or too little. Try to convey your message in as few words as possible. Say what you want clearly and directly, whether you're speaking to someone in person, on the phone, or via email. If you ramble on, your listener will either tune you out or will be unsure of exactly what you want.



**Tip:** Think about what you want to say before you say it. This will help you to avoid talking excessively and/or confusing your audience.

## 6. Empathy

Using phrases as simple as "I understand where you are coming from" demonstrate that you have been listening to the other person and respect their opinions.



**Important:** Even when you disagree with an employer, coworker, or employee, it is important for you to understand and respect their point of view.

## 1. Listening

Being a good listener is one of the best ways to be a good communicator. No one likes communicating with someone who cares only about putting in her two cents and does not take the time to listen to the other person. If you're not a good listener, it's going to be hard to comprehend what you're being asked to do.

Take the time to [practice active listening](#). Active listening involves paying close attention to what the other person is saying, asking clarifying questions, and rephrasing what the person says to ensure understanding ("So, what you're saying is..."). Through active listening, you can better understand what the other person is trying to say, and can respond appropriately.

## 4. Friendliness

Through a friendly tone, a personal question, or simply a smile, you will encourage your coworkers to engage in open and honest communication with you. It's important to be [nice and polite in all your workplace communications](#). This is important in both face-to-face and written communication. When you can, personalize your emails to coworkers and/or employees – a quick "I hope you all had a good weekend" at the start of an email can personalize a message and make the recipient feel more appreciated.

## 5. Confidence

It is important to be confident in your interactions with others. Confidence shows your coworkers that you believe in what you're saying and will follow through. Exuding confidence can be as simple as making eye contact or using a [firm but friendly tone](#). Avoid making statements sound like questions. Of course, be careful not to sound arrogant or aggressive. Be sure you are always listening to and empathizing with the other person.

## 7. Open-Mindedness

A good communicator should enter into any conversation with a flexible, open mind. Be open to listening to and understanding the other person's point of view, rather than simply getting your message across. By being willing to enter into a dialogue, even with people with whom you disagree, you will be able to have more honest, productive conversations.

## 8. Respect

People will be more open to communicating with you if you convey respect for them and their ideas. Simple actions like using a person's name, making eye contact, and actively listening when a person speaks will make the person feel appreciated. On the phone, avoid distractions and stay focused on the conversation.

Convey respect through email by [taking the time to edit your message](#). If you send a sloppily written, confusing email, the recipient will think that you do not respect her enough to think through your communication with her.

## 9. Feedback

Being able to appropriately give and receive feedback is an important communication skill. Managers and supervisors should continuously look for ways to provide employees with constructive feedback, be it through email, phone calls, or weekly status updates.



**Note:** Giving feedback involves giving praise as well – something as simple as saying “good job” or “thanks for taking care of that” to an employee can greatly increase motivation.

Similarly, you should be able to accept and even encourage, feedback from others. Listen to the feedback you are given, ask clarifying questions if you are unsure of the issue, and make efforts to implement the feedback.

## 10. Picking the Right Medium

An important communication skill is to simply know what form of communication to use. For example, some serious conversations (layoffs, resignation, changes in salary, etc.) are almost always best done in person.

You should also think about the person with whom you wish to speak, if they are a very busy person (such as your boss, perhaps), you might want to convey your [message through email](#). People will appreciate your thoughtful means of communication and will be more likely to respond positively to you.

## 1.4.1 Practical Activities

### **Host classroom debates:**

Create discussions for your students, where they can put their knowledge into practice, develop their own views on classroom content, and consolidate what they've learned.

<https://www.kialo-edu.com/p/ad21f46c-e964-4c2d-a8ae-cddc095bb643/36741>

### **50 Communications Activities, Icebreakers and Exercises:**

<https://downloads.hrdpressonline.com/files/6820080609105844.pdf>

### **Exercises for Building Communication Skills:**

[https://www.gswny.org/content/dam/girlscouts-gswny/documents/Building\\_Communications\\_Skills\\_exercises.pdf](https://www.gswny.org/content/dam/girlscouts-gswny/documents/Building_Communications_Skills_exercises.pdf)



## **Exercise 1: The Blindfold Game**

In this activity, blindfolded participants must rely on their partners to navigate an "obstacle course" within a room. This activity builds both communication and listening skills and trust.

**People and Materials:** Two or more people./ **Place:** Larger rooms, such as a conference room, work best for this activity. Furniture and other items that you can use as obstacles./ **Time:** 15-20 minutes.

**Instructions:** 1. Arrange the room by scattering furniture and other obstacles around it.

2. Divide team members into pairs and ask them to stand at one end of the room.

3. One person from each pair should put on the blindfold.

4. People then guide their blindfolded partners across the room, issuing instructions so that they don't bump into anything. They are not allowed to touch one another.

5. When a pair reaches the other side of the room, they switch roles and repeat the process.

**Follow-Up:** Talk with your team members about their experience of this exercise. Consider these questions: How did they have to communicate differently to guide their partners? When they were blindfolded, how did they change and adapt how they listened.

# The Blindfold Game "L. de' Medici" - ITALY



## **Exercise 2: Card Pieces**

In this activity, team members trade pieces of playing cards to put together complete cards. This exercise is useful for showing team members others' perspectives. It builds communication and negotiation skills and helps people develop empathy.

**People and Materials:** Enough people for at least three teams of two./ **Playing cards**

- use between four and six for each person. / **Time:** 15 minutes.

**Instructions:** 1. Cut each playing card into half diagonally, then in half diagonally again, so you have four triangular pieces for each card.

2. Mix all the pieces together and put equal numbers of cards into as many envelopes as you have teams.

3. Divide people up into teams of three or four. You need at least three teams. If you're short of people, teams of two will work just as well.

4. Give each team an envelope of playing card pieces.

5. Each team has three minutes to sort its pieces, determine which ones it needs to

make complete cards, and develop a bargaining strategy.

6. After three minutes, allow the teams to start bartering for pieces. People can barter on their own or collectively with their team. Give the teams eight minutes to barter.

7. When the time is up, count each team's completed cards.

Whichever team has the most wins the round.

### **Follow-Up**

After the activity, ask your team members to think about the strategies they used.

Consider these questions: Which negotiation strategies worked? Which didn't?

What could they have done better?

What other skills, such as active listening or empathy, did they need to use?

### **Exercise 3: Make a Team With...**

In this activity, team members must act quickly to form small teams based on instructions that you shout out. This activity strengthens communication skills.

**People and Materials:** Any number of team members./ **Time:** 15 minutes.

**Instructions:** 1. Explain to participants that they will have to form a team based on the instructions that you shout out. For example, some instructions could include "Get into a team with people who have the same number of children as you" or "Get into a team with people who like similar types of music to you."

2. Shout out instructions. People can shout out or sit down to signal that their team is "complete." Encourage people to work as quickly as possible. Repeat the exercise as many times as you want.

**Follow-Up:** Talk with your team about how this activity encouraged them to communicate. How could they learn to open up and communicate more effectively in work situations in the future?

## **Exercise 4: Just Listen**

This is an activity that encourages participants to communicate how they feel about a subject. People get into pairs and one member talks about her opinions. Her partner listens without speaking, and then, without rebuttal, recaps on what has been said.

This activity strengthens your team members' listening skills. Listening is an incredibly important part of good communication. This activity also shows team members how to listen with an open mind.

**People and Materials:** An even number of team members. Eight index cards for each team of two. Each card should list one topic. / **Time:** 25-30minutes.

**Instructions:** 1. Have your team members sit down in pairs. 2. Give each team eight index cards. 3. One partner will blindly choose a card and then speak for three minutes on how he feels about the topic. As he talks, the other person cannot speak - her goal is to listen. 4. After three minutes, the listener has one minute to recap on what her partner has said. She cannot debate, agree or disagree.

5. Next, the roles switch, and the process starts again.

**Follow-Up:**

Talk with your team members about how they felt about this exercise.

Consider these questions:

How did speakers feel about their partners' ability to listen with an open mind?

Did their partners' body language communicate how they felt about what was being said?

How did listeners feel about not being able to speak about their own views on the topic? How well were they able to keep an open mind? How well did they listen?

How well did the listening partners summarize the speakers' opinions? Did they get better as the exercise progressed?

How can they use the lessons from this exercise at work?

## **Exercise 5: Build a Bridge**

In this activity, two teams must work together to build a bridge using materials that you supply. They each build half of the bridge and then "connect" the two pieces to make a complete one, made up of two similar designs. The activity is challenging because the room is divided: no team is able to see how the other constructs its bridge. Teams have to communicate verbally through a sheet or tarpaulin that divides the room, as they work. The activity strengthens communication skills because each team has to discuss ideas and brainstorm ways to use their materials to build half a bridge. In addition, this activity improves group problem solving and creative thinking. You can also use it to develop people's leadership skills if you decide to elect a team leader for each group, or if people naturally take the lead.



**People and Materials:** Enough people for at least two teams of three. If you have a larger group, you can create several teams - just make sure that you have an even number and enough space and tarpaulin to give each team a secluded area to work in. **Materials:** This could include toy bricks, pieces of wood, tape, glue, pipes, canvas, paper, or straws. Notepads and pencils for drawing. Tape measures. Tarpaulins or sheets to section off the room, giving each team a private area to build its bridge in./ **Time:** 45 minutes to one hour.

**Instructions:** 1. Before participants arrive, arrange the tarpaulins or sheets throughout the room so that teams won't be able to see one another's work.

2. Divide participants into two (or four or six) teams. Team size doesn't matter; however, teams of four or fewer might be most effective.

3. Give each group a bag of materials. Each bag should contain the same number and type of materials. Each team should also get a notepad and pencils, and a tape measure.

4. Give everyone 10 minutes to draw their ideas. Remind teams to communicate with their "partner group" on the other side of the tarpaulin to make sure that they come up with similar designs. Remember, each half of the bridge must be able to "join" at the end of the building phase.

5. Each team then gets up to 40 minutes to construct its half of the bridge. While the teams build, walk around to ensure that each team communicates.

6. When time is up, remove the tarpaulin to see how close each group came to matching their partner team's bridge.

**Follow-Up:** When you finish the activity, use the questions below to start a discussion:

What was most challenging about this activity?/ Who was responsible for communicating instructions between teams? If a number of people issued instructions through the tarpaulin, would it have been easier to appoint just one person on each team to do this job?/ Were there any miscommunications? If so, what happened? What were the leader's strengths and weaknesses?

## 1.5 School dropout - ways of avoiding it

Students who leave school before graduation have become an increasing concern around the world. Searching for the reasons, researchers have identified different factors: student and family factors (low socio-economic status, poor school performance, low self-esteem, delinquency), school factors (limited opportunities for academic success, lack of positive social relationships and a climate of a shared purpose) and outside factors (educational policies). School-based approaches to avoid school dropout include programs and practices designed to increase student academic success and to strengthen positive social relationships and create a climate of support in school.

### References

<https://education.stateuniversity.com/pages/1921/Dropouts-School.html>

## How to Help Prevent Students from Dropping Out of School

### 1. Connect with parents outside of school.

**Involve parents so they can help motivate their child.** If you're a teacher or faculty member, make appointments with at-risk children for home visits with their parents. Or, host parent-teacher conferences to make an initial connection.

You can also give parents access to their children's online grades. That way, they can keep track of how well their child is doing throughout the year instead of waiting on a report card.

Not every child has supportive parents, so this might not be possible. If that's the case, focus on helping your student while they're in school rather than relying on their parents.

## **2. Make connections with your at-risk students.**

**Build a relationship based on trust and honesty.** Talk to your students about what they're going through and really listen to what they have to say. Be open and honest, but give them hope about the future, too.

If there are any children in your class who are at-risk, consider meeting with them after school once a week to check in.

## **3. Involve students in extracurricular activities.**

**Push them toward sports or clubs to get them involved with school life.** Students who play sports are more likely to go to college and even earn better grades. Some students may not want to do an extracurricular activity (or have the time) and that's okay too. Let them focus on their studies for now, and bring it up again later on. Most extracurricular activities require passing grades to participate, which is another good motivation to stay in school and make good grades.

#### **4. Pair students with advisors.**

**Have academic advisors check in with students throughout the school year.** You can pair individual students or groups of students and have them meet with their advisors on a weekly or monthly basis.

Academic advisors can also help students plan for their academic future, like applying for colleges or trade schools.

#### **5. Connect lessons to the real world.**

**Motivate your students by emphasizing the importance of education.** If you're a teacher, try to make connections between your lessons and the real world whenever you can.

For example, you could find internships in your community and give children school credit for attending them once a week.

If you're a science teacher, take your students on field trips to natural areas around the school as you talk about botany or climate change.

## **6. Challenge children who may be bored.**

**Keep an eye on advanced children who might need more stimulation.** Steer them toward other classes so they're interested in what they're studying.

## **7. Offer mental health support.**

**Point children toward people that can help them if they're struggling.** Steer them toward free or cheap resources, like school counselors, online counseling, and self-care.

**8. Teach children about career and salary realities. Motivate your students by telling them how education leads to a career.** Talk to your students about degrees and how they often correlate with well-paying jobs and professions.

## **9. Provide community resources.**

**Occupy a student's free time so they don't fall in with the wrong crowd.** Tell your students about volunteer programs, community centers, classes at community college, and faith-based institutions.

## **10. Pay special attention to at-risk students.**

**Watch out for warning signs that a child may be close to dropping out.** If students are failing English or Math, are absent for more than 20 school days in 1 year, or earn 2 or fewer credits throughout the year, they're more likely to drop out. Reach out to these children and connect them with a mentor or advisor to talk about next steps. Many students who fail classes early on have a hard time catching up in time for graduation. You could try an accelerated credit program to get these students the courses they need to graduate from high school.

<https://www.wikihow.com/Help-Prevent-Students-from-Dropping-Out-of-School>



## 1.5.1 Practical Activities

### 1. Involving students in arts and creative extracurricular activities.

All institutions organised European Languages Day, Easter, 1st March, Halloween or Christmas activities with exhibitions during the project time.





## 2. Involving students in drama classes.

Students in all institutions gave life to sweets -made characters in puppet shows, shadow-theatre, or acted in cultural related plays.

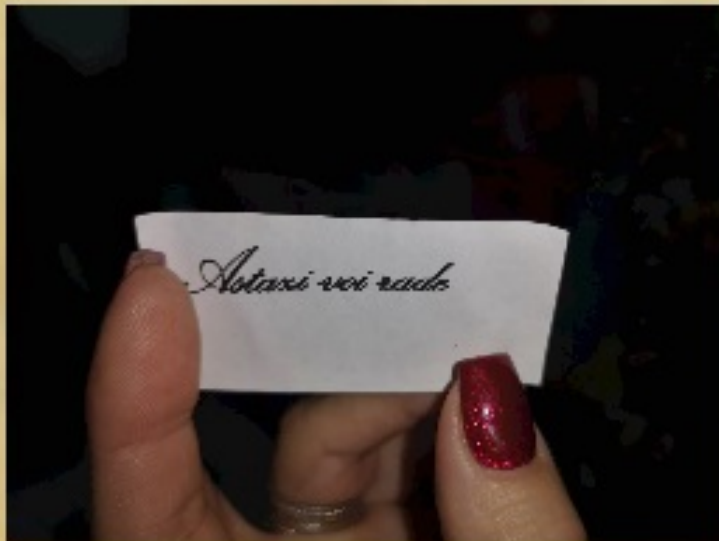






### 3. Involving students in volunteering.

LTA D. Motoc, Galati organised charity-raising activities.



## 4. Involving students in skills activities in all institutions .







## 5. Involving students from all the institutions in internships or mobility kind of exchanges in Italy, Turkey and Romania.







# 1.6. Inclusive Early Childhood Education Environment Self-Reflection

<https://www.european-agency.org/sites/default/files/ECE%20Environment%20Self-Reflection%20Tool.pdf>

## 1. Overall welcoming atmosphere

Questions	Your answers
1.1. Do all children and their families feel welcome?	
1.2. In what ways is the setting a caring, comfortable and appealing place for children and staff?	
1.3. How do the setting's leaders promote a collaborative and inclusive culture?	
1.4. How does the setting reflect and value the diversity of the local community?	
1.5. How are children enabled to feel that they belong to the peer group?	
1.6. Do you think that any child may feel excluded?	

## 2. Inclusive social environment

Questions	Your answers
2.1. Do staff build an interpersonal relationship with every child?	
2.2. How is peer interaction and play facilitated for all children?	
2.3. How are all children enabled to be involved in group activities?	
2.4. How are children encouraged to respect differences in the peer group?	
2.5. How do you encourage children to develop positive behaviour?	
2.6. How are children enabled to resolve conflicts?	

### 3. Child-centred approach

Questions	Your answers
3.1. Do learning activities build on children's interests and choices?	
3.2. Are you responsive to all children's voices and questions?	
3.3. Are all children engaged in decisions that are important for them?	
3.4. Are transitions between activities facilitated for all children?	
3.5. Is personalised support for learning (human and other resources) available to children whenever needed?	
3.6. Do teachers access additional and/or external support whenever needed?	

### 4. Child-friendly physical environment

Questions	Your answers
4.1. Is the setting (indoor and outdoor) accessible for all children?	
4.2. Are all children enabled to participate?	
4.3. To what extent is the setting safe and healthy for the children?	
4.4. Are the furniture and equipment suitable for all children?	
4.5. How do you facilitate possibilities for all children to participate in out-of-setting activities (e.g. excursions, visits, sport events, etc.)?	

## 5. Materials for all children

Questions	Your answers
5.1. Are toys and materials interesting, easily accessible and engaging for all children?	
5.2. Are toys and materials used to challenge children's own initiation, independence, exploration and creativity?	
5.3. Are materials used to promote communication, language, literacy, mathematics and science?	
5.4. Do you use adapted material to facilitate play and learning for all children?	
5.5. Do the toys and materials reflect cultural diversity?	
5.6. Do you encourage children to play and share toys and materials with peers?	

## 6. Opportunities for communication for all

Questions	Your answers
6.1. Does the setting enable all children to communicate and use language?	
6.2. To what extent do learning activities focus on children's language and reasoning?	
6.3. Are all children enabled to share ideas, emotions and concerns in conversations with peers?	
6.4. How do you enable children with different mother tongues to express themselves and be understood by peers and staff?	
6.5. Do you use a variety of ways to facilitate communication for all children (e.g. pictures, graphic signs, sign language, Braille and different technology)?	

## 7. Inclusive teaching and learning environment

Questions	Your answers
7.1. Do all children participate in the regular learning activities?	
7.2. Does the setting have high expectations for all children?	
7.3. How do you acknowledge all children's efforts and achievements?	
7.4. How do you make use of diversity and children's individual strengths and resources in learning activities?	
7.5. How do you observe and monitor children's engagement, learning and support needs?	
7.6. Do staff have opportunities for continuous professional development in inclusive education?	

## 8. Family<sup>3</sup>-friendly environment

Questions	Your answers
8.1. Do parents feel welcome and are they invited to take part in the setting's activities?	
8.2. How is a trustful relationship with families developed?	
8.3. Are parents well-informed about everyday activities?	
8.4. How are parents involved in decision-making about their child's learning, development and support needs?	
8.5. How are parents involved in planning, implementing and monitoring their children's engagement and learning?	

## 2. Personal Development

Schools have an important role to play in helping young people to develop their knowledge of the world, of themselves, to discover strengths and weaknesses and how to develop competences. They can also encourage young people to set and achieve goals and have an attitude of tolerance, valuing diversity and respecting others. Learning experiences are opportunities for developing skills in order to communicate and collaborate with others overcoming prejudices and differences.

### References

[https://www.schooleducationgateway.eu/en/pub/theme\\_pages/personal-development.htm](https://www.schooleducationgateway.eu/en/pub/theme_pages/personal-development.htm)



## 2.1 How to overcome Aggression and Fury?

Violence in schools is an important issue which requires the understanding of the causes that lead to aggressive behavior in order to find out how to prevent and stop it. This process involves what happens in the school space, teacher-student relationship, as well as relationships among students. The emotional lessons learned in childhood and adolescence shape emotional circuits, more and more children being depressed, furious, impulsive or aggressive nowadays. There are many activities that can improve behavior in the classroom, overcoming or preventing aggression by developing social and emotional skills, such as problem-solving games, activities that promote teamwork, helping students to make new friends, and learn how to work together to solve problems.

### References

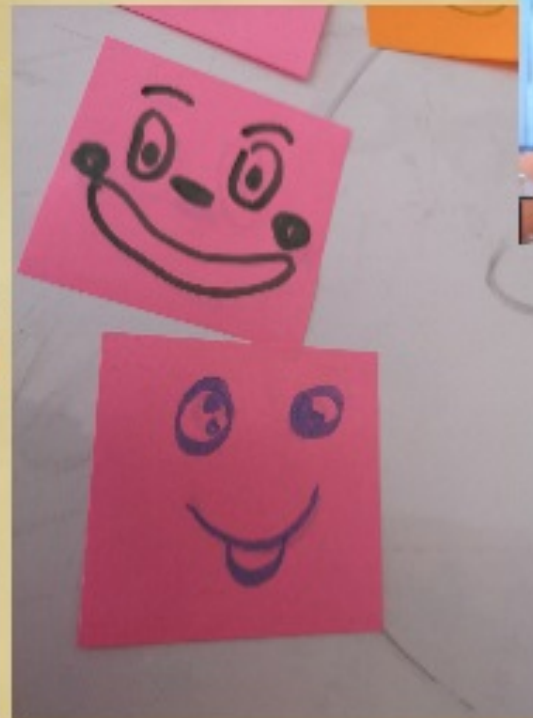
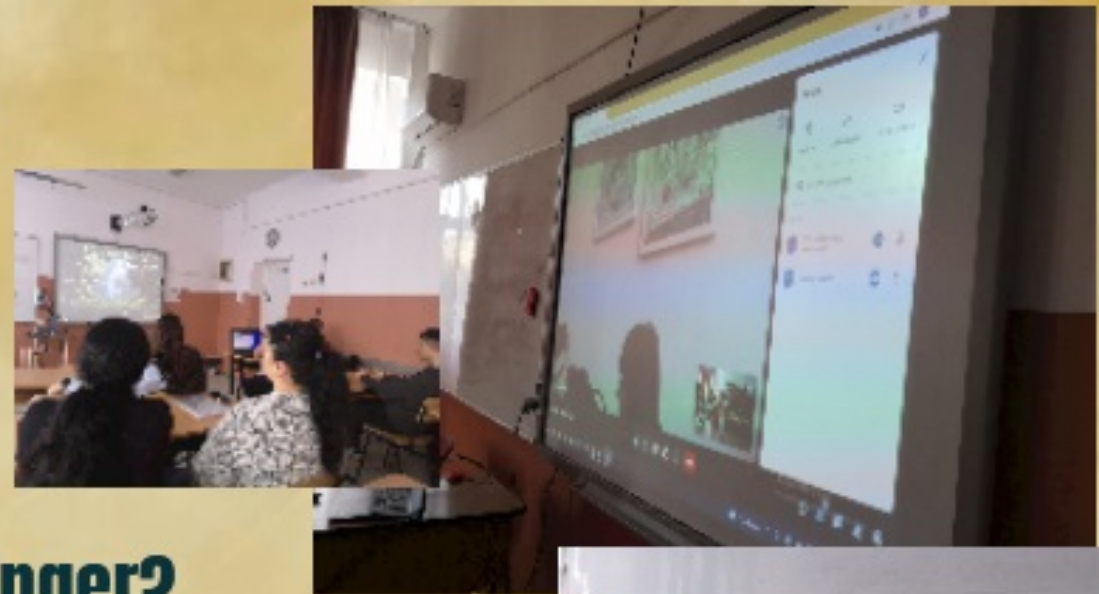
<https://www.sciencedirect.com/science/article/pii/S1877042813006459/pdf?md5=c0c7bb1efbcb637214d45f9d6d63e157&pid=1-s2.0-S1877042813006459-main.pdf>

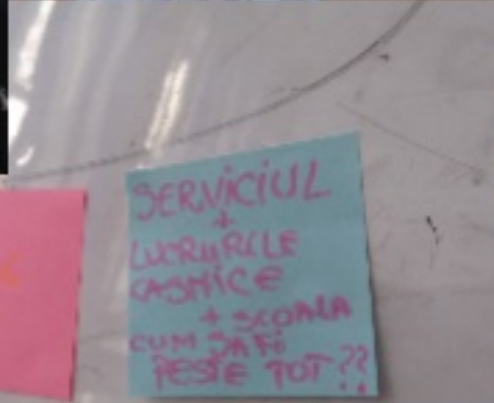
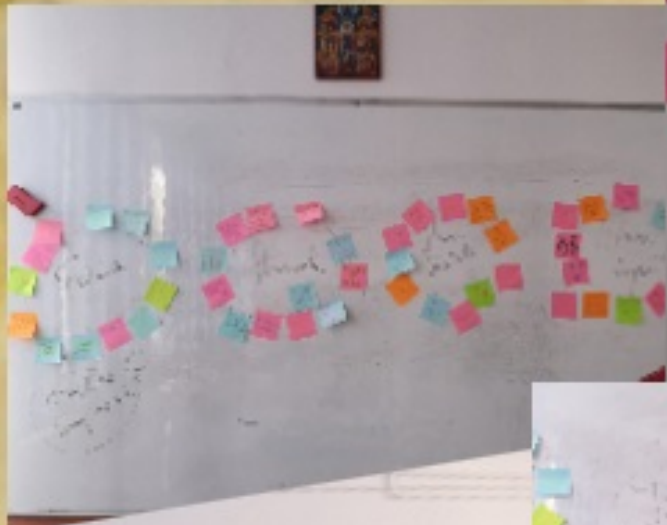
# 2.1.1 Practical activities

LTA D. Motoc, GI, Romania

**Workshops:**

**How Can we Hold Back Fury and Anger?**





## **Anger Management for Teens: Helpful Worksheets & Resources:**

<https://positivepsychology.com/anger-management-for-teens/>

### **Understanding My Anger**

Use the Understanding My Anger worksheet (<https://positive.b-cdn.net/wp-content/uploads/2021/06/Understanding-My-Anger.pdf>), to help the teen identify how often they get angry, what it feels like, and the sort of behavior that arises.

Ask them:

How often do you get angry?/ What does it feel like physically when you are angry?

How do you react or behave when you feel angry?/ Can you think of three situations that typically make you angry where you could use more healthy behaviors?

Recognizing what it feels like to be angry and understanding that you have options regarding how you behave can be the first steps to gaining control over your anger.

## **Alternative Thoughts**

Use the Alternative Thoughts worksheet (<https://positive.b-cdn.net/wp-content/uploads/2021/06/Alternative-Thoughts.pdf>) to help the teen recognize unrealistic thoughts and how they may blow the situation out of proportion. Then consider more rational, authentic thinking and how it could change the interpretation of the situation.

## ***How to Deal With Anger & Anger Management Tips***

This engaging, fun, and insightful videos explore the feelings of anger and the strategies that can help.

<https://www.youtube.com/watch?v=F82ALeWEJPs>

<https://www.youtube.com/watch?v=KH3PHGjpo5Y>

[https://www.youtube.com/watch?v=quw62\\_xVEj8](https://www.youtube.com/watch?v=quw62_xVEj8)

<https://www.youtube.com/watch?v=sbVBsrNnBy8&t=2s>

## 2. 2 How can we avoid stress?

Stress is a normal reaction to all types of challenging situations such as test anticipation, challenging assignments, social pressure, arguments, peer pressure. For some students it can be a motivating factor but for others it can disrupt the school day, having a negative impact on health and academic performance. Building social skills and involving students in volunteering and group work activities will help them understand that they are not alone and have a role to play when they are connected to a diverse group. Besides developing communication skills these activities can help them practice study skills, learning to stay focused on tasks and organized. A good study environment will help to avoid or reduce stress.

### References

<https://www.connectionsacademy.com/support/resources/article/how-to-deal-with-stress-at-school-every-grade/>

## 2.2.1 Practical activities

LTA D. MOTOC, GL, Romania

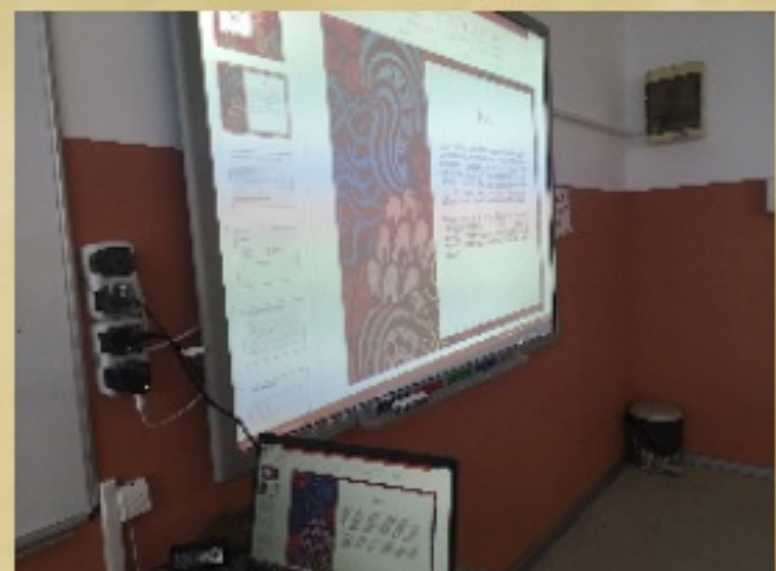
**Webinars:**

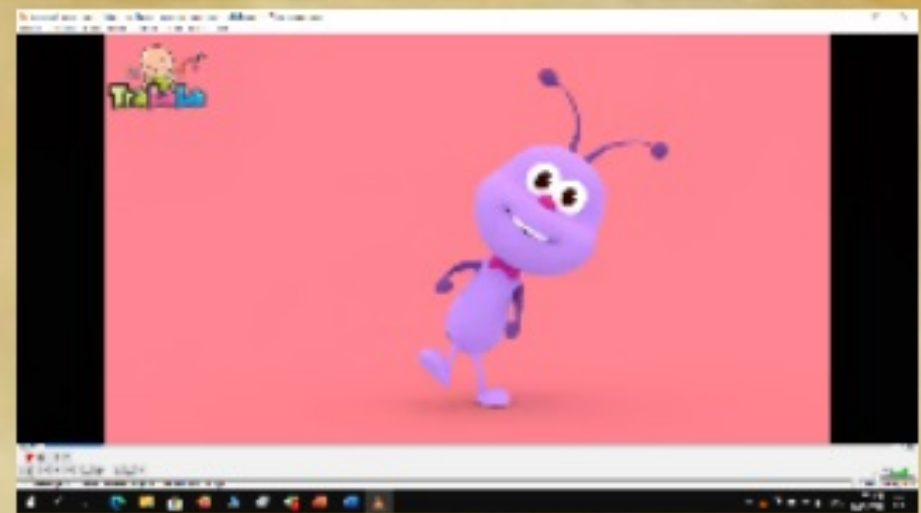
**How Can We face Stress?**

**Ways of relieving stress!**

Ways of de-stressing ourselves

<https://youtu.be/1k39LaL2fOs>







## **1. Laugh a Little**

Look at a funny photo, or video. Or even look at a thing that you find funny. Laughter helps in reducing stress, and we are not kidding!

## **2. Navigate To Your Happy Place**

We are not talking about leaving the premise and physically be somewhere, instead use the power of your imagination. Close your eyes and think about a happy moment from your life, or a place which calms you down, where you feel at ease. Tap into all your senses, feel the ambiance, see the place, go through every detail. This will help you release some stress and refocus on your work.

## **3. Listen To Music**

When you are overwhelmed, find your peace in music. Music and our emotions are linked, think about a time when you listen to an old song that you used to hear.

<https://xploringindia.in/top-20-fun-stress-relief-activities-for-adults-kids-students-employees/>

**4. Scissor hands:** Students stand and scissor their arms across their chest four to five times, then touch their nose with their right hand and touch the opposite ear with their left hand, then switch.

**5. Super stretch:** Students stand up and stretch their arms and body to the ceiling, then to the side, then to the floor, twisting both ways.

**6. Laugh in:** Start with “ho-ho-ho-ho” together. Then “he-hehe-he.” And then “ha-ha-ha.” Pretend to laugh. In no time the whole class will really be laughing.

**7. Dance party:** Turn on some fast music. Dance your hearts out for two minutes. Turn on some slow music and stretch a bit and calm down for 30 seconds.

**8. App it up:** Try Breathe Bubble in the Calm app (free in the iTunes store). Don't have access to apps? Ask students to breathe in for five seconds, hold three seconds, breathe out five seconds, and repeat for one minute. Prompt them to sit up straight on the inhale and hold, then exhale and relax their shoulders.

**9. Create a class relax board:** Have students look through travel magazines or on travel websites to find pictures of places that they dream of going or that make them feel peaceful. Make a class collage that can be posted prominently. Model looking at the collage yourself so students get in the same habit.

**10. Be classical:** Students working on a quiet task? Put on some classical music while they work. Productivity will rise and stress will go down.

**11. Color (even older students will love it!):** Mandalas, patterns, or any printed-out design has been shown to calm students.

**12. Have a daily check-in:** Let students hold up fingers to show how their day is going. One, not so great to five, fabulous. (And keep an eye out for the ones and twos. Check in with students to see if you can give them a little extra support that period or day.)

<https://resilienteducator.com/classroom-resources/classroom-stress-relievers/>

## 2.3 Overcoming emotional barriers

Emotional barriers are due to a lack of awareness or control, usually referred to as emotional intelligence. An emotional barrier is a mental block that can trigger an emotional response that is inappropriate or unproductive, making it challenging to communicate. Some common examples of emotional barriers at school are: anger, anxiety and apathy. In order to overcome these barriers in the classroom students need to learn more about how their emotions work and how to manage them. Taking part in group activities, communicating with others, considering other perspectives, finding logical solutions without interpreting a situation emotionally can help students to take responsibility for their actions and reach their full potential.

### References

<https://www.typetalk.com/blog/overcoming-emotional-barriers-to-communication/>

## 2.3.1 Practical Activities

**1. Start fresh.** Other teachers may warn you about a particular student, but if what they have to say is negative it can taint your perception of that student before you have even met them. If you see a conversation starting to go this way, ask what worked best, or what that teacher would have done differently if they got to do it over. It's up to you to develop your own relationship with that student.

**2. Draw on past experiences with students, but don't necessarily rely on them.**

The start of the school year brings a fresh crop of children and teenagers with different personalities, and problems. Think about techniques that worked last year for dealing with some of your students, but stay open to new approaches.

**3. Put yourself in the right frame of mind.** Most students who have emotional or behavioral problems want to be successful in school, but have trouble controlling themselves, focusing, and staying still. Avoid deeming them "attention seekers," or "slackers." Work on being as patient as possible.

**4. Expect some disorganization and forgetfulness.** Children who are sad, angry, or afraid are probably not too concerned about missing papers or homework assignments. Of 11-17-year olds who took MHA's Youth Screening, 92 percent reported that they sometimes or often had trouble concentrating, and 91 percent reported that they were sometimes or often easily distracted. If your workload allows, it might be helpful to email homework assignments to parents to keep kids on task, or provide written directions instead of verbal ones so students can refer back to them. If you are using technology in the classroom, use the reminder or task tools that are available.

**5. Reduce classroom stress.** Avoid rigid deadlines – try giving homework assignments that are due in two days instead of the following day. Don't lower grades for non-academic reasons like messy handwriting, especially with younger children. Think of ways to gamify your lessons from time to time so they are more engaging for students who struggle to focus.

**6. Find the good and praise it.** Children and teens who are struggling with emotional or behavioral problems find school extra hard and often deal with low self-esteem. They may be extra sensitive. Be genuine and generous in your praise and downplay their shortcomings. Assure them that with hard work and practice, they will eventually find difficult assignments easier.

**7. Avoid embarrassment.** When dealing with a student who is being disruptive, take them aside or out in the hall to explain the problem rather than reprimanding them in front of their classmates.

**8. Get your students engaged and excited**

If you aren't engaged and excited, your students won't be engaged or excited. Show them your excitement and get passionate!

**Source:** <https://www.mhanational.org/tips-teachers-ways-help-students-who-struggle-emotions-or-behavior>

## 2.4 Self-improvement

Self-improvement is a process in which people improve themselves through the acquisition of knowledge or skills, requiring a state of mind focused on personal growth and development. School is a place where students can improve themselves in different areas, from the acquisition of new knowledge that prepares them for their future career to the improvement of their social and spiritual self. Setting long and short-term goals, defining their professional and academic future, creating a learning plan and being persistent in achieving results, participating in various activities organized in the school can help students successfully pursue self-development.

### References

<https://www.allisonacademy.com/students/self-improvement/>



## 2.4. 1 Practical Activities

### Self-Esteem for Kids: 30+ Counseling Tools & Activities:

<https://positivepsychology.com/self-esteem-for-children/>

<https://biglifejournal.com/blogs/blog/self-confidence-building-activities>

#### 1 LETTER TO YOURSELF

Understanding and accepting yourself are key to developing self-esteem, as is the ability to reflect. Writing letters to themselves can help children build these essential abilities.



#### 2 TRANSFORMING NEGATIVE SELF-TALK ACTIVITY

Learning to recognize what triggers negative self-talk and how to reframe these thoughts positively is a powerful way to overcome these thoughts and boost confidence.

I can't do this

I can do this

- Divide a sheet of paper into three columns.
- In the middle, students list negative self-talk they find themselves using.
- In the column on the left, tell students to list situations or thoughts that trigger the negative self-talk in the middle.
- Finally, students write a positive statement in the right column to replace the negative statement on the left.

#### 3 CERTIFICATE OF RECOGNITION

This activity trains the brain to look for the positive and celebrate even small achievements and accomplishments.

- Assign each student a classmate to observe for a week. Keep the identity of the person they're observing a secret.
- At the end of the week, students make a Certificate of Recognition celebrating their assigned classmate for something they've done during the week.



#### 4 GRATITUDE JOURNAL

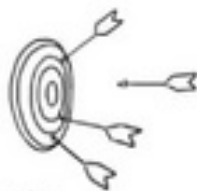
Intentionally noticing the positive in others and in the world around them helps children notice the positive in themselves too.



- Students can write in gratitude journals daily or weekly.
- Simply ask students to list three things they felt grateful for each day or week.
- Have class-wide discussions about gratitude using the gratitude journals at least 2-3 times monthly.

## 5 GOALS JOURNAL

Setting and achieving goals (or even making significant progress toward them) is a major **confidence boost for children** of all ages.



- Have students record one measurable, achievable goal in their journal.
- Students should also write down how they will know when they've achieved their goal, and what steps they'll need to take to get there.
- Finally, write down potential obstacles and a plan for what they will do if the obstacle arises.
- At the end of each week, have students record their progress toward the goal.

## 6 COOPERATIVE BOARD GAMES



Children who **feel valued and are comfortable** in social situations are more confident. Positive experiences with activities like cooperative board games **encourage more cooperation in the future.**

## 7 ACHIEVEMENTS COLLAGE

- Start by asking students to make a list of all their "wins" or achievements so far in life.
- Once the list is complete, have students create a collage of their achievements on a sheet of poster board.
- Provide magazines for children to cut pictures from, or ask them to bring in items or photos from home.



## 8 "I AM" ACTIVITY

Intentionally noticing the positive in others and in the world around them **helps children notice the positive in themselves** too.



- Students draw a picture of themselves in the center of a sheet of paper.
- Around the picture they write roles that define them.
- In a wider circle around the picture and the roles, students write positive traits to describe themselves.

# Letter to Yourself

**Understanding and accepting yourself is key to developing self-esteem, as is the ability to reflect. Writing letters to themselves can help children build these essential skills.**



**Letter to your future self**-- children should write a letter to their future self about what they would like to do and accomplish by the end of the school year.



**Letter to your past self**-- have your students write about the achievements they're proud of, the mistakes they've learned from, and what they can do differently going forward.



**Thank you letter to yourself**-- in this letter, they write a thank you letter to themselves about the qualities they're happy to have, the achievements they're proud of, and so on.

*BigLifeJournal.com*

## Innovative Fun Games and Activities at Technical College Transilvania (Colegiul Tehnic "Transilvania" Braşov)

The pictures below provide some examples of group activities carried out in our school that stimulate creativity and personal development, facilitating social inclusion for our students.

In this food idioms activity students learned to practice idioms commonly used in everyday life, especially in conversations connected with food. Besides this, they had the chance to carry out the activity in groups of four, exchanging opinions, helping one another to find solutions, learning how to listen and accept new ideas in order to succeed. In groups, the students had to match the idioms with their correct meaning and then fill in the gaps with the new idioms- **food for thought, whet my appetite, make your mouth water, in the soup, turn my stomach, is not my cup of tea, as dry as a bone, sour grapes, casting pearls before swine, it's no use crying over spilt milk.**

In this fun game a group of ten vocational school students were each assigned a chair and they chose a fruit. One player was left standing and he had to call out the name of two fruits or '**berries**' or '**fruit basket**'. The players assigned jumped up and tried to find a new seat. In the end a player was left without a seat, so he had to call out somebody else. The students were very involved and amused by this activity because it was funny and competitive. Setting goals was mentally stimulating and the desire for action and interaction with others made them realize that they are all fruits from the same basket.



## 2.5 Increasing motivation for personal growth and professional development

Setting a goal is an important step in the process of self-improvement but achieving goals can be challenging, especially when motivation is affected. This can happen when students feel pressure at school. Students can be motivated due to the influence of the classmates and their teacher. It is important for students to feel included, to work together in groups as embracing positive peer pressure can lead to boosted engagement and performance. The teacher is also important regarding their motivation, supporting the students and taking their needs and interests into account when teaching by making topics meaningful and always giving feedback (which means that their learning is being acknowledged).

### References

<https://www.diva-portal.org/smash/get/diva2:1484515/FULLTEXT01.pdf>

## 2.5.1. Practical activities

There are lots of ways to help motivate students. But finding ways to help them develop their own intrinsic sense of motivation will stretch far beyond your time with them—impacting the rest of their lives. To resurrect the old proverb, it's the difference between giving them a fish and teaching them to fish so they can feed themselves for life. Here are five ways to help your students think about their own self-motivation:

**1. Take the time to think about what motivates you.** This is one of those things that's more easily said than done. By truly taking the time to think about what intrinsically and extrinsically motivates us on an individual level, we can more easily set ourselves up to maximize our motivation. A few good questions to ask yourself to find out if a specific task is a motivator are: Do you look forward to doing it? Does doing it make you feel energized? After doing it, when you talk about it, do you light up? This could apply to being analytical, leading a group, solving a problem, using your creativity, etc.

**2. You positively must stay positive.** Negativity has a far greater negative impact on an outcome than most people think. The easiest way to avoid it is to keep it in check and not allow it to creep in and take over. Focusing on the positive and trying to see the silver lining in a situation can help. To do this, try recalling and reliving past achievements, recognizing and stopping negative self-talk, ditching all-or-nothing thinking and severely limiting (if not altogether avoiding) the most negative people and sources of information in your life. Pretending your giving advice to a friend in your situation—then actually taking your own good advice—is another great way to practice positivity and self-love. Calling to mind three things you're thankful for on a regular basis is another simple way to increase positive thinking patterns, along with proper self-care, including eating well, exercising regularly and getting enough sleep. Remember: negativity is the single biggest cause of procrastination.

**3. Compare yourself to yourself.** For some, it's best to compete with themselves. By setting a goal and charting individual progress toward that goal, it becomes easier to see how far a person has come compared to where they started. It's a great way to draw attention to progress, focus on momentum gained and keep it going. That's because sometimes when we compare ourselves to others, it can be easy to feel overwhelmed. This can have the reverse effect of making us feel more easily defeated—especially when we compare ourselves to someone we see as having already “made it.” Think about weight loss as an example. If you're 50-pounds overweight, losing 10 pounds is a great start—you're already 20% closer to your goal. But if you're comparing yourself to a swimsuit model, you'll likely still feel like the task is insurmountable and that you're a failure. Setting smaller, bite-sized mini-goals (as opposed to focusing on the end goal) makes it easier to achieve.

**More at:** <https://www.startheregoplaces.com/teacher/professional-development/you-can-do-it-tips-developing-self-motivated-stude/>



# 3. Future Classroom



Future  
Classroom  
Lab



Created by European Schoolnet, the **Future Classroom Lab (FCL)** is an inspirational learning environment in Brussels, challenging visitors to rethink the role of pedagogy, technology and design in their classrooms. Through six learning zones, visitors can explore the essential elements in delivering 21st century learning: students' and teachers' skills and roles, learning styles, learning environment design, current and emerging technology, and societal trends affecting education.

Since the opening of the Future Classroom Lab in January 2012, European Schoolnet and its 30 supporting Ministries of Education have worked closely with a growing number of ICT providers to ensure an independently-funded and sustainable platform. Policy-makers, industry partners, teachers and other education stakeholders regularly come together in face-to-face training workshops and strategic seminars to develop visions for the school of the future and strategies on how to realise these.





## Learning zones

The Future Classroom Lab is formed by **six different learning spaces**. Each space highlights specific areas of learning and teaching and helps to rethink different points: physical space, resources, changing roles of student and teacher, and how to support different learning styles.

All together the spaces form a unique way to visualise a new, holistic view on teaching. The zones reflect what good teaching should be about: being connected, being involved, and being challenged. Education should result in a unique learning experience, engaging as many types of students as possible.



## Investigate

In the future classroom, students are encouraged to discover for themselves; they are given the opportunity to be active participants rather than passive listeners. In the Investigate zone, teachers can promote inquiry- and project-based learning to enhance students' critical thinking skills. The flexible furniture supports this concept, and the physical zone can be reconfigured quickly to enable work in groups, pairs, or individually. New technology gives an added value to the research by providing rich, versatile and real-life data, and also by providing tools to examine and to analyse.

### Key points for Investigate

- **Developing critical thinking skills:** students learn how to find quality resources and how to manage information.
- **Developing problem-solving skills:** students have a goal or a challenge to resolve. The challenge/question is set by the students themselves. This builds on their strengths, potentials and preferences.
- **Learners become active researchers:** research across varied media (text-based, video, audio, images, results of experiments, numbers, etc.) is the basis of the classroom activity. Investigation can take place by reading, observing, conducting science experiments, organising surveys, using robots, etc.
- **Encouraging cross-curricular projects:** learning across disciplines helps learners to analyse and understand things from multiple perspectives.
- **Learning by exploring:** students can construct models, test ideas and evaluate the results themselves. The technology provides different ways for the learners to get involved through hands-on learning activities.
- **Connecting with the outside world:** rather than working within the artificial boundaries of a school subject, the teachers and students select real-life challenges and data to investigate.

### Useful equipment

- Data loggers
- Robots
- Microscopes
- Online laboratories
- 3D models



## Create

The future classroom allows the students to plan, design, and produce their own work - for example, a multimedia production or a presentation. In the Create zone, simple repetition of information is not enough: students work with real knowledge-building activities. Interpretation, analysis, teamwork, and evaluation are important parts of the creative process.

### Key points for Create

- **Learning by creating:** the learners are actively involved in producing and creating their own content. This allows learners to exercise their imaginations, and to innovate.
- **Using engaging technology:** ICT provides a number of ways to design, create and disseminate learner-generated content.
- **Developing learners' soft skills:** the students develop their soft skills through project-based work, including presentation, planning, and teamwork.
- Giving students **independence and ownership** over their learning: enhancing students' engagement with the task, and helping to foster their sense of personal responsibility.
- **Creating for real-life:** students' social entrepreneurship can be triggered by initiating and implementing projects aimed to increase the wellbeing of the school or local community.
- **Showcasing student work:** students can develop over time their learning portfolios, which can help them to link between different disciplines, and provide a real-life context to their classwork.

### Useful equipment

- Chroma key
- High-definition video camera
- Digital camera (pocket)
- Flip camera
- Video editing software
- Audio recording equipment (e.g. microphones)
- Podcast software
- Animation software
- Streaming software



## Present

The students of the classroom of the future will need a different set of tools and skills to present, deliver, and obtain feedback on their work. The presentation and delivery of the pupils' work has to be factored into the planning of lessons, allowing students to add a communicative dimension to their work. Sharing of the results can be supported by a dedicated area for interactive presentations that, through its design and layout, encourages interaction and feedback. Online publication and sharing are also encouraged, allowing the students to become accustomed to using online resources, and familiarising themselves with the principles of eSafety.

### Key points for Present

- **Learning to share and communicate:** just as important as carrying out interesting work is the sharing of the results. ICT provides multiple ways to create interactive and engaging presentations, both face-to-face and online.
- **Interacting with a wider audience:** presentations are interactive actions, where peers and the teacher give feedback. The physical layout can support this process.
- **Developing feedback skills:** the listeners are given an active role as peer-reviewers, and they learn to provide constructive feedback. The presentations are not prepared for or aimed at the teacher only but for the whole class or even a wider community.
- Getting familiar with various **methods of sharing:** the students learn to use different sharing tools that are part of everyday communication in the 21<sup>st</sup> century.
- **Communicating inclusively:** students take into account the message, the audience, and resources available when selecting tools. They get to think about how to reach different audiences, and about the digital divide.
- Making the presentation a **whole school activity:** a presentation can be provided as part of the school's public space, e.g. in the school library (face-to-face) or the school website (online) which enables sharing among the whole school community.
- **Embedding eSafety in schoolwork:** before downloading and uploading, the students need to think about the responsible use of online resources. Being content-creators themselves, the students learn to evaluate online sources critically, and to apply necessary permissions and copyrights to the content they share themselves.

### Useful equipment

- Presentation area with reconfigurable furniture
- A dedicated HD projector/screen to provide more quality to the presentations
- Online publication tools (blog, VLE, online sharing sites)

## Interact

In the future classroom, the teacher can use technology to enhance interactivity and student participation in traditional learning spaces. One challenge of the traditional classroom setting is getting all students actively involved; technology enables each and every pupil to contribute. Solutions vary from individual devices like tablets and smartphones, to interactive whiteboards and interactive learning content. In the Interact zone, learning involves both teachers' and students' active engagement.

### Key points for Interact

- **Rearranging physical space:** to break the traditional classroom paradigm of rows, the students are seated in different can try out different settings, e.g. a horseshoe shape, or in small groups.
- **From spectators to active learners:** ICT provides opportunities for students to be active in different ways that support their own learning styles. This also can help the teacher to move away from the teacher-led lessons.
- **Interacting with the learning content:** the interactive whiteboards can be used together with media rich content and learner response devices.
- **1:1 computing for a motivated classroom:** 1:1 computing with netbooks, tablets, or smartphones, allows for more personalised learning, and enhances student motivation.
- **From supervision to communication:** many software now permit new collaboration and communication functionalities, in addition to classroom management function, when students are using their own devices.

### Useful equipment

- Interactive whiteboard
- Learner response system and devices
- Mobile learning devices: laptop, netbook, tablet, smartphones
- OER content for IWB
- Classroom management system



## Exchange

Future classroom learning places much importance on the ability to collaborate with others. The teamwork takes place while investigating, creating and presenting. The quality of collaboration is composed of ownership, shared responsibility and decision-making process within groups. ICT can help to create a richer way of communication and collaboration. Collaboration in the 21<sup>st</sup> century classroom is not limited to face-to-face and synchronous communication, but can take place online and also asynchronously.

### Key points for Exchange

- **Peer-to-peer collaboration:** learning to communicate and work with others is probably one of the most valuable skills a child can learn. Extending this across the school (e.g. older students coaching younger students) can reinforce pupils' sense of social responsibility.
- **Teamwork for better inclusion:** working in groups can teach children to take into account differences between learners (e.g. gifted – less gifted).
- **Learning by playing:** playing is common to all children. Digital games and simulations can be used to introduce more engaging learning.
- **Collaborating online:** the exchange can be extended to after-school tasks with the aid of an online learning environment and supervised use of social networks.
- **Letting ideas fly:** brainstorming is a great group activity, allowing pupils to exercise their natural creativity and imagination.

### Useful equipment

- Interactive whiteboards
- Collaborative table with projector
- Mind-mapping software
- Brainstorming board/wall



## Develop

The Develop zone is a space for informal learning and self-reflection. Students can carry out school work independently at their own pace, but they can also learn informally while concentrating on their own interests outside of the formal classroom settings both at school and at home. By providing ways to foster self-directed learning, the school supports learners' self-reflection and meta-cognition skills. The school encourages its students towards true lifelong learning by acknowledging and validating informal learning.

### Key points for Develop

- **Allowing for an informal environment:** the informal learning space at the school can be a more home-like environment, allowing for a more relaxed and non-monitored space.
- **Supporting motivation and self-expression:** teachers can support personalised learning, for example, with tailored learning activities, or by allowing more freedom to learners in selecting their topics of investigation. Students can also develop their personal learning portfolios.
- **Using personal learning devices:** personal learning devices, like netbooks and tablets, provide access to online resources and virtual learning environments both at home and at school
- **Adopting ways to recognise informal learning:** learning diaries and portfolios can be used to keep track of informal learning.
- **Flipped classroom:** students engage in well-structured independent learning at home, allowing the teacher to devote the time in the classroom to project work and collaboration.
- **Learning through play:** providing educational games for pupils to use during breaks and after school.

### Useful equipment

- Informal furniture
- Study corners
- Portable devices
- Audio devices and headphones
- Books and e-books
- Games (analogue and digital)





## Resources & inspiration

**Bring Your Own Device (BYOD)** – A guide for school leaders including country case studies, <http://fcl.eun.org/byod>

**Interactive Classroom videos**, <http://fcl.eun.org/icwg-pedagogical-videos>

- Smartphone support learning in and out of school, Switzerland
- Video-based Assessment of Student Teachers, Norway
- ICT in the music classroom, Ireland
- Network of Experts - virtual visits to the workplace, Finland
- Tablets in schools, Portugal
- Learning vectors with robots, Estonia
- Cloud learning in a flexible classroom, Italy
- Using ICT to improve communication skills, Ireland
- IWB for global collaboration, Italy
- Knowledge building with ICT, Switzerland
- Easier fractions, Norway

**Personalising learning**, <http://fcl.eun.org/icwg-personalising-learning1>

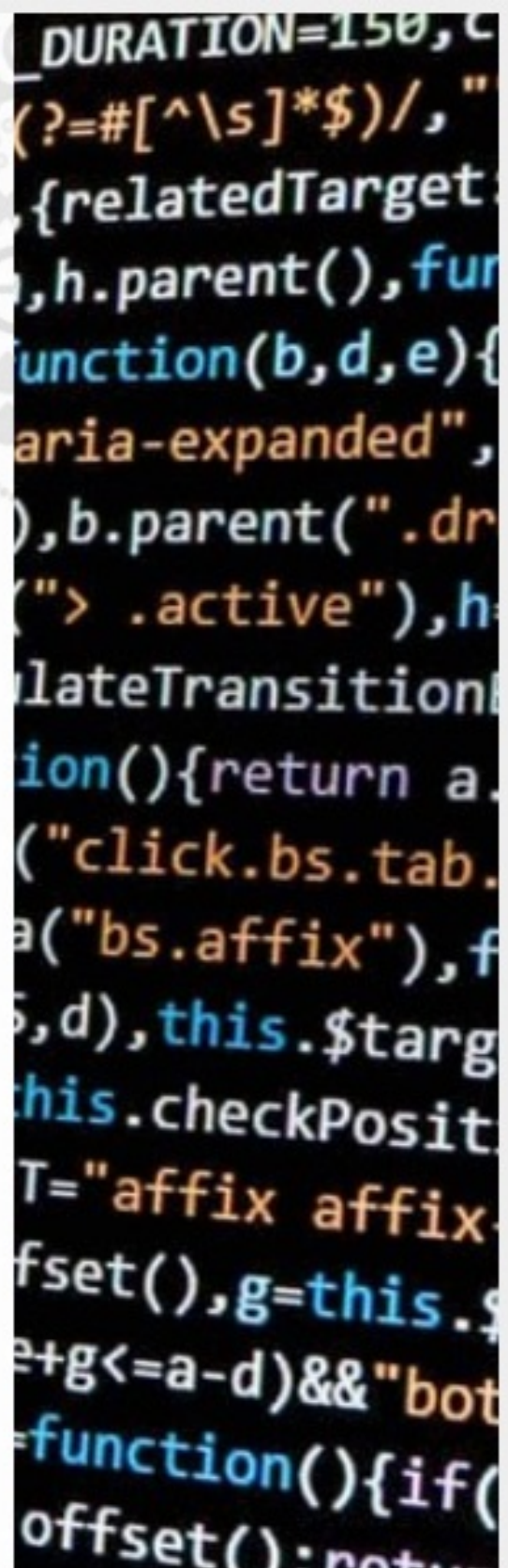
**FCL training courses**, <http://fcl.eun.org/courses> (get [Erasmus+ funding](#) to attend the courses)

### Interviews with experts:

- Dr. Lennie Scott-Webber, Director of Education Environments at Steelcase Inc., talks about design resolutions that empower learning and can create better learning environments. <https://youtu.be/8JQMimhKlw>
- Anne Looney, the CEO of Ireland's National Council for Curriculum and Assessment, speaks to us about innovation in school, student engagement and national digital learning strategy. <https://youtu.be/shaS-QgthVo>
- Classroom of 2025. European Schoolnet spoke to some of the leading thinkers in European education to get their ideas on how develops in society and technology would impact on how we teach and learn. <https://youtu.be/VhYDMFmXYM>
- Find all the interviews here: <http://fcl.eun.org/interviews>


### Webinars:

- Setting up an innovative learning lab "Lab21.0" in Belgium, [https://youtu.be/2Ww7\\_G-4-is](https://youtu.be/2Ww7_G-4-is)
- Connected learning lab: How to work with stakeholders and travel with a learning lab, [https://youtu.be/mV\\_oZyNolNs](https://youtu.be/mV_oZyNolNs)
- Design of Learning Spaces: webinar 15 Feb 2016, <https://youtu.be/LX8kijimmm4>
- SAFuturo - The inquiry based learning nest, <https://youtu.be/OrUj4i2cql>
- Croatian Future Classroom by Arjana Blazic, <https://youtu.be/sm8s8kijgHM>




# THE CORNERSTONES OF LEARNING IN SCHOOLS21


- 1 Methodological enrichment**  
We all learn in different ways




This learning offers more opportunities to all the students
- 2 Culture of thinking**



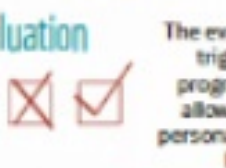
Education based on questions generates curiosity
- 3 Cooperative learning**  
We learn more and better among our classmates




The students improve their results by playing the role
- 4 Project-based learning**  
The learning becomes real and is related to the world




Simplify the timetable to maximize learning
- 5 Authentic evaluation**




The evaluation is the trigger for the programming and allows maximum personalization of the learning
- 6 Design thinking**  
Creativity is stimulated differently in each student


- 7 Conquest of space**



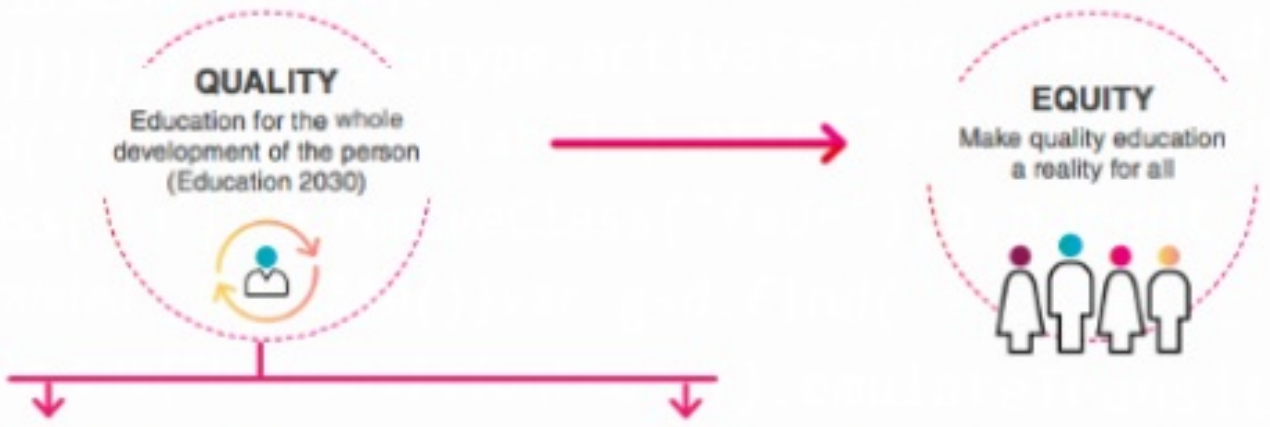
Creation of new potential learning spaces
- 8 Learning communities**



Creation of community in the dialogue with families and students in the school management and organisation

## Escola Nova 21's goal

Contribute to the creation of an advanced educational system that makes possible a quality education for all.



### LEARNING: WHAT

#### The 4 pillars of learning

The purpose of education must be the whole development of the person, which involves the development of competences for life, including the 4 pillars of learning (UNESCO):

- LEARNING TO BE
- LEARNING TO KNOW
- LEARNING TO DO
- LEARNING TO LIVE TOGETHER

### LEARNING: HOW

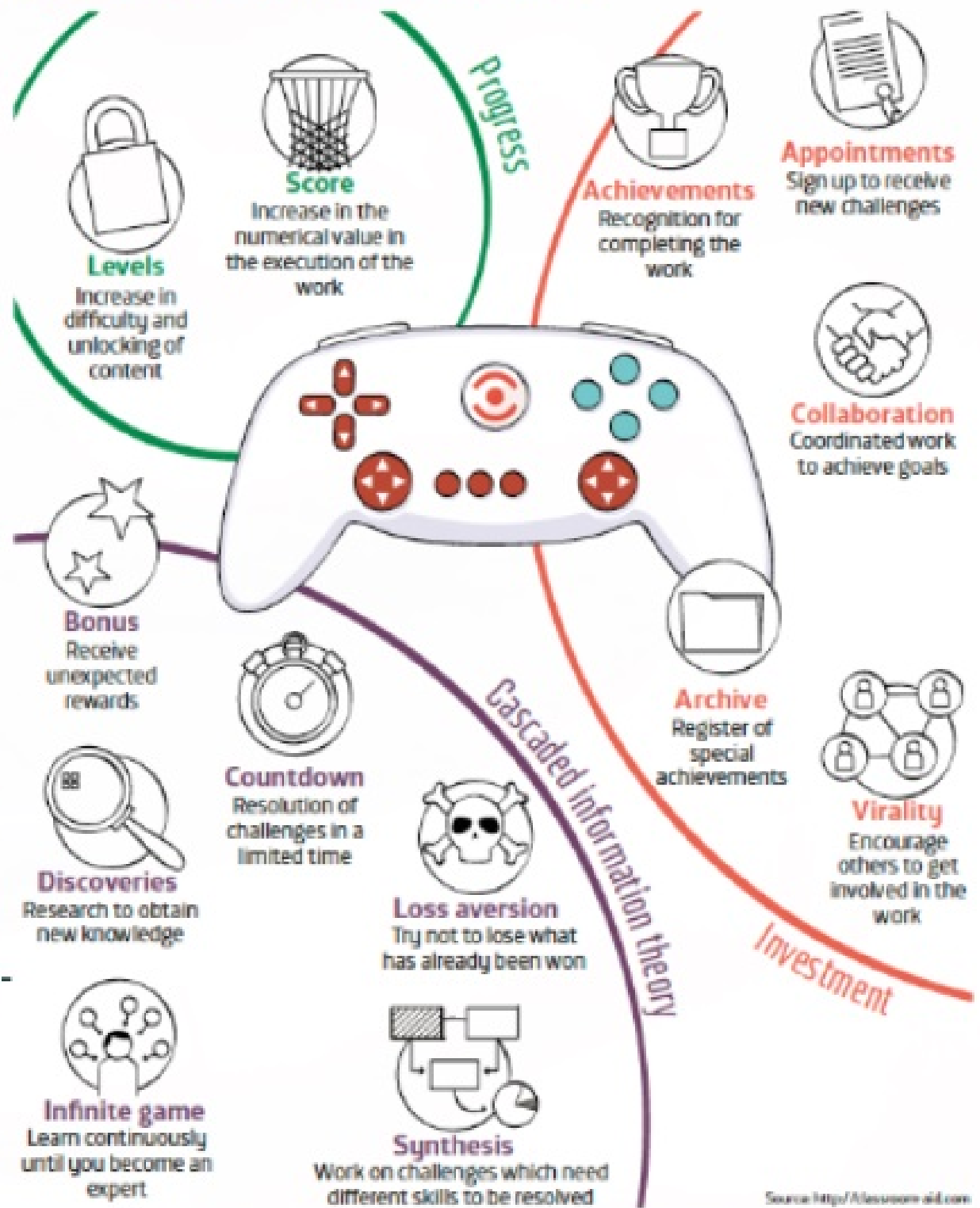
#### The 7 principles of learning

The knowledge about how people learn must guide the learning practices:

- 1 Learners at the centre
- 2 The social nature of learning
- 3 Emotions are integral to learning
- 4 Recognising individual differences
- 5 Stretching all students
- 6 Assessment for learning
- 7 Building horizontal connections



## WHAT CAN BE LEARNED FROM VIDEO GAMES?



Source: <http://files.room-aid.com>

[https://www.escolanova21.cat/wp/wp-content/uploads/2018/07/EN21\\_2\\_anys\\_ENG.pdf](https://www.escolanova21.cat/wp/wp-content/uploads/2018/07/EN21_2_anys_ENG.pdf)



# FLIPPING THE CLASSROOM

A flip lesson inverts the traditional classroom by delivering instruction online outside of class and moving homework and application activities into the classroom.

## WHY DO A FLIP?

Your students learn at different rates. While you're up there lecturing students are not 100% paying attention so they are missing important info.

- Students don't do their homework
- You spend many hours re-explaining to students who didn't "get it" in class.

## RESEARCH

No meta-analysis yet, but early research indicates benefits.

- At-risk students achieve more with increased one- to-one time;
- Advanced students can proceed through videos at own pace
- Attendance and satisfaction increase.

## **EXAMPLES OF FLIP LESSONS - ENGLISH**

**"Usually, we would discuss a text in class, followed by a writing assignment to be completed at home.**

**One way I flip this is to do an online discussion of the reading (via Moodle) and then spend the class time working on their essay (with me going around answering questions as they come up). I have found they spend more concentrated time writing their essays if I require them to do it in class (no distractions that the fridge, tv, and facebook all offer when "writing" at home)." -**

**Kim Manner**

**More on**

**<file:///C:/Users/boboc/Downloads/Flipping-the-Classroom-presentation.pdf>**

ISBN 978-973-0-37400-1  
(online edition)

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