

The Catalogue of Projects and Inspirations

IT WAS CREATED AS PART OF THE PROJECT



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TRAVELLING PROJECT

- a Journey to Future Competences



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Small or large projects in kindergarten and early school education

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"The educator must always keep in mind that his duty is not so much to teach the young man everything that can be learned, but to wake his love and respect for science and show him the true ways from which he can gain knowledge and through which he can perfect."

John Locke

Projects in the kindergarten focus on deliberate research effort, looking for and finding answers to the proposed theme, using interactive learning methods that create complex learning situations, they motivate children to participate effectively with their knowledge, skills, and even succeeding in obtaining a final product. Thematic projects involve the investigation of some topics proposed by children, suggested by certain events, and the order of their development being at the discretion of the teacher and the children. The subject of the project is inspired by the immediate environment, assuming the direct interaction between the child and the environment. The content is according to the theme, respects the children's knowledge needs at a given time, taking into account their age specifics.

The integrated activities carried out during the thematic projects bring the consistency of the teaching-learning-evaluation process. These activities provide an active learning that extends to the limit the child sets, reflects children's interests and experience and have a real purpose. The project provides children with contexts in which they can apply a wide variety of social and intellectual knowledge and skills besides the basic ones suggested by the curriculum.

If theoretically, the project is seen as a global method with a strong interdisciplinary character and as a method that stimulates and develops the personality in the process of forming the child, in practical terms the project is defined

as a deliberate research effort of children, focused on finding details and understanding the subject and not on finding the right answers to questions asked by the adult. So a project is an extension, an investigation of a subject from the ideal area or the practice towards which the child directs all his attention and energy. The project involves children in conducting investigation into the immediate environment, phenomena and events they want to learn more about.

For the child, the environment offers many opportunities for exploration and experimentation, satisfying his curiosity and the need for action. The teacher is the one who creates a learning environment, not forgetting that she is part of it. So any thing, being or event in the classroom or at home may be the subject of a possible project. What is important is the child interest for that theme. The subject can be chosen by children, by the teacher or the children-teacher team. Usually, the topics that start from the interests of the children are those that provide the motivation, which give more satisfaction and make better use of the accumulated knowledge. Increased attention is needed to be paid by the teacher to spontaneous games and discussions among children in order to find out the preference for a topic. The teacher should not forget that the project is based on the child's previous experience, and its subject should not be an abstract one, which would require much information and time, the topic must be in relation to the psychological particularities of the pre-school age.

A project has a temporal structure that helps the educator to progressively organize his or her activity with children, depending on their development, the interest shown and the degree of knowledge of the subject under discussion. Thus, the duration of a project may vary from one day to several weeks, depending on the complexity of the topic addressed and the interest of the children in the subject.

An appropriate topic for a project should be:

- closely linked to the daily experience of children and accessible to them
- familiar to at least a few children, so they can be able to ask relevant questions
- an opportunity to practice skills from all areas of development (language and communication, cognitive, socio-emotional, physical development, attitudes and learning abilities) and to allow an integrated approach and reaching areas such as science, art, movement, education for society;

- ample enough to be studied at least one day, five weeks the most
 - suited to be analysed by the whole group of children
- The teacher in co-operation with the child is coordinating the activity during the project, having the role of guide and mentor of the whole activity. Besides this role, the teacher is also the manager, so that any activity to be carried out with children should be thoughtful, motivated and projected with great care and attention. Thus, after choosing the subject, the teacher will compile a map or a project card of the main aspects of the content to be addressed within the project.

The educational project is a good way to organize and develop learning and education beyond disciplines. Through the proposed activities, which do not fall within a certain discipline but represent a favorable fusion of several areas and categories of activities, children are guided for their own training in a flexible, dynamic and enjoyable way, accessible to the age. In order for the integrated approach to be possible, the teacher must clearly define the objectives and contents of daily activities so that, based on them, they can think of a scenario of the day. The scenario will begin with motivation to channel the work of children to elucidate the issues presented. Also, the teacher will consider the assignment of the tasks of the daily activities to each activity center in such a way that it is possible to achieve the proposed objectives from each area of knowledge. The educational space must be an incentive, thus dividing the group room into stimulus areas, interest centers, areas or corners favor small group work, roles and experimentation. During these activities, the teacher's main concern is to create numerous action possibilities so children can:

- show interest and curiosity for the subject of the project,
- understand the given information,
- work independently, being able to experience, as much as possible, what is of particular interest to them
- analyze the data and formulate predictions
- express opinions and states of mind and motivate them.

After carrying out the planned activities, at the end of the project there is the assessment of the children's activity. The teacher will evaluate:

- the way children have used and exploited the interdisciplinary connections and perspectives, the theoretical and practical skills and abilities;

- what are the skills acquired by children and their ability to transfer in other areas, contexts or situations;
- the degree of originality in search of solutions;
- children's ability to discover and exploit the valences of the project in order to initiate and develop a new one.

To summarize, the projects start from themes of interest or from questions relevant to children and require an integrated approach in which everyone can contribute and experience success because they:

- ✓ Provide valuable opportunities for interdisciplinary approaches to topics or issues;
- ✓ Facilitate group work and cooperative learning;
- ✓ Develop capacities to investigate and systemize information;
- ✓ Increase the motivation for learning by calling on everyday life situations and by involving children;
- ✓ Facilitate the use of attractive and innovative methods;
- ✓ Stimulate children's autonomy in learning and their creativity;
- ✓ Provide every child the opportunity to get involved and contribute to the activities.

The projects, small or large, stimulate and satisfy the curiosity of children, involving them in their own development process where the teacher is only a careful guide, a resource person who supports the respect of the individual learning pathway, the child's own rhythm.

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Small projects – Travelling Box method – in preschool and early school education

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We are living in times when changes are taking place so quickly that it is hard to follow them. What seems innovative today, may become routine for half the globe tomorrow. That is why there is a demand for change in contemporary education, the change which will allow to teach children to go through life with relevant confidence, so that they can find their own path in the unpredictable world.

While developing the box method for children, we wanted to let the children face the problem, the surprise we have prepared for them, to give a child an opportunity to work with a creative method which is adapted to the needs of the youngest children and to the educational process carried out at the first stage of education. Our goal was to show how to work with children through the implementation of small projects (short-term projects lasting a day or two) when, while playing, they can discover a problem, think it over, and solve it or find an alternative solution on their own. At this stage, we develop the so-called smooth creativity, which, according to professor Edward Nęcka, means '... elementary cognitive, emotional and motivational processes which determine a human's capability in the field of generating new ideas. It is nothing more than just a deposit, opportunity, potential. It is an indispensable component and a prerequisite for the development of other types of creativity related to higher levels of analysis, in itself, however, it neither predestines nor guarantees anything. Cognitive components of smooth creativity are

the processes responsible for generating new ideas, above all, the process of divergent thinking supported by creative ways of functioning of attention, perception, imagination and conceptual knowledge ...'.

We have observed that an important element of modern education is the necessity to teach children how to solve problems and learn how to deal with them. However, learned rules quickly cease to function when problems change, so it is crucial to focus on the process of solving the problem itself, transforming it or showing different options of dealing with it. Searching for solutions to problems and creative activities with children were the main goals in the implementation of the project.

Travelling BOX – Travelling projects – how the idea was born

The idea of travelling projects was born among the team of kindergarten teachers of Przedszkole Miejskie no 206 in Lodz, Poland, who, within the eTwinning project called 'Travelling Box', suggested the idea of boxes, which was the beginning of box method tried out in our institution. At first, the boxes, created by the kindergarten's teachers, travelled from one group to another, after some time, they were sent to other kindergarten groups abroad. The project quickly became popular at both national and international level. That is why it was decided to develop the idea and elaborate on the method within the Erasmus + project TRAVELLING PROJECT - A JOURNEY TO FUTURE COMPETENCES. The coordinator country of the project was Poland and the partner countries were: Bulgaria, Greece, Lithuania, Latvia, Portugal, Romania, Turkey and Italy.

As a part of the project the team of teachers elaborated boxes/projects in 5 activities:

- ✓ artistic, including music, theatre, arts and crafts;
- ✓ mathematical with the use of ICT and board games;
- ✓ social, concerning tolerance and integration;
- ✓ science and ecology;
- ✓ PE and health education;
- ✓ patriotic in the field of regionalism.

In the travelling projects children received a closed box which they opened together with the teacher. The box content depended on the creativity of the teacher who prepared the lesson plan, on how she wanted to design the work with children and on what she wanted to show them. The content of boxes were hand-made materials in the form of theatre, games, boards, dolls, and materials for further activities. Each project-box contained a lesson plan which was the direction for activities with children and a project card – a kind of a map of expectations and results.

In the method elaborated by the partner team, lesson plans included bilingual education at the chosen stage:

- introduction of the project,
- progress
- summary



The project card gave the room for expectations, model activities and the field for transformations and creating new discovery paths or transforming the theme or activity the introductory lesson plan was dedicated to.

During the project implementation the aim for teachers was to get the ability to transform the contents of the project boxes according to the selected activity of working with children. The developed lesson plans and project cards have been uploaded to the project website on the eTwinning platform and constitute a basis of inspiration for all interested teachers.

Assumptions of the small projects method:

1. The atmosphere – children's activities are carried out in the atmosphere of unrestricted, friendly play that allows the child to open himself/herself, freely express himself/herself and, at the same time, experience full acceptance from the peers as well as from the teacher, which gives the sense of security.
2. One day - implementation of the project as a series of various situations taking place on a single day, with the possibility of extending it to a few more days if the children are active and interested in working on the project and its transformation;
3. Competences - implementation of tasks and activities in the basic areas of a child's activity, development of key competences, in accordance with the applicable core curriculum for a given educational stage. This method gives the teacher the opportunity to carry out the tasks of the adopted program equally with other issues he or she has chosen, but also the opportunity to follow the interests of the group of children that he/she is taking care of.
4. Fun - the basic form of action is the activity and creativity of children seen engaged in controlled, inspired and spontaneous games using varied and unusual teaching materials.
5. Time - no time limits of an educational activity - the method mainly bases on play and exploration, and fun in pretending 'something or someone' can last all day for children who are interested in it;
6. Voluntariness - taking part in the offered activities and activation through creative action of the teacher is voluntary for children
7. Discovering - encouraging the child to become engaged

in situations aiming at learning in different ways and from varied perspectives, to explore the whole potential of the situation, to arouse the child's curiosity, shape his/her interests and passions;

8. Problems - placing a child in open problematic situations by suggesting various proposals or ready-made tasks aimed at a goal, but the way to achieve it is to be found or created by the child on his/her own. Here is the room for all the problems and questions posed to the child.

THE AIMS OF SMALL PROJECTS METHOD:

1. Developing a sense of security, acceptance and freedom in action.
2. Shaping the skill of independence in action and assessing the results of the task and overcoming difficulties.
3. Building the skill of making the choice of the goal, means and methods of its implementation.
4. Shaping the creative imagination, ingenuity and initiative and expressing them in the available forms of expression.
5. Activating children's thinking through 'open' situations and tasks relevant to children's needs, interests and experiences.
6. Building or improving already existing skills, abilities and habits from all areas of education by stimulating, inspiring or managing the creative activity of children.
7. Stimulating basic mental operations and processes, especially divergent thinking, which is an indispensable condition for the creative achievements of the pupils.

5

THE METHOD

The method of small project - the boxes method – it is an interdisciplinary method, which assumes a significant autonomy and responsibility in learning children. Children while working on their projects should have free access to the objects and materials that are the source of their discoveries. During the activities children can work in groups or individually. This method helps to create an integrated team in which children, through group work, learn to solve problems, listen attentively, communicate effectively, and gain self-confidence. The project method helps children to plan and organize their work, as well as to summarize activities. During the project, the work takes place at an individually set time and pace. This method lets children experience solidarity and joy from a collective effort, as well as a sense of identification with the task.





Small projects characteristics:

- ✓ Gaining knowledge should take place mainly through fun thanks to discovering and solving problems individually
- ✓ Child's activity aims not only at gaining knowledge or experiences but also stimulates the skills of asking questions
- ✓ Children work on projects and themes which are interesting for them and which derive from their natural needs
- ✓ Introducing theoretical background takes place according to needs and always results from the practical activities carried out, the achieved effects and the child's creativity

In order to work effectively with the small projects method, certain work phases must be followed, including:

- Surprise - initiation of the project
- Implementation of the theme, introduction to play
- Fun in the group
- Project implementation and natural transformation of the topic
- Presenting results of children's performance

The method of small projects is not as time-consuming as the project method and does not require a large reorganization of the style and working time from the teacher and children. We do not focus on the worked out effect of the project as much as on the operation itself. The teacher's attitude is extremely important – he/she should be a partner that interacts with children. His/her role is to introduce the atmosphere of an extraordinary situation, fantasy and joy, which is to encourage children to take action.

PROJECT CARD

While preparing the project, the teacher should specify and think over his/her didactic and educational goals. There is a project card which provides space for planning goals to be achieved and activities leading to them and to design a mind map of the topic to anticipate potential directions of children's work.

FUN

At pre-school and early school age education should be based on play: on playing something or someone, imitating and observing. Regardless of what kind of activity children prefer, play is always an activity, it makes children inventive, stimulates their patience, persistence and above all, it fosters autonomy and self-confidence. Creative problem solving should take place in an atmosphere of joyful play, as the convention of fun makes difficult tasks easier. Play reduces the tension that often accompanies the problems of your peer group or self-acceptance and self-confidence. The central place of work with children is occupied by active methods based on fun and cooperative action, because they stimulate pupils to be independent and explore the world. In the box method, play was not the aim in itself but the means to achieve the goal adopted by the teacher and specified in the project card.



PROJECT NETWORK (mind map) – children's expectations – potential directions of topic development

PROJECT STAGES

STAGE I - BEGINNING OF THE PROJECT	STEP II - IMPLEMENTING THE PROJECT	STAGE III - THE END OF THE PROJECT
Materials of the project	Experts' visits	Expected results
Materials	Activities in the kindergarten classroom prepared by teachers	Ways of evaluating of knowledge and skills gained by children
Key questions	Outdoor activities	Summary: ways of sharing the knowledge and skills

The scheme of a lesson implementation using this method is based on the following chain of child's activities:

1. Discover
2. Experience
3. Think
4. Create
5. Act

DISCOVER – a surprise

Working with children using this method begins with a surprise that can welcome children as soon as they enter their classroom, or may surprise them later in the day when they find it behind a nearby tree on an outdoor expedition. The

starting point and inspiration in every small project is the simplest childish question WHAT IS IT? It is the question where the educational journey begins in small projects, expressing all the childish honesty and eagerness to learn, the desire to acquire knowledge. Without the emotions accompanying these simple words, there will be neither gaining knowledge nor new skills.

The organization usually takes place in the first part of the day, it requires arranging a place that will become a 'problem to be solved', a stimulus for thinking as well as some mysterious magic of the day.

These can be simple items such as a washboard standing in the corner of the room covered with an old blanket, chiffon scarves in several colors stuck in a huge vase, or a large wicker basket covered with a lid standing in the middle of the classroom, filled up with kitchen items like

cake molds, spoons, graters, rollers, strainers etc. Such an element used in the morning will attract children and will cause many questions, guesses, independent exploration and games.

Only then can the teacher enter and change, as if using a magic wand, that SOMETHING into a specific TOPIC- TASK – PROJECT. In the case of ‘Travelling Boxes’, the children always found a small closed box which they opened and could celebrate together the DISCOVERY - the opening of this small world hidden in a simple box. In our method it is very important to celebrate the opening moment, to release the “wow” effect and curiosity.

What does the box contain? It always depends on the inventiveness of the teacher, on how he/she wants to shape the work with the group, where he/she wants to take the children and what he/she wants to show them, what kind of adventure he/she has planned, and what goals he/she has chosen. It is the teacher who chooses the content because, as the initiator of the play and the creative process, he/she indicates the main goal that the children are to achieve in the first stage of their activities.

EXPERIENCE – have fun

In the surprise box, the teacher places the topic from which the fun starts. He/she encourages the child to act, tells a story, shows, allows to discover the unknown, to finally play, completely freely, with the contents of the box.

In this way children explore the world - they experience all possible events with elements/materials that the teacher has prepared in the project. All of these activities are meant to experience. The child begins to play in a way that he has seen somewhere before, imitating the behaviour of other children playing (which is also an important skill), wonders, investigates, asks questions. Later, the fun begins to take on a different dimension and is directed to other tracks. The role of the teacher is to observe and not to interfere with free play, and, at the same time, to pay attention in which direction the game is going, because this is where the creative process begins.

In the box method our games were based on the teaching aid, tasks and materials gathered in the boxes. Initially, the teacher assisted the child, instructing, showing, reading and telling how to complete the prepared tasks, but the moment the children started to act independently, the teacher allowed them to explore the subject independently, standing aside, occasionally asking questions that directed their further activity. The children created a shadow theatre, having at their disposal the figures, but they also constructed the puppets, movable rompers themselves and they

sang and danced with crazy letters. They played in the circus along with a colourful Clown, chasing the balloons moved by the wind.

They solved the task necessary to decipher a pirate treasure map. They named animals and grouped them into families, built farms for them, drew and pasted mock farms. Listening to and watching fairy tales about a hundred-mile forest and a developing city, they learned the principles of recycling to save the animals living there. They planted and cultivated plants that were to help keep the air clean.

Many games were created. Some were topic-related, some off-topic. Some of them were created with the use of modern technologies, where children could design a map for pirates (which turned into ozobots) or color the image of their favorite character using the application (Quiver), where the character came to life and departed into the unknown.

The most wonderful thing in it was the fact that the children were authentic in all of this - truly affectionate, experiencing, laughing and reacting spontaneously to any suggested tasks.

The method refers to the reality that surrounds children, their interests or life experiences, which is why they are willing to take action, in the course of which they achieve other goals, depending on the direction in which these activities will follow. In this way, through play, the child gets to know the surrounding world, its properties, elements, relations between them and builds his/her place in the world. Child's own creative activity is therefore an element and a factor stimulating his/her development. Because this method is introduced at the lowest, but the most important level of education, children do not have yet clichéd, ready-made solutions, they are eager to learn, have fun and often approach them in an emotional, instinctive way. External educational influences become valuable provided that they can activate the child's internal motivation to act, awaken his/her sensitivity, imagination and mobilize him/her to overcome obstacles and difficulties.

THINK – ask questions

Nowadays, teachers rarely invent something on their own, they have the opportunity to watch various solutions on the Internet, examples of activities with children. However, the boxes taught us to transform and destroy the established products, gave the courage to cross the barriers. They made us follow the child, his/her ideas and the change itself. It allowed us to experience the creative process. The role of the teacher in our method was to spot and use appropriately natural and intentionally directed situations for spontaneous and inspired children's activity

The task of the teacher in this phase of the class is to encourage children to search, experiment and present their own ideas in public. The teacher asks open questions, prompts the children to think, provides full security and a sense of acceptance for actions leading to success.

What guidelines can we give teachers to release creative attitudes in this phase of the class, to avoid boredom, discouragement and blind copying someone's ideas?

We think that there is no golden rule, because teachers work with a living organism which is a group of children consisting of various characters, emotions and attitudes, and each group is different, just as every teacher is different and has the right to his/her own methods, mistakes and experiences.

Following professor Krzysztof J. Szmidt, we can only give a few hints so that this path can be creative for all of its participants:

1. Be open - start wondering, ask a lot of questions, look at the world through the eyes of a child.
2. Do not classify - first look, listen and think and then name.
3. Postpone the grades - find positives
4. Use the imagination - enjoy fantasizing, imagine what would happen if ...
5. Listen attentively - tolerate the diversity of attitudes and emotions
6. Search – combine ideas, change, transform, search for new combinations
7. Be spontaneous and joyful - joke and laugh with children
8. Put your own ideas into practice - be original but adapt your actions to the situation
9. Explore the world - organize authentic adventures, trips, competitions for children
10. Create for children - draw, play an instrument, sing, recite, dance, be expressive

CREATE – transform

Children are naturally born researchers. They explore the surroundings looking for significant elements. Their curiosity of the world creates a field for creative behavior and experiments.

Following the children, the teacher creates the atmosphere and situations to act. These are often individual experiences, and sometimes group activities, where the leader appears.

In this position is not always the natural leader of the group, sometimes it is a shy, embarrassed person who has something to say in a given topic and feels confident. That is why the project method is so interesting - it shows children's interests, overcomes shyness and shows children's creativity. It teaches cooperation, respect for the ideas of other group members, independent thinking, taking into account the suggestions of other people.

The surprise box contains a topic for action. Materials contained in it encourage specific activities within this topic. Children who are absorbed and intrigued have the possibility of movement, music, technical or artistic play, etc. and later they play with the box by themselves. Independent play triggers creativity and so - the bear becomes a dinosaur, the theatre turns into a city, and game pieces change into dwarves.

Observing the activities of children and their free spontaneous play, the teacher can bring out another subject - create a show about dwarfs, go on a trip to Dinopark or read legends and watch postcards about a hometown, transform the box into a box-collection of board games and create games with those children for those heroes. This will contribute to the development of various skills - artistic, linguistic, mathematical or scientific. It all depends on the teacher's observation skills and his/her creative abilities. All that in following the ideas of children who are the most important there. For the topic to evolve, the teacher must provide children with any materials that may be useful to carry out experiments. The teacher can, but does not have to talk to the children, observe or take part in the activities (small children like to play with adults who take different roles); but above all, the teacher should not disturb or direct a given game, or give ready solutions. Children create another topic for activities themselves. Activities within the project are often surprising, original and can equip children with skills useful in life.



ACT – summarize

This part is more of a teacher's task. He/she must sit among the children, see and describe what they have created, summarize with the children the reactions they observed, exchange experiences with them. It is the teacher who should find a way to give an emotional summary of the child's work. Sometimes it is enough to play together, sometimes the teacher will have to organize a presentation of talents in front of a bigger group, which will require invitation of the children's parents or colleagues from another group. It is important to do it in an attractive way for children, through the appropriate selection of stimulating means of expression affecting different senses.

The summary of the results can be done in a form of an exhibition of works, sculptures, acting out scenes, a published newspaper, a fairy tale comics, sports competitions, a match organized with children, or dance presentations that will embody the implemented topics of small projects. The 'Travelling Box' method can also taste collectively made sandwiches or baked cakes. Small projects can be combined with activities in eTwinning projects and completed on a European scale, for example, by teleconferencing with children from other countries.

Remember, there are no bad projects, everybody brings some new experiences, skills and knowledge to children's lives and both the teacher and the child have a real influence on the content of education developing his/her own creativity at the same time. It is important to create something of your own in your own way to go out and play football instead of watching a match on TV, to experience an adventure that will involuntarily become educational.

*The project team wishes you courage,
so that your education can keep up with
changes.*

Footnotes:

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Lesson plans developed
by partners in the
"Traveling Projects
a Journey to Future
Competences" project



TRAVELLING PROJECT
- a Journey to Future Competences



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1. Project topic: Modern ICT / Math and Board Games

title of the project/box:

**Playing with Mathematics from the
story "The voracious caterpillar"**



Prepared by: Maria Clara Conceição
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Scenario - Introduction to the project

Group:

25 children

Age:

3, 4, 5, 6 years

Purpose:

Promote logical-mathematical reasoning.

Operational purposes (child-oriented)

The child:

- Identifies small quantities through different forms of representation (counts, drawings, objects and number writing);
- Uses simple tables to organize the collected information and interprets it in order to answer the questions posed;
- Compares quantities, identifying "greater" and "minor";
- Recognizes and operates with geometric figures, discovering and referring to their properties;
- Identifies patterns and performs sequences;
- Solves simple problems involving small quantities with addition and subtraction.

- It uses technological supports to develop mathematical skills;
- Listen and reproduce words related to the subject in English.

Didactic aids:

- Box decorated according to theme;
- "The voracious caterpillar" history in powerpoint presentation
- Puppet the "caterpillar";
- Double-sided mat with "Let's remember the story" educational games that contain fruits, figures, days of the week cards, bigger and smaller ID cards and the "Game of the Caterpillar" with leaves, figures, addition and subtraction signs and circles.
- Digital didactic games.

Activity:

- The teacher presents the box to the children containing all the material necessary to carry out the activity and creates some suspense in relation to its content;
- Take the puppet "caterpillar" out of the box and suggest hearing the story "The voracious caterpillar";
- Presents the PPT of the story "The voracious caterpillar" with images previously performed by a group of children;
- Remove the rug from the box and propose to the children the first game "Let's remember the story". In this game it involves the group in the organization of the information collected from the history in a simple table, in the identification of the sequence of the days of the week, in the accomplishment of counting of fruits, in the association of number to the quantity and in the comparison of quantities.
- Next, he proposes the "Game of the Caterpillar". In this game it is suggested that the children identify the geometric shape "circle" and complete the body of the caterpillar respecting a stipulated color pattern, performing the sequence. Using the material available in the game, it challenges small additions and subtractions, involving all children;
- Finally proposes the accomplishment of some digital games with the addition and subtraction mathematical operations, pairs matching - numbers, matching pairs - colors, puzzle.



Follow up:

This complete activity, which lasts approximately 45 minutes, is performed sequentially with the group of children sitting on the floor. At this stage, the activity is sequentially accomplished according to the Educator's guidelines, with the involvement of the group. In the course of the activity, multiple situations can be developed using elements of the CLIL methodology, questioning the students regarding: Identification of the days of the week; Numbers and quantities; Addition and subtraction; Colors; Geometric shapes;

This multiple activity can be equally developed individually:

1. Work only algebraic operations, either through the table or through digital games.
2. Work only the geometric forms with the digital games;
3. Work only the colors;
4. Work the days of the week through the story.

Subsequently, all material must be available so that the child, freely, alone or in a group can experiment and discover other educational potential of the games.

2. Project topic: Regional culture, costumes, traditions

title of the project/box:

Make parts of national costumes



Author: Natalja Kozireva, Ludmila Atrahimovicha
Daugavpils 11.P.E.I., Latvia

Scenario - Introduction to the project

Group:

25 students

Age:

5-7 years

Aim of the project:

Enriching children vocabulary and their knowledge about the traditional Latvian costumes.

Objectives of the project:

- Developing creativity and creative way of thinking.
- Enriching language dictionary with new concepts such as culture, region, national, traditions, and pieces of clothes, costumes.
- Enriching children knowledge about Latvian culture, regions of Latvia (Latgale), Latvian traditions, pieces of clothes.
- Learning to analyzing, valuating and reflecting on information discovering materials and techniques used by the Ilze Vesere in the book "LET'S PAINT NATIONAL COSTUMES".
- Learning and developing the capacity of creative use of observed materials.

Materials:

picture cards, presentation, books, video, photos, discussion about the traditions, observation of the regional traditions, personal experience.

Purpose:

culture, region, national, traditions, pieces of clothes, national costumes.

Operational purposes (child-oriented):

- learns new concepts as culture, region, national, traditions, and pieces of clothes, national costumes.
- learns all about the national pieces of clothes at the different regions of Latvia country.
- learns to name different parts of clothes, national costumes, jewelry.
- learns to see the difference between the national costumes of Latvia regions (Kurzeme, Zemgale, Vidzeme, Latgale).
- learns new words to describe the pieces of clothes, parts of national costumes.

Didactic aids:

picture cards, presentation, books, video, photos, discussion about the traditions, observation of the regional traditions, didactic games, playing with different picture cards, making puzzle of the picture "Latvian national costumes", a doll in the national costume making.



Activity:

The teacher presents the the book of Ilze Vesere "LET' S PAINT NATIONAL COSTUMES"and what is inside the lap-book to the children.

We read books, watch photos and pictures about the traditions of Latvia and national costumes in the differents parts of Latvia country;

- Children discuss what they know about the kinds of clothes of the different parts (regions) of Latvia;
- Children learn what is culture, region, national, traditions, national costumes;
- Children learn about different kinds of pieces of clothes (national costumes), jewelry at different regions of Latvia (Latgale);
- Children do different work sheets with Latvian (Latgalian) national costumes;
- Children make their own puzzle with different national costumes of Latvia
- Children make Latvian doll in a national costume;
- Children make diffenet parts, jewelry of national costumes, for example, sakta, crowns, bracelets.

Follow up:

- Children play with the puzzle with different national costumes of Latvia prepared before.
- Children create different stories using the doll in the national costume made before.
- Children do/create/draw their own variants of national costumes using the material observed before and their own fantasy.

Based on these activities, we can use CLIL methodology, introducing different additional tasks, activities and questions, for example,How do You think what did these people could do, where did they work in the past?



3. Project topic: Art, music and theatre

title of the project/box:

Goldilocks and the three bears



Author/Teacher: Irina Maria IORGA and Adriana-Mihaela IVAN from Gradinita "Perlutele marii" Constanta, Romania

THEME: MEAN OF REALISATION

interdisciplinary activity

LEVEL: preschool-6 years old

GROUP SIZE: 20-25 children

TIME: 35 minutes

OBJECTIVES:

By the end of the lesson preschoolers will be able:

- to sustain conversations on specific topic
- to feel comfortable when speaking in front of others
- to show interest in stories, their action, settings and characters
- to comprehend the key details and content of the story
- to verbally express the content of the story
- to describe the characters of the story
- to rhythmically accompany a children's song using sound elements
- to correlate the beatings of the sound objects with the rhythmic formula of the song;
- to handcraft a story character using unconventional objects and applying decorative elements
- to differentiate audible sounds of different durations (long, medium, short)
- to sing sounds of different duration (long, medium, short) according to the rhythmic exercise represented graphically
- to compose rhythmic formulas using symbolic figures to graphically represent the sounds of different durations
- to enjoy activities based around a known story

VOCABULARY:

Group of words	Examples
Objects	House, chair, bed, food
Adjectives	Hot, cold, big, medium, small, hard, soft, right, long, short, slow, fast
Colours	Red, yellow, blue, green, brown, orange, pink
Environment	Forest
Family	Mother, father, baby

CONTENT AIM:

- developing language, creativity and creative thinking
- developing musical hearing and rhythmic sense of children

LEARNING STYLE:

Visual, verbal, aural, physical

LEARNING SKILLS DEVELOPED:

thinking, creativity, language, multiple intelligences, cooperation

METHODS:

storytelling by using the storytelling carpet, Batia Strauss-active listening

REQUIRED RESOURCES:

decorated box, storytelling carpet, story characters- wooden spoon puppets, wooden spoons, foam decorative elements, glue, coloured pencils, coloured paper bears (different sizes: big, small, medium), flipchart, flipchart sheets, theatre frame (optional), "Goldilocks and the three bears" story, rhythmic songs, DVD, DVD-player

INTRODUCTION:

Preschoolers discover in front of them a box, shaped like a bear. They are invited to say what animal is represented on the box and to recognize the colours the box is decorated with (blue, yellow, red). Teachers explain that the bear-box comes from Romania and they use Romanian greetings (hello- buna). Inside the box children discover different materials that they will use during the activity. All surprise-materials are numbered so that preschoolers can find them in order.

WARM UP:

Preschoolers are invited to take out of the box the item labeled with number 1: a DVD with a film from Romania. Children from "Perlutele marii" kindergarten are dancing and keeping the rhythm of the song with wooden sticks. After watching the video, all children are invited to dance in a similar manner. They have to discover in the box objects that can be used as musical instruments to mark the rhythm of the song. The wooden spoons would be suited for this action. Each child receives two wooden spoons and repeats the moves shown by the teachers, while listening to the song "Gummy bear". At the end of the song preschoolers are invited again around the bear-box.

ACTIVITIES:

Preschoolers will find the object labeled with number 2, the storytelling carpet. Teachers place it so it is visible for all children and they can observe and describe it, and try to find it's use. After preschoolers find out that the object represents the setting for a story, teachers take out of the box the four wooden spoon puppets - characters of the story and act out the "Goldilocks and the three bears" story. At the end of the representation preschoolers discuss about the topic of the story, the key elements, the four characters.

Helping questions:

- Where does the action happen? • What are the characters?
- Which character you like more
- What do you think about Goldilocks's behavior?
- How would have been the story if Goldilocks didn't play any role?
- How was the father bear's food? (hot) Can you name other things that are hot?
- How was the mother bear's food? (cold) Can you name other things that are cold?
- How was the father bear's bed? (hard) Can you name other things that are hard?
- How was the mother bear's bed? (soft) Can you name other things that are soft?
- Which chair or bed would you like to use?
- Which bear has the biggest/ smallest chair/bed?



GRADINITA "PERLUTELE MARI" CONSTANTA,
ROMANIA



Teachers place the symbols on a flipchart sheet, creating a rhythmic line and each team sings the appointed sound when their symbol is pointed at.

A musical notation for a melody on a single-line staff. The notes are: Ma (quarter), mi-mi (eighth pair), mo (quarter), mi-mi (eighth pair), ma (quarter), ma (quarter), mi-mi (eighth pair), mo (quarter), mi-mi (eighth pair), and ma (quarter). The melody is written in a simple, rhythmic style.

At the end of the activity, preschoolers use their puppets to make the moves suggested by the next poem:



Teddy Bear, Teddy Bear

Original Author Unknown

Teddy bear, teddy bear, turn around
Teddy bear, teddy bear, touch the ground
Teddy bear, teddy bear, reach up high
Teddy bear, teddy bear, touch the sky
Teddy bear, teddy bear, bend down low
Teddy bear, teddy bear, touch your toes
Teddy bear, teddy bear, go upstairs
Teddy bear, teddy bear, say your prayers
Teddy bear, teddy bear, turn out the light
Teddy bear, teddy bear, say goodnight

Follow up activities:

- Create a puppet for the Goldilocks character
- Act out the story "Goldilocks and the three bears" using the wooden spoon puppets and taking turns around the storytelling carpet
- Create various rhythmic lines by placing the bear symbols to show the duration of the sounds.

USEFUL LINKS:

https://www.youtube.com/watch?v=_YyCudV3fjQ – "Gummy Bear" song Polish version
<https://www.youtube.com/watch?v=astISOttCQ0> – "Gummy Bear" song English version
<http://learnenglishkids.britishcouncil.org/en/short-stories/goldilocks-and-the-three-bears> - "Goldilocks and the three bears" story



GRADINITA "PERLUTELE MARII" CONSTANTA,
ROMANIA



4. Project topic: History and traditions

title of the project/box:

In Lithuania



**Author: Snieguole Mazeikiene,
Audrone Krisciukaitiene;
Jurbarko "Azuoliuko" scholl, Lithuania**

Aim:

present history of Lithuania, lithuanian traditions and festivals to children

Objectives:

1. Introduce Lithuanian attributes
2. Tell Legend about the Iron Wolf
3. Introduce Lithuanian traditions, songs and festivals

Work tools:

power point presentation, a doll "Baltic Girl", didactic game, cards, Lithuanian folk game "Jurgeli meistrelis", audio records, paper, colored ribbons, colored pencils, plastic bags, acrylic paint.

Duration:

30 min.

Age:

3-5 years

Number of children:

20-25

The course of activity:

1. Presenting activities to children individually and in groups:
 - Introduction members from Lithuania with the doll – "Baltic Girl". (divide children by colors: yellow, green, red).
 - Power point presentation "It's good to know something about Lithuania"
 - Legend about the Iron Wolf
 - Didactical educational game "See, recognize and place" (each child must choose one card and all children together create a knowledge path about Lithuania in "Dominos" game style).
2. Demonstration Method for children's knowledge consolidation (children will sit in groups at the tables, which will be marked by colors: yellow, green, red).
 - Weaving of Lithuanian bracelet.
 - Creation of colored mat.
 - Coloring of Lithuanian personage "Wolf".
3. A Method that reinforces children's creativity and practical skills in Lithuanian games.
 - Lithuanian folk game "Jurgeli meistrelis" (Children with teachers are playing together).
4. Awarding and Promoting Method for children – Lithuanian candy "Vėluona", gifts for each child a model of Gediminas Castle.



5. Project topic: Ecology

title of the project/box:

Clean or poisoned environment



Prepared by: Hamide Kuscü, Mehmet Kuscü, Yaser
Hazar Maki,
Sarihasanlı Sk. No: 1, Alanya, TURKEY

Group: 20

Age: 3-6

Goals:

- arising a strong awareness in children about environment
- ensuring children understand the causes of pollution
- creating a desire about planting in children
- ensuring children understand that a polluted environment is not good for people

- to make them getting acquainted with the numbers and geometric figures
- correct using English

Materials:

- items describing a polluted and clean environment
- a doll and some figures representing flowers and trees
- soil, flower seeds and paper cups
- hammer game

Description of the activity:

The teacher open the box and arranged the items to tell a story to children. While telling the story, he uses the doll and other materials and in this way he makes an animation in front of children and makes the theme more attractive in their eyes. In the animation, it is aimed at making children imagine how bad to live in a polluted environment and how good to live in a clean one. During the animation they become the role players, such as being a flower or tree. After raising an awareness about living in a clean and green environment is good in itself, children are given soil, paper cup and flower seeds so that they can plant and be a part of a clean and green environment. Children play a hammer game and are given the seeds according to their score in the game.



SARIHASANLI SK. NO: 1, ALANYA, TURKEY

6. Project topic: Nature and Ecology

title of the project/box:

Let's Take Care of Nature



Author: Federica Leli, Damaride Scarinci e Tisbe Tontini
Istituto Comprensivo Anzio 3 – Italia

Group:

28 children in each class

Age:

children from 3 to 6 years old (also pupils with special needs) from kindergarten.

Purpose:

Encouraging the growth and development of an ecological "mentality", motivating students to take responsible behaviors and respectful attitudes towards nature, through playful and creative activities. Promote knowledge of the English language. Operational purposes (child-oriented) The child:

- Memorize, internalize and experiment with correct and environmentally friendly behaviors;
- Distinguishes natural and artificial elements;
- Decodes the symbols relating to environmental protection and recycling;
- Learns the concept of waste, recognizes the various types and materials of which they are composed;
- Experiments, manipulates and discriminates different materials;
- Experiment recycling by handling recycled materials for the construction of new objects;
- Groups, classifies and quantifies objects based on a criterion (material, shape, color ...);
- Compares and evaluates quantities by identifying the concepts of more, less, equal;
- Associates the quantity with the number;
- Uses the terms correctly: above, below, between;

- Correctly represents the topological relationships on a graphic level: above, below, between;
- Recognizes and names colors;
- Listens and understands a story, identifying main characters and events;
- Listens, understands and memorizes simple words in the language;
- Learns some lexical elements of the English language related to: topological concepts, elements of the wood, colors, numbers from 1 to 10, emotions, ecology;
- Experiments and combines elements in English to formulate short sentences

Didactic aids:

Decorated box containing:

- Text of the story: "Tidy up the wood" (created by the teachers);
- Elements of the wood and animals made with recycled materials: wool, paper rolls, plastic, fabric;
- Easy to use material (paper, cardboard, colors ...) and recycled material (glue, toothpicks, glitter, wool, cotton ...);
- Instructions for creating forest animals.

Activities:

The project is structured in two meetings during which a series of activities dedicated to environmental education will be carried out, with particular reference to the issue of waste and separate collection.

A story will be presented to introduce the main themes (respect for the environment, recycling ...) and a series of educational activities will be organized.

The topics in English related to nature and ecology inspired by the stories and materials contained in the box are:

- Topological concepts: above, below, between;
- Elements of the wood: the lawn, the trees, the bushes, the sun, the flowers and the animals;
- Colors;
- Numbers from 1 to 10;
- Emotions: sadness and happiness;
- Ecology: separate waste collection o Materials: plastic, paper and metal; o Pollution words: dirty garbage and recycling

The teacher presents the children with the box containing the material necessary to carry out the activity and creates suspense in relation to its content. Extract the material from the box, presenting and counting one by one all the



elements that make up the wood (the lawn, the trees, the bushes, the sun and the flowers) and inviting the children to repeat with him the names of the objects and their color. After assembling the scenario, the teacher takes a bag containing different materials (plastic caps, paper rolls and candy cards ...) and starts throwing them on the floor simulating the action of dirtying the wood.

While performing these gestures, the teacher names each individual object (paper, cork ...) and verbalizes the place where it is placed (in the trees, under the bush ...) and invites the students to repeat with them gestures and words. Once the workspace is organized, the story begins: "Tidy up the wood".

The teacher presents the protagonists of the story to the students (the officiating owl of the ceremony, the butterfly, the caterpillar and the hedgehog his helpers and the two squirrels), through puppets made with recycled materials. During the reading, the teacher invites the children to repeat some key words (for example the materials that make up the garbage in the wood, the names of the animals ...) and to dramatize and verbalize the emotions that gradually they meet throughout history (smile, tears, amazement ...). Subsequently the teacher invites the students to help the characters of the story to collect the dirt to insert it in special baskets marked by symbols representing the different materials (paper, plastic...), stimulating them to repeat the names of the junk objects again.

After having verified the understanding, through a series of stimulating questions, the teacher introduces the concept of recycling inviting the children to observe that the characters that animated the story were made with some of the junk objects encountered during the narration.

To make the concept of recycling better understood, the teacher therefore proposes a small workshop in which children can directly experience the creative reuse of some garbage-objects collected during history, creating with them the animals of the wood, helpers of the owl.

Follow up

Each topic covered can be tackled and deepened later by taking up the same story as an integrating background. The materials created can be used to implement the proposed activities or design new paths to further deepen the knowledge.

7. Project topic: Art, music and theatre

title of the project/box:

The shadow theater - Karagiozis close to the child



Prepared by: Apostolia Beka
**Principal & Teacher at the 4th kindergarten
of N. Ionia Volos, Greece**

Group:

20 persons

Age:

5,6 years

Purpose:

to further creative thinking and activity

Operational purposes (child-oriented)

The child:

- learns about the elements necessary for the creation of the shadow theater
- learns about the history of Shadow Theater
- listens carefully to the story
- learns new words in the mother tongue
- makes his own figures following the figure patterns of Karagiozi

Didactic aids:

Thematic shadow theater box, Karagiozis figures, photocopies for construction figures, scissors, laminator, straws, double-nails, cloth, lens.

Activity:

The teacher presents the box and the figures to the children.

1. Children try to remember the names of the figures: 1. Karagiozis, 2. Nionios, 3. Uncle George, 4. Veszopoula, 5. Kollitiri
2. The teacher reads the story of the Shadow Theater to the children.
3. The teacher shows to the children the project box and tells them the subject of the project and presents all the elements necessary to become a shadow theater.
4. The "moving figure" - creative work - art and design.
5. Children cut their own figures after they have painted them and connect some parts of their body with double-nails to move the parts during the show and put the straws behind the figures to hold them.

Follow up:

This activity can be carried out on the first day and here the children are getting familiar with their first shadow theater figure- the Karagiozis figure.

On the second day they can get acquainted with the other figures and try to play behind the cloth by holding the figures correctly.

On the third day they can create the scene of the play.

On the fourth day they can make all the figures that will be needed for the play.

On the last day the work can be summed up in an interactive table, where children can guess the names of shadow theater figures, discover new figures, etc.

Based on the previous activities, one can use elements of the CLIL methodology, asking the children to answer:

1. Where does the action takes place?
2. Who lives in the parade?
3. Who lives in the palace?
4. Who was behind the cloth?

And continue playing with the story ...

The children can match the local names with the pictures of the different shadow theater figures. They can also create their own play for shadow theater, become actors and create their own stories.





PRINCIPAL & TEACHER AT THE 4TH KINDERGARTEN
OF N. IONIA VOLOS, GREECE



8. Project topic: Movement and Health

title of the project/box:

Healthy and strong with me be



Prepared by: Mihaela Peneva end Diana Todorova
Senior Teacher at "Brothers Grimm",
Shumen, Bulgaria

Group:

30 children

Age:

4-5 years



Aim:

Stimulating the motor activity of the children through outdoor activities and overall strengthening of the child's organism. Stimulate creativity and initiative.

Operational Goals / Child-Friendly /:

1. Children are on the maps
2. Strengthening children's knowledge of a healthy lifestyle.
3. Improvement of controlled motor movements: running, jump from two legs, frog jumps, walking in bags / steps /.
4. He is interested in organizing motor activity and carries out joint gaming activities.
5. Recognizes the importance of outdoor exercise to enhance health.
6. Learning new words in English.
7. Encourage children to offer games themselves.

Didactic materials: puzzle pieces, balloons, body elements of the wreath, cardboard base for the game "The Magic Carpet".

Activities:

1. Finding a "treasure" through mapping.
2. The teacher presents the box and the children observe a theater scene.
3. The teacher presents to the children the first game materials in the box.
4. The teacher explains the purpose of the game "Assemble the Bunny".
5. Children play the game.
6. The teacher explains the purpose of the game "Feed the Rabbit".
7. Children play the game.
8. The teacher explains to children the game "Magic Carpet".
9. Children play the game "The Magic Carpet".
10. All games allow the teacher and children to think about new rules or variants.



9. Project topic: Tolerance and integration

title of the project/box:

Different does not mean worse



Prepared by: Ewelina Kuc, Judyta Steglańska
– Teacher at the Kindergarten No. 206,
Łódź, Poland

Lesson plan - Introduction to the project

Group:

20 children

Age:

3, 4, 5, 6 yearsold

Methods:

- Perceptual (box presentation)
- Oral (instruction, kids' answers)
- Elements of CLIL methodology
- Memory

Form of work :

- Work in groups
- Individual work

Didacticresources :

- Box – project with a content
- The book "anugly duckling",
- Memory game,
- Work sheet
- Pictures with appearance features (fat, slim, tall, short, pretty, ugly, happy, sad)
- Activity:

1. Warm upgame song: "If You're Happy..."

- The teacher sings the song with children showing the movement from the song.

2. The game introducing to the topic 'Unugly duckling'

- Getting to know the box (presenting the story of 'anuglyduckling'). The teacher reads to children selected fragments of the fairy tale, showing the harm of the duckling (which laughed at him by others).

3. The teachers asks children the questions:

- Why was unugly ducklingl aughed at?
- How did unugly duckling feel?
- What happened to unugly duckling in the end of the story?

The teacher says that such feelings concern also people.

4. Didacticgame: 'Two differents'

The teacher show children pictures with characters (fat, slim, tall, short, sad, happy, pretty, ugly). Children and the teacher call charakter features, then the teacher gives out worksheet. There are 3 pictures on the card showing different characters. The children's task is to match the image of its opposites (eg.fat-slim).

5. Dancing game "Two to couple"

The teacher sweatches on music, the children dance freely. When the music stops, the children make pairs appointed by the teacher (girl-boy, girl-girl, boy-boy, tall-short).

6. Didactic game "Memory"

The teacher shows the children the picture cards, then spreads the cards so that the pictures/ characters are covered, the children's task is to find two of the same cards (children reveal the cards in a clockwise order, each in turn). The game will end when all cards are matched in pairs.

7. Summary and Thank you for the classes

The teacher to sum up the clases tells children that the appearance does not matter, because no matter what we look like, we can have fun together.

Follow up:

1. Children can draw on their work cards (by any method) their friend – short, tall, fat, pretty, happy,slim)
2. Children can draw their favorite friend, cut it and tell about its features and character.



**Comparison of the
educational systems
of Greece, Poland, Latvia,
Portugal, Turkey, Italy,
Lithuania, Bulgaria and
Romania**

Erasmus+



TRAVELLING PROJECT
- a Journey to Future Competences



Erasmus+

Comparison of all stages of the educational systems of Greece, Poland, Latvia, Portugal, Turkey, Italy, Lithuania, Bulgaria & Romania

Prepared by: Apostolia Beka

Principal & Teacher at the 4th kindergarten of N. Ionia Volos, Greece

Educational system of Greece

Pupils' school life may begin at the age of 2.5 (pre-school care) in institutions (private and public) called Nursery Stations. Some nurseries also have pre-school departments that run parallel to Kindergartens.

Parallel to Kindergartens and Primary Schools there are also all-day schools, which have extended working hours and an enriched curriculum.

In addition there are also Special Kindergartens, Primary, High Schools, Lyceums and Lyceum classes, aimed at pupils with special educational needs. Musical, Ecclesiastical and Sports High Schools and Lyceums also operate.

Post-compulsory Secondary Education also includes Vocational Training Institutes, which offer formal but non-graduate education. These institutions are classified as non-graduate, because they accept both Gymnasium graduates and high school graduates, depending on the individual specialties they offer.

Formal education is characterized by a fixed duration of studies, repeatability and the award of an official qualification at the end of the course, which is also its state legalization.

The graduation of the educational institutions implies the obligation to hold the evidence of a degree (baccalaureate, diploma, etc.) of the previous level of study for the continuation to the next.

A wider analysis shows that all the educational services offered in Greece are a much more complex, multilevel and diversified network. Many other educational services, classified or non-classified, are offered within the formal education system and in cooperation with or completely independent of those that form part in its basic core.

Educational system of Poland

The school year in Poland starts on the first of September and finishes on the last but one Friday in June. Teachers work 40 hours a week and that includes:

- Conducting classes with children/pupils (in kindergarten - 25 teaching hours per week, in school - 18 teaching hours per week, specialists like psychologists or speech therapists - 22 hours a week)
- In-service training
- Supporting children with varied educational needs
- Cooperation with parents and the local community
- Documentation of the work

The system of education consists of full- time compulsory and part-time compulsory education

Full-time compulsory education covers:

Pre-school education – which children can start at the age of 3 and is optional.

For 6-year-olds there is obligatory 1 year of pre-school preparation, which can be organized in pre-schools or other forms of pre-school education where the basic curriculum is implemented for 5 hours a day and that is financed, like the whole compulsory education, from general subvention from the State budget.

8-year primary school for children aged 7-15 and it is organized in two stages:

- Stage I – early school education (grades I-III) when children are taught by 1 teacher with the support of a foreign language teacher
- Stage II – primary education, when children are taught by subject

At the last year of primary education pupils take a compulsory external exam. In Poland education is compulsory part-time until the age of 18.

Secondary education

This is the educational path chosen by pupils individually according to their talents and interests.

In the new system young people can attend the following types of schools:

- 4-year general secondary school
- 5-year technical school
- 3-year sectoral school (stage I)
- 2-year sectoral school (stage II)

Higher education – part – time compulsory education

It's for adults who passed their Matura exams after graduating from general or technical secondary school.

There are two types of Higher Education Institutions: university-type and non-university type.

They both offer first and second cycle programmes as well as well as long cycle Masters's degree programs, while only university-type higher education institutions can offer third-cycle programmes (doctoral studies) and are authorized to award doctoral degrees.

Educational system of Latvia

The education system is administered at three levels - national, municipal and institutional. The Parliament (Saeima), the Cabinet of Ministers and the Ministry of Education and Science are the main decision-making bodies at national level. The Ministry of Education and Science is the education policy development and implementation institution that oversees the national network of education institutions, sets educational standards and determines teacher training content and procedures. In state and municipal educational institutions the language of tuition is the state language - Latvian. Education in other languages of tuition can be acquired in private educational establishments, as well as in state and municipal educational institutions where they provide educational (study) programmes for national minorities. Any student acquiring basic or secondary education in another language studies the state language concurrently, and takes an examination in the state language following the nationally set procedure and scope.

The tuition fee for pre-school, basic and secondary education in a state or municipality founded educational establishment shall be funded from the national or municipal budget. A private educational institution may set a tuition fee for providing education.

In higher education programmes the state covers tuition fees for a certain number of students' places, according to the State Procurement in the respective academic year, and the respective students receive state grants. Each higher educational institution may set a tuition fee for the other students' places.

Any student is entitled to a state guaranteed loan for his/her studies in higher education programme. A foreign citizen or stateless person pays for his/her education in accordance with the agreement concluded with the respective educational establishment. The tuition fee for the citizens of European Union countries and their children shall be determined and covered according to the same procedure as for the citizens and permanent residents of the Republic of Latvia.

Educational system of Turkey

The Turkish education system is divided into three levels which make up 12 years of compulsory education. The first level in the education system is primary school education consisting of four years (1st, 2nd, 3rd and 4th grades). The second level is middle school education consisting of four years (5th, 6th, 7th and 8th grades). The third level is high school education consisting of four years (9th, 10th, 11th and 12th grades).

There are two types of universities in Turkey, state and foundation (private) universities. All Turkish universities are accredited by the. As of August 2013, there are 104 state and 71 private universities. According to the legal code, that was accepted in August 2012, no financial contribution is taken from students studying at state universities except students attending evening education.

Foundation universities are semi-independent universities that are not governed by the state. These universities have tuition fees. Many foundation universities have graduate programs in Management and Computer Science. Some foundation universities are renowned for their programs in Engineering and Medicine. At many foundation universities, the language of instruction is English. These universities offer English preparatory class to students who are not proficient in the English language.

Educational system of Portugal

The Portuguese educational system comprises pre-school education, school education and out-of-school education. Out-of-school education encompasses literacy and basic education activities, cultural and scientific upgrading and upgrading, initiation, retraining and professional development, and takes place within an open framework of multiple formal and non-formal initiatives.

The goal of out-of-school education is to enable each individual to increase their knowledge and to develop their potential, in addition to school education or in order to meet their needs. Out-of-school education is part of a lifelong learning perspective and aims at globality and continuity of educational action.

Educational system of Italy

The Italian educational and training system is organized according to the principles of subsidiarity and autonomy of educational institutions.

The State has the exclusive legislative authority on the "general rules on education" and on the determination of the essential levels of benefits that must be guaranteed throughout the national territory.

Furthermore, the State defines the fundamental principles that the Regions must respect in the exercise of their specific authorities.

The Regions have limited powers in the field of educational authority, but full powers in terms of professional training. The state educational institutions are autonomous in terms of teaching, organization, research, experimentation and development.

The parents of the pupils, or those who exercise parental responsibility, are responsible for fulfilling the educational obligation of minors, while the residing Municipalities and the school administrators of the schools in where children are enrolled are committed to verifying that obligation be respected.

At the end of the period of compulsory education, usually at the end of the second year of secondary school, the student who decides not to continue his studies is given a certification of the acquired skills.

After passing the national final state exam for second-level secondary education, the student can access tertiary education courses (universities, Afam and ITS). Some university courses are enrollment limited and students must pass an access test.

Pupils who have completed part of or the full primary, basic and secondary education programme of a foreign country or an international organisation either abroad or in Lithuania, have the right to select a state, municipal or private school and to be admitted to it just like any other Lithuanian pupil pursuant to a commonly accepted procedure.

The school prepares an integration plan for pupils who come from foreign countries who have completed part of or a full international general education programme and, if necessary, an individual education plan; the school also sets a suitable period for the pupil's adaptation. If the pupil is able to achieve a satisfactory level of knowledge and skills during the adaptation period, the school prepares his learning plan and provides educational assistance.

The majority of pupils with special educational needs are educated at general education schools together with their peers through inclusive education. General education, vocational education and training, and other programmes are adapted to pupils with special educational needs. These pupils may complete education programmes within a shorter or longer time than that prescribed. Pupils with very extensive or extensive special educational needs can study at designated general education schools up to 21 years of age.

Pupils can also attend classes at various non-formal education schools, such as sports, music, fine arts or art schools, leisure centres or children's clubs. Classes are partially subsidised and fees are determined by the owner (founder) of the school.

In 2013, four municipalities have been testing a new financing method of non-formal education through the principle of the pupil's education voucher. At the end of the project, recommendations will be prepared as to the use of this principle or elements of it in all municipalities.

Educational system of Lithuania

In Lithuania, education is compulsory for pupils until they reach 16 years of age. Compulsory education is usually provided up to the 10th form (2nd form of the gymnasium). After completion of the 10th form, pupils must take the basic education achievement test in the Lithuanian Language, Mathematics, and an elective basic education achievement test in Mother Tongue (Belarusian, Polish, Russian or German).

After acquiring basic education and obtaining the basic education certificate, they may continue learning under the programmes for secondary education or vocational education and training or under the combined programme for secondary education and vocational education and training in order to acquire their first qualification.

Educational system of Bulgaria

In Bulgaria the structure of education is as follows:

Children's nurseries that children can visit up to 3 years of age.

Kindergartens for children aged 3 to 7.

At school, pupils study 8+4 years, 8 years of elementary education divided into two stages:

initial - from I to IV class inclusive; and lower secondary - from V to VIII inclusive.

And four years of secondary education from the 9th to the 12th grade.

Compulsory education is from 5 years of age and lasts up to 16 years of age.

Educational system of Romania

The education system is managed at the national level by the Ministry of National Education. Institutions belonging to State Pre-tertiary education (pre-primary, primary, secondary and post-secondary non-tertiary education) are subordinated to the Ministry of National Education through County School Inspectorates.

Current legislation provides the general framework for the establishment of private education institutions at all levels. The educational ideal of the Romanian school consists in the free and harmonious of human individuality, in forming the autonomous personality and in assuming a system of values which are necessary to personal fulfilment and development, the development of the business spirit, the active participation of citizens in society, social integration and employment.

The state provides Romanian citizens with equal rights of access to all levels and forms of pre-university and higher education, as well as lifetime education without any form of discrimination. The citizens of the other EU states and the states belonging to the European Economical space and Swiss confederation enjoy the same rights. The rights are equally acknowledged for all under-age population who request or have received a form of protection in Romania, foreign under-age and stateless children whose residence in Romania is officially acknowledged according to the law. According to the provisions of the Law of National Education (Law 1/2011), public education is free of charge, based on an egalitarian system in compliance with the law. Access to free education is guaranteed by Article 32 in the . The state provides basic finance for all preschool children and pupils attending compulsory state, private and accredited religious education. The state also provides basic finance for the accredited vocational and high school state, private and religious education, as well as for state post high-school education. They shall be financed on the basis and within the limits of the standard cost per pupil or per preschool child, according to the methodology set by the Ministry of National Education.



COMPARISON OF ALL STAGES
OF THE EDUCATIONAL SYSTEMS

Creative task for children, first year, 2018.

The child's creativity research working group:

Deputy director of education Snieguole Mazeikiene, psychologist Audrone Krisciukaitiene, speech therapist Grazina Glinskiene, teachers: Jūratė Kucinienė, Rosita Sakalauskienė, Vida Petraitienė and other teachers, project partners who instructed children from other countries.

The results of the study were processed and translated by psychologist Audrone Krisciukaitiene. "Ažuoliuko" School, Jurbarkas, Lithuania.

MATERIALS:

20 different colors (yellow, green, red, black and blue) of geometric shapes (circle, triangle, square and rectangle). Diameter of the shapes is 5 cm.

4 circles (1 yellow, 1 green, 1 blue, 1 red, 1 black);

4 triangles (1 yellow, 1 green, 1 blue, 1 red, 1 black);

4 squares (1 yellow, 1 green, 1 blue, 1 red, 1 black);

4 rectangles (1 yellow, 1 green, 1 blue, 1 red, 1 black).



INSTRUCTION FOR CHILDREN:

"Please create a picture on your A3 format page using these geometrical shapes. You are kindly asked not to look at your friends work and create by yourself."

INSTRUCTION FOR TEACHERS:

15 children, aged 4 years. Children are not provided by accurate instructions. During a creative task look for how every child arranges the pictures in A3 format paper. Is it one picture or maybe a few, are there any dominating colors? Are all the shapes used for a picture? How willing was the child to take up the task? How long did it take (in minutes)?

The goal of the research is to evaluate whether the children are capable of doing the creative task-creating a recognisable picture, giving the teacher minimal instructions.

The research tasks:

1. Did children understand the task?
2. Did children commit themselves to the task?
3. Did children create a recognisable picture from geometrical shapes?
4. Did children make one or more drawings?
5. Did children use all the colors in the creative task? Which colors dominated?
6. Did children use all geometrical shapes in the creative task? Which geometrical shapes dominated?
7. How long did he/she take to complete the task?
8. Disposition of geometric forms on paper (on the center of the paper, on the corner of the paper, all over the sheet)?
9. Comparisons between girls and boys results.

RESULTS

During the first year of "The Creative Task For Children" 176 children, aged 4 year old, from nine different countries participated in it.

Teachers assured that all the kids understood how to do the task. They also watched whether they committed themselves to the task? 149 children of which 61 boy and 88 girls willingly took upon the task, but at the beginning 27 children (G girls -16 and B boys - 11) hesitated to commit themselves to the task. 147 children (G-84, B-63) created more than one drawing and only 29 children (G-14, B-15) created one drawing on the paper from the geometrical shapes. 124 children (G-65, B-59) used all the colors in their creative picture, 52 children (G-27, B-25) did not use all of the colors in their pictures. The dominant colour for boys was red, the dominant colour for girls was blue. Least used colour was black. 120 children (G-75, B-45) used all geometric shapes in the task, 56 children did not use all the shapes (G-25, B-31). The most used geometrical shape was a circle. 15 children took from 1 to 3 minutes to complete the task, 29 children completed the task from 3 to 6 minutes, 41 child completed the task from 6 to 10 minutes, 17 children completed from 10 to 15 minutes and for others it took more than 15 minutes to complete the task. For 113 (G-63, B-50) children disposition of geometric forms on paper was all over the page, for 46 (G-29, B- 17) children disposition of geometric forms on paper was on the centre of the paper, for 17 (G-11, B- 6) children disposition of geometric forms on paper was on the corner of the paper.

CONCLUSIONS:

All children managed to complete the task. Neither one gave up. They were really creative using geometrical shapes. They really liked the task. Many of them said it was fun to make something out of geometric shapes. Most of the children used all geometrical shapes, created recognisable picture, and completed the task quickly. Just couldn't explain a lot about their picture while making it.

With children an easier way to determine predilection toward high creativity is to simply observe children in action, to talk with them about how they think, imagine and solve problems.

Collecting and examining data certain key personality characteristics from teachers, parents and peers can also be very helpful in recognizing highly creative children.

When you talk with the parents about their children, please use their creative crafts. Parents will be less defensive and more helpful and supportive to you.



Kids linguistic examination task, 2019 (second year with the same children)

Previous year children were asked to do a creative task with geometrical shapes and this year we want you to examine their linguistic skills.

The research aims:

- I. Evaluate and develop childrens language skills through their ability to recognize geometrical shapes and colors.

II. Enhance childrens vocabulary with words - prepositions that describe spatial relationships between shapes: on the left, on the right, at the centre, at the bottom of the sheet, on the edge of the paper, next to.

III. To develop mathematical skills through language using geometric figures.

IV. To initiate childrens creativity by creating a situation where they would have to not only make a picture but also explain what's in it throughout the process.

The research tasks:

to ask each child some questions that are below about his/her own picture.

1. Did the child recognize all geometrical shapes? (Yes or No).
2. Did the child recognize all colours in his/her creative task? (Yes or No).
3. Did the child recognize the position/location of geometrical shapes on the paper?
 - a) what geometrical shape/-es do you see on the left/right corner/center/at the bottom of the paper?
4. What kind of geometrical shape/-es do you see next to the triangle/circle?
5. Did the child count correctly how many triangles/circles/squares/rectangles are in his/hers creative picture? (Yes or No).

Results

Data analysis done by 163 children (G-94, B-69), 5 years old, which attended last year. 134 children (G-76, B-58) recognized all geometrical shapes, 29 children (G-18, B-11) didn't recognize all geometrical shapes. Most of the children 155 (G-93, B- 62) recognized all colours in their creative task. Only 8 children didn't recognize them (G-1, B-7).

Children recognized the position off geometrical shapes on the paper much better this year comparing with the previous year. Recognized – 128 children (G-73, B-55). Didn't recognize – 35 (G-21, B-14).

145 children (G-85, B-60) recognized what kind of geometrical shape is next to the triangle/circle. 18 children (G-9, B-9) couldn't say what kind of geometrical shape was next to the triangle/circle.

151 child (G-91, B-60) counted correctly how many triangles/circles/squares/rectangles are in his/hers creative picture. 12 children (G-3, B-9) made some mistakes during counting.

CONCLUSIONS:

The development of a child's thinking is related to the development of his speech. Language is a form of mind expression. Thought is difficult to express without the appropriate words and grammar tools. When thought is expressed by word, it's clear and real for those who speak and listen. The most important language function is communicative. Through the language children can talk about their feelings, desires, thoughts, they can talk to others. Through speech child extends his experience, which previously was based on child's sensations and perceptions. Through learning and communication with others, child consolidates language and shares their personal experiences with others.

Children's linguistic abilities are developing rapidly in 4-5 years of their life. The stock of words is increasing very rapidly, children use a variety of grammatical forms of words and compounds. Children are expressing their thoughts not only in simple but also complex sentences. So it's very important in this age to speak with them, ask them what they do, what they think.

However, some children have language disorders at this age. For children who have speech disorders, visual perception is often complicated - children hardly remember the names of colors and geometrical shapes, it's hard for them to grasp spatial arrangement of objects (shapes) and it's hard to express everything by language. Especially children with slow speech development have difficulties to remember names of geometrical shapes.

Comparing with the previous year, most of the children improved their communication skills; spoke more clearly and understood all the questions. Were able to describe what was in their pictures more vividly, most of them recognized the colors and shapes as well as their positions in the pictures.

It's been proven that creativity stimulates children's linguistic development. This creative task, in which geometrical shapes were used stimulates the development of expressive language-enrichment of the vocabulary (the names of geometrical shapes/colors), grammatically correct language development (preposition usage), fortification of learned sounds pronunciation, stimulates kids to explain the position of geometrical shapes using words. Helps to remember colors.

It's a multifunctional tool, which gives children a lot of positive emotions and awakens their creativity.



**Project
implementation
team**



TRAVELLING PROJECT
- a Journey to Future Competences



Erasmus+



In our Kindergarten No 206 in the Lodz. We have ten groups of children 3-7 year. We take care of 220 children (some of them with special needs). Kindergarten No 206 with Integration is an institution run by the City of Łódź.

We support overall functionality of all those children and their families. We also carry out different projects in terms of European education. We implement those projects using ecological, artistic and healthy approach. We organize many musical and theatrical festivals for children as well. We are interested in the following topics: ICT, integration in teaching, inclusion of students with learning difficulties in the school program, ecologic, bilingual education, CLIL.



Our preschool plays a very important role in the educational reality in Latvia. Our school is in the countryside and also so near the city center. It's a lovely small school with 100 pupils aged between 1-7 and 14 teachers. We are a small and friendly team, who wants to know new methodologies, sharing experiences and activities, schools networking and meet new cultures and people. The preschool provide a



warm and welcoming atmosphere where services are offered on one.

The school pupils study art, handcrafts, foreign languages, health studies, preschool subjects. Activities provide opportunities for exploration through dramatic play, music, role-playing, toys, blocks and games. Every teacher has their own hobby: scrapbooking, kanzashi, paper quilling, sweet design...

The school also welcomes different specialists, for active training courses in the classrooms: speech therapist, psychologist.

Teachers, pupils and their parents have participated in recent years in Erasmus+ KA 2, Nordplus Junior and different eTwinning projects.



Our school is situated in Jurbarkas city. It's a small city in the nice place - on the right-hand shore of the Nemunas River. Here live about 13.000 of people. The city is 200 kilometres from the capital of Lithuania: Vilnius.

Long time ago Jurbarkas was full of factories, but now most of them are closed and a lot of people don't have job, don't earn enough money. Because of that, there is a lot of unemployment. A lot of population lives from social benefits. In our school a lot of children are coming from poor families or just live with one of the parent.

Azuoliukas was built in 1980. After 11 years, in 1991 was opened first group for children with the special needs. At the moment there are 220 children in our school: 2 pre-primary school groups, 1 special class of children with special needs (7-21 years old), 1 group of children with special needs (2-7years old), 1 group of children with speech needs, 7 mixed groups (1-6 years old). Staff: 59 persons+1 director+1 assistant. We believe that this project will help us for more pedagogical experience. Our children will be more opened and tolerated about other nationalities. Through this project we want to bring children to the traditions, customs of their religion to make them aware of their cultural identity, they will become more creative. We want to take the part of this project because, that we think it's a good opportunity for our children to know foreign languages, culture and traditions of others countries. Foreign languages are very useful for them to entry in a primary school and there to learn and to be in contact with other children. Also, this project is a big opportunity for our teachers: they will exchange the job experience with other project teachers, will improve languages and ICT skills.

Between 2007 - 2009 in our institution was held a Comenius Project "Children Needs Culture and Traditions". In this Project we successfully achieved our results and accomplished 14 mobilities/meetings (2 more mobilities/meetings than we should).

We have implemented Comenius project " Magic book of European tales" /2012/ with 19 mobilities/meetings (7 more meetings than we should).

From 2016 we execute the project Nordplus Junior.

Totally we participate and execute in 30 projects of eTwinning.





MAHMUTLAR 50. YIL AHMET KESOGU IOKOKULU- MEAK school is located in the southern part of Turkey on the Mediterranean Riviera in Alanya. The school has two buildings. We have around 900 pupils from 15 different countries. There are 40 teams in the school and 33 teachers of 3 directors, 1 deputy director. Our students develop in their lives: chess, traditional folklore dance, foreign languages, modeling, etc. Our teacher has the abilities and knowledge about various subjects. We participate in many domestic and foreign projects Erasmus +, eTwinning. At present, we are implementing an international project of ecological schools.



DETSKA GRADINA "BRATYA GRIM" kindergarten is located in Bulgaria in Shumen. Over 21 children from 3-7 years attend it. We have experience in working with ICT. The kindergarten has many international contacts, works on e-twin projects and we have completed the project of multilateral partnership in accordance with Comenius sectoral programs "Energy of nature" 2008, "Magic book of European stories" 2012. Since 2014, we have been implementing the KA1 project. We have over 20 eTwinning projects. We are initiating a series of national international activities.





GRADINITA PROGRAM PRELUNGIT PERLUTELE MARII is one of the best public early childhood institutions in Constanta, Romania (with 8 classrooms and 230 children).

It is a 10 hour, 5 day program that provides a creative, supportive, nurturing learning environment for children (three meals and sleep session available). The kindergarten provides extensive opening hours that take account of the needs of working parents. The kindergarten staff is interested in offering a high quality early childhood education and care to all children from age three to age five. The programmes aim to develop the social and emotional competence and promote the cognitive, language, literacy and numeracy skills of pre-primary children to provide them with a fair start in primary school. The school council, the head teacher's team, the staff and the school community are involved in the school life and they work together.

The families support the staff and collaborate in the projects. The School Parents' Association supports the carrying on of different projects initiated by school and our local community to develop at our students creative and free personalities.

The kindergarten has been involved in many local and national projects and partnerships.

The whole kindergarten staff nurtures close relationships with parents and have a strong partnership with the families.

We envision an inclusive education system in the kindergarten in which equity and inclusive education meets individual needs, and identifies and eliminates barriers. Teachers and parents all together collaborate to accomplish the goals regarding children's education, behavior and growth and promote their welfare. They aim to build preschoolers' confidence and understanding, to promote language development through story telling, role play, songs, nursery rhymes, to develop their creativity and independence.



PROJECT IMPLEMENTATION TEAM



Fajões school cluster has a diversified educational offer to its community, for students from the ages of 3 to 18 years (university entrance).

At pre-school education level we have 9 groups distributed by 7 kindergartens, where our kindergarten staff (9 teachers, one psychologist and one social worker) is interested in offering a high quality for early childhood education. We still have a program that includes extensive opening hours that take into account the needs of working parents.

At Primary education level, for children between the ages of 6 to 10 years old, we have 23 classrooms distributed by 6 schools, creating the conditions for comprehensive and harmonious development of personality, through the progressive discovery of interests, skills and capabilities that provide a personal training in its dual individual and social dimension. At this level we offer extra classes in English, Physical Activity and Sports, Music, Arts and libraries in the schools.

The expression and communication area of the Portuguese curriculum includes the domains of Oral Language and Written Language approach, Drama/Theatre, Plastic Expression, Music and Dance domains which make our pre-school teachers experienced to develop small projects/activities in these domains. They had staff training/formation in various areas of the curriculum.

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Marco Martins, assistant director, is coordinator of an Erasmus+ KA2 project and has competences in the field of communicating with the partners. He has experience in national projects, promoting student academic success; he will also present the main objectives of the TEIP programme and the methods of implementing the program in the local context.

António Silva, the school cluster headmaster, has a lot of experience in local and national projects, and has the competency in managing projects and national and European budgets.



Our school is located in Lavinio Lido di Enea, a little suburb of Anzio, a touristic and residential town of about 56,000



inhabitants situated on the Tyrrhenian coast of Lazio 50 km far from Rome.

Our school has about 1200 pupils aged from 3 to 14 and 140 teachers, some of them employed as special needs teachers. Our school mission is to promote reciprocal comprehension among different cultures in order to create in future European citizens what is necessary to recognize and to appreciate the common values, without neglecting the respect for ourselves, for ours and for other countries, considered as parts of a wider whole (Europe and the world as well).



We think that such a way of considering the formative actions may contribute to the formation of future generations that will have the possibility to grow without territorial, cultural and linguistic boundaries.

Our school started working on European projects in 2013 (Comenius and Erasmus), especially on projects focused on sharing tools and best practices, promoting cross skills, on implementing the use of English and ITC and on stimulating the youth's participation to the democratic life. These projects have helped our teachers to improve their skills in English, methods and teaching practices and in using ITC.

We think that the age of kindergarten and primary school children is particularly suitable to develop basic understanding in the field of information technology and computational thinking. For this reason we organize several activities, such as: educational robotics courses, use of 3d Printer, coding.... In order to increase their interest also in STEM disciplines.

Our school have also received the etwinning School Label and won etwinning prizes with several projects.



GREECE

Kindergarten of N. Ionia - Volos is a school with 2 classes. We have 42 students. We have computers in classrooms and we use ICT in every subject we deal with. We did an Erasmus+ KA1 project last year and we participate in an Erasmus+ KA2 project from 2017 so as to learn foreign educational systems and to collaborate with foreign schools. We do many projects on eTwinning, we use ICT and multimedia, we run many projects as for environment, ecology, recycling, tradition etc. We organize meetings with parents and experts as well as festivals for celebrating special days with kids and parents.





ISBN 978-83-943626-1-4



The publication has been funded within the framework of the European Union Erasmus Plus programme.
This publication reflects the views only of the authors, and the National Agency of Erasmus Plus Programme as well as the European Commission cannot be held responsible for any use which may be made of the information contained therein.

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Publikacja została zrealizowana przy wsparciu finansowym Komisji Europejskiej w ramach programu Erasmus+.

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PUBLIKACJA BEZPŁATNA