



L.I.F.E. (Live!Improve!Feel!Educate!)

»EMOTIONS«

e-MAGAZINE Vol. 4



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Authors:

Strategic partners of the L.I.F.E. project



Strateški partnerji:

Czech Republic, <https://www.skolamalehostice.cz/>

Italy, <https://www.nuovadirezionedidatticavasto.edu.it/>

Norway, <http://www.skarungen.barnehageside.no/>

Slovenia, Litija, <http://www.vrtec-litija.si/>

Slovenia, Ljubljana, <https://www.vrtec-pedenjped.si/>

Spain, <https://www.escorialvic.org/>



The “**L.I.V.E. – Love! Improve! Feel! Educate!**” project involves 6 organizations from 5 countries (Czech Republic, Spain, Italy, Norway and Slovenia). The participating organizations are kindergartens and schools, which shall mutually exchange good practices and knowledge, as well as design modern educational processes in the field of social and emotional learning (SEL).

The aim of the project is to improve emotional and social competences in the field of self-awareness, self-management of one's emotions, eg. through higher level of empathy, social awareness, interpersonal skills, social inclusion and tolerance towards vulnerable social groups across all the project partner countries. Through this project, the participants aim to draw attention of the professional community and address the importance and value of the contents of social and emotional learning for children's holistic development and thus reduce the level of dropout from schools, and raise the social inclusion of vulnerable groups. In addition to children and employees of partner organizations, the project includes families of those children, as well as local and professional community.

In the e-magazine, good practices are presented that have been successfully integrated into existing educational curricula by the partner organizations. The project is designed so that each organization shall find ways to present the contents of social and emotional learning in various project activities. The number of children involved in the project in total amounts to over 2000. Partners share experiences and cooperate in implementing them in educational processes. It should be noted that special attention is also paid to the inclusion of participants with fewer opportunities. In all organizations, the program is designed so that children with fewer opportunities and their families can actively participate throughout the learning process. In all partner organizations, deprived children and their families will be provided with opportunities of active participation throughout the learning process.

Efforts put into the L.I.F.E resulted in various good practices that formed on the basis of exchange of knowledge and experience, which we present in e-magazines. Internships can be of use to anyone who wants to enrich their educational practice in the field of social and emotional learning. We want the results of the project to be useful and applicable to related organizations across Europe.



FOURTH e-MAGAZIN PROJECT ERASMUS+ L.I.F.E.

»EMOTIONS«

Welcome to 4th magazine of the **Erasmus KA2+ L.I.F.E (Live! Improve! Feel! Educate!)**. In the fourth issue, strategic partners from the Czech Republic, Norway, Slovenia and Spain present good practices focusing on the development of **self-awareness**.

»Self-awareness is the ability to focus on yourself and the way how your actions, thoughts, or emotions do or do not align with your internal standards. If you're highly self-aware, you can objectively evaluate yourself, manage your emotions, align your behavior with your values, and understand correctly how others perceive you.« It's a rare skill, since many of us spiral into emotion-driven interpretations of our circumstances. Developing self-awareness is important because it allows leaders to assess their growth and effectiveness and change the course of actions when necessary. Self-awareness is the single most important thing in living a meaningful life. We need self-awareness to be happy, find purpose, and have healthy relationships. Incorporating self-awareness into our life is quite literally the key to living the life that we want.

In the first part of the e-magazine, project activities are presented that were aimed at developing and sharing ideas with partners. The key issue for gathering ideas around was the development of self-regulation of one's emotions. The children contemplated about their own responses in social situations, and gained experience of cooperation and adaptation.

In the second part of the e-magazine, LTT activities in Slovenia are presented.

Due to the COVID-19 epidemic, we finally managed to carry out the planned LTT activities with some delay. The project partners hosted Pedenjski Kindergarten Ljubljana and Litija Kindergarten. In the e-magazine, LTT activity is presented, as well as the resulting good practice, which was created through the exchange of ideas, educational models and approaches, as well as cultural experience.


Country: Slovenia, Litija
Activity title:

NEON - We learn to stand up for ourselves and say: NO, I don't like this.

Age of children:

4-6 years

Dissemination:

- e-website for parents
- Erasmus corner
- e-magazin

- Encouraging children to express their feelings and thoughts in words.
- Thinking about themselves, their qualities, their behaviour, thoughts, emotions and feelings...
- Recognising inappropriate behaviour by a familiar person.
- Learning to behave appropriately in the event of an unpleasant incident.

Activity description:

For several years now, our Kindergarten Litija has been including the oldest children in the programme NEON - Safe Without Violence. In four workshops, we empower children to recognise emotions, perceive uncomfortable situations with peers and strangers, recognise sexual abuse, and develop appropriate reactions and self-protective behaviours. The content is presented to the children through discussions with the children, role-play, puppet play, use of pictures, etc. In this workshop, the children were introduced to appropriate and inappropriate behaviour by peers.

We prepared children for these workshops and talked with them about our emotional states before the workshops started. We helped each other with a game called "The emotion pot", where each child chose a token with an emoticon and described to us a situation in which they felt good, bad, scared... They also expressed their feelings by choosing an instrument. They realised that they feel best, when they feel good and that they can take care of that by themselves. They were able to say what they like, what a friend can be like, what they do to be kind to each other. How they feel when someone takes something from them, hits them, says a bad word, forces them into a secret that is not safe. All this was played out in a role play, a game of pretend play. After each pretend play, we clapped our hands. In the uncomfortable situations they acted out, they learned to stand up for themselves and say no, I don't like that. They learnt and mastered the four rights to be safe, strong, strong at heart and free. The knowledge they have gained is also noticeable when playing with their peers.







**Country: Slovenia, Litija****Activity title:**

NEON - Fear of strangers and rules for personal safety

Age of children:

4-6 years

Dissemination:

- e-website for parents
- Erasmus corner
- e-magazin

Objective (s) of the activity:

- The child can distinguish between a stranger and a familiar person.
- The child recognises dangerous situations with a stranger through exercises (role play).
- The child is able to respond to a stranger in an appropriate way.

Activity description:

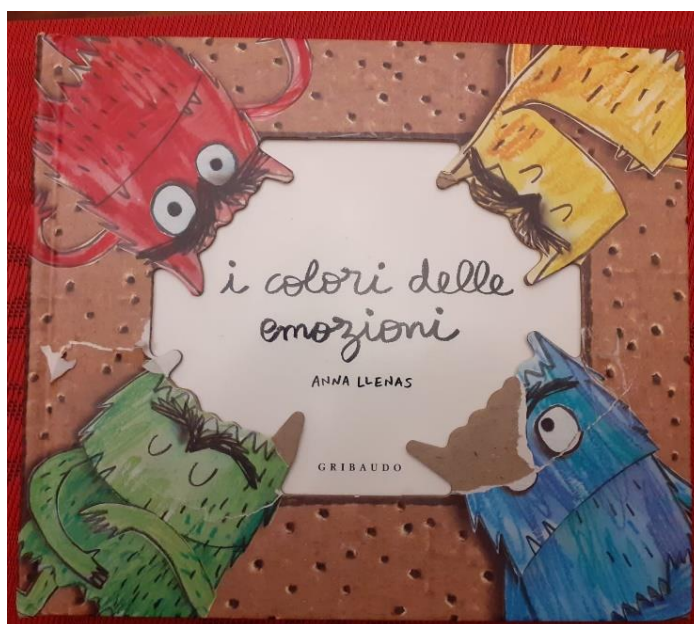
We talk with the children in the morning circle about family, friends and acquaintances. We turn the conversation to strangers. The children can say who the strangers are. We agree with the children through conversation when we can and cannot talk to a stranger. We present the situations with large puppets, acting out the situations we have talked about. Children can also play “a pretend play” and create a situation with a stranger. Role-play can be tried by all children who wish to do so. In these situations, children learn to recognise inappropriate behaviour in others and how to deal with the situation. They build their self-confidence and gain concrete experience on the subject.

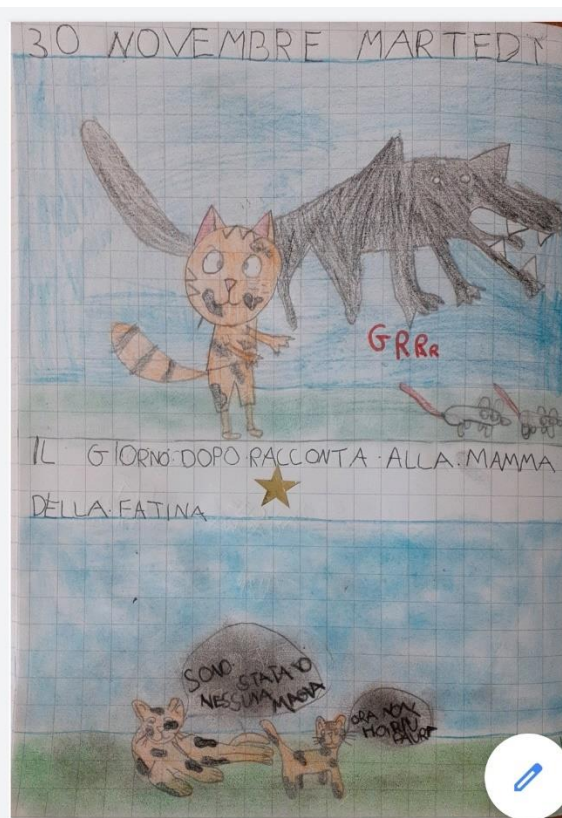
This workshop is also a part of “Neon program” - Safe without violence.





Country: Italy	
Title of activities: Emotions in a fairy tale. Fear.	Age (of children): 6/7 years old Primary School
Disemination: <ul style="list-style-type: none"> e-website for parents Erasmus corner e-magazin	Goal of activities: Learn to recognize fear.
Description of activities: <ul style="list-style-type: none"> - Reading, understanding, interpretation of the fairy tale "Tippy's fear" (Photo 1 – Photo 2) - Clinical Conversation: What Are You Most Afraid of? What do you do when you are afraid? - Graphic representation of significant moments in history (Photo 3 – Photo 4) - Viewing of the pop-up book "The colors of emotions. (Photo 5) 	

Photos:





Country: Italy	
Title of activities: The wheel of emotions	Age (of children): 3-4-5 years San Michele Kindergaten
Disemmination: <ul style="list-style-type: none"> e-website for parents Erasmus corner e-magazin 	Goal of activities: <ul style="list-style-type: none"> Name and recognize the six emotions: Joy, sadness, fear, anger, wonder, disgust. Express own emotions. Associate each emotion with a color and a sound recognize the emotions in their peers and in various daily situations. Learn some words / phrases in English.
Description of activities: Children are offered two songs, one in Italian and the other in English, to introduce the topic: - Get an emotion ("Prendi un'emozione" – Zecchino d'Oro - https://www.youtube.com/watch?v=nHdCibkqsU8) - If you're happy.(https://www.youtube.com/watch?v=l4WNRvVjiTw) Both speak of emotions, the text of the one in Italian stimulates children to give a color and a sound to emotions, while the one in English stimulates them to imitate certain emotions with the body. After having fun singing and dancing them together, in circle-time you can start the reflection with the children on the topic by asking some stimulating questions: - When do you feel happy / sad / angry / afraid / amazed / disgusted? ...Why? - What color do you think is joy / sadness / fear / anger / wonder / disgust? - Will you show me a happy / sad / angry / scared / amazed / disgusted face? ...	



After reflection, we decide with the children the colors to give to each emotion:

Yellow / happiness, Dark blue / sadness, Red / anger, Green / fear, Light blue / wonder, White / disgust.

We therefore propose to create your own wheel of emotions so that every day in the classroom everyone can mark what they are feeling at any time. Each child is given their own sheet with a printed circle divided into six segments and 6 stations are created with tempered colors and brushes, the table with yellow, the one with dark blue, the one with red, the one with green, the one with light blue and the one with white. Each child will pass with his own sheet for each station to color the segment of the circle. (Photo1 – Photo2)

When the color has dried, each child, after having named the name of the emotion associated with that color, will apply the label with the writing (“felice/happy” – “triste/sad” – “arrabbiato/angry” – “spaventato/scared” – “meravigliato/amazed” – “disgustato/disgusted”) in each segment. (Photo3)

Finally, the teacher will plasticized all the works and apply an arrow with the words "Sono / I am ..." to each circle. In this way the child will be stimulated to recognize the emotion he feels, rotate the arrow placing it on the chosen color together to indicate that emotion and pronounce the sentence in Italian and English, for example "Sono felice / I am happy".

Later the children are taken to the gym. They are asked to mimic various emotions with their body. Then they are divided into groups, a group for each emotion, and they are asked to think and produce a sound that expresses that specific emotion, using everything they have at their disposal (body, voice, equipment in the gym). Finally, they are asked to divide into couples, the teacher names an emotion and a child of the couple dramatizes it, the other has to find a way to get in touch with his partner trying to understand what to do (for example share the joy, console sadness, help to solve ... etc). (Photo4)

Working on emotions with children of this age always accompanies us, it is very important and helps such young children to know how to recognize them, try to manage them and become empathetic with the feelings of others. Each wheel of emotions will remain available to children throughout the school year. (Photo5)

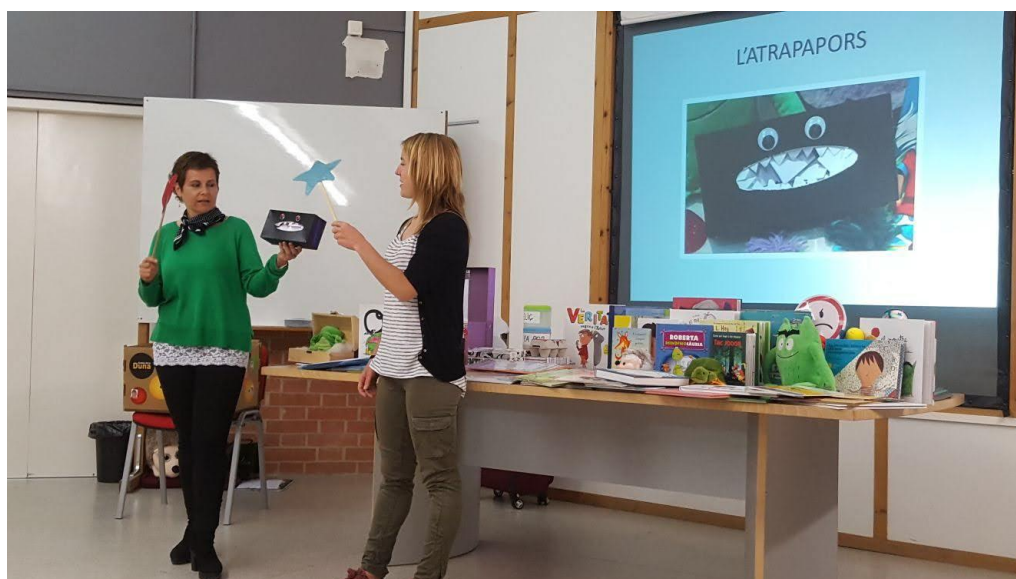






Country: Vic, Spain	
Title of activities: Social Emotional Activities	Age (of children): for families
Disemnation: Erasmus corner E-twinning	Goal of activities: Learn resources and activities about social-emotional education
Description of activities: A talk related with social-emotional activities and books was given by a teacher from the school. Families were able to actively participate and exchange their points of view. Also some material (mainly books) were shared.	





**Country: Vic, Spain****Emotions – Identify them****Age (of children): 10 -11 (79 pupils)****Disemnation:**

Erasmus corner

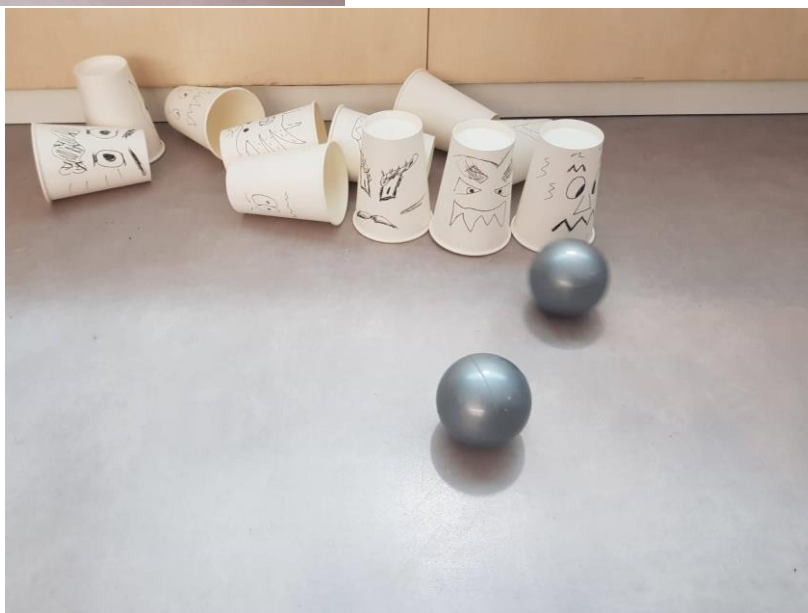
E-twinning

Goal of activities:

Identify emotions and control them

Description of activities:

In groups, the pupils have created faces on paper cups, each face in representation of one emotion. We have talked about all the emotions and when we feel them; also how do we react when we are feeling them. All pupils exposed their views on how we all should react, which would be the best way, and also which ones we would like to avoid. Afterwards we played with them.





Country: Vic, Spain	
Title of activities: Who is the most important person in your life?	Age (of children): 4th grade
Disemnation: Erasmus corner E-twinning	Goal of activities: Talk about the importance of self esteem
Description of activities: <p>Different corners were prepared in the classroom. One with a cage with a mirror; another with different papers with the names of all the pupils in it; one with colourfull wool threads and another with the whiteboard and markers.</p> <p>In groups of 4 pupils they had passed for all the cornes were they discussed how they see each other and their selfs, what they think and how they feel. They discussed the meaning of the mirror, write down qualities in they classmates paper, create bracelets for eachother and send messeges to the whole group on the witheboard.</p>	




Country: Vic, Spain
Title of activities: New ERASMUS+
Corners

Age (of children):
5th and 6th graders

Disemnation:

E-twinning

Instagram

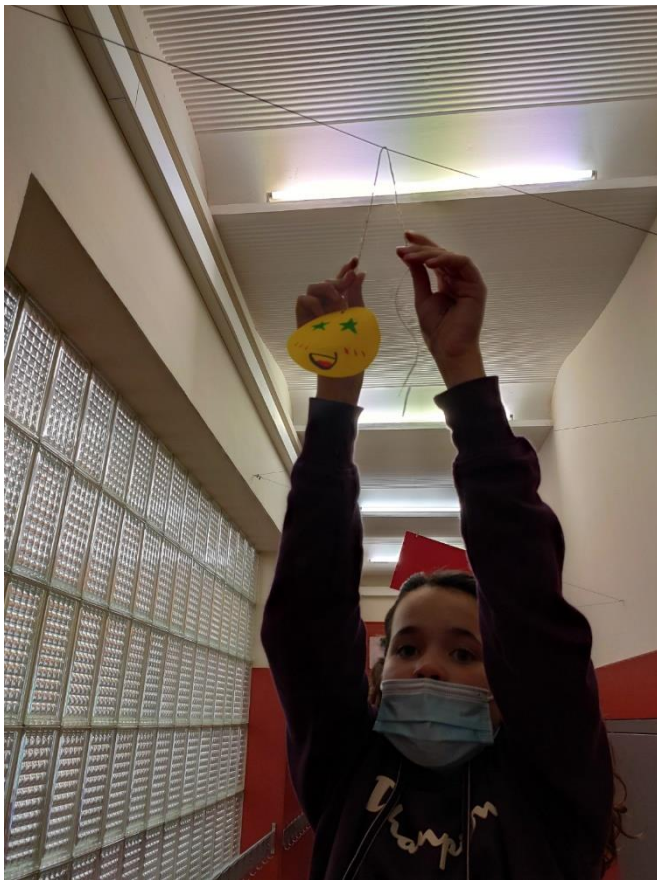
Goal of activities:

Decorate our Hallways with L.I.F.E. motives

Description of activities:

Pupils from 5th and 6th grades has made titles to decorate our hallways and corridors. We talked about the importance of the words and feelings. They also have drawn emojis of all the feelings that we can feel.







Country: Vic, Spain	
Title of activities: What your eyes can tell	Age (of children): 5th-6th graders
Disemnation: Instagram E-twinning	Goal of activities: Learn about the importance of the non verbal language
Description of activities: What your eyes can tell is an activity to talk about the importance of the non verbal language. Our eyes are really expressive and we can tell a lot of things with them. Nowadays they have gained even more importance due to the mask covering our mouths. All pupils expressed what they can 'read' in their classmates faces and they fanilly draw their eyes.	





Country: Czech	
Title of activity: Saint Nicholas Day	Age (of children): 3 – 6 years
Dissemination: school web page, classroom, playroom, school garden, outside trip	Goal of activities: <ul style="list-style-type: none"> - Support good interpersonal relationships among children - Evoke feelings of joy, well-being in children - Develop prosocial behaviour of children, teach them to listen to others, show compassion, form friendships - Familiarize with folk customs and traditions - Individual or team work, discussion, listening - Develop motor skills, coordination of the body, learn to use all senses - Manage basic musical and instrumental activities, differentiate rhythm - Get to know the surrounding environment, form a positive relationship with it
Description of activities: <p>Based on the Saint Nicholas Day project which took place on 6th of December 2021 at ZŠ and MŠ Opava – Malé Holešovice, a one-day program for the kids was prepared. The main goals of this project are, as described above, to promote kids' emotional development and to teach them about their surroundings. The program was divided into multiple blocks, that will be described in the following text, with breaks for lunch and hygiene.</p> <p>The first part of the Saint Nicholas Day – Spontaneous activities – consisted of multiple activities. The kids started the day with a game, during which they had to play family and by that strengthen their emotional bond to the family and also cooperate with each other. Then, they watched a video about the Saint Nicholas and about the traditions related to this holiday. There was also time for drawings connected with this topic – which served to reinforce the children's motor skills.</p> <p>Next, the traditional trinity consisting of Saint Nicholas, devil and angel visited the kids, gave them some little gifts (mostly candies) and the kids experienced a nice forenoon filled with poems, songs, dancing and giving gifts.</p> <p>Since it is necessary to familiarize the children with their surroundings, everyone went outside to see the open-air museum, the Christmas tree and decorations. This part was important for another reason – the kids got to talk about the advent period, their family traditions related to the Saint Nicholas, from which the teachers could examine their communication skills and vocabulary.</p> <p>Not everything could be done as teamwork, so there was also a block of individual activities with the kids, during which the kids focused on their logical thinking and their knowledge of letters, colours, shapes, basic numbers etc. For example, they had to look for hidden letters in pictures or look for signs in the advent calendar.</p>	



During the day, there also were small activities such as listening to a story or a chase to develop the kids' concentration or spatial orientation.

The whole day ended with afternoon activities:

- Creating a Comet, which helped develop the kids' fantasy, imagination and motor skills through drawing and scissoring
- Discussing the Christmas preparations, comparing the traditions, work with a book
- Singing Christmas and winter songs by the piano to practice the rhythm

Summary:

The Saint Nicholas Day project is focused on teaching the children how to cooperate, developing their emotional and motor skills and showing them Christmas and advent traditions.

The whole day was divided into multiple blocks, during which the kids spent time playing games, watching videos, singing songs etc. They also experienced a Nicholas visit, went for a walk out and created their own Comet.





Country: Czech	
Title of activity: A day in a blind person's shoes	Age (of children): 6 - 12
Dissemination: school web page, school, outside area close to school	Goal of activities: <ul style="list-style-type: none"> - Feel extraordinary emotions connected to success or failure - Get an idea how it feels to be blind or with any visual impairment - Rely on other senses than vision - Experience what it is like to take care of people who need help - Learn to rely on other people and their help - Realize that even everyday activities are challenging for blind people - Practise of patience - Get familiar with the Braille - Learn to manage emotions through being blind, such as fear
Description of activities: During this project, the pupils could try various activities and experience what is it like to be blind. A few pupils chose to give up the experience of being blind and instead they decided to try to be a companion and what is it like to take care of people who need help. All the tasks that were prepared for the children looked easy, but with blind ones among them they had totally different feelings and experience. They could try what it is like to walk in the classroom, in the hall or to find their shoes in the changing room. These activities are really easy in everyday life, to the point that nobody realizes that. Suddenly, these activities became a challenge. Another part of this project was spending some time outside, where the pupils could try what it is like to be in a nature, to walk with no guidelines or to rely to classmate to take care of them. They also learned the safe hand position how to move, they could touch Braille letters, they had a chance to explore haptic pictures in a special book for blind children. They also could test their hearing in sound - find a pair - game. They used just their smell to recognize spices without other senses. During this, their touch and memory was tested in an activity consisting of recognizing different objects from everyday life without vision. At the end, there was a part for assessing all-day activities. The pupils admitted that sometimes they felt scared, desperate or excited because they had to rely on their other senses. Some of them admitted that they wouldn't like to be in a blind person's shoes any minute longer. They appreciated the help and care of their classmates and also the wide variety of prepared activities. Summary:	



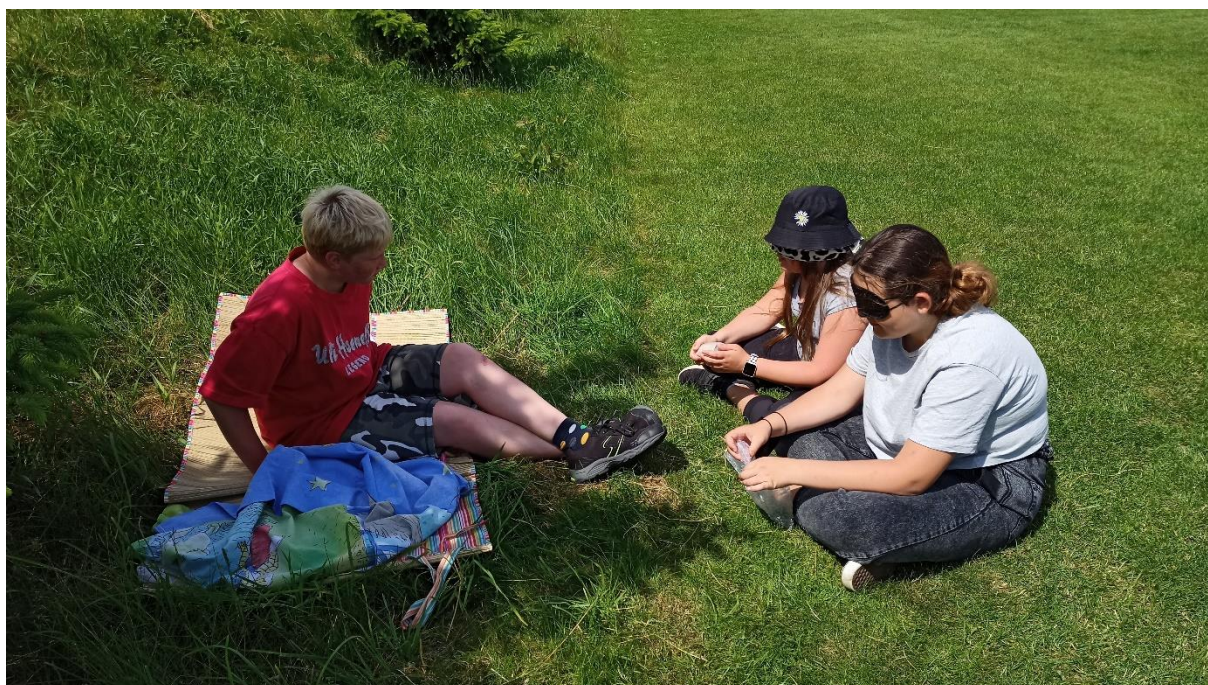
The aim of these activities was to let the pupils feel extraordinary emotions connected to success or failure and to show them what it is like to rely on other senses except vision. During the day, multiple activities were prepared for the children, such as walking in the classroom or school, trying out everyday activities without vision or testing their other senses (smell, hearing).

The pupils also spent some time outside to try a blind person's life outside of a building as well. This activity helped them to understand how the help of other people is important and valuable.

Finally, all the participants had an opportunity to comment on the whole project – what they learned, what they liked and disliked.









Slovenia, Ljubljana

Title of activities

How to recognize emotions

Age of children: 2 to 3 y. o.

Dissemination:



Goal of activities

Children recognize emotions and name them

Activity description:

EMOTION RECOGNITION GAME

I prepared a didactic game *RECOGNITION OF EMOTIONS*, the aim of which was the children to recognize 4 basic emotions by observing facial expressions. The emotions to identified were ANGER, FEAR, JOY AND SADNESS.

For each emotion, a photo of a child's face, family, emoji  or a minion  was shown. This didactic game is both, educational and fun. There are several ways to play with the pictures (sorting, combining, finding opposites, etc.).

PICTURE BOOK »PIŠČANČEK PIK- PIK, THE CHICKEN«

The picture book »Pik, the Chicken« is an ideal starting point for a conversation about emotions in a group. »Pik« hatches from the eggshell and searches for his mother. While searching for his mother, he meets various characters, such as ANGER, FEAR, SADNESS AND JOY. Each character has their own characteristic, which Pik does not like. He, however, likes JOY the most and so he would choose JOY for his mother. In the end, he finds his mother hen.

We read the story several times and discussed it. Later on, we illustrated different expressions on the face. I then expanded the story into a game and prepared picture of each of the character to use it in an acting out scene. I let the children play freely and, interestingly, they often imitated certain characters from the story. They used higher or lower tone of voice — depending on the emotion they had in their hands.









Slovenia, Ljubljana	
International Day for Tolerance	Age of children: 4 to 6 y. o.
Dissemination: <ul style="list-style-type: none"> • EKSENA Education Center, • Preschool classes (Korenjaki, Učenjaki, Sladkosnedi) 	Goal: <ul style="list-style-type: none"> • Recognizing the meaning of tolerance and feelings that are related to social intolerance.
Activity description: <p>We established a connection between the contents of our Erasmus + L.I.F.E. project and the national project International Day for Tolerance – Day for Tolerance and Friendship of the EKSENA Education Center. This year's theme of the project is "Treat others the way you want others to treat you." We discussed interpersonal relationships a lot in the class. We also had conversations about tolerance, intolerance, and reflected on our own feelings in certain situations. Two further topics discussed were friendship and respect. We then discussed the Ugly Duckling story in groups. In one group, the teacher read a book, the second group listened to an audio story, while in the third group the teacher told the content using pictures. The story was followed by a conversation about the content of the story, and about the emotions that Ugly Duckling was experiencing. Children were asked how they would feel if they experienced rejection. They were encouraged to express what they like and what they don't, and contemplated on which behaviors are acceptable and which are not. Children were asked about Ugly Duckling's feelings and behaviors towards others. This was followed by the use of puppets for the purpose of re-telling the story. Furthermore, different situations from the story were recreated using different creative techniques. Each class presented their »pieces of art« and the exhibition was open to both, children as well as their parents.</p> <p>In the end, we discussed what kind of relationships we would like to form and/or nourish in order to be happy and satisfied. Each class wrapped up the activities by singing a song about friendship by Zvezdana Majhen.</p> <p>We will gladly continue to participate in national programs for the development of emotional literacy, thus developing the values of tolerance and mutual dialogue in society.</p>	







Slovenia, Ljubljana

Workshop: Facing the Fear

Age of children:

Korenjak (The Brave One), 3 to 5 y. o.
Učenjaki (The Smart One), 5 to 6 y. o.

Dissemination:

Parents

Goals:

Identifying fear and developing fear-overcoming techniques.
Physical experience of fear and relaxation – feeling proud after overcoming fear.

Activity description

In the first part of the workshop, we learned about different aspects of **feeling of fear**:

- Facial and bodily expression of fear.
- Social situations at home and in kindergarten, which trigger feelings of fear in a person.
- With the help of pictures, the children identified techniques for overcoming fear that they already use at home or in kindergarten. Most often, the most helpful approach to letting go of fear is giving hug to a teddy bear or sitting in a parent's lap, etc.

In the second part, a **challenge** followed, which demanded quite an amount of physical activity. The children got scared and felt fear. However, with the help of teachers, they were able to express their fears and chose a that calmed them down. Most of the children managed to successfully face a new challenge and overcome fear. They were proud of our achievement!









Slovenia, Ljubljana

Countryside kindergarten – overcoming fear

Age of children:

Korenjak (The Brave One), 3 to 5 y. o.
Učenjaki (The Smart One), 5 to 6 y. o.

Dissemination:

Parents
Website

Goal:

Children successfully face and overcome fear and anxiety

Description of the Activities:

In the middle of October, we spent a few days in a mountain village in the Upper Savinja Valley, where regular preschool curriculum was carried out in different conditions and situations. For most of the children, this was their first experience of spending a night or two without parents in a new environment. Most of the children felt quite some fear when they left. We used this to encourage the development of emotional competences and provided the children with the opportunity to learn how to deal with their own fears and learn techniques to overcome inner hardships. First-hand experience with a new physical and social environment and enables the child to reorganize and upgrade his/her perceptual world.

- In order to make the experience comfortable, various activities had been carried out several weeks in advance:

Conversations about farm life were held, expectations were formed based on (LTT) introductions of the new environment, including animals, nature, etc. Domestic and forest animals were discussed in much detail. Key questions were answered, such as *what a farm actually is and what is the purpose of living on a farm*.

A calendar was made for the purpose of counting down days remaining to the departure. This also contributed to developing basic understanding of the concept of time.

Through conversations, positive attitude to new experience, as well as to environmental changes was established, and techniques for overcoming fear were developed (consequently increasing the level of flexibility in following different daily routines).

- What were the greatest challenges for the children?

Spending night in a new environment without parents, and physical challenges in the forest.

- Which activities and topics caused fear?

On the first day in the afternoon, a small shepherd boy told us a few folk tales and songs about a difficult life in the past and about the giants hiding in the surrounding hills. The children were introduced to an old Slovenian proverb *Strah je okoli votel, zunaj pa ga nič ni*, which could translate into English as *Fear no fear, sincere there is none and here is none either*. We pretended that the giants were following us all the time – everywhere we were (outside, in the playroom, etc.), but at the same time the question kept lingering as to why anyone should be afraid of the giants no one can even see. Later on, we tried to wake the giants up making a terrible noise. Nothing happened. Obviously, the giants are always asleep, and even the noise of the hurricane cannot wake them up, let alone innocent sounds of children.



We touch on stereotypes, and think about why we have beliefs that a giant is evil, why we shouldn't be kind, and what we are like when we sleep? Further discussion was aimed at looking for the answer to the question as to why imaginary giants that do not even really exist could be evil. The giants sleep all the time? Does this mean that we are terrifying and evil creatures when we sleep?





LTT SLOVENIA



KINDERGARTEN PEDENJPED LJUBLJANA

20.9 – 22.9.2021



In September 2021, Kindergarten Pedenjped hosted partners Erasmus+ project L.I.F.E. Love! Improve! Feel! Educate!. We prepared various activities on topic social-emotional learning for our professional colleagues (educators, teachers, head teachers) from kindergartens and schools in the Czech Republic, Spain, Italy and from the Litija Kindergarten.

In the LTT activities, we presented to the partners the Slovenian school system, Kindergarten Pedenjped and our good practice in the field of the content of the L.I.F.E (social emotional learning). In formal and informal gatherings, we strengthened our affiliation with the project and EU Teachers' Network.

We all spent the mornings in Kindergarten. We introduced them to the Potepuh unit on the hill Janče and the forest kindergarten program. In the Pedenjcarstvo unit, we conducted an interactive workshop by Mojca Pokrajculja and a zoom meeting of all participating groups in partners's schools. We also visited the Sladkosned unit and the OŠ Fužine, primary school.

In three afternoons we wanted to give our EU colleagues the most beautiful cultural and gourmet experience of Slovenia. We organized a guided tour of the capital city of Ljubljana and the City Hall. We drove towards the coast, and showed them our UNESCO landmark Postojna Cave and Predjama Castle. We took a walk along Lake Bled and visited the famous Castle. At the end of the evening, we pampered our partners with a culinary event at Ljubljana Castle.









LTT SLOVENIA



KINDERGARTEN LITIJA

23.9 – 24.9.2021



In September 2021, Kindergarten Litija hosted partners for the first time in our first Erasmus+ project L.I.F.E. Love! Improve! Feel! Educate!, whose main aim is to empower children in the field of emotions. We prepared various activities on music and social-emotional learning for our professional colleagues (educators, teachers, head teachers) from kindergartens and schools in the Czech Republic, Spain, Italy and from the Pedenjped Kindergarten in Ljubljana. In addition to active participation in activities with children in forest and in playrooms, we also presented the forms of cooperation between our kindergarten and families, showed a video with short excerpts on our kindergarten's involvement in the field of musical art, showed them the Medvedek and Griček units and invited them to visit the Litija Primary School.

In addition to the professional content, the two days with us were enriched by a visit to the Sitarjevec mine, where our guests were welcomed by the Vice-Mayor Mrs. Lijana Lovše. After a guided tour of the mine in English, we had a "Sitarjevec snack", which our guests found very interesting. The last day of their visit ended with a guided tour of Bogenšperk Castle, with a pleasant castle greeting by the musicians "Šmarski tamburaši".

With the first 3 days in the Pedenjped Kindergarten and then 2 more days in our kindergarten, we believe that we have given our Erasmus+ partners an unforgettable experience in Slovenia. We all had a hard time when we left, our guests were enchanted by the natural beauty of Slovenia as well as by the high standards of our schools and kindergartens. We believe that we represented our kindergarten, local attractions as well as Slovenia well, as they assured us that this visit was definitely not their last 😊





**Country: Slovenia, Ljubljana****LTT Erasmus+ L.I.F.E. project activity –
Priceless Experience of Getting in Contact
with Cultures of European Nations****Age of children:**

Korenjak (The Brave One), 3 to 5 y. o.
Učenjaki (The Smart One), 5 to 6 y. o.

Dissemination:

Website
Parents

Goal:

Providing children with genuine experience
of EU countries' cultures.
Gaining the feeling of belonging to Europe
as a whole.

Description of the Activities:

The Pedenjped Kindergarten, Ljubljana, Slovenia hosted partners from the Czech Republic, Spain, Italy and Litija. Norwegian partners, however, participated virtually, attending meetings and virtual activities. Children from the departments of the Pedenjcarstvo Unit, were included in the entire process of project activities. They participated in the stages of preparation, implementation as well as evaluation. The process of preparation comprised contemplation, observation, comparison and conversation about the differences and similarities of EU countries, their geographical location, cartoons being watched traditionally by children living in a certain country, national flags, food, language, etc. Prior to our partners' visits, we made their national flags and welcome notes in their language. Together with the children, we made large paintings using the colors of each of the visiting country flag. The paintings were used to decorate the hallways in the kindergarten and show the result of the process of developing the inter-relational dimension of socio-emotional learning. The children had the opportunity to make, observe, explore and paint their body silhouettes. They could draw their friends, present favorite interactive game and family systems they are familiar with. Younger children pressed their painted palms against a sheet of paper and thus created a painting. Children aged 3-6 prepared a musical performance for a virtual meeting attended by participating institutions. Conversations held during the preparation process also included getting to know the different customs pertaining to individual European cultures.

Next, the LTT activity followed, including an invaluable and genuine interactive experience of the drama workshop, virtual meeting of all participating groups, and greeting guests in a foreign language in the hallways of the kindergarten. Children rarely get the opportunity to be actively and directly included into multilingual situations, thus experiencing the importance of nonverbal communication, and even actually using (some) simple foreign words, such as greetings. The children gained knowledge from a personal experience – they could “hear” how Spain, the Czech Republic or Italy sound (by listening these countries' national languages). Now, this experience can be directly connected with the children and adults we met at the presentations.

Through the LTT activity, parents were also addressed, which also contributed to the development of feelings of belonging to the common European space. The parents were introduced to certain professional findings and examples of good practice.







**Country: Slovenia, Litija****Activity title:**

An example of good practice: Kamishibai on the theme of Mojca Pokrajculja

Age of children:

4 - 6 years

Dissemination:

- e-website for parents
- Erasmus corner
- e-magazin

Objective (s) of the activity:

- The child learns about a literary text in a fun way.
- The child strengthens his/her vocabulary, expresses him/herself creatively.
- Children learn the value of helping others.
- The child negotiates, talks, coordinates with peers.

Activity description:

Mojca Pokrajculja is a fairy tale that almost every child knows before starting school. So we received a handmade picture of the fairy tale Mojca Pokrajculja from the Pedenjped Kindergarten. The teacher presented it to the children while telling the fairy tale. The children liked the story so much, that they wanted to listen to it every day. The teacher prepared a mobile theatre and made puppets on a stick with the children. As the children knew the story very well, they immediately started the play. They had difficulty holding the puppets on the stick as it kept spinning. After a few days, the teacher added hand puppets, which again encouraged the children to play the drama. Most of the children who performed, spoke clearly and loudly enough. The audience watched the fairy tale being acted out. The children were kept in the theatre at all times. After a few days of play, some children started to adapt the fairy tale according to their own ideas. In the 'theatre' corner, there was a lot of children's laughter.





Country: Slovenia, Ljubljana

Music lesson in the forest

Age of children: 5 to 6 y. o. (*Korenjak* – »*The Brave One*«)

Dissemination:

- Litija Kindergarten
- Website

Goal:

- Production of various sounds using objects found in a forest.

Activity description:

While visiting the Litija Kindergarten and observing their activities, we also got an idea that we later adopted. My class and I often go to the forest, especially to explore nature and play in the forest instead on the playground. This time we performed a music lesson in the woods. Initially, we just listened to the sounds of forest. In silence, we listened to what we can hear in the forest, such as the rustling of leaves, the wind, various birds singing, vehicles in the distance, etc. We then looked for different objects in the forest which we used to produce different sounds and rhythms. For example, wooden sticks of different sizes and thicknesses were used to create sounds by hitting against one another. Different rhythmical patterns were then added. Next, we gently created different sounds of rustling by gently kneading dry leaves. We also found acorn caps, which we rubbed against each other. Sounds can also be produced with stones, cones and similar natural materials found in the forest. We made "sound bars". We tied wooden sticks of different shapes, thicknesses and sizes to a string. Children then used their sticks to hit the hanging instrument, creating different sounds and rhythms. This was a whole new experience and they were very excited about it. The lesson ended with an autumn song accompanied by the sounds of our natural musical instruments.









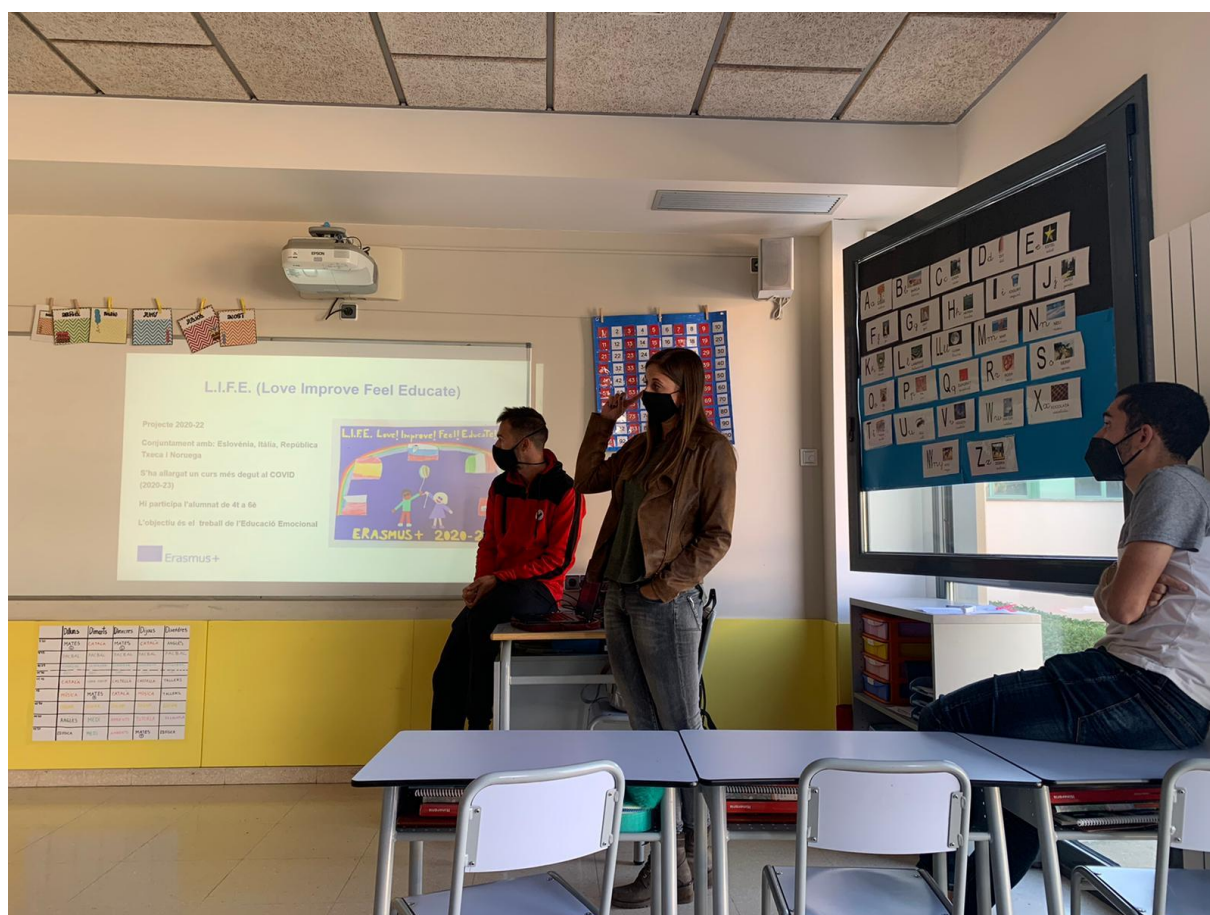
Country: Vic, Spain	
Title of activities: Erasmus corner 2	Age (of children): 4th graders
Disemnation: E-twinning Instagram	Goal of activities: Get to know our partners!
Description of activities: Pupils from the 4th grade decorated a hallway with the mapa and tipical pictures of our erasmus partners. In class we discussed all the countries and their traditions and tipycal food an touristic places to know more about our partners.	







Country: Vic, Spain	
Title of activities: Teachers meeting	Age (of children): All primary school teachers
Disemmination: E-twinning Instagram	Goal of activities: Explain all the activities done and experience gained during our first meeting in Ljubljana.
Description of activities: <p>The teacher that had the opportunity to travel to Slovenia and meet our partners has prepared a meeting with the rest of school teachers to explain and show all the activities that they did during the mobility and also share all the experiences learned.</p>	





Country: Vic, Spain	
Title of activities: Emotions	Age (of children): 5th graders
Disemnation: E-twinning Instagram	Goal of activities: Recognize and talk about emotions
Description of activities: <p>In small groups we played with the dices of emotions (inspired in one activity that we learned in Kindergarten Litija). We played different activities:</p> <p>The pupils throw the dice and play mimics with the emotion they got, trying to recreate a daily moment where they can feel that emotion. The others have to recognize it.</p> <p>The pupils throw the dice and they explain to the rest of the group when they feel that emotion.</p> <p>These activities create moments where the pupils can talk freely about their emotions and how they feel and why.</p>	





Country: Vic, Spain	
Title of activities: Let's explain fairytales	Age (of children): 5th graders
Disemnation: E-twinning Instagram	Goal of activities: Create new fairytales for our pupils from the 1st grade
Description of activities: <p>The pupils from the 5th grade prepared different draws related with different farytales so they will use them to go to the firts graders class and tell the farytales. They will use our new wood theatre, a gift from our partners from Pedjenped Kindergarten.</p> <p>We have the tales prepared but we didn't have time to explain them to our first graders... we will do it after Christmas Holydays!</p>	
Photos: 16 and 17	







Country: Czech	
Title of activities: Outside creation - mandalas	Age (of children): 8 – 9 years
Dissemination: school web page	Goal of activities: <ul style="list-style-type: none"> - Transfer of good practice reached in Kindergarten Pedenjped to our school environment - Education realised in outside, natural environment - Innovative use of nature materials for emotional education - Explanation of mandalas and its sense - Individual or team work, respect towards others working and final work - Practice of patience - Example of possible mind relaxing activity - Example of a playful technique which can be used to better understanding of inner emotions
Description of activities: <p>Based on forest education which ZŠ and MŠ Opava – Malé Hoštice representatives experienced in Kindergarten Pedenjped we prepared emotional activity which combines two aspects. First one is natural environment as a place rich for educational sources (same as in Slovenia) and the second one is mandalas possible use for support of inner understanding, relax and art therapy.</p> <p>At first, preparation activities were held among the school children of the 3rd grade. They were given a name mandala and they had to find out through internet sources what is the meaning of mandala and how mandalas can be used. After the search for information, group session was held to discuss all the findings. Theoretical part was enriched by practical education realised in the nature (school garden). Children had to find natural materials to create own mandalas. They could have chosen if they preferred to work alone or in a group. They had to work quietly and respect others space during the work.</p> <p>After collection of the materials, children patiently created their mandala pictures in a quiet surrounding with trying to experience the feeling to be part of a nature and its relaxing effects.</p> <p>When all the mandalas were finished, each author presented their work. All of them were very nice.</p> <p>To finish the activity, round discussion session was held among the children. Children shared their feelings which they experienced during mandalas creation.</p>	



Summary:

1 lesson – preparation. What is »mandala« meaning. Internet sources search plus discussion in a group about findings.

1 or 2 lessons in suitable outside environment where are natural materials which can be used for mandalas creation. Mandalas creation. Plus feedback in a form of shared feelings which children experienced during mandalas creation.







Country: Czech	
Title of activities: Welcome Christmas by singing	Age (of children): 6 – 12 year
Disemnation: <ul style="list-style-type: none"> - Christmas concert for parents and granparents - School web page – information about the concert + photos and videos from concert 	Goal of activities: <ul style="list-style-type: none"> - transfer of good practise from kindergarten Litija - creation of whole school Christmas choir - learning texts and melody of Christmas songs - common practise of all the children – supporting feelings of belonging - to overcome fears connected with laud presentation – firstly in a group of children, later among real audiance of parents - involvement of parents to common singing
Description of activities: <p>In kindergarten Litija all the guests were welcomed by group of singing children. The songs they sang were so catching that guests got involved with the group of children by singing together with them or dancing. All together it created great atmosphere of belonging.</p> <p>Because Christmas time was getting closer, we adapted this activity in a school environment with the topic of Christmas songs and carols. An important consequence goes with attitude of younger and older children connected with laud singing in front of mates and in front of other audience. While kinderten children are quite relaxed to sing loudly in a group of children, school children become to be shy in this matter.</p> <p>First of all children had to practise songs and laud singing in the music lessons. Laud singing after period when laud singing was forbidden due to Covid-19 restrictions during previous school year had even therapeuitc impact. Children felt better and happier.</p> <p>During music lessons in each class teachers spoke about the feelings of children related to laud singing. Children had to point out 2 possitive and 2 negative aspects connected with laud singing. Among positive aspects they pointed out: feeling good while singing with others, feeling the strenght while singing with others, feeling of belonging to the group of singers, great atmoshpere, a chance to show ourselves. Among negative aspects they pointed out: fear that they cannot sing well, shyness, fear that they will forget the texts.</p> <p>At the end of this emotional introspection children realised that positive aspects are more vaulable then negative aspects and so it is worth to try to overcome their fears.</p>	



After practises in each grade clases, children had one common practise of whole school and then the final concert where parents were invited.

Summary:

- 3 music lessons dedicated to learning the songs, consultation of emotions and attitudes towards singing in each class
- 1 common practise of all the classes
- Invitation of parents through school communication channels
- 1 Christmas concert



