



# “DIDACTIC PROJECTS BROCHURE”

**BRIDGES FOR SOCIAL INCLUSION**



**2018-1-R001-KA229-049220\_1**



## SUMMARY

In the current geo-political context, there is an increase in the number of children with different needs: social, socio-emotional, learning. As a result, children's education needs to be individualized, differentiated. In this sense, we will adapt the curriculum to the needs of children's knowledge and adaptation.

**PARTNERS:** Educational institutions in Romania, Poland, Turkey, Bulgaria, Hungary and Lithuania

### PROJECT OBJECTIVES:

O1 Increasing the involvement of teachers, preschoolers, parents, other members of the community in activities promoting European values: citizenship, freedom, tolerance of non-discrimination, interculturality

O2. Increasing the Adaptation and Integration of Preschoolers to School and Social Life and Reducing School Abandonment

O3. Improving the quality of the educational process by developing a child-centered education, by adapting the curriculum to the current needs of the child, his family, and the local community.

Direct Participants will be the children and teachers from the partner, indirect partners: parents, local community, other partners

Activities: Day of Tolerance, appreciation and acceptance of diversity, Day of People with Disabilities, International Day of Migrants, Day of Alliance of Beliefs, Non-Violence Day

- creative workshops, activities with parents, celebrations, drama workshops, parents workshops - children and charity bazaar, support of disadvantaged families for the prevention of school dropout

International Friendship Day, Peace Day, Europe Day:

-expositions, poster collages, friendship carnival

-change of postcards

- gift exchange (books, children's drawings, collages)

On-line event: friendship messages in all the partners' languages, peace messages

-exhibition with the theme " Let Be peace in the world" - drawings, collages, posters

- Creative workshops, traditional objects exchange

The International Day of "Thank you",The International Day of Mother Tongues:

-festivities

- cultural and artistic competitions

movies and PPT presentations

Promoting cultural, national values:The International Children's Rights Day, The Education Day, The International Day of Happiness, The Right to Know Day, The International Day of Children's Books, The International Theater Day

-the social theater, role plays, educational games, stories created and illustrated by children creative workshops

-projects (curricular or extracurricular) on social inclusion;

-dramatization, viewing of theater performances, parents,children-ready scenes

" TheWorld Health Day"

- sports competitions

-activities with parents to promote a healthy lifestyle - movement, healthy eating, oral hygiene

- picnic
- flash mob

- contest and international symposium: To grow big and strong
- march sending messages to the community about the rights of the child
- posters

Expected results and impact on participants:

1. Children:

- acquire knowledge of the main European values: freedom, tolerance, non-discrimination, democracy, respect for human rights, solidarity, equality, acceptance, inclusion.
- respecting religious, cultural, linguistic, diversity differences, thus increasing respect, trust and motivation to learn
- developing creativity through music, fine arts
- knowing about other children in partner countries, linking friendships which will increase their sense of belonging to the European multicultural community
- increasing collaboration, communication in English and developing ICT skills;

2. Teachers:

- Improving the quality of the educational process by acquiring new active-participative methods, by exchanging best practices, implementing new innovative educational models in different contexts
- improving skills of collaboration, communication and team spirit, development of language skills, ICT

3. Parents:

- they will actively communicate with the children, will be open to different nations and cultures
- cooperation between parents and kindergarten

4. Kindergarten:

- become a welcoming school environment with a dynamic and open climate
- Improving educational supply

5. The local community:

- Collaboration between kindergarten, family and local community, and the local authorities
- increasing interest in the European dimension;

There will be educational resources for each month and event as a good practice guideline in the field of inclusion, an electronic journal on various topics of the eTwinning project, relevant documents on the School Education Gateway, the Erasmus + platform that will lead to the creation of a space interactive education.

The managerial and organizational experience gained from the project will be used to apply for new projects under the Erasmus - KA1 and KA2 program



PARTNERS:

POLAND



TURKEY



GREECE



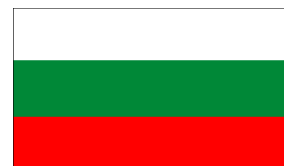
ROMANIA



HUNGARY

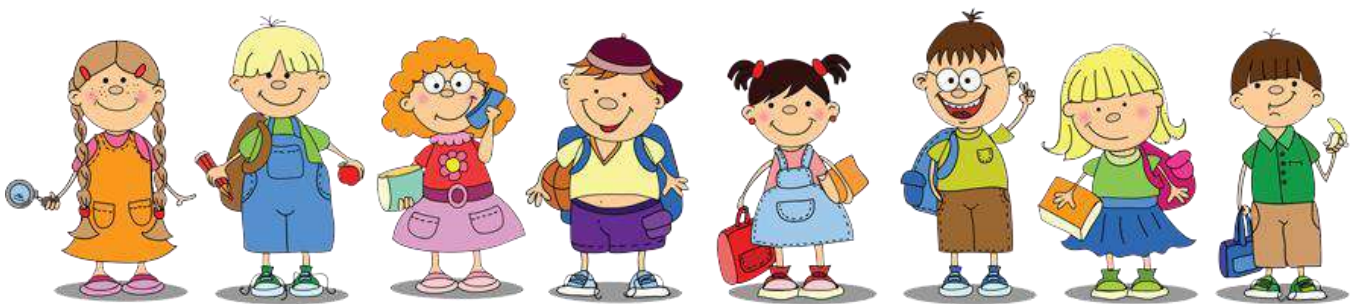


BULGARIA





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# ROMANIA





## THEORETICAL PRESENTATION OF THE METHOD "Beginning literacy":

This innovative method was transferred to the didactic practice of teachers from the Târgoviște Sunshine Kindergarten as a result of participating in transnational mobility in Akureyri where specialists from the Akureyri University presented the "Beginning literacy" method - the beginnings in literacy, reading for beginners in their mother tongue and organized workshops.

"Beginning literacy" is a pioneering program by Rósa Eggertsdóttir in four Icelandic schools during 2004-2006. It is a balanced approach to literacy: "Working simultaneously with all aspects of the language: Reading, listening, speaking and writing." Integrating speech, listening, reading and writing is the basis for success in literacy. Experience from Icelandic school emphasizes the essential role of developing literacy and early learning skills in preparing small children for school because strong reading skills are the basis for learning in all areas of study / disciplines.

Basic elements of this method:

- Comprehensive Literacy Learning;
- Texts and activities with meaning / meaning for students;
- Collaboration and dialogue between students;
- Useful strategies for understanding and learning vocabulary;
- Explicit and visible goals, formal assessments closely related to teaching and learning;
- Focus on inclusion, the learning needs of all students are met in the classroom;
- Focus on Staging;
- It is a collaborative method that offers varied learner-centered and integrative learning situations. Can be used in classroom classes that integrate children with special rights;
- Student success in the learning process is closely linked to the quality of school activity.

Currently, the program is implemented in over 50% of schools in Iceland and runs in three phases:

PHASE I: Full text, read aloud, abstract and reading in common;

PHASE II: The phonetic, analytical and synthetic tasks;

PHASE III: Reconstruction / Composition of the text



## APPLICABLE PART:


**Level of education:** preschool

**Group:** Large (Level II) - 20 preschoolers aged 5 to 6 years

**The annual theme:** "With what and how do we express what we feel?"

**The theme of the week:** "Red Riding Hood"

**Applicant:** 21 teachers from Târgoviște "Sun Ray" kindergarten

| <b>Stages of work</b>   | <b>Period of deployment</b>                               | <b>Scientific content / Description of activities</b>  | <b>Material resources</b>   | <b>Human resources</b>   |
|---|---|--|---|--|
| <p><b>PHASE I:</b><br/>Full text, read aloud, summary and reading in common</p> | <p>First and second day of the week (May 15-16, 2017)</p> | <p>This stage begins with the presentation of Charles Perrault's "Red Riding Hood" by the teacher, inviting the children to make predictions about the book's content, using the Fortuneteller character - The Riddle.</p> <p>The <b>first reading</b> is done by the teacher presenting the contents of the clear, coherent and expressive story, using the appropriate tone and gestures, imitating the voice of the characters, to express the emotional states involved in the story. Main characters and secondary characters are identified, a short portrait of them in "bad / wolf, good / mother, naive / Little, cunning / wolf, old / grandmother, brave / hunter." Children identify and explain new words with the teacher's support, then build sentences with them.</p> |  <p><b>„Fortuneteller”- Riddle.</b><br/><b>The book "Red Riding Hood" by Charles Perrault.</b></p> | <p>The activity takes place in front of the whole class. At that stage, the presence of the teacher is required.</p> |



**Second reading:** Teacher reads and students listen carefully to the text and raises his hand when they recognize the keywords discussed previously. The teacher directs children's attention to deeper aspects of the story, focusing on the impressions and ideas of children. Children discuss the story and content of the story using "**Newsman**" - **the reporter** and the "five why and how" method.

Children will have enough books in the class library with the Red Riding Hood to study them individually in class or at home.

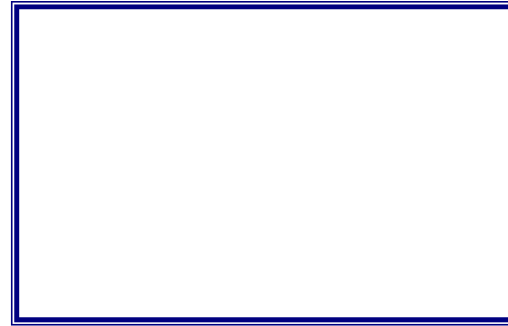
**OBSERVATIONS:** The characters "**Riddle**" and "**Reporter**" are used at pre-school level and in the first two primary classes. In older classes, other characters such as "**Artist**" are introduced to stimulate children's imagination by asking "How do you feel when you look at this image? or "What does this landscape inspire from the story?", "What smell was in the forest?", etc. Children are trained to paint or draw pictures from the story.

Also, the "**Detective**" is another character that helps children to search for words (in the same sense, opposite sense) or who have a number of syllables that start with a given sound or express feelings / feelings. "**Cowboy,**" another character helps synthesis - extracting the main ideas.

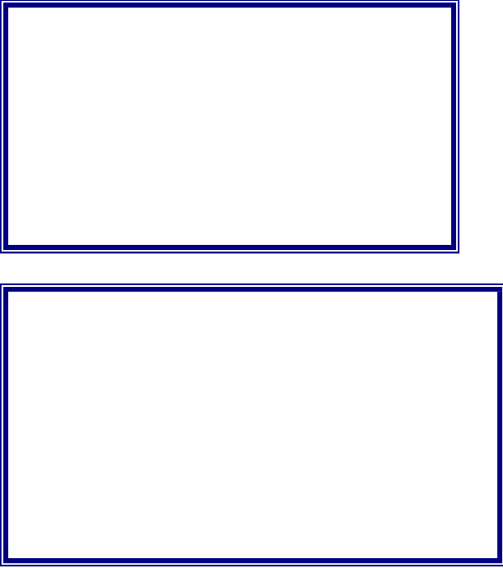

**Choir reading:** The teacher plays the role of the storyteller, the first half of the students reciting the role of the wolf, the other half reciting the rest of the characters

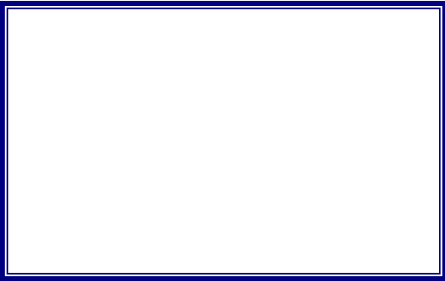
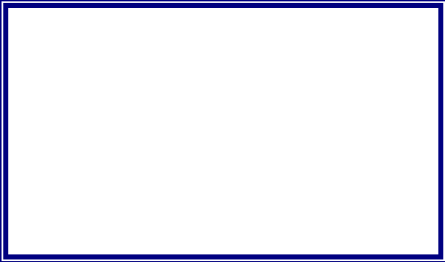
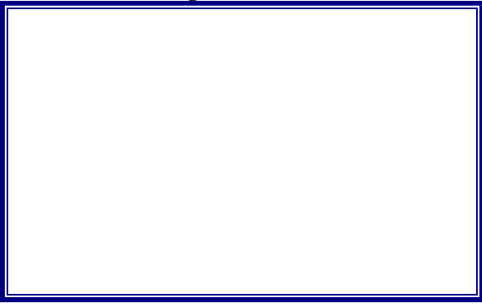




„Newsman"- Reporter


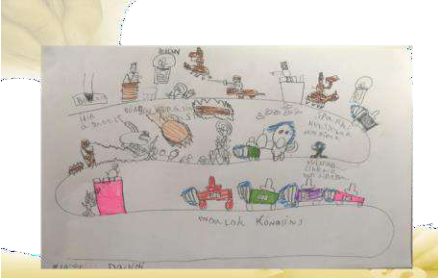


The „five why and how"method.

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|  |  | in the story. The scanned and projected card can be used.  |   |  |
| <b>PHASE II:</b><br>The phonetic, analytical and synthetic tasks | The third and fourth day of the week (May 17-18, 2017) | <p><b>This stage takes place on workshops called workstations</b> and starts with their presentation. At each station, the teacher will explain the work tasks, the number of participants and the materials used.</p> <p><b>WORKSTATION – 1 „Coral reading”- Reciting</b></p> <p><b>Task:</b> Children's roles interpretation, "role-reading" using the book. Achieving the task at this station is possible after learning and deepening the text of the story. Before the activity begins, the presentation is displayed on the projection screen of the book (using the scanned image). This stage exploits drama (dialogue, gestures, mimics, decoration). The child assumes / chooses the role he wishes to interpret from the story "Red Riding Hood" (storyteller, mother, Red Riding Hood, wolf, grandmother, hunter). A specific decor can also be arranged in this workstation.</p> | <p>Pancarte with the image and character of the character written in large print or masks to represent the characters of the story, scanned book, laptop, video projector, projection screen.</p>  | Number of participants: as many children as there are characters in the story. |
|  |  | <p><b>WORKSTATION 2 – „The story road” - Storyline</b></p> <p><b>Task:</b> Place the stories in the story in the chronological order of the action.</p>  | <p>book, pictures / scenes from the book</p>   | Number of participants: maximum 4-5 copies.                                    |

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|  |  | <p><b>WORKSTATION 3:</b><br/> <b>- Acting words</b></p> <p><b>Task:</b> A child discovers the word in the glass, pronounces it and transcribes it on the tablet.</p>   | <p>glass, paste, markers.</p>                              | <p>Number of participants: maximum 4 children.</p>   |
|  |  | <p><b>WORKSTATION 4:</b><br/> <b>- Spelling words</b></p> <p><b>Sarcină:</b> un copil rostește cuvântul de pe biletul extras iar celălalt copil scrie cu litere mari de tipar ce a auzit. Se confruntă scrierea cu cartonașul extras. Toate imaginile alese au legătură cu conținutul și personajele poveștii.</p>   | <p>picture cards, markers, plastic letters / sponges.</p>  | <p>Număr de participanți: maxim 4 copii, cu precizarea că se lucrează doar în perechi.</p>           |
|  |  | <p><b>WORKSTATION –5</b><br/> <b>Give and take</b></p> <p><b>Task:</b> Children, one by one, choose an image from the picture box, separating the words from the syllables and placing it in the appropriate column. When the column is completed, they are put back in the box.</p> <p><b>Individualized didactic tasks for children with learning disabilities / special educational requirements were formulated in this station.</b></p> | <p>Tables / table, pictures.</p>                         | <p>Number of participants: maximum 6 children, with the indication that they work only in pairs.</p> |

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|  |  | <p>The <b>blue color</b> - the task with a small degree of difficulty: Children choose pictures from the box, name them, separate them in syllables, place them on the same column, and finally get three columns.</p> <p>The <b>red color</b>: the teaching task with a high degree of difficulty: pictures (RED, GOOD, BAD) written in large letters on the work sheet (RED: scabi, apple, pop etc.) will be placed, three columns. All the chosen images are related to the content and characters of the story.</p> <p>Note that when the game partner extracts an image that is not useful to fill the board, he places it on the board.</p> |    |   |
|  |  | <p><b>WORKSTATION –6</b><br/><b>„BINGO”</b></p> <p><b>Task:</b> Children and tokens are distributed to children, or objects to mark the images on the game cards. A child will extract a token from the bowl, name what is represented in the image, and describe it, formulating at least one sentence. The other child will follow if they have the image on that card and mark it either with a writing tool or with an object. The token is placed in a table. When all the images on a file are marked, BINGO is announced!</p>  | <p>pictures, tables, pencils or other objects (small lego)</p>  | <p>Number of participants: up to 4 children, only working in pairs.</p> |
|  |  | <p><b>WORKSTATION 7</b><br/><b>„ Puppets PALS ”</b></p> <p>Puppet Pals is an amazing application that allows children to create an interactive puppet show using the characters in the</p>  | <p>Puppets apps, iPad.</p>  | <p>Number of participants: maximum 6 children, with the indication</p>  |

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|   |  | Red Squatty story. The children's audio narration is recorded and puppets will be animated.  |    | that they work only in pairs.                       |
|   |  | <p><b>WORKSTATION 8</b></p> <p>“Reading for pleasure”, a corner in the classroom, in a neutral , quiet area , where every child every day reads a book of choice for 20 minutes.</p> <p><b>OBSERVATIONS:</b> Children rotate in all workstations. Every child notes in a table of the class his individual work.</p>   | Books from the class library.  | All children, in turn.                              |
| PHASE III: Reconstruction of the text / Composition of the text | The fifth day of the week (19.05.2017) | The story of the road - in small groups or in pairs, children restore the story path by drawing landscapes, actions, characters, in chronological order. A different story can be created with elements in the original story, the introduction of other characters even imagining another ending. All results of individual projects, in pairs or groups, are displayed and discussed in the classroom. | Sheets A3, colors, caries, scissors, glue.<br><br> | All children organized in small groups or in pairs. |

## INFORMATION RESOURCES:

→ <http://www.tracesofeurope.net/>

→ <https://www.storyjumper.com/book/index/41671646/Beginning-literacy>

This method has been transferred to the strategic partnership "Traces of Europe", 2016-1- IS01-KA219- 017083\_6 [www.tracesofeurope.net](http://www.tracesofeurope.net).

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## DIDACTIC PROJECT

**Date:** 9.04.2019

**Kindergarten:** "Sun Ray" Târgoviște

**Teacher:** Cristea Liliana

**Group:** Little "Twigs"

**Annual theme of study:** What and how do we express what we feel?

**The theme of the project:** "From the world of the speechless"

**Theme of the week:** Domestic animals

**Type of activity:** Consolidation of knowledge, skills and abilities;

### **Activity composition:**

- Experienced Domain: Language and Communication - Learning the Language: "The Sleeping Dog" - Children's Story

### **Purpose of the activity:**

Strengthening the knowledge, skills and abilities to reproduce a text as faithfully as possible, using appropriate language and grammatical correct expression

Developing lateral thinking and positive attitudes towards those with special needs

### **Objectives:**

At the end of the activity, children will be able to:

- to name the characters and stories they belong to

-to order the pictures from the story "The Sleeping Dog" telling briefly the happenings

- to identify orally the moral traits of the characters in the story "The Sleeping Dog", based on their deeds

- to state the positive / negative facts of the characters in the story "The Sleeping Dog" - to specify the lesson learned from the story

**Methods and Procedures:** Explanation, Exercise, Demonstration, Conversation, Storytelling, Problem, "Clusters" Method

**Didactic material:** the model of the "Sleeping puppy" story, the characters of the "Red Riding Hood" stories, Three goats' goats, The three piglets, the stork with bunch of stories, pictures from the 3 stories, color strips, markers

**Duration:** 15-20 minutes

## SCENARIO OF ACTIVITY

| Stages of activity   | Activity content  | Didactic strategies  |
|--|---|--|
| <b>Organizational Moment</b>                                   | I sit the preschool on the chairs in the semicircle. I show the bunch of bunches, but I cover it for the beginning. I lay the mock-up of the "lazy puppy" story in front of the children. The layout features silhouettes of characters from other stories known to children. | Furniture, cluster board, layout   |
| <b>Catching the attention</b>                                  | - What do you think of this model? (a story, more stories, a forest, etc.) - What characters do you recognize? What stories are they part of? - What story do you think the model looks like? How did you figure it out?  | Layout, pictures of 3 stories<br>Conversation, questioning<br>Positive verbal appraisals |
| <b>Announcement of topic and objectives</b>                    | Notice that we will remember the story "The Sleeping Dog". Preschoolers need to be careful, answer questions, formulate sentences, pronounce clearly and loudly to be heard by all their colleagues.  |  |
| <b>Optimal content presentation and management of learning</b> | a) Recall the content of the story Preschools recreate the strand of the story, ordering the pictures and telling the happenings briefly.<br>I will help preschool children by asking helpful questions and   | Pictures from the Little Red Riding Story  |



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|   | <p>guiding them during the story. I will correct pronunciation or content mistakes.</p> <p>b) The "bunch" method On a board is a bunch sketched, in the center of the board appears a picture of the story "The lame puppy", then around it, are drawn happy / sad emotions for the characters in the story, happy emotions for the positive facts, worthy to follow or sad emotions for the negative facts, which we must avoid, symbols for the learned teachings.</p> <p>On the carpet there are pictures of the characters in the story "The Sleeping Dog", but also from other 2-3 stories known to the children.</p> <p>- What are the characters in the "lazy puppy" story? The other characters left from what stories are they? - Among the characters in the story "The Sleeping Dog", one did a good deed that we enjoy, another is a negative deed and we sadden his attitude. Which character did a good deed? Who did wrong in appreciating someone? Preschoolers come forward, recognize the characters and display them on the board in the place set for positive / negative characters.</p> <p>- What good / bad do these characters do? Preschoolers respond, the teacher writes the answers and then displays them on the floor.</p> <p>- What have I learned from this story? Children respond, the teacher writes notes and displays the answers.</p> <p>- What advice do you give the animal seller? But the boy? If you were in the place of the seller how would you have done? But if you were in the boy's place? Do you have friends who have special needs? How do you behave with them? What do you appreciate?</p> | <p>Conversation,</p> <p>Story, Exercise</p> <p>Bunch of clusters, pictures of the characters of the story Method Stuff,</p> <p>conversation, exercise,</p> <p>Problem</p> <p>Observing child behavior</p> <p>Objective evaluation of pre-school behaviors</p> |
| <p><b>Appreciations and recommendations</b></p> | <p>- Did you like the activity? Why? What did you like / did not like?</p> <p>Preschools tell their personal opinions. I make general assessments of how they participated in the activity and particular, appreciating the answers of the children.</p>  | <p>Positive verbal appraisals Self-assessment</p>   |

# GREECE



## GOALS

- To get to know flags of other countries and find the similarities and differences with the Greek flag.
- To be able to recognise the Greek flag amongst the others.
- To comprehend that each country has a different flag and that it represents the national identity, history and culture of a nation.
- To experiment with various materials and colours.
- To make cards with the materials.
- To develop their creativity.
- To experience the pleasure of group activity and to develop their social skills in an environment that promotes co-operation and group assistance.

## ACTIVITIES

To observe cards with different flags of various countries.

To compare the flags.

To recognise the Greek flag amongst the others.

To draw the outline of a child's body on a big piece of drawing paper.

To draw and colour the child's characteristics ( face, nose, mouth).

To glue the rest of the flags on the body.

# POLAND



## Scenario

### PRYWATNE PRZEDSZKOLE AKADEMIA MALUCHÓW W OPALENICY

Group of 5-6 year olds

#### Topic: Senses

Main goal:

1) understanding the specificity of the functioning of people with disabilities by trying to experience it with the help of different senses.

Detailed objectives:

- learning about the functioning of the senses of disabled people,
- awakening empathy.

Methods: individual and group work, mind map, discussion, exercises, experiments - experiments.

Teaching aids: peas - different types, thick gloves, photos: ear, nose, eye, tongue, hand, two bags of rice, plastic plates, oil, monies - a handful.

The course of activities

#### 1. Associations

The children are sitting in a circle. The teacher shows the photo, ear, nose, eye, tongue and hand.

Children wonder what they associate with the presented parts of the body.

Then the teacher shows the children the word of the senses. Children give their association with the word that the teacher writes on the board - a map of thoughts is created, which we leave on the blackboard until the end of the class.

#### 2. Gloves

Children put on thick gloves:

- they are trying to collect the rice seeds from the tables,
- they try to put a tower out of blocks,

Then the teacher gives the children plates, pours some oil on them and puts a few monies:

- children collect all coins with two fingers (thumb and forefinger).

#### 3. Conversation with children:

- Was the task easy or difficult;
- What were the feelings of children, impressions after trying to collect items, what was different this experience from the everyday, ordinary situation in which they would have to raise rice or monies;
- Do they know what people may have problems with similar activities and why.

The teacher explains that this exercise shows how difficult it is sometimes for people with different

motion organ dysfunctions perform daily activities. Also children from

They have such problems with autism.

#### 4. Activities with peas

The teacher gives the children a handful of pea grains (different kinds, it's about size) that children have they put on socks, then go around the room and do gymnastic exercises:

- rompers,
- squats,
- knee-bumping jumps to the chest.

After the exercises, the children take out the peas.

Children share the sensations, feelings and emotions that accompanied them during this exercise.

#### 5. A conversation summarizing the activities.

### Scenario

#### PRYWATNE PRZEDSZKOLE AKADEMIA MALUCHÓW W OPALENICY

Group of 5-6 year olds

**Topic: Every person is different**

Main goal:

1) increasing knowledge of people with intellectual disabilities.

Detailed objectives:

- building respect towards other people,
- increasing awareness of differences between people.

Methods: discussion, work in pairs, role-playing.

Teaching aids: the book "Big Things in Small Heads", pieces of paper cut in the shape of octagons.

The course of activities

##### 1. Initial talk

The teacher asks the children some very difficult tasks - from the elementary school, which they will not be able to solve.

##### 2. Conversation:

- Why was the task in the envelope difficult for you?
- Can I do them in a few years?
- Is this task for an adult easy?

The goal of the task is to make students aware that every human being faces challenges that they may not face at the time of their life.

3. "Sick kitty".

The teacher reads a fragment of the book "A sick kitty".

4. Asks children to draw a cat.

5. After finishing work, children compare their pictures.

- Why did each student draw a cat differently? (every man has his own personal experience and this determines his thinking)

- What do you think thinking is?

- Why does each of us think differently?

6. The teacher presents to the children the picture of a man who has been drawn in the place of the head vase. He explains to the children that the head is like a vase that we can put in only as many flowers as can fit, and each vase has a different shape and size - is different.

7. Unpleasant words

The teacher gives out a sheet of paper to each child. He asks each child to say a word which can harm another person, writes the word on a piece of paper. Then children they frame the picture in red and hang it to the board.

8. Summary of activities:

- How can you react when someone challenges you?

- How can you react when someone overhears others?



# TURKEY



# DIDACTIC PROJECT-1

**Name of Activity:** Patience Activity “We try to be patience!”

**Date:** 24.04.2019

**Kindergarten:** İzmit Yenimahalle Primary School

**Teacher:** Fatma Nur GÜR

**Group:** Class A (BEES)

**Annual theme of Study:** How do we learn to be patient?

**The theme of the Project:** “We are trying to be patient”

**Theme of the week:**

**Type of activity:** Learning to be patient, waiting for the desired situations

## **Activity composition:**

- Experienced Domain: To be quiet and be patient; “Try to be patient” children’s song, in which situations we can be patient to know.

**Purpose of the activity:** Today, it is realized that children who are dependent on the media have more difficulty in patience. For this reason, these activities were organized in order to improve the patience skills of children.

## **Objectives:**

- To be able to focus their activities longer
- Stability until the turn
- Learn to sing patience as fun
- Learning that a gift is a good feeling

**Methods and Procedures:** Explanation, Experiment, Learning by doing, Singing

**Didactic Material:** The lessons taught in the song, patience boxes, separation lentils from rice.

## **Duration:**

20-25 minutes (Song learning and at the same time separation lentils from rice)

2 days (Bring at home the patience boxes and wait to open)

## SCENARIO OF ACTIVITY

| Stages of activity   | Activity content  | Didactic strategies  |
|--|---|--|
| <b>Organizational Moment</b>                                   | Tables are organized separately for the event. And two pupils sit on each table. Two plates are placed in front of them. One is empty, the other is lentil and rice mixed. First, the lentils and rice in the children are told what is.  | Desks, plates, Computer  |
| <b>Catching the attention</b>                                  | <ul style="list-style-type: none"> <li>- What are you gonna do with these lentils and rice?</li> <li>-What's the patient?</li> <li>-Which times will we be patient?</li> <li>- How do they teach us patience when we comb out them?</li> </ul>  | Speech, questioning, evaluation  |
| <b>Announcement of topic and objectives</b>                    | We are asked what we learned with this activity. Talk about how patience is.  |  |
| <b>Optimal content presentation and management of learning</b> | <ul style="list-style-type: none"> <li>a) Children while comb out lentils and rice, listening to the song “Let’s be patient”, I'll make sure they learn this song. Time to time, I will give some information about patience while doing this.</li> <li>b) I ask the children who finish the activity, “How was it like to be patient?” “How did you feel when combing out rice from lentils?””<br/>What do you think about waiting to get something?”</li> <li>c) It is said that children who finish the event have the right to take the patience box and bring their home. Wait two days and then open this box. The gift that comes out of the box is for their patience.</li> </ul> | <p>Observing child behavior</p> <p>Objective evaluation of preschool behaviors</p> |
| <b>Appreciations and recommendations</b>                       | I would like to give you an overview of the event by asking questions like; “Do you like the activity?”, “What can be in the patience box?”, “Do you like the gift from the patience box?”  | Positive evaluation and reward   |

# HUNGARY



## **Preparation for the arrival of children living with special needs**

(Implemented methodology via the adaptation of Dr. Anna Bakonyi's writings and the competency-based kindergarten program bundle's professional materials)

„The basis of our educational work are the Christian moral values and rules. Therefore the emotional, moral, and social education have a great focus in our kindergarten's everyday life.

From children's development perspective, we believe that mixed age groups are very important, because the fact that children can be close to others of different age, provide a solid base for their socialization. The atmosphere of children groups are very close to the one of a well-functioning family. Educational and psychological researches as well as our experiences lead us to believe that children can develop in their own pace of maturity in this community. The life in the mixed age groups provides a wide-range of values and patterns for the children.”

(Educational Program of the Mustármag Roman Catholic Kindergarten of Szolnok)

Below chapter briefly introduces the ways we prepare for the arrival of children with special needs.

**Objectives:** providing optimal circumstances for the development of children with special needs in a children community. Improvement of sensitivity of healthy children and their parents, establishment of inclusive educational environment, development of social competencies.

### **The characteristics of the inclusive and differentiation-based educational practice:**

- Intercultural approach that takes into consideration the family background and the children's specific life space
- Information and knowledge level of the children is taken into account, also problem solving, social and cognitive skills are equally valued: constructive learning theory
- Process-based approach (project), both in planning and implementation
- Cooperation is a basis, helps cooperative solutions by which it gives opportunities, moreover it grows group identity
- Individual, creative solutions are valued
- Personal development (compared to the same person) is rewarded, self-evaluation is promoted by the practice

### **Introduction of the activity:**

#### **1. Preparation, implementation**

➤ *Teacher's preparation for the special educational needs of children requiring special attention:*

- Absolving professional opinions
- preparation from professional literature
- discussion with parents, anamnesis
- consultation with doctor, remedial teacher

➤ *Preparation via creating the physical conditions of the environment:*

- accessibility, special equipments and spaces
- procurement of special tools
- procurement of special toys

#### **2. Preparation, implementation**

➤ *Preparation:*

- preparation of the staff (assistants, nurses)
- preparation of parents
- preparation of child groups

➤ *Development of plans and programs:*

- Provision of special professional staff, creation of a development plan for the staff
- creation of the teacher's plan
- applying constructive learning theory
- flexible agenda
- learning in microgroups/individual learning
- redevelopment integrated into games

### **3. Preparation, implementation**

➤ *Continuous tracking of development, areas:*

- cognitive skills, senses, perception
- learning
- socializing, games
- communication (verbal and non-verbal)
- motor skills (fine and gross) – self-service

➤ *Continuous cooperation:*

- with parents
- with professionals

### **Effects, experiences:**

- Cooperation, development of communication between teacher/helping professionals and parents
- Strengthening and born of new institutional common values: togetherness, raise of the importance of the community, helpfulness, tolerance towards otherness, inclusion, openness, tolerance, looking after each other, learning from each other etc. (parents, children, teachers).
- Appreciation of healthiness
- Improvement of children's emotional intelligence and social skills
- Improvement of moral, social and intellectual emotions
- Improvement of relationships between child – child and child – parent
- Enrichment of community development opportunities via the presence of children with special needs
- Laying the foundations / improvement of moral properties (attentiveness, solidarity, helpfulness, willpower etc).
- Supporting positive moral experiences
- Strengthening and developing virtues, love, togetherness, joy, gratitude, honor, commitment, taking care of each other
- Development of the child's persona
- The methodology helps acquiring patience, social sensitivity, solidarity, self-discipline, discipline and courtesy.

# BULGARIA







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## Didactic project

Preparatory group "Smile" - 5 and 6 year old children

Topic: The Tree of Friendship

Education Area: "Around the World"

Core "Social and Healthy Environment"

Basic form of pedagogical interaction - pedagogical situation

Objectives: Attracting the attention of children to people with special needs.

Tasks:

1. Promote a respectful, humane, tolerant attitude towards people with special needs.
2. Building a sense of goodness, good deeds, their importance in human life.
3. Development of motor skills.

Expected results:

1. The child has specific ideas about the lifestyle of people with special needs.
2. Pay attention to people with special needs in communicating with them.
3. The child has developed motor skills

Methods of Pedagogical Interaction:

- for the organization of pedagogical interaction: frontal and individual.
- learning, with specific educational content: conversation, games, game exercises, modeling.

Techniques: Reflective and provocative questions, incentives, guidance, self-assessment.

Relationship with other areas: "Bulgarian Language and Literature", "Physical Culture".

Preliminary preparation:

- for the teacher:
  - preparation of a presentation "Let's hear Rossi's voice".
  - for each child are prepared sheets for self-employment.
- for the child:
  - realized pedagogical situations in the educational field "The world around".

Supporting information:

for the teacher

- State educational standards for pre-school education and training.
- Program System of Children's Universe "Vratsa"

Organizing the didactic project:

I. Introduction to the topic through situational approach.

II. Virtual meeting with kid's cochlear apparatus.

III. Talk

Discussion questions

1. How can we help such people
2. How can we help such people cross the street?
3. What rights children have

III. Independent work:



V. "Help a friend" game - a role-playing game.

Cognitive task: A game of building mutual help and trust.

Game play: All children are involved in the game. A "minefield" is created using chairs, boxes and more to play the role of obstacles. It is necessary to have enough space between the objects so that one person can easily pass between them. The children are divided into pairs. One child ties the eyes with a scarf, and the other child has to lead the child with blindfolded obstacles. In a signal from the teacher, the roles change.

VI. Summary of the situation - assessment and self-assessment.

## Didactic project

Preparatory group: "Smile" - 5 and 6 year old children

Topic: "I find vocal sounds in the word".

Educational field: Bulgarian language and literature

Kernel: "Reading and writing preparation", "Sound Culture"

Objective:

1. Entertainment of language awareness skills (phonemic awareness).
2. Adjustment of the sociometric status of children in the group. Ready to show friendliness and mutual help in realizing the outcome.

Tasks for six year old children:

1. Proper pronouncement and hearing differentiation of certain sounds (a-o, e-i, y-e)
2. Determine the position of vocal sounds in words.
3. Forming a sound-bonding skill - a letter (the principle of the alphabet).

Tasks for Five Years:

1. Demonstrates a differentiated hearing and articulating notion of vocal sounds.
2. Proper perception, pronouncement and separation of certain sound at the beginning, middle and end of the word.
3. Forming a sound-bonding skill - a letter (the principle of the alphabet).

Expected results:

- Five Year Olds
  1. Demonstrates a differentiated hearing and articulating notion of sounds.
  2. It releases specific sounds (a, o, e, and y, u) into words and defines their place - beginning, middle, end of the word.
  3. Involves in game play exercises with sounds.
- Six year old children

1. The child has a differentiated view of vowel sounds a, b, o, y, e, and.
2. The child knows how to intonate, separate and define the position of sounds in a word model.
3. Recognizes and names printed letters (Aa, Yi, U, Oo, Wu, Ee).
4. Engaged with interest in sound games for segmentation of sounds and updating of words with sounds separated

#### Pedagogical Technology:

Organization of the Educational Environment: The Interactive Game Partnership - an electronic version implemented in the following sequence: pedagogue-children; pedagogue-multimedia; children-multimedia; children-children / pedagogue /.

Methods used: interactive games with a different leading activity and educational tasks; exercise game; visualization; group method.

Means - interactive game, individual sheets for self-employment.

Moving: constructive - mastering knowledge through activities and positive experiences

Techniques: Reflective and provocative questions, incentives, guidance, self-assessment.

#### Preliminary preparation:

- for the teacher: drawing up interactive games
  - For each child are prepared sheets for self-employment.
  - Children are previously divided into two age groups.
- for the child: realized pedagogical situations in the educational field "Bulgarian language and literature".

#### Supporting information:

- for the teacher
  - Program System of DG "Children's Universe Vratsa"
  - State educational standards for pre-primary education

#### Organizing the didactic project:

Children, I suggest today to make a mental journey to an incredible planet. This planet is called "Son plan".

- How do you think who are its residents?
- What is the difference between sound and letter?

But there is one problem, the inhabitants of this planet are locked in the dark realm of the magician Grammatite. Every day, Gramatius runs one of them to find his cottage, if they can not retrieve them back into their castle. They expected some to save them. Let's help these extraordinary inhabitants of the plane Sound plane to find their houses.

#### I. Interactive game: "Every sound in his house"

Cognitive task: Specifying the children's ideas for vowel and agree sounds in the Bulgarian language.

Game tasks: Click on the house where you think the sound you hear is lived.

#### Game rules:

1. Not a certain number of children participate in the game.
2. First begins the child's game defined by the teacher.
3. The game starts after the "start" signal.
4. Right-click the correct answer.
5. The playing child is only entitled to correct in case of a false answer.

Game action: The game starts after the "start" signal. The playing child must click the right mouse button



on the house where he thinks the sound lives. The game is ringtone - sounding, greeting for a faithful answer, and encouraging repeat error.

## II. Interactive game: "We are looking for friends in the realm of vowel sounds"

Cognitive task: Specify and mark the place of a certain voice sound on a sound scheme.

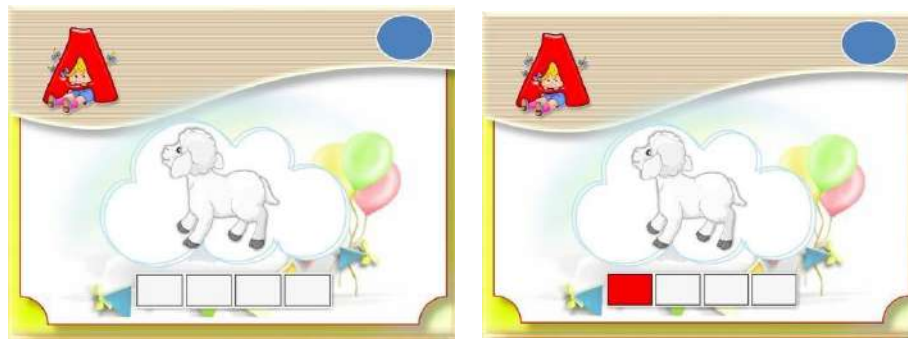
Game task: Show the location of the voice sound. - 6 year old children

Determine the place of sound in the word - at the beginning, middle or end of the word - 5 year olds.

Game rules:

1. The game starts after the "start" signal.
2. By clicking, the child must indicate the correct answer.
3. The playing child is only entitled to correct in case of a false answer.

Game action: Screenshots of sound words with corresponding visualization (lamb, ....) Clicking on a correct answer to the scheme, a red square is displayed. The game is ringtone with a child's voice-correct word, a greeting for a faithful answer, and an encouragement for repeat error.



Click on the box where Sound A is located

## III. Didactic Game Exercise

Cognitive task: Transfer of knowledge to determine the place of the word sound - beginning, environment and ending - 5 years of children

Knowledge transfer for determining a word model - 6 years of children.

Game task: Find and connect the largest number of objects depicted on the sheet starting with the same sound - 5 years old children

To discover and link the sound patterns with the objects depicted on the sheet - 6 children.

Materials: An individual sheet on which different objects are depicted. An individual sheet depicts different objects and their sound patterns.

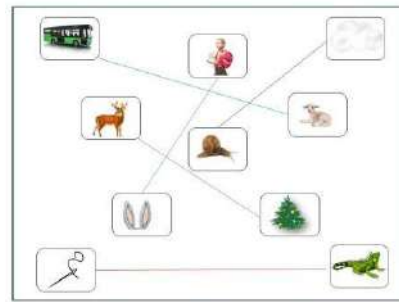
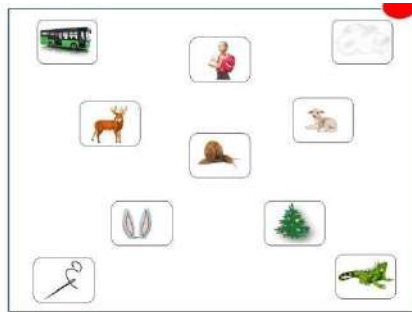
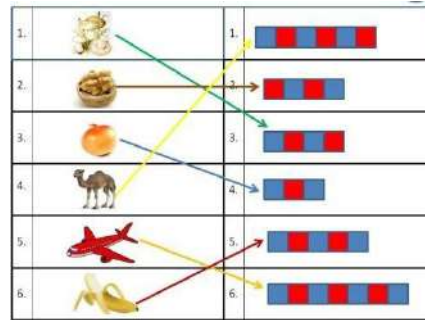
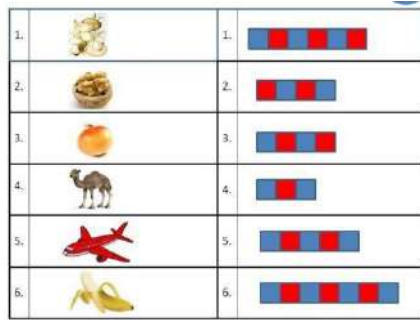
Game rules:

1. The child plays alone.
2. Time to complete the task is unlimited.
3. The game starts after the "Start" signal.
4. The game wins the child who fastest and fastest objects that start with the same sound.

The game earns the child who fastest and closest objects to their sound model.

Game action: The child plays alone. After the "Start" signal. it is necessary on the individual sheet to connect objects that start with the same sound - 5 years old children.

After the "Start" signal. it needs to the individual sheet, to connect the objects with their sound scheme - 6 years old children.



IV. Mobile game "Forest Echo".

Goal of the game: Correctly tuning the voice sounds. - 5 year old children

Recognition of printed letters. - 6 year old children

Game description: The game is played by an undefined number of children. One child plays an echo, and the other children of a forest. Children are right. Against the backdrop of light music the "forest" kids shake. The game manager displays a letter of a loud sound and the kids' forest say it. By hiding the letter the child echoes it. The game is played for a limited time.

V. Summary of the situation - assessment and self-assessment.

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