

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

Co-financed by  
European Union  
Erasmus+ program



## »ME AND MY WORLD«

### 1.e-MAGAZINE

Prepared by:

November 2020

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

## **THE FIRST PROJECT ERASMUS+ L.I.F.E. MAGAZINE »ME AND MY WORLD«**

The first issue of the magazine of the mobility project of strategic partnerships KA2 Erasmus+ L.I.F.E. (which stands for Live!Improve!Feel!Educate!) is in front of you. In it, we show the results of the project, the implemented activities of partnership organisations and the dissemination of the project in the first content set "me and my friends".

The title of the magazine already communicates the main purpose of the first content set of L.I.F.E. project, and that is:

1. Mutual acquaintance and presentation of partner countries to all participants of the project.
2. Developing content in the field of self-awareness in partner organizations.

### **Content of the magazine:**

In the first part of the magazine, we present our content starting points, which we will systematically introduce into the educational content of the included educational organizations in the process of strategic cooperation of European countries.

In the second part, we present the participating partner organizations and we introduce you to the blog of the Erasmus + L.I.F.E. project and the eTwinning project team.

In the third part, we present the partial results of the project; the implemented activities for project participants and examples of good practice from individual partners.

## I. Social and Emotional Learning: an introduction

Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Effective SEL programming begins in preschool and continues through secondary or grammar school.

SEL involves the processes of developing social and emotional competencies in children. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Social and emotional skills are critical to being a good student, a citizen, and a worker. Many different risky behaviors (e.g., drug use, violence, bullying, and dropout) can be prevented or reduced when multi-year and integrated efforts develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation (Bond & Hauf, 2004; Hawkins, Smith, & Catalano, 2004; Nation et al., 2003; Weare & Nind, 2011).

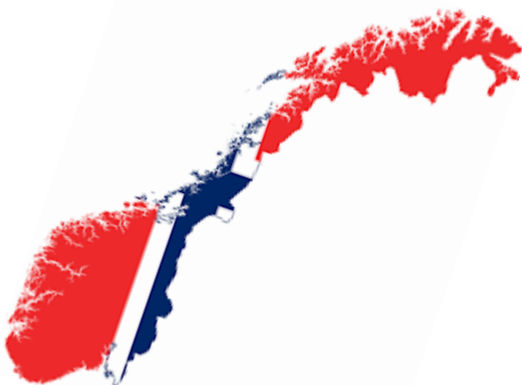
**The definitions of the five competency clusters for students are:**

- **Self-awareness:** The ability to recognize one's emotions and thoughts and their influence on behaviour accurately. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of one self and others.

I. Erasmus+ L.I.F.E (Live!Improve!Feel!Educate!) strategic partnerships in the project are:

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

PDF SCHOOL PRESENTATION (blog link)



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

PDF SCHOOL PRESENTATION (blog link)

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

PDF SCHOOL PRESENTATION (blog link)



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

PDF SCHOOL PRESENTATION (blog link)

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

PDF SCHOOL PRESENTATION (blog link)



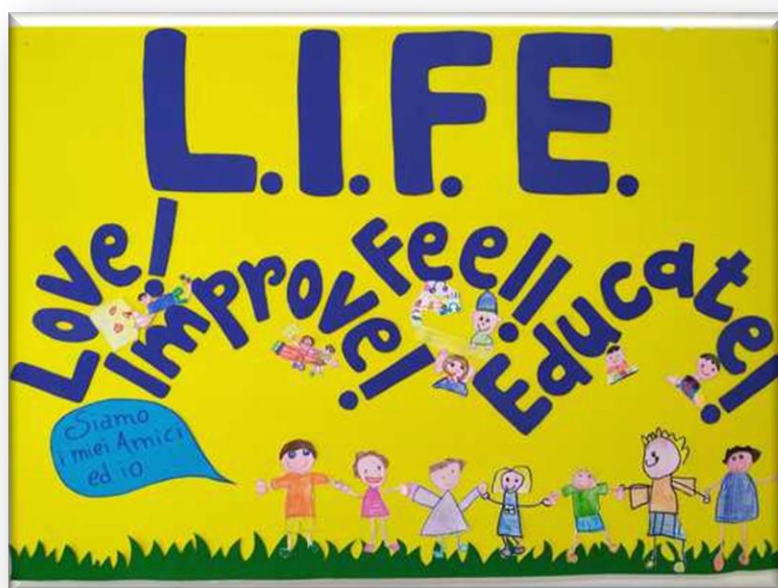
Spain, <https://www.escorialvic.org/>

PDF SCHOOL PRESENTATION (blog link)



## II. PROJECT ACTIVITIES OF THE FIRST CONTENT SET

1. We introduced project L.I.F.E. to children, parents, local communities and employees. In all partner countries, we set up Erasmus+ corners, where we frequently present project activities. Erasmus+ corner addressed parents, employees, professional and amateur public. All corners are located within the premises of the organisation, being visible to the visitors of the organisation.







With the management of partner educational organisations we have prepared a **plan of lectures and education** for the school staff and children's parents on the topic of SEL in the current school year. Lectures on the topic of communication and emotions have been organized for professionals to encourage the development of their professional and personal competencies in the field of emotional literacy.

Posts of examples of good practices have come to life on **the websites of schools** that participate in the project.

In all partner organisations, small **professional teams** have been formed to develop, implement and monitor the implementation of SEL in educational programs. In a particular institution, an **intervention group** was launched with the aim of developing good practice in working with children of vulnerable groups. The first meeting was held on the topic of social skills and the importance of a "learning" environment for children of vulnerable groups.

We have set up a **blog**,  
<https://erasmus2020.wixsite.com/erasmus2020/blank-page>, together with an  
**eTwinning profile**,  
<https://twinspace.etwinning.net/124347/home>

The joint **selection of the project logo** signals the start of our partner co-operation.

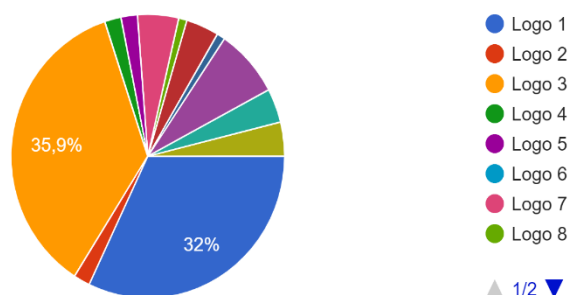
We introduced the L.I.F.E. project to the children in all educational institutions. We met the participating partner schools from the geographical, linguistic and cultural viewpoint and from the point of view of placing all of us in the concept of European educational systems.

Children in all individual organisations created logos of the project as part of the introductory process of European countries.

Children chose the most liked art piece first within their own organisation and then we carried out European elections from the roster of logos from all partner countries. The winning logo received 37 votes out of 103.

Choose the logo you like best by clicking on your favorite image (Scegli il logo che ti piace di più cliccando sul cerchietto dell'immagine preferita)

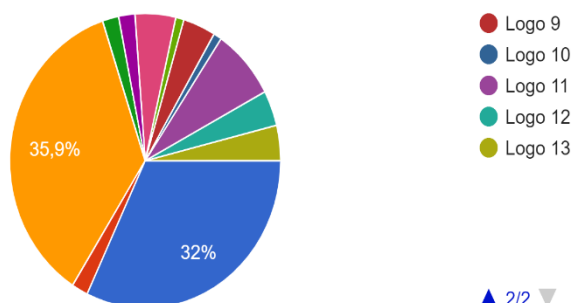
103 risposte



▲ 1/2 ▼

Choose the logo you like best by clicking on your favorite image (Scegli il logo che ti piace di più cliccando sul cerchietto dell'immagine preferita)

103 risposte



▲ 2/2 ▼



The winning logo had been created by our Italian partners. We absolutely adore it! Mariangela wrote about this logo: "The logo symbolizes the value of European citizenship which unites the feelings of all. Feelings enclose the balloon, held by the same thread by both children. We are under the same sky, under the same rainbow."








## GOOD PRACTICE OF PARTNER COUNTRIES

We, the partner countries, have included the content from the first SEL set into our professional work at the beginning of the project. In September, children returned to school. We systematically implemented the SEL content concerning learning about ourselves, our classmates, and the social involvement of children in the school environment. Simultaneously, we developed social awareness and empathy toward younger children and peers from more vulnerable groups. We are successfully concluding the first three months of our project.

In continuation, we prepared a selection of examples of good practice for developing self-awareness, which we had developed in individual partner organisations and which have proven successful and effective in our work with the participants of the project. We would like to share the examples of good practice with you.




<p><b>Slovenia, Vrtec Litija</b></p> <p><b>Collage - My vacation</b></p>	<p><b>Age groups:</b></p> <p>4 - 6 years</p>
<p><b>The goals(s) of the activity:</b></p> <p>A child presents his summer activities and participates in the creation of a joint product. He uses different art techniques and natural materials.</p>	<p><b>The target groups:</b></p> <ul style="list-style-type: none"> <li>- children</li> <li>- parents</li> <li>- teachers</li> </ul>
<p><b>Dissemination:</b></p> <ul style="list-style-type: none"> <li>- Erasmus corner</li> <li>- an article on the kindergarten's website</li> <li>- eTwinning</li> </ul>	
<p><b>A short description of the activity:</b></p> <p>We talked to the children about what they were all doing in the summer months. After the conversation, they drew and painted everything they had said and then they cut it out. The larger sheet of paper was spatially divided into units that represented the child's stays during the summer: the seaside, home, a playground, a park. They were also connected by a road. We chose the technique of lamination and painting as a base, the beach was created with real sand. The base was coated with glue and the sand was sprinkled on it. The forest was created by lamination, then dried fern was pasted on it. Once the base had dried, they arranged the thumbnails and pasted them.</p>	


<p><b>Slovenia, Vrtec Litija</b></p> <p><b>Who is involved in our project?</b></p>	<p><b>Age groups:</b></p> <p>4 - 6 years</p>
<p><b>The goal(s) of the activity:</b></p> <p>A child participates in the creation of our Erasmus corner.</p>	<p><b>Target groups:</b></p> <ul style="list-style-type: none"> <li>- children</li> <li>- parents</li> <li>- teachers</li> </ul>
<p><b>Dissemination:</b></p> <ul style="list-style-type: none"> <li>- Erasmus corner</li> <li>- an article on the kindergarten's website</li> </ul>	
<p><b>A short description of the activity:</b></p> <p>In the morning circle with children we looked at the globe of the world and searched for the countries with which we are cooperating in the project. We named the countries and highlighted their characteristics (size, language, population, colors and coats of arms on the flag, etc.). We compared the countries with our Slovenia and found that Slovenia is much smaller than the other countries involved in the project. We also learned the basic greeting of each country and played the 'Hello' movement game.</p>	

<p>Slovenia, Vrtec Litija</p> <p>Our world - Erasmus + world</p>	<p><b>Age groups:</b></p> <p>5 - 7 years</p>
<p><b>Dissemination:</b></p> <ul style="list-style-type: none"> <li>- Erasmus corner</li> <li>- eTwinning</li> </ul>	<p><b>Target groups:</b></p> <ul style="list-style-type: none"> <li>- children</li> <li>- parents</li> <li>- teachers</li> </ul>
<p><b>The goals(s) of the activity:</b></p> <p>A child participates in the creation of the Erasmus + corner and gets to know the partner countries, which are participating in the project.</p>	<p><b>A short description of the activity:</b></p> <p>With the help of books and ICT technology, the children got to know where our friends from our partner countries live. They became familiar with the parts of the world, ranked Europe, and searched on various maps and globes. In this way they learned about the location and the shape of the participating countries and their characteristics. At home, together with their parents, they looked for anything that reminds them of the mentioned countries. Photographs, drawings, newspaper clippings, advertisements, and travel items were brought to the kindergarten and were presented to other children and educators.</p>






<p>Slovenia, Vrtec Litija</p> <p>Autumn dance with handkerchiefs</p>	<p>Age groups:</p> <p>5 - 7 years</p>
<p>Dissemination:</p> <p>Implementation of a dance (music) workshop with parents (planned).</p>	<p>Target groups:</p> <ul style="list-style-type: none"> <li>- children</li> <li>- parents</li> <li>- teachers</li> </ul>
<p>The goals(s) of the activity:</p> <p>A child freely expresses himself with music while moving, using an aid - a handkerchief.</p>	<p>A short description of the activity:</p> <p>On the first day of autumn, the children danced to the music of Vivaldi: Four Seasons, Autumn.</p>
	

<p>Slovenia, Vrtec Litija</p> <p>Guided visualisation</p>	<p>Age groups:</p> <p>4 - 6 years</p>
<p>Dissemination:</p> <ul style="list-style-type: none"> <li>- Photos with a description of the activity on the bulletin board in front of the playroom.</li> </ul>	<p>Target groups:</p> <ul style="list-style-type: none"> <li>- children</li> <li>- parents</li> <li>- teachers</li> </ul>
<p>The goal(s) of the activity:</p> <p>While listening to the story, a child relaxes, calms down, becomes aware of his own body and finds peace within himself. He doesn't disturb other children while carrying out activities.</p>	<p>A short description of the activity:</p> <p>While listening to a story, children relaxed, immersed themselves into the story, sought contact with each other, felt the heartbeat, calmed down. They were introduced to a simple stress management technique, also they did not disturb friends while performing. After the performance they talked about their feelings. For the most part, they felt comfortable and they knew how to interpret their emotions.</p>
	

<p>Slovenia, Vrtec Litija</p> <p>I love a friend ...</p>	<p><b>Age groups:</b></p> <p>4 - 6 years</p>
<p><b>Dissemination:</b></p> <ul style="list-style-type: none"> <li>- Photos with a description of the activity on the bulletin board in front of the playroom.</li> </ul>	<p><b>Target groups:</b></p> <ul style="list-style-type: none"> <li>- children</li> <li>- parents</li> <li>- teachers</li> </ul>
<p><b>The goals(s) of the activity:</b></p> <p>A child gets to know his friends through social play.</p>	<p><b>A short description of the activity:</b></p> <p>At the beginning of the year we play a lot of social games with the aim of connecting children. The purpose of this game is for the child in the middle to tell with a description of the appearance which friend he likes (<i>Ex.: » I like a friend, who has brown hair, blue eyes and is wearing a blue T-shirt and blue pants. «</i>) The children try to figure out this friend's name, then the chosen child goes to the middle and the game continues. When the children know each other well enough, the game can be upgraded so that the child in the middle tells the child's good qualities, etc.</p>





<p>Slovenia, Vrtec Litija</p> <p>Autumn heart</p>	<p>Age groups:</p> <p>4 - 6 years</p>
<p>Dissemination:</p> <ul style="list-style-type: none"> <li>- Exhibition in the common areas of the kindergarten</li> <li>- Exhibition at the Litija Railway Station and at the Workers' Savings Bank</li> </ul>	<p>Target groups:</p> <ul style="list-style-type: none"> <li>- children</li> <li>- parents</li> <li>- teachers</li> </ul>
<p>The goals(s) of the activity:</p> <p>A child paints a picture with different autumn colors.</p> <p>The same color should not continue in the next box.</p>	<p>A short description of the activity:</p> <p>Teachers prepared various heart motives in the grid that children could choose from. Children had previously named all the autumn colors in the morning round. During the coloring, the rule was that the same color should not be repeated in the next box. Children did a great job with this task, as they showed perseverance and accuracy.</p>
	

<p>Slovenia, Vrtec Litija</p> <p>Autumn hairstyle</p>	<p>Age groups:</p> <p>4 - 6 years</p>
<p>Disseminaaation:</p> <ul style="list-style-type: none"> <li>- Exhibition in the common areas of the kindergarten</li> <li>- Exhibition at the Litija Railway Station and the Workers' Savings Bank</li> </ul>	<p>Target groups:</p> <ul style="list-style-type: none"> <li>- children</li> <li>- parents</li> <li>- teachers</li> </ul>
<p>The goals(s) of the activity:</p> <p>A child prints natural material (tree leaves) onto the portrait.</p>	<p>A short description of the activity:</p> <p>After visiting Aunt Autumn, we went to the forest, collected various tree leaves and later found and named their trees. In the morning circle we talked about difference and diversity. We found out that among others we have all different hairstyles (color, length, shape, etc.). Teachers had previously drawn portraits of boys and girls on A3 sheets. Children chose their favorite portrait and printed different shapes of dry leaves onto the portrait. They then painted the face and the sweater with watercolors, and glued the border.</p>







<p>Slovenia, Vrtec Litija</p> <p>Little Stubbornness on a visit</p>	<p>Age groups:</p> <p>4 - 6 years</p>
<p>Dissemination:</p> <ul style="list-style-type: none"><li>- Erasmus corner</li><li>- eTwinning</li></ul>	<p>A short description of the activity:</p> <p>Upon arrival at the kindergarten every morning, the children found that something was scattered in the playroom or elsewhere. The activity took place daily. We put a cardboard camera in the playroom, which caught the untidiness in the afternoon and at night, but only a part of it. After fourteen days, we 'uploaded' the clip to the tablet and watched it. We found out that there is a Little Stubbornness in our playroom (a fluffy red ball, with legs and arms and big white eyes). Based on the video, the children found out where she was hiding and found her. We read the book A Dragon and a Little Stubbornness, where we found out that this is a naughty, stubborn beast who does not yet know the manners and the culture of good behavior. Our goal is to teach her nice and friendly behavior by the end of the kindergarten year so that everyone in our playroom will feel comfortable. Unfortunately, we have not succeeded so far.</p>
<p>Target groups:</p> <ul style="list-style-type: none"><li>- children</li><li>- parents</li><li>- teachers</li></ul>	
<p>The goals(s) of the activity:</p> <p>A child meets a doll named Little Stubbornness</p>	





<p>Slovenia, Vrtec Litija</p> <p>How do I feel?</p>	<p>Age groups:</p> <p>4 - 6 years</p>
<p>Dissemination:</p> <ul style="list-style-type: none"><li>- portfolio of the group</li></ul>	<p>A short description of the activity:</p> <p>In the group, we learned about different moods among people. We have found that some moods show up on our face and others on our whole body. Teachers prepared the shapes of faces during different feelings (anger, fear, joy, happiness, sadness, excitement, etc.) and the children recognized them very well and separated them from each other. So we asked the children every morning how they felt. Instead of responding with words, they drew this feeling on a write-erase board. Around the board, they had templates (pictorial and textual) to help them determine the feeling they were going to draw. After some time, we were able to ask the children to draw a feeling from the moment they woke up, went to sleep, hit each other, ate their favorite dish, and rode their bike for the first time. We still do the activity in the morning circle because the children want to draw their feelings and talk about them.</p>
<p>The goals(s) of the activity:</p> <p>A child expresses his condition on a piece of paper through inner feeling.</p>	
<p>Target groups:</p> <ul style="list-style-type: none"><li>- children</li><li>- parents</li><li>- teachers</li></ul>	



<p>Slovenia, Vrtec Litija</p> <p>Elections for the logo of our project</p> <p>L.I.F.E. – Love! Improve! Feel! Educate!</p>	<p>Age groups:</p> <p>4 - 6 years</p>
<p>Dissemination:</p> <ul style="list-style-type: none"><li>- Photos describing the activity in the Erasmus corner</li><li>- eTwinning</li></ul>	<p>A short description of the activity:</p> <p>The children drew with felt-tip pens the drawings, which were supposed to represent the logo of our project. Individuals have very specifically portrayed the topic we are talking about. We conducted a children's election. Teachers explained to the children in a simple way how the elections take place and that our elections will be public, so everyone will see all the decisions of the children. Everyone agreed. They were honest, impartial at the polls, and they expressed their will. At the end, we counted all the grains of corn and got one winning drawing, which we sent to the friends in other units of our kindergarten Najdihojca and Ribica. They also sent us their winning drawings. In the elections in the second round, we conducted similar elections and sent the selected drawing to the kindergarten administration. The children themselves were actively involved in the decision-making process, learning about the simple election process.</p>
<p>Target groups:</p> <ul style="list-style-type: none"><li>- children</li><li>- parents</li><li>- teachers</li></ul>	
<p>The goals(s) of the activity:</p> <p>A child expresses his decision to choose a logo with a grain of corn.</p>	
<div></div> <div></div>	

<p>Slovenia, Vrtec Litija</p> <p>Heart of life</p>	<p><b>Age groups:</b></p> <p>4 - 6 years</p>
<p><b>Dissemination:</b></p> <ul style="list-style-type: none"> <li>- Children took their heart home and presented it to the family</li> </ul>	<p><b>A short description of the activity:</b></p> <p>Children love drawing hearts and they have been drawing them on their own all along. In this activity teachers presented children a life heart that describes different parts of their life (family, free time hobbies, favourite food, kindergarten location, friends, etc.) With the children we read a story every day on different topics of the heart of life (Me and my family, Where is my friend, I love you so much that I would just eat you, etc.). After reading we talked about the topic and encouraged the children to draw it on their heart. The activity took place over two weeks as there were a lot of parallel activities overlapping, so we had to skip the painting one day. The children were very eager about fairy tales and topics to draw, as they asked us every day during breakfast what they would draw today.</p>
<p><b>Target groups:</b></p> <ul style="list-style-type: none"> <li>- children</li> <li>- parents</li> <li>- teachers</li> </ul>	
<p><b>The goals(s) of the activity:</b></p> <p>A child draws the most important people and things from his life.</p>	





Italy  
"My friends and I" activity – "Aniello  
Polsi" kindergarten (Class: section F)

### TOGETHER WITH RHYTHM

#### TARGETS:

- Develop attention span
- Reproduce simple rhythms
- Associate a symbol with the sound

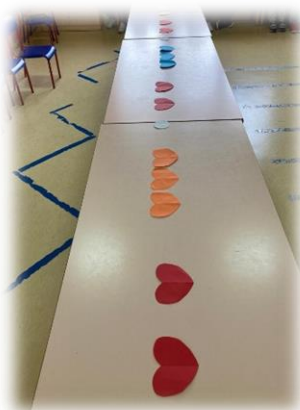
#### ACTIVITY:

Playing simple rhythms

Some simple rhythms associated with movement (clapping) and images (hearts) are proposed.

#### Description:

Simple symbols (colored hearts and white circles) are placed onto the table, explaining to the children that each heart must correspond to the beat of the hand and each circle must correspond to the pause mimicked with the index finger on the lips.



Italy

"My friends and I" activity – "San Lorenzo" kindergarten (Class: one section)

#### The goal(s) of the activity:

The activities proposed have the primary objective of making children understand the importance of friendship, to help them establish positive relationships with others and understand the importance of collaboration and mutual help.



#### Activity 1: Poster "together"

The teachers encouraged the children to express themselves freely on the word "friendship".

Subsequently they proposed to draw and create a poster together, inviting each child to choose companions for the realization of this activity.







## Activity 2: Every turn a smile

The children sit in circles and keep their heads down, pretending to be in a school where sadness and loneliness reign. One fine day a magician arrives, wearing a cloak and a magic wand. walking among them and reciting the rhyme:

My magic wand

he can do magic.

Paints on your face

a beautiful smile.

When a child is touched he raises his head, smiles and continues the circle involving all the others.

At the end of the circle the children are stimulated to express what kind of emotion they felt when being chosen by their peers.



<p>Italy; "My friends and I" activity – "San Michele" kindergarten (Class: section A)</p> <p><b>TITLE:</b> My friends and me</p>	<p><b>RECIPIENTS:</b> Children aged 3-4-5 years</p> <p><b>TIMING:</b> 4 weeks</p>
<p><b>TRAINING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>- Foster positive relationships in the class group</li> <li>- Experience a new language (L2 English) through play</li> </ul>	
<p><b>DESCRIPTION OF THE ACTIVITY</b></p> <p>The starting point of the activity was listening to the song "Hello" available on the YouTube channel "Action Songs". Lyric:</p> <div style="text-align: center;"> <p>Every day I go to school I meet my friends And we all say Hello Hello How are you? I'm good I'm great How about you? Every day I go and play I meet new friends And we all say Hello Hello What's your name? Nice to met you Do you want to play?</p> </div> <p>The children, in circle-time, were guided in understanding the text and memorizing the short English phrases present in the song.</p> <p>They were then encouraged to reflect on the pleasure of meeting their friends at school and making new ones. At this point they were invited to paint one next to the other as in a group photo.</p> <p>Finally they were asked the question "What do you like to do with your friends?" as an invitation to imagine pleasant situations to spend time together. The responses were diverse and creative.</p>	













Italy  
"My friends and I" activity – "San Michele"  
kindergarten (Class: section C)

RECIPIENTS:

Children aged three, four and five

TARGETS:

- Reflect on the meaning of friendship
- Give precise examples on friendship
- Be friends, be friends with everyone

ACTIVITY NAME: **THE BOND OF FRIENDSHIP**

BRIEF DESCRIPTION OF THE ACTIVITY

The children listened to the story: "My friend Arcobaleno".

After listening to the story, they made a rainbow, using white cardboard divided into small parts and painted it by choosing the color with which each child identified himself/herself.

Finally they tied the small colored parts with the thread of friendship, because happiness is child's play!





## ACTIVITY NAME: I AM PRESENT, I AM PRESENT AND I REPRESENT

Through a short video, the children introduced themselves and introduced Gelsomino, the mushroom friend. They represented themselves with a graphic work on the wall poster and dedicated the universal song, a hymn to the rainbow of friendship, entitled "I have a friend who loves me" to all the friends of the Life Project with the help and involvement of the Religion teacher.



## ACTIVITY NAME: MY FRIEND TREE ... YOUR FRIEND TREE

There were many activities that the children carried out for the tree festival, such as poems, songs, dances, dedications using kind words, as a sign of love for nature. They followed the stages of preparation for planting seedlings, their new tree friends. It turned into a wonderful party to brighten the environment, which is a friend of all, at the end of the tree festival!





<b>Italy</b> <b>"My friends and I" activity – "Ritucci Chinni" Primary School (Class: II B)</b>  <b>TOPIC: Friendship</b>	<b>AGE GROUPS</b> 7 years  <b>THE TARGET GROUPS</b> Children
<b>THE OBJECTIVES OF THE ACTIVITY</b> - Reflect on the value of friendship - Experience friendship - Reflect on the value of solidarity	<b>ACTIVITIES:</b> Meet my friend Friendship The tree of friendship Kind words "Hello my friend" video
<b>A BRIEF DESCRIPTION OF THE ACTIVITY</b> The children were asked to view an animated story on the IWB that allowed them to reflect on the value of friendship as a precious gift for a lifetime. After viewing the story, a guided conversation was started through stimulus questions: <ul style="list-style-type: none"> <li>• Do you think it is important to have friends?</li> <li>• What do you usually do with your friends?</li> <li>• What are the rules for being comfortable with friends?</li> <li>• We have come to reflect on the value of friendship.</li> </ul> <b>DISCIPLINES INVOLVED</b> Italian / Citizenship / Art / English / Music  There were numerous activities that the pupils carried out.	
<b>ACTIVITY: MEET A FRIEND</b>	
Each child has presented a friend to play with through a graphic representation and a description.	
<b>ACTIVITY: FRIENDSHIP</b>	
Short written reflection originating from the thoughts of children with graphic representation.	
<b>ACTIVITY: THE TREE OF FRIENDSHIP</b>	
Short written nursery rhyme obtained from a list of all the phrases - a symbol of friendship with a graphic representation.	
<b>ACTIVITY: THE KIND WORDS</b>	
Through a circle time the pupils were stimulated to reflect on how to always use kind words.	
<b>ACTIVITY: VIDEO "HELLO MY FRIEND"</b>	
The pupils performed a piece of music in English on the theme of friendship. Starting from an imaginary character, they then created a dedicated choreography.	





PIC-COLLAGE



PIC-COLLAGE



PIC-COLLAGE






PIC-COLLAGE



The words of friendship  
There are a lot of secrets  
to live in harmony with  
other people: use the kind  
words.



<b>Slovenija, Vrtec Pedenjped</b> <b>TOOL OF »HAPPINESS«</b>	<b>Age group:</b> 4-6 years Group Gnomes
<b>Dissemination:</b> parents eTwinning	<b>Objective of the activity:</b> The child becomes aware of his or her own strategies for overcoming anxiety and sadness.
<b>Description of the activity:</b>  <p>In the small group called Gnomes, we thought about feelings, such as sadness and fear. We played and re-played facial and corporal expressions of emotions, talked about social situations that trigger feelings of fear and sadness, and most importantly – we looked for tools within ourselves that put us in a better mood.</p> <p>We made a box of »happiness«, decorated it and in it placed the picture of our »tool«. What are our tools? Children from the group Gnomes calm down while playing with a doll, dinosaurs, while rocking on a swing, while eating a cake.</p>	
	
	



<b>Slovenija, Vrtec Pedenjped</b>	<b>Age group:</b> 3-6 years, Heroes
<b>Making of L.I.F.E. project logo</b>	Vulnerable children group/children with autism
<b>Dissemination:</b> Kindergarten website Erasmus+ corner eTwinning parents	<b>Objective of the activity:</b> The child learns about cultural particularities of partner countries. Through artistic creation, the child expresses the experience of friendship and conflict in relationships.




**Description of activity:**


Together with the children, we have learnt about the countries that participate in the project and we have found that in these countries also live children who are like them – these children also want a peaceful childhood, games, they have similar dreams, wishes and adventures as part of growing up.

We have learnt about different emotions and their role in establishing friendships (relationships) through varied content.



Together with the children we designed logo templates that illustrate the topics of emotions, forming friendships, conflicts in relationships. Through artistic creation, we supported their experience and encouraged them to be aware of and express their own feelings and potentials. They connected new knowledge with each other and transferred it to paper with the help of art.





<b>Slovenija, Vrtec Pedenjped</b>  <b>L.I.F.E. logo election</b>	<b>Age group:</b> 3-6 years Children from Pedenj Empire unit
<b>Dissemination:</b> Kindergarten website Erasmus+ corner eTwinning parents	<b>Objective of the activity:</b> The child learns about the geographical, cultural and linguistic specifics of the partner countries. Developing active citizenship: The child learns that his / her choice influences the kindergarten community and European partners.
<b>Description of the activity:</b>  <p>Together with the children we learnt about partner countries of the project; their location in Europe, language, sights, national symbols, culture.</p> <p>We carried out children election, in which children of the Pedenj Empire unit who were older than two years participated. We numbered all the templates and the children voted by placing their little stone on the picture that they liked the most. At the end, we counted the stones and announced the winning logo. We noticed that child-voters were drawn to pictures with a lot of different colours. Thus, the winning logo belonged to Gaber Strelec, who with handprints depicts the diversity of our everyday experience and feelings.</p> <p>After the »local« election followed »European« election. After receiving logo templates from all participating countries, we carried out the selection process in the same way. Following the counting of votes, we got our winner – unexpectedly Gaber Strelec's drawing received the most votes again. In that way, we have actively included children in all phases of the voting process – they contributed to the creation of motifs with their ideas, which they have put on paper. We gave them a chance to co-decide logo templates and strengthen their awareness of active participation, the possibility to participate and the influence on final decisions.</p> <div data-bbox="277 1218 810 1608">  </div> <div data-bbox="944 1218 1481 1608">  </div> <div data-bbox="699 1630 1040 2101">  </div>	

<p>Slovenija, Vrtec Pedenjped</p> <p><b>Visual aid for self-introduction</b></p>	<p><b>Age group:</b> 3-6 years, Heroes Vulnerable group of children/children with autism</p>
<p><b>Dissemination:</b> Kindergarten website Erasmus+ corner parents</p>	<p><b>Objective of the activity:</b> The child learns about the role and importance of self-introduction and the value of getting to know a peer. The child develops language skills.</p>
<p><b>Description of the activity:</b></p> <p>In the Heroes group, we observed the characteristics of our body and talked about what exactly defines us, what makes us special, how different we are from each other and how we are similar. When I introduce myself, what else can I tell about myself besides my name? What can I ask a new friend to get to know him or her better?</p> <p>That is how the <b>visual aid for introduction</b> came to be. It makes it easier for children to talk in front of a group and it guides them unobtrusively through self-introduction and talking about their hobbies. It can also be used to learn about one's peers or to learn how to ask questions.</p> <p>Pdf. Visual aid - <a href="#">link</a></p>	
	



<b>Slovenija, Vrtec Pedenjped</b>  <b>Rewarding »kind behaviour«</b>	<b>Age group:</b> 3-6 years, Heroes Vulnerable group of children/children with autism
<b>Dissemination:</b> Group's noticeboard parents	<b>Objective of the activity:</b> Establishing a positive climate in the department. Encouraging empathic response.
<b>Description of the activity:</b>  <p>A new boy joined the department. We encouraged the "old" peers of the department to be friendly to the newcomer in promoting the process of social awareness. We talked about feelings of fear and discomfort when entering new social situations, about how a newcomer feels and what we can do to make us all feel good.</p> <p>Acts of kindness, expressions of affection, and empathetic responses to the new boy were made aware of by the adult's praise during the daily routine and were additionally rewarded on the group table of "superheroes". In the process of developing empathy and responding appropriately in social situations, children learnt that our behavior affects the well-being of all children in the group.</p> <div data-bbox="284 913 831 1323">  </div> <div data-bbox="927 913 1474 1323">  </div>	

<p><b>Slovenija, Vrtec Pedenjped</b></p> <p><b>Learning about the physical characteristics of yourself and your peers</b></p>	<p><b>Age group:</b> 3-6 years, Heroes Vulnerable group of children/children with autism</p>
<p><b>Dissemination:</b> Group's noticeboard parents</p>	<p><b>Objective of the activity:</b> Learning about the physical characteristics of yourself and your peers. The child perceives similarities and differences between children.</p>
<p><b>Description of the activity:</b></p> <p>As part of the workshops, we pondered and learned about our physical characteristics. We observed ourselves, our peers, and the pictorial material. We observed physical differences and similarities among individuals (eye colour, hair, skin, age, hairstyle, height, gender, mobility impairment).</p> <p>We learnt to express and define the physical characteristics of individuals using pictorial material; we described eye colour, hair, hairstyle, skin colour, physical characteristics, disabilities, gender, and age.</p> <p>In the second activity, the children looked for similarities and differences between the character in the photo and themselves, among the characters in the photo, and between the children and the professionals in the department.</p> <p>The children coloured the <i>superhero</i> colouring image - themselves; according to the physical characteristics, which we defined together in front of the mirror (hair color, clothes, eyes, etc.).</p> <div data-bbox="272 1301 1011 1861">  </div> <div data-bbox="1050 1301 1469 1861">  </div>	







Slovenija, Vrtec Pedenjped

**Development of positive atmosphere in kindergarten**

**Dissemination:**

Employees of the organisation

**Objective:**

Developing team co-operation

**Description of the activity:**

In the L.I.F.E. project, we also reach the employees and, in accordance with the vision of the project, we actively co-create a positive and supportive climate of the kindergarten for all participants. While reading literature from the field of SEL and attending two lectures by dr. Prgić on communication and emotional blackmail in collectives, we at the kindergarten are even more aware of the importance of communication, healthy interpersonal relationships, and tolerant and respectful communication.

If the atmosphere in tandem of an individual kindergarten department is bad, this is transferred to the learning process and group relations. That is why we in the autistic class decided to nurture our relationships on a daily basis and raise awareness of all aspects of mutual communication. This year, we dedicate a lot of time to "**time out**", to a joint reflection on our work, awareness and respect for different educational approaches and building a positive climate in the department.

<b>Slovenija, Vrtec Pedenjped</b>  <b>Plenty of new in the group (relationships in the group)</b>	<b>Age group:</b> 4-5 years Group Scholars
<b>Dissemination:</b> Group's noticeboard parents	<b>Objective of the activity:</b> Getting acquainted with the novelties in the group and accepting them positively.



**Description of the activity:**

With the new school year, we had quite a few changes within the group, which we had to face, familiarise ourselves with and in the end, of course, accept as best as possible. For a start, we moved to a new playroom and got a new name »Scholars«. In addition, new children came to our group. Five new faces arrived and for some it was their first time attending the kindergarten. This, in turn, meant a new period for us, in which we built new relationships. At the beginning, the children were complete strangers to each other, but then we got to know each other, we connected with one another, collaborated and bonded with each other through various games. But because there was also non-acceptance in the group, sometimes harsh reactions, crying because they missed their parents, ignorance of routine and the like, we talked a lot about what we do, how we can help each other, how everyone should say what they want and what they don't want. Above all, we spent a lot of time encouraging children to tell each other their wishes if a conflict arises, to resolve it through verbal communication, to tell if they don't like something, not to react aggressively and the like. Above all, the focus was on encouraging conversation and expressing wishes, as well as on listening to and respecting what was said as much as possible. It was necessary to first build a relationship, trust in the group, so that every child in kindergarten felt well and above all safe. We also talked about emotions. With the pillows that illustrate different emotions, we talked about what moods everyone can have and, above all, discussed when and why. This allowed us to better understand why sometimes someone is in a good mood because he likes the game, why someone gets angry when another child takes his toy, why someone cries because he misses his mom and the like. In this way, the children became more aware of their own moods, which can be very different and they can express that, and they can also respect the mood of another child as much as possible. With all this, we have deepened our relationships considerably over a long period of time and have got used to each other; we have accepted new faces and have become much more tolerant of each other. The group connected with each other. In addition to the relationships in the group, we also connected with the group Heroes, which includes children with special needs. The children started playing, connecting, participating in playgroups, which was completely new for them, but at the same time they also liked it very much.




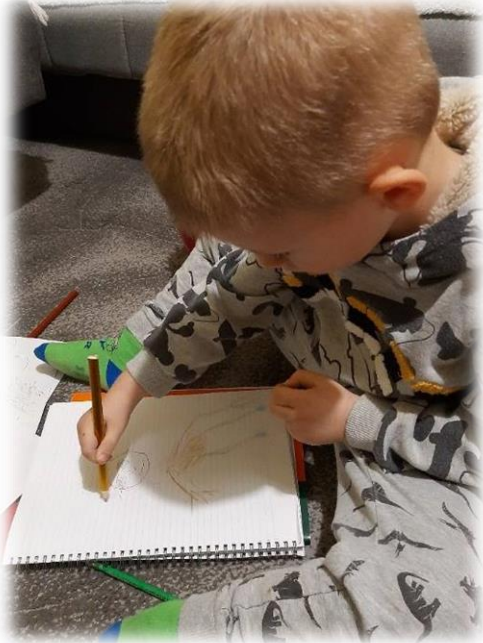




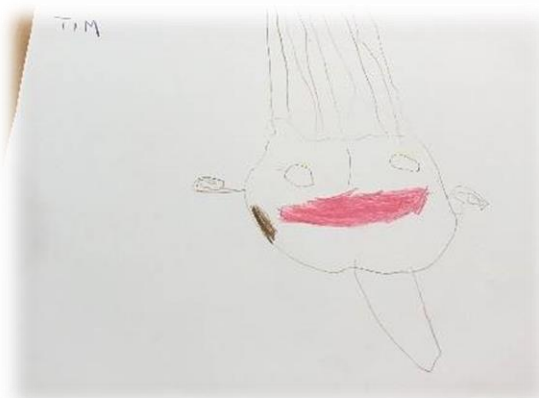
<b>Slovenija, Vrtec Pedenjped</b>	<b>Age group:</b> 4-5 years Group Scholars
<b>Social games and board games</b>	
<b>Dissemination:</b> Group's noticeboard Parents, grandparents	<b>Objective of the activity:</b> Discovering social and board games, connecting, participating and following the rules.
<p><b>Description of the activity:</b></p> <p>In the group, we paid a lot of attention to social games and learning about board games. In addition to conversation, this was also the most important way of connecting in the group and strengthening positive relationships. We got acquainted with new games and played familiar and assimilated ones several times. So we played:</p> <ul style="list-style-type: none"> <li>- the social game "Donkey who rides you",</li> <li>- "Say a name and show a movement",</li> <li>- "Electricity travel",</li> <li>- "Mosquitoes", the children were especially enthusiastic about the latter, because they found it really funny.</li> </ul> <p>We also played the social game "Rinčke talat", which was entrusted to us by the grandparents, being a game of their youth.</p> <p>We also played movement games that require a lot of mutual response and co-operation. These are the games:</p> <ul style="list-style-type: none"> <li>- "Cats and mice",</li> <li>- "Snake",</li> <li>- "Parachute" game.</li> </ul> <p>In addition, we also played a lot of board games. We discovered new games in the group, and we also have a special arrangement to celebrate birthdays. Each child brings one board game from home on their birthday, which we then play together in the kindergarten. While playing the games, the children learnt the rules, connected with their teammates and followed the correct course of the game. We played Lotti karotti, Ludo, Memory, the games "Hungry snails", "Monkeys", "Mole", "Guess the animal and colour", etc. The children were happy to participate in the games, connect and above all to quickly learn the rules of the games. They had a lot of fun.</p>	
 	







<b>Slovenija, Vrtec Pedenjped</b>  <b>This is me</b>	<b>Age group:</b> 4-5 years Group Scholars
<b>Dissemination:</b> Group's noticeboard parents	<b>Objective of the activity:</b> Learning about yourself and your physical characteristics.
<b>Description of the activity:</b>  <p>Because we spent most of the time working on the innerworkings of the group, joining the group, strengthening relationships, well-being in the group and the like in the beginning, we then ran out of time to dedicate time to ourselves because of the epidemic and consequently the closing of kindergartens. But nothing serious to it. We took advantage of the time when the children are at home and they say they miss kindergarten very much. We asked the parents to participate and gave them a task, to which they dedicated themselves to, together with the children. Some parents responded nicely and were happy to cooperate. First they took the mirrors into their hands or they just stepped in front of a big mirror one and watched themselves. They observed all the external features, the details on the face, and also the clothes. Together with their parents, they talked about what they have, what they are wearing, what colours, lengths and the like. Then they took colour pencils and a sheet of paper and tried to draw everything in as much detail as possible. The children drew, and we also invited the parents to participate. Some responded. Very unique drawings were created with many details that the children noticed on themselves. The parents who responded said that the task was interesting to them and that the children enjoyed it very much. At the same time, they added that they are already looking forward to new ones. ☺</p> <div data-bbox="379 1160 852 1800">  </div> <div data-bbox="906 1160 1390 1800">  </div>	







<p><b>Slovenija, Vrtec Pedenjped</b></p> <p><b>Discussion about similarities and differences</b></p>	<p><b>Age group:</b> 5-6 years Group Gnomes</p>
<p><b>Dissemination:</b> Group's noticeboard parents</p>	<p><b>Objective of the activity:</b> Learning about similarities and differences among children.</p>
<p><b>Description of the activity:</b></p> <p>As part of the workshops, we pondered and got to know each other. In October, we started with the topic of learning about ourselves and learning about the similarities and differences between one another. We talked about how we are different and how we are similar. We classified ourselves into groups according to common characteristics. We observed others and ourselves in the mirror and described ourselves. We also talked about why we are different. We looked at a photo of three children, each of a different race, and talked about them. We also made a table, in which we marked the colour of the eyes, the colour and the hair length for each of them and counted ourselves according to the characteristics.</p> <div data-bbox="272 920 746 1487">  </div> <div data-bbox="778 920 1485 1473">  </div>	

<b>Slovenija, Vrtec Pedenjped</b>  <b>Drawing a self-portrait</b>	<b>Age group:</b> 5-6 years Group Gnomes
<b>Dissemination:</b> Group's noticeboard parents employees	<b>Objective of the activity:</b> The child recreates his or her facial expression.
<b>Description of activity:</b>  After talking about our physical characteristics, each child drew their own portrait. While drawing, the child looked at himself or herself in the mirror. He or she first drew the portrait with a pencil, and then painted it with colour pencils, according to the colours he or she observed on himself or herself in the mirror. We exhibited the painted portraits so that parents, other children and professionals could also see them.	
	



<b>Slovenija, Vrtec Pedenjped</b>  <b>Creating the logo</b>	<b>Age group:</b> 5-6 years Group Gnomes
<b>Dissemination:</b> Group's noticeboard parents employees	<b>Objective of the activity:</b> Developing active citizenship: The child learns that his / her choice influences the kindergarten community and European partners
<b>Description of the activity:</b>  It was necessary to choose a logo for the project. Each group created one creation for the logo, which they sent forward for selection. This is how the Gnomes created their own and participated in the selection of the logo. The selection was made with the help of pebbles. Each child placed one pebble on the logo they liked best. We also sent the selected logo via e-mail to parents for viewing, so that they will know what the logo of our project is.	
	

<p>Slovenija, Vrtec Pedenjped</p> <p>Creating a passport</p>	<p><b>Age group:</b> 5-6 years Group Gnomes</p>
<p><b>Dissemination:</b> Group's noticeboard parents employees</p>	<p><b>Objective of the activity:</b> Learning about the geographical and cultural peculiarities of the partner countries.</p>
<p><b>Description of the activity:</b></p> <p>For the mobility needs of our Pedenjped doll, we the Gnomes created a passport. First, we looked at the globe to see where our country Slovenia lies, as well as the countries participating in the project. We also looked at a map of Europe and looked for the flags of each country. We talked about how we can travel to other countries and what we need to travel. We produced six passports, for each participating group from our kindergarten.</p>	
	



## Spain

### Let's design a LOGO

After introducing the Project and explaining what a Logotype is, and how it should be, all the pupils designed their own logo for the LIFE project.

As a result we had lots of beautiful and original logos. We voted and sent to our colleagues the three most voted ones, and we also received the logos that the children from the other schools created. And we voted again!

Finally, the winner was this original logo from Italy!! Congratulations!



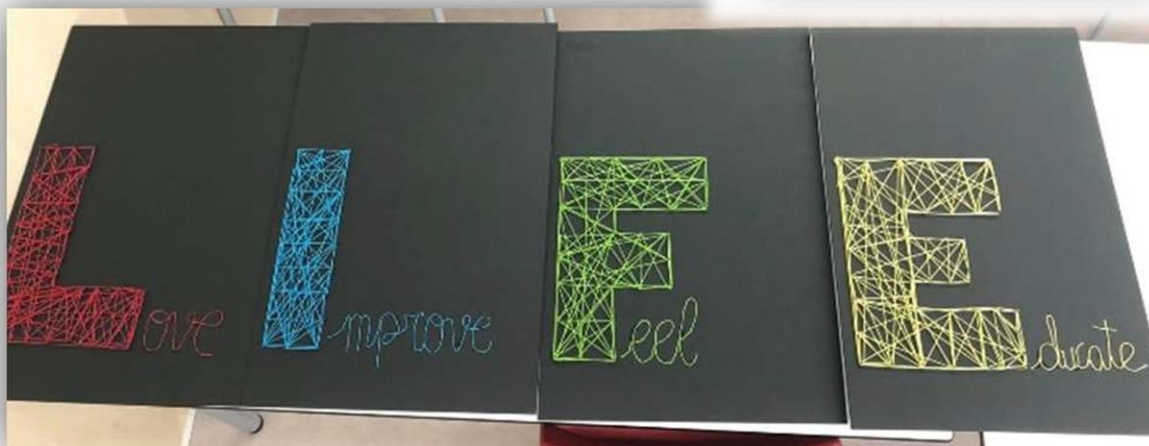
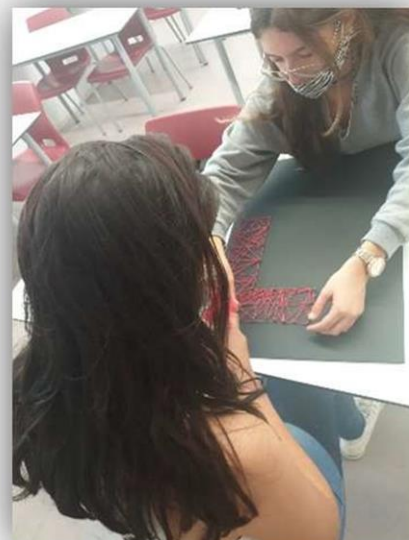
## Spain

### Erasmus corner

Also an Erasmus Corner has been prepared. The kids discussed what this corner should be like, and decided that it should constantly change, as the emotions do. So they proposed to write big letters for the word LIFE, and add pictures that symbolize each word (LOVE, FEEL, IMPROVE, EDUCATE). These pictures will keep changing during all the project, as all the students can send pictures to the wall.

The result of is the following:

Also, the pupils from the sixth grade created a little advertisement of our project that appears every day on the screens of our receptions, so all parents and other pupils know about our Erasmus project and its evolution.





## Spain

### We need a mascot!

Our kids from the fourth grade designed different mascots for the project. The other kids from the fifth and the sixth grade had lots of troubles to decide which one was the chosen one, they were all great! Finally, they chose and made it along with clothes and all its complements.



## Spain

### Me and My friends

Various activities and exercises took place during these first months of the school year to get to know ourselves and our friends better.

Each student draw his or her own portrait emphasising the features that they think are important of themselves. They also drew around them all the things that are important for them (hobbies, activities, etc.).

When they had finished their portraits, they presented them and explained them to their classmates.

Each class also wanted to know more about the other countries participating in this project, so they prepared and produces guides for each country.

They searched for general information about the country (population, capital, rivers, and mountains), their touristic spots, food, famous people, etc. and started to create a guide. Now we are prepared to meet our friends through a video call!



**Vedruna**  
Escorial Vic





## Spain

### It's beginning to look a lot like Christmas!

Yes! Christmas is getting closer, so all the partners decided to send Christmas cards to each school.

Our fifth graders were the ones in charge of creating them and sending them. They produced them, went to buy stamps, and finally sent them.

They also added a little gift they had made. We hope it arrives to our friends in one piece!



Erasmus+



**Vedruna**  
Escorial Vic



## Norway

It is good to have someone to hold on to, to be near, and to share the experiences of life.  
Come rain, come shine - we're always out.





## Norway

Cooperation and companionship are essential when creating land art. All senses must be active, especially vision, smell and the tactile sense. Feel the smell of moist moss, the bright green colour and the texture of the soft carpet-like moss.



## Norway

Using our tactile sense and collaborating on this footprint art project. A good experience working together, but also interesting results while doing individual prints and individual characters. Like all human beings - much alike, but still different.





<p>Czech Republic</p> <p>Own creation of the fairy tale „The Wolf and the Seven Little Goats“</p>	<p><b>Age group:</b> 8 – 9 years</p>
<p><b>The Wolf and the Seven Little Goats</b></p> <p>By Grimm Brothers</p> <p>Once upon a time there lived an old mother goat in a pretty little cottage on the edge of the forest. She had seven little billy goats, and she loved them all dearly. On occasion she would have to leave the cottage to get food for herself and her kids, and today was one of those occasions. She called all her kids together to give them a little lecture on safety. “Listen carefully, my dear children”, she began. “I need to go out to get some food, and I want you all to be very careful because....</p> <p>Video of the fairy tale in English: <a href="https://www.youtube.com/watch?v=86qeLiC5IHU&amp;feature=emb_logo">https://www.youtube.com/watch?v=86qeLiC5IHU&amp;feature=emb_logo</a></p> <p>Video to the drama version available on google drive: <a href="https://drive.google.com/drive/folders/0AF4rL06FuKliUk9PVA">https://drive.google.com/drive/folders/0AF4rL06FuKliUk9PVA</a></p>	<p><b>Objective of the activity:</b></p> <p>Children will learn to make decisions, to recognize good and evil, to recognize an unfavorable offer. Children will apply all the knowledge in the next life. During the dramatization of the fairy tale, the children will develop not only their expressive abilities, but also the ability to cooperate with others. The aim is to develop communicative skills, the ability to recognize good and evil and also to understand the text. However, the biggest goal is the ability to cooperate in a group.</p>
<p><b>Description of the activity:</b></p> <p>Children created own drama version of well-known fairy tale “The wolf and the seven little goats”. The topic is turned to a little funny version of the fairy tale. Goat's children are not doing what they were supposed to do at first (and so they are killed by the animals whom they opened the door), luckily their mum uses magic power of garlic and helps them to recover. They have got another chance to manage the situation right. In the second turn when animals want to enter their house they are careful and do not let them in. After the mum arrives with the wood for fire place, because it is already cold weather and children feel cold, children talk about the situation and decide to welcome all the animals inside their house. They find them and take them to their warm and cosy home where they play together and become friends instead of enemies.</p>	



