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Life Skills for Improving PrimarySchool Environment

LIKE PROJECT

Project Report

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Report on the pedagogical intervention with the use of the Pedagogical Toolkit conducted and created by Life sKills for improving primary school Environment project

1 Overview of the project

Several studies in the last years have addressed the issue of “early school leavers” (ESL): among the causes of ESL investigated, it appeared that low self-esteem seems to “freeze” the ability to solve problems. There is a clear need for the education system to offer shared alternatives to prevent school drop-out ahead of time. The causes of ESL are mainly due to situations that encompass family and school, in relation to all social-pedagogical area that includes the ability to achieve certain educational standards identified as referential models. The factors that cause the drop out of the education context derive from poor performances of learning difficulty existing since the early school years, from unsuitable or no planning of the leisure and individual time, combined with a limited participation in the activities carried out within the school. In some cases, weak verbal skills are associated with these factors. Throughout life, the ability to learn continuously and autonomously is listed as a prerequisite for social inclusion. This gives the school the task of providing students with intellectual tools, but also the beliefs and self-regulation skills throughout their lives. The school has the task of providing students with intellectual tools, but also the beliefs and self – regulation skills throughout their lives. The promotion of rational and emotional abilities represents a social and political significant value, given the conditions of high unemployment of young people and the intensification of strict mechanism of competition between people and countries. Early school leaving is an obstacle to economic growth and employment for EU Countries. It hampers productivity and competitiveness, and fuels poverty and social exclusion. With this shrinking workforce, Europe has to make full use of its human resources. Young people who leave education and training prematurely are bound to lack skills and qualifications, and to face serious, persistent problems on the labour market. It aims to inspire and generate the development of a comprehensive approach to ESL. The project intends to develop and disseminate an innovative

pedagogic method, based on the centrality of pupils and of their emotional needs and requests, aiming to prevent and/or to face the early school leaving phenomenon.

2 Aim of the project

The aim is to develop a unique pattern flexible enough to be adapted to the specific contexts and conditions of the different regions and individual situation.

LIKE project takes stock from the results obtained through the experience of the SSP and, specifically, the methodological approach adopted for the development of the teaching kit (manual and tutorials) based on life skills, which was adopted in schools identified by the partnership for the experimentation. The following objectives were set forth upon commencing the project.

- The expected results of the project are the following ones:
- Transfer of methodologies and effective tools
- Experimentation and tune up of guidance services at all levels of education, and particularly in relation to the first cycle of education
- Experimentation of training curricula specifically addressed to school teachers
- Contribution to the redefinition of school curricula with regard to life skills
- The development of models of intervention on the phenomenon of early school leaving to be replicated and exploited, focusing on inclusion
- Testing of non-formal education methodologies
- Development of a system for monitoring and evaluation of the achieved results
- In the long term, an elevated rate of educational success (reduction of school drop-outs), and an increased levels of youth participation in educational and vocational curricula with a consequent reduction of the competences mismatches between educational system and labor market

3 Some details about research on the use of languages in Hungary and abroad

The relationship between society and language is an area of sociological research whose importance is indisputable, as many studies and theories have shown how a particular social position influences both the use of language and the acquisition of it,

be it a native or a foreign language. The language used by parents and family generally has a fundamental influence on the language used by the child. But the family is just a social scene. Different social scenes require different individuals to use different languages¹. The social position of an individual is highly dependent on the culture around him and the language used in this system, and vice versa. According to Bernstein, language and culture are interrelated in which culture influences language. Social systems create specific linguistic systems, or these linguistic systems re-create social systems. Learning social roles can be called coding that occurs during communication processes.

Bernstein basically distinguished two language codes from elaborate and limited language codes. The acquisition of restricted language codes is inherent to all social groups, but the use of elaborated language codes is only observed in certain social groups. The lower we go down the social ladder, the more individuals are characterized by a lack of elaborated language codes. This has further disadvantages at school, which according to Bernstein is one of the most important areas of elaborated language codes. In her research² Réger research clearly refutes the assumptions that minorities are characterized by language deficits. Her research has found that the use of Roma language by Roma minority children is favorably influenced by their extensive relationships. So here, too, there is an intense attachment to the language that the minority primarily uses.

According to Pierre Bourdieu³ the school is already reproducing social differences and inequalities. Not only does it reduce differences between social strata, it also strengthens them. This theory is closely related to the absence or existence of Bernstein's language codes. It is important to mention a study that draws attention to the influence of spatial segregation on the development of social processes. This can be particularly negative when a social group is excluded as a result of this phenomenon. The study treats as evident that the position-based separation of regional societies is a social fact. In many cases, the spatial separation of society can be traced back to different social needs. This is important because it provides an appropriate perspective to understand, for example, how differently

¹ Jánk, 2017

² Réger, 1987

³ Bordieau, 1978

educated groups behave in space, and how attitudes and strategies develop in individuals. This idea is also highlighted by different other researchers.

This is also reflected in the language acquisition process. However, it is also interesting to mention research that also examined different social groups but came to different conclusions. Grosjean⁴ states the following in relation to dual language use: The concept of dual language use is not uncommon in today's world, as it is estimated that about half of the earth's population is dual or multiple. The use of multiple languages cannot be linked to social position or age. Even in countries where the majority is monolingual, the number of users is high. In his view, the statement that the acquisition of languages other than the mother tongue is most successful in childhood is also incorrect. Many people acquire foreign languages in adulthood, which is mainly due to spatial mobility, i.e. moving abroad.

In summary, language is a unique human concept and tool, the use and acquisition of which is highly dependent on the individual's social position⁵. At the same time, the language learned and spoken also influences the opportunities for social mobility, and thus the individual's position in society. Its strength is that it can have a decisive influence on a foreign language learning process.

⁴ Grosjean, 2010

⁵ Schmitt, 2014; Thékes, 2015; Thékes, 2016; Thékes, 2018)

4 The Toolkit

After the creation of the LIKE Manual and Toolkit for teachers about E.S.L. the project foresees a period for testing the Manual. This period, starts from August/September 2019 and lasts until February 2020, the testing phase will last 6 months. We can already start next month (April 2019) to prepare with teachers as we already have the toolkit ready. This testing phase has to be implemented at national level and implies the collaboration of primary schools. In order to properly plan and organize this phase, we asked you to send us some information about how you plan to do the testing. With this information from all partners, we will prepare a complete plan, regarding the needs of each partner, to proceed with the implementation of the toolkit.

4.1 Description of the objectives with the Toolkit

We would like to provide you with some guidelines before we start the testing phase.

A) The framework

LIKE has a specific framework in terms of target group and objectives that we need to achieve with our Manual for Teachers. Here you have a reminder of the features that shape the work within the testing phase of the manual. First, we have to choose 3 classes and 1 control class per country, in total 60 students per country. We need to cover in the testing phase 360 pupils from ages between 6 to 11 years old between all partners. This means around 18 classes (20 students each class) in total. Summarizing, 360 pupils aged between 6 to 11 years old must be involved in the testing of the activities of the manual. These schools, must be selected according to the existence of factors that could lead to early school leaving (e.g. deprived areas of your city, difficult family contexts, families with less opportunities, etc)

B) Field work

Regarding the methodology to run this testing of the Manual, there are different possibilities. As you know, there are different chapters in the manual that you can propose to the schools to try them out. From those chapters, check with the Direction of the schools and teachers what will they be more interested in testing, activities with

the pupils, activities with parents, skill they want to foster etc. Find the time to sit with them and explain what is the aim of this manual, its structure, the different parts and methods envisaged and explore with them what would be more interesting for them and their school to experience. Sometimes school staff may need your assistance in understanding the logic and language of some exercises, so try to give them empathy when they are making you many questions or something is not clear for them. This manual is just a draft and we may have to review its contents and the way that is written. Once you identify with the schools what they would like to try out, you can decide on different possibilities. The teachers will have to carry out the testing autonomously, but it would be good if somebody from your organization could be present during the testing activities in order to have a direct contact with the testing experience, collect the feedback from the pupils or teachers, and solve doubts or reply to questions that the participants may ask. Check with the school staff and try to define your role clearly from the beginning in order to avoid misunderstandings during the testing and overlapping of roles. If you will not be present during the testing, make sure that the feedback from the testing is collected efficiently and try to be available for any clarifications needed.

Education and training systems often do not provide sufficient targeted support for pupils to cope with emotional, social or educational difficulties and to remain in education and training. Responding to the different learning styles of pupils and addressing the variable needs of mixed ability groups of students is an essential challenge for education.

On the basis of these considerations, LIKE Project developed an innovative pedagogic method, based on the centrality of pupils and of their emotional needs and requests, aiming to prevent and/or to face the early school leaving phenomenon.

The pedagogic model was developed in relation with the following needs:

- taking into the account the pupils' emotional dimension, with particular regard to pupils at risk of dropping out;
- increasing the awareness of boys and girls on their talents, to make them protagonists of their lives and active creators of their future;
- making school not only an educational environment, but also a life environment, a community in which pupils could share with mates and teachers their problems and needs.

The aim is to develop an unique pattern flexible enough to be adapted to the specific context and conditions of the different regions, schools and individual situations.

The goal is also to provide broad support in the development of life skills and emotional development of students, which takes into account both pupils, their teachers and their parents. A wide range of tools will allow for the development a full supporting path for students, especially those at risk.

All activities were placed in the table and categorized by individual areas, e.g. Planning skills; Changing habits of thinking, changing beliefs; Motivation to act (e.x. learning); Emotional intelligence, empathy; Organizational skills; Entrepreneurship; Ability to relax and rest; Assertiveness; Coping with stress; Conflict management; Effective learning; Interpersonal communication; Creativity and creative thinking; Teamwork; Independent and critical thinking; Personal culture. Some activities develop more efficiently than just one life skill.

Basic rules in the implementation of activities:

- Ensure safe working conditions (e.g. proper preparation of the room);

- Treat activities as a safe space for own (pupils') development;

- The more you get involved, the more you gain - the active action is the key to success!

- Tolerance - We are all equal - everyone has the right to their own opinion, share their ideas;

- Mindfulness for the other person - everyone in the group is important!

- Mutual respect;

- We listen to each other;

- We do not judge each other;

- We do not criticize each other;

Before starting classes in a group of students, it is possible to propose the introduction of the above-mentioned rules and / or to supplement them with other necessary ones due to the special needs of the group.

4.2 Theoretical background

Emotional and mental development of children at age of 6-10

4.2.1 Child Development Theories: a background

The study of cognitive development, especially in school-age children, has been one of the central focuses of developmental research over the last 25 years⁶. There is an enormous research literature, with thousands of studies investigating cognitive change from scores of specific perspectives. The general orientations or investigations of cognitive development are similar for all age groups-infancy, childhood, and adulthood. The vast majority of investigations, however, involve children of school age and for those children a number of specific issues arise, including in particular the relationship between schooling and cognitive development. Some of the major theories of child development are known as grand theories; they attempt to describe every aspect of development, often using a stage approach. Others are known as mini-theories; they instead focus only on a fairly limited aspect of development such as cognitive or social growth.

4.2.2 Psychoanalytic Child Development Theories

The psychoanalytic theories of child development tend to focus on the unconscious, and forming the ego. The two primary psychoanalytic theories of development are Sigmund Freud's theory of psychosexual development and Erik Erikson psychosocial theory of development. The theories proposed by Sigmund Freud stressed the importance of childhood events and experiences, but almost exclusively focused on mental disorders rather than normal functioning. Freud believed that children progress through a series of psychosexual stages. During each stage, the libido's energy becomes centered on a particular area of the body. Conflicts associated with stage must be successfully resolved in order to develop a healthy adult personality. According to Freud, personality is largely set in stone by the age of five.

He assigned to the years between ages 5 or 6 and adolescence the vital tasks of skill development and the consolidation of psychosexual achievements from earlier periods. While some other child development theories suggest that personality continues to change and grow over the entire lifetime, Freud believed that it was early experiences that played the greatest role in shaping development.

⁶ W. Andrew Collins, "Development During Middle Childhood: The Years from Six to Twelve", Washington DC, National Academy Press, 1984

Erik Erikson was influenced by Freud's work, but his own child development theories focused on the importance of social experiences in shaping a child's psychological growth.

Like Freud's theory, Erikson's theory of psychosocial development lays out a series of stages but unlike Freud's theory, his theory covers development for the entire lifespan. Freud believed that development was largely complete by age 5, while Erikson believed that people continue to develop and grow well into old age. His eight-stage theory of human development described this process from infancy through death. The fourth stage, the psychosocial crisis, involving industry vs. inferiority, occurs during childhood between the ages of five and twelve. Children are at the stage where they will be learning to read and write, to do sums, to do things on their own. Teachers begin to take an important role in the child's life as they teach the child specific skills. Children now feel the need to win approval by demonstrating specific competencies that are valued by society and begin to develop a sense of pride in their accomplishments.

4.2.3 Behavioral Child Development Theories

Behavioral child development theories center on how children learn through their interactions with the environment. Learning and development are the result of associations, rewards, and punishments⁷.

Two important behavioral processes that influence development are classical conditioning and operant conditioning. Classical conditioning involves forming an association between a previously neutral stimulus and a stimulus that naturally and automatically produces a response. After an association has been formed, the once neutral stimulus now produces the response all in its own.

Operant conditioning involves learning as a result of reinforcement or punishment. The consequences of a behavior determine how likely it is for that behavior to occur again in the future. When a behavior is reinforced, or strengthened, then it is more likely that the behavior will occur again in the future. When a behavior is punished, or weakened, then it is less likely to occur again in the future.

4.2.4 Cognitive Child Development Theories

One of the best-known cognitive theories is Jean Piaget's theory⁸.

⁷ Kendra Cherry (September 18, 2017), "5 Important Child Development Theories", (online)

Theorist Jean Piaget suggested that children think differently than adults and proposed a stage theory of cognitive development. He was the first to note that children play an active role in gaining knowledge of the world and he concluded that the way that children think is fundamentally different from that of adults. According to his theory, children can be thought of as “little scientists” who actively construct their knowledge and understanding of the world. His cognitive theory quickly became one of the most influence child development theories. His approach focuses on four distinct stages that kids go through as they progress from birth to adulthood. The Concrete Operational Stage, which takes place between age 7 and 11, involves the emergence of more logical thought. Children begin thinking logically about concrete events, but have difficulty understanding abstract or hypothetical concepts.

4.2.5 Social Learning Theories of Child Development

Social theories of child development tend to focus on the role that parents, caregivers, peers and other social influences impact on development. Some focus on how early attachment influence development, while others are centered on how children learn by observing people around them. A few examples of these social theories of child development include attachment theory, social learning theory, and socio-cultural theory⁹.

According to social learning theory, behaviors can also be learned through observation and modeling. By observing the actions of others, including parents and peers, children develop new skills and acquire new information. Bandura’s child development theory suggests that observation plays a critical role in learning, but this observation does not necessarily need to take the form of watching a live model. Instead, kids can also learn by listening to verbal instructions about how to perform a behavior as well as through observing either real or fictional characters display behaviors in books or films.

⁸ Piaget, J., & Cook, M. T., “The origins of intelligence in children”, New York, NY: International University Press. 1952

⁹ Kendra Cherry | Reviewed by Steven Gans, MD (Updated December 04, 2017), “Child Development Theories and Examples. Some Key Ideas About How Children Grow and Develop” (online)

4.3 Emotional development

For the development of concrete operations at age 6-7, a number of emotional changes have been suggested by Freud and others. At this point, children appear to develop a clear-cut conscience, with an accompanying surge in guilt¹⁰. They develop the capacity for social comparison, so they can compare and contrast their own behavior with that of other people¹¹. Presumably, this capacity can lead to a surge in both anxiety and pride about one's relative social standing. One component of this new ability for social comparison may also be a spurt in identification with parents and other significant adults, since identification requires the comparison of self with the adult. Any change in how children understand themselves is likely to have emotional implications.

Formal operations and the ability to understand single abstractions emerge at age 10-12 with serious emotional consequences. The confusion and turmoil of early adolescence may result in part from this new capacity¹². With formal operations, children can construct new, general concepts about themselves and other people, but they remain unable to compare one such abstraction with another. Consequently, they have difficulty thinking clearly about abstract concepts.

4.3.1 Social development. Schools and formal program

Social development concerns the way children interact with others, and therefore the patterns of behavior, feelings, attitudes and concepts manifested by children in relation to other people and the way in which these different aspects vary during growth¹³. The key social event that divides middle childhood from the preschool period is children's entry into elementary school, where children are required a rather high level of social competence so that they can fit into the school environment and deepen friendships with their peer. This event coincides for many with participation in other formal organizations and programs outside of the family. As children enter

¹⁰ W. Andrew Collins, "Development During Middle Childhood: The Years from Six to Twelve", *cit*

¹¹ Ruble, D. N., "The development of social comparison processes and their role in achievement-related self-socialization", in E. T. Higgins, D. N. Ruble, & W. W. Hartup (Eds.), *Social cognition antisocial development: A sociocultural perspective* (pp. 134-157), Cambridge, England (1983). Cambridge University Press

¹² Inhelder, B. & Piaget, J., "The Growth of Logical Thinking from Childhood to Adolescence". London: Routledge and Kegan Paul. 1958.

¹³ Schaffer, "H.R. Social Development". Oxford: Blackwell, 1996.

school and join programs, they experience both increased individual freedom and heightened demands that they control their behavior. On the one hand, they are allowed to move about more freely, for instance, to ride bicycles to school, or take the bus alone to and from school or activities. On the other hand, parents, teachers, and other adults put increasing pressure on children to be “good,” to show respect for adults, and to cooperate with their peers. In school, in particular, children are expected to control themselves, cultivating good “work habits,” sitting quietly for long periods of time, and complying with rules and expectations for personal conduct that are set by adults. Schools and many after-school and summer programs tend to be age-segregated; that is, children of a certain age are grouped together. In such groups, the differences among the children in the group are fairly narrow, especially when contrasted with the differences among family members whose ages vary widely. The homogeneity of the school class or peer group focuses children’s attention on individual strengths and liabilities, and on differences in personality or social skill. These experiences tend to focus on skills (intellectual, athletic, artistic, etc.) and tend to make a child’s success and failure relatively public. The performance of an elementary school student is systematically evaluated against preset standards of excellence, progress, and acceptable style; and children earn status in school depending on their performance. They also experience failure and frustration, especially if they are less skilled than their peers. Growing up in their families, children observe that older individuals are usually more competent and may conclude that they, too, will become more proficient over time. Afterschool programs that mix children of different ages can create a family-like environment that encourages children to master new skills and try activities even if success is unlikely at first¹⁴.

¹⁴ Jacquelynne S. Eccles, (Fall 1999), “The Development of children Ages 6 to 14”, in *The Future of Children WHEN SCHOOL IS OUT* Vol. 9, No. 2.

5 Development in childhood¹⁵

	EMOTIONAL DEVELOPMENT	SOCIAL DEVELOPMENT	COGNITIVE DEVELOPMENT
Six years	<p>Children will become more aware of emotions, both their own as well as those of others. They may understand sophisticated concepts such as how to be careful about not hurting someone's feelings by, say, saying something critical about them directly to that person.</p> <p>They may also increasingly express a desire to choose their own clothes, wash themselves, and comb their own hair.</p>	<p>Six-year-olds will also become more adept at navigating relationships with friends and family and will feel security and comfort from their relationships with those who are close to them.</p> <p>They will frequently enjoy sharing snacks, toys, and other things with friends at school and at home. That isn't to say rivalry and scuffles over favorite toys won't occur, but conflicts will pass and grade-schoolers will increasingly gain the social skills to one day work out differences on their own, without adult intervention.</p>	<p>They may feel an increasing awareness of right and wrong, and may "tell on" peers who they think are not doing the right thing.</p> <p>They are continuing to develop longer attention spans and will be able to handle more complicated projects and tasks at school and at home. The ability to have complex thoughts really starts to develop at this age, and six-year-olds' curiosity about the world around them will begin to increase exponentially.</p>
Seven years	<p>Seven-year-old children may still lack the self-control of, say, a</p>	<p>Friendships and social networks are important to continuing to form bonds</p>	<p>They are curious about the world around them. They will ask questions and seek</p>

¹⁵ Source: <https://www.verywellfamily.com/>

	EMOTIONAL DEVELOPMENT	SOCIAL DEVELOPMENT	COGNITIVE DEVELOPMENT
	<p>middle-schooler, but they will be much more adept at handling transitions and surprises than younger children. They're also learning to understand other people's feelings better.</p> <p>Most 7-year-olds are better able to handle transitions and last-minute changes. Nevertheless, 7-year-olds will still need and derive comfort from routines.</p> <p>Not getting something to look exactly the way they want it to or losing a game can be crushing to their self-esteem. Parents, teachers, and other adults can help by offering frequent encouragement and helping a child focus on what she might learn from an activity</p>	<p>with peers, teachers, and teammates. They may even start trying to handle those relationships on their own. They begin to care more about the opinions and thoughts of other people. The downside of this natural phase of child development is an increased susceptibility to peer pressure.</p> <p>Many 7-year-olds will still love playing with friends but may begin to enjoy spending more time alone, playing by themselves or reading. Alone time and downtime, can, in fact, be an important part of a child's development of a sense of self and his relations to others.</p> <p>As seven-year-olds grow up and expand their social horizons, they often naturally become attached to</p>	<p>answers about the things they encounter and the people they meet, and will take pride in sharing what they know. Kids at this age display a formidable sense of adventure and thirst for information and will love being mentors to younger siblings and other children as they show off their newfound knowledge and skills. Their math and reading skills are steadily expanding too, as is their ability to recognize words and do simple word problems.</p> <p>They take great pride in sharing their knowledge about things and often enjoy showing younger children skills that they themselves have mastered.</p> <p>Seven-year-olds will often feel a sense of pride about having achieved basic math and reading skills and may want to</p>

	EMOTIONAL DEVELOPMENT	SOCIAL DEVELOPMENT	COGNITIVE DEVELOPMENT
	rather than what didn't go right.	other adults besides their parents, such as a teacher, an uncle, or even a friend's parent.	discuss what they learned in school with parents, friends, and caregivers.
Eight years	<p>They may show more sophisticated and complex emotions and interactions. Many 8-year-olds are able to mask their true thoughts or emotions to spare someone someone's feelings. For example, a child who doesn't like a gift may still smile and thank the gift giver.</p> <p>This is the time when child may be developing a more sophisticated sense of himself in the world. His interests, talents, friends, and relationship with family help him establish a clear self-identity. It's also the beginning of desiring privacy and flip-flopping between</p>	<p>This is the phase of social development where many children love being a part of sports teams and other social groups. Eight-year-old children are still developing an understanding of what is "wrong" or "right," and lying or other behavior requiring child discipline may need to be corrected.</p> <p>Eight-year-old children will generally enjoy going to school and will want to engage in the social world of friends and classmates. Parents should be on the lookout for any problems such as school refusal, which may indicate a problem at school such as being</p>	<p>Eight-year-olds make great gains in their cognitive development. Most of them begin to have an understanding of money, both literally and conceptually. While counting money can be a difficult skill to learn, kids often begin to understand that it takes money to buy items.</p> <p>Most 8-year-olds are able to tell time and they exhibit a better understanding of how long time increments are. When you say, "You have 10 more minutes until we have to leave," or "Your birthday is 3 days away," child will have a greater understanding of what that means.</p>

	EMOTIONAL DEVELOPMENT	SOCIAL DEVELOPMENT	COGNITIVE DEVELOPMENT
	self-confidence and self-doubt.	bullied or learning difficulties.	
Nine years	<p>Children are better able to handle conflict. Their growing independence will lead to them to seek relationships independent of their family.</p> <p>Many have a strong desire to belong to a group and establish their place within the social order of school. As result, many become vulnerable to peer pressure because they want to impress their peer group.</p> <p>At nine, children are capable of taking on a wider range of chores and responsibilities around the house and will want to start participating in decisions affecting the family. They are also becoming</p>	<p>Social skills are particularly important this year, as peer relationships take on more importance.</p> <p>The social world of nine-year-old children is opening up in ways previously unimagined. Many will have cell phones and high-level acuity in social media.</p> <p>Children this age may have role models who are people outside of the immediate family, such as a coach or a teacher. They may look up to a famous person they don't know such as a singer or sports figure. Their friendships will take on more importance in their daily lives, and they will care more about what others think about them.</p>	<p>At school, nine-year-old children will generally work well in groups and will cooperate to work on a project or activity.</p> <p>They will want to work on a subject, topic, or particular part of the curriculum until they become skilled and master it.</p> <p>Those who do well may begin thrive while children who struggle may grow frustrated with the demands of the classroom.</p> <p>Nine-year-old children are curious about the world and are full of questions about how things work and why things are the way they are. They will be able to think critically and will express their own opinions about things.</p>

	EMOTIONAL DEVELOPMENT	SOCIAL DEVELOPMENT	COGNITIVE DEVELOPMENT
	<p>more aware of real-world dangers and disasters.</p> <p>A child at age 9 is better able to handle frustrations and conflicts. He will begin to develop emotional maturity, such as an understanding of the value of delayed gratification or helping others, which will help him navigate their preteen and teen years.</p>	<p>Nine-year-old children are much more independent.</p>	
Ten years	<p>Children are developing a better sense of who they are in the world. Many are preparing for the start of middle or junior high school and are getting ready to navigate new social settings.</p> <p>For girls, who generally develop physically at a faster rate and enter puberty earlier than boys, the</p>	<p>At ten, girls may become possessive of their friends and can be jealous of one another. Ten-year-old boys may have an easier time with friendships. Boys' relationships tend to be based on mutual interests rather than close, personal feelings.</p> <p>Ten-year-olds have good ability to sense the emotions of others and to</p>	<p>Children start thinking and sounding almost “grown-up”. Children this age are on the cusp of adolescence and have the language skills and cognitive ability to gather information and formulate well-organized opinions and thoughts.</p> <p>For many children, the development phase around 10 years old is packed with learning and rapid-paced cognitive</p>

	EMOTIONAL DEVELOPMENT	SOCIAL DEVELOPMENT	COGNITIVE DEVELOPMENT
	<p>transition into adolescence can trigger a host of emotions: excitement, uncertainty, trepidation, and even embarrassment.</p> <p>He have more control over emotions and may see him becoming more skilled at handling conflict and negotiating solutions with friends. At the same time, you may see some volatility in his emotions.</p> <p>A 10-year-old child may be trying to keep up with ever-more difficult school work, working to fit in and socialize with friends, and dealing with the physical changes of growing up.</p>	<p>read facial and body language. They feel very close to their parents, siblings, and extended family.</p> <p>Peer pressure can play a big role in social relationships of most 10-year-olds. At this age, kids will be eager to fit in by wearing the right clothes, listening to the right music, or liking and disliking the same things.</p>	<p>growth. Learning accelerates significantly in fifth grade as children prepare for the middle-school years. 10-year-old will be transitioning toward greater independence in managing and organizing school work and homework, requiring less supervision from parents.</p>

	Activity	Planning skills	Motivation to act (see lesson 1)	Organisational skills	Ability to relax and recharge	Coping with stress	Effective learning	Creativity and creative thinking	Independent and critical thinking	Changing habits of thinking, changing	Emotional intelligence,	Entrepreneurship	Assertiveness	Conflicts management	Interpersonal communication	Teamwork	Personal culture	Age group
1	My favorite flower				X	X					X							6-7
2	Balloons of anger				X	X					X							6-7
3	Mindfulness					X				X	X				X		X	6-7
4	Secret of Aunt Clara														X		X	6-7
5	Sign of stress					X												6-7
6	A coupon for any occasion	X	X		X	X	X			X	X				X		X	6-7
7	Word tennis						X											6-7
8	Out of chaos-polis														X			6-7

9	Desert island							X				X			X	X		8-9
10	Therapeutic fairy tale									X	X			X	X	X	X	8-9
11	Fairy tale about feelings										X							8-9
12	The Mime Game														X			8-9
13	Class calendar	X	X		X	X	X	X		X	X		X		X	X	X	8-9
14	Common heads														X			8-9
15	I choose!								X									8-9
16	Snakes and ladders for knowing each other														X			8-9 10-11
17	Thermometer of feelings									X	X			X				10-11

18	Where is the stress?					X					X							10-11
19	The tower	X	X	X				X				X			X	X		10-11
20	Words for feelings					X					X							10-11
21	Good morning, Captain!	X	X	X	X	X		X		X	X		X		X	X		10-11
22	Quiz market						X						X			X		10-11
23	Body scan		X		X	X		X			X							All ages
24	Conscious Eating		X		X	X					X		X	X		X		All ages
25	Counting breaths				X	X					X							All ages
26	Group Class										X					X	X	All ages

27	Conflicts, no!							X	X				X	X		X		All ages
28	Song with different rhythms										X					X		All ages

The survey tools will be structured in a kit consisting of:

- Manual of “typical” situations in which to observe the pupils: teachers and families will be invited to create the conditions indicated in the manual in order to observe and analyse, in these specific situations, the manner of exercise of the life skills and record the increase of the same
- Questionnaires for analysis and reporting, aimed at teachers and parents, making possible to assess the degree of learning life skills through the activities carried out every day in school and at home. The two observational questionnaires will be built respectively, addressed to teachers (school environment) and parents (domestic environment) of the students involved (6-7 years old) in the experimental classes. These surveys will allow the measurement of the degree of acquisition of the following life skills for the identified indicators:
 - ✓ Planning skills
 - ✓ Motivation to act (e.g. learning)
 - ✓ Organisational skills
 - ✓ Ability to relax and rest
 - ✓ Coping with stress
 - ✓ Effective learning
 - ✓ Creativity and creative thinking
 - ✓ Independent and critical thinking
 - ✓ Changing habits of thinking, changing beliefs
 - ✓ Emotional intelligence, empathy
 - ✓ Entrepreneurship

- ✓ Assertiveness
- ✓ Conflicts management
- ✓ Interpersonal communication
- ✓ Teamwork
- ✓ Personal culture

PART 1 - Manual of “typical” situations in which to observe the pupils

Teachers and families will be invited to create the conditions indicated in the manual in order to observe and analyse, in these specific situations, the manner of exercise of the life skills and record the increase of the same.

Planning skills

Planning is the thinking skill that helps an individual develop strategies to accomplish goals. It helps a child to think about how to complete a task before attempting to begin it.

Typical situation in school environment

Planning is utilised when a child sets out to complete a school project by first deciding what s/he will need, carefully assembling and arranging these supplies, and then taking a step-by-step process for completing the project.

Typical situation in domestic environment

Planning is utilised when a child prepares its school backpack by first checking what s/he will need for next day classrooms and carefully packing all materials s/he needs.

Motivation to act

Motivation to act can be seen as the ability of a child to engage in a task, the way s/he choose it, the effort s/he put in its performance and the persistence s/he shows about it.

Typical situation in school environment A child can show motivation to act when s/he volunteers to do an activity s/he likes any time the occasion arises and s/he shows a consistent pleasure doing it.	Typical situation in domestic environment A child reveals motivation to act when s/he chooses extracurricular activities or a specific hobby and s/he is persevering about doing it.
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Organisational skills Organization is the thinking skill that helps a child take a systematic approach to problem solving by creating order out of disorder.	
Typical situation in school environment Organization involves learning how to collect all of the necessary materials to complete a task while being able to step back and examine a complex situation.	Typical situation in domestic environment A child is using organizational skills when they take time to gather all of their notes before starting to study for a test.

Ability to relax and rest The ability to relax and rest means the child is able to recognize the signs s/he is tired and adjusts her/his behavior accordingly.	
Typical situation in school environment A child shows this ability when if feeling tired or not well, choose to rest or a quiet activity rather than play a	Typical situation in domestic environment A child shows this ability when, having had an exhausting day, s/he will go to sleep earlier than usual.

more energy-demanding activity with her/his schoolmates during playground.	
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Coping with stress Coping with stress means that a child is able of using adaptive strategies, like looking at a problem in a different way, engaging in problem solving or pursuing constructive communication when facing a stressor situation.	
Typical situation in school environment A child that is able of coping with stress will adapt and try to find new friends when facing a situation of changing school or the relocation of a friend.	Typical situation in domestic environment When coping with stress, a child will adapt or talk about her/his needs at times of change such as the arrival of a sibling or the loss of a family member or even a pet.

Effective learning Effective learning is the way how the learning informs action in future situations. It involves the child ability of planning, monitoring and reflecting.	
Typical situation in school environment When, doing a task or during a project, a child is able of using knowledge from other areas, in a well-adapted way.	Typical situation in domestic environment When a child easily builds dialogue with people of different stances and makes good use of information obtained in different contexts in new ones.

Creativity and creative thinking Creativity and creative thinking means the tendency to generate or recognize ideas, alternatives or possibilities that may be useful in solving problems, communicating with others and entertaining herself/himself as well as others.	
Typical situation in school environment Creativity and creative thinking can be seen when a child presents imaginative writings or draws, relating unexpected materials or information.	Typical situation in domestic environment Creativity and creative thinking can be seen when a child creates stories or games to play, alone or with others, using the available resources in an innovative way.

Independent and critical thinking Independent thinking means to make sense of the world based on personal observations and experiences rather than just going along with the thoughts of others. Critical thinking involves taking outside knowledge into account while evaluating information.	
Typical situation in school environment A child shows independent and critical thinking when, s/he is not afraid of giving her/his opinion in class and her/his point of view reflects her/his own perspective.	Typical situation in domestic environment A child shows independent and critical thinking when choose to play or do a different activity of her/his siblings, accordingly to her/his own preferences, even if they criticize her/him.

Changing habits of thinking, changing beliefs Changing habits of thinking and changing beliefs can be seen as the child's ability to shift and adopt new habits and beliefs to meet different types of challenges.
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Typical situation in school environment This can be seen when, taking a test that contains both multiple choice and essay questions, a child is able to switch easily between the two formats.	Typical situation in domestic environment This can be seen when a child is able of introducing some changes in her/his daily routines, such as exchanging with her/his sibling their housework duties.
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Emotional intelligence, empathy Emotional intelligence is the child's ability to tune into her/his own feelings and respond appropriately to different social situations. Empathy means the child's capacity to understand or feel what another person is experiencing from within her/his frame of reference, that is, to place her/himself in another's position.	
Typical situation in school environment A child reveals it when, noticing s/he is talking too loudly where other schoolmates are trying to work, adjusts the volume of her/his voice to a more considerate level.	Typical situation in domestic environment A child reveals it when give her/his parent a kiss or a hug because notices they are sad or tired.

Entrepreneurship Entrepreneurship means the child's ability of taking initiative and pursuing a goal, without giving up when facing difficulties. It involves a risk taking attitude.	
Typical situation in school environment	Typical situation in domestic environment

A child reveals an entrepreneurship attitude when s/he buckled down to get that science project done in advance and doesn't give up even facing difficulties.	A child reveals an entrepreneurship attitude when s/he never procrastinate or postponed, never had to be reminded about her/his homework about the subjects s/he likes to study.
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Assertiveness Assertiveness is an interpersonal skill that allows the child express openly and honestly about her/himself while also reflect a genuine concern for others.	
Typical situation in school environment A child is assertive when s/he is able of expressing a different opinion in class respecting her/his schoolmates' opinions.	Typical situation in domestic environment A child is assertive when s/he speaks up about her/his uncomfortable feeling if a friend or a sibling is calling him names or making fun of him.

Conflicts management When participating in conflict resolution, a child would be able to listen to all sides of the conflict and then determine a course of action that is fair and beneficial for all parties.	
Typical situation in school environment When, facing divergence between two of her/his best friends, s/he manages to find out a way of playing all together.	Typical situation in domestic environment A child is able of managing a conflict if s/he finds a creative way of solving an argue over a toy with her/his brother, that is good for both.

Interpersonal communication

Interpersonal communication is a social skill that helps a child expressing her/his needs, wants and concerns in a socially-appropriate way.

Typical situation in school environment

A child shows interpersonal communication when is able of asking for help to do an exercise or solve a problem, if needed, without crying or screaming.

Typical situation in domestic environment

Interpersonal communication can be revealed when a child ask a friend to share her/his toys in an effective way.

Teamwork

Teamwork is a social skill through which a child is able of working as part of a team and therefore is able to develop the sense of compromise, tolerance and respect for others.

Typical situation in school environment

A child is able of doing teamwork when being part of a group, s/he manages to listen others' opinions, give their own, being neither too passive or aggressive.

Typical situation in domestic environment

When siblings works together in housework duties or help each other with homework, namely supporting younger siblings.

Personal culture

Personal culture can be seen as the ability of a child to accept diversity and people with different backgrounds, reflecting an inclusive attitude towards it.

<p>Typical situation in school environment</p> <p>When a child reacts in the same way or with tolerance to a schoolmate from a different ethnic group or country.</p>	<p>Typical situation in domestic environment</p> <p>When a child is curious and enjoy travelling and visiting a museum or exploring new activities that broaden their knowledge of the world.</p>
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PART 2 - Questionnaires for analysis and reporting

TEACHERS

The aim is to assess the degree of learning life skills through the activities carried out every day in school.

It is recommended to apply these surveys tools before (ex-ante observation) and after (ex-post observation) the experimentation.

These questionnaires, for children age 6 to 11, contains statements concerning the set of like skills. The statements in the questionnaires are followed by boxes marked: 1-Applies; 2-Applies to some extent; 3-Does not applies. Tick the box that contains the statement that you think best corresponds to the child's functioning and performing in everyday situations. Register the impact + (if doesn't applies and after experimentation applies to some extent) and/or ++ (if doesn't applies/ applies to some extent and after applies)

LIKE SKILLS	Indicators	Ex-ante observation			Experimentation	Ex-post observation			Impact
		Applies	Applies to some extent	Does not applies	LIKE activity toolkit	Applies	Applies to some extent	Does not applies	+ / ++
Planning skills	Decides what s/he will need								
	Carefully assembles and arranges the supplies								
	Takes a step-by-step process for completing the project								
Motivation to act	Volunteers to do an activity								

	s/he likes any time the occasion arises								
	Shows a consistent pleasure doing it								
Organisational skills	Learns how to collect all of needed materials to complete a task								
	Steps back and examine a complex situation								
Ability to relax and rest	Recognises her/his physical conditions or the level of tiredness								
	Adjust her/his behaviour during playground to her/his level of tiredness								
Coping stress with	Adapts well in a context of school changing								
	Finds new friends if his best friend is relocated in a different school								
Effective learning	Uses knowledge from other areas when doing a task/project								
	The information is used in a well-adapted way								
Creativity and creative thinking	Creates imaginative writings or draws								
	Relates and uses unexpected materials								
Independent and	Is not afraid of saying what								

critical thinking	s/he thinks								
	Has a point of view that reflects her/his own perspective								
Changing habits of thinking, changing beliefs	Identifies different format questions in a test (multiple choice and essay questions)								
	Switches easily between the two formats								
Emotional intelligence, empathy	Notices when talking too loudly where other schoolmates are trying to work								
	Adjusts the volume or her/his voice to a more considerate level								
Entrepreneurship	Takes initiative to get her/his project done in advanced								
	Doesn't give up if loses part of it								
Assertiveness	Expresses own and different opinions in class								
	Shows respect to different opinions, while expressing her/his own								
Conflicts management	Faces divergent wills from their own								
	Finds out a solution that satisfies all parts								
Interpersonal	Asks for help to do an								

communication	exercise or solve a problem, if needed								
	Feels comfortable in that situation (doesn't cry or feels frustrated)								
Teamwork	Manages to listen others' opinions and give their own, when working in a group								
	Has a balanced attitude, neither too passive or aggressive								
Personal culture	Recognises when faces different cultural or ethnic backgrounds								
	Has a tolerant attitude when facing differences								

PARENTS

The aim is to assess the degree of learning life skills through the activities carried out every day at home.

It is recommended to apply these surveys tools before (ex-ante observation) and after (ex-post observation) the experimentation.

These questionnaires, for children age 6 to 11, contains statements concerning the set of like skills. The statements in the questionnaires are followed by boxes marked: 1-Applies; 2-Applies to some extent; 3-Does not applies. Tick the box that contains the statement that you think best corresponds to the child's functioning and performing in everyday situations. Register the impact + (if doesn't applies and after experimentation applies to some extent) and/or ++ (if doesn't applies/ applies to some extent and after applies)

		Ex-ante observation			Experimentation	Ex-post observation			Impact
LIKE SKILLS	Indicators	Applies	Applies to some extent	Does not applies	LIKE activity toolkit	Applies	Applies to some extent	Does not applies	+ / ++
Planning skills	Checks what s/he will need								
	Carefully packs all the materials s/he needs								
Motivation to act	Chooses extracurricular activities or a specific hobby								
	Is persevering about doing it								
Organisational skills	Takes time to gather all of their notes								
	Then, starts to study for a test								
Ability to relax and rest	Feels have had an exhausting day								

	Goes to sleep earlier than usual								
Coping with stress	Identifies a change situation such as the arrival of a sibling or the loss of a pet or a family member								
	Adapts or talks about her/his needs in that kind of situations								
Effective learning	Builds dialogue with people of different stances easily								
	Makes good use of information obtained in different contexts in new ones								
Creativity and creative thinking	Creates stories or games to play, alone or with others								
	Uses the available resources in an innovative way								
Independent and critical thinking	Choose to play or do a different activity of her/his siblings								
	Identifies own preferences and keep it, even if criticized by their siblings								

Changing habits of thinking, changing beliefs	Recognises own daily routines such housework duties								
	Exchanges housework duties with their siblings								
Emotional intelligence, empathy	Notices the sadness or tiredness of the parents								
	Gives a kiss or a hug to the parent who is feeling that way								
Entrepreneurship	Hasn't the tendency to procrastinate or postponed								
	Doesn't need to be reminded about her/his homework/things s/he likes to study								
Assertiveness	Doesn't like if a friend or a sibling is calling him names or making fun of him								
	Speaks up about her/his uncomfortable feeling								
Conflicts management	Finds a creative way of solving an argue over a toy with her/his brother								
	The solution is good for both								

Interpersonal communication	Identifies own need, want or concern, such as wanting to play with the toy of a friend								
	Speaks about it in an effective way, asking a friend to share her/his toys								
Teamwork	Works with siblings in housework duties								
	Helps siblings with homework or supports younger siblings								
Personal culture	Is curious and enjoys travelling or visiting new places, such as museums								
	Likes to explore new activities that broaden their knowledge of the world								

Interventions in the countries of the partner countries

5.1.1 Pedagogical intervention in Hungary

The pedagogical intervention in Hungary was conducted between December 2019 and February 2020 in two schools in two different cities: 1) Gedói Primary School in Szeged, and 2) Benka Gyula Evangelical Primary School in Szarvas. Both cities are located in South-Eastern Hungary and the schools involved in the project have numerous students of disadvantageous backgrounds (SDB). Before the intervention, consultation was conducted with the principals that were requested to designate those classes for intervention that had the most SDBs. In both schools, a meeting was held for the teachers that would use the classroom procedures of the Toolkit. At Gedói, three teachers, at Benka Gyula school two teachers were involved in the procedure. Classes of Grade 3 and 4 (ages 8-9 ys) were the participating cohorts with a tally of a total 83 students, out of them 62 SDBs. In order to be able to assess the significance of the assumed positive change, teachers were requested to assess the skills listed in the survey tool prior to the intervention and compare them to those in the post-intervention phase. Assessment took a holistic approach. Students were assessed as group rather than individually.

5.1.2 Activities used in the Toolkit

The following classroom procedures were selected from the Toolkit for the intervention conducted in both Hungarian schools.

SECRET OF AUNT CLARA

OBJECTIVES:

pupils age 6-7 years old

Thanks to the implementation of the exercise, pupils:

- get acquainted with polite phrases;
- will find out why these phrases are important in life and in what situations they should be used.

WHEN TO IMPLEMENT THE PRACTICE DURING DIDACTIC PROCESS:

Exercise can be carried out during the educational hour.

METHODOLOGY:

Expressive and practical methods;

Techniques: Interactive games and activities.

SUGGESTED AGE GROUP:

FORM OF WORK:

Individual work.

Group discussion.

NEEDED MATERIALS:

The content of the story "*Secret of Aunt Clara*" for the teacher.

DESCRIPTION OF ACTIVITY:

The teacher tells pupils that now he/she would like to invite them to listen to a story asks them to sit comfortably. Then he/she tells a fairy tale about the Secret of Aunt Clara with a calm voice.

HOW TO EVALUATE THE ACTIVITY:

Pupils answer questions:

- What are the three words that Aunt Clara said in a fairy tale?
- What other polite phrases do you know?
- In which situations should we use polite phrases?
- Why is it worth using these phrases?
- How do you feel when someone speaks to you using these phrases?

SIGN OF STRESS

OBJECTIVES:

pupils age 6-7 years old

- copying with stress;
- recognize signs of stress.

SUGGESTED AGE GROUP:

WHEN TO IMPLEMENT THE PRACTICE DURING DIDACTIC PROCESS:

In case of unexpected situation.

METHODOLOGY:

Class discussion;
Guided learning.

FORM OF WORK:

Whole class

NEEDED MATERIALS:

Pictures

DESCRIPTION OF THE ACTIVITY:

1. Introduce the objective of the activity to the class.
2. Call the examples of stress-causing situations from *Activity below*.





Watching bad news on TV



Parents fighting



3. Explain to the class that an important sign of stress is a negative change in behaviour, for example, when someone loses interest in school activities, loses his or her appetite, or becomes aggressive and difficult.
4. Ask for some volunteers to explain what is happening in each picture and discuss each idea with the class:

a. Feeling sad	
	b. Being untidy
c. Fighting with other students	
	d. Sleeping in class

5.Explain to learners that the negative feelings they have named are what is known as stress. These feelings are brought about by unpleasant or unhappy situations like the ones in the pictures. These situations are called 'stress-causing situations.

Stress can sometimes affect us without our knowing it.

Therefore, it is important to be able to recognise signs of stress in ourselves so that we can get help when we need it.

HOW TO EVALUATE THE ACTIVITY:

A week after the "Signs of Stress" exercise, repropose images of other stressful situations and images of situations that represent the consequent inconveniences (sadness, fatigue, litigation / anger, etc.).

Ask to "match" the situations identified with the representations of the relative inconveniences.

A COUPON FOR ANY OCCASION

OBJECTIVES:

age 6-7 year old

SUGGESTED AGE GROUP: pupils

- Developing speaking skills for pupils;
- Developing good relationships, both between students and between teacher and pupils;
- Putting the game at the center of learning English.

WHEN TO IMPLEMENT THE PRACTICE DURING DIDACTIC PROCESS:

These activities are appropriate for the end of the lesson. This will create the basis for new student relationships.

METHODOLOGY:

Students will perform the various activities described on the coupons. This includes reading, talking, singing, dancing and even eating a favourite meal.

FORM OF WORK:

Each week will be given the opportunity to participate in the whole class.

NEEDED MATERIALS:

Required materials are: paper, coloured pencils, pens, coloured paper, scissors and whiteboard markers.

DESCRIPTION OF THE ACTIVITY:

Every week, different students will choose one coupon on which the activity that the class has to perform is drawn and described. This can be reading a favourite book, a favourite dance, a day without homework, a day to chew gum, presenting a favourite sport, a favourite movie, a day of stuffed toys, and so on.

HOW TO EVALUATE THE ACTIVITY:

Students will have the opportunity to be given the role of teachers for one day and will be able to make their own assessments.

COMMENTS FOR IMPLEMENTATION (if possible)

These activities can also be used after the end of the project.

- **Coupons in the Annex No.1**

WORD TENNIS

OBJECTIVES

pupils age 6-7 years old

- to improve students vocabulary.

SUGGESTED AGE GROUP:

WHEN TO IMPLEMENT THE PRACTICE DURING DIDACTIC PROCESS:

Common practice.

METHODOLOGY:

Pair work.

FORM OF WORK:

Pairs working together.

NEEDED MATERIALS:

Pictures.

DESCRIPTION OF THE ACTIVITY:

1. Pairs of students face each other.
2. The teacher gives one picture to each pair.
3. Based on the picture student one must say a word; once the word is said, then student two must say a new word. There is only one rule: the word they say must not start with the same consonant or vowel.
4. The teacher monitors and the word tennis goes until one student fails to say a word related to the picture keeping in mind the rule.

HOW TO EVALUATE THE ACTIVITY:

Active monitoring from part of teacher is needed to evaluate the success of the activity. The teacher needs to give a value from 1-5 (5 being the best) to the particular activity following each class. At the end of the month a mean score is obtained and that can be a good indication as to how this activity works. Twice each month somebody outside of the class (a colleague) needs to be asked to evaluate the activity on the same scale. Their mean score then has to be compared to the one given by the teacher themselves.

OUT OF CHAOS-POLIS – The rules for well-being together

OBJECTIVES

pupils age 6-7 years old

SUGGESTED AGE GROUP:

INTERPERSONAL COMMUNICATION – SOCIAL SKILLS

Social abilities allows implementing behaviours useful to live harmoniously with other people.

The presence of rules gives children a perception of stability and order in the world they live. This is an essential factor for developing their safety.

An adequate and competent behaviour is at the base of our personal and social well-being, because it positively influences the perception of ourselves and of other people and the way we are perceived by others.

WHEN TO IMPLEMENT THE PRACTICE DURING DIDACTIC PROCESS:

Additional activity and common routine.

METHODOLOGY:

Story-telling, Circle-time, Role-playing, Game with awards.

FORM OF WORK:

Whole class.

NEEDED MATERIALS:

Posters and markers;

Sheets of paper and pens;

Tokens;

Medals;

Notebooks;

Little material awards (sweets and candies, writing and drawing materials, little toys etc.).

Based on the feedbacks from all five teachers that took part in the experiment, the following sub-skills were observed to have improved: 'Feels comfortable in that situation (doesn't cry or feels frustrated)', 'Finds out a solution that satisfies all parts', 'Decides what s/he will need', 'Volunteers to do an activity s/he likes any time the occasion arises', 'Steps back and examine a complex situation', 'Adapts well in a context of school changing', 'Uses knowledge from other areas when doing a task/project', 'Shows respect to different opinions, while expressing her/his own', 'Is not afraid of saying what s/he thinks', 'Identifies different format questions in a test (multiple choice and essay questions)', 'Takes initiative to get her/his project done in advanced'.

Teachers were interviewed following the period of intervention. Two questions were asked from all the participating teachers: 'How useful do you find the Toolkit?' 'How well was the intervention received by teachers?' Some of the most interesting comments are cited here without naming the specific teachers:

Teacher 1: I found the Toolkit really, really useful because it gave practical application the classroom that fostered my teaching methodology. I felt empowered being in the possession of using the classroom procedures of the Toolkit plus I felt content with working with the help of this educational treasure box.

I think students benefitted a lot from the pedagogical intervention grounded on the Toolkit and they thought highly of this innovative teaching method.

Teacher 2: I consider Toolkit a precious treasure box because of its practicality. I gained a lot even from the procedures described in the Toolkit that were not used in the intervention.

5.2.1 Pedagogical intervention in Spain Murcia.

The pedagogical intervention in Hungary was conducted between October 2019 and end of February 2020 in a schools in Cartagena, Murcia. The school involved in the project have numerous students of disadvantageous backgrounds, migrant students in social risk (SDB). Before the intervention, consultation and workshops were conducted to teachers with the principals that were requested to designate those classes for intervention that had the most SDBs. In both schools, a meeting was held for the teachers that would use the classroom procedures of the Toolkit. Three classes where involved with around 20 students from 6- 12 years old, and were facilitated by three teachers from the school CEIP Felicianos Sánchez in Cartagena. (Victor, David and Susana). Several workshops were carried out during each month with a group of 40 students and the presence of teachers, to implement during 1 hour the different methodologies collected in the toolkit, mainly related to the practice mindfulness.

-Also a group of parents implemented some of the practices from the toolkit with their children during the same implementation phase that took place from October to February.

-In order to be able to assess the significance of the assumed positive change, teachers were requested to assess the skills listed in the survey tool prior to the intervention and compare them to those in the post-intervention phase. Assessment took a holistic approach. Students were assessed as group rather than individually.

5.2.2 Interventions in the Countries of the partner countries

5.2.2.1 Pedagogical intervention in Italy (Umbria)

The pedagogical intervention in Italy was conducted between November 2019 and February 2020 in a school in Perugia, Umbria (IT). The school involved (Lambruschini Institute in Perugia, IT) in the project have numerous students of

disadvantageous backgrounds and un high percentage of migrant students in social risk.

The school is located in a territorial context whose social fabric is heterogeneous, both from a cultural, economic and social point of view.

For these reason, before the intervention, different meetings were conducted with School manager and teachers that were requested to designate those classes for intervention that had the most difficult situation. Compatibly with the didactic programming of the current year, four classes where involved with around 80 students from 6- 11 years old, and were facilitated by three teachers from the school.

Also a group of parents implemented some of the practices from the toolkit with their children during the same implementation phase that took place from November to February.

As defined in the project experimentation, teachers were requested to assess the skills listed in the survey tool, prior to the intervention and compare them to those in the post-intervention phase. And in order to not have privacy problem but even to understand the effectiveness of the tools and methodology proposed students were assessed as group class.

5.2 Activities used in the Toolkit

The following classroom procedures were selected from the Toolkit for the intervention conducted in the Italian school in Italy.

TIME AND FREQUENCE	CHAPTER OF LIKE MANUAL	NAME OF THE ACTIVITY	LEARNING GOAL/S
1 a week	Pratical Toolkit	BALLOONS OF ANGER	Ability to relax and rest Coping with stress
3 a week for 15 minutes	Pratical Toolkit	MINDFULNESS	emotional intelligence, emphaty Ability to relax and rest
3 days for week for 15 minutes at the end of lessons	Pratical Toolkit	A COUPON FOR ANY OCCASION	Motivation to act Creativity and creative thinking
1 a month	Pratical Toolkit	OUT OF CHAOS-POLIS – The rules for well- being together	Interpersonal communication

TIME AND FREQUENCY	CHAPTER OF LIKE MANUAL	NAME OF THE ACTIVITY	LEARNING GOAL/S
2 a week	Practical Toolkit	BODY SCAN	Ability to relax and rest
1 a month	Practical Toolkit	FAIRY TALE ABOUT FEELINGS	Emotional intelligence, empathy
1 every 2 weeks at the end of the teaching process	Practical Toolkit	THERMOMETER OF FEELINGS	Ability to relax and rest Coping with stress
1 a week	Practical Toolkit	WORDS FOR FEELINGS	Coping with stress

5.3 Results and discussion

Based on the feedbacks from all 3 teachers that took part in the experiment, the following sub-skills were observed to have improved: 'Coping with stress', 'Cooperation among students', 'Live together and considering differences as a treasure, an opportunity of growing for everyone, 'Knowing what someone else is feeling', 'Being able to put yourself into another person's shoes, to understand them and provide support'.

Teachers were interviewed following the period of intervention. Two questions were asked from all the participating teachers: 'How useful do you find the Toolkit?' 'How well was the intervention received by teachers?' Some of the most interesting comments are cited here:

Teacher 1: it is very useful to have a lot of exercises like those of the toolkit. Unfortunately it is sometimes difficult to get the work material, such as billboards, colors etc.

Children have often been enthusiastic about this type of work, they greatly appreciate the activities that involve group dynamics

Teacher 2: It is important for children to "break" the study activities by intermingling with the works proposed in the Toolkit.
The games offered have led them to live a new dimension of school where you learn to live and not only to read or do technical activities

Teacher 3: you need to understand how to make these interactive activities that you proposed in the Toolkit "stable".
Maybe it would be necessary to foresee daily "game sessions", like some of those proposed, which help the classroom to overcome some negative emotions and create a better relationship between students and between students and teacher

5.2.2 Activities used in the Toolkit

The following classroom procedures were selected from the Toolkit for the intervention conducted in the Spanish schools in Murcia.

TIME AND FREQUENCY	CHAPTER OF LIKE MANUAL	NAME OF THE ACTIVITY	LEARNING GOAL/S
1 a week	Developing skills	BALLOONS OF ANGER	Ability to relax and rest Coping with stress
Every day 15 mins	Developing skills	MINDFULNESS	A Emotional intelligence empathy. Ability to relax and rest
1 a week	Developing skills	SIGN OF STRESS	Ability to relax and rest Coping with stress
1 a month	Developing skills	THERAPEUTIC FAIRY TALE	Emotional intelligence empathy.
1 a month	Developing skills	FAIRY TALE ABOUT FEELINGS	Emotional intelligence empathy.
Every day 15mins	Developing skills	THERMOMETER OF FEELINGS	Ability to relax and rest Coping with stress
2 a week	Developing skills	WHERE IS THE STRESS?	Ability to relax and rest Coping wiht stress. Interpersonal communication.
2 a week	Developing skills	BODY SCAN	Ability to relax and rest
1 a week	Developing skills	CONSCIOUS EATING	Ability to relax and rest.
3 week	Developing skills	COUNTING BREATHS	Ability to relax and rest Coping wiht stress

5.3.1 Pedagogical intervention in Poland

The pedagogical intervention in Poland was conducted between May 2019 and January 2020. Testing started with information / introductory classes in May / June 2019. The main part of the pilot started in September and was ended in December 2019/January 2020.

Pedagogical intervention was implemented in three schools in three different cities/towns:

1. Primary School No. 172 in Łódź
2. Primary School of King Stefan Batory in Szczawin
3. Sports School No. 3 of Józef Jaworski in Aleksandrów Łódzki

All three cities/towns are located in Central Poland.

Before the intervention, consultation was conducted. During the whole process of implementation of intervention were held regular meetings in the group of teachers involved in the project – to plan and share experiences of implementing in the classes procedures of the Toolkit. In the realization of the task were involved three teachers: Daniela Kuca, Wioletta Plich – Patora, Monika Kosiewicz.

The pedagogical intervention was implemented in the following classes:

1. First class (6-7 years) (Sports School No. 3 of Józef Jaworski in Aleksandrów Łódzki) – 24 students
2. Third class (8-9 years) (Primary School No. 172) – 22 students
3. Third class (8-9 years) (Primary School of King Stefan Batory in Szczawin) – 20 students

Additional pilot was realized also in one more first class (Primary School of King Stefan Batory in Szczawinie) – 20 students

4. Control: Second class ((Primary School of King Stefan Batory in Szczawinie)

The pilot was carried out during the curricular lesson, as well as during extra-curricular activities, or social education classes.

The overarching aim was to plan and develop concrete actions to prevent and reduce early school leaving and support students, parents of students in the development of basic life skills and emotional development of students.

In order to be able to assess the significance of the assumed positive change, teachers were requested to assess the skills listed in the survey tool prior to the intervention and compare them to those in the post-intervention phase. Assessment took a holistic approach. Students were assessed as group rather than individually.

5.3.2 Activities used in the Toolkit

Teachers participating in the pilot in Poland implemented activities appropriate for a given age group. Each of the teachers planned the implementation of several exercises from the ToolKit (about 10 activities). Teachers planned to implement activities from different areas, but first of all they chose tasks from areas such as: Coping with stress, Ability to relax and rest, Emotional intelligence, empathy, Interpersonal communication, Personal culture, Creativity and creative thinking, Teamwork, Conflicts management, Entrepreneurship, Independent and critical thinking.

Tested activities for students:

1. My favourite flower
2. Balloons of anger
3. Mindfulness
4. Counting breaths
5. Secret of Aunt Clara
6. Desert Island
7. Therapeutic fairy tale
8. Fairy tale about feelings
9. The mime game
10. Where is the stress?
11. Words for feelings
12. Good morning Captain!
13. Group class
14. Conflicts, NO!
15. Sign of stress
16. Out of Chaos-Polis – The rules for well-being together
17. Body scan
18. Song with different rhythms

19. Snakes and ladders for knowing each other

20. Thermometer of feelings

Tested activities for parents:

1. A book a way to fight the boredom
2. Healthy breakfast
3. Let me tell you about my job.../vocational consulting
4. Meetings of parents and teachers

Detailed descriptions of activities are in the Manual.

Teachers' feedback about the activities was collected during the regular meetings with teachers during testing time and at the end of piloting in completed by them document: teachers' feedback, pre questionnaire with feedback.

Based on the feedbacks from all teachers that took part in the experiment we can say that many skills improved - the evaluation was done for the whole group not particular student. Of course there are some differences between each class. But the following sub-skills were observed to have improved the most: "Volunteers to do an activity s/he likes any time the occasion arises", "Shows a consistent pleasure doing it", "Recognises her/his physical conditions or the level of tiredness", "Adjust her/his behaviour during playground to her/his level of tiredness", "Finds new friends if his best friend is relocated in a different school", "Creates imaginative writings or draws", "Relates and uses unexpected materials", "Identifies different format questions in a test (multiple choice and essay questions)", "Notices when talking too loudly where other schoolmates are trying to work", "Adjusts the volume or her/his voice to a more considerate level", "Feels comfortable in that situation (doesn't cry or feels frustrated)", "Manages to listen others' opinions and give their own, when working in a group".

Teachers were interviewed following the period of intervention. Some of the most interesting comments are cited here without naming the specific teachers:

1. Where the activities useful, easy to understand and implement?

Teacher 1: Yes, the exercises were useful and interesting. They aroused interest.

Teacher 2: Mostly yes, although I used modifications.

Teacher 3: The exercises included in the ToolKit were very helpful. Most of the exercises were not difficult to carry out, did not take too much time and did not require the preparation of additional materials. However, there were also those that required more space and consumed more time, such as "Desert island", "Common heads", "Group class".

2. Did you find any difficulties or doubts during the implementation?

Teacher 1: Difficulty in focusing attention, big restlessness in movement. In one exercise, there is a lack of writing skills of children at this age, no word understanding e.g. solidarity.

Teacher 2: The group in which I implemented the project consists of children who have specific learning difficulties, there are several children with autism. A desert island in the group caused a "storm". There were a lot of emotions, children were arguing about which idea is better. Activities should be implemented within one workshop!

Teacher 3: Piloting was smooth, in case of doubt I asked questions to the project coordinator, obtaining explanations and help. Due to the large number of free days (Christmas break and winter holidays), there was not enough time to carry out more exercises.

3. Have you observed changes in the dynamic of the class after the implementation?

Describe what type of changes.

Teacher 1: Improving in focusing attention, developing skills, ability to relax and rest (mindfulness), cooperation.

Teacher 2: After all, the project is too short for me to notice changes in class dynamics. This class needs a long process to show positive changes in class behavior.

Teacher 3: Students are more aware of their strengths and weaknesses, they communicate better, work better together, understand their emotions and know how to deal with them, they can relax.

4. How did your students react to the activities in general?

Teacher 1: They were willing and curious. Very psychomotorally active.

Teacher 2: They responded very well to most, but there were a few students who didn't like working in groups. (They always complain regardless of the activity)

Teacher 3: Students willingly participated in the proposed exercises. They felt joy and satisfaction with what they do. They were active, creative and willing to coopera

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