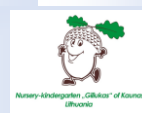




Social and Emotional Development *at Early Childhood Education*

through **DRAMATIC STORYTELLING**





Introduction

This project work manual is developed for all partners and contains the (task) planning, (financial) reporting instructions and tasks for every partner in the project. The work manual is based on the expertise and skills of the partners and on the project proposal. The work manual defines specific partner tasks and consortium agreements, so everybody has full knowledge of all the aspects of the project. It will be discussed in detail by the board of the project (group with one representative appointed per participating organization being the project manager/coordinator) at the first project meeting. The handbook will serve as a continuous point of reference throughout the project period.

1. Project summary

Today's children need social and emotional skills. Their capacity to achieve goals, work effectively with others, and manage emotions is essential to meet the challenges of the 21st century.

People acquire 70% of all behaviors they have acquired during their lifetime at the age of 0-6. In this period when the development is very fast, the child is very sensitive to the events around him. Family is the child's first teacher and the school. It is seen that 68% of the children leave their families for the first time during the school adaptation period. Anxiety and stress levels of children reach very high levels during the school starting processes. 27% of children start school education with the social and emotional problems created by families or disadvantages (Elias 2008). In addition, the proliferation of digital technology areas and the fact that these areas become an indispensable part of children's daily lives, the gradual decrease of outdoor playgrounds cause negative effects on children.

Meta-analysis conducted on 213 studies and covering 270.000 students shows that the educational programs prepared to develop students' social and emotional learning skills increase their academic success by 11% as well as improving their social and emotional competences (Durlak 2011). On the other hand, lack of social and emotional skills or lack of development of these skills have been associated with negative results such as poor academic performance, increase in school dropout rate, absenteeism, discipline problems (Greenberg 2003).

SESDECE project provides a program by integrating stories and games that will develop social and emotional skills under the roof of creative drama method in the adaptation process of children to prevent social and emotional problems; It is aimed to provide cooperation between School-Family-Parents by creating guideline programs for School, Family and Teachers.

Starting school is one of the most important turning points in a child's life. School for the child is the first step he takes towards an environment outside the family environment, where he gets used to and feels safe. The school for the child is a new social environment that includes an environment she/he doesn't know, teachers, new friends, rules she/he has to obey.

Children may behave harmoniously or not respond at all on the first day of school. Some children may also show clear mismatch responses. The child's crying, dependent behaviors, aggressive reactions or developing uncontrolled behaviors lead to intervention of the child as they can be observed from the environment. However, it is another situation that children are expected to give delayed reactions.

It may be overlooked that the child needs help in such situations, especially since introvert reactions can be confused with adaptive behavior. When the whole classroom climate is considered in the school adaptation process, an adaptation program that includes academically arranged social and emotional skills is inevitable.

The stories and fairy tales that are read to children in early childhood are very important activities that can affect children's self-expression, answer questions about the life they are curious about and affect the success of the school in the future. Books create and develop



children's vocabulary. From the simplest word to building long and complex sentences, it is a kind of guide for him. It helps him to understand the world he lives in. Books are a great source of entertainment and imagination for children in preschool. It is a non-artificial treasure trove that can replace television and computer.

The game, which is a very serious struggle for the child, is also a source of entertainment and learning. Children play around the world, in every age and culture. Although the forms, features, and toys of the games vary from age to age, it is not possible that there are no games and toys in the place where the child is. Play is an important need in the child's life as much as nutrition and breathing. Children always play games with pleasure and desire.

With the creative drama method, the child finds the information by searching, sharing and discovering. Creative drama is a learning tool that raises awareness about himself, others and the world and develops the imagination of every child. It is a group activity. It activates the senses, the power of imagination, so that the child can participate actively in the learning process. It allows children to express themselves in the best way, without fear of being wrong, criticized. The child gets the courage to try again and again. It revives life in a sense and gets the opportunity to see the child's own reactions.

The innovative side of the project is the development of a new methodology different from all current school adaptation programs. This methodology is the development of guiding programs for Schools, Families and Teachers to support the social and emotional development of children by combining Play, Story and Drama methods. Stories, Play and Creative Drama are individually included in preschool programs. Combining these 3 areas will ensure the active participation of children and create an equal classroom climate.

The impact of the project on the target group students is to adapt to the school easily and eliminate the anxiety and fears they feel towards the school. In addition, it is to ensure that they are successful individuals in both academic and life development, who are confident by preventing possible social and emotional problems, who have developed communication skills, can empathize, express their feelings correctly, have a respectful and sharing attitude towards their friends.

The impact of the project on target group teachers is that they will specialize in creative drama and social / emotional skills and develop their professional competencies. The impact of the project on general goals is to support the creation of happy children, happy families, happy schools and happy societies. The best way to prepare a child for life is to have optimal social, emotional and learning experiences and environments, both in school and in family settings and services. In order to achieve academic success, the project provides a good start and school adaptation environment. It facilitates integration with children, parents, teachers and schools by preparing them for this transition

a) **Project objectives**

SESDECE project aims to increase the social emotional development of school compatibility, as a new teaching method option related to family and teacher education:

- Developing a new teaching method



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of the European Union



SESDECE PROJECT
Social and Emotional Skills Development
at Early Childhood Education

- Increasing the professional development of teachers
- Improving the quality of early childhood Education
- Improving the quality of the school adaptation process
- Minimizing social and emotional problems in children, promoting positive attitudes, creating a school atmosphere that stimulates the excitement of learning by developing social and emotional skills.
- Preparing orientation and social-emotional development training programs for families.

b) Project Activities

The Project has nine stages to develop a school adaptation program that supports social and emotional skills.

- 1-Creation of Social and Emotional Problem Charts,
- 2-Determination of stories / fairy tales,
- 3-School Area Arrangements (Emotion-friendly)
- 4-Teacher Training (Creative Drama + Emotion friendly teachers)
- 5-Converting Stories to the Creative Drama workshops
- 6-Family Education (Democratic Family Attitude + Emotion-friendly)
- 7-Creating Program Outputs
- 8-Guidance and Evaluation
- 9-Dissemination

c) Project Outputs

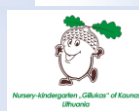
- 1- Teacher guide booklet
- 2- Family guide book
- 3- School Adaptation Program
- 4- Creation of Website

2. Management

The project is funded under the Erasmus plus programme and characteristic of this framework is that the project is structured based on the projects outputs.

In addition, as the Erasmus Plus programme is not designed in a way that allows one of the partners to fully take up the role of project manager/coordinator, all partners are responsible for both the long term and day-to-day management of the project. This project manual serves as a guideline that explains the task and responsibilities of all partners concerning the management of the project. At the first meeting, timetables and specific goals will be revised and mutually confirmed. Besides responsibilities in outputs, there are horizontal management aspects that are of particular importance.

- Day-to-day coordination/project plan
- Organisation of learning, teaching and training meetings
- Organisation of transnational project meetings
- Board of the project



- Dissemination activities and reporting
- Evaluation
- Budget, Fiances and Reporting
- All partners will do all their duties in these project phases :

Preparation: Announcement of project's approved by Turkish NA, Creating promotion materials, make necessary arrangements for the TPMs and LTTs, make a presentation about educational system and how school adaptation progress is done in their country.

Implementation: Doing all project activities (Erasmus+ and eTwinning) effectively on time, attend TPMs and LTTs.

Evaluation: Evaluate the project itself and all activities, give reports to the coordinator needed for the final report.

Dissemination: Disseminate the project and its results locally, nationally and internationally as much as possible as they can. Give seminars to stakeholders and related organisations introducing the project outcomes to be used, increase the visibility of the project on printed and mass media,

- Tasks and responsibilities of school partners from Lithuania, Hungary, UK and Italy;
 - Implement the project activities
 - Their school and teachers will take charge in school adaptation activities at their school
 - Specific role on project organisation
- Tasks and responsibilities of the University partner from Turkey;
 - Lead generating the content of the teacher/parent booklet outcome
 - Lead to create social and emotional chart and its evaluation process
 - Guide teacher and family education and workshops
 - Lead to increase the impact of the project on the field and to evaluate all the outputs academically.

- Tasks and responsibilities of the local authority partner Yildirim District MEM
 - Budget and project management
 - Monitoring the project's development and work plan
 - Creating of project website
 - Writing the middle and final report

Beside these responsibilities we consider that a proper and well-designed cooperation and collaboration among the partners will really contribute to the success of the project. We believe that only through good cooperation we can reach the fulfilment of objectives. We all are involved in the project activities and responsible for:

- Yildirim MEM is the coordinator and responsible for all activities and reports.
- Italy is supervises and organizes all the actions of the project dissemination.
- Lithuania is responsible evaluation of project.
- Hungary is responsible the sustainability of the project.
- UK is responsible for follow-up and the implementation of the project.
- Uludag University is responsible of the teacher and familiy educations and lead to these educations academically



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	Drama	Social and Emotional Development
1.LTT	Project Management 1.Phase; Structuring The Stages	Finalization of Social Emotional Problems Choosing Storybooks
2.LTT	2.Phase; School Adaptation Democratic Family Attude	Structure Familiy Adaptation Activities Structure School Adaptation Activities
3.LTT	3rd Phase 'Dramatic Storytelling Technic'	Emotion-friendly; Teacher/ School / Parent Program
1.TPM	Draft Workshops Of Creative Drama	Draft Version; Teacher/Family/School SED Guide Books Draft Version; The Emotion-Friendly "Teacher-Family- School Booklets"
2.TPM	Final Workshops Of Creative Drama Final Teacher/Family/School SED Guide Books Final The Emotion-Friendly "Teacher-Family-School Booklets" Finalization Of Student Teacher/Family/School Adaptation Program	

3. Day-to-day coordination

Every project organisation will appoint a project manager, who will be the coordinator/manager of all national duties, tasks and responsibilities of the 'SESDECE' project. This coordinator/manager will be responsible for the coordination of national tasks, involvement of national stakeholders and delegation of project tasks within the organisation. The national project coordinator will be the main contact person within the 'SESDECE' project for horizontal project management issues. This person will be responsible for:

- 'SESDECE' partner sub-contract (to be signed by the legal representative of the organisation)
- Communication with other national project coordinators about the general project progress
- Communication in project meetings and also via Mail, WhatsApp, Skype, Telephone.
- Monitoring and safeguarding of projects deadlines connected to all horizontal management aspects and outputs

Joined by the national project managers of the partner organisations, the coordinator Yıldırım İlçe Milli Eğitim Müdürlüğü (Yıldırım MEM) will constitute the board of the project. At all 3 LTT and 2 TPM meetings, the board assembles to discuss risen and pending issues of cooperation and communication.

3 LTT and 2 TPM project mobilities are planned during project. As a host of the project meeting the partner is responsible for hosting the meeting. Also;

- Preparation of the meeting agenda in consultation with the project coordinator partner
- Consulting partners on logistics (hotel, transportation, dinner, lunch venues, etc)
- Preparing the meeting room and visuals of the project 'SESDECE'
- Each host will print out and make ready the project promotional materials
- Evaluation of the meeting with short questionnaire
- Preparation of the meeting minutes, including photo's, signed attendance list, to-do list.
- Development and release of 'SESDECE' newsletter or online leaflet after the meeting



M1, jan2021

- *announcement of approval of project by turkish na
- *re-organization mobility dates
- *re-organization sub-contract with partner schools
- *re-organization project manual
- *online meeting; project management

M2, feb2021

- *online meeting; project management
- *presentation of the project to the school staff and local communities
- *designing the website of the project
- *logo creation

M3, mar2021

- *online meeting; project management
- *creating project social media accounts
- *creating project corners at schools
- *preparing videos/presentations about partner school,city,country and education systems
- *meeting with school teams to present other countries presentations
- *defining creative drama area and search for materials emotion friendly school
- *preparing social and emotional problems scale(university) for student, teacher and parent evaluation

M4, apr2021

- *online meeting; project management
- *searching literature for school adaptation programs/activities in partner countries
- *searching literature for parent adaptation programs/activities in partner countries
- *filling social and emotional problems scales

M5, may2021

- *online meeting; project management
- *defining social and emotional problems scale
- *middle report

M6, jun2021

- *online meeting; project management
- *searching literature and making a presentation for storybooks to develop social and emotional development in partner countries
- *na middle report

M7/8, jul/aug2021

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*updating project corners, project website, official school websites, project social media accounts.

*online meeting about etwinning project, mobility and project management

*creating promotional dissemination materials.

M9, sep2021, 1st LTT; TURKEY

*drama 1.phase; structuring the stages

*finalization of social emotional problems

*choosing storybooks

*filling teacher&parent pre-test forms

M10, oct2021

*dissemination of the 1.ltt to the all school staff

*dissemination of parent school adaptation program to families

*dissemination of mobility in locally, regionally, nationally and internationally

*uploading photos-videos of activities and other materials in twinspace and other social media groups.

M11, nov2021

*organizing web2.0 tools and etwinning webinar for partner school teachers

*filling teacher&parent post-test forms

M12, dec2021

*etwinning activities

*organizing web2.0 tools and etwinning webinar for partner school teachers

M13, jan2022

*1st progress report about budget/dissemination/impact

*online meeting about mobility.

M14, feb2022, 2st LTT; LITHUANIA

*2.phase; school adaptation

*democratic family attitude

*structure familyi adaptaion activities

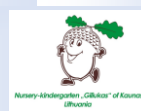
*structure school adaptation activities

M15, mar2022

*dissemination of the 2.ltt to the all school staff

*dissemination of democratic parenting program to families

*dissemination of mobility in locally, regionally, nationally and internationally



*uploading photos-videos of activities and other materials in twinspace and other social media groups.

M16, apr2022

- *preparing draft family adaptation activities
- *preparing draft school adaptation activities

M17, may2022

- *online meeting about mobility.
- *2nd progress report

M18, jun2022, 3st LTT; UK

- *3rd phase 'dramatic storytelling technic'
- * structure of emotion-friendly; teacher/ school / parent program
- *dissemination of the 3.ltt to the all school staff
- *dissemination of democratic parenting program to families
- *dissemination of mobility in locally, regionally, nationally and internationally
- *uploading photos-videos of activities and other materials in twinspace and other social media groups.

M19/20, jul/aug2022

- Preparing emotion-friendly; teacher/ school / parent program
- *online meeting about mobility.

M21, sep2022, 1st TPM; HUNGARY

- *draft workshops of creative drama
- *draft version; teacher/family/school sed guide books
- *draft version; the emotion-friendly "teacher-family-school booklets"

M22, oct2022

- *online meeting about mobility and final products

M23, nov2022, 2.TPM; ITALY

- *final workshops of creative drama
- *final teacher/family/school sed guide books
- *final the emotion-friendly "teacher-family-school booklets"
- *finalization of student, teacher, family and school adaptation program

M24, dec2022

- *final evaluations (1-teacher,2-family,3-process, 4-training, 5-projects)
- *creating the final report
- *creating and publishing the academic article
- *publishing final products
- *planning next project



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4. Dissemination

The aims and outputs of our project will be expanded with the start of the project. Considering the outcomes of the project, our target group is the children between the ages of 4-7, their families, teachers who teach these children and the school system consisting of teachers and students. Dramatic Storytelling is a method that integrates stories and games that can be applied in early childhood, and allows children to learn while revealing their creativity. This method is a method that can be expanded very easily by creating an application guide for teachers. In this regard, the guidebooks are the basis of our dissemination activities.

For dissemination activities, each school will have a person on the project team and will be followed up and implemented within a dissemination-sustainability group under the coordination of the Italian school contact person. For the follow-up of the dissemination activities, a project will be opened from the eTwinning platform, and school administrators will upload the documents and information regarding the dissemination activities to this platform. Every two months, our Italian partner will collect statistics of the dissemination activities and report them to the project coordinator.

Regional Dissemination Plan

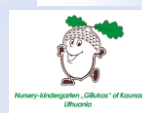
- School activities (Project Board-Corner, Teacher-Parent Educational Training and Presentations, Official School; website, social medias)
- Other schools (Meeting, Conference, Panel, Congress)
- Regional tv/magazine/paper news

National Dissemination Plan

- Project outcomes (books, workshops)
- Promotional Products (Brochure, Poster, Calendar, Pencil etc.)
- Emotion Friendly Teacher/School Badges etc.)
- National Conference, Panel, Congress activities

International Dissemination Plan

- Project outcomes
- Press, Broadcast and Digital Communication Tools (Project Web Site, Social Media Accounts, Electronic or print media such as Radio, Television, Newspaper, Magazine)
- Etwinning activities (enlarge project to aother countries)
- Project article
 - Coordinator;
- Creating and updating the designs of the logo, web, promotional products of the project
- Designing final books
- Editing creative drama sample video lesson applications
- Opening the eTwinning project
- Preparing Emotion-Friendly Teachers and School Badges
- At the end of the project, organizing a conference by inviting faculty members from different universities.
- Promoting this conference, which will be open to all stakeholders (university students, teachers and families), with the ministry to promote it across the country.



- Partner Schools;
 - Publish all developments and outputs of the project on corporate websites
 - Prepare etwinning and erasmus boards in their schools and update them constantly.
 - Promote the project website, social media platforms
 - Organize meetings / seminars / trainings for trainers, parents and external stakeholders inside and outside the institution and present project outputs
 - Distributes project books and promotional materials
 - They distribute brochures and posters for families and other schools regionally.
 - They cooperate with local authorities to develop the Concept of Emotion-Friendly Teaching and Emotion-Friendly School in their region.
 - They introduce their project works in their networks(Television, Newspaper, Magazine) in the regional, national and international sense
 - At the end of the project, they will organize a closing meeting and share all the outputs of the project in the national sense
- University;
 - Publish all progress of the project on corporate websites
 - Transfer the output of the project to faculty and students working in the field.
 - Prepare the output of the project as an academic article and send it to national and international Conferences, Panels and Congresses. They will publish in academic journals.

5. Evaluation

The evaluation of the Project carried out by Uludag University will consist of 4 main parts which are children, their parents ,teachers and process. In order to evaluate the impact of the project more effectively, at the beginning of the project, before the scales are used, there will be a control group in each country besides the application group. This control group will be formed from another school which have similar property like project school.

The Evaluation of Children;

Preschool and Kindergarten Behaviour Scale; It is a behavioral assessment scale designed to be used to evaluate the problem behaviors and social abilities of preschool students who show normal development at the age of 6. This test is will be applied to children's families and teachers to get opinions about their children, as pretest and posttest. The scale consists of two scales: social skill and problem behavior scales. Problem behavior scale (42 items) consists of two factors: expressing problems and learning problems. The social skill scale (34 items) consists of three factors: Social Cooperation, Social Interaction and Social Independence. The focus of the scale is the typical, general and customary social competence and problem behaviors of little children, which can often be seen in a home or school. The data will be analyzed and interpreted in the SPSS program, data entry can be made by each country but evaluation will be done in a single center.

Koppitz Human Drawing Test; This test, which can be applied to children aged 4-9 years, is a test that gives information about the level of emotional maturity (age) and possible problems in emotional development. It also provides information on whether the age of

emotional maturity is in line with the developmental / chronological age. This test is will be applied to children as pretest and posttest. Psychological counselors and school psychologists will evaluate the data according to 10 predetermined criteria.

School Adaptation Teacher Evaluation Scale; This scale consists of four sub-sections and 27 items: loving school, cooperative participation, avoiding school, self-management. Love school; it measures the perception of the teacher about how much the child loves school. Cooperative participation; It measures the degree of child's acceptance about authority of the teacher, class rules and responsibilities. Avoiding school; determines the perception of the teacher about the child's tendency to avoid the classroom environment. Self-management; It measures the child's independent and self-centered behavior in the classroom. This test is will be applied to teacher as pretest and posttest. The data will be analyzed and interpreted in the SPSS program, data entry can be made by each country but evaluation will be done in a single center.

Creative Drama Outcome Scale; This scale consists of three sub-sections and 20 items and will be applied to teacher as pretest and posttest. The data will be analyzed and interpreted in the SPSS program, data entry can be made by each country but evaluation will be done in a single center.

Parent Attitudes Scale About Child Rearing A-Form; This scale was developed in order to determine the parenting attitudes of mothers and fathers who have children in preschool period. The scale consists of 38 items and three dimensions. These sub-dimensions were named Democratic Attitude (15 items), Repressive and Authoritarian Attitude (12 items) and Overly Tolerant Attitude (11 items). The test will be applied to parents as pretest and posttest. The data will be analyzed and interpreted in the SPSS program, and although data entry can be made in each country, the evaluation will be made in a single center.

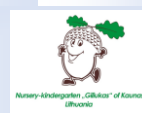
The Evaluation of Project Process; This test is will be applied to Project Coordinators as pretest and posttest after every LTT and TPM dissemination activities to see the effects of Project Process.

6. Report

Coordinator partner is responsible to report project to the Turkish NA. The coordinator partner Yıldırım MEM will create a monitoring tables to follow up project (Implementation, Dissemination, Budget and Report). All partners are responsible to fill these follow up monitoring tables at the time. There will be 4 report during project.

Middle Report (May 2021), 1st Progress Report (December 2021), 2nd Progress Report (May 2022), Final Report (December 2022)

7. Partner Organisations



a) Windmill Integrated Primary School Limited

Dungannon Tyrone, United Kingdom	
Website	www.windmill.educatr.com
Telephone	+442887727277
Coordinator	Kierna Corr, kcorr365@c2kni.net
<p>Windmill has a nursery class with 26 3-4 year olds and Foundation Stage Classes with pupils aged 4-6. For many nursery is the first time they have been away from their parents and in a big group of peers. The staff in the early years work closely with parents to help them understand how best to help their children prepare for primary school and how to work in partnership with the staff to ensure the children are gaining the best preschool experiences.</p> <p>Windmill IPS was set up by a group of parents in 1988 as an alternative to the segregated education system that already existed (and continues to exist) in N. Ireland. There are around 240 pupils aged from 3-11 in the school with 9 teachers and a non teaching principal. Since 2004 the school has been involved in European projects and has taken part in 2 Comenius Projects 2005-2008 & 2009-2011, a KA2 2018-2020, KA1 2018, 2019, 2019-2021 and a KA3 2016-2018. The school was recently awarded the International School Award by the British Council for their work. Children aged 4-11 have the opportunity to learn French during school time.</p> <p>The school is in an area of high deprivation and some of our pupils are drawn from the local area. We have around 1/3 of our pupils speak English as a second language and we have 2 members of staff who work with these children in small groups.</p>	

b) Istituto Comprensivo Garibaldi-Leone

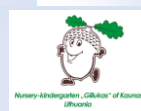
Trinitapoli, Italy	
Website	http://www.scuolagaribaldi.eu/
Telephone	+390883631182
Coordinator	Stefania Mastrapasqua, mastrapasqua.stefania@gmail.com
<p>The Istituto Comprensivo Garibaldi-Leone is situated in Trinitapoli, near Mediterranean sea. The town is one of the most beautiful in the South of Italy, where you can find archaeological excavations to visit and delicious artichokes, olive oil and wine.</p> <p>The school has 95 teachers and 727 students (516 Secondary, 152 primary and 59 kindergarten), allocated in classes of age level. Each class has one teacher and in the each group has 20-25 students.</p> <p>The School operates on different schedules depends on the sectors. The kindergarten has 2 options: 1° Basic Hours 8.30 – 12.30 pm and 2° Extended Hours 8.30 – 16.00pm with children from 3 to 5 years old; the Primary school has 1 option: Basic Hours 8.30 – 12.30 pm with children from 6 to 10 years old; the Secondary school has just 1 option: from 8,10 to 13,30 pm with children from 11 to 13 years old.</p> <p>Pupils start taking formal exams since they are 8 years old, which test their abilities in a range of subjects such as Italian and mathematics, and English when since 11 years old.</p> <p>Furthermore, outings and excursions, both educational and fun in nature, are organised on a regular basis for all our students, as well as in Sports Day, concerts and other events which are organised throughout the year, such as the Open Day. These events bring out the more creative elements in our children and help the children to boost their self esteem and build up on self-presentation skills that are so necessary in this day and age.</p> <p>The students can study in classroom with a interactive whiteboard and a computer. There is a gym and a theater.</p>	

c) Szabó Pál Általános Iskola és Alapfokú Művészeti Iskola

Vésztő, Hungary	
Website	www.szpai.hu
Telephone	+3666477078
Coordinator	István Orbán, istvanmegane@yahoo.com
<p>Szabo Pal Elementary School was founded in 1979. The school has been operating in its current form since 2013. We totally have 385 students. (From first to 8th graders; 6-15 year old pupils.) In the first grade we usually have 3 classes and this means approximately 60-65 first graders. We have 43 teachers totally in our school. The local art school and the local elementary school were merged.</p> <p>Our children study in two school buildings and in the Cultural House.</p> <p>They have modern learning environment additionally modern technical equipment help their study almost in every classroom.</p> <p>Our school provides all-day occupation for the students.</p> <p>The essential component of our school's educational program is the individual skill and the development of the skills as many way as we can.</p> <p>We take our children to school trips to see the beauty of the nature and the places of Hungary. They can choose from several summer camps in different subjects. There are sport and educational competitions where our bests can show their knowledge. Our students achieve successfully on national correspondent races, drawing competitions, regional educational and poetry competitions.</p> <p>We search for new methods and learning organisations to make our education more efficient. The teachers</p>	

d) Kauno lopšelis-darželis "Giliukas"

Kaunas, Lithuania	
Website	https://www.giliukas.kaunas.lm.lt/
Telephone	+37037755022
Coordinator	Almeda Kmieliauskaitė, almedalogo@gmail.com
<p>Nursery-kindergarten "Giliukas" is an educational institution in public sector. In kindergarten are educated 225 children from 2 to 7 years old with different abilities. There are educated about 60% of children with language disorders and other special needs (autism, behavioral and emotional disorder, retarded development). Nursery-kindergarten has thirteen educational groups, three of them are special education which give correction services for children with development disorders.</p> <p>Kindergarten has a consulting centre with well-prepared specialist for city children with special needs and their parents. Qualified specialists are working in our kindergarten such as speech and language therapists, special education teachers, a psychologist and a social educator, educators of art, music, sport and other groups teachers. All educators have high education, 4 teachers have master's degree. 12 teachers acquired qualification of higher teachers, 15 teachers are methodists (both at levels of the category in Lithuania). Educators constantly seek for higher qualifications by participating in projects, conferences. Some of them get involved in national conferences. They travel abroad to take and get learning experiences. One of the advantages of our kindergarten is a teamwork of different types of educators by using contemporary methods of education. Students from different Lithuanian higher education institutions come to our kindergarten for internships.</p> <p>Various kind of projects are always using as a teaching method in our kindergarten: we have the work experience with foreign partners using eTwinning program, worked on Erasmus+Ka1 projects. Our kindergarten propagates healthy lifestyle, we are members of the network of health-promoting schools, teachers apply the elements of S. Kneipp philosophy in education to strengthen children's emotional and physical health, also we prefer STEAM method and outdoor learning, kindergarten has the laboratory for scientific activities, kindergarten's outdoor environment suitable for children's free activities.</p>	



Nursery-kindergarten „Giliukas“ has the whole team of specialists, all of them will be involved in the project. The phycologist, social educator, special education teachers, speech and language therapists, educators of art, music, sport, teachers of educational groups will take part in this project. The teamwork and pedagogical work experience based on social and emotional development will be shared in this project. Our kindergartens community has English speaking teachers, which experience working in eTwinning projects, activities.



Co-funded by the
Erasmus+ Programme
of the European Union



SESDECE PROJECT
Social and Emotional Skills Development
at Early Childhood Education

KAUNO LOPŠELIS – DARŽELIS „GILIUKAS”

Biudžetinė įstaiga, Apuolės 29, LT-48305 Kaunas. Tel.(8 37 755022.El.p.giliuk@giliukas.kaunas.lm.lt
a/s LT354010042500070089 AS Luminor Bank Lietuvos sk.
Duomenys kaupiami ir saugomi Juridinių asmenų registre, kodas 191639172



PROGRAMME FOR LITHUANIA MEETING

Erasmus+ Programme

Agreement No: 2020-1-TR01-KA201-094111

Key Action 2: Strategic Partnership Project

PROJECT NAME: *Social and Emotional Skills Development at early Childhood Education (SESDECE)*

1st Learning, Teaching or Training Activities Meeting

4th to 09th October, 2021 –Kaunas, Lithuania

A week of workshops, observation and exchanging ideas for European teachers concerning project implementation

LOCATION: *Nursery – kindergarten “Giliukas” of Kaunas, Lithuania*

TYPE: Learning activities project meeting - conferences, workshops and cultural visits.

Monday 10-04	10:00	Opening and visiting the school units
	12:30	Brunch
	13:00	Introduction of Preschool education system of the countries
	14:00	Team works – Beginning of School, Adaptation 1.Table; School/Family Group 2.Table; Guidance-Counseling Group 3.Table; Preschool Group
	19:30	Dinner



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Tuesday 10-05	10:00 – 13:00 Creative Drama Training
	13:00 – 14:30 Lunch
	14:30 – 17:30 Creative Drama Training

Wednesday 10-06	10:00 – 13:30 Creative Drama Training
	13:30 – 14:00 Brunch
	14:00 – 17:30 Creative Drama Training

Thursday 10-07	10:00 – 13:00 Creative Drama Training
	13:00 – 14:30 Lunch
	14:30 – 17:30 Creative Drama Training
	19:30 Dinner

Friday 10-08	10:00 – 13:00 Discussion
	- What are the social and emotional problems? How are they defined?
	- What are the Child/Teacher/Family tests? How are they filled?
	- Reporting of Tests and responsibilities of the coordinators
	13:00 – 14:30 Lunch
	14:30 – 17:30
	- Evaluation of the mobility
	- Signatures, documents and official dealings

Saturday 10-09	- Departure of the groups
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Direktorė
Jūratė Stakeliūnienė



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September 6th 2021, Kaunas – Lithuania

To: Bursa Uludağ Üniversitesi
Özlüce Görükle Kampüsü,
16059 Nilüfer
Bursa - Turkey

As part of our Erasmus project, „Social and Emotional Skills Development at Early Childhood Education (SESDECE)“ (Number 2020-1-TR01-KA201-094111), we invite the following headmasters/teachers to participate in the First Learning, Teaching, Training Activities Project Meeting:

INVITATION

Registration Number S- 152

Name: Figen AKÇA
Role: Lector
Object: First Learning, Teaching, Training
Activities Project Meeting
Date: 4 to 09 October 2021

Coordinator
Almeda Kmieliauskaite

Headmaster
Jūratė Stakeliūnienė



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INVITATION

Registration Number S- 153

Name: Nuray KOÇ

Role: Lector

Object: First Learning, Teaching, Training
Activities Project Meeting

Date: 4 to 09 October 2021

Coordinator
Almeda Kmieliauskaitė

Headmaster
Jūratė Stakeliūnienė



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INVITATION

Registration Number S- 154

Name: Şehnaz SUNGURTEKİN
Role: Lector
Object: First Learning, Teaching, Training
Activities Project Meeting
Date: 4 to 09 October 2021

Coordinator
Almeda Kmieliauskaite

Headmaster
Jūratė Stakeliūnienė



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