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Beyond the limits with Learning

Erasmus+ **Project e-book**

2020 - 2022

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

ABOUT E-BOOK

This e-book is a product of the Erasmus Plus project, financed by the European Union. It is a result of a two-year collaboration of five partners who cooperated in person and online to create it. The aim of the e-book is to share thoughts and approaches to various aspects of effective learning across different countries.

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Beyond the Limits with Learning

2020 - 2022

MODULE 1: Awareness of Learning styles

- VARK model
- Multiple Intelligences Theory
- Memory techniques
- Brain hemispheres
- Speed reading
- Effective use of technology

MODULE 2: Motivation

- WOOP
- Positive thinking
- Time management
- Learning from everyone
- Learning from nature

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Beyond the Limits with Learning

2020 - 2022

MODULE 1: Awareness of Learning styles

Each student subconsciously chooses one of the many learning styles during their learning without being aware of it. Not everyone can have music playing while studying, and not everyone has to sit at a desk and silently read their study material while studying.

Learning style is a collection of learning procedures that a person might not be aware of and which changes during their life. It helps them achieve good learning results, while in some situations the given learning style may not be suitable.

Knowing and preferring one's learning style when studying can significantly help the student and their teacher to improve the quality of education. Scientists have been working on this issue for a long period, and there are several theories about learning styles.

Each school of psychology uses its classification of learning styles.

The best-known models classify them according to sensory preferences or types of intelligence.

The first mentioned is denoted by the acronym VARK.

The other, based on the prevailing types of intelligence is based on an MIT theory that every person has all types of intelligence but some tend to be more developed, due to heredity and environment.

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VARK MODEL

VISUAL LEARNING

With visual learning, which is the first style of the VARK learning model, every picture they see, every TV series or movie they watch is quite memorable for the best learners. It can be very effective for your learning. If you remember the visuals in the memory process, pay attention to the details, visualize what you hear in your memory, visual learning may be your style.

READING AND WRITING

People who learn most effectively by reading and writing are in this category.
If you are a person who reads constantly and says that they cannot learn without writing down what they hear or read, you may be the person who prefers this learning style.

AUDITORY LEARNING

Similar to visual learning, the most effective way of learning for auditory learners is to listen. If you are a person who listens carefully, memorizes what they listen to and remembers directly when appropriate, the auditory learning style reflects you. Environments such as panels, debates, conversations can be environments where auditory learners can learn effectively.

KINAESTHETIC LEARNING

If you are a person who chooses kinesthetic learning, effective learning is possible by providing as much reality as possible.
Kinesthetic learners, in other words, are people who learn by experience. They want to learn by experiencing events or situations themselves, not by narrating them by others or by reading.

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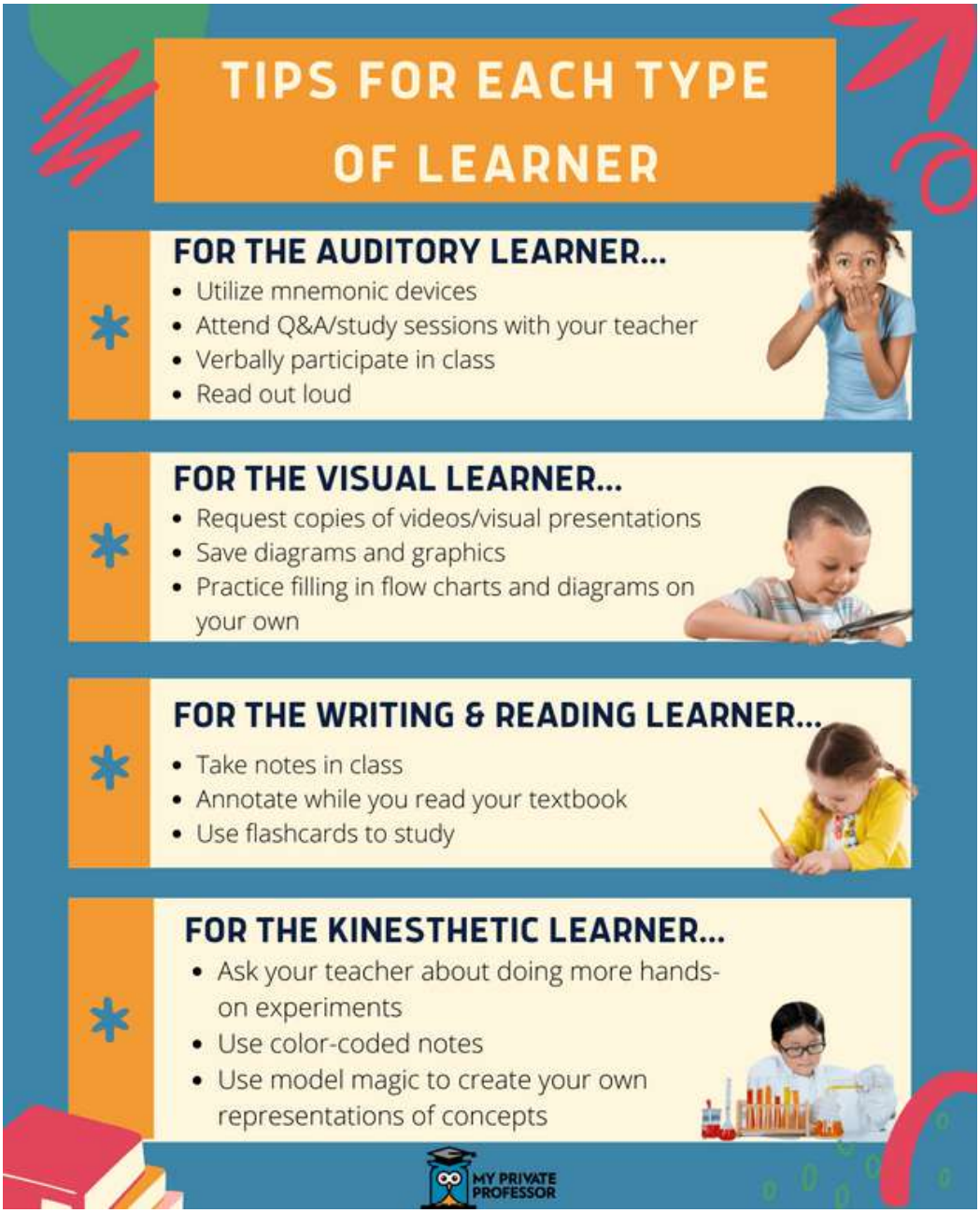
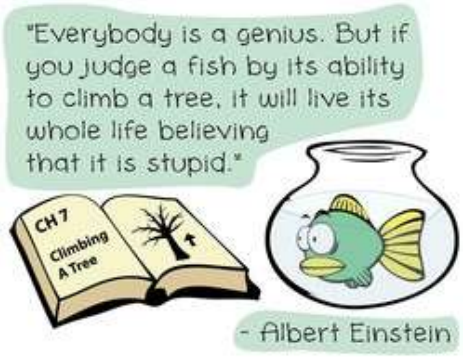
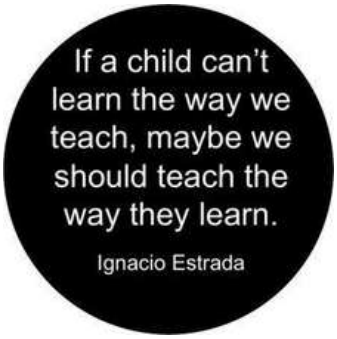
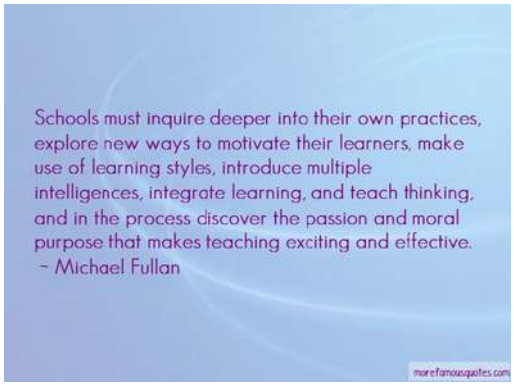
Özge Bahçeci
Albay Cafer Tayyar Nuran Oğuz Secondary School


TIPS FOR EACH TYPE OF LEARNER
FOR THE AUDITORY LEARNER...
• Utilize mnemonic devices
• Attend Q&A/study sessions with your teacher
• Verbally participate in class
• Read out loud
FOR THE VISUAL LEARNER...
• Request copies of videos/visual presentations
• Save diagrams and graphics
• Practice filling in flow charts and diagrams on your own
FOR THE WRITING & READING LEARNER...
• Take notes in class
• Annotate while you read your textbook
• Use flashcards to study
FOR THE KINESTHETIC LEARNER...
• Ask your teacher about doing more hands-on experiments
• Use color-coded notes
• Use model magic to create your own representations of concepts
MY PRIVATE PROFESSOR


"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."
CH 7
Climbing A Tree
- Albert Einstein

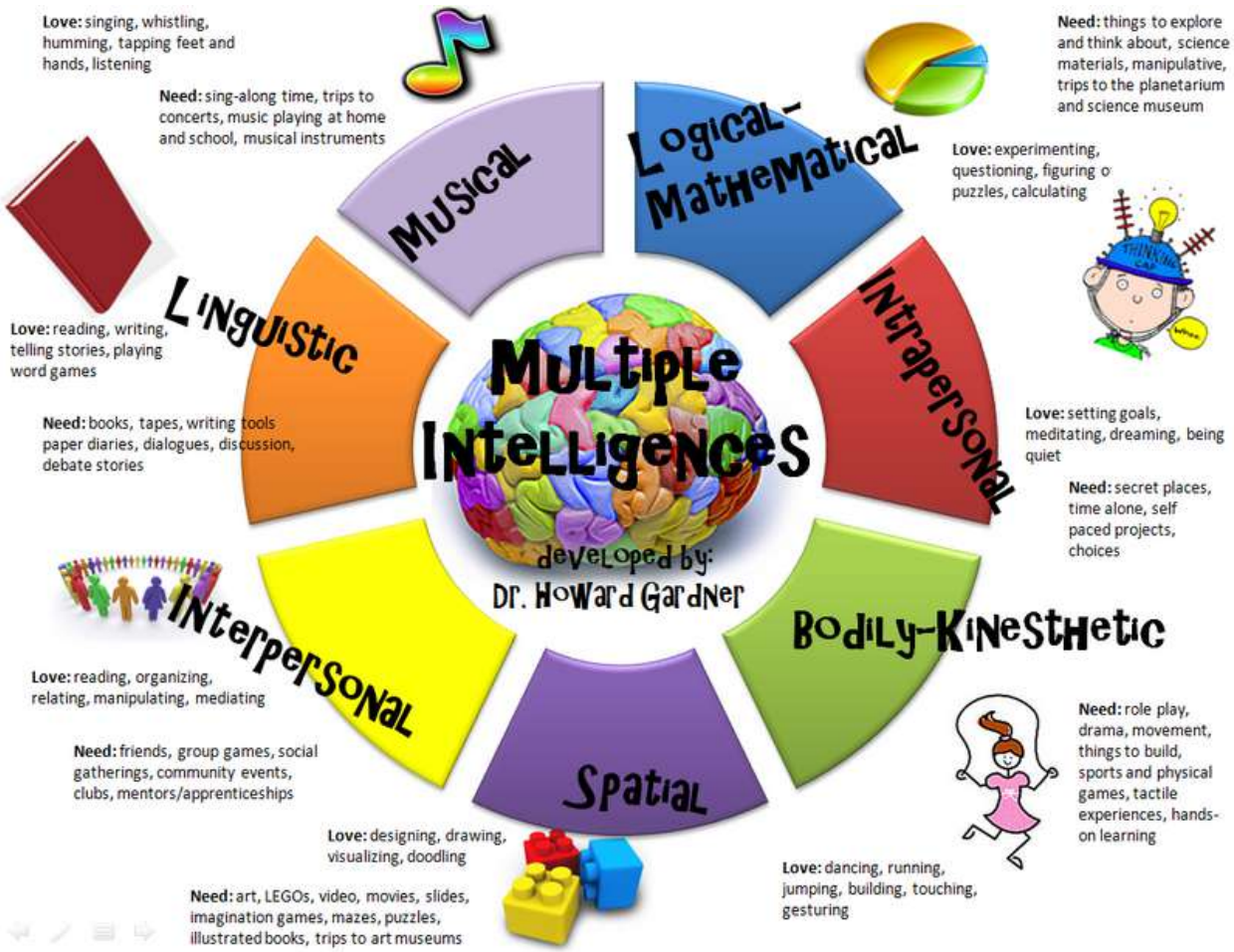

If a child can't learn the way we teach, maybe we should teach the way they learn.
Ignacio Estrada


Schools must inquire deeper into their own practices, explore new ways to motivate their learners, make use of learning styles, introduce multiple intelligences, integrate learning, and teach thinking, and in the process discover the passion and moral purpose that makes teaching exciting and effective.
- Michael Fullan
morefamousquotes.com

MULTIPLE INTELLIGENCES

Developmental psychologist Howard Gardner introduced The theory of multiple intelligences in 1983. He published it in Frames Of Mind: The Theory of Multiple Intelligences. Gardner does not understand intelligence as one general ability but describes it as many as eight different types. Individual types develop to varying degrees in each person. Heredity, the environment in which we live, and specific situations determine which kind of intelligence develops best. Predominant types of intelligence also determine our learning style, that is, how we can learn most effectively.

MI Theory describes eight intelligences: Visual-Spatial, Linguistic-Verbal, Interpersonal, Intrapersonal, Logical-Mathematical, Musical, Bodily-Kinesthetic, Naturalistic



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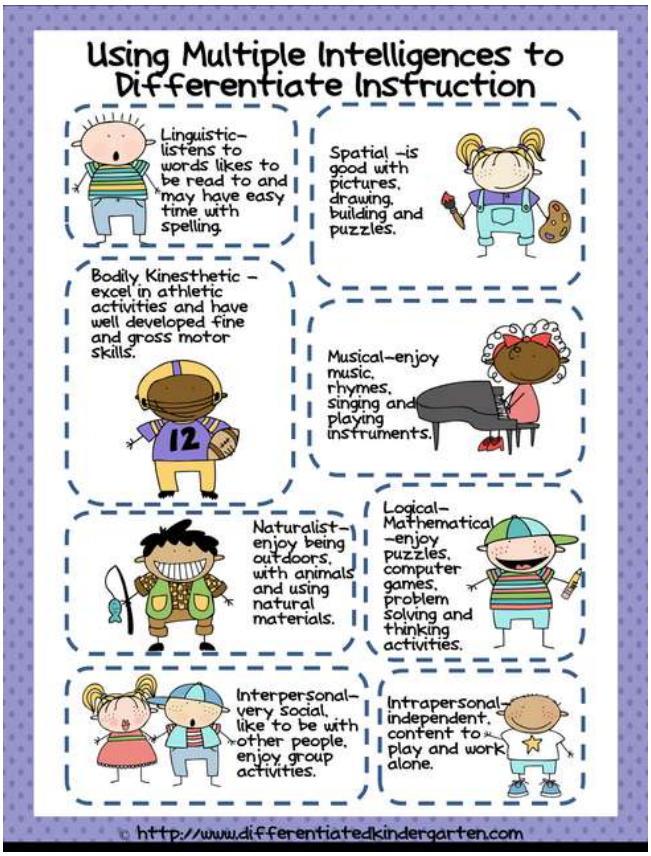
Application tasks

S. Kovaliková used H. Gardner's model to apply an individual approach to each student and to create application tasks according to the preferred learning style. That expands the possibility of choosing a given task in a preferred style or students can improve other learning styles. The Highly Effective Learning model is based on the assumption that the types of intelligence are evenly distributed in the population, and everyone should have the same opportunity to choose appropriate and satisfactory tasks and ways of solving them. It is important that the teacher, when creating tasks, devises several activities for each key subject using all types of intelligence.

How to use it:

here are examples of application tasks for Biology topic - anatomy of cells.



1. Draw/model a model of a plant cell from plasticine. If in a group, everyone models the designated organelle, and then you will put them together (visual-spatial)
2. Create an acrostic for the word BUNKA (cell in Slovak). Each letter will be the beginning of a verse (linguistic)
3. Find out how many organelles are in the cell and arrange them from largest to smallest; use an encyclopedia (logical-mathematical)
4. Watch a video about the functioning of a cell and write down observations about some specific processes (natural)
5. Write/tell about yourself. If I were ... (organelle), I would look like this..., I would have this..., I would do this..., and others would need me because. ... (intrapersonal)
6. Dramatize in a group the functions of individual organelles (kinesthetic)

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Activities for different learning styles in language teaching

Letter Cards and Flashcards

Flashcards are traditional teaching aid, but usually used as a a visual support for students with a visual learning style. But they can serve well to help students with other learning styles too.

How to use them:

- Divide the children into two groups, each group gets two sets of letter cards. As a team, they have to make up a word that the teacher suggests in their mother tongue. The task is completed when the children line up correctly from left to right, each holding a card with a letter in their hand, and together they create the correct English version of the given word.
- Children compose words from magnetic cards on the board by adding one letter at a time.
- A game with flashcards from different areas based on the Dobble principle: children sit in a circle, everyone has the same number of cards. On teacher's sign, everyone lays out one card face up. Whoever spots two pictures from the same area first shouts out the agreed word or grabs the "scepter" - an object placed in the center of the circle. The game requires a good mastery of an extensive vocabulary and attention.
- Say and pass: children stand in a circle. Give the student on your right a card with a picture, e.g. plane and say the phrase "This is a plane..." The pupil repeats the phrase, while looking at the picture and passes the card to a classmate on his right. Everyone in the circle must repeat the expression indicated by the card. In the next round, you can pass the cards faster, or in both directions.

This activity works for different types of learners. Students with a visual learning style have their visual support, students with an auditory learning style hear sentences spoken aloud several times, and students with a kinesthetic learning style manipulate cards, move them to their classmates, and their need for movement is fulfilled.

- use with adjectives: a picture card describes an adjective. When the child receives a card, he/she must either say a corresponding expression or an adjective with the opposite meaning, or the comparative or superlative form of the adjective.
- for practicing irregular verbs - past tense or passive participle.

Similar activities can be used for practice, repetition, consolidating vocabulary, as ice-breaking activities, or if you feel that the children are losing attention and need a change.

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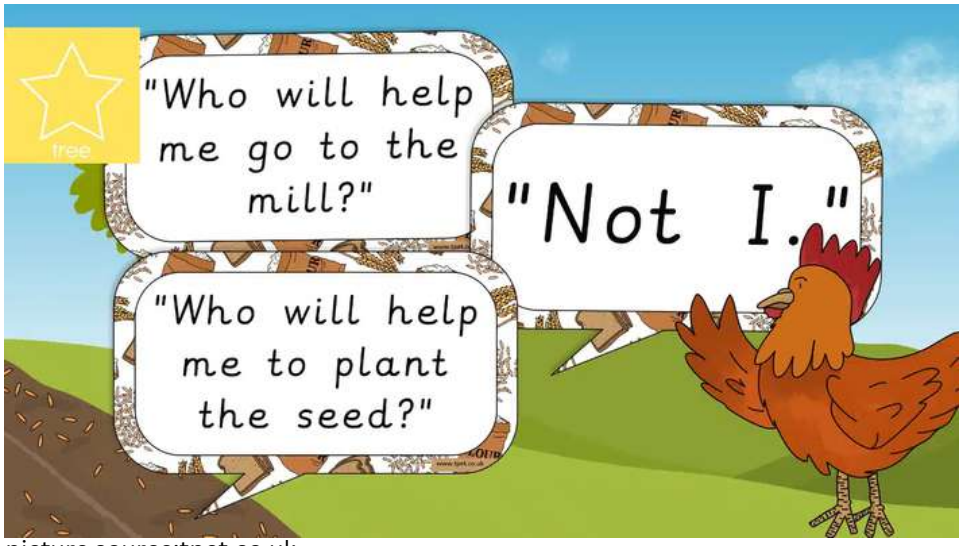
Poems, rhymes and songs

Choose poems, nursery rhymes, and songs that contain model sentences that help students recall a model sentence in their mind, which facilitates creating another one.
Pupils with an auditory learning style prosper when they speak in the rhythm and sing. Repeating a melody out loud helps them remember it later.
These activities can be easily adjusted for pupils with a kinesthetic learning style, because they can move, dramatize, imitate, and use objects.

How to use them:

- teaching a simple grammatical structure: In advance, write a short poem on the board. Read it aloud together, recite it and repeat it with children several times. At this stage, gradually start erasing some words, while pupils keep repeating the poem. Repeat and wipe until the blackboard is completely clean. Most children with a visual and auditory learning style already know the poem by heart.

- teaching a grammar structure, such as simple future tense using a story about animals that features several of them. Individual animal replicas from the story write on strips of paper and mix them up. The role of children working in groups is to put the sentences in the correct order. To complete the task, they read sentences aloud, work with a monolingual dictionary or look for new words on the Internet. They sense that there a future tense used is in the story - and they start to use it intuitively. When each group has sentences in the correct order, they divide the roles of the animals, dramatize the story, and present it to others.



picture source:tpet.co.uk

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MEMORY TECHNIQUES

A great way to facilitate students and help them improve is to use various memory techniques that respect different learning styles and strategies. Many can be used daily to help memorize material more effectively. Students feel more confident when they can remember, and that contributes to their motivation.

Children have fantastic short-term memory, but they need to repeat material and practice many times to transfer it from short-term to long-term memory.

Besides memory, we can also use the most straightforward way of learning: to work with associations and experiences.

- **categorization** is suitable for young learners or adults, e.g. when we want to remember a list of words or objects. Visual types can categorize objects even by colour or shape. It's useful when remembering a shopping list, like milk, butter, carrot, onion and rolls
- **Interactive images: i**f there is an item in the list that does not fit in the categories (e.g. scissors) and you see yourself forgetting it, try to associate it - create an interactive picture that matches the isolated word with the list. Imagine buying a package of rolls and cutting them with scissors.
- **mnemotechnics:** create an acronym - a word from the first letters of items, or a sentence where each word starts with a first letter of an item
- **mind-mapping** is not only a memory technique, as it is far more complex and its effect on memory is just one of many functions mind maps can serve. It is a great tool for visual learners to visualize, organize and revise content. Creating mind maps from individual paper cards that have to be cut out and manipulate is suitable for kinesthetic types.
- **experiential learning:** You only really learn how to do something when you try it. That you will experience what you have learned so far only theoretically. So test yourself before someone else tests you. Put yourself in a situation where you already know and imagine that you are going to explain it to someone. That way, you will clarify a lot of information in your head. Make learning an interesting moment. Always try something new.

ACROSTIC

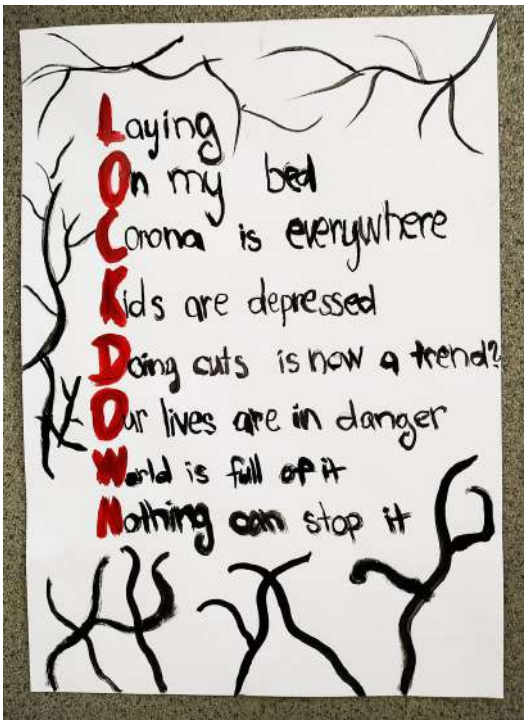
memory - vocabulary - motivation

An acrostic is a technique for memory improvement. It consists of a keyword in which each letter is the first letter of another word or a whole verse related to the keyword.

Kašľať som raz začal,
Osmutnel som hneď.
Rozprávať som prestal,
Odporučil mi doktor liek.
Nakazil ma kamarát,
Aplikovali mi ruský preparát.

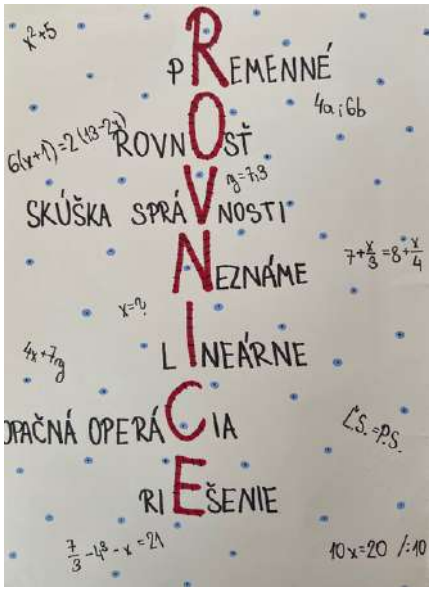
How to use it:

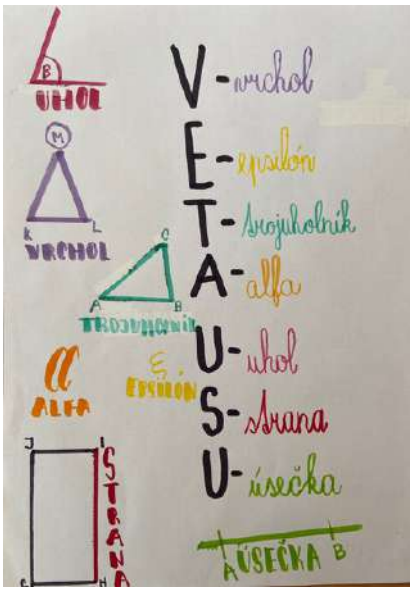
- At the beginning of the lesson/motivation phase: find out what the students already know about the topic (assuming the topic is not completely new).
- At the end of the lesson/unit: sum up the information from the topic.
- Vocabulary game/resume: ideal for second language study. We can use it at different levels according to students' skills and needs. Weaker students will work with a shorter keyword, looking for basic words of a similar topic; high-grade students can create a complete acrostic poem. It's a good tool for building a vocabulary in a specified area.



Acrostic helps categorize terms, which is good for memory. The technique is useful for students with linguistic intelligence as well as physical and visual learners, especially when they use different colors or specific decorations to illustrate the acrostic. It also improves creativity, especially in the form of a poem, where students must produce verses about the topic. It is perfect for teamwork and brings a lot of engagement and fun into learning.

Examples of acrostics about Corona, created by 7th and 8th grade students when they returned to school after the lockdown.





Korona nabrala krídla v Číne
A rozšírila sa rýchlo, brutálne.
Rúško sa stalo novým trendom.
Aktívne sa ľudia venovali liekom
Núdzový režim sa stal realitou.
Testovanie prebehlo celou Európou.
Energie je stále menej a menej.
Nikto nevidel takej zmeny smutnej.
A vtedy sa zmenil svet.

Komplikovaná choroba,
Oddeľujúca ľud,
Rafinovaná pohroma,
Obmedzujúca kľud.
Naši skvelí odborníci,
Ampulkou v nemocnici.

Examples of acrostics made at Slovak and Maths lessons.

BRAIN HEMISPHERES

An image from a video created by students , where they act like two differently focused brain hemispheres.

The human brain consists of the right and left hemispheres, which are functionally and anatomically unequal.
The left hemisphere (causal) is specialized for speech functions, control of complex volitional movements, reading, writing, arithmetic operations, analytical processing of information, abstract thinking.
The right hemisphere (intuitive) is specialized mainly for non-speech functions, complex processing of visual, auditory, and tactile stimuli, spatial perception, and simultaneous and complex processing of information.

The human brain works similarly to the muscles in the body. Through training, we can develop the brain and keep it in good condition. If we treat the brain as if it does not need to be taken care of, its condition can get worse with memory disorders, and deterioration of perception and thinking.
Scientists approved that regular practicing of certain exercises helps children to improve coordination of movements, eyes, and hands, ears, both halves of the body, harmonizing the connection of both brain hemispheres, thereby increasing the activity of the brain during learning, reading, and writing.

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BRAIN HEMISPHERES

Writing a name in the air
The children write their names in the air with both hands at the same time (in a mirror image). Right hand to the right, left to the left.

Presentation with a lecture on brain hemispheres in European House in Kriva Palanka.

Double drawing
The pupils simultaneously draw figures, faces, symbols, and pictures (house, tree, sun...) with both hands for 30 seconds.

Alternation of L and O
Before this exercise, it is good if the students try to practice showing the letters L and O with each hand separately. After the practice, they try to show the letters L and O alternately with both hands. Repeat for 30 seconds.

Recumbent figure eights
The children draw large horizontal figures of eight in front of them. It starts at eye level, always upwards. First, they draw a picture with their right hand. It is important to follow the movement of the hand with the eyes. The index finger should be extended, and the eyes fixed in that direction. They draw the same with their left hand and then join both hands together. Repeat 7 times with each hand.

Drawing geometric shapes
Children draw familiar geometric shapes in the air with both hands at the same time.

Stand on one leg
Children stand on one leg and gradually try to stay like this for 1 minute. A minute is usually enough time for a change to occur. Then they switch legs.

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SPEED READING

Speed reading is quite a handy skill, especially for people who need to read a lot to study or work. It is an effective tool for "scanning" a large amount of text, making a quick overview of what the text is about, and it is also useful when revising the content.

Speed reading is the process of rapidly recognizing and absorbing phrases or sentences on a page all at once, rather than identifying individual words.

Speed reading was an activity we had to do online due to Covid-19 lockdown

The teachers prepared a text for all the children and numbered lines to make counting the words easier. Students were given exactly one minute to read the text. Then they wrote down the number of words.
At the same time, they entered a specified number of remembered keywords into an online form to eliminate reading "at speed" without understanding.

How to use it:
·a test of current reading speed
·explanation of principles and methods for accelerating reading speed
·exercises and training
·repeated test

The children and their teachers then watched instructional videos, tried the described techniques, and tried some eye exercises. After a week the students were given for practising, a re-test took place.

Exercises for eye movement and fixation: use a video for this specific purpose. One must follow the object with eyes only without moving the head. In another exercise, you must focus on a point in the middle of the screen and use your peripheral vision to recognize objects/letters around it. The next step is to read sentences in chunks, not word by word, and eliminate vocalization in your head.

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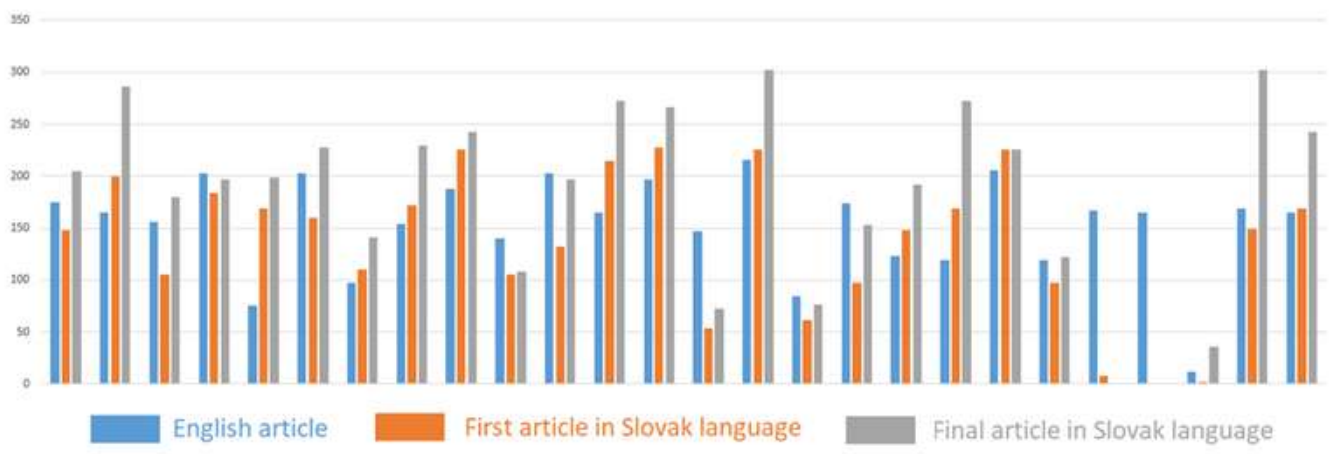
SPEED READING

Our first and initial trial was made on unselected set of 153 students ranging from 10 to a maximum of 15 years old. Students were presented with - for them - previously unknown article in Slovak language and they were given exactly one minute to read it. Afterwards they were questioned how many words they managed to read in this given time as well as what do they remember (to avoid and limit the possibility of cheating as well as to give us the ability to compare whether results are based on reality). Students read on average 134 words in a one minute with a standard deviation of 59. This statistically indicates two thirds of the students being able to read between 75 and 193 words in a minute.

In the next week we gave our students multiple articles specially made for them to promote the activity and ensure they have access to enough quality content exercise material. We also make sure the wide variety of given texts ranging from history of mathematics through microbiology, world geography to astronomy.

The second conducted study was made on 149 students. They averaged 183 words in a one minute with a standard deviation of 76. This indicates roughly 37% increase in their reading speed capability.



Our final test was made on a specifically chosen set of 26 students of 7th grade. They were given only one article in English language. Surprisingly they were able to read 153 words in average – what is more then on our initial trial with article in Slovak language. Of course, we do not dare draw too serious statistical conclusions, but they are enough for our internal needs. We know our research sample quite well.

For example, the average reading speed was higher in the second test, contributed by 37% of students, whose reading speed increased significantly.

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EFFECTIVE USE OF TECHNOLOGY

No one can deny the impact that technology has on the way we teach and learn. One of the greatest benefits of integrating technology into education is that it helps create a more engaging learning environment for students. Technology can help teachers present subjects in a more interactive and creative way. With all the options available (and more advanced ways like virtual reality), the content becomes more interesting.
Technology is everywhere, so it is important to include it in today's education. The use of technology in teaching will help students become more familiar with common softwares; the use of computers and the Internet will be an integral part of their future professional and personal lives. Some other benefits are:

- Better connection with students
- Increased motivation
- Better cooperation in teamwork

"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience
much of our world." – David Warlick

VIRTUAL REALITY GLASSES

A C2 mobility participant using virtual glasses

VR glasses are essentially a display positioned directly before the eyes, cutting out all other visual cues. To the extent that one sees one's own body, this is portrayed as an avatar within the virtual world, adding to the impression of being in the action.
In addition, virtual reality glasses are able to adjust the images projected according to the movements of one's body so that a turn of the head causes a corresponding change in the scene.

This makes gaming with VR glasses a completely different experience than gaming in front of a TV or computer screen. Students can enjoy this tool with the help of smart boards.Online games can be appled via Virtual Reality Glasses. Many teachers do not know that virtual reality, or VR, can actually be used to enhance the learning process. It works by creating a virtual world that users can see and interact with.

There are many benefits to this style of teaching and many ways to implement it. For example, you could use VR to immerse your students in their Geography lessons. Instead of simply describing a location to them, you could take them there with the virtual reality headset

Language Immersion

It is much easier to study a language when immersed in the culture and surrounded by fluent speakers. For this reason, many teachers try their best to constantly speak the target language and teach their students about the culture. However, one of the best ways to do this is by using virtual reality – students can get a feel for the culture and have conversations with virtual people.

Skills Training

VR can also be used to help students learn more practical skills. One of the biggest benefits of virtual reality is that it can be used to produce realistic scenarios. This makes it much more accurate when teaching practical skills, such as surgery or changing a car tire.

Physical Education

Teachers could also use VR in physical education classes. For example, virtual reality can be used to play tennis, volleyball, baseball, golf, etc.

Artwork Immersion

Virtual reality offers a great opportunity to immerse students in the artwork. Can you imagine how educational it would be to actually hold the Mona Lisa in your hands? VR can have a huge positive impact on art classes.

As a conclusion, Virtual reality works by creating a virtual world that users can see and interact with. There are many scenarios in which VR could come in handy in the classroom. For example, it can be used to discover geographical landforms, develop realistic skills training and to study foreign languages. More so, it can be used in physical education to simulate sports such as golf.

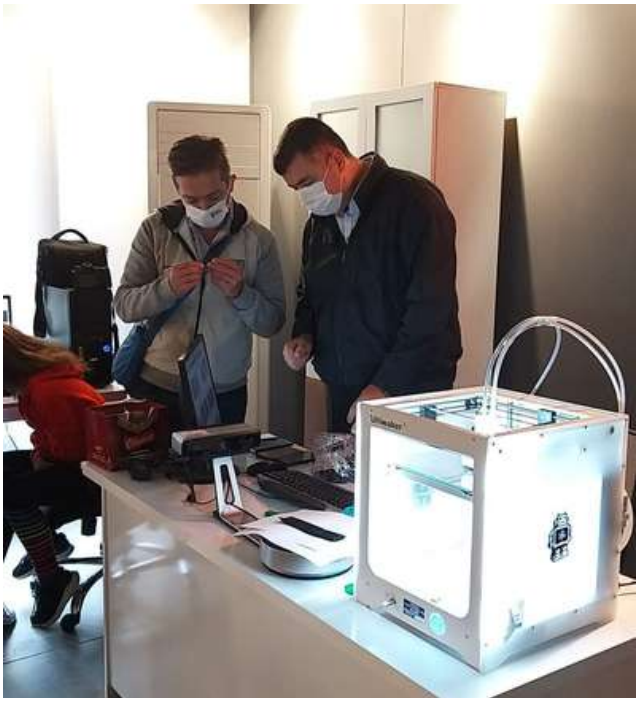
CODING

C2 participants working on their robots in teams. The activity was highly engaging, everyone wanted to be a part of the process.

Coding is the process of writing out steps for a computer to follow to achieve a goal or perform a task. Typically, coding is done using a programming language - like Java or Python or JavaScript - which the coder uses to translate his or her ideas into words, phrases, and syntax that the computer understands. These instructions are also called "commands."

Coding is typically done as one critical step in the larger process of computer programming. Computer programming involves identifying a problem or challenge, considering potential solutions, writing code that can enact those solutions, and then testing and revising the code to achieve the desired results.

Computer programs, also called "apps," can generally be run on a wide range of machines and devices, including computers, laptops, tablets, gaming consoles, and more. They include everything from operating systems, like iOS, Windows, or Android, to robust applications like Office or Photoshop, to web-based programs like Netflix or Instagram, to games like Minecraft or Candy Crush. Everything that a computer or device does is through a program.



C2 mobility participants learning how to code

Code Conquest, which provides a free coding guide for beginners, has a helpful history and summary of the most common programming languages. For beginners, there are also several programs that allow users to use blocks or visual elements, and to toggle back and forth between blocks and the programming language.

Coding isn't just for "techies" or kids who want to work on computers. There are lots of compelling reasons for all students to learn to code.
First, it teaches students how to be digital creators - to create their own websites, apps, and programs. Coding allows students to wield the full power of the internet - and multimedia - to share their ideas, talents, and creativity with the world.

Coding also provides students with skills that apply across content areas. By learning to tell machines what to do, students engage in problem-solving and computational thinking, which apply to academic and professional disciplines across the board
Learning to code also teaches students in a concrete way how the technology they use every day works. Students get a better understanding of what apps are actually coded to do and, in turn, what some of the larger consequences of using them are.

Coding instruction can begin as young as 5 years old. Code.org, for example, has a full offering of courses for grades K to 5. Many also point to the findings of child development experts in relation to learning a new language: Ages 2 to 7 are prime for acquiring fluency. Learning to code is like becoming fluent in a foreign language -- your brain is learning new vocabulary and syntax and synthesizing them into creative expression.

"kids learn that failure is part of the process"

With young students, there will of course be missteps and challenges when it comes to getting started. Young kids learn differently from how older ones do, and they often have less resilience. But these setbacks are actually important steps, as coding, at any level, always involves some level of failure, of learning why and how a piece of code fails and how to improve it. By experiencing these challenges from the beginning, kids learn that failure is part of the process of coding.

There's no specific number of minutes or weeks that the class needs to be. Coding is fundamentally a creative endeavor, so once students have learned the basics, they can continue honing their craft and taking on more and more sophisticated challenges.

Over the last two to three years, teaching coding has evolved to include broader topics and developing trends in technology. Students are no longer just being asked to learn a programming language or create a program out of context, but are instead being asked to learn coding in the context of the real-world technologies that are affecting their lives.

Approaching coding in this way -- as a tool for navigating the digital world -- helps students make use of their existing knowledge, experiences, and values in the learning process. It supports them in making coding projects that are actionable and applicable to the real world.

3D PRINTING

From K-12 schools to post-graduate college programs, 3D printing is a way for educators to encourage more active participation in the learning process. Though research studies abound on different learning styles and the effectiveness of diverse teaching methods, so much of traditional education still relies on rote memorization of reading material. 3D printing offers a way for students to truly connect to the subject matter by physically manipulating ready-printed teaching aids or by designing tools themselves.

For K-12 students especially, this hands-on aspect of 3D printing in the classroom helps improve engagement and participation.
3D printing provides students an accessible way to meaningfully contribute to the workplace during internships and entry-level positions. Traditional large manufacturing methods rely on expensive equipment and structured workflows—students were relegated to observing the structure or were given menial tasks. With 3D printing, students can take ownership and leverage their CAD skills to design a product idea or a repair part, something the current workforce might not have the time or the knowledge base to do. The students gain valuable experience and skills, while the business gains new perspectives and practical solutions at no cost.
Never before have different disciplines been so interconnected. With increasing digitalization, traditionally disparate elements of a product's lifecycle, like ideation and manufacturing, have more crossover. 3D printing is a large part of this—it speeds up product lifecycle stages to such a degree that the entire evolution can be streamlined, with disciplines blending into each other and improving upon one another. This type of collaboration within a business is also evident in educational institutions' makerspaces and fabrication labs.

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How it works

3D printing starts with creating a digital model in a 3D CAD (Computer Aided Design) file and then producing a physical three-dimensional object. An object is scanned - or an existing scan of an object is used, which is processed by a piece of software known as a "slicer." The slicer converts the model into a series of thin, 2-dimensional layers and produces a file with instructions (G-code) tailored to the specific type of 3D printer.

The type of 3D printer most often found in classrooms is called an FDM (Fused Deposition Modeling) machine, such as the MakerBot Replicator +.

The 3D printer applies the required combination of raw material (plastic, metal, rubber, and the like) and then builds the object by adding one layer at a time, 2D layer by 2D layer, until it is completely designed and finished according to the design criteria from the original CAD file.

For 3D printing's use in education, it's a matter of bringing objects out of the computer screen and into the real, physical world - and the into the hands of students for inspection, analysis, and other processes that benefit from physical manipulation.

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5 major benefits of 3D printing's impact on education

Creates Excitement

3D printing offers students the ability to experience their projects from the model stage to actual creation of the model. This creates both excitement and a better understanding of the design process as they gain hands-on experience it from conception to creation. The individual features are seen more clearly as the student builds the project layer by layer. Excitement also stems from the ability to explore details in reality, not just on a screen or in a textbook. 3D printing also brings the world of theory to the physical world where students can see and touch, opening up new possibilities for learning and activities.

Complements the Curriculum

No matter what curriculum is being used, 3D printing can help students and teachers work better. 3D printing elevates students from being passive consumers of information on a screen with no thought given to productivity. Unlike conventional classrooms where students get bored easily, they become active and engaged participants through the conception, design, and execution of their projects and interacting with the 3D printer and the teacher.

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Gives Access to Knowledge Previously Unavailable

Because most 3D printers are pre-assembled and plug and play, it is a fun cutting-edge technology for students to learn. Students learn that it is perfectly acceptable to fail on the first try and then try again in order to improve. As students begin to understand that failure is part of the process, they become less afraid to attempt and execute new and different ideas in life. This builds students' confidence and teachers enjoy the results of having self-motivated, self-confident students.

Opens New Possibilities for Learning

An affordable 3D printer opens up unlimited learning opportunities for students. 3D printing provides students with opportunities to experiment with ideas, expanding and growing their creativity. It is not easy to have young students figure things out without the benefit of visualization. A visual learning environment improves their understanding of the world, being able to touch and see their projects. 3D printers open up new opportunities for presenting information to young students in an economical and efficient manner.

Promotes problem-solving skills

The 3D printer provides a variety of learning experiences for students. They need to learn how different 3D printers work and how to operate them, and how to troubleshoot and solve problems. This is an art in which many students do not get to engage during the course of their normal studies. By learning how to troubleshoot and solve 3D printer problems, students learn to practice persistence and endurance in overcoming difficulties. This can translate to helping students solve their own problems in life as well.

Feeding students' creativity skills can help develop a passion for original thinking and creativity that can later be applied in business. 3D printing promotes students achievements and also prepares them for a college education. They develop the confidence that allows them to pursue challenging courses such as those in STEAM fields. As students explore and grow their imaginations, it cultivates innovation where the student creates their own unique 3D projects that can help train others as well as solve problems.

"As you can see, 3D printing makes it possible for every student to dream bigger and better."

2D drawing into 3D

Not many Slovak schools have access to 3D printing technology, but with a devoted teacher everything is possible.
Our own 3D printer Snapmaker A350 is almost a year old, but our first prints are brand new! Initial step in making this possible was to learn how to draw in vector graphic software Inkscape - from basic layer operations to freehand drawing and editing our creations.

Then we used online tool svg2stl.com to pull out our "flat" drawings into the third dimension. After this it was just one more step in slicing software, picking color of our liking and finally printing our models.
The students not only make use of their drawing skills, but the most important part is the understanding of the process from zero to the final result.

Ondrej Pastierik
ZŠ s MŠ Tajovského 2 Badín, Slovakia

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KAHOOT

Kahoot! uses game-style learning to engage students for more immersive learning.
Kahoot! is a digital learning platform that uses quiz-style games to help students learn by making the information engaging in a fun way.
As one of the biggest names in quiz-based learning, it's impressive that Kahoot! still offers a free-to-use platform, which makes it highly accessible for teachers and students alike. It's also a helpful tool for a hybrid class that uses both digital and classroom-based learning.
The cloud-based service will work on most devices via a web browser. That means this is accessible for students in class or at home using laptops, tablets and smartphones.
Since the content is categorized, it makes targeting teaching age or ability-specific content easier for teachers -- helping to reach students at many levels.
It can be used as a tool of assessment for the teachers. Kahoot has been successful in creating a positive environment among the students by creating motivation. It has increased the students' performance due to an increase in the student's attendance.
With Kahoot, students create their own learning games,
which they play back with their classmates to share their understanding of topics - teachers assess the quality of questions/answers as well as how they present their games. It's common that students go home, create their own kahoots to play with friends and family,

Hasibe Solak
Albay Cafer Tayyar Nuran Oğuz Secondary School

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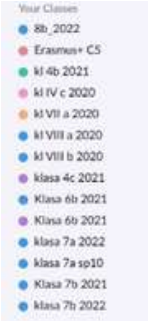
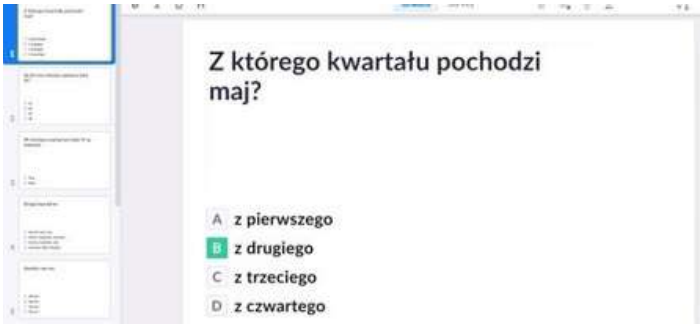
Mysterious patterns...
that is...
PLICKERS

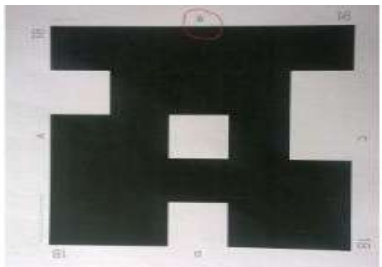
Plickers is an application with which we can carry out a quick probe in the classroom or a small test. It will work in many school situations. Do not expect too much from it, because it has only the simplest functions. However, it has one huge advantage: students do not need any electronic devices for its use. All you need is a smartphone or tablet with the internet access for the teacher and printed special barcodes for students. Such a set can be successfully used when leaving school desks and going to classes in the field. After logging in to the site, we create classes and prepare tasks.





Once we have the questions for the students ready, we launch the Plickers application on the smartphone or tablet, choose the appropriate class and how to display the results. Switch by clicking on the area of the chart or tabs. When we ask a question, students choose one correct answer and set their card with the code so that the selected letter A, B, C or D is at the top.

The teacher then selects the "scan" option in the app on the smartphone or tablet and records all the students' responses.



The screen of the teacher's device shows the number of scanned responses. I often use the application in Maths lessons and classes with an educator. It lets you poll your class and it is a great tool for a quick feedback, too.
It was also used during the summary of mobility in Poland.

Alina Panecka, Maths teacher
G.Piramowicz Primary School
in Kurow/Poland

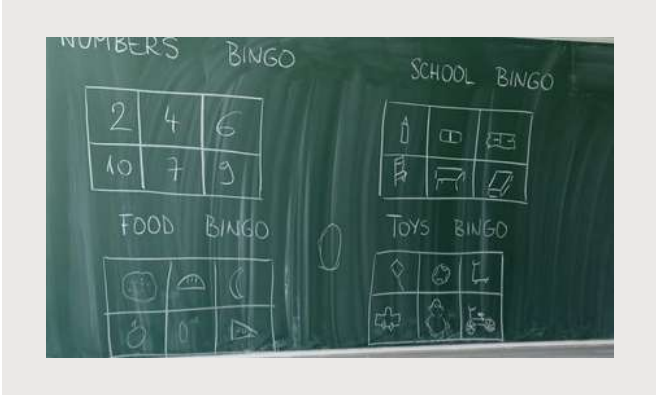
BINGO GAMES

memory - vocabulary - motivation

Bingo is a common activity in English lessons and it is used to practise new vocabulary, written word forms, numbers, the alphabet, verbs and basically anything you want or need. It can also be used to revise and even evaluate. It helps to improve listening skills, patience, focus and sportsmanship.

Bingo makes the learning process fun and dynamic. The competitive and tense atmosphere, the joy of victory, possible rewards - can there be better motivators for our students?

Examples of bingo games,at English lessons and C4 mobility and C4 mobility Primary school "Vladimir Nazor" Ploče.



How to use it:

- **There are more than one ways to play it – it depends on the students' level of knowledge and the material the teacher wants to revise/check.**
- **The teacher prepares a list of items. Students can draw a table with four or more squares where they draw or write the word/number/letter from the list. Everyone gets their own unique Bingo card. The teacher calls out the items and the winner is the one who crosses out all the squares first. This is a very teacher-friendly way.**
- **Another option is to prepare different Bingo cards and hand them out to students. The teacher calls out the items and the first one to mark all the items on the card is the winner.**
- **Also, the teacher can prepare Bingo cards with the same items but in different order. When the teacher calls out a word, students mark it and the winner is the one who has three/four/five (or as many as you decide) marked in a row.**
- **The teacher can reward the students in any way they see appropriate.**

Maja Šakić
Primary school "Vladimir Nazor" Ploče, Croatia

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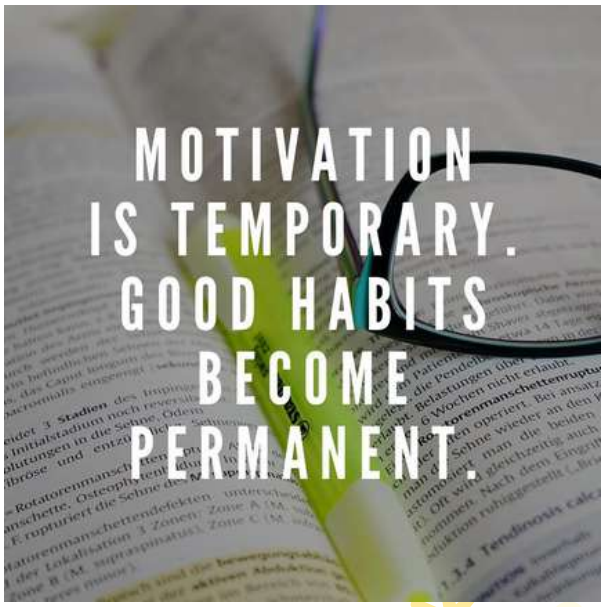
Beyond the Limits with Learning

2020 - 2022

MODULE 2: Motivation

Motivation is an essential part of the educational process. It facilitates both the teacher's work and the student's acquisition of new knowledge. The teacher is the one who can ignite the interest and who constantly motivates the students to independent, active and creative activities. If we want to lead students to creativity, it is necessary to build their internal motivation in opposition to outer motivation. Internal motivation is considered the most important moment of creative work and improvement of students.



There are several ideas the teacher should always keep in mind to be able to motivate the students:

1. Create an opportunity to praise everyone - create a situation in which weaker pupils can perform well. This can be achieved through individualized tasks.
2. Evaluate important things - not only the result, but also the attitude to the activity being performed. Creativity, autonomy, and independence, helping others, trying to overcome obstacles that stand in the way of achieving performance should be noted.
3. Reward more than criticize.
4. Support building good habits that will help students not to give up, such as time management or self-motivational practices.

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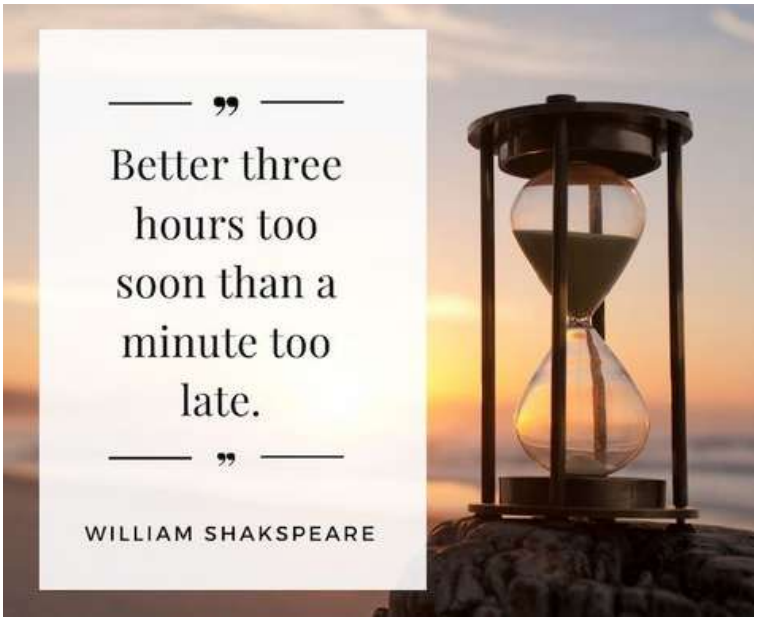
TIME MANAGEMENT

"The shorter way to do many things is to only do one thing at a time."

Mozart

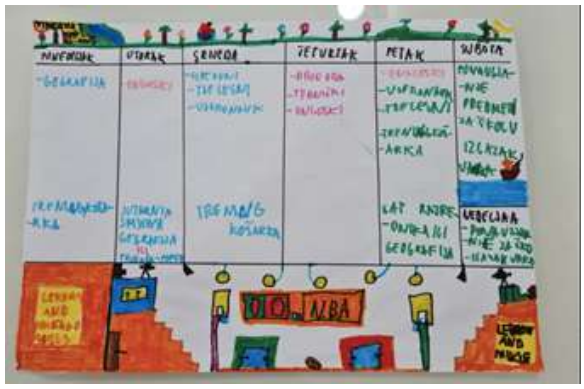


TIME MANAGEMENT

You can't manage time but you can manage your activities in time.

Time management is the process of organizing and planning how to divide time between different activities. In Time management, the importance is placed on organization, planning and distribution of time. Research shows that the fundamental skills for better time management are: awareness, arrangement and adaption.

Awareness refers to realistic and rational thinking about time as a limited resource. Arrangement refers to the organization of goals, planning to arrange schedules and tasks so that we know at all times what we have to do and what our priorities are. Adaption refers to how well we are able to detach ourselves from what we are doing and adjust our work in order to use time more efficiently and complete tasks.



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TIME MANAGEMENT

If you want to make good use of your time, you've got to know what's most important and then give it all you've got.
Lee Iacocca

FACT 1: 10–12 minutes invested in planning your day will save at least 2 hours of wasted time and effort throughout the day.
FACT 2: A person who works with a messy or cluttered desk spends, on average, 1 $\frac{1}{2}$ hour per day (7 $\frac{1}{2}$ hours per workweek) looking for things or being distracted by things.
FACT 3: Productivity drops as much as 40% when workers try to do two or more tasks at once.
FACT 4: 20% of the average workday is spent on "crucial" and "important" things, while 80% of the average workday is spent on things that have "little value" or "no value."
FACT 5: Saying "NO" to unwanted or unproductive activities increases the likelihood of effective time management.

Some tips to improve your Time Management skills:

#1: Make a to-do list every morning or the night before with all the tasks you have to do for the day.
#2: Prioritize important and hard tasks and make sure you complete them first.
#3: Make sure you take short breaks (5–15 minutes) between activities to keep your brain away from draining. This practice improves your creativity and helps in completing tasks at a much faster pace.

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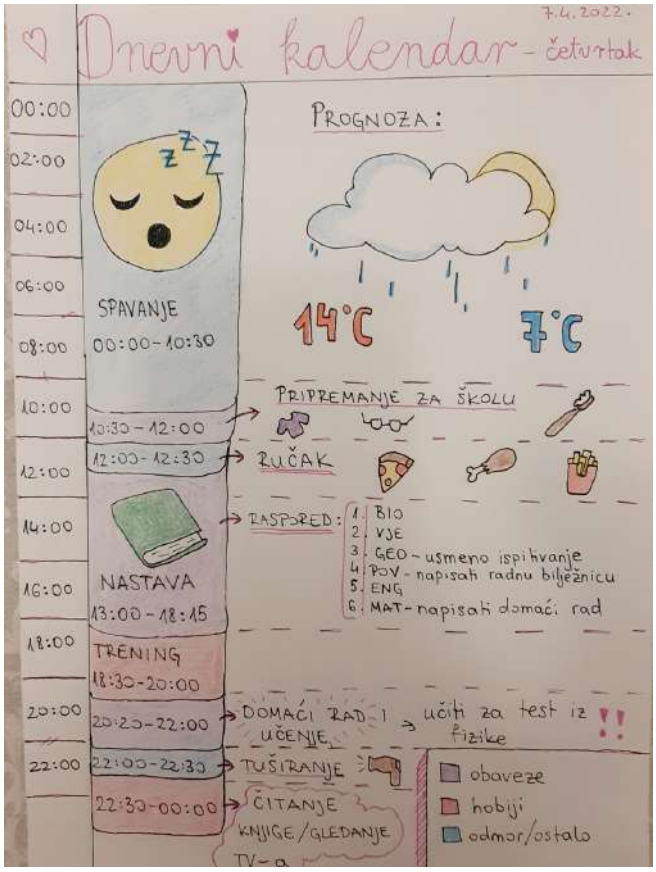
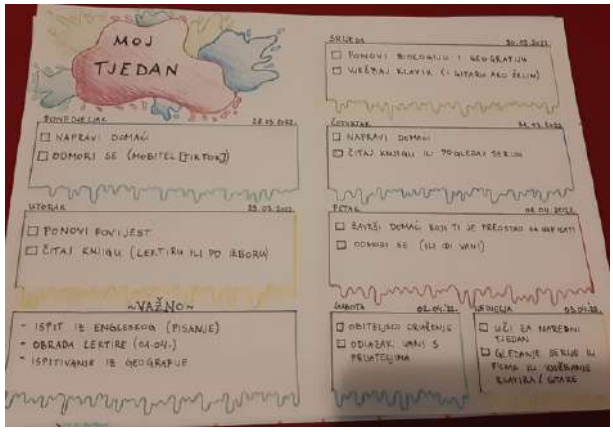
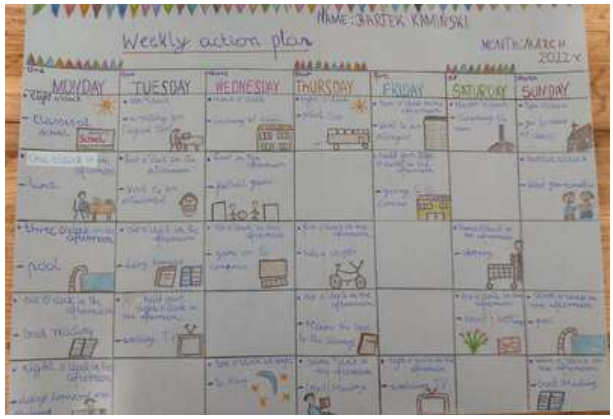
How to use it:

- At the beginning of the lesson we talk with students about their time and activities, ask them how they manage their free time, school duties, learning, other activities (sport, music school, dance school...). Then, we explain students that they can use Time management method.
- Each student creates a daily, weekly and monthly plan of his/her activities without help of a teacher or other students. Students think about how to allocate time wisely so that they have time for school, learning and leisure activities.
- After some time (one week, one month), we discuss with students the effectiveness of Time managment method and see if it was helpful.







School duties test student's self-discipline, organization and commitment in order to overcome all that is expected of them. Good planning and setting goals can help in better time organization and provide a feeling of satisfaction from completed tasks. Get time management right and students will end up working smarter, easier, get more done in less time – even when time is tight and pressures are high.

LEARNING FROM EVERYONE

What does it mean to learn from someone?

To acquire knowledge, wisdom, or experience from someone or something.

Why is it better to learn from others?

We use that extra information to improve our own choices. So, we benefit from learning from others, as it helps us to make better choices ourselves. This makes learning from other people's mistakes and successes more efficient than figuring things out on our own.

WHAT CAN YOU LEARN FROM PEOPLE?

For example, we can learn from people:
how to communicate well,
how to engage your audience,
how to appear professional,
how to explain complex things in a simple way,
how to ask good questions,
how to network,
how to make people feel valued and respected,
how to motivate others,
how to make a joke and when it is appropriate,
how to defuse intense emotions.

Sometimes you win, sometimes you learn. Be inspired by the wise words of others.

There is no better time than today to start living the life you've imagined, but start by learning from those ahead of you.

How do you learn from everyone?

1. Get to know the people around you.
2. Value everyone you meet.
3. Watch the people around you.
4. Welcome constructive criticism.
5. Take note of other people's mistakes.
6. Ask for someone else's point of view.
7. Throw out hypotheticals.
8. Listen to what didn't work in the past.
9. Ask for help.
10. Have conversations, not interrogations.
11. Check out resumes from professionals in your field.
12. Reflect on your own strenghts and weaknesses.
13. Offer to help when you can.
14. Imitate things that work.

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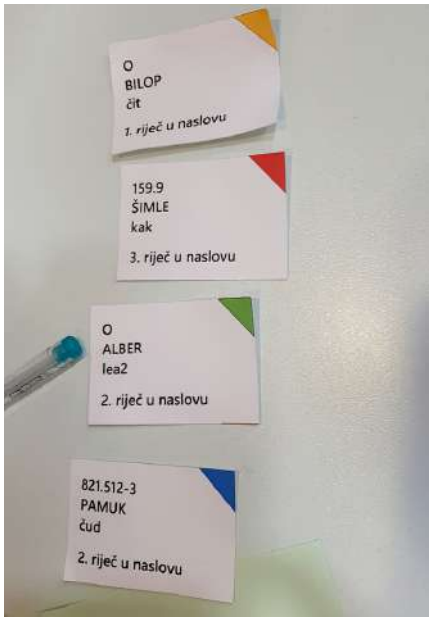
LEARNING FROM EVERYONE

- escape room in the library - a mystery task - school and public library collaboration



Escape/puzzle rooms are a popular way to incorporate gamification into the library. These interactive live adventure games appeal to all ages and abilities, and provide people with a chance to be a part of a story and their community as they solve the puzzle.

Escape rooms are one of the hottest trends in entertainment today. Groups gather in a themed room where they are given a clue to get started. Participants have about one hour to find clues and solve the puzzle before time is up. It is a themed challenge event where players collaborate to find clues, complete tasks and solve a variety of puzzles. The aim is to achieve a specific, time-bound goal – usually to escape from somewhere. Why are escape rooms good for students?

During an escape room activity, students expand their skills and develop new ones - communication skills, fine motor skills, leadership skills, social skills, problem-solving skills. They must analyse clues to solve puzzles, which requires analytical skills and encourages them to think on the go. It's a great activity to promote critical thinking skills, teamwork and a sense of adventure.

This game is a great option for cooperation with different institutions and associations. It is probably the best one for collaboration with the library and librarians. Libraries are the best and most magical places to develop creativity and solve mysterious tasks, aren't they?

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How to use it:

- Divide the students into teams. Each team will have a time limit to solve a series of puzzles, interpret clues or find the key to escape! Do they have the brain power and teamwork skills needed to win?
- The librarian can give them instructions; the tasks can be educational or creative.
- The librarian can take the students through the library and explain terms and labels, the way books are arranged on the shelves.
- The librarian or the teacher can use the task to check students' comprehension of new content and terms, or the task can be more creative and related to a story from literature.
- Students can be told a quick story to set up their escape. For example, they were studying for an exam in the library when their friends locked them in. Now they have 15 minutes to figure out how to escape – or else they'll be late for school! The countdown begins, and they are left alone in the room to explore and escape.
- Before the actual activity, think about the following: How much time should I leave for the game? Also, what will the waiting teams do (if they are not all exploring at the same time)? While they wait, you can offer them word searches, puzzles and other games that stimulate the child's brain. Or they can just choose a book, read and feel the magical atmosphere and peace of the library.
- Escape room game examples: 1. Find the key or combination. Opening a lock is one of the most popular escape room challenges, 2. Math puzzles, 3. Word puzzles, 4. Secret messages, 5. Jigsaw puzzles, 6. Scavenger hunt.

Here is an example of a project activity held in the Public Library in Ploče, carried out by teacher Ivana Pudar Pećar with fifth grade students, in cooperation with the librarians.
The end of the Croatian Book Month was celebrated in the most magical place in the world - the library. "When you're in doubt, go to the library!", the famous author J. K. Rowling wisely tells us.
The students of the 5th grade got a mystery task which they had to solve through collaborative and research work in the public library. Following the example of a popular "escape room", their teacher Ivana Pudar Pećar, together with the hosts, librarians Jurica and Tena, created a coded task whose solution was a mysterious, but educative, thought. Before the start, the librarian introduced the students to book signatures and explained how the books are arranged and how to find them. The signatures were their codes for discovering mysterious words.
The students carefully read the labels, commented, concluded and arranged the words to discover the final message: "TAKE CARE OF YOURSELF, READ!"
The fastest and most successful group was awarded with a sweet gift.
We believe that, after this activity, students will visit this special place more often, because it can take us to all four corners of the world for free and, in the shortest time, it can solve many educational problems or become our new corner for rest and relaxation.

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Ivana Pudar Pećar
Primary school "Vladimir Nazor" Ploče, Croatia

FIRST AID

school and Red Cross collaboration

We have all witnessed a situation where a person needed immediate medical help at the scene at least once in our lives. Students get hurt in school, on school trips, playing sports or doing certain activities. They are often home alone and being able to help someone or themselves is a valuable and even life-saving skill.

Students are not doctors, but being able to provide first aid does not necessarily require special equipment or prior knowledge. At most times, it involves improvisation with available materials and is often given by untrained people. This is why our students should be introduced to basic first aid principles, typical situations and appropriate methods.

First aid activity at the C4 mobility, Primary school "Vladimir Nazor" Ploče.

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

How to use it:

- Find a trained person – it can be a doctor, a nurse, or any professional trained in first aid. In our case, we reached out to Croatian Red Cross.
- Organise the workshop – in most cases you need to provide a place for the workshop (usually at the school) or you can arrange a visit to the place where the professional works.
- The workshop includes typical situations and injuries (bleeding, fractures, burns and scolds, unconsciousness, animal bites, poisoning, shock, choking, stroke, heart attack).
- Students become familiar with the symptoms and methods of first aid by listening about them, seeing them, practising them, using proper equipment but also materials at hand.
- They become aware of possible dangers and become more confident in being able to help.
- They learn about compassion, empathy and altruism, but also Science, Physics and Chemistry.

Maja Šakić
Primary school "Vladimir Nazor" Ploče, Croatia

LEARNING FROM EVERYONE
A VISIT TO AN ELDERLY HOME

Throughout history, human kind has always depended on knowledge, especially knowledge learned from our elders. They have always had a special role in the society and their importance was beyond compare.

With the progress of education, certain changes came about which led to a somewhat neglected significance of the knowledge possessed and shared by our elders. It is something that modern generations need to be taught – that they have so much to learn from their parents and grandparents.

There is more than just pure knowledge involved - this is a chance to learn compassion, empathy, volunteering, community work, tradition, respect and tolerance.

Students and teachers visited the elderly citizens in Ploce before the Easter holidays and cheered them up with a visit and gifts from the heart.

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How to use it:

- Find an elderly home nearby, or, if there isn't one, you can always arrange a visit to the homes of elderly citizens of your town.
- Before visiting, prepare in class – together with your students, brainstorm questions which they would like to ask (questions about their life, school, likes/dislikes, career, family, feelings, problems).
- Prepare smaller parcels with some gifts.
- Prepare to be amazed by fascinating stories, told by fascinating people who still have a lot to teach us.

Maja Šakić
Primary school "Vladimir Nazor" Ploče, Croatia

LEARNING FROM EVERYONE

Cooperation of schools and museums

It is a well-known fact that the best content for learning and teaching comes not from school classrooms but from alternative learning places such as galleries and museums.

Museums are institutions which participate in the process of creating knowledge and developing new skills and they improve social, cultural and personal growth in every sense. Museums and schools originate from similar but different context, they simultaneously embody similar but different cultures and they have a different origin history. They function differently and each of these institutions has specific notions on education and value mediation. Schools are commonly perceived as more boring than museums, but, in most cases, they are taken more seriously.

Museums are considered to be places of contemplation and are seemingly in opposition with mostly inappropriate student behaviour. Being so much alike but still so different, gives both schools and museums a chance to complement each other in a good and educational way.

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How to use it:

- Find a museum nearby and arrange cooperation
- Research written, visual and material historical sources related to the research topic in the museum archive and collection
- Organise a visit, workshops and presentations together
- In the classroom, make replicas of visual materials related to the research topic
- Suggested dissemination on the May 18, International Museum Day

We celebrate the International Museum Day on May 18 every year. On this day, museums around the world put focus on cultural heritage and the role museums have in its communication. Our school has been in cooperation with the Archaeological Museum Narona in Vid for many years. This year's topic is Dance in Antiquity and our students concentrated on dance in Ancient Egypt. In their extra-curricular lessons in History and Art held by teachers Adriana Kostanić Burić and Marija Čupić-Senta, the students explored written and visual historical sources and reproduced them. The best works were exhibited in the form of posters which the students presented themselves at the opening of the exhibition in the Archaeological Museum Narona in Vid on May 18 2022. That is when Narona Museum prepared a programme to mark the ending of the 27th Educational Museum Action and a presentation of the "Dance in Antiquity" programme at the plateau in front of the Church of Saint Vid in Vid. A visit to the museum is always an inspiring experience for students and encourages them for further research. The dancers from the folk dance group from Metković also participated in the programme which actually connected the past to the present in a very fitting way.

Adriana Kostanić Burić
Primary school "Vladimir Nazor" Ploče, Croatia

LEARNING FROM EVERYONE

CLASSROOM MUSEUM - LEARNING ABOUT HISTORY FROM ELDER FAMILY MEMBERS

Historical sources are the main way that we can interact with and understand more about past events. Learning from history is very important, as it helps us to work out how we got here. We can explore events that shaped our society and even discover what society was like back then through personal accounts of the people who lived through it. We have two types of historical sources: primary and secondary.

A **primary source** is one that provides original information on an event, topic, or era from that period in time. To be significant, the information has to be first-hand. That means it was produced by a person who experienced that event, topic, or era themselves.

A **secondary source** is a second-hand account of history. These usually look at and interpret primary sources, using them to build up a clearer picture of what actually happened.

There are also material, written, visual and audio historical sources and oral traditions.

Learning only from textbooks or photographs and videos in presentations does not provide a complete experience of actual subject matter. It would be ideal for students to visit museums as often as possible and to study original historical artefacts in situ. However, students who live in smaller towns and places without museums are disadvantaged in this sense. So, since students cannot go to a museum, they can bring a museum into their classroom. This activity was designed for the History lesson as a cooperation between students and their parents or elder family members.

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How to use it:

- Fifth graders encounter the subject History for the first time, therefore, to begin the activity, it is necessary for them to learn what historical sources actually are, how we divide them and what types of historical sources exist.
- Students learn which objects belong to which type of historical sources.
- Students are given a homework assignment to find an object at home (the older, the better), with the help of their elder family members, which could be used as a historical source. They are to bring the object into class as a part of an exhibition in the Classroom Museum.
- Elder family members, through oral tradition (a type of a historical source), provide information about the object (what it is, what it was used for, when it was made, if it is valuable, if there is a related story...).
- During their next History lesson, students present the object from the past together with the collected information to their classmates and, through discussion, they discover the type of a historical source it belongs to.
- The objects are on display during the day for other students as well, because they are to be returned to students' homes afterwards.

Students' objects can comprise all types of historical sources they learned about. Some of the exhibits in the Classroom Museum include old irons, money, coffee grinders, different dishes, watches and clocks, photographs, books, video and audio tapes, vinyl records, floppy disks and other.

Classroom Museum can be really versatile and it can take us back to the past just by searching for the objects and talking to our family members. In this way, we broaden the knowledge on what the students learned about these objects from their family members and the events they associate with them. Also, the students find out new information about the objects and their families which can be very interesting to them. Students take their objects back home because they need to be preserved and, even if they are not valuable, they can still have certain sentimental value. Students learn that culture, history and heritage should be respected and cherished because they can always teach us something.

Adriana Kostanić Burić
Primary school "Vladimir Nazor" Ploče, Croatia

LEARNING FROM EVERYONE

LEARN FROM WEAKER GROUPS IN SOCIETY

Even in ancient times, it was believed that music has power over a person and that it can heal or make somebody a better person.
Music therapy is one of the ways to work with children with special needs. It can help them relax, increase motor coordination, motivate them for physical exercise, boost their self-confidence and self - respect, improve their speech and communication or encourage their cooperation.
In creative music therapy, central activity is musical improvisation. It is equally appropriate for all children no matter the kind of difficulty they have.
The workshop should include children with various difficulties in certain areas, as well as gifted children who have special needs in satisfying their knowledge, wishes and interests.
Music can play the role of communication in working with children with special needs.
Music reflects children's thoughts, feelings and experiences, but also serves as an aid in the development of children's abilities and mental functions.
Music therapy meets the child's physical, mental, emotional and social needs.
It has become a method used as a major motivator that has a significant therapeutic effect on children with special needs.

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How to use it:

- Organise “Classroom karaoke“ and include children with disabilities in order to develop inclusion and unity in the classroom with the help of music
- Prepare diplomas for participation and symbolic prizes for participants of the karaoke show
- Visit Music School and introduce the students to different instruments (the piano, the saxophone and the violin) with the help of music students and a guessing game.
- Let the students touch and feel the instruments to provide a tactile input
- Workshop “Relax to Music” for children who are involved in speech therapy – the children get to know the names of instruments and new vocabulary such as the saxophone or solfeggio in a child-friendly way by using fairy tales. They play a game and practise their speech and proper pronunciation.

LEARNING FROM EVERYONE/LEARNING IN NATURE

HIKING AND CAMPING TRIP

cooperation with the local mountaineering club

As we are all aware, our students spend an enormous amount of time sitting at their tablets, laptops, computers and TVs or they just look at the screens of their smartphones so it is quite a challenge to pull them away from electronic devices and show them the actual world that surrounds them.

They have problems with reading and concentrating on their studies because of all the distractions luring them away from their schoolwork.

Learning in nature is a challenging activity to organise and conduct, but it is well worth it. It provides an opportunity to identify, understand and practise different life skills while enjoying the beautiful scenery and fresh air. The acquired skills have both educational and personal growth value.

Activities can include different school subjects like Geography, Science, PE, History, languages, Art, even Maths and Physics.

The photos show the cooperation of the Primary school "Vladimir Nazor" Ploče with the local mountaineering club, Croatian Mountain Rescue Service and Croatian Mountaineering Association.

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

How to use it:

- If there is no adequate extracurricular activity (such as a Hiking club) at the school to organise the activity, the school can contact hiking and mountaineering clubs nearby to help with the organisation and to provide them with professionals who will teach the students about orientation, weather conditions, setting up tents, using different equipment.
- This is a good opportunity for volunteering and cooperation with the community. For example, we worked with the local mountaineering club, Croatian Mountain Rescue Service and Croatian Mountaineering Association.
- Find a nearby hill for an easier climb, or a forest where students can set up camp. The choice depends on the organisations you work with.
- Before the trip, talk to students about what to bring – what they need depends on the fact if it's a one-day trip or a camping trip (a change of clothes, water, groceries, sleeping bags, flashlights).
- Camping equipment can be provided by local mountaineering clubs, if it's possible.
- During the walk or at the campsite, students are given information about the vegetation, soil, rock, animals and the nature that surrounds them.
- They are taught how to set up tents.
- Activities depend on the choice of professionals and the place where they are at they can learn about ecology (waste and disposal, recycling), nature, nutrition, weather, orientation (compass), hiking equipment, first aid.
- They play different games, treasure hunts, role play, or take part in imaginary situations (search and rescue, first aid, orientation). They also practise teamwork.

Maja Šakić
Primary school "Vladimir Nazor" Ploče, Croatia

EXPLORING NATURE ON SCHOOL TRIPS

Interactions with nature and green space have lasting impacts on learning.
Nature improves children's psychological and physical well-being, for sure—and that can impact learning. But it also seems to affect how they attend to and engage in the classroom, how much they can concentrate, and how well they get along with teachers and peers.
Attention is clearly important for learning, but many kids have trouble paying attention in the classroom, whether it be because of distractions, mental fatigue, or ADHD. Luckily, spending time in nature— taking a walk in the parkand, even having a view of nature out the window—helps restore kids' attention, allowing them to concentrate and perform better on cognitive tests.
Just like adults, children are less stressed when they have green spaces to retreat to occasionally, helping them to be more resilient. Studies have found that holding a class outdoors one day a week can significantly improve the daily cortisol patterns of students—reflecting less stress and better adaptation to stress—when compared to kids with indoor-only instruction. Also, in a studylooking at children in rural environments, those with more nature nearby recovered better from stressful life events in terms of their self-worth and distress.
The and physical environment in which children learn can make a difference in their academic success. Letting kids spend time in settings with natural elements or giving them structured nature experiences can make for a calmer, socially safe, and funlearning environment. And being outdoors can also enhance peer-to-peer relationships and student-teacher relationships needed for learning, even for students who otherwise feel marginalized socially.

One of our project tasks was Nature trips:

Class IIIa and IIIc together went on a trip to the forest to meet the forester, planted trees, took part in a field game entitled: "Forest memory", as well as transformed into foresters Detectives. The students got some seedlings of the trees to plant them in their gardens.

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THE VISIT TO THE BOTANICAL GARDEN IN LUBLIN

Staying in your own garden is one of the many pleasures for lovers of greenery. However, in order to enjoy the eyes with unusual plants, it is worth going to the gardens, the doors of which are open to all interested people.

The botanical garden has several functions. It is a place of cultivation of plants from different climatic zones and a center for breeding the flora of individual species.

In addition, it is a developed area especially for expanding knowledge about vegetation and protected species.

Plant collections are used for didactic and educational purposes as well as scientific and research purposes carried out by employees and students of Lublin universities.

It is a tradition in our school that classes visit The Botanical Garden in Lublin to admire the beauty of the plants, observe and learn about how they grow.

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NATURE TRIP TO THE MUSEUM OF THE LUBLIN VILLAGE

The school year is primarily about duties – school, homework, preparations for the next classes, additional classes... In all this, however, let's not forget that our children also deserve a moment of rest and a change of gray reality – undoubtedly such a role is played by trips and short afternoon excursions. Let us add that many of them can also play an educational role. Undoubtedly, this is the character of a trip to the open-air National Museum in Lublin, that our clases 7D and 8A went to last spring.

Such a trip for both a younger child (preschool and early school age) as well as for slightly older ones is an interesting experience and a meeting with how life used to be (often in not so distant times), and by the way a nice trip in the fresh air, an opportunity to meet with farm animals.
Of course, such a trip can be carried out in the basic version (without visiting the interiors) and in the full version (with viewing the interiors of the huts). It is worth adding that such a trip will also be a nice experience for most of us.
We can also treat a trip as a kind of reward or motivation – the trip in the near future will motivate our child to learn and conscientiousness.
The Museum of the Lublin Village, picturesquely located in the valley of the Czechówka River, is one of the largest open-air museums in Poland. It presents the cultural diversity of the voivodship, thanks to the combination of a rich collection of architecture and exhibits with care for the intangible heritage of the region. It comprehensively collects objects related to the old life of villages, manors and towns, but also consolidates knowledge about the customs, rites, traditions and everyday work of people of the past era.

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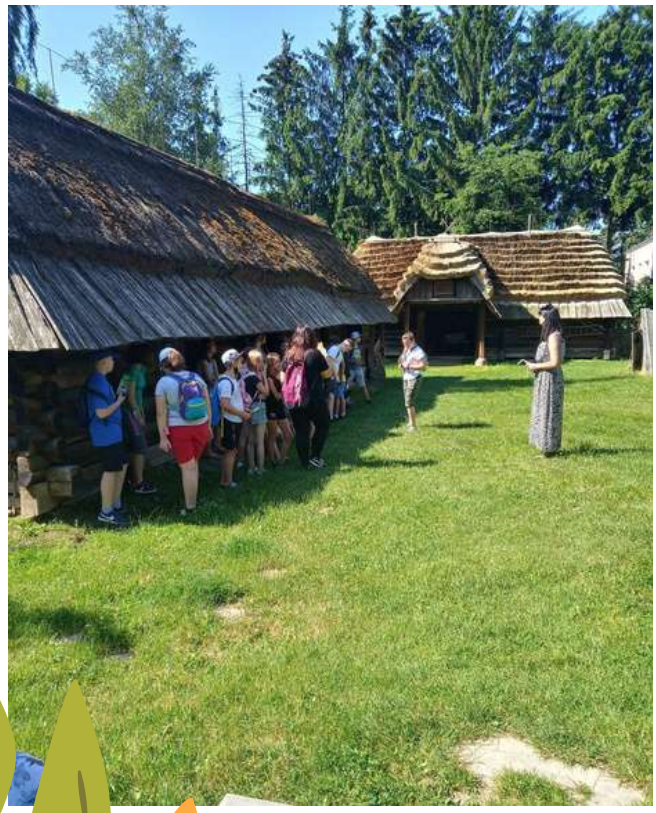
Students saw the monuments of wooden architecture of the former village. Old cottages, a mill, a church made a great impression on visitors. Children had the opportunity to see the interior of the old cottage and its equipment, learn about the operation of the windmill or old, agricultural tools. Great interest was aroused by the exhibition of old toys: rocking horses, patters, rattles, chanterelles and cradles. The classes also participated in a cheerful competition, getting to know old folk games. They learned old enumerations, songs and rhymes.



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A FARM FULL OF PASSION

On a beautiful autumn day, students of class III a visited the farm of the Furtak family in Kurów. Thanks to the courtesy of Mr. Jerzy and his wife Halina, the students visited the farm with horses, admired the vegetable garden and farmland. Mr. and Mrs. Furtaks with great passion shared their knowledge and experience with students. The biggest attraction for the children was a ride in a horse-drawn carriage into the field, for some of them for the first time. After returning, we ate some delicious and sweet grapes and watched the agricultural equipment used on the farm.

It is great to be guests at such nice, full of warmth and great kindness hosts. The kids had a great time. We will be happy to return to this place soon.

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NATURE TRIPS DURING C5 MOBILITY-SHORT-TERM STAFF TRAINING IN POLAND

C5 mobility in Poland was held under the slogan "Learning from nature". Therefore, most of the activities were planned within this topic. A spectacular event was a visit to the Matraszek garden center, combined with workshops. The participants saw how educational activities for children can be organized, how valuable it is to be in the bosom of nature.

The owners of the garden center first introduced us to their activities, and then in a wonderful scenery they organized workshops. The participants created original decorations from pumpkin and other plant materials.

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The topic of school trips can be used for other purposes. For example, in a geography lesson, students for additional work were to make a plan for any trip. In this way, students learn to **plan** and **manage their time**.

Here is the example of such a plan:

NATURE EXHIBITION IN THE CLASSROOM

We live fast without thinking about the world around us. We leave the house, run to work,
school. We don't see the beauty that's around. We can talk about music for hours without hearing the sounds of nature at all. Admire the works of painters, omitting the landscapes outside the window. The activities of the nature circle are to change the thinking of young people, sensitizing them to the products of nature. Cognitive curiosity is a natural need of every child.
As a nature teacher, I notice in students the need to observe, to be interested in the world of nature. Responding to these needs, I decided to set up a nature corner in the classroom, where students bring various specimens to a glass case.

Profits from this activity:

Students:

- associate the acquired knowledge of natural phenomena with systematic observation
- understand basic concepts and natural phenomena
- get to know and understands the role of individual senses in learning to learn about the world of people, animals and plants
and inanimate nature;
- distinguish between positive and negative human activities on the environment, acquires information on ways to prevent environmental devastation

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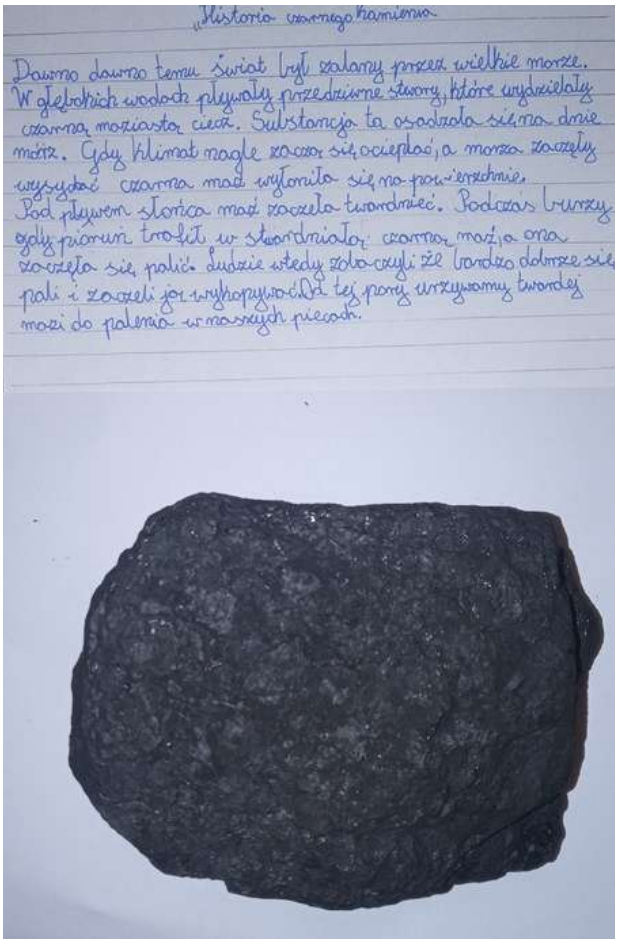
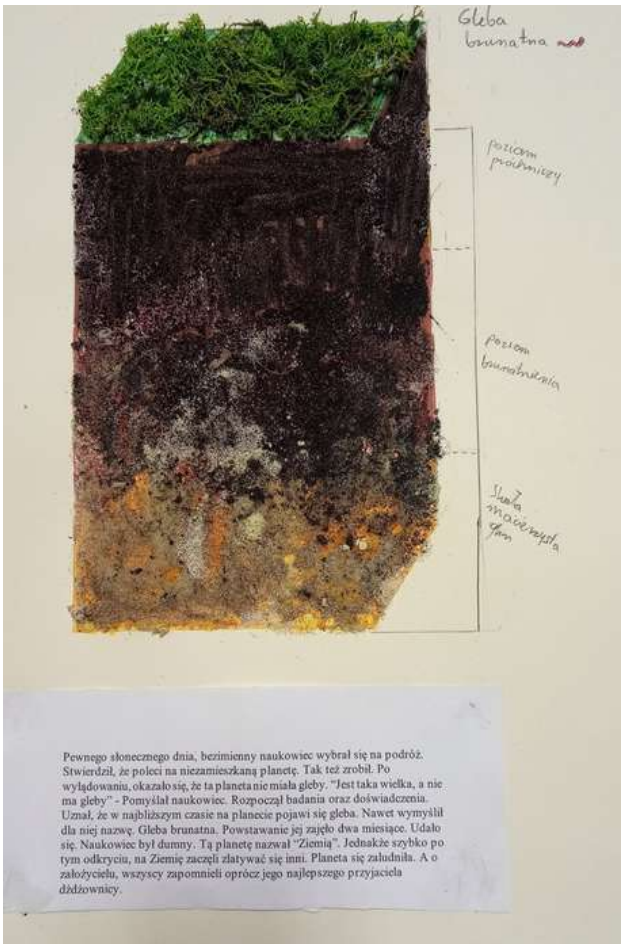
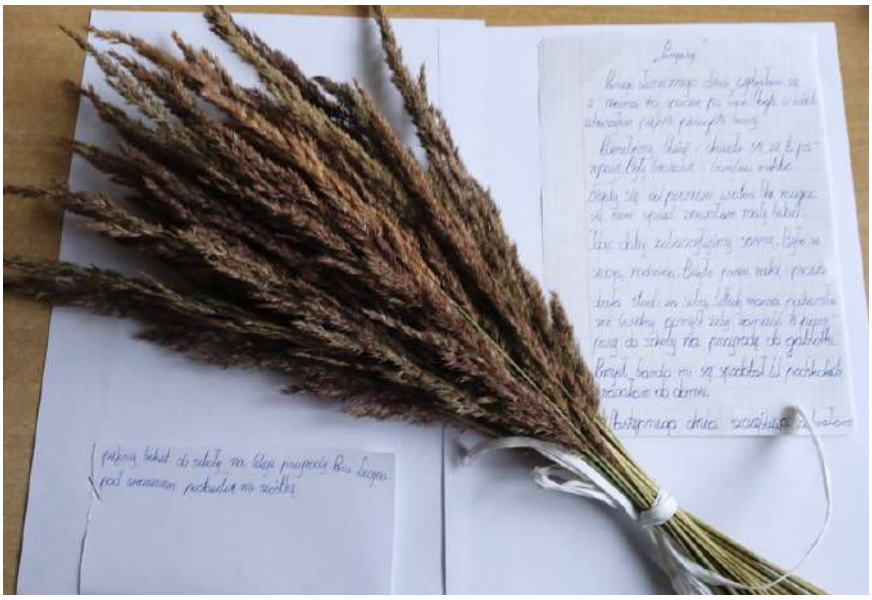


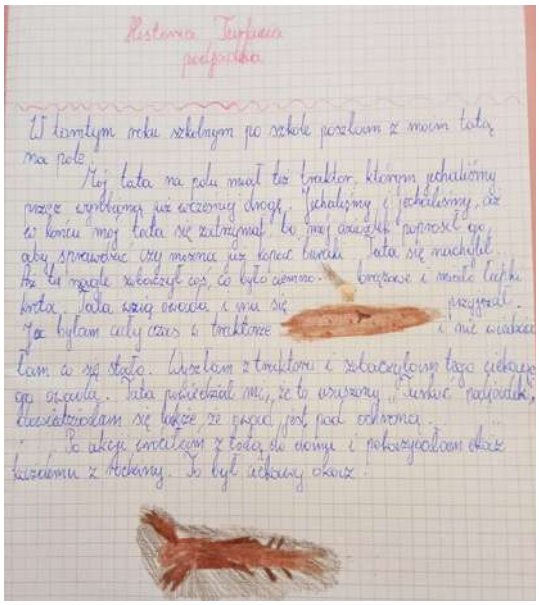
„Historia czarnego kamienia

Dawno dawno temu świat był zalany przez wielkie morze. W głębokich wodach pływały prazwierzęta, które wydzielały czarną, mazistą ciecz. Substancja ta osadzała się na dnie mórz. Gdy klimat nagle zaczął się ocieplać, a morza zaczęły wysychać czarna maź wyłoniła się na powierzchnie. Pod płynem słońca maź zaczęła twardzieć. Podczas burzy gdy piorun trafił w stwardniałą czarną maź, a ona zaczęła się palić. Ludzie wtedy zobaczyli że bardzo dobrze się pali i zaczęli ją wykopywać. Od tej pory używamy twardej mazi do palenia w naszych piecach.



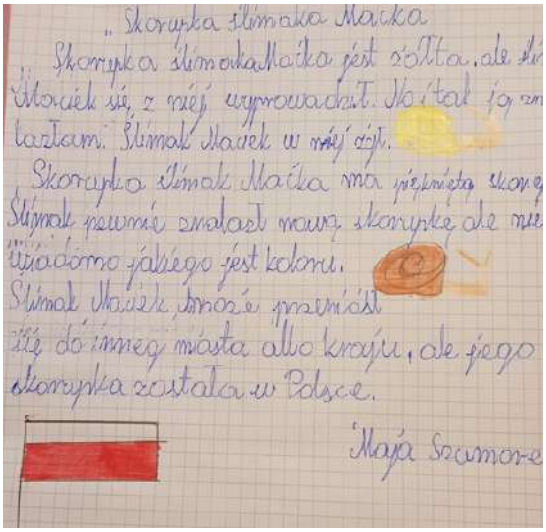
Pewnego słonecznego dnia, bezimienny naukowiec wybrał się na podróż. Stwierdził, że poleci na niezamieszkaną planetę. Tak też zrobił. Po wylądowaniu, okazało się, że ta planeta nie miała gleby. "Jest taka wielka, a nie ma gleby" - Pomyślał naukowiec. Rozpoczął badania oraz doświadczenia. Uznał, że w najbliższym czasie na planecie pojawi się gleba. Nawet wymyślił dla niej nazwę. Gleba brunatna. Powstawanie jej zajęło dwa miesiące. Udało się. Naukowiec był dumny. Tą planetę nazwał "Ziemią". Jednakże szybko po tym odkryciu, na Ziemię zaczęli zlatywać się inni. Planeta się zaludniła. A o założycielu, wszyscy zapomnieli oprócz jego najlepszego przyjaciela dżdżownicy.





Historia Tarłacza podpitka

W tamtym roku szkolnym po szkole poszłam z moim tatą na pole.
Mój tata na polu miał ten traktor, którym jechaliśmy przez wybłoconą już wiosenną drogę. Jechaliśmy i jechaliśmy, aż w końcu mój tata się zatrzymał, bo mój dziadek poprosił go, aby sprawdzić czy można już kopać buraki. Tata się ruszył. Aż tu nagle zobaczył coś, co było czerwone. Brązowe i małe łapki kotka. Tata wziął owcę i ona się przyczaiła. Ja byłam cały czas z traktorze i owcę widziałam co się stało. Wróciłam z traktorem i zobaczyłam tego ciekawego ptaszka. Tata powiedział mi, że to urzędny „turkuć podpitek", dowiedziałam się także, że ptaszek jest pod ochroną.
Po akcji wróciłam z tatą do domu i pokazywałam obraz kaczemu z Arkadiusz. To był ciekawy okaz.



„Skorupka ślimaka Maćka

Skorupka ślimaka Maćka jest żółta, ale ślimak Maciek się z niej wyprowadził. Ktoś tak ją zmalował. Ślimak Maciek w niej żył.
Skorupka ślimak Maćka ma piękną skorupę. Ślimak pewnie znalazł moją skorupkę, ale nie wiadomo jakiego jest koloru.
Ślimak Maciek może przeniósł się do innego miasta albo kraju, ale jego skorupka została w Polsce.

Maja Szumore

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

Lucyna Próchniak
G.Piramowicz Primary School
in Kurów, Poland

LEARNING IN NATURE

Nature show stories

Traditionally, we see education taking place between four walls of a classroom. But, in the last couple of years, we have also witnessed it being pulled from the classroom and taking place at homes, through headphones and optic cables. The need for education will continue searching for new learning opportunities, new methodologies, new environment.

Nature can provide us with a unique tool to acquire knowledge and develop skills. Learning in nature has many benefits for students. It helps them feel less stressed and more engaged. It is a great motivator and makes students feel and be more physically active and fit. And, not to forget, it is a calm, quiet, safe, warm and scented setting. It has always been an inspiration for artists, writers and scientists. So, why not use it to inspire our students?

The daisy flower

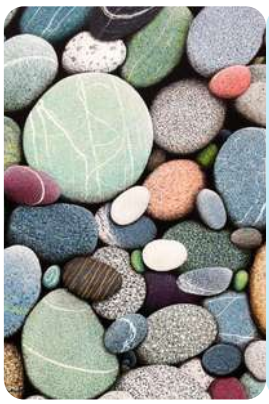
My friend and I went for a walk in the forest. We were looking for an object for our English homework. As we were walking, I saw a beautiful flower standing in the middle of the green grass. I immediately picked it and took it with me. I realised that it was a daisy. When I was little, it was my favourite flower. I came home and put it on the table. When I started my homework, I heard the little flower talking. It said that it was in the forest living a very nice life. It told me about what life was like in the forest. Every day is calm and quiet and you can only hear birds chirping. Sometimes a person or a dog pass by. It's a very peaceful place with fresh air far from the city. The forest is the most beautiful home we can have. It told me everything. It was really happy. We talked for a while and then we went to sleep.

Ivana Štrbić, 7.a

The Moon

One evening I went to the beach for a walk. Suddenly I heard someone calling my name but there was nobody around me. Then the same voice spoke again: "Look up! It's me, the Moon." I looked up and the Moon was big, round and beautiful. He was lonely and wanted to talk to me. I sat down on the beach and enjoyed my time with the Moon who told me many interesting stories. Sorry, I can't tell you anything because it's our little secret.

Tina Gradac, 7.a



The stone

This is a stone. I found it on a beach in Gradac. When I asked it to tell me its life story, it said this. "I have a very interesting shape. I am a stone, but a stone that looks like a heart. I lived in Gradac until a little girl took me far from home, to Ploče. My family still live on that beach in Gradac, but they are much bigger rocks than me. I'm just a small stone in a big world."

Ivana Suton, 7.a

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

How to use it:

- Take your students out of the classroom – to a beach, a lake, a river, a forest, a park or any other place that you think is appropriate for the activity.
- Let them wander and take in the visual and tactile images, the scent, the colours, the shapes.
- Let them relax, talk to each other, sit quietly, discuss, observe.
- Then, give them a task – they should take an object (a stone, a stick, a piece of wood, etc.), whatever catches their attention.
- One option is to conduct the activity right there, at the scene. The students write a story about the object they have chosen. It can be a completely creative assignment – without any set guidelines, or you can provide them with a context or guidelines for the story if you want them to use specific content. They can also illustrate their story if they want to.
- Another option is to carry out the act of writing in the classroom. If this works best for you and your students, why not.
- The results of the activity can be displayed at the school, as posters, or on the school's webpage.
- We should all try to be closer to nature, embrace it and use it as a powerful tool to step away from the everyday monotony of school life. librarian can give them instructions; the tasks can be educational or creative.

The tulip

This is a story about a grandmother, a granddaughter and a tulip. This happened a long time ago. Grandma decided to plant a tulip in her garden because it was her favourite flower. Her granddaughter was with her and the two of them went to the garden together. The granddaughter came to her grandmother's house every day to see how the flower was growing. In a few months, the grandmother got sick and she was getting worse every day. She passed away in a few weeks. Everyone was very sad, but the granddaughter the most. One day, she came to see the tulip, she took it to her house and planted it there. The tulip stayed with her for many years. One day, she took a photo of the tulip and put it on the wall. She had that picture with her all her life. Whenever she looked at it, she would remember. The girl became a mother and then a grandmother herself. When her granddaughter asked her about the picture, she said it was her favourite flower and told her the whole story of the tulip and how it reminded her of her grandmother. The little girl immediately asked her to plant a tulip too, so that she could have such a memory. The grandmother agreed and that's how a new tradition began.

Ema Čolaković, 7.a

A story of a chestnut

Far away from the city, in the countryside, there is a tree of chestnuts. A little girl named Anna comes to the tree every day at the same time. The chestnuts have remembered that time and they always hide from her in the long grass. Anna's father cut the grass the day before a big storm. Now, when she gets to the tree, they don't have anywhere to hide, so she picks them all up but she doesn't see the smallest one. His name is Yellow. He knows what is going to happen to his family if he doesn't do anything. Yellow slowly follows Anna to the garage where she leaves the chestnuts. The only problem is the cat inside the garage. He is so sad thinking he won't save his family. But, all of a sudden, the cat leaves the garage and goes to the other side of the house. He slowly walks inside. Everyone in his family is so sad and they tell him that Anna has already taken some of them for a snack later. He is also sad but tries to come up with a way to save everyone. They finally get back to their tree. For a few days, Anna doesn't come to the tree and they are very suspicious about if she is planning to do something even worse. A week later, Yellow goes to her house to see that it is empty. They have moved out! Yellow and his family of chestnuts are so happy and they continue to live happily ever after.

Lana Pacaj, 7.a

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LU I DAVID

„Ah, danas je neizdrživo vruće! Tako mi je potrebno osvježenje!" žalosno pomisli ruža Lu.

Živi na balkonu velike zgrade smještene u centru grada. Posađena je u skupu mramornu posudu. Iako joj je vlasnik jako bogat i ima sve što poželi, Lu je nesretna i boji se za vlastiti život. Sanja da će jednoga dana biti poput čovjeka i svojim rukama uzeti vodu kad god joj zatreba.

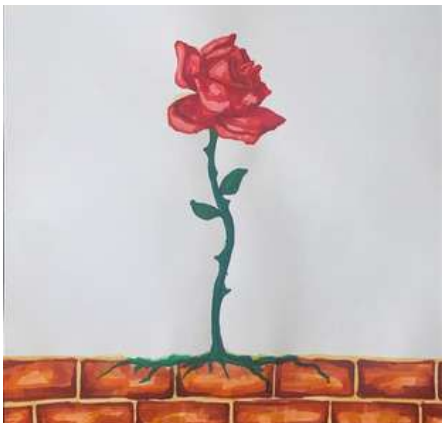
Njen vlasnik većinu vremena provodi na poslu. Često zaboravi na ružu i danima je ne zalijeva. Zbog toga je jako tužna i svakim danom sve slabija. Kad bi barem imala noge i sama prošetala do kuhinje. Pila bi koliko želi i napokon utažila žeđ koja je muči gotovo neprestano otkad je donesena na ovaj balkon.

Dani su prolazili, a vlasnik je, zbog previše posla i vlastitih obveza, potpuno zaboravio na Lu. Ona je polako gubila snagu i ljepotu. Prekrasne latice postale su tamne i zgužvane, a tijelo joj se počelo savijati.

Jednoga dana Lu primijeti živahnog dječaka koji je živio iznad njih. Dječak David igrao se na balkonu s pištoljem na vodu i smišljao kako će pogoditi prolaznike. U toj nestašnoj igri poneka kap pala bi na njene latice. To bi na trenutak razveselilo Lu i davalo joj nadu da će sve biti u redu. Gađajući prolaznike s balkona David je ugledao uvelu ružu i pomislio kako bi je mogao spasiti. Vrijeme više nije provodio smišljajući kako naljutiti ljude koji prolaze, već bi svaki dan pažljivo zalijevao ružu. Lu je ponovno postajala sve ljepša i veća. David je ponosno gledao kako raste i kako se sve bliži njegovom balkonu.

Uskoro je ruža Lu krasila i Davidov balkon. Dobila je novog najboljeg vlasnika uz kojeg je bila sigurna, a David je bio ponosan što ima najljepši balkon. Nije više zalijevao prolaznike jer je shvatio da može puno pametnije iskoristiti slobodno vrijeme.

Lara Ostojić, 5.c



SKRIVENI LOPOČI

Često odem u šetnju Baćinskim jezerima. Odmaram oči gledajući kako se izmjenjuju sve nijanse zelene boje. Tražim neotkrivena mjesta jer se tamo nalaze najljepši prizori. Nažalost, sve je manje takvih skrivenih mjesta zbog brojnih turista i domaćih ljudi koji svakodnevno istražuju ljepotu jezera.

Moju pažnju privukao je jedan lopoč. Iznenadila sam se kada me pozdravio tužnim glasom i rekao da se zove Luka. Upitala sam ga zašto je tužan. Odgovorio mi je da je tijekom ljeta ovuda prošlo puno ljudi koji su iz jezera odvodili Lukine prijatelje i zato ih je sad, nakon ljeta, ostalo jako malo. Tužno mi je pričao kako pčele nemaju dovoljno cvjetova za oprašivanje, a žabe nemaju listove za odmor i skrivanje. Najviše ga je rastužilo što je znao da će se turisti vratiti i sljedeće ljeto. Ako nastave ovako, lopoča možda više i neće biti. Dok je Luka pričao o svojim problemima, ja sam zamalo zaplakala. Nakon nekog vremena došla je jedna pčela i rekla Luki da je našla potpuno zaštićeno mjesto gdje bi se lopoči mogli skriti. Luka je odjednom promijenio raspoloženje. Razvedrio se i nestrpljivo pošao za pčelom. Ona nas je odvela do skrovitoga mjesta kojem ja, nažalost, nisam mogla pristupiti. Promatrala sam ih s visine. Pronašla sam klupu, sjela i divila se toj skrivenoj ljepoti prirode. Nažalost, brzo je došlo vrijeme za odlazak kući pa sam napustila nove prijatelje uz obećanje da ću ih opet posjetiti.

Nakon tjedan dana ponovno sam šetala Baćinskim jezerima i slučajno pronašla skriveni puteljak. Vodio je do skloništa lopoča. Zaključila sam da su turisti i ostali ljudi sigurno otkrili to mjesto, ali ga ipak nisu uništili. Pustili su da lopoči žive u svome prirodnome okruženju.

Ima nade da će čuda prirode ipak preživjeti ljudsku pohlepu i sebičnost.

Marija Marinović, 5.c

Students' stories inspired by motifs from nature are written at English and Croatian language lessons. Photos and illustrations are also student work.

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

Maja Šakić and Ivana Pudar Pećar
Primary school "Vladimir Nazor" Ploče
Croatia

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WHAT IS WOOP GOAL SETTING?

WOOP is a strategy that allows you to envision your future goals. You are encouraged to see the results of your hard work. But then, you are made to counter these goals with a negative challenge. You see how your goals will NOT succeed. Finally, you plan how you will overcome that particular obstacle, thereby giving you the tools to face the challenge and win.

- **WOOP**

WOOP stands for Wish, Outcome, Obstacle, and Plan. It is one of the few goal-setting strategies that focuses not only on what you have and what you want to reach, but it also helps you anticipate challenges and (more importantly) plan how you will deal with them. Dr. Gabriele Oettingen created the WOOP methodology after 20 years of research. The basic tenet of WOOP is that simply thinking positively isn't enough; you also need to plan how you will cope when challenges arise.This is what makes WOOP unique and so successful.

- **BENEFITS OF WOOP GOAL SETTING**

The main benefit of WOOP goal setting is that you prepare for when things go wrong. Being prepared is important as it gives you a much more realistic outlook on your goals, and you are not as "bowled over" by challenges as you would normally be by simple goal-only visualizations.

OTHER BENEFITS OF WOOP ARE:

- **An Increase in Motivation**

Since motivation is often a problem most of us struggle with, WOOP helps people feel capable and motivated in their own lives. WOOP has even been known to help people manage health issues such as chronic pain,obesity, and alcoholism.

- **Better Social Management**

If you're struggling with depression or anxiety, WOOP can help you plan strategies for dealing with those awkward and stressful situations you know will crop up. Using WOOP, couples can also improve their bond.

- **Improve Academic Performance**

With WOOP, students develop the ability to see the issues they may have with a particular subject, and they can also plan ahead for how they will face it. This results in better preparation and better results. Using the WOOP method, children with ADHD can develop strategies for coping with their distractions. A result of a student knowing they can achieve a goal is that the student will continue to set bigger goals.

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STEPS TO IMPLEMENT WOOP GOAL SETTING

There are four steps to implement WOOP goal setting in your life. It's important not to try and skip ahead or rush through any of the steps. Only with a solid foundation will you achieve the success you are working so hard to reach.

- **STEP #1: WISH**

This is the step that everyone enjoys. During this step, you dream about what you want. You formulate the desire you want to achieve. It can be anything: a holiday away, buying your own house, taking a road trip with friends, getting a promotion at work, earning a bigger salary, or starting your own business. Whatever your goal or wish, this is where you need to really plan it, see it, and believe it. Your wish needs to fulfill one serious requirement, though. It needs to be achievable. Each of us will have a different definition of what's achievable. While I may be able to plan my homesteading future, you may only be able to think of things that you need this month, and that you can do easily. The important thing is not to try and set the truly impossible as a goal. Impossible goals are goals that require someone else's influence or a lucky streak to achieve. Setting the goal of becoming a millionaire by winning the lottery relies on luck, and therefore, isn't an achievable goal or wish.

A QUICK WORD ON GOAL LENGTH

While we're on goals and wishes, it's important to realize there are two kinds of wishes. Those that are immediate and those that are long-term. Immediate goals have a short timeframe, but they are fairly easy to achieve. It is also easier to see challenges. Starting with these daily goals and wishes is a great way to practice WOOP strategies in your life. When you achieve success because of your use of WOOP, you will be encouraged and motivated to strive further and higher to reach a grander wish.

- **STEP #2: OUTCOME**

Okay, so your wish is to be a business owner. Great! What is that to YOU? In this step, you need to not only see the wish you have, but also fully expand on what that wish will feel like to you once you achieve it. You may see yourself getting up early each morning to prepare for board meetings, or perhaps you sleep in later, rising when it's time to check stocks, and run your business from the comfort of your own home. See every small detail of that life. This wish you have needs to be so real in your mind that you might feel like you can open your eyes and physically see it. If your wish is to own a new car, then see what that car looks like, smell the new interior. Add the details so you believe it's real.

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- **STEP #3: OBSTACLE**

This is where the power of WOOP really kicks in: see the challenge that can stop you achieving that goal. When you can visualize the challenge, you can prepare for how you will overcome that challenge. Planning requires details, so be sure to visualize all of the aspects of the obstacle you anticipate being in your way. Use this step to also begin motivating yourself. It often helps to be your own cheerleader. Imagine you are motivating someone else to overcome this obstacle. What would you tell them? What advice would you give them? Now, remember that it's YOU who has to overcome the obstacle. You have the motivation and you know you can, so get ready to build your plan of action.

- **STEP #4: PLAN**

Time to start thinking in terms of "if ... then." This means you reason that when X happens, you will do Y. It's about planning and preparation. And more importantly, it's about seeing yourself overcome a challenge or obstacle and reaching your goal or wish. If a lack of motivation is your obstacle, then your plan may be "when ... then." Your plan works on conditional reasoning.

FINAL THOUGHTS ON WOOP GOAL SETTING

The WOOP goal setting strategy can really help you achieve your goals, create the motivation to want to succeed, and give you the tools to deal with obstacles as they appear. Using WOOP methodology, you can move from merely envisioning and dreaming to actually doing

WOOP is a science-based mental strategy that people can use to find and fulfill their wishes, set preferences, and change their habits. WOOP is named for each step in the process: identifying your Wish, imagining the Outcome, anticipating the Obstacle, and developing a specific Plan.

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WOOP (wish, outcome, obstacle, plan)

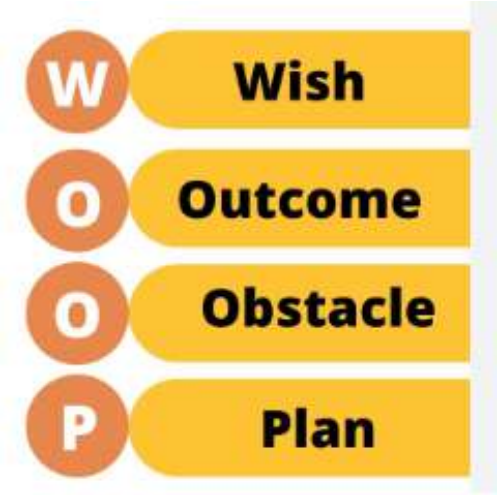
Based on twenty years of research in the science of motivation, WOOP presents a unique and surprising idea: The obstacles that we think most impede us from fulfilling our wishes can actually help us to realize them. WOOP instructs us to dream our future dreams but then to imagine what obstacles inside ourselves prevent us from achieving these dreams. In research studies, WOOP has helped people reduce stress and increase work engagement, find integrative solutions to problems, and improve time management. It has supported adults in losing weight, drinking less alcohol, and sustaining healthier relationships.

Children and adolescents using WOOP improved school attendance as well as effort and achievement in school. You can introduce WOOP any time of the year. It works best when it becomes a habit, not a one-off activity, so we recommend introducing it early in the beginning of semester, of the school year, or each term. Everyone can use WOOP, including teachers. WOOP is especially helpful for anyone who procrastinates, who feels anxious about taking the first step—and the next step— toward their wish. WOOP has been tested in classrooms, gyms, and health care settings. In schools, WOOP significantly improves effort, attendance, homework completion, and GPA.

WOOP (wish, outcome, obstacle, plan)

Outside of schools, WOOP has been shown to reduce stress, increase engagement, improve time management, and promote physical health. WOOP helps people to be healthier ,people doubled their physical activity and had a healthier diet; pain patients became more physically active in their everyday lives;)

WOOP helps people to improve their social behavior, (people with prejudices became more tolerant and socially responsible; people who struggled with their past overcame disappointment, regret, resentment and other negative feelings;)



WOOP helps people to improve their academic performance (students from underprivileged background went to class more regularly and improved their grades; children at risk for ADHD found it easier to do their homework;).

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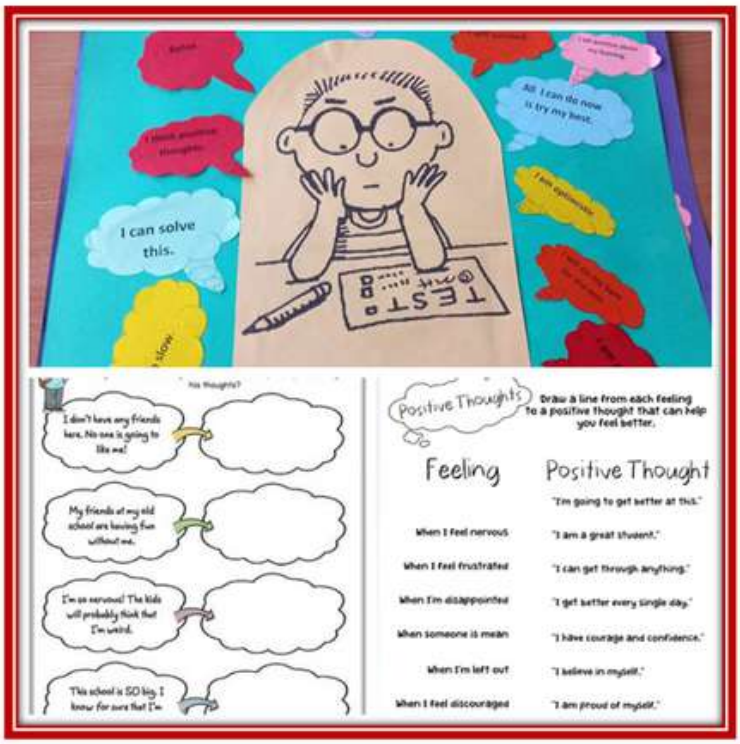
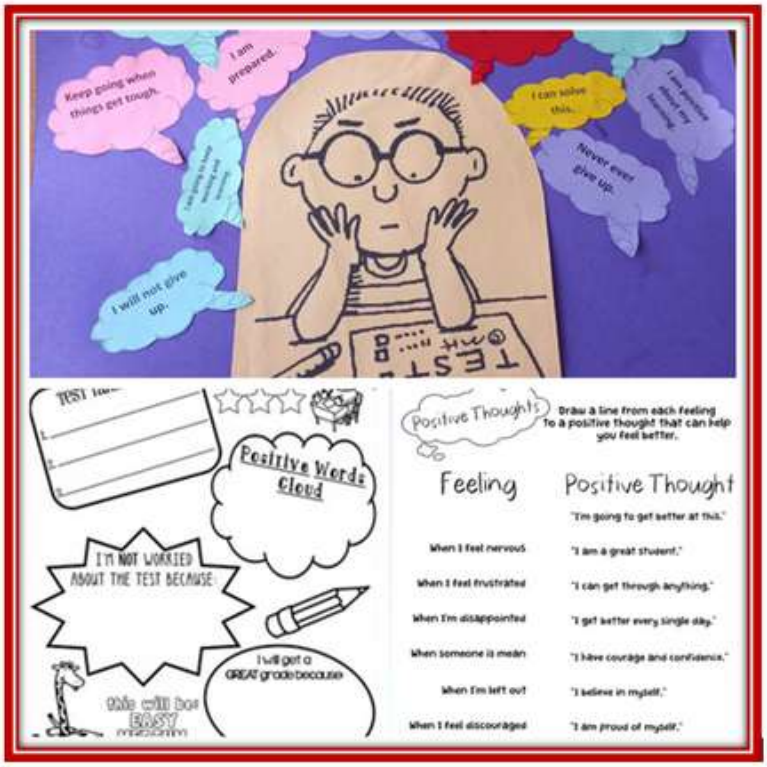
POSITIVE THINKING

A positive attitude is essential for creating a positive life. Students are vulnerable to negative thinking as they are easily affected by the negative conditions and circumstances. Teachers and student care centers play an important role in the development of positive attitude in the students. Here are the ways you can use to help students develop a positive attitude in life.

- **CREATE A POSITIVE ENVIRONMENT IN THE SCHOOL**

You should try to create a positive environment in the classes and school. Tell them funny stories and make them laugh. Also, teach them that how positive thinking and feeling good shifts their brain chemistry and attract good things in life.





- **CHANGE THE THINKING PATTERNS OF STUDENTS**

Students think positive and negative about themselves in life. You need to change their negative patterns into positive. When students say, they can't do it, or they can't study better, you should tell them that they are experiencing negative results due to their negative thoughts.

- **HELP THEM VISUALIZE POSITIVE OUTCOMES**

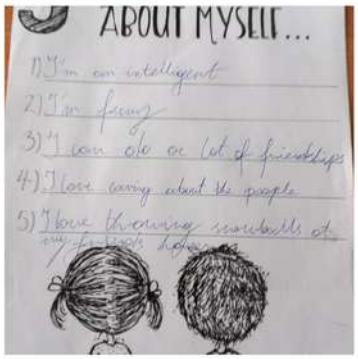
Students think positive and negative about themselves in life. You need to change their negative patterns into positive. When students say, they can't do it, or they can't study better, you should tell them that they are experiencing negative results due to their negative thoughts.

- ## REWARD THEM FOR POSITIVITY

Reward your students when they perform better and do anything positive. You should set the rewards for students who achieve positive results. Also, reward the students who try their best even if they do not achieve their goals. This will encourage them to remain positive and continue to work towards their goal.

- ## POSITIVE AFFIRMATIONS

Positive affirmations are encouraging statements that you can repeat to yourself to boost self-esteem, develop good thinking, and challenge negative self-talk. Here are several examples:



POSITIVE THINKING

- **An attempt to make your outlook brighter....**

CLICK HERE

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Positive Thinking Program Outcomes

- ·Create a positive outlook and environment
- ·Develop the ability to reframe situations from a positive reference point
- ·Promote overall satisfaction and contentment
- ·Identify ways to be more optimistic and engaging in difficult situations
- ·Apply strategies to improve self esteem
- ·Examine and identify motivators that leads to positive functioning
- Connect between emotional intelligence and positive thinking

Positive Thinking – Guide to Excellence

Discuss

Sketch

Observe

Reflect

Play

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Positive Thinking - Session Plan

Session Name	Brief Overview
Introductions	Participants are introduced to the entire structure of the course and their commitment reaffirmed
Meaning & Importance of Positive Attitude	Understanding positive thinking, why it is essential and how it changes the environment
Positive vs. Negative Thinking	Clear distinction between the positive and negative thinking and how each influences our behavior
Duality of Mind	Understanding the interaction between the two parts of mind – conscious and sub-conscious and how one affects the other. The discussion will revolve around the effect of positive thinking and the power of the sub-conscious mind
Defining the Frame of Reference	Identifying that we view the environment around us with a frame of reference and sometimes it can lead to decreased morale and esteem. Changing the frame of reference is a skill which will be explained using reframing activity

Session Name	Brief Overview
Strategies for Positive Thinking	The factors or components that promote positive thinking will be highlighted. Participants will be left with some workable strategies by the end of this part of the session
Finding Inner Motivation	Oriented about the different motivators that keep the employee positive. Ways of finding motivators around the work is discussed. Emphasis on intrinsic motivators
Self-esteem and Emotional Intelligence	Identifying how managing one's emotions and enhancing self-esteem can have a great impact on continuous positive attitude
Case studies/Activity	To ensure learning and understanding every session is preceded by an activity or case study followed by debrief about the topic. This provides a basis for experiential learning
Start Stop Continue	Creating an personal action plan to enhance positive thinking

How to Practice Positive Thinking

Once you have a handle on negative thinking, it's time to play up the positive. Try these ways to do that:

Smile more

In a study, people who smiled (or even fake-smiled) while doing a stressful task felt more positive afterward than those who wore a neutral expression. You'll benefit more if the smile is genuine, though. So look for humor and spend time with people or things that make you laugh.

Reframe your situation.

When something bad happens that's out of your control, instead of getting upset, try to appreciate the good parts of the situation. For example, instead of stressing about a traffic jam, recall how convenient it is to have a car. Use the time that you're stuck behind the wheel to listen to music or a program you enjoy.

How to Practice Positive Thinking

Keep a gratitude journal

This may sound cheesy, but when you sit down each day or week to write down the things you're thankful for, you're forced to pay attention to the good in your life. A study found that people who kept gratitude journals felt more thankful, positive, and optimistic about the future. They also slept better.

Picture your best possible future

Think in detail about a bright vision for your future -- career, relationships, health, hobbies -- and write it down. When you imagine your life going well, research suggests, you'll be happier in the present.

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How to Practice Positive Thinking

Focus on your strengths

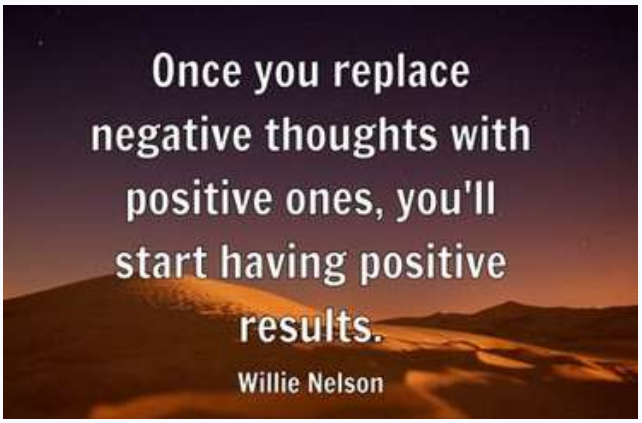
Each day for a week, think about one of your personal strengths, like kindness, organization, discipline, or creativity. Write down how you plan to use that strength in new ways that day. Then, act on it. People in a study who did that boosted their happiness and lowered their symptoms of depression at the end of the week. Six months later, those benefits were still going strong.

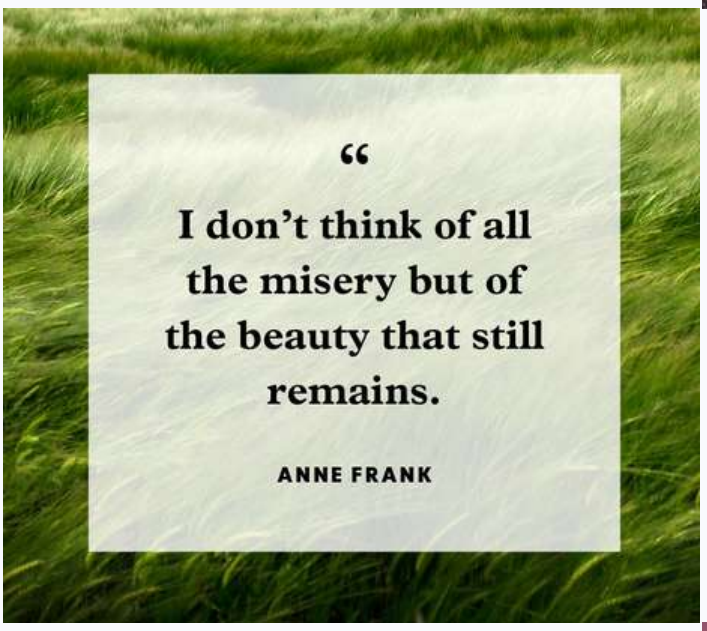
With practice, you can add more positive thoughts to your life and enjoy the benefits that come with optimism.

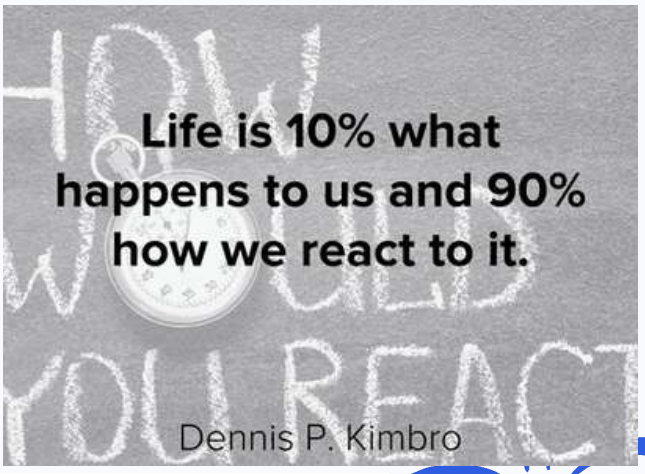
ОД EUROPE HOUSE ПОСАКУВАМЕ...

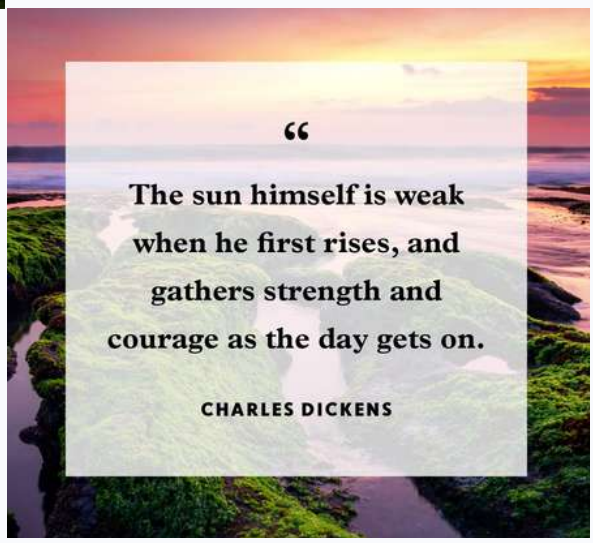
stay
positive

POSITIVE
THINKING









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