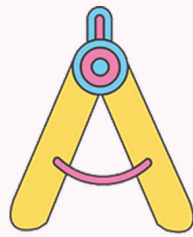




<http://projectallready.org>

# Booklet for



# Good Start



Visit us!



Booklet for Successful Transition Process  
January, 2021



2018 – 1 – TR01 – KA201 – 059716

This publication has been prepared by Bursa Provincial Directorate of National Education for Allready Project granted in the framework of Erasmus + Program under the Strategic Partnerships for School Education. It has been created with precious contributions of all project partners for the process of adapting to the school.

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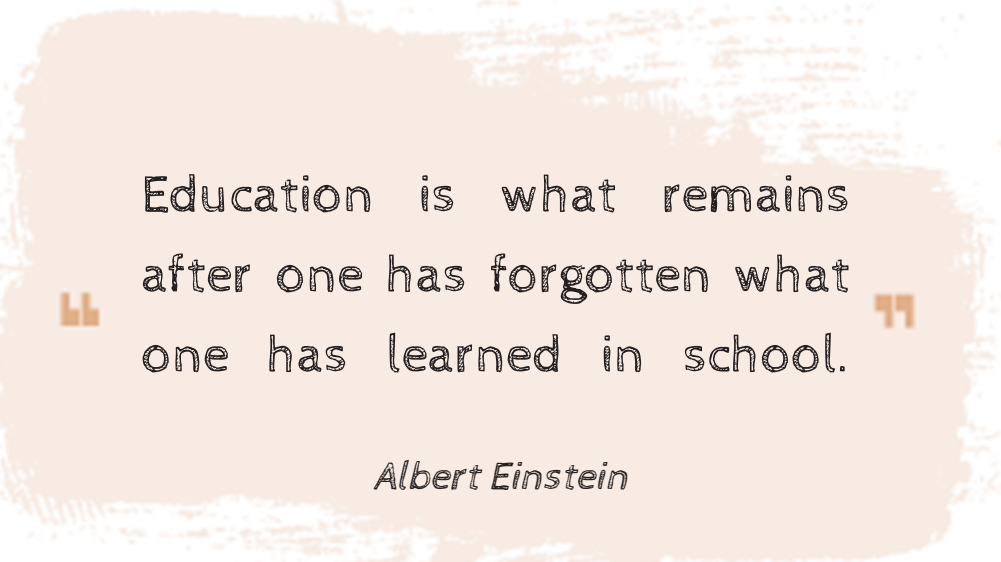
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Once they were children...



Education is what remains  
after one has forgotten what  
one has learned in school.

*Albert Einstein*

# Introduction: The ALLready Erasmus+ Project

Fatma Tunçel

'ALLready a Success to School Life' is an Erasmus+ project for school education in the framework of cooperation for innovation and the exchange of good practices. This Erasmus+ strategic partnership project has five participating countries: Turkey, Austria, Poland, Portugal and Latvia, and runs from November 2018 until October 2021.

ALLready project emerges from the facts that we need to facilitate the transition from home to school by softening with mutual convergence, striking a balance among teacher-school-parent-student on the current needs and situations. We suggest to update traditional school orientation programs to serve students better by enhancing school dynamics holistically. So our target group are the new students starting to primary schools, their parents and teachers.

Making a booklet is one of the outputs of this project. This unique booklet is designed for parents whose child starts to school life and for the teachers and administrators of these new students. The parents can know their child better and absorb the importance of smooth orientation. Additionally, parents will gain comprehensive information about the transition from home to school life, some tips and tricks for successful start, physical and psychological development stages of a child. In the meanwhile; thanks to this booklet, the teachers and administrators revise the school environment and refresh their professional qualifications according to the changing situations and needs of current students and their parents.

For more info, you can visit the project website:



<http://allreadyproject.org/>



## ALLready a Success to School Life

5 Participating Countries



### Coordinator:

- Bursa Provincial Directorate Of National Education

### Partners:

- Ogres Sakumskola – Ogre, LATVIA
- University College Of Teacher Education Styria (PHSt) – Graz, AUSTRIA
- BTSO Sait Ete Primary School – Bursa, TURKEY
- UKS Jastrzebie Srodoborow Otwock – Otwock, POLAND
- Associação Portuguesa De Educação Musical (APEM) – Lisboa, PORTUGAL

**Start:** 01.11.2018 **End :** 31.10.2021

**Project Reference:** 2018 - 1 - TR01- KA201 - 059716

**EU Grant:** 115060 EUR

**Programme:** Erasmus+

**Key Action:** Cooperation for innovation and the exchange of good practices

**Action Type:** Strategic Partnerships for School Education

Early school leaving / Combating failure in education

Quality improvement Institutions and/or methods (incl. school development)

International cooperation, international relations, development cooperation

## ALLready in a Nutshell

The age of starting school in EU is generally 6 according to data of National Foundation for Educational Research<sup>1</sup>. It's preferable that the start and transition to school should be smooth and controlled in theory. But what about the reality? **Orientation Problem!**



So we believe that there are reasons needed to be examined and revealed like the current profiles of the students, their parents, teachers, the school itself and so on.

The project objectives are to ;

- decrease the number of the students who have difficulty to accustom to the school life
- search, examine and reveal the anxiety about starting a school
- facilitate initial impressions to school and new learning area by familiarizing students with the school and its physical facilities
- create a school atmosphere that minimizes anxiety
- promote positive attitudes
- stimulate an excitement for learning
- provide a welcoming event for students and families
- provide comprehensive information about the orientation program, physical and psychological developments of a child
- enhance teachers of beginner students

The project activities are;

- take another's place activity
- anxiety map
- the letter for defining the child from parent's perspective
- checklist for teachers
- parent booklet
- school model and unlettered signs
- school decoration and arrangement plans for the first day at school
- workshops, processes and necessary equipments for related workshop

We think that the best way of preparing a child for school is to ensure that they have optimal social, emotional and learning experiences and environments during the early years, both at home and in community settings and services. So our project supports students, parents, teachers and schools with different and innovative activities. The project gives primacy to a good start first, not academic achievements. We mean how well they are ready for school, more and quality achievements they will have. We believe that how well children, parents, teachers and schools are prepared for this transition, better impacts on students' long term outcomes at school and personal lives will be.

To succeed our aims;

**We are ALLready! Are you ready, too?**

<sup>1</sup> (<https://www.nfer.ac.uk/media/1318/44414.pdf>)



# 1. General Information

Sonja Pustak

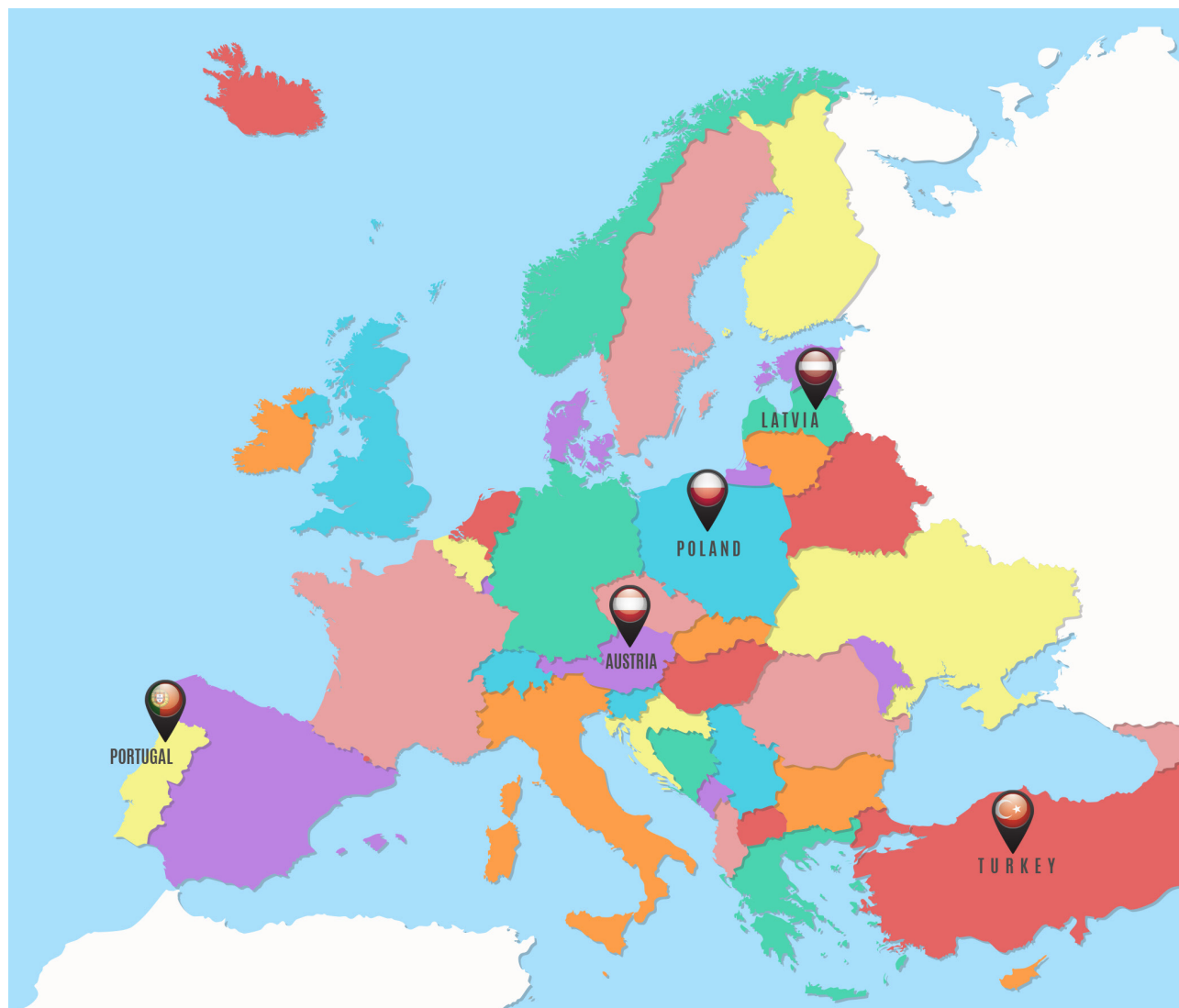
This booklet offers a variety of components which can be combined in various ways in order to make the transition from kindergarten as smooth as possible. It aims to provide teachers with flexible and easily adaptable tools to support their pupils in the processes involved in this developmental period. Thus the most likely anxieties on the children's, the parents' as well as the teachers' side should be reduced or at least more easily tackled.

In the ALLready Erasmus+ project the first draft was applied by the partner institutions at the beginning of the school year 2019/20. The contents were provided and applied by the cooperating partner organizations. The results of this first evaluations led to adaptations and the draft of a second version which was applied and assessed in autumn 2020/21.

The final version therefore is a product of practiced tools which any school team of teachers and the headmaster could decide on to choose the contents fitting best the conditions of their institution.

The booklet is available in six languages:

- German
- Latvian
- Polish
- Portuguese
- Turkish



## 2. Legal Facts on School Entry

Here are helpful links of partners countries' about school entry :

### 2.1 Helpful Links

#### \* Austria

<https://www.help.gv.at/Portal.Node/hlpd/public/content/194/Seite.1940280.html>

<https://www.bildungssystem.at/volksschule/volksschule/>

<https://www.lsr-stmk.gv.at/de/Seiten/Schuleingang-Transition.aspx>

<http://www.schulpsychologie.at/bildungsinformation/beim-schuleintritt/lehrerinnen/schulreife>

[http://www.schulpsychologie.at/fileadmin/upload/bildungsinformation/schulreife/Feststellung\\_der\\_Schulreife.pdf](http://www.schulpsychologie.at/fileadmin/upload/bildungsinformation/schulreife/Feststellung_der_Schulreife.pdf)

#### \* Latvia

<https://www.visc.gov.lv/lv/vispareja-izglitiba>

<https://www.skola2030.lv/vecakiem-un-skoleniem/pamatizglitiba>

[https://www.ogresnovads.lv/lat/izglitiba/uznemsana\\_1\\_klase\\_ogres\\_pilsetas\\_skolas/](https://www.ogresnovads.lv/lat/izglitiba/uznemsana_1_klase_ogres_pilsetas_skolas/)

<https://www.ogressakumskola.lv/par-mums/iepazisti-savu-nakamo-skolu/>

#### \* Poland

Home page of the Ministry of Education and Science

<https://www.gov.pl/web/edukacja-i-nauka/terminy-rekrutacji-do-szkol>

The education law - compulsory schooling:

<https://sip.lex.pl/akty-prawne/dzu-dziennik-ustaw/obowiazek-szkolny-16783095>

#### \* Portugal

Basic Education, its organization and evaluation system:

[https://eacea.ec.europa.eu/national-policies/eurydice/content/single-structure-education-integrated-primary-and-lower-secondary-education-24\\_pt-pt](https://eacea.ec.europa.eu/national-policies/eurydice/content/single-structure-education-integrated-primary-and-lower-secondary-education-24_pt-pt)

Organizational Variations and Alternative Structures in Single Structure Education:

[https://eacea.ec.europa.eu/national-policies/eurydice/content/organisational-variations-and-alternative-structures-single-structure-education-20\\_pt-pt](https://eacea.ec.europa.eu/national-policies/eurydice/content/organisational-variations-and-alternative-structures-single-structure-education-20_pt-pt)

Guiding documents for teaching and learning: - Curricular Autonomy and Flexibility:

<http://www.dge.mec.pt/autonomia-e-flexibilidade-curricular>

Profile of Students leaving Mandatory Schooling:

[http://dge.mec.pt/sites/default/files/Curriculo/Projeto\\_Autonomia\\_e\\_Flexibilidade/perfil\\_dos\\_alunos.pdf](http://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf)

Essential Learnings - Basic Education:

<http://www.dge.mec.pt/aprendizagens-essenciais-ensino-basico>

#### \* Turkey

School orientation program activity examples:

<https://orgm.meb.gov.tr/www/tum-heyecanimizla-okula-merhaba-derken-okula-uyum-etkinlikleri-yayinlandi/icerik/1441>

Preschool and primary 1st grade school orientation program and roadmap: <https://tegm.meb.gov.tr/www/okul-oncesi-egitim-ve-ilkokul-1-siniflarda-okula-uyum-programi-ve-yol-haritasi/icerik/681>

School orientation parent and teacher guide:

<https://www.meb.gov.tr/okula-uyum-haftasina-quotozel-kilavuzquot/haber/14426/tr>

School orientation program for secondary schools:

[https://tegm.meb.gov.tr/meb\\_iys\\_dosyalar/2019\\_09/06120445\\_Okula\\_Uyum\\_ProgramY\\_Ortaokul\\_2019-2020.pdf](https://tegm.meb.gov.tr/meb_iys_dosyalar/2019_09/06120445_Okula_Uyum_ProgramY_Ortaokul_2019-2020.pdf)

School activities:

<https://bursa.meb.gov.tr/www/ilkogretim-haftasi-okul-zili-ile-senleniyor/icerik/3035>

School enrollment procedures:

<https://eokul.oidb.net/eokul/e-okul-ilkogretim-yeni-kayit-nasil-yapilir.html>

<https://eokul.takvimegitim.com/node/56>

## 2.2 The Basic Children's Right to Education

Monika Gigerl

The Convention on the Rights of the Child states, that every child is entitled to their fundamental Human Rights as outlined in the Declaration of Human Rights (UNICEF, 2014). The Convention further declares that children are entitled to support of adults when it comes to their growth and development. According to Janusz Korczak, one of the godfathers of Children's Rights, childhood is entitled to special care and protection from extensive pedagogical efforts at an early stage: children and childhood may not be sacrificed for future's sake. The task of adults and pedagogues is therefore to prepare children for their life in society while preserving their humanity. Ideally, they enable children to have their own experiences without shielding them from certain topics. However, benchmark of any educational activity must always be the child's wellbeing (Korczak, 1996, p. 289, as cited in Winkler, 2017, p. 27ff).

When implementing Children's Rights and their right

to education, it is of utter importance to ensure that children and youth can, with regards to their age and maturity, participate in all matters that concern them (Krappmann, 2017, p. 20). At the same time, adults have to offer guidance and to take responsibility when it comes to children's physical and psychological wellbeing. Furthermore, the right to education also determines adequate consideration of personality-development and individual learning growth. Against this background, UNESCO criticises ratings within standardised tests, as they would only put pressure on pupils, parents and teachers, without sustainably increasing school achievements (UNESCO, 2017, p. 6ff). As central Children's Right, education necessitates corresponding pedagogical behaviour and an understanding of learning based on Human and Children's Rights, originating from dialogic learning processes (Lohrenscheit, 2004).

Thus, parents, teachers and decision-makers are required to evaluate their daily acts from a Children's Rights point of view, as the right to education has not only to be guaranteed but must also provide room for self-determination.



## 3. Transition

### 3.1 Transition as Opportunities

Andrea Holzinger, Lisa Reicher-Pirchegger, Daniela Longhino;  
Translation: Leanne Hill

Nurseries and kindergartens are the initial educational establishments which children in the preschool phase come into contact with in Austria. Elementary school follows and comprises the subsequent four years. Since the last year of kindergarten is mandatory in Austria, there is potential to pedagogically aid the kindergarten-to-school transition. The design of a developmentally supportive transition phase from “Kindergarten to School” as well as a selection-free and inclusive first grade will be possible through the assistance of closer cooperation between the two (see Resonanzgruppe Landesschulrat Steiermark et al, 2017).



In order to best accompany the transition, the following goals will be kept in mind:

- Make a smooth entrance to school possible – plan the transition
- Support children at their individual developmental levels – individualisation in the transition phase
- Involve children’s families in the transition process – parents also must cope with the transition
- My child also has needs → school readiness and enrolment
- My child needs extra time – flexibility during school start (see Reicher-Pirchegger, 2014.).

This transition phase will be pedagogically assisted by educators and teachers: (see Reicher Pirchegger & Ifkovich, 2018):

#### a) Orientation and Developmental Phases:

Educators and teachers clarify their facility’s ability to participate. These initial considerations lead to the cooperative planning and description of a cooperative calendar.

Fundamental considerations for educators and teachers:

- We want to support all children and consequently facilitate the transition to school.
- We will design pedagogical programs in kindergarten and school in order to support and enrich individual developmental processes.
- We will make the transition from play-based to task-based learning possible.
- We – educators and teachers – will observe all children’s development in order to enable positive support to all children’s growth and development.
- We will integrate the parents and families of all children in order to inform them about their children’s progress.

#### b) Information and Participation Phase:

Providing initial information to the parents and families can help effectively and carefully plan and accommodate the various factors for each individual facility. Providing written information for parents and organising periodic parents’ evenings may prove sufficient. In locations where the educational partnership becomes more substantial, this partnership should take highest priority. Each facility must conscientiously decide which style of parental counselling and participation to implement, as well as how parents and families of specific socioeconomic backgrounds can be reached.



The scope of action is immense and can range from

- simply informing parents
- social gatherings/coffee breaks for parents
- training sessions for parents
- discussion rounds for parents etc.

Fundamental considerations for educators and teachers:

- We want to reach all parents and families (contact opportunities – coffee breaks for parents, parents' nights, games days for children and parents, letters to parents, etc.)
- We want to be aware of their expectations, concerns, etc. (discussion rounds, parent-teacher meetings).
- We want parents and children to effectively support their children in this transition phase? (Discuss children's potential worries, concerns and/or fears – family page in portfolio)

We want to support the individual development of their children, enrich their children's development and inform them of progress? (Parent-teacher meetings: cooperative exchange of interests and needs of each child (Profile of Interests/Interest Star), explanation of individual development and learning progress chats at drop-off, individual counselling, potential need and qualification for teaching assistant support).

### c) Project Phase:

Pedagogical programs will be designed for kindergarten children in order for them to get to know their future school, circumstances, and contact persons.

- We want children to feel confident in their new environment? (Children visit the school)
- We support your children so that they make new social contacts as well as friends (tutoring project "school buddies")
- We organise projects in order to familiarise children with task-based learning as well as introduce them to their future learning environment (learning workshops)

### d) School Enrolment Phase:

The pedagogical design of the student enrolment process allows teaching staff to access and examine the kindergarten's observation documentation as well as observe the children's developmental status.

We will observe the children's individual courses of development and inform you of the status of their current level of development, including potential necessary assistance (parent-teacher meetings – feedback and consultation with parents about children's development, possible assistance needs and available options).



### e) Evaluation and Reflection Phase:

The planning, conception and implementation of the transition year will be systematically evaluated. Evaluation surveys will be distributed, and evaluative discussions with parents and children will take place so that the management of transitions can be continually optimized. The results will be thoroughly examined and should contribute to the long-term development of the facility.

## 3.2 Make Success Possible for Every Child – What are our goals for your children?

Andrea Holzinger, Lisa Reicher-Pirchegger, Daniela Longhino,  
Translation: Leanne Hill

The transition from kindergarten to school is a significant milestone with diverse challenges for all children and their families. Children find themselves shifting from predominantly play-based learning to task-oriented learning at school. The way that this transition phase is handled strongly depends on prior experience. This dependence on experience



shows that parents can support the transition phase in a multitude of ways (see Griebel). Various personality traits as well as socioeconomic status can either make it easier or harder for children to handle the new situation (see Reicher-Pirchegger & Hollerer, 2019).



During the transition to school, educators should strive to work according to the following key objectives:

- 1. Children enter the school system comfortably.** All children should be able to comfortably enter their new educational institution, feel assured in their new environment and be able to rely on their contact persons. They should feel adequately pedagogically supported within the framework of the transition phase and consequently be able to enhance their learning opportunities.
- 2. Children can continue their development and learning processes.** All children are offered educational opportunities that are appropriate for their stage of development and can be connected to their prior experience.
- 3. Enable children to succeed.** All children should receive learning opportunities that support their performance potential and build confidence in completing tasks.
- 4. Children work at their own speed according to their own development.** Children's individual abilities and potential are recognized in order for their talents and strengths to be utilised in the learning process.
- 5. Children are supported by their families.** Parents should be kept informed in a timely fashion regarding the transition phase and involved in the transition process.
- 6. Children are given adequate time to adjust.** In the process-related transition phase, children experience a seamless transition from play-based to task-based learning.
- 7. Children and parents receive information about goal-setting.** Children as well as parents are given information about the next learning phase's goals at the beginning of the school year or semester and are given support to reach their goals.
- 8. Accommodate children's particular learning processes in the transition to school.** The didactical principle of Individualisation requires the implementation of constant professional observation, documentation and analysis of children's learning processes in order to offer appropriate learning opportunities
- 9. Provide children and families with information about the level of development.** Keep children as well as their parents informed of their developmental status, including information about support opportunities.
- 10. Children perceive themselves as parts of a whole.** Integral pillars that contribute to learner success are school wellbeing, the feeling of being acknowledged and the realisation that they can have an effect on themselves and society.

### 3.3 School Enrollment – School Skills – School Readiness

Andrea Holzinger, Lisa Reicher-Pirchegger, Daniela Longhino, Übersetzung: Leanne Hill

Current approaches define school skills as related to individual, systematic and socioeconomic-specific factors, and focus on the suitability of a heterogenous pupil composition in kindergarten as well as in school. A close cooperation between kindergarten and school with a focus on the education history of each individual child is helpful in order to support children on their individual learning journeys (Bülow 2012, Liebers 2008). In order to support children on their learning journeys, a focus on a cooperative transition phase in addition to cooperative observation and documentation of children's development will be conceptualized in Austria. In addition to intense cooperation efforts,

the school start should be appropriate to a child's development, which will be made possible through a detailed observation of developmental paths.

School entrance diagnostics are no longer used as a selection instrument; instead, developmental observations are the professional basis of learning and development documentation (see Carle, Winter, T), which begin in kindergarten and continue throughout school.

The development of transition portfolios in Austria have provided a method to identify individual stages of development in addition to the interest and strengths of children as early as possible to foster individual and adequate educational assistance right from the beginning.



The transition portfolio should ...

- adequately describe the developmental and educational biographies as well as the developmental state of children during the transition phase.
- illustrate a cooperative observation and document instrument for kindergartens and schools and make pedagogical work with heterogeneous learning groups possible.
- be a foundation for parent-teacher meetings and parent information.
- encourage the active participation of parents and families.
- provide the basis of the new school enrolment process.

A transition portfolio contains the following categories:

Part A - Child's Portfolio – Children in their surroundings

1. This is me
2. My family, my friends
3. My interests

Part B - A child's development in context of education/development levels and learning approaches

1. I did it
  - emotions and social relationships
  - ethics and society
  - language and communication
  - physical activity and health
  - aesthetics and design
  - nature and technology
2. What I especially enjoy doing
3. What we do together

Part C - Observation and documentation with emphasis on giftedness and support/related characteristics of school readiness in the framework of the transition phase

1. I'm going to attend school

Parts of this text were first published in German language in "Erziehung und Unterricht" 7-8/2019.

## 4. Development Stages

### 4.1 Child Development Stages and Physical Activity

Opracowanie Anna Dębska

The process of general development and reaching full maturity by an individual takes a very long time. For a long time, there has been an attempt to systematize this important aspect of human life. Based on the periodical development proposed by Maria Żebrowska, we can distinguish five stages in the child's development.

- I. infancy – first year of life
- II. post – mortem age – 1 to 3 years
- III. pre-school age – from 3 to 7 years
- IV. younger school age – from 7 to 11-12 years old
- V. age of adolescence – from 11-12 to 18 years



We are interested in the younger school age, also referred to as late childhood, which is between 7 and 11-12 years old. This is a time radical changes in a child's life, which is greatly influenced by his or her start at school.

The associated entry into the role a learner means that one has to fulfill one's duties, it also facilitates the acquisition of independence and contributes to broadening social relations. However, in order to overcome the difficulties arising from new situations and problems of the child inside and outside school, her or she needs to acquire a range of motor, social, cognitive, communication and self-control skills. This involves intensive changes in all areas of development.

Physical development in quantitative terms is stagnating during this time, especially growth. The functions of individual systems and organs are improved instead. This qualitative development is conducive to progress in the so-called 'soft landing of great motoring. The child is very motivated, and what is connected with this is the emergence of various forms of physical activity (the child runs, jumps, takes part in exercises and movement games). The children are becoming more and more capable, robust, their movements are coordinated, executed quickly and accurately. There is also the development of small motor skills, which allows them to perform precise activities such as drawing, painting, constructing, etc.

Late childhood is a time of intensive cognitive development. The child has a relative motor maturity, the movements are already harmonious and rhythmic. An increase in overall efficiency is becoming apparent. The child still gets tired quickly but rests quickly. In terms of psychomotor, toddlers are characterized by great imagination, fantasy, excitability and the charge of emotions. As in the past, the child wants to stand out, is very satisfied with success and is very busy (hunger for movement). In the second stage, the body structure becomes proportional, there are smaller length increases and larger body weights. The child is entering the so-called 'baby'; the apogee of motoring. His movements are characterized by smoothness, effectiveness, harmony combined with good speed, agility and sense of rhythm. This is a period of early sports specialization. Children learn skills quickly, they are versatile, and the ability to concentrate leads to greater perseverance and regularity.

Physical activity ensures proper development of the musculoskeletal system (bones, muscles and joints), stimulates the development of the circulatory and respiratory systems (heart and lungs), stimulates the development of the nervous system (coordination and balance of the body, control of movements). It is also a prerequisite for maintaining proper body weight. Movement is a factor that hardens the child and thus prevents the occurrence of various childhood diseases.

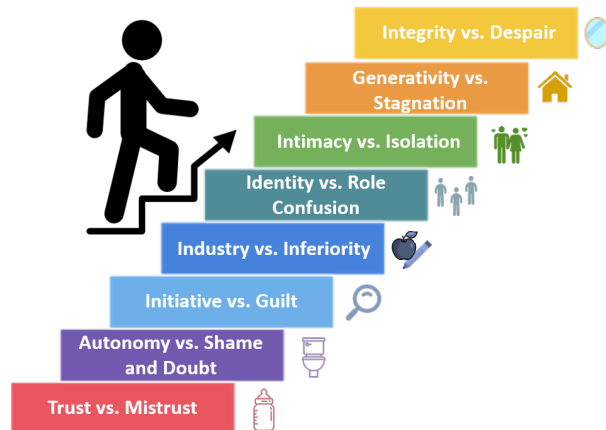
There is scientific evidence that physical activity, both spontaneous and organized, improves a young person's mental condition. Movements and exercise have a positive effect on your wellbeing, help you cope with stress, and help to treat signs of depression, if any. Physical activity also contributes to improving mental performance such as speed of decision making, planning and short and long term memory, concentration and divisibility of attention. The movement reduces anxiety and improves the quality of sleep, develops responsibility, self-confidence and self-esteem, stimulates empathy, creativity and social skills. It makes the child's self-esteem increase. So from the point of view of a child's psychomotor development, physical activity is a necessity. Proposed activities at this stage of development are all general development activities, slow orientation to specific sports (football, basketball, tchoukball, swimming, etc.), training 2-3 times a week for 60-75 minutes. You can slowly introduce participation in sports competition.

## 4.2 Psychosocial Development Stages

Fatma Tunçel

Eric Erickson, a developmental psychologist divided lifespan into eight stages each of which involves a psychosocial crisis. He mooted that one's personality is shaped by how individuals deal with the psychosocial crisis from birth to death. Erikson's theory focused on how social interactions and environment work together to influence personality development. According to this theory at critical ages, people experience developmental crises specific conflicts whose resolutions prepare the way for the next stage.

The eight key stages he described were:



**Stage 1:** Trust vs. Mistrust (Birth to about 2 years old)

In the first stage, parents are the primary people in the child's life. The parents have the role of developing a trusting, healthy attachment with the child. This is done by creating a comfortable, predictable and nurturing environment. Children who receive responsive care are able to develop the psychological quality of hope.

**Stage 2:** Autonomy vs. Shame and Doubt (About 1 to 3 years old)

In the second stage, the child learns that they are autonomous from their parents or caretakers. By developing motor and cognitive skills, the child develops autonomy. They develop the ability to think for themselves.

Erikson emphasizes that a balance between freedom and control is needed to promote autonomy. It means this stage involves gaining a sense of independence and personal control. Inflicting rules and punishment by force will instill shame and doubt. Again parents play a major role.

**Stage 3:** Initiative vs. Guilt (About 3 to 5 years old)

In the third stage, primary relationships consist of family members; parents, siblings, grandparents, cousins, etc. Children begin to explore their environment and have more control over their choices to develop a sense of responsibility. They have ambitions and learn about personal boundaries. Guidance toward goals without intrusion from parents will facilitate initiative. Control and force from parents will result in guilt.



#### **Stage 4:** Industry vs. Inferiority (6 to 11 years old)

In stage 4, children are encouraged to complete tasks while cooperating with others. They develop cooperative skills while learning how to master social and academic tasks. This stage focuses on developing a sense of personal pride and accomplishment. Success at this point in development leads to a sense of competence. Failure to learn how to cooperate and work with others results in inferiority.

#### **Stage 5:** Identity vs Role Confusion (12 to about 17 years old)

By stage 5, adolescents begin to consider the two pivotal questions; “Who am I?” and “Where do I fit in?”.

Primary social interactions are within peer groups. The adolescent begins to develop values and direction for their future. Role confusion occurs when the adolescent is confused about their identity, purpose and direction in life.

#### **Stage 6:** Intimacy vs. Isolation (About 18 to 30 years old)

In stage 6, individuals seek intimate relationships. In early adulthood, romantic relationships and close friendships are most valued at this stage. Success leads to the ability to form committed, lasting, and nurturing relationships with others. People who struggle will find themselves in isolation.

#### **Stage 7:** Generativity vs Stagnation (About 30 to 65 years old)

Individuals in stage 7 seek meaning through work and career performance, and nurturing and facilitating the next generation. Generativity is achieved when working toward providing for their future and children. Stagnation can occur if the individual does not find meaning or purpose in their own accomplishments.

#### **Stage 8:** Integrity vs. Despair (About 65 years old to death)

By stage 8, elderly individuals come to terms with their own mortality. They begin to reflect on their lives and the growth of society and humankind. Those who look back and feel a sense of satisfaction develop a sense of integrity and wisdom, while those

who are left with regrets may experience bitterness and despair.

See page 54 for reference.

### **4.3 The Definition of Anxiety**

Özlem Gürbüz

The anxiety that we hear most often in many areas of our lives and that almost all of us are subjected to is very important as it is one of the situations that has the power to affect us. In its most general definition, anxiety; ‘It is a situation that manifests itself by affecting the person physically, emotionally and psychologically when a person is faced with an internal or external stimulus.’

Anxiety is one of the most basic experiences that can be experienced in any person all over the world, regardless of factors such as age, gender, education level. Our reactions to experiences lead to anxiety and our ability to cope with anxiety differ. In the literature there are some sources which emphasize that part of the state of anxiety can have positive effects in people’s business life and that it is the power to motivate them. When should we be afraid of anxiety? We can say that anxiety has become a problem for us when it becomes a destructive effect on our lives.





#### 4.4 The Symptoms of Anxiety in General

Anxiety is a situation that creates tension. Generally, the anxiety which arises when our basic needs are not met, when we lose trust, when we suddenly lose our relatives, when we are afraid of encountering something bad at any moment, leaves noticeable effects on the quality of life. Since many people cannot cope with their anxiety, they are exposed to experiences such as low performance, dissatisfaction, not being happy, and excessive tension in their work and private life. The anxiety we encounter as a result of the traumas we have experienced is the real anxiety.

However, the anxiety we experience by thinking about what happens or if something happens to us makes us feel so nervous that it can bring us to the experiences we call anxiety. The condition, which is called as anxiety disorder in the literature shows that we have reached a point that affects our lives much more deeply and needs to be treated. Although anxiety is a very normal process, it affects us as an anxiety state that can become a big problem when we cannot cope with it and can create a feeling out of control.

The most basic symptoms are;

- Changes in our breathing
- Restlessness, panic, increased fears
- Not being able to calm down or be still
- Sleeping problems (sleeping a lot or not being able to sleep at all)
- Stomach disorders
- Digestive troubles
- Heart conditions, rhythm disturbances, palpitations
- Dry mouth, inability to swallow
- Thought disorders
- Stuttering
- Dizziness
- Constant desire to avoid, get away from things (aversion)

All this can be seen in the person in case of anxiety. What is important here ; if there are symptoms lasting more than 6 months, then it is needed to be named as anxiety disorder by experts.

#### 4.5 The Symptoms of Anxiety in Children



Children are quite different from adults in terms of their emotional evaluation of events and their perspective on the events they have experienced. Sometimes we witness that they don't forget when we are sometimes angry and grumble in daily life. Children are the group that show anxiety with the most obvious and pure symptoms. Symptoms appear immediately in children who experience anxiety. Especially in the first four years, they try to cope with their anxiety by crying. They listen to the speech of the adults, try to understand and ask a lot of questions about the subject. We see slightly more structured responses in school-age children; now they can try to hide their anxiety because they are a little older.

The most basic symptoms are;

- Disturbances in night sleep, waking up crying
- Sleep terror
- Bedwetting behavior
- Finger sucking or nail biting behaviors
- Being angry, crying for no reason
- Expressing having bad dreams, nightmares
- Mental disorders, excessive forgetfulness and absence
- Feeding problems, poor appetite
- Hair loss

- Allergies or skin rashes
- Decreased desire to find friends or play
- Inability to express himself

#### 4.6 How to Help an Anxious Child

Observing the child experiencing anxiety should be one of our most basic tasks. We need to get to know them well in order to be able to distinguish between how they behave previously and how they behave now. It is very important to hold the hand of the symptomatic child while asking why s/he is afraid or worried, listening to him / her carefully without missing the story s/he will tell, asking him / her appropriate questions about the subject and indicating that you are with him/her. In particular, we should not label or blame him. We should not make fun of what he tells or compare with other children.

We should approach them with nice words, for example 'You are very strong. You can solve problems. I trust you. You are doing great things.' These phrases can erase great negative marks on their spiritual world. We need to be understanding and helpful. We should express that these situations are normal; fear and anxiety are normal, people at all ages may experience anxiety and you are always with him and love him; these dialogues will comfort him. If, despite all your efforts, you cannot see that the child is comfortable; we can support him to overcome this problem with play therapies by getting expert support.



We can say that anxiety is at a high rate for any situation that may affect the daily life of children and cause them having feelings such as fear and anxiety that may cause obvious behavioral problems. It should be remembered that every child has a different ability to cope with the problem or anxiety.

There are scales in the literature that measure anxiety.

In general, if the daily life skills of children continue and they can overcome the problems they encounter, we can think that they can cope with anxiety. But if he shows unusual symptoms, for example, if his sleeping and eating habits are changing, the child should be followed up. If these symptoms last a long time and if the child's quality of daily life decreases, it is still necessary to stand by and seek expert support. In these situations, it is assumed that the child cannot cope with anxiety on his own and may need support. Above all, it is important that children are followed up by their teachers and families.

#### 4.7 Anxiety For Students Who Starts a New School



Starting school is an important experience for many children, as they go beyond the family environment they are accustomed to and the special comfort zone provided by the family. Some children are positively affected by this important experience and attend school without any problems, but for some children this does not go on easily. Some children does not want to leave the comfort zone he is used to, leave his family and come to school. This is called school anxiety. School anxiety is very important and should not be neglected. Because it has a high potential to have an impact on children's progressing education life.

Emotionally, the anxiety experienced by the child who is separated from his parents is extremely normal. However, if this state of anxiety lasts for a long time and children begin to have complaints close to school time, then this should be considered as a problem. The most basic symptoms children

say when they are about to go to school; having a stomach ache and nausea, fear of a friend and fear of his teacher or the classroom. It is important to listen to these children expressing themselves in this way. It is very important to explain that going to school is within their responsibility. If the family says "Okay, don't go to school today." , this will become a very meaningful data for the child and he will develop this symptom every morning.

At this point, the family can get support from school psychological counselors and give information to classroom teachers. It is also necessary to be clear and determined with the child like 'If you feel sick, I can take you first to the doctor, then to school, I care about your health and you are very valuable' and thereby it can be emphasized that he should go to school again.

The family should be patient and not scold the child. Making comparisons, being angry with them or threatening them will make things more difficult. Remember what they are experiencing may not be brattiness, but it may be real inability to cope with anxiety. It is the responsibility of parents to understand and support them.

Teachers, who have students with anxiety problems in their class can relieve them by meeting with the student individually, telling him that you love him very much, saying that luckily he is in their classroom and stating that you miss him when he is not coming to school. Encouraging game-related activities, assigning tasks in class, deleting the board or taking the register may be the first tasks. However, some students may still have a high level of anxiety, then informing the parents, making an appointment with the school SCS service or informing the parents to meet with the specialist doctor are some of the proper course of actions if you think there might be a big trouble.

*Anxiety Relief for Kids written by Bridget Flynn Walker*

<http://mobil.haberinolsun.tv/yazarlar/ozlem-celik-gurbuz/depresyon-icinden-gecebilmek/257/>

## 5. Outputs

Here are all outputs of the ALLready project. The outputs are available in Annexes part of this booklet.

### 5.1 Anxiety Map

Fatma Tunçel



There are 7.8 billion of people in the world (<https://www.worldometers.info/world-population/>).

The estimate for all enrolled students in primary and secondary schools in the world was 1,287,078,204 (1.29 billion) in 2014 (<http://data.uis.unesco.org/>). Unicef reveals that worldwide, more than 90 per cent of primary school-age children have been enrolled in schools. So when we think about the numbers of students who start school every year all around the world, it is thought-provoking. Then what about easiness of schooling for the student, parent and teacher? How should it be? For sure, it's preferable that the start and transition to school should be smooth and controlled in theory. But in reality there are orientation problems!

We believe that the orientation should be done first at school properly and effectively. Later attempts to compensate for unreadiness are less effective and may be more expensive than providing the resources, programs and supports needed to ensure that children start school ready to continue learning (Cunha et al2006).

Here is a strong need to examine and reveal the reasons of this problem :

The students are tightly dependent to parents cause of urbanizing. They don't know and trust anything or anybody outside of their houses. They play individual games in this safe place and so on. Therefore they

don't have group spirit or tendency for any team work and school is a very crowded place for them. So starting and going to school isn't appealing.

Everyone knows that the first impression is important and what a student experiences at the start of school have everlasting effects. Education is what remains after one has forgotten what one has learned in school (Einstein). Also, what and how they learn depends on the quality of the relationships they have with their parents and variety of the experiences they have at school from the beginning. So school needs to lead its dynamics (student-parent-teacher) in a logical and updated manner and support them all. Readiness doesn't reside solely in the child, but reflects the environments in which children find themselves, their families, early childhood settings, schools, neighbourhoods and communities (Kagan&Rigby2003).

In light of this information, we believe that it is precious to search, examine and reveal the anxiety of students, parents towards school. We intent to prove how creating a safe and an innovative school atmosphere minimizes anxiety, promotes positive attitudes towards school and education life of a child, stimulates an excitement for learning Furthermore; we seek to have the following impacts on students and parents; decreased anxiety towards school and positive attitudes to school life.

With this output, we try to find answers to our questions like;

- What is anxiety? How anxiety occurs?
- What is the reasonable anxiety level that a student and parents should have towards school life? What behaviors can be considered as acceptable?
- What are the suggestions to parents and teachers to control the level of anxiety of new students?

In the project, anxiety maps were designed for students to see their anxieties about school life, for parents to see their attitude to school in general and for teachers to reveal the students and parents who



have concerns related to school. As anxiety affects the transition negatively, we propose identifying certain anxieties belong to child and parent early.

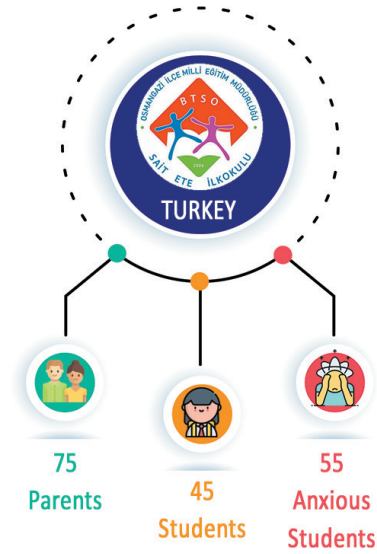
We took an academic study of Macquarie University in Australia named "School Anxiety Scale" as a reference and created our own scale according to the our target group. We showed ultimate attention while forming and conducting the questionnaires in order not to offend any participants. For the pilot implementation of the anxiety map, our project partners schools; B T S O Sait ETE Primary School from Turkey and Ogres Sakumskola from Latvia applied the questionnaires to the students of new academic year, their parents and their teachers.

Teachers and parents participated in questionnaires and students were interviewed by school counsellors as they are illiterate so we were so careful and supportive to students. Teachers did the questionnaires for their students whom they think that they may have some anxieties.

After implementing the anxiety maps we had ideas what is the top concern of new comers and their parents related to school and how schools can take precautions and rehabilitate this concerns for a successful start.

## 5.1.1 Results of Anxiety Map

### Anxiety Map Results (Turkey)



B T S O Sait Ete Primary School conducted the questionnaires to 75 parents, 45 students and 55 anxious students.

#### A) Students conducted randomly by School Counsellor

- 10 children have not a serious anxiety rate.
- 30 children have some anxieties.
- 5 children are in dangerous situation by means of school anxiety.

#### B) Students having some anxieties conducted by first grade teachers

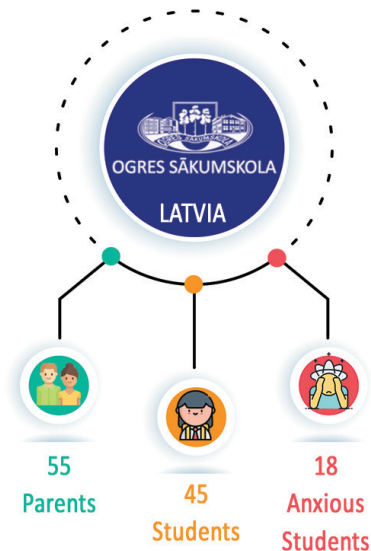
- 41 students have reasonable level of anxiety.
- 11 students have high level of anxiety.
- 1 student is in dangerous situation by means of school anxiety.

#### C) Parents of first grade students

- 6 parents have not a serious anxiety rate.
- 47 parents have reasonable level of anxiety. They have some anxieties.
- 21 parents have high level of anxiety about school.
- 1 parent is in dangerous situation by means of school anxiety.



## Anxiety Map Results (Latvia)



Ogres Sakumskola conducted the questionnaires to *55 parents, 45 students and 18 anxious students.*

### A) Students conducted randomly by School Counsellor

- **14** students are in dangerous situation by means of school anxiety.
- **26** students have some anxieties.

When the results are examined in details, we can reveal the high frequency to these following situations:

- **32** students don't like to be observed by someone
- **24** are afraid of making mistakes
- **23** think that something bad can happen at school
- **21** students answered that it isn't easy to talk in front of the class
- **17** are worried if there are any problems at school

### B) Students having some anxieties conducted by first grade teachers

- **10** students have no serious anxieties.
- **5** students showed reasonable level of anxiety but teachers pointed out that situation is much better than in the beginning of the school year and students should overcome difficulties during the rest of the school year.
- **3** students have high level of anxieties. Their behaviour and learning results aren't really good, so they are supported not only by class teacher, but also by psychologist, speech therapist and teacher assistants. These children will need additional attention during all school year and probably also in future.

### C) Parents of first grade students

- **None** of the parent is in dangerous situation by means of school anxiety.
- **20** parents have high level of anxiety about school.
- **32** parents have reasonable level of anxiety.
- **3** parents have not a serious anxiety rate.

When the results are examined in details, we can reveal the high frequency to these following situations:

- **37** parents said 'When my child has a problem, s/he feels shaky'.
- **33** parents said 'My child is afraid of asking questions'.
- **27** parents said 'My child does not want to answer or comment a question voluntarily'.
- **26** parents said 'My child appears nervous when approached by a child or an adult'.

## 5.1.2 General Evaluation of The Output

### A) Evaluation with Result Comparison of Turkish and Latvian Primary School

Students

	TR	LT
No anxiety	10	-
Reasonable level of anxiety	30	26
High level of anxiety	5	14

Parents

	TR	LT
No anxiety	6	3
Reasonable level of anxiety	47	32
High level of anxiety	21	20
Dangereous level of anxiety	1	-

**Footnote: The number of interviewed students are 45 students in Turkey and 40 students in Latvia. The number of surveyed parents are 75 parents in Turkey and 55 parents in Latvia.**

When Turkish and Latvian students' anxiety levels are compared, we can see that the results are similar. The differences are that some Latvian students are having higher level of anxiety than Turkish students and some Turkish students have no anxieties. Here it is acceptable that students should have reasonable anxiety levels, not none, not a lot; it should be in a balanced level .

Students of both countries have common anxieties like afraid of making mistakes, being observed by someone, possibility of anything bad happen at school and having difficulties while talking in front of the class. So teachers and parents should be careful and sensitive about these issues for better school lives.

When Turkish and Latvian parents are compared, we can also see that the results are so similar. Both parents think that their son or daughter may be afraid of asking questions, s/he may not want to answer or comment a question voluntarily, s/he may appear nervous when approached by a child or an adult and when s/he may have a problem, s/he feels shaky. So knowing parents anxieties teachers should be careful and sensitive about these issues for better school lives of students and make parents

more relaxed and assure them about the anxieties they have for their child's school life.

### B) General Evaluation of The Output

**The reactions to the surveys and interviews:**

Parents were calm as they knew the aim and stages of the survey and also as it was anonymous. They feel nice as the results will be used for an international research. They answered the questions voluntarily and expressed that they had the chance to review their child possible anxieties and know their child better. Finally teachers are informed beforehand about some anxieties belong to students and parents.

The students are interviewed as they are talking to their teacher in a positive and supportive mood, also in a relaxed atmosphere. They answered the questions freely while expressing themselves. The teachers listened the students carefully and marked the related point for them according to their answers.

**The usefulness of the results for reaching the output's aim:**

This output is planned for parents and their child to examine their anxieties about school and its elements. Anxiety questions and interview questions were formed with all partners. The questions were conducted to parents to see their anxieties about their child's school life. Students were interviewed to reveal their anxieties about starting to school.

## 5.2 Teacher's Checklist

Teachers matter in different ways in a person's life as they influence all lives. As they teach adults of future, they contribute to each aspect of society. Teachers are one of the most influential and powerful forces for equity, access and quality in education and key to sustainable global development. (<https://en.unesco.org/themes/teachers>)

We thought that teachers play the most important role in the school life of a child, so we created a checklist which reminds some issues for a successful start.

Teachers will not waste time and extra effort for orientation of the new comer, they can complete the curriculum achievements on time. They will

also refresh their knowledge how to treat to new beginners and remember positive and everlasting effects upon children.

### Part I: Headmaster's Checklist:

#### Create a Good Atmosphere without Bullying:

- Celebrate events (School start, birthdays, ...)
- Create activities to integrate each member of the school team, continue the whole school year
- Ask for help if it is difficult to integrate the group (e.g. School Psychologists)
- Make sure that the students know how to react in difficult situations
- All the school staff should respect and act on the same principles
- Care for a safe and learning friendly school environment
- Guide the students through the school building and introduce the staff
- Create big enough labels on each room, add pictures

#### Improve Team-Work in School:

- Plan regular Staff-Meetings with your colleagues (e.g. once a week)
- Plan Projects for the school Year together, link all subjects to each other
- Share Knowledge and Material
- Allow time for informal meetings with colleagues
- Identify the needs and expectations of school staff
- Discuss and try out possible ways of communication
- Invite experts to gather and support on some topics

### Part II: Teacher's Checklist

#### Build a Basis of Trust with the Parents:

- Organize Meetings with parents before School starts
- Inform the parents about possibilities to

communicate (email, phone, consultation hours)

- Create a daily contact medium (e.g. note book) between school and parents
- Communicate with parents about their and your expectations (e.g. with Lego Serious Play: [https://de.wikipedia.org/wiki/Lego\\_Serious\\_Play](https://de.wikipedia.org/wiki/Lego_Serious_Play))
- Prepare Solution Maps (Checklists) for different problems that can occur
- Involve Parents in classroom and after Class Activities

#### Foster the Learning Process for ALL Students:

- Inform yourself about all students: Get feedback on motivation, interests, learning preferences of your students from „Parents' letter for defining their child“
- Call students by their names
- Start with projects in which students can learn individually and in heterogeneous groups
- Create the rules for learning together with the students
- Start the lessons with an interesting activity
- Create a classroom environment that establishes the transition that considers the pedagogical approach used in pre-school education
- Give room and time for adaption, maybe start with part time school days
- State the goals precisely in all subjects, make them transparent to students and parents ; also acknowledge individual progress

#### Tips and Tricks for Teachers:

- Music is an international language: Sing a song, share your song with others, rewrite the lyrics, improvise and explore new movements and dance
- Make some outdoor activities
- Use your voice effectively, care for a clear articulation and wording Take care of how you use your gestures and body language
- Care for your own wellbeing – it has an effect on the students

### 5.2.1 Results and General Evaluation

The target of the checklist is to remind and help to plan what teachers and headmasters have to do at the beginning of the school year.

#### Latvia- Evaluation and Dissemination of Checklist

We applied the Teacher's Checklist to all the class teachers of our school. In total thirty teachers did it. Teachers admitted that the checklist helped to organize and plan the work. The main part of it is regularly done and used at our school. The checklist is a good reminder about what they have to do at the beginning of the school year. It is also good for self-evaluation.

Our teachers found difficult to prepare "solution maps" for different problems that can occur. At our school we have "solution maps" with clear steps how to solve behavior problems, but not all the problems because they change every day. As our school is very big, we have to work on how to act on the same principles and respect the rules. Our teachers pointed out that we have a lot of formal meetings, but it is hard for us to find time for informal meetings.

#### Turkey- Evaluation and Dissemination of Checklist

Teacher's checklists were filled in in order to help them to plan their activities at the beginning of the school and identify their work. Teacher's checklists helped teachers to have an idea of what they should do, as well as help them to plan their work. The teachers who marked their work in the checklist had the opportunity to see their work clearly.

After the summer holiday, the teacher reduced the anxiety about school work and made it easy to adapt to school. The teacher had the opportunity to evaluate himself and was able to determine what he did or did not do. It is easy to use and useful for teachers to see their own shortcomings.

Some substances were not suitable for our country's system. For example, in Teacher's Check List while there is an article for Plan Family Meetings before school starts, in our country, meetings are held after the schools open.

### 5.3 Workshops for A Successful Start

The target of the workshops is to make students think that what is in the school isn't so different from what they normally do at home by encouraging children to share the experiences learned in school as they need to feel more comfortable and safer in this different environment.

The best way of preparing a child for school is to ensure that they have optimal social, emotional and learning experiences and environments during the early years, both at home and in community settings and services. So our project supports students, parents, teachers and school with different and innovative activities. We offer workshops and games at school during school hours at first months in order not to intimidate students. Children need to be exposed to paint, music, natural environment, stories, drama, play-based learning materials, etc.

In the project, we realized art, sport, dance and music workshops. After these workshops, participants learnt how to do these workshops with their students at their school. Students may attend to these workshops with their parents and feel themselves more comfortable and safe. It's also an alternative way to make students think that what is in the school isn't so different from what they normally do at home. It's also nice to encourage children to share the experiences learned in school. It shows joy and enthusiasm for their progress.



Here are brief information about these workshops prepared by project partners :



## a) Sport Workshop (Poland): Tchoukball

Paweł Łyżwa, Anna Dębska



Tchoukball is an indoor team sport developed in the 1970s by Swiss biologist Dr Hermann Brandt. Dr Brandt was concerned about the number of injuries in sport at the time and as part of an educational study he wanted to create a sport that reduced injuries, was not aggressive between players and enabled people of all shapes, sizes, genders, cultures, and backgrounds to play together.

The sport is usually played on an indoor court measuring 27 metres by 16 metres. At each end there is a 'frame' (a device similar to a trampoline off which the ball bounces) which measures one square metre and a semicircular D-shaped forbidden zone measuring three metres in radius. Each team can score on both ends of the court, and comprises 12 players, of whom 7 may be on the court at any one time. In order to score a point, the ball must be thrown by an attacking player, hit the frame and bounce outside the 'D' without being caught by the defending team. Physical contact is prohibited, and defenders may not attempt to intercept the attacking team's passes. Players may take three steps with the ball, hold the ball for a maximum of three seconds, and teams may not pass the ball more than three times before shooting at the frame.

<https://en.wikipedia.org/wiki/Tchoukball>

To make your child feel good in the new school environment, it's good to use a variety of workshops. Try our list of ideas:

- Make decorations in the classroom to make your child's first day at school more pleasant
- Check the condition of classroom, computers for safety
- Make sure the classroom is properly equipped

- Try to get to know your students and their parents before the start of the school year by organizing e.g. "Sports Pikinik"
- Take care of creative activities such as educational lego, chess for all
- Promote a healthy lifestyle among your students and their parents
- Introduce as many outdoor games and plays as possible

Remember that physical activity ensures proper development of the musculoskeletal system (bones, muscles and joints), stimulates the development of the circulatory and respiratory systems (heart and lungs), stimulates the development of the nervous systems (coordination and balance of the body, control of movements).

Activity improves the mental condition of a young person. Movement and exercise have a positive effect on your well-being, help you cope with stress, and help to treat signs of depression, if any.

Physical activity also contributes to improving mental performance such as speed of decision making, planning and short and long term memory, focus and divisibility of attention.

The movement reduces anxiety and improves the quality of sleep, develops responsibility, self-confidence and self-esteem, stimulates empathy, creativity and social skills. It makes the child's self-esteem increase.



We offer elements of the game of tchoukball for use in motor activity. Speaking for the founder of this discipline, Herman Brandt:

"The aim of Tchoukball is not to create masters, but to work together to build a harmonious society"

It is a game for everyone, coeducational, does not require special conditions and the rules of this game eliminate dirty games and pointless aggression. Tchoukball provides many positive experiences and emotions while developing all the child's motor skills. Tchoukball can be played in the gymnasium and outside on a grass and sandy field.

### b) Dance Workshop (Turkey): Dance in Schools



There are no compulsory courses of dances/folk dances in our schools.

Our experienced teachers, who generally have a certificate in folk dance/dance education, carry out these activities professionally as extracurricular exercises.



Group dances are generally given more priority than individual dances.

Priority is given to willing and talented students in these studies. The number of students is determined according to which region's dance will be taught and just after that the original music of the play is selected.

As the second stage, the figures of the game chosen are taught to the students with foot movements and numbers.

Each figure is taught separately and once the figures are finished, the whole game is repeated with music. This is done until the students learn the whole game.

When the game is completed, the appropriate costumes are selected. Rehearsals of the game are made and general rehearsals are taken with costumes. Then the game is staged.

There is no dance class in our schools. But dance is very important for the student. At the same time, it is important to dance, because it includes the features of moving, keeping up with the music and keeping the rhythm.



Another activity that is practised in our school about dance is that on the first day of the week, all the students enter the classes by dancing in the leadership of a teacher and this practise is very motivating and an ice breaker for the children to start the week in a much more relaxing mood.

### c) Music Workshop (Portugal): "Making Music" and "Dancing Songs"

A.P.E.M. and Cantar Mais

It is well established how music can play an important role in personal development and in creating favorable scenarios for the development of interpersonal relationships, being present in rituals and celebrations since the beginning of time. As Hargreaves and North (1997) refer, "music is essentially something we do with and for people". If, to paraphrase Pinker (1997), music is useless from a biological point of view, the confirmation of its value and its relevance to the human being is transversal to different dimensions of knowledge, from psychology, neurology or social sciences, up to the educational sciences, pedagogy and didactics. In different contexts or expressions, in its different forms and

functions, through singing, instrumental practice or dance, or the simple act of listening, music offers the opportunity for individual and identity expression, for personal construction and, simultaneously, of a social and integrative construction based on the expression of emotions and sensations that go beyond the concrete and that find projection and meaning in the relationship with the other.

Before knowing how to read and count, children sing and dance, also in this sense, to music, and artistic expression in general, in an educational context, are the continuity of human nature, and should therefore be an integral and integrating part of the children who enter in the education system.

Music is a universal language. Different musical expressions contain in itself different cultures, different ways of seeing the world, different identities, the imaginaries and also the daily realities of the people.

Cantar Mais ([www.cantarmais.pt](http://www.cantarmais.pt)) (to sing more) is an educational and artistic online platform fostering music and creativity centered on songs and singing, with an approach to traditional music that values the cultural and stylistic traits of the original songs, while encouraging and providing the necessary resources for a broad, multicultural and transversal educational experience.

For this “Cantar Mais” workshop, and as a starting point, we propose an exercise for multicultural appropriation (by mixing sounds, recreating with different voices, words and cultures, in the same musical space the song is).

In this case, the basis will be a traditional Austrian song about festive activities and community celebration in the Tyrol mountains.

In addition to singing and dancing the song, the challenge is to reinvent this song based on each one’s culture, by creating a new text for the lyrics, according to their own language and identity. Finally, and recognizing the character of the Austrian song well present in the chorus part of the song, singing that yodeling part, with no lyrics, can become a moment of universal communication and a celebration of joy.

All the musical contents and resources needed for developing this workshop are available here:

<https://www.cantarmais.pt/en/songs/world/cancao/und-jetzt-gang-i-ans-peters-brnnele>

In the song webpage you will find the following learning structure with the correspondent musical resources for developing the activities:

Und jetzt gang (a traditional song from Austria)

#### LISTEN

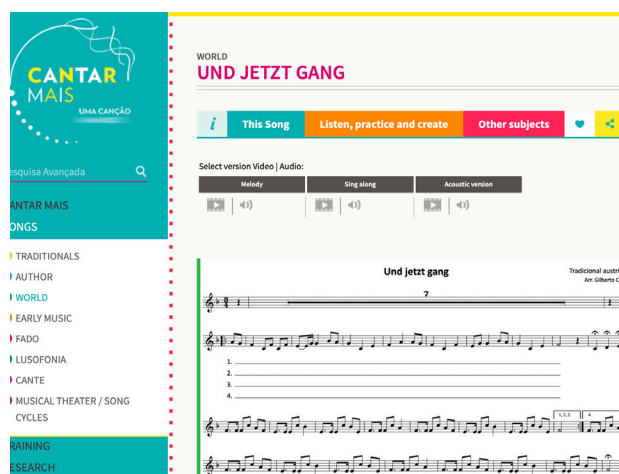
1. Different song versions and cultural context
2. Instruments and song elements

#### PRACTICE

1. Learning strategies
2. Playing with the song

#### CREATE

1. Writing new lyrics
2. Dancing the song
3. Creating mimics
4. Adding movements



For more musical activities, that can be explored independently or complementarily to this music workshop, you can take a look into these other proposals (that include playing, singing and also dancing songs) which have been experienced by the Allready Project participants.



## • Making Music

Sounds and rhythms that make everybody participate in various ways, making music while having a lot of fun. A music making session where various combinations of musical patterns were learned and executed by each of the presents, providing a series of shared music making, exploring the sounds of non-conventional instruments and the resources of human voice and body percussion. After this artistic experience, everybody seems to be more confident in the capacity of developing musical simple structures to organize and contribute to a meaningful musical experience, including everybody independently of their musical talent or experience:

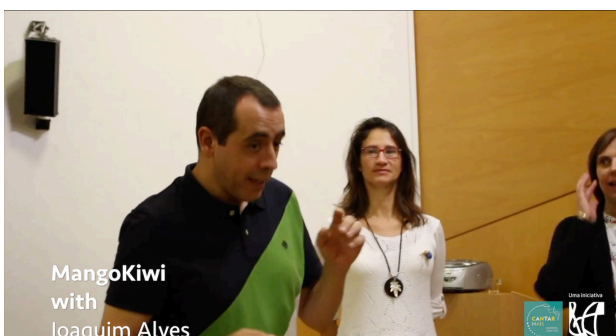
- Banana (<https://youtu.be/kW6Ja0JPtIl>)



- Cups Game (<https://youtu.be/v0UPHWiwinc>)



- Mango Kiwi (<https://youtu.be/q22UKets5A0>)



- Drums (<https://youtu.be/zGXJMZcSywQ>)



- The Rhythm Of Your Body

(<https://youtu.be/TyYf8Yc86MY>)



## • Dancing Songs

Explore movements and then use them to create simple choreographic phrases and combining them into dances. This and other tutorials for dancing songs and fostering creative movement and dance activities relating to songs freely available on the website [www.cantarmais.pt](http://www.cantarmais.pt).

You can start with this one, Sra. D. Anica (Mrs. Anica) <https://youtu.be/3cjUxdhY700>

More movement and dance tutorials with songs, available here:

<https://www.cantarmais.pt/en/training/tutoriais/dancas-das-cancoes--tutoriais-de-movimento>

You can start with this one, Sra. D. Anica (Mrs. Anica) <https://youtu.be/3cjUxdhY700>

More movement and dance tutorials with songs, available here:

<https://www.cantarmais.pt/en/training/tutoriais/dancas-das-cancoes--tutoriais-de-movimento>





References:

Hargreaves, D. J., & North, A. (1997), *The Social Psychology of Music*, Oxford University Press

Pinker, S. (1997), *How the mind works*, New York: W.W. Norton Company

Authors:

APEM (www.apem.org.pt) The Portuguese Association of Music Education, APEM, is a cultural and professional association, nonprofit and with public utility status, which aims to develop and improve music education, either as an integral part of human formation and social life, or as an essential component in specialized musical training.

Cantar Mais (www.cantarmais.pt) is project and an online platform of the Portuguese Association of Music Education (APEM) that makes available, for everyone to use, a diverse repertoire of songs with original arrangements and orchestrations supported by multimedia pedagogical resources and training tutorials.

**d) Art Workshop (Latvia): Art in Schools**

Art is a very important part of curricula in schools in Latvia. There are such subjects as Art and Design and Technologies where different aspects are taught but mainly all other school subjects use art as a part of the teaching /learning process as well.

Art has no limits, everyone can express their feelings and attitudes. Children are natural artists. Art encourages and leads to understanding, it makes children feel better and safer in the school environment especially in the first grades.

Teachers in Ogre Primary school organize their Art lessons and after school workshops according to children’ interests and age, using topics which are part of their everyday life, nature, cultural canons and national values.



These aspects are taken into account in the selection of topics, techniques and different working materials. Taking care of nature, recyclable materials are used a lot.

When children are creating their works, it is very important to point out the purpose of the work, so we need to organize exhibitions at school, use children’ works as decorations for celebrations. Teachers should use students’ creative works around the classroom a lot because it makes them feel like a part of the current environment which is even more important when children enter the school.

During the project Art workshop “Art joins” teachers from Ogre Primary school presented some examples of activities which can be used while preparing for national celebration. The aim of the workshop was to show different techniques, our cultural values and to make everyone be creative.

Exhibition made by students from Ogre Primary school for National day

<https://www.ogressakumskola.lv/gallery/valsts-svetku-izstade/>



### 5.3.1 Evaluation and Dissemination of Workshop

#### Latvia - Evaluation and Dissemination of Workshops

There is a music, art, craft, sport, modern and folk dance, chess, mind games and public speech workshops provided for students at Ogre Primary school.

Students can attend workshops after lessons. All of them are provided by municipality, there is no membership fee and they are organised by qualified teachers. Students and parents can choose any according their interests and talents.

Music and dance is very important part of our culture, and of course, it is important for developing a sense of rhythm, musicality, proper breathing, creativity and more. Students have music lessons twice a week but they can sing in a choir or ensemble after classes. Their main instrument is voice but some original and self-made instruments are used as well. Music workshops as well as modern and folk dance workshops prepare our students for Student Song and Dance Festival. Every year they take part in several competitions, make performances for concerts and different school events but the main aim is to develop students' abilities and talents. In order to create new instruments and attributes for dance performances teachers collaborate with art and craft workshop teachers, where part of them as well as decorations are made.

Art and craft are subjects in our lesson plan but after lessons students can learn more and create their own pieces of art in different styles and techniques. They can express their thoughts and feelings, learn the basics of art history, develop their style, care and patience. Students' works are exhibited in and outside the school.

Students have Sport lessons 2-3 times a week but it isn't enough for being healthy so we provide different sport workshops like general physical development, football, basketball, floorball. Our students are very interested in sport activities so we try to do different after class activities with sport elements.

There is a chess and mind games workshop at Ogre Primary school but it is needed to be equipped with variety of games and appropriate space for activities during the breaks as we learnt from our Turkish colleagues.

#### Turkey- Evaluation and Dissemination of Workshops

Chess, Mind and Intelligence Games, Music, Painting and Art Workshops are available in our school.

Throughout the academic year, the students are given individual chess training and mind games and we trained our students for the tournaments organized by the province at the end of the year. With the help of Chess, Mind and Intelligence Games education, it is aimed to improve the thinking skills of our students, to increase the discipline skills while applying the rules, and to increase their individual and group working skills.

In the Music, Painting and Art Workshops, students, who are interested in artistic activities, are explored and at the same time all students are required to be interested in art. In our music workshops, the instruments used in music are introduced to the students to increase their awareness to music. The works carried out in these workshops will be exhibited in school activities at the end of the year. Workshops will be arranged in accordance with the course schedules and all students will be provided with weekly course schedules. In order to carry out the workshops efficiently, the music workshop will be equipped with instruments and materials that enhance the sense of rhythm, and paint, brushes, palettes and knights will be provided for the painting workshop.



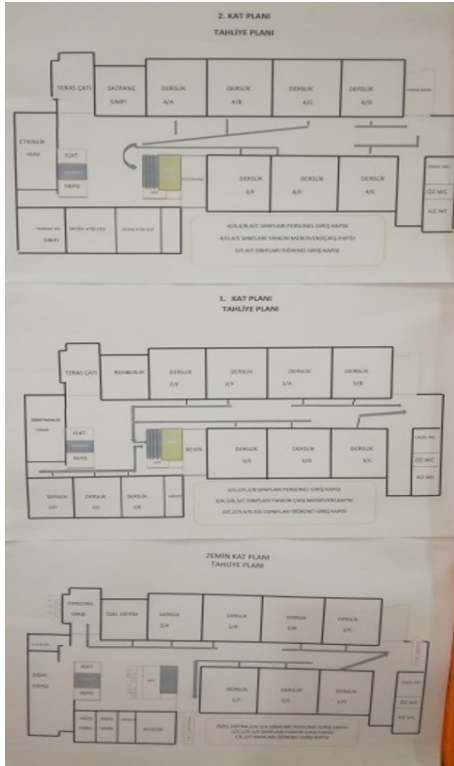
## 5.4 School Model and Unlettered Signs

The target of school model and unlettered signs are to be facilitators of school environment introduction to students and parents.

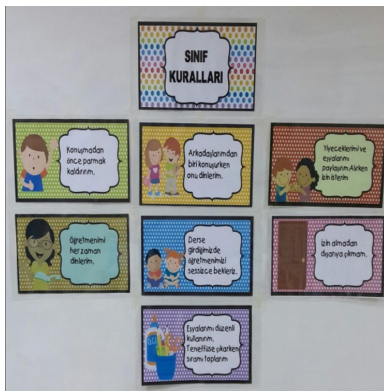
### Sait Ete Primary School (Turkey)

A school adaptation week was organized to ensure the adaptation of students and parents to the school. The school and classrooms were arranged according to the needs of the students before they started school. It is planned that all teachers will start in which classroom and with which students.

The floor plans of the school and the sketch of the related departments were hung on the floors



Classroom rules were hung in the classrooms and the students were informed about the rules to be followed at school and in the classroom.



Parents and students were informed about the lesson hours, entry-exit times, nutrition, meal times and lunch times.

The departments of school were toured and staff were introduced. The duties and responsibilities of the staff were explained. The school principal, assistant principal, officer, guidance service, workshops and garden were introduced to the students.



Teachers' photographs and class names were hung in the classrooms so that students could easily find their classrooms. Student photos were hung in the lockers they used. They were able to access their personal belongings safely.



Funny steps were prepared at the entrance of the school to make it more entertaining.





All these applications increased the adaptation of the students to the school.

### Ogres Sakumskola Primary School (Latvia)

Before school starts;

First of all we think about safety. There are plans with marked classrooms and emergency exits in every floor.



Posters with information where to call if it is needed are in every hall and classroom.



Exit marks on the walls.



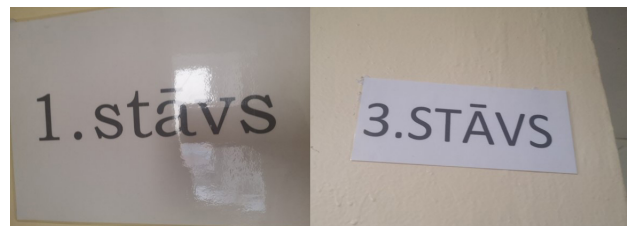
The bee says, we won't need any but still there is one in every floor.



The most important information is here.



Which floor it is....



We start day with Hello..Good morning..





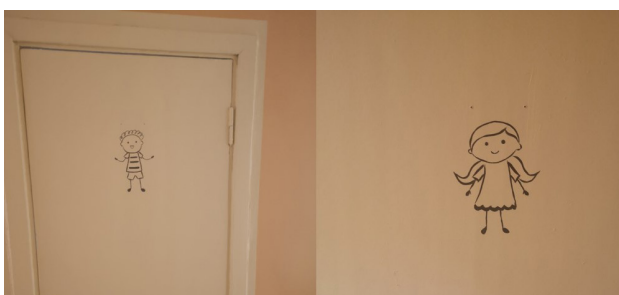
The symbol and the values of our school.



This teddy bear lives in the headmaster's room. It helps students to talk about their problems. It is as old as our school.



The doors are marked with numbers, subjects or pictures as in the toilet door example.



Staff room



### 5.4.1. Results and General Evaluation

#### Latvia-Evaluation and Dissemination of School Model & Unlettered signs

Safety is the most important thing every staff member must think about before students come to school. We put plans of the school in every hall and class; teachers reminded where students must go in case of emergency. All halls were marked with exit signs. There were posters put with information with emergency telephone numbers in all classrooms and halls.

Big signs with the floor number were put on the walls, so everyone can be sure where they are. At the entrance, there is a big stand where all the necessary information for students and parents were put- numbers of the classrooms, names of the class teachers, lesson plan, afterschool activities etc.

The room numbers and the Subjects were written on the classroom doors.

Special decorations were prepared at the first floor where the most part of Grade 1 students are this year. Walls were decorated with paintings which helped to find the right classroom. Also the toilet doors were specially marked with pictures which helped to understand which is for boys and which for girls.

There were painted games on the floor as well, so students can enjoy them during the breaks.

Our stairs were decorated with polite phrases which remind to be friendly and polite.

There are a lot of decorations with our school symbol "Medainītis" put all around the school.

#### Turkey-Evaluation and Dissemination of School Model & Unlettered Signs

A school adaptation week was organized to ensure the adaptation of students and parents to the school. The school and classrooms were arranged according to the needs of the students before they started school. It is planned that all teachers will start in which classroom and with which students.

The floor plans of the school and the sketch of the related departments were hung on the floors. Classroom rules were hung in the classrooms and

the students were informed about the rules to be followed at school and in the classroom. Parents and students were informed about the lesson hours, entry-exit times, nutrition, meal times and lunch times. The departments of school were toured and staff were introduced. The duties and responsibilities of the staff were explained.

The school principal, assistant principal, officer, guidance service, workshops and garden were introduced to the students. Teachers' photographs and class names were hung in the classrooms so that students could easily find their classrooms. Student photos were hung in the lockers they used. They were able to access their personal belongings safely. Funny steps were prepared at the entrance of the school to make it more entertaining. All these applications increased the adaptation of the students to the school.

### 5.5 School Decoration and Arrangements

The target of school decoration and arrangements are to prepare school entirely and attract new comers positively.

#### Sait Ete Primary School (Turkey)

First day activities were planned in our school. Classes and corridors were prepared, decorated and colored in a way that attracted the attention of the students.



First day gifts were prepared for the students. On the first days, chess tables and resting corners were prepared in the corridors for the students to spend their free time more actively.



The welcome ceremony was held and the entrance to the school and classes was accompanied by music, dance and gifts.



We started the educational year by giving balloons and saplings as a gift.





Chess, English, mind and intelligence games workshops were activated as the first days were mostly spent with activities and games.



By the way; music and art workshops are under preparation.



Meetings were held in the classrooms where teachers and students met and play games.

On the first week, an introductory breakfast for families was planned and some information was given about the school.

### Ogres Sakumskola Primary School (Latvia)

Before school starts teachers and staff do their best to prepare every classroom and hall to be ready for the new school year.



We improve our school environment This first floor hall is ready to greet our new students this year.



Let's fly together.



Now students can be even more active during the breaks.



Teachers decorate their classrooms for the first school day and according to the subject. A lot of decorations are handmade.





First school day starts with a meeting in the school yard where students are greeted by our headmaster, deputy head, guests from municipality and usually there are some special guests as well.



Our oldest students help to the youngest. They are coming to the meeting together.



First grade students get balloons. Parents are welcome to this meeting as well.



Our special guest. This is a symbol of our school.



During the first class lessons it is very common to have workshops, which help students to understand-I am important, I belong to this class.



Students write greetings to their classmates.





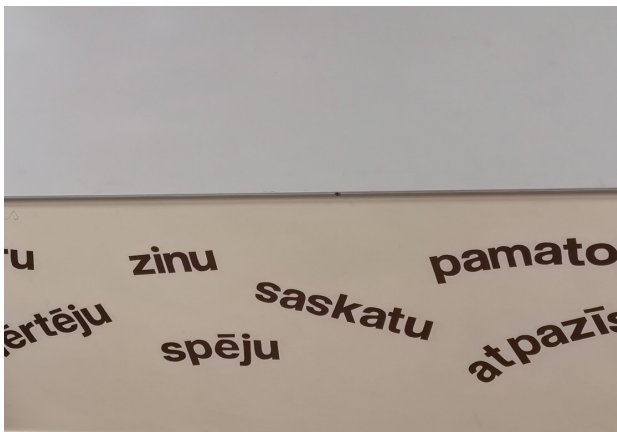
All the important information is put on the notice board.



Teachers together with students set their classroom rules.



I can....



They are different but all suitable and nice.



Students get small gifts. These bookmarks -Welcome to our school!- are made for every first grader at our school.



Other students get small gifts from their class teachers as well.



First grade students don't work whole day during the first week. They have only 4 lessons and teachers prepare different activities for these days. First week ends with a Sport's day where are lots of different sport and fun activities.



### 5.5.1 Results and General Evaluation

#### Latvia-Evaluation and Dissemination of School Decoration & Arrangements

Before school starts teachers and staff did their best to prepare every classroom and hall to be ready for the new school year. The first floor walls were painted and decorated by drawings. This is the floor where the most part of our first graders have classrooms. To keep students active and organized, we painted some games on the floor where the youngest students are.

First school day started with a meeting in the school's yard where all students were together. Students, parents and teachers were greeted by our headmaster, deputy head and local municipality specialists. There were a lot of music, songs and fun too. We had special guests- actors and our school symbol bear "Medainītis". First grade students received balloons and special bookmarks- "Welcome to Ogre Primary school!" Before the meeting, in their classrooms, first grade students were specially greeted by our oldest students from Form 6 who later, holding them by hand, went together to the first meeting. It helped to feel them braver.

After this meeting students had their first class lessons. Parents can participate in the meeting and first class lesson as well. As every year our teachers decorated their classrooms according to the student's age and subject they are teaching. Most part of the decorations is handmade. Class teachers prepared something special for their first class lesson, to strengthen students' feeling that they are very important part of their class and school.

During the first week teachers set special tasks, where students worked a lot on classroom and school rules, which later in different, easy understandable styles were put in the classrooms. Teachers prepared notice boards in the classrooms where all the important information was put. First grade students didn't work whole day during the first week. They had only 4 lessons and teachers prepare different activities for these days. First week ends with a Sport's day where lots of different sport and fun activities were.

#### Turkey- Evaluation and Dissemination of School Decoration & Arrangements

First day activities were planned in our school. Classes and corridors were prepared, decorated and colored in a way that attracted the attention of the students.

First day gifts were prepared for the students. On the first days, chess tables and resting corners were prepared in the corridors for the students to spend their free time more actively. Chess, English, mind and intelligence games workshops were activated as the first days were mostly spent with activities and games.

By the way; music and art workshops are under preparation. The welcome ceremony was held and the entrance to the school and classes was accompanied by music, dance and gifts. We started the educational year by giving balloons and saplings as a gift. Meetings were held in the classrooms where teachers and students met and play games.

On the first week, an introductory breakfast for families was planned and some information was given about the school.

### 5.6 Take Another's Place Activity

The target of taking another' place activity is to understand the situation of a person by changing their status to see others' feelings and needs.

#### Sait Ete Primary School (Turkey)

In our school, there are some activities about realizing and recognizing the emotions within the context of guidance service.





Before the activity of Taking Another's Place, there are some activities about looking the events from another's point of view.



Realizing another's point of view is provided by showing the black and White carton from different sides.



Looking from another's side is supplied by changing the student's place.



Empathy Glasses: The aim of the Empathy Glasses activity is to comprehend empathy, furthermore; it is not only recognize his or her own feelings but also the other friend's feeling.



Our students took their teacher's place. They sat on the teacher's table and on this day they wore casual clothes except from school uniform.



She taught her friends as if she was her teacher.





Our student became school manager and paid attention to administrative affairs. He checked the teacher's documents and took some informations about the teacher's studies.



Students became school servant. They cleaned the corridors and mopped the floors with the school servant's clothes.



Our parents became teacher. They gave lesson to the students and asked some questions.



She became school manager and sat on the school manager's seat. She recognized the school workings from the school manager's point of view.



She exchanged opinions with our school manager about social workings. Our manager also evaluated the workings from parent's point of view





Our parents became school servant. They cleaned the corridor and toilet with the school servant's clothes.



The teachers became students. They listened the lessons and took some notes. They sat on the desk and followed the lesson from backside of the classroom.



Our teachers also took the role of the school servant with their students. They cleaned the school with the students.



## Ogres Sakumskola Primary School (Latvia)

### Who participated:

- Students (Grade 2, 5, 6)
- Teachers (Class teachers, Latvian and English language teachers)
- Staff members
- Parents

### What did we do?

- Created and implemented 2 games for students about feelings and reactions in different situations from the teacher's point of view
- Students made questions, interviewed teachers and other school staff members



- Students did some job shadowing





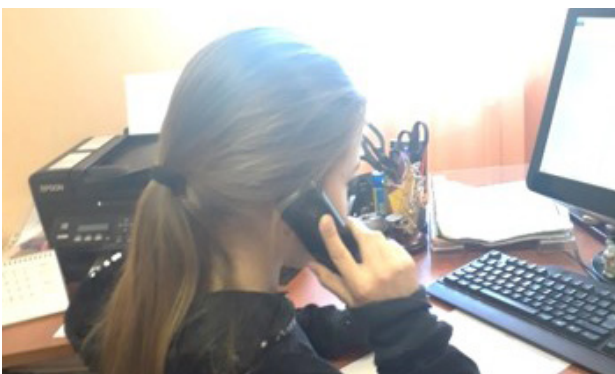
#### Questions for the Interviews

- How do you feel being a.....
- What is interesting in your job?
- What is difficult?

After the job shadowing students had to answer about their feelings during this activity.

#### Conclusions

- Students really liked the games. They were quite good at solving the situations and doing it in English
- They tried to copy teacher's, often they used their everyday speech
- Students told that they liked the job shadowing but it isn't easy to be a teacher, a cook, a nurse, a secretary etc.



### 5.6.1 Results and General Evaluation

#### Latvia- Evaluation and Dissemination of Taking Another's Place Activity

In our school we did some activities where students, staff members, teachers (class teachers, Latvian and English language teachers) and parents participated.

The reason for that was the improvement of students' empathy skills and understanding. We created and implemented two different games about feelings and reaction in classroom situations according to the teacher's point of view.

Students also made questions and interviewed teachers and other school staff members.

Some of our students did some job shadowing. After the activity students had to answer questions about their feelings during doing the job shadowing.

Our conclusions after doing the taking another's place activity are that our students were quite good at solving the situations and doing it in English. We understood that they tried to copy their teacher as they often used the teacher's everyday speech. The students, who replaced the teachers in the classroom doing the activities through the games, understood the difficulties and that it isn't easy to be a teacher. It isn't easy to teach and at the same time to control the behaviour and the situation in the classroom.

Students liked the job shadowing, because it also was something new for them. After this activity our students understood that it isn't easy to be a cook, a nurse, a secretary and everyone, who works at school, does a great job.

The possibility to work instead of a teacher was also given to parents and they could see some difficulties of that profession. After the activity they realized that it was not easy to stand in front of the class full of children. All that will help them to look at teachers in a different way, to understand the situations at school and to change their attitude towards what the teachers do to educate and to take care of the children.

#### Turkey-Evaluation and Dissemination of Taking Another's Place Activity

In order to improve students' empathy skills and to arise sensitivity to differences, students, teachers,



administrators and parents take each others' place.

The students tried to understand the feelings of each other by replacing the teachers, the school administration and staff, the teachers also as the students and staff, and the parents replace the staff, the teachers and the school administration.

First of all, before Taking Another's Place Activity, the students were made to recognize and realize the emotions at the beginning of the year and class activities were carried out in order to make sense of their own emotions and to realize the other's feelings.

After these activities, Taking Another's Place Activity was held and all classes participated in activity. Students tried to fulfill their duties and responsibilities by replacing teachers, school administration and staff. The students decided who they wanted to replace and tried to fulfill their duties and responsibilities on the day of the activity. Parents and teachers also undertake the duties of the others whom they take place.

After the studies, it was determined that the students learned the duties and responsibilities of the school employees and were informed about the working conditions. It was found that students had difficulty in doing teachers' and assistant staff's job and they were more sensitive to cleaning and environment. The students who replaced the teacher in the classroom stated that teaching and classroom control were too difficult and they will be more careful to obey the rules.

Parents who replaced teachers, school administration and school staff saw the difficulties of these professions. There was a decrease in their criticism towards the school and they stated that they were very difficult especially the duties of the school administration.

## 5.7 Parent's Letter for Defining their Child

### Instructions for Teachers

Sonja Pustak, Daniela Longhino

The tool of the 'Parents' Letter for Defining their child' is not literally a 'letter'. It is a flexible, easily adjustable set of parts which should directly lower anxieties in the school entry phase for parents and indirectly for the pupils. In addition it should prepare the teachers to react fast to the child's

needs or meet his/her anxieties in an appropriate, the individual matching way or help, at its best, to prevent anxieties at all.

It is written by the parents for the teachers who hand out the questionnaire and the templates in the first two weeks in order to get a personal view from the parents' perception of their child. The increase in knowledge should assist the teachers additionally in getting to know the pupils better within a shorter period of time.

The 'Parents' Letter for Defining their Child' consists of three parts:

### Star of Interest

*Hand out at first contact with the parents and explain what they should do, maybe they can work on it while waiting for the meeting with the headmaster or teacher*

The 'Star of Interest' should enable the parents to visualize the strengths of their child as well as the amount in which competences have already been achieved. It furthermore allows the parents to design an individual star and to express themselves on the potentials and talents of their child creatively.

### Family Tree

*Hand out at first day of school*

The parents are asked to portray the network of the family and the potentials of its members in a graphic way with the design of a family tree. Thus possible strengths of the child according to his/her roots should be displayed in an easily understandable way. By noting the professions, striking characteristics and known talents of the family members possible characteristic traits of the child could be more easily verified by the teachers.

### Questionnaire

*Hand out at the first parent's evening after school has started*

In contrast to other questionnaires on personal data the focus is deliberately put on the personal view of the parents on several crucial aspects in the life of a child of this age in order to discover the strengths and potentials of the child. It is also designed to find out how the child interacts within his/her social environment, what the child's preferences are, how he/she spends his/her leisure time amongst others.

## 5.7.1 Star of Interests

Daniela Longhino, Sabine Ifkovich

Using the Interest Star (Reicher Pirchegger et al, 2018) produces a description of a child's interests from his or her own perspective and from the perspective of the parents. A child's interests, strengths, and talents can be derived from the observations of parents as well as educators.

Practice-oriented questions for the observations are:

- What is my child especially interested in at the moment?
- Which strengths and talents does my child have?
- Which daily activities does my child prefer?

The observed interests will be discussed together with the child, the star will be drawn, and a STAR will thus be created. While colouring the star's points, a child's biggest interests and future goals can be learned. This personal exchange and setting of goals are the basis for further pedagogical planning and constitute a vital element of the prepared learning environment in kindergarten and school.

Think of your child's interests. Please do it together with your child. Think of all areas of interest and take notes:

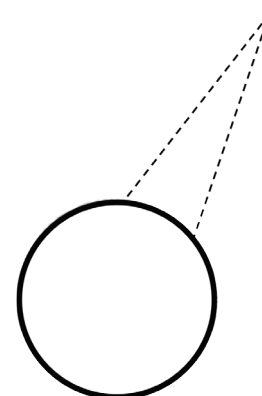
- Sports
- Art
- Music
- Craft
- Social skills
- Games/construction
- Nature/science
- Language
- Maths
- IT
- Drama
- ...



1. Draw a point for each interest but do not colour it. Keep in mind: one single interest is as good as a lot of different areas of interest.

2. Now think of the skills of your child relating to the fields of interest. Colour the point fully if your child is already an expert in that field and leave it uncoloured if your child is interested but not experienced in it yet. Both is okay and of course everything in between as well.

You can bring the star with you when you come to parents' day and introduce your child on the basis of the star. So the focus will be on the potentials and interests of your child to improve its self-confidence and its self-assessment.

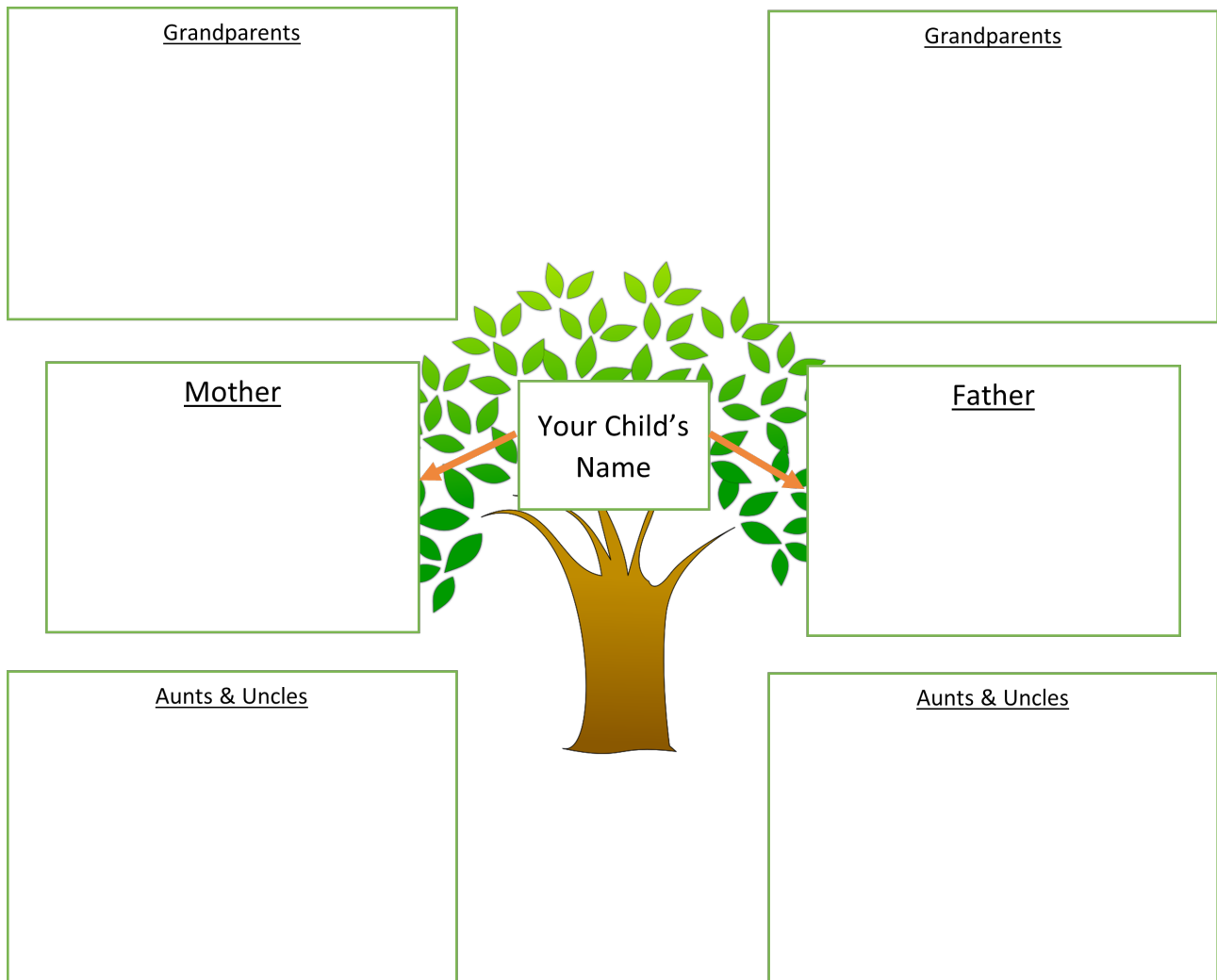




## 5.7.2 Family Tree

Each family is a unique unity of its members. The diversity of this unity, the inert relations, its potentials and strengths have an effect on its members. To gain a better and more detailed understanding of your child we ask you to picture your child's family background in this template of a family tree. Describe each member of your family by noting:

- the most striking characteristic trait
- his/her profession
- his/her known interests
- relation with OR closeness to your child



### 5.7.3 Questionnaire

The target of this letter is to know the pupils 1st grade in partners countries within a shorter period of time .

For each item please fill in the circle or write what best describes your child. Please answer all of the items as much as possible and give back to the teacher of your child.

*\*Teachers want to get to know your child to address him or her according to individual preferences. Please, be so kind to answer some general questions to get a better understanding of your child.*

#### Questionnaire

Your Child's Photo	1. Your child's name and surname
	_____
	2. Your child's birthday
	_____

3. What is the nickname or the name your child prefers to be addressed with

\_\_\_\_\_  
\_\_\_\_\_

4. How does your child spend its free time?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Name three to five of your child's strongest likes and dislikes (games, songs, toys, sports, music, ...)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

6. Give some additional general information on your child

a. Food preferences (likes, dislikes, allergies, eating habits, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Health disposition (illnesses your child frequently suffers from incident that s/he had, how do these effect his/her behaviour, early signs when your child falls ill, etc.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Is there anything your child is afraid of? How does he/she react, when afraid?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. How does your child usually expresses emotions?

verbally, gestures, facial expressions

Other: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

9. How do you motivate your child?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. How is life in your family? Are there any routines, habits, ways of communication that you would like the school to know and which could be helpful to understand your child better?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. What is your child's attitude towards school?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Note three words to describe the relation between your child and his/her teachers or other adults before school starts.

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13. Note three words to describe the relation between your child and his/her teachers or other adults NOW!

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14. What have you noticed about your child's interaction with other children?

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#### 5.7.4 Results and General Evaluation

##### Turkey - Evaluation and Dissemination of Parent's Letter (BTSO Sait Ete Primary School)

Students' family status, past life and experiences, socio-economic status, interests and abilities, learning style, learning speed and desires and general information about the student can be learned from the eyes of the family and make an important contribution to the teacher in recognizing the child and adapting to the classroom environment.

It provides advantage to the teacher and the student in recognizing the interests and abilities of the students in advance

Knowing the students' reactions in unexpected situations will facilitate the teacher's approach to the child. The teacher had the opportunity to compare the observations of parents with his own observations at school while recognizing the child with letters.

Attitudes and behaviors of students at home and school may vary. A student who does not fulfill his responsibilities at home may not have this problem at school. It is important to determine these differences.

It also provides information to see and learn about the attitudes of parents.

It also provides important data to the teacher in order to know the family structure.

However, it was found that sibling information was missing in the family genealogy. The number of siblings, the ratio of boys and girls, number of children, sibling behavior etc. can be considered to be very important and should be added to the letter.

Parents stated that they had difficulty understanding in the star of interest.

Parents had the opportunity to explain their child to the teacher in more detail. This situation pleased the families and they had the comfort of introducing their child to the teacher.

##### Latvia - Evaluation and Dissemination of Parents Letter (Ogres Sakumskola)

To define their child Parents' Letters were applied to twenty families in different 1st grades of our school.

We choosed these families according to their understanding of English language.

Parents were ready to cooperate with us. They filled the asked information about their child at home and returned back the letters to the class teacher. All the work done was discussed between the class teacher and parents.

Our plan for the next year is to give such a letter to all parents of the 1st grade students (when the Latvian version is ready).

Our opinion is that "likes" and "dislikes" should be seperated in two columns .

We also thought why there are not brothers or sisters in the Family Tree. Our opinion is that aunts and uncles should be changed to siblings. The star of interests is a good reason to talk about the child, to organize an informal meeting and conversation between the teacher and a family. During the conversation teacher can get to know more about a child from another point of view.



## 6. Tips and Tricks for Parents

### 6.1 Strategies for Parents to Support the Transition Process

Daniela Longhino, Sonja Pustak, Karl-Heinz Graß, Brigitte Riegler,  
Lisa Reicher-Pirchegger



#### 1) Personal and social development

- Speak about plans for the future (What do you want to be?)
- Speak about similarities and differences between people
- Celebrate and explain cultural festivals
- Let your child make choices and take responsibility (e.g. choose clothes in the morning)
- Speak about ways to solve own problems and difficulties
- Lay the table, learn about habits (eating, celebrating, talking, greeting,...)
- Practice to put on and take off shoes and clothes, close and open buttons/zippers, etc.
- Play board games
- Make crafts with your child

#### 2) Knowledge of the world

- Count concrete objects
- Sort and classify objects (stones, clothes, building bricks, etc.)
- Measure ingredients and make a cake

- Fold napkins
- Numbers-walk: find numbers (street numbers, road signs, license numbers, ...)
- Describe where a person/an animal/a thing is: above, under, left, right, in between, in, on, ...)
- Name the parts of the body
- Name plants, animals, etc., discuss the differences and commonalities
- Play memory games, game of dominoes
- Go shopping, pay with real money
- Use a family calendar
- Play with Lego and building bricks
- Play with a ball
- Run in the woods and climb trees

#### 3) Expression, Communication and Language

- Read to your child as often as possible
- Develop aesthetic sense and its relationship with others through music, dance, theatre and plastics
- Create own stories
- Talk about experiences
- Look at picture books and talk about what you see, feel, etc.
- Draw a picture and describe it
- Say rhymes
- Sing songs, clap and dance
- Talk about reading and writing activities in your daily life
- Draw with chalk on the street, experiment with different materials to draw
- Play "word-chain"
- Play "I pack my bag and take with me"

For further information see;

[http://www.provinz.bz.it/bildung-sprache/kindergarten/downloads/Schulanfang\\_im\\_Lesen\\_und\\_Schreiben10\\_Tipps.pdf](http://www.provinz.bz.it/bildung-sprache/kindergarten/downloads/Schulanfang_im_Lesen_und_Schreiben10_Tipps.pdf)

## 6.2 How Parents Can Support a Successful Start

Daniela Longhino, Marie Otto, Sonja Pustak, Translation: Sonja Pustak



Speak positively about school and about the teachers, don't cause fear! (avoid statements such as.... wait till you are at school.... then life is getting really serious....)

Helpful strategies to even the first days of school:

- regular habits (getting up early, eating at specific times, going to bed, etc.)
- keeping things in order (toys)
- independence (getting dressed without help)
- practice going to school and talk about possible dangers and how to avoid them
- talk about how to behave in a means of transport
- dress practically (no problem if clothes get dirty, should be comfortable and allow movement)
- limit time in front of a screen (max 10'-2 hours per day)
- use options to get in touch with the school representatives and other parents (parents' evenings, parents' talks, speaking hours)
- prepare a place to do homework (option to get

support, quiet, tidy, time frame, ...)

- keep in mind that the child is undergoing a process of learning. This has an influence on his/her behaviour, on the relationships
- avoid pressure on the child
- include the child in decisions such as which schoolbag, etc.
- celebrate the first day of school – be attentive and supportive
- take your child to school before the year starts to familiarize him/her with the way to school and the school building
- tell your child about your first day at school
- allow the child to take the favourite toy to school
- ask for drawing how he/she imagines school
- attend meetings with other children who are going to start school in the same class
- visit school's website and show some photos from the previous beginning of the school year
- introduce the teacher
- encourage the sibling to attend the first day at school
- do not show that you are under stress
- teach your child good manners (greeting, thanking, etc.)

(VS St. Oswald/Plankenwarth, 2017)



## 7. Epilogue

This source has been studied internationally and produced as a useful resource for parents and teachers of students starting school life.

In addition to the academic field research studies, this study also presents project activities, questionnaires, results and some suggestions.

The content of this booklet has been elaborated to ensure that the topics are useful, interesting and including current needs of today's parents and teachers.

It has been formed to be more comprehensible and enjoyable to read thanks to visuals.

We offer it to your liking and wish you get maximum benefit.

You can download this open source in digital version or redirect the link of this booklet from the project website to interested people, parents and people whom you think will benefit.

You can send your comments and suggestions about this booklet to the project mail in English. ([allreadyproject@gmail.com](mailto:allreadyproject@gmail.com))

*Endless thanks to everyone who supported the creation of this booklet...*



Kick Off Meeting April 2019, Bursa/TURKEY



First LTT June 2019, Graz/AUSTRIA



Second LTT November 2019, Lisboa/PORTUGAL



## 8. Bibliography

### 2.2 The Basic Children's Right to Education

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Krappmann, L. (2017). Die Menschenrechte auch für Kinder? In A. M. Kalcher & K. Laueremann (Hrsg.), *Kinderrechte* (p. 88–103). Salzburg: Verlag Anton Pustet.

Lohrenscheit, C. (2004). *Das Recht auf Menschenrechtsbildung. Grundlagen und Ansätze einer Pädagogik der Menschenrechte*. Frankfurt am Main: IKO.

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UNICEF (2014). *Die UN-Kinderrechtskonvention*. Verfügbar unter: <https://unicef.at/fileadmin/media/Kinderrechte/crcger.pdf> [16.08.2019].

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Liebers, K. (2008). *Kinder in der flexiblen Schuleingangsphase. Perspektiven für einen gelingenden Schulstart*. Wiesbaden. VS Verlag für Sozialwissenschaften.

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### 4.1 Child Development Stages and Physical Activity

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K. Appelt, *Wiek szkolny - jak rozpoznać potencjał dziecka*, w: *Psychologiczne portrety człowieka*. Praktyczna psychologia rozwojowa, pod red. A. Brzezińskiej, Gdańsk 2004,

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<https://sciaga.pl/tag/etapy-rozwoju-dziecka/>

## 4.2 Psychosocial Development Stages

<https://www.psychpoint.com/mental-health/articles/erik-eriksons-8-stages-of-psychosocial-development/>

<https://myspsychologys.com/eriksons-8-stages-of-psychosocial-development/>

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<https://www.kariyermemur.com/eriksonun-psikososyal-gelisim-kurami-hakkinda-bilgiler-h8928.html>

## 5.1 Anxiety Map

<https://www.worldometers.info/world-population/>

<http://data.uis.unesco.org/>

## 9. Acknowledgements

(in alphabetical order)

### Institutions:



#### Associação Portuguesa de Educação Musical (APEM) - PORTUGAL

The Portuguese Association for Music Education (APEM) is a cultural and professional association, non-profit, with status of public utility declared by the Presidency of the Portuguese Republic.



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#### *Education*

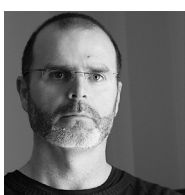
Degree in Music Education and a Master in Educational Science – Specialization in Educational IT.

#### *Work History*

He is a music teacher for about 16 years, has worked in Portugal and abroad in public schools and Universities. He is currently a Member of the Board at APEM being responsible for teacher training activities and content development.

#### *Areas of Focus*

Music education, teachers training, web development, e-Learning.



**Carlos Gomes**

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#### *Education*

Degree in Music Sciences (Education Training) and a Post-Graduation in Musical Pedagogy and Psychology.

#### *Work History*

Experienced teacher at various levels of music education from pre-school to higher education, namely in the University Nova de Lisboa, where he was responsible for music teachers training and music informatics. He also collaborated in the research project “Music Development in Childhood

and Early Childhood” supported by the FCT and, in 2010, he was invited to join the multidisciplinary team of the Aesthetic and Artistic Education Program, as a specialist in the music area, at the Ministry of Education. Musician and music creator, he has been responsible for artistic coordination, composition and musical production in the Cantar Mais Project since 2012.

#### *Areas of Focus*

Music pedagogy and psychology, music making and production, research and development of artistic and educative multimedia resources for education and music education.



**Gilberto Costa**

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#### *Education*

Degree in Music Education and a Master in Music Education – Classroom composition.

#### *Work History*

He is a teacher for about 25 years and has worked as project manager, teacher training in music production and technologies. He is currently member of Cantar Mais, responsible for artistic and audio production and content development. Producer, band leader and saxophone player.

#### *Areas of Focus*

Producer; Recording and mixig; Jazz; Electronic music; Music technologies.





**Lina Trindade Santos**

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#### *Education*

Degree in Music Sciences, a Post-Graduation in Music Pedagogy and a Master in Education – Specialization in e-Learning Management. Currently getting a PhD in Administration and Educational Politics.

#### *Work History*

She has been working as a music teacher since 1998, both with children and with students from higher levels of basic school and from secondary school. She is also co-author of several music school manuals.

She is currently a Member of the Board at APEM, responsible for the finance area and also works in teacher training content and design development.

#### *Areas of Focus*

Music teachers training, e-Learning, Education politics.



**Manuela Encarnação**

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#### *Education*

Master in Educational Sciences - specialization in learning orientation and has an Advanced Training Course of a Doctorate in Education - specialization in Teacher Training in the Institute of Education of the Lisbon University.

#### *Work History*

She is music teacher in public schools for about 30 years and actually President of APEM, member of the Scientific Council of the Educational Evaluation Institut and Counselor of the National Council of Education since 2015.

#### *Areas of Focus*

Music education; music teacher education; music education policy.



### **BSO Sait Ete Primary School - TURKEY**

BSO Sait Ete Primary School is a public school located in an educational campus in Bursa with 688 students aged from 6 to 11 years.



**Arzu Sarıgül**

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#### *Education*

(1995-1999) Trakya University, Faculty of Education, Primary School Teaching

#### *Work History*

2007- ... BSO Sait Ete Primary School, Bursa

1999-2007 Harmancık Primary School, Bursa

#### *Areas of Focus*

Innovative methods and techniques, different educational applications, telling stories, Web2.0 tools, mind and intelligence Games, making projects



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#### *Education*

(2002-2006) Çanakkale 18 Mart University, Faculty of Education, Department of Primary Education

#### *Work History*

2014 - ... BSO Sait Ete Primary School, Bursa

2013-2014 Süleyman Çelebi Primary School, İstanbul

2013-2014 Ali Fuat Cebesoy Middle School, İstanbul

2012-2013 Ünal Middle School, Diyarbakır

2011-2012 Uzunova Primary School, Diyarbakır

2007-2011 Şht. Öğrt. Sezgin Keçeci P.S, Diyarbakır

### *Areas of Focus*

Educational technologies in classroom environment, mind and intelligence games in education, future classroom lab (FCL), Web 2.0 Tools, classroom management, project based learning, game based learning.



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### *Education*

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### *Work History*

2010 - ...BTSO Sait Ete Primary School, Bursa

1998-2010 Bozyazı Primary School, Erzincan

1998-2000 Fatih Secondary School, Erzincan

1997-1998 Hacı Halil Primary School, Erzurum

### *Areas of Focus*

Games and technologies, culture and values, education outside of the school, classroom management, learning with project and games



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1999-2003 Uludag University, Guidance and Psychological Counseling, License

### *Work History*

2015 - ... BTSO Sait Ete Primary School, Osmangazi/ Bursa

2010-2015 BTSO Baha Cemal Zağra Special Education School, Bursa

2006-2010 Keles Multi –Program High School, Bursa

2003-2006 Zafer Primary School, Bursa

### *Areas of Focus*

Family trainings, preventive and inclusive guidance, family and adult education, mind and intelligence games, preparing Project



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### *Education*

2001-2005 Kafkas University, The Faculty of Science an Literature

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2014-... BTSO Sait Ete Primary School, Bursa

2012-2014 Yıldırım Üstündül Secondary School, Bursa

2006-2012 Atatürk Secondary School, Kars

2005-2006 23 April Primary School, Malatya

### *Areas of Focus*

Soccer, computer, preparing project, photography



## Bursa Province Directorate of National Education and R&D Unit - TURKEY

Bursa Provincial Directorate of National Education, headed by the Ministry of National Education, is a legal authority which is responsible for the educational issues in the region.



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### Work History

2017-... Bursa Provincial Directorate of National  
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2008-2017 Şehit Yunus Yılmaz Middle School, Bursa

2005-2008 Gap Elementary School, Batman

### Areas of Focus

Project development, funded projects, education,  
English teaching, youth trainer



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2002-2006 Uludağ University - Faculty of Education  
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2018-.... Bursa Provincial Directorate of National  
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### Areas of Focus

IT teaching, IT system managing, social media, web  
design, education, Adobe Premiere, After Effects,  
Photoshop, Illustrator, Indesign, 3DS Max, Unity.

### Education

Istanbul Commerce University - (Formal Education  
2017) Social Sciences Institute Master in  
Psychological Counseling

Wiesbadener Akademie für Psychotherapie (WIAP)  
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Therapy" (850 hours) ("Positive Psychotherapist"  
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Uludağ University - (Formal Education) Faculty of  
Education Guidance and Psychological Counseling  
(2004)

### Work History

Bursa Provincial Directorate of National Education  
Special Education and Guidance Services Unit  
Coordinator

I also work as a lecturer in mediation training given  
to lawyers at Altınbaş University. (2015-2020)

Guest lecturer at the Uludağ University continuing  
education center (2020-2021)

I support the LÖSEV foundation by providing  
psychological trainings for children diagnosed with  
Leukemia and their families. (2017-2021)

I give trainings to teachers about anger & stress  
management and body language. (2013-2021)

I provide personal development training for  
company employees and business people serving in  
various sectors. (2013-2021)



## Ogres Sākumskola - LATVIA



OGRES SĀKUMSKOLA

Ogre Primary school is a public school located in Ogre with 695 students aged from 7 to 12 years.



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University of Latvia (Latvijas Universitāte)

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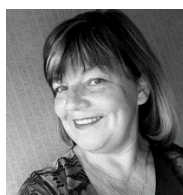
### *Work History*

1998... up to now Ogre Primary School (Ogres sākumskola)

Ogre Professional school

### *Areas of Focus*

Pedagogy, Art, English



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Primary education, Latvian language and literature, Art



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Primary education, Art



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2012- up to now Ogre Primary school (Ogres sākumskola)

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Pre-school, Primary, Secondary education, English



University College of  
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Styria

## University College of Teacher Education Styria (PHSt) - AUSTRIA

The University College of Teacher Education Styria is a national and international renowned public educational institution which strives for professionalism in its teachers who are participating in teacher training fields of study.



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### Work History

Head of Institute for Early Childhood and Primary Teacher Education

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### Areas of Focus

Inclusive Education, Early Childhood Education



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### Work History

University College of Teacher Education Styria

Institute for Early Childhood and Primary Teacher Education

Head of University Workshop-Center for Mathematics

### Areas of Focus

Didactics of Mathematics, Effective Feedback for Learning, Innovative Forms of Pedagogy and Education



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### Work History

University College of Teacher Education Styria

Institute for Early Childhood and Primary Teacher Education

Coordinator for Specialization "brave&fair"

UNESCO - Coordinator of University College of Teacher Education Styria

### Areas of Focus

Didactics of General Studies (Humanities, Human Rights Education, Ethics)



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### Areas of Focus

Early Educational Processes

Design of Transition Processes in Elementary and Primary Educational Institutions, Interaction Quality



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### Education

Universitarian advanced training course in giftedness (ECHA Diplom, ECHA Certificate)

Universitarian advanced training course in music and dance in social work and integrative pedagogy

Universitarian advanced training course in systemical development of organisations

Universitarian advanced training course in theatre pedagogy

Universitarian advanced training course in radio as teaching method

Universitarien advanced training course in elementary music pedagogy

Teacher training study for secondary modern schools in English and History

### Work History

Since 2015 professor in giftedness at teacher training college Styria

Since 2007 teacher at secondary modern schools

Free lance trainer in English all age groups

Free lance trainer in elementary music education

Research project on inquirey based learning and theatre pedagogy

Publications on inquired based learning and methods in giftedness

Participation in national and international conferences

### Areas of Focus

Language acquisition/competence training of the English language, Elementary music & dance education, Creativity methods to foster giftedness, Communication, coaching



## UKS Jastrzębie Śródborów Otwock - POLAND

UKS Jastrzębie Śródborów Otwock is a non-profit association which aims to develop and promote tchoukball.



**mgr Anna Dębska**

### Education

Graduated from the Academy of Physical Education in Warsaw, and the Higher School of Pedagogy in Warsaw.

### Professional Profile

Currently, a psychical education teacher at a primary school, a coach of tchoukball the junior group of UKS Jastrzębie – Śródborów Otwock. Secretary and co-founder of the Association UKS Jastrzębie – Śródborów Otwock, which deals with popularization and promotes of Tchoukball in Poland among children and adolescents.



**mgr Paweł Łyżwa**

pawellyzwa@o2.pl

### Education

Graduate from the Academy of Physical Education in Wrocław, and the Higher School of Pedagogical Sciences in Warsaw.

### Professional Profile

Currently psychical education teacher at a primary school, a coach of tchoukball the junior group UKS Jastrzębie – Śródborów Otwock, coach of the Polish National Tchoukball in category under 12 years old. President and co-funder of the Association UKS Jastrzębie – Śródborów Otwock , which deals with popularizes and promotes tchoukball in Poland among children and adolescents.



## 10. Annexes

You can find project outputs in following pages in this order:

- Headmaster's Checklist
- Teacher's Checklist
- Anxiety Map for Students
- Anxiety Map for Parents
- Anxiety Map for Teachers
- Parents' Letter for Defining their Child



# Part I Headmaster's Checklist

## Create a good atmosphere without bullying:

- Celebrate events (School start, birthdays, ...)
- Create activities to integrate each member of the school team, continue the whole school year
- Ask for help if it is difficult to integrate the group (e.g. School Psychologists)
- Make sure that the students know how to react in difficult situations
- All the school staff should respect and act on the same principles
- Care for a safe and learning friendly school environment
- Guide the students through the school building and introduce the staff
- Create big enough labels on each room, add pictures

## Improve Team - Work in School:

- Plan regular Staff-Meetings with your colleagues (e.g. once a week)
- Plan projects for the school year together, link all subjects to each other
- Share knowledge and material
- Allow time for informal meetings with colleagues
- Identify the needs and expectations of school staff
- Discuss and try out possible ways of communication
- Invite experts to gather and support on some topics

## Notes:

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## School Anxiety Scale - Student Questionnaire

This questionnaire is prepared for Erasmus+ KA2 project "ALLready a Success to School Life" (2018-1-TR01-KA201-059716) coordinated by Bursa Provincial Directorate of National Agency (Turkey) with the partners; University College of Teacher Education Styria (Austria), Associação Portuguesa de Educação Musical (Portugal), BTSO Sait Ete Primary School(Turkey), Ogres sakumskola (Latvia) and UKS Jastrzebie Srodborow Otwock (Poland).

The target of this questionnaire is to find out the the anxiety level of 1st grade students in partners countries and identify the majority of these anxiety fields. Your answers will only be used for this research and the project outputs.

The teacher of the child will be applied this interview to 1st grade students. For each item please fill in the circle that best describes how this child answers the question.

Thanks for your contribution.

	0	1
1. If you have a question in class, what do you do?	I ask it	I don't ask it
2. When do you speak in class/at school?	I speak when I want	I speak when sb asks sth
3. If sb asks you sth, do you want to answer/comment it voluntarily?	Yes	No
4. What do you think about making a mistake?	I am not afraid.	I am afraid.
5. How do you feel if everyone stares at you?	I like it.	I don't like it.
6. If you given a task, how do you start?	I do it without hesitation.	I do it with hesitation.
7. How do you think you will do this term at school?	Good	Bad
8. Do you think sth bad may happen to you at school?	Low	Very high
9. Do you have headaches, stomachaches or feel sick at school?	No	Yes
10. Do you think it is easy to talk in front of class?	Yes	No
11. How do you feel when you may have any problem at school?	I feel relaxed.	I feel nervous.
12. If you may have in trouble, do you easily talk with your teacher?	I feel relaxed.	I feel nervous.
13. How do you feel if a child or an adult approach you?	I feel relaxed.	I feel nervous.

These questions are inspired from an academic research "School Anxiety Scale".

Reference: © Centre for Emotional Health, Macquarie University, Sydney, Australia

Original Publication: Lyneham, Street, Abbott, Rapee (2008)The information in this document is not intended as a substitute for professional medical advice, diagnosis or treatment.



## School Anxiety Scale – Student Report

**8 - 13:** This child is in dangerous situation by means of school anxiety. The parent and child need to talk with school counsellor and try to heal the high level of school anxiety of the child. The teacher should be more supportive to the child.

**4 – 7:** This child has some anxieties. In long term period parents should be careful in order not to increase the number of these existing anxieties. The parent should exchange ideas of how to decrease the high level of school anxiety of the child with the school counsellor. The teacher should be aware of the situation of this child, take some precautions and keep in contact with school staff.

**0 – 3:** This child has not a serious anxiety rate.





## School Anxiety Scale - Parent Questionnaire

This questionnaire is prepared for Erasmus+ KA2 project "ALLready a Success to School Life" (2018-1-TR01-KA201-059716) coordinated by Bursa Provincial Directorate of National Agency (Turkey) with the partners; University College of Teacher Education Styria (Austria), Associação Portuguesa de Educação Musical (Portugal), BTSO Sait Ete Primary School(Turkey), Ogres sakumskola (Latvia) and UKS Jastrzebie Srodobrow Otwock (Poland).

The target of this questionnaire is to find out the the anxiety level of parents of 1st grade students about their child's school life and identify the majority of these anxiety fields . The questionnaire will be applied in partners countries of the project . Your answers will only be used for this research and the project outputs.

Please answer all of the items as much as possible.

Thanks for your contribution.

	Never	Sometimes	Often	Always
1. My child is afraid of asking questions.	0	1	2	3
2. My child speaks only when someone asks a question .	0	1	2	3
3. My child does not want to answer or comment a question voluntarily .	0	1	2	3
4. My child is afraid of making mistakes.	0	1	2	3
5. My child hates being the centre of attention.	0	1	2	3
6. My child appears nervous when approached by a child or an adults.	0	1	2	3
7. I have doubts about my child's success at school.	0	1	2	3
8. I worry that something bad may happen to my child at school.	0	1	2	3
9. My child complains of headaches, stomachaches or feeling sick when in trouble.	0	1	2	3
10. My child feels afraid when s/he has to talk in front of people.	0	1	2	3
11. When my child has a problem, s/he feels shaky.	0	1	2	3
12. My child can talk with his/her teacher easily if s/he is in trouble.	0	1	2	3
13. My child appears nervous when approached by a child or an adults.	0	1	2	3

These questions are inspired from an academic research "School Anxiety Scale".

Reference: © Centre for Emotional Health, Macquarie University, Sydney, Australia  
Original Publication: Lyneham, Street, Abbott, Rapee (2008)The information in this document is not intended as a substitute for professional medical advice, diagnosis or treatment.





## School Anxiety Scale – Parent Report

**27 – 39:** This parent is in dangerous situation by means of school anxiety .The school counsellor and teacher of the child should talk with the parent and try to heal the high level of school anxiety of the parent .

**14 – 26:** This parent has high level of anxiety about school. The school counsellor and teacher of the child should exchange ideas of how to decrease the high level of school anxiety of the parent. The teacher should be aware of this situation and keep in contact with the parent.

**6 – 13:** This parent has reasonable level of anxiety .S/he has some anxieties .In long term period school staff should be careful in order not to increase the number of these existing anxieties .

**0 – 5:** This parent has not a serious anxiety rate.





## School Anxiety Scale - Teacher Questionnaire

This questionnaire is prepared for Erasmus+ KA2 project "ALLready a Success to School Life" (2018-1-TR01-KA201-059716) coordinated by Bursa Provincial Directorate of National Agency (Turkey) with the partners; University College of Teacher Education Styria (Austria), Associação Portuguesa de Educação Musical (Portugal), BESO Sait Ete Primary School(Turkey), Ogres sakumskola (Latvia) and UKS Jastrzebie Srodoborow Otwock (Poland).

The target of this questionnaire is to find out the the anxiety level of 1st grade students in partners countries and identify the majority of these anxiety fields . Your answers will only be used for this research and the project outputs.

For each item please fill in the circle that best describes how this child has been over the last two months.Please answer all of the items as much as possible. Thanks for your contribution.

	Never	Sometimes	Often	Always
1. This child is afraid of asking questions in class.	0	1	2	3
2. This child speaks only when someone asks a question .	0	1	2	3
3. This child does not volunteer answers or comments during class.	0	1	2	3
4. This child is afraid of making mistakes.	0	1	2	3
5. This child hates being the centre of attention.	0	1	2	3
6. This child hesitates in starting tasks .	0	1	2	3
7. This child worries that s/he will do badly at school.	0	1	2	3
8. This child worries that something bad will happen to him/her.	0	1	2	3
9. This child complains of headaches, stomach aches or feeling sick when in trouble.	0	1	2	3
10. This child feels afraid when s/he has to talk in front of the class.	0	1	2	3
11. When this child has a problem, s/he feels shaky.	0	1	2	3
12. This child can talk with his/her teacher if s/he is in trouble.	0	1	2	3
13. This child appears nervous when approached by other children or adults.	0	1	2	3

These questions are inspired from an academic research "School Anxiety Scale".

Reference: © Centre for Emotional Health, Macquarie University, Sydney, Australia

Original Publication: Lyneham, Street, Abbott, Rapee (2008)The information in this document is not intended as a substitute for professional medical advice, diagnosis or treatment.



## School Anxiety Scale – Teacher Report

**27 – 39:** This child is in dangerous situation by means of school anxiety. The parent and child need to talk with school counsellor and try to heal the high level of school anxiety of the child. The teacher should be more supportive to the child.

**14 – 26:** This child has high level of anxiety. The parent should exchange ideas of how to decrease the high level of school anxiety of the child with the school counsellor. The teacher should be aware of the situation of this child, 6

**– 13:** This child has reasonable level of anxiety. S/he has some anxieties. In long term period parents should be careful in order not to increase the number of these existing anxieties.

**0 – 5:** This child has not a serious anxiety rate.







## Instructions for Teachers of the Parents' Letter for Defining their Child

### What is the 'Parents' Letter for Defining their Child'?

The tool of the 'Parents' Letter for Defining their child' is not literally a 'letter'. It is a flexible, easily adjustable set of parts which should directly lower anxieties in the school entry phase for parents and indirectly for the pupils. In addition it should prepare the teachers to react fast to the child's needs or meet his/her anxieties in an appropriate, the individual matching way or help, at its best, to prevent anxieties at all.

The 'Parents' Letter for Defining their Child' consists of three parts:

- a questionnaire with open and closed questions on general information on the child and his/her social environment
- a family tree in ALLready design
- a star of interest

It is written by the parents for the teachers who hand out the questionnaire and the templates in the first two weeks in order to get a personal view from the parents' perception of their child. The increase in knowledge should assist the teachers additionally in getting to know the pupils better within a shorter period of time.

In contrast to other questionnaires on personal data the focus is deliberately put on the personal view of the parents on several crucial aspects in the life of a child of this age in order to discover the strengths and potentials of the child. It is also designed to find out how the child interacts within his/her social environment, what the child's preferences are, how he/she spends his/her leisure time amongst others.

The parents are asked to portray the network of the family and the potentials of its members in a graphic way with the design of a family tree. Thus possible strengths of the child according to his/her roots should be displayed in an easily understandable way. By noting the professions, striking characteristics and known talents of the family members possible characteristic traits of the child could be more easily verified by the teachers.

The 'Star of Interest' should enable the parents to visualize the strengths of their child as well as the amount in which competences have already been achieved. It furthermore allows the parents to design an individual star and to express themselves on the potentials and talents of their child creatively.

### How can the 'Parents' Letter for Defining their Child' be used at school?

This tool is to be used within the getting to know phase between teachers and pupils. The best time to apply it is therefore in the early stages either before the summer break or in the first two weeks after school has started. It could be used as an instrument which also could be a point of discussion on the first parents' evening in the schoolyear. The parents could be asked to introduce their child at such an event with the help of the star of interest.

The answers of the questionnaire could be evaluated by the teacher and presented at the first parents' evening. This would lead to get a first, general picture of the whole class which is supposed to function as a small social unity, a micro society, in which everybody should find his/her place, be valued and interact in a friendly, respectful way with the others.

## Parents' Letter to Define MY CHILD

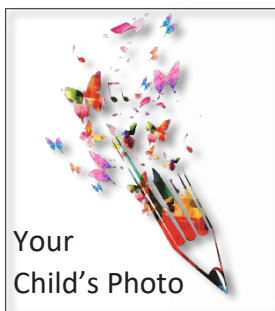
This letter is prepared for Erasmus+ KA2 project "ALLready a Success to School Life" (2018-1-TR01-KA201-059716) coordinated by Bursa Provincial Directorate of National Agency (Turkey) with the partners; University College of Teacher Education Styria (Austria), Associação Portuguesa de Educação Musical (Portugal), BTSO Sait Ete Primary School(Turkey),Ogres sakumskola (Latvia) and UKS Jastrzebie Srodborow Otwock (Poland).

The target of this letter is to know the pupils 1st grade in partners countries within a shorter period of time .Your answers will only be used for this research and the project outputs.

For each item please fill in the circle or write what best describes your child. Please answer all of the items as much as possible. Thanks for your contribution.

*\*Teachers want to get to know your child to address him or her according to individual preferences. Please, be so kind to answer some general questions to get a better understanding of your child.*

### I.Questionnaire



Your  
Child's Photo

1. Your child's name and surname

---

2. Your child's birthday

---

3. What is the nickname or the name your child prefers to be addressed with

---

4. How does your child spend its free time?

---

---

5. Name three to five of your child's strongest likes and dislikes (games, songs, toys, sports, music, ...)

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_



6. Give some additional general information on your child

a. Food preferences (likes, dislikes, allergies, eating habits, etc.)

---

---

b. Health disposition (illnesses your child frequently suffers from incident that s/he had, how do these effect his/her behaviour, early signs when your child falls ill, etc.)

---

---

7. Is there anything your child is afraid of? How does he/she react, when afraid?

---

---

8. How does your child usually expresses emotions?

Verbally     Gestures     Facial expressions     Other:

9. How do you motivate your child?

---

10. How is life in your family? Are there any routines, habits, ways of communication that you would like the school to know and which could be helpful to understand your child better?

---

---

---

11. What is your child's attitude towards school?

---

12. Note three words to describe the relation between your child and his/her teachers or other adults before school starts.

---

13. Note three words to describe the relation between your child and his/her teachers or other adults **NOW!**

---

14. What have you noticed about your child's interaction with other children?

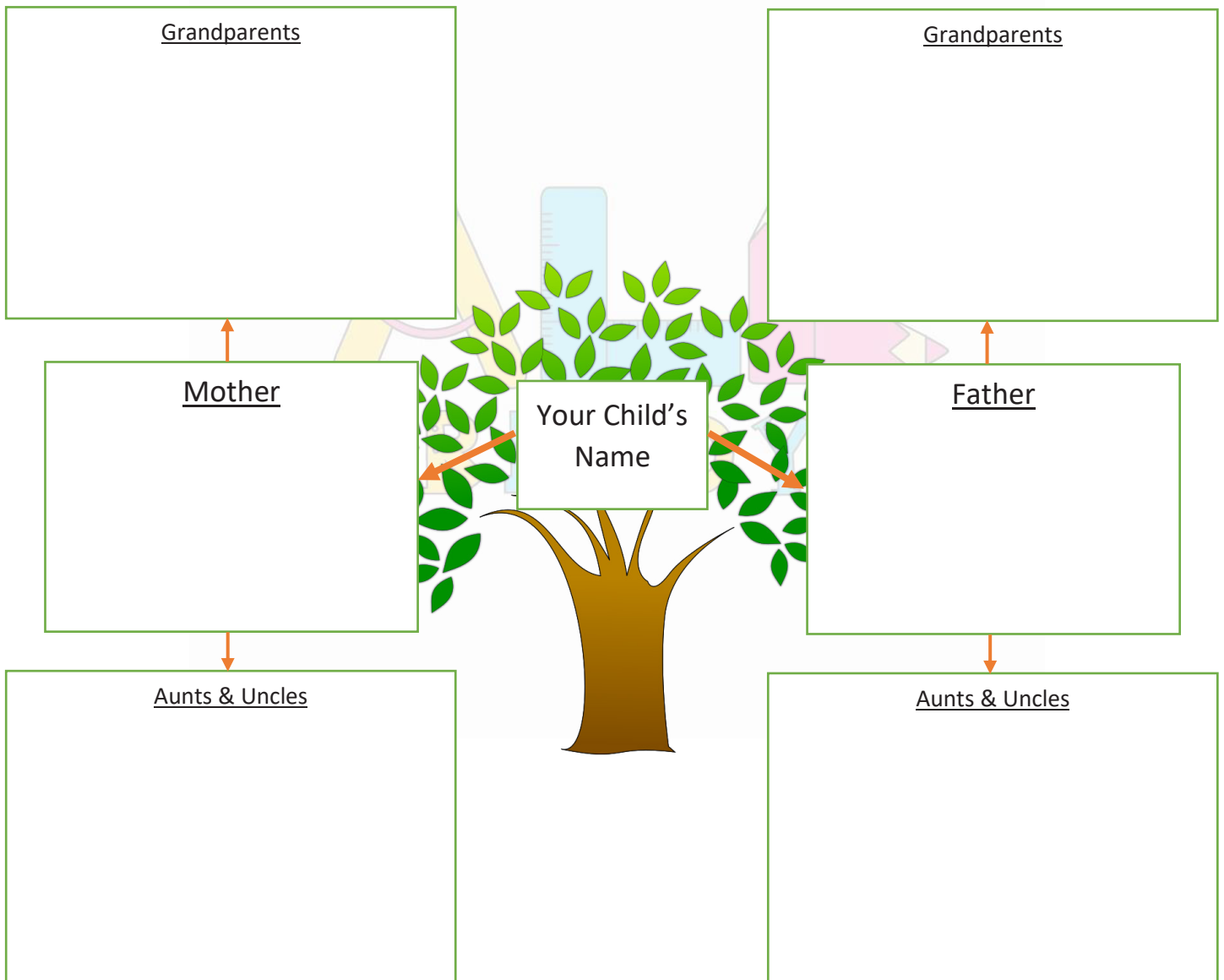
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## II. Our Family (Parents' Perspective)

Each family is a unique unity of its members. The diversity of this unity, the inert relations, its potentials and strengths have an effect on its members. To gain a better and more detailed understanding of your child we ask you to picture your child's family background in this template of a family tree. Describe each member of your family by noting:

- the most striking characteristic trait
- his/her profession
- his/her known interests
- relation with OR closeness to your child



### III. Star of Interests

Using the Development Star (Sickinger, 2007) and the derived Interest Star (Reicher Pirchegger et al, ) produces a description of a child's interests from his or her own perspective and from the perspective of the parents. A child's interests, strengths, and talents can be derived from the observations of parents as well as educators.

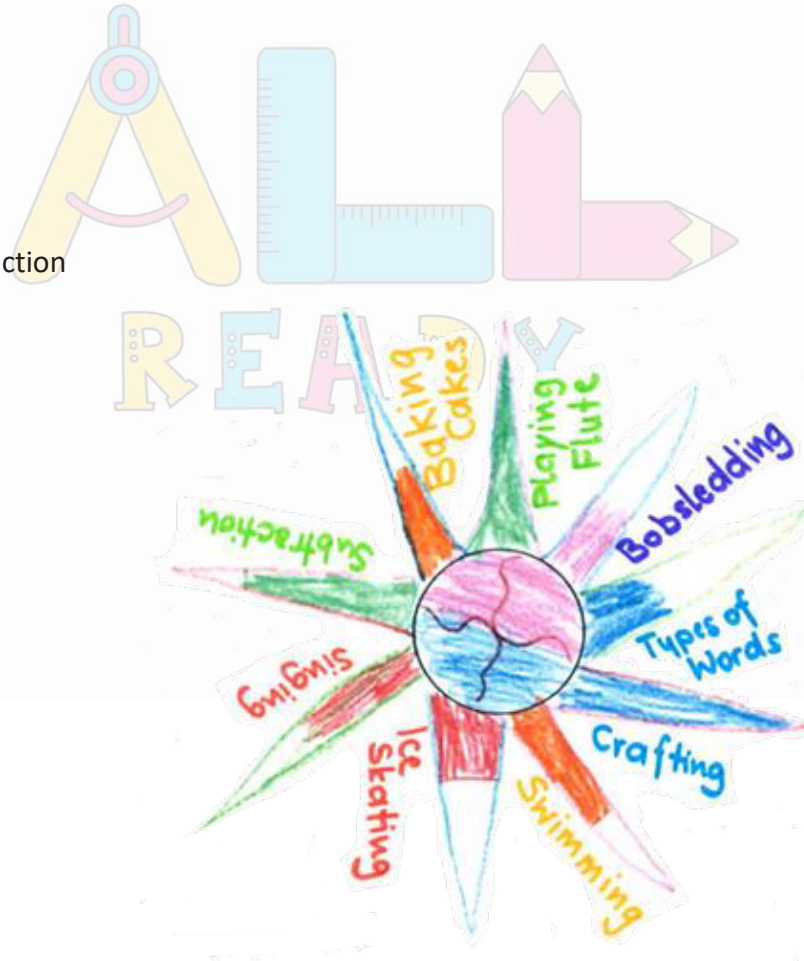
Practice-oriented questions for the observations are:

- What is my child especially interested in at the moment?
- Which strengths and talents does my child have?
- Which daily activities does my child prefer?

The observed interests will be discussed together with the child, the star will be drawn, and a STAR will thus be created. While colouring the star's points, a child's biggest interests and future goals can be learned. This personal exchange and setting of goals are the basis for further pedagogical planning and constitute a vital element of the prepared learning environment in kindergarten and school.

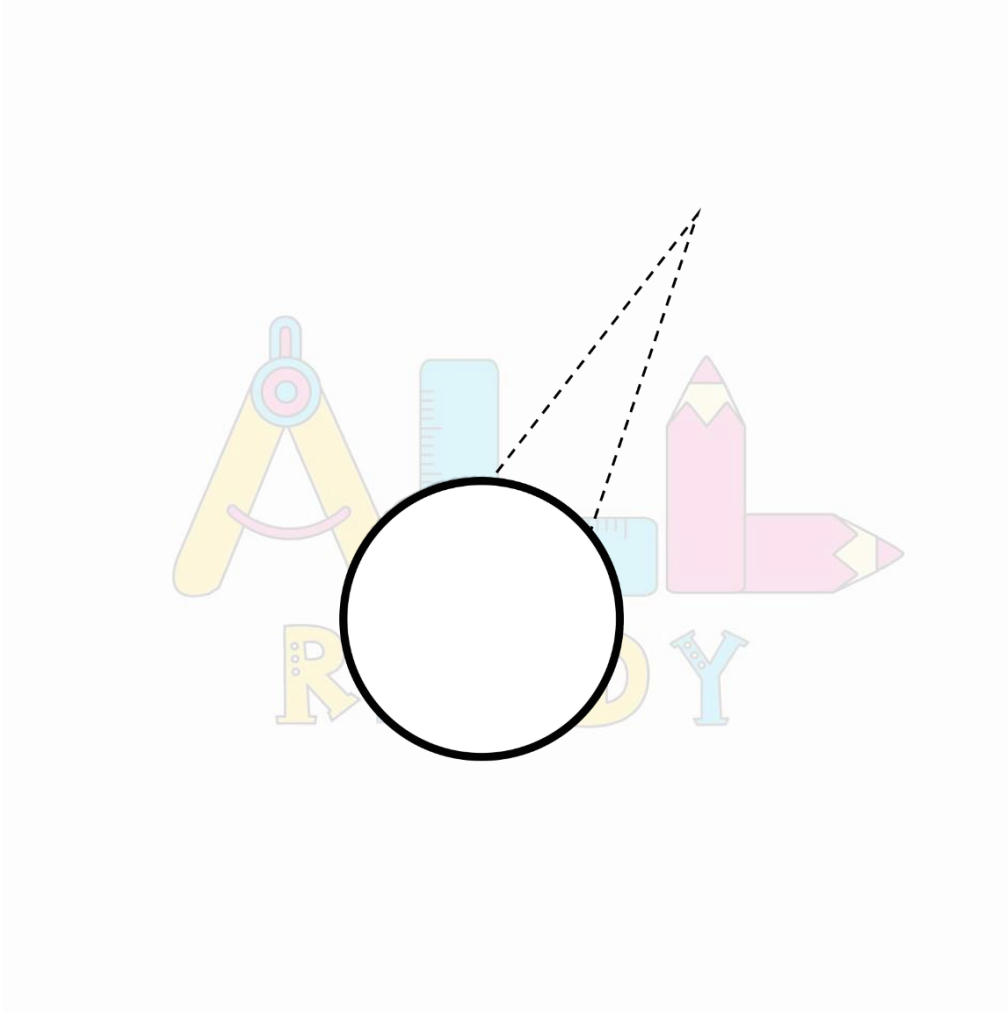
Think of your child's interests. Please do it together with your child. Think of all areas of interest and take notes:

- Sports
- Art
- Music
- Craft
- Social skills
- Games/construction
- Nature/science
- Language
- Maths
- IT
- Drama



1. Draw a point for each interest but do not colour it. Keep in mind: one single interest is as good as a lot of different areas of interest.
2. Now think of the skills of your child relating to the fields of interest. Colour the point fully if your child is already an expert in that field and leave it uncoloured if your child is interested but not experienced in it yet. Both is okay and of course everything in between as well.

You can bring the star with you when you come to parents' day and introduce your child on the basis of the star. So the focus will be on the potentials and interests of your child to improve its self - confidence and its self-assessment.



# 11. Notes

Lined area for notes, consisting of numerous horizontal dotted lines.





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