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SOCIAL ACTIVITIES are NECESSARY for SPECIAL EDUCATION NEEDS

2019-1-TR01-KA229-074561

 <http://www.sanforsen.com>

 [groups/SANforSEN](https://www.facebook.com/groups/SANforSEN)

 [SANforSEN1](https://twitter.com/SANforSEN1)

About the project...



KA229 project "Social Activities are Necessary for Special Education Needs" (SAN for SEN) has been created to develop and improve social skills of special education students through arts.

Therefore, each partner of this project will use and implement an artistic area like creative drama, forum theatre, rhythm, art therapy, ceramics and/or music to achieve the goals that have been set.

Each partner school will give social skills training to special education students and share their methods and good practices with participant countries during transnational meetings.

Participant Countries

TURKEY

Halit Narin Vocational Secondary School
Beldibi Sitki Zaralı Primary School

ESTONIA

Narva Pähklikmäe Gümnaasium

LITHUANIA

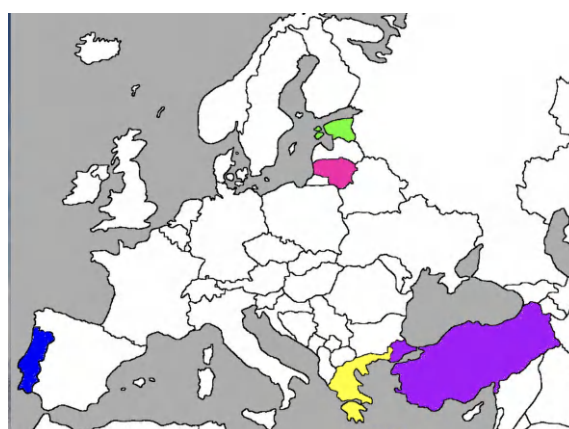
Panevezys "Vyturys" Progymnazium

PORTUGAL

Agrupamento de Escolas do Cerco do Porto

GREECE

School of art of Peristeri



1. Learning /Training /Teaching Activity

February, 2020 - Marmaris/TURKEY



“LISTENING”





School: Halit Narin, TURKEY

Workshop: Art therapy with participant teachers

Materials:

Acrylic Paints
Canvas
Paintbrush
Pipette

Description:

First of all, the participants paint their canvases in the color of their choice, accompanied by relaxing classical music. Then, they are asked to divide the canvases they have painted into two as they wish, imaginatively.

Participants are asked to choose 3 of their favorite colors that make them feel good. Then, the question of "Why do you like these colors and what happy moment does it remind you of in your life?" is asked about these colors. Participants listen carefully to their friends answering the question. In this part, participants are provided to communicate by listening to each other. The first half of the canvas is told to pour their favorite colors.

Afterwards the group is asked to choose 3 more colors again. These colors should be colors that they do not like very much and that make them feel bad. They are told to pour these new colors onto the other half of the canvas. Then, the participants are asked the question, "Why do you not like these colors and is there a bad memory that you remember in your life?" Participants who want to answer the question are listened carefully by their friends. In this second listening session, the communication between the group becomes more solid.

Finally, the participants are told to take the straws in their hands. The point to note here is that the participants are asked to stand in front of the colors that feel good on the canvas and blow from these colors to the colors they feel bad with a straw. And with this study, the unhappy moments of the participants are covered with their happy moments.





School: **Beldibi Sıtkı Zaralı, TURKEY**

Workshop: **Rhythm with participant teachers**

1. Free movement with music.

Walk around by exploring where you are, without giving a mimic, without looking at anyone's face.

- Then you look around
- salute others with your eyes
- salute with your head
- Salute with your toes
- salute with your little finger
- salute with your index finger (all your energy is here)
- Say hello and say your name and shake hands



2. Make a circle. Take a step forward and say your name and make a move.

Everyone in order repeats the previous one's name and moves first, then says his/her own name and makes his/her own move.

3. Walk around randomly with music. Make a couple with the nearest person to you. Start a conversation and talk about yourselves with your couple. For example; who are you?

Where are you from?

What is your job?

What is your favorite country, meal music ... etc?

You have 5 minutes.

4. Make a circle standing next to your partner and tell the whole group about what your partner has just talked about.

5. Walk freely. Close your eyes. I am going to touch one of you. This one will be the killer. When you open your eyes, you will walk around freely again. The killer will wink secretly to someone. The person who sees the winking eye will scream and run out of the group.

If anyone from the group makes a guess about who the killer is, s/he will come and whisper the name into my ear. You can guess only twice. If your guess is wrong, you will get out of the group. If your guess is correct, then the game will end.

6. Make a circle and make a tail with this paper and attach it to your back. When I turn on the music, everyone will try to catch the other's tail. At the end of the game, there will be two winners. The ones who have the most tails and who don't allow their tail to be caught.

7. Irish Duel: Put your right hand to your back like this. This is your heart. You will protect yourself with your left hand. And this is your sword. You can only move straight. The person whose sword has blown will get out of the game





Ø EXERCISES FOR WARM UP-IMAGINATION (10 MINUTES)

Title of exercise: Walks

Pedagogical objective: Body expression, imagination, memory, first attempts at improvisation. Time frame: 6'

Suitable number and age of participants: Suitable for all types and sizes of groups

Material needs: Spacious room for group to move around freely - Soft instrumental music

Short description/instructions: We ask the participants to walk around in the room, freely, in any direction they wish. They should not touch one another, or hit any objects/furniture in the room. We give directions for them to walk to different directions, at different levels (upper, middle, lower), rhythms (from 1 being the slowest to 5 being the fastest). We gradually introduce more complicated directions, such as walking on different surfaces (hot sand, ice, broken glass, flooded road) or in different circumstances (being late for an important meeting, swimming in a cold sea, floating in space, being caught in a sudden rainstorm, etc.).

Title of exercise: Statues

Pedagogical objective: Non-verbal communication, body expression, imagination, first attempts at improvisation. Time frame: 4'

Suitable number and age of participants: Suitable for all sizes of participants

Material needs: Soft instrumental music

Short description/instructions: We walk freely in the space changing directions. Then we walk, filling in the gaps at various levels (high, medium, low) and at various levels (slow, fast, running, from 1 to 5). We stop with "STOP". THE Moderator touches some, who are standing still just like statues on a place they found "STOP". (The others become spectators and give captions titles to individual statues- the statues or complexes created. Then for each statue, but also for statues sections that have been created, viewers are invited to answer the questions: What emotions do I create? It is important to observe the internal energy of the body-statues-eyes, something that is always visible on stage. The body speaks for itself, it doesn't lie-That's it. From the images that are created, perhaps a theme emerges. We encourage viewers to use verbs to describe what they see.)

Ø INTRODUCE THE STATUM Time frame: 20'

Look at him/her ... we don't know anything for him/her...

Give him a name...but look he has an usb stick. Let see... powerpoint

1ST PICTURE is playing with HIS FRIENDS... HE FEELS ... happy

Now I want to walk around in the room and show us things that make you feel happy.

(Cheerful music)... choose a color for this feeling

2nd PICTURE IS alone ... HE is thinking... maybe he FEELS ... sad

Now I want to walk around in the room and show us things that make you feel sad.

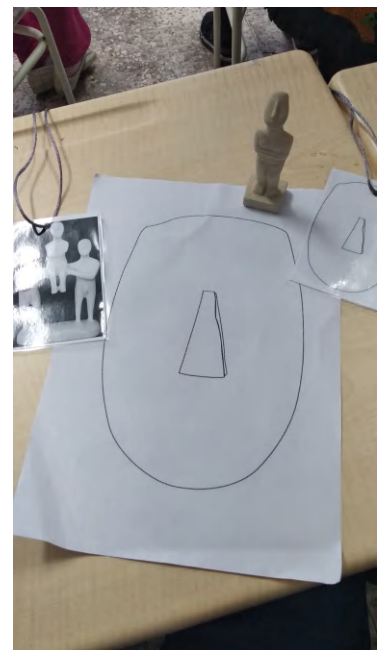
(sad music)... choose a color for this feeling.

3rd PICTURE IS playing music... HE is feeling ... excitement

Now you can play music ...choose an instrument that you have always wanted to play and the concert begins...

In all those pictures we can see her/his eyes, mouth...expressions. WHY?

Ø The "deck of pictures with feelings " ...



Place 2 white 50 x 70 or 70x100 white cardboard boxes on the floor. In one there is glued to a sad face. In the other a laugh. In the middle of the 2 boards there is a 'deck' with the following words /pictures: war, Amusement Park, gifts, ice cream, poverty, I have no friends etc. Every child gets up, draws a paper, reads/sees what he says and needs to put it in place and quickly melt into the cardboard one that he thinks suits him best. The game ends when all the cards on the deck are placed on the corresponding cardboard.



Maybe they can choose and make a freeze picture with one of the pictures...

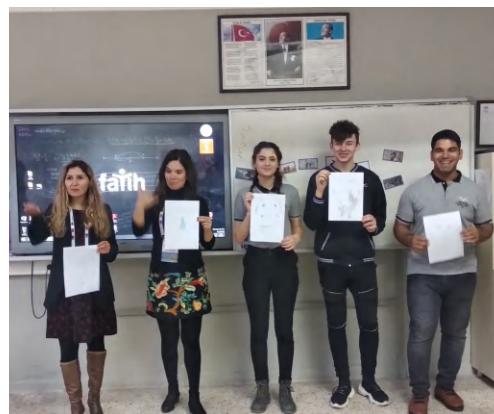
Ø The statue NEEDS OUR HELP...

He wants to draw a feeling in his face...feelings are to be expressed and he/she doesn't feel alone anymore.

Ø DRAWING HIS FACE

Time frame: 10' ...CHOOSE A FEELING DURING THE DRAWING WE CAN PLAY VIDEO 2

Ø RELAX EXERCISES. Time frame: 3'





1. The organizers coming to the classroom by clapping hands and saying nothing. This activity to catch the attention of participants. Non-verbally the other participants are invited to clap their hands. As soon as everyone clapping, we change the rhythm of clapping and then stop.
2. Introduction: The activity leaders introduce themselves and the activity.
3. Dividing everyone to pairs by using animal cards. The kids took one card and do not show it to anyone. After everyone has a card, they start to make animals they choose noises and, in this way, they find another person making similar noises. For exm. Chicken – cip, cip, cat – mioww and etc.
4. When they find their a partner, they sit together.
5. Every pair gets the situations cards - Growing up without bullying. Together with partner they must make a story with cards to tell it to everyone and discuss how the situation was solved.
6. Sculpture of feelings. In pair they make sculpture – of how they are feeling. One participant is sculpturer and another one is clay. Then the roles are changed.
7. Dividing of participants to 2 groups. Asking kids the favourite fruit. When choose two (for exm.) banana and orange. And count them: banana, orange, banana....
8. The task in the groups: to create a conflict situation from the school life. And make this conflict situation as a group sculpture. Give some minutes for the groups to discuss that they want to show. When groups are ready, invite one group to show they sculpture. Another group is observers. And students from observers group can make one change in sculpture – what situation be positive.
9. Discussion of the situation in a circle: How do you feel? What has happened with conflict sculptures here? How we can change situations? What we can do not to deepen conflict?
10. Invite everyone to remember then they were truly angry and to show how they look then they are angry to others.
11. Discussion about angriness and what methods are good to calm ourselves. Presenting method with balloon. Every kid gets a balloon. Invite them to remember the situation then they were truly angry and blow put their angriness to the balloon. Later go with kids outside and relief the air from balloons – with the idea- that we sent angriness out of our body.
12. Reflection. Everyone sits in a circle. The cards with Emojis are split on the floor. Participants choose the card according their feelings. Name the emotions one by one. Then all together make the faces according the cards.
13. The end. Energizer „Rain“. [Energizer - a rain - YouTube](#)





The technique of "Working with colored and black ink"

The task is intended for children with special needs. The technique is suitable for any age. In this task, the most important thing - emotional part of a student. The process and involvement in the work creates the effect of joy, tranquility, satisfaction.

The task consists of two large blocks. The first block is acquaintance with the material, aesthetic development. The second block is emotional stabilization, socialization through collaboration with a classmate.

Materials: thick special watercolor paper, multicolored ink, black ink, brushes of different widths, wax candles.

Purpose: to develop students' creative abilities and improve their emotional state.

1. Preparation.

A3 sheets, a set of multicolored ink, brushes of different widths, cups of water for each student.

2. The beginning of the lesson.

At the beginning, students receive all necessary materials. A teacher talks about the materials and the rules of effective use. The teacher shows the process.

3 Creation

First, students use a thick brush and draw an invisible tree with clean water. Then, they dip a thin brush into colored ink. Then, they drop with the colored ink onto a tree. The colored ink spreads over the transparent pattern of the tree and creates a unique color pattern.

The second lesson

Students work in pairs. Each of them receives a task from the teacher - to come up with something about himself that he would like to give or wish to his friend. Then each student draws this object or desire with a white thin candle on a sheet of paper. The drawing is invisible.

Then each pair changes by sheets. Each of the students, working with a thick brush, moistens the sheet with clean water. Then he draws ink with a thin brush and drips multicolored drops on the sheet. Where the drawing was applied by a candle, a white pattern appears, but the rest of the sheet is painted with bright colors. So each student understands what a friend wanted to give him.



4. Presentation of works

At the end of the work, the participants present their works and take photos with them. When summing up the results, the teacher notes everyone for their efforts and focuses on good mood of all participants in the course for creative work.





Materials:

Raw Glazed tiles XVII century style

High fire ceramic paint

fine tip brushes

Tile stencil

Activity:

Students are divided into age groups. The teachers introduce themselves and explain the activity.

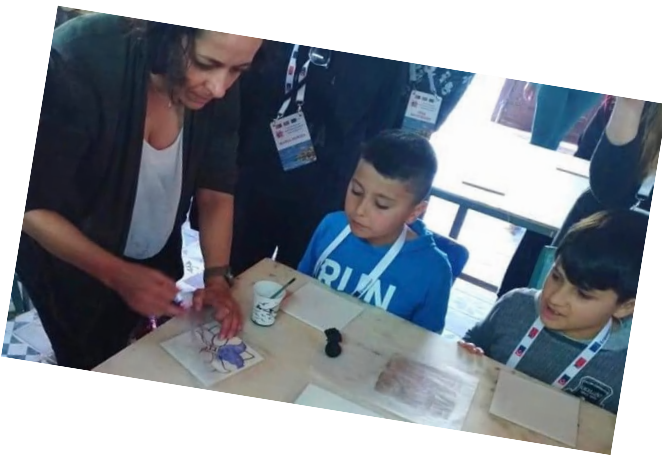
The materials to be used are presented and described. They are shown examples of painted and baked tiles.

Students compare the raw tiles with the finished examples and explain the differences they observe. Various tile painting patterns and techniques that students can use are shown. Each student chooses the motif to their liking and paints and decorates the tile and at the end of the activity, each student signs his work.



Goals:

It is through painting that children discover a world full of colors, shapes, lines and imagination. Painting stimulates communication, creativity, sensitivity in addition to developing children's ability to concentrate, express and disinhibition. This activity is intended to develop these same skills using tile painting as an innovative technique.



2. Learning /Training /Teaching Activity

September, 2021 – Narva / ESTONIA



“EMOTIONS”





«Autumn»

Necessary materials:

- wooden sticks or wooden palms.
- Maracas (cups with rice)
- 2 different sound tracks.
- Xylophone
- Boomwhacker (plastic tubes with colorful measure)



1. Greeting (a soundtrack for 2 min).

The students have wooden sticks or wooden palms. They stay in a circle, students listen to music, feel the rhythm, move, but when the music stops they turn around, touch their neighbor's sticks/palms and say «при-вет», «hel-lo», „te-re“ and so on.

Aim:

- to feel the rhythm of different music styles
- to teach to define different styles and musical concepts (fast, slow and medium tempo; loud, quiet music, etc.).
- to pay attention on walking, figure, movement
- to form beautiful manners, gait, posture, expressiveness of body movements, sociability.
- getting rid of shyness, tightness. Ability to interact with adults and peers

2. «Autumn song»

A teacher teaches the melody and the text (the song consists of one sentence)

The melody for singing is simple, the triad is used. A xylophone plays immediately after the singing.

A student is given only 3 plates, since the melody is duplicated in the xylophone part. The student will be able to choose the correct sequence of sounds by hearing. After the xylophone, singing continues, but the sequence of sounds changes now (a student plays the xylophone)

Then a teacher gives 2 plastic pipes (Boomwhacker) (I and V stage) The teacher shows which pipe to start playing with. It is played on the first hit and the fourth hit.

Aim:

- to develop a sense of rhythm using musical instruments.
- to teach to improvise simple rhythms, pick up familiar melodies by listening.
- to sing and play along individually and in small groups, observing the general dynamics and tempo.
- to develop auditory attention, creativity of students.
- to encourage them and active independent actions.



3. Moving to music.

Give homemade rattle cups to your students (home-made maracas) and say to them to dance to music. Students have to look at a teacher and repeat after him various (simple) rhythms. To the music, maracas move from one hand to another, up and down, left and right.

Aim :

- development of coordination, motor skills, musical abilities - emotional responsiveness to music and sense of rhythm.
- development of musical memory, motor qualities and skills - dexterity, accuracy, plasticity, imagination and fantasy.





School: Halit Narin, TURKEY

Workshop: Mask painting

MATERIALS:

- Acrylic Paints
- Canvas
- Paintbrush
- Balloon



Discription:

Participants are asked the following question: 'How do you feel today?'. Participants who want to answer the question describe their feelings about today. And they are asked to choose a color that is close to their current feelings. They are told to pour the color of their choice on the canvas in a scattered manner. Then they are asked to take their brushes in their hands and close their eyes. Meanwhile, a relaxing music is played and the participants give themselves to the music and paint the canvases with their eyes closed.

After all the participants have painted their canvas, the music is turned down. Afterwards, the question “What are the events that will make you feel negative emotions?” is asked to the participants. Participants who want to answer the question describe the events and their feelings. Awareness is created among the students in the group on emotions; sadness, fear, anger, etc. Then, they are asked to choose 3 colors that will reflect these negative feelings and put these colors aside.



Afterwards, the question “What are the events that will make you feel positive emotions?” is asked to the participants. Participants who want to answer the question describe their feelings. Awareness is created in the group on emotions love, happiness, trust, etc. After the speeches, they are asked to choose 3 colors that will reflect these positive feelings.

Participants are instructed to pour on the canvas in front of them the colors that they have chosen before, reflecting their negative emotions, and then the colors that reflect their positive emotions. Then they take pre-



inflated balloons in their hands. Using balloons, they are ensured to take paint by touching the color that reflects a positive and a negative emotion. Then they touch the balloon to the empty parts of the canvas. This process continues until all the colors have been used and the entire canvas has been painted. With this study, students' negative emotions and positive emotions are intertwined. At the end of the study, it is emphasized that we are a whole in harmony with all our emotions.



School: **Beldibi Sıtkı Zaralı, TURKEY**

Workshop: **Creative Drama**

1- Warm up

- Walk at a leisurely pace and speed up slowly, now speed up well
- It's very hot, now a light wind is blowing, now the wind is picking up, you are walking against the storm
- Nod to yourself and then to the other as you walk.
- Greet with your shoulder, salute with your elbow and foot.
- Now gently touch the curly haired one's hair
- Now gently touch the hair of the one with glasses

2- Group members are divided into two circles, inside and outside, facing each other. With the music, the circles move in the opposite direction, when the music is over, the band members shake the hand of the other band member and say their names.

3- Follow the Leader Game: The leader takes the lead and makes free movements by walking. Each participant will only repeat the movements of his friend in front of him, not looking at the leader.

4- The group members are asked to lie down with the head of one of them on the stomach of the other. The first one starts to laugh, then the second, then the third laugh in chains, and when they come to the end, they are given the command to turn from the end to the beginning. It is known that laughing has a therapeutic effect. The purpose is relaxation.

5- All group members stand side by side in a circle and hug each other. They enjoy this intimacy for a while. The purpose is to experience the togetherness of the group and the sense of self, to say goodbye.





School: Art School of Peristeri, GREECE

Workshop: Creative Drama: Art

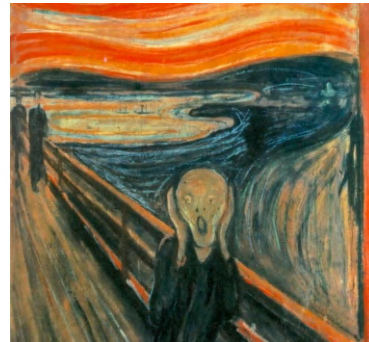
What do you see in the picture?

What impresses you?

What could have happened to the person?

What do you think the person feels?

What makes you feel scared/worried



Write your answer on your paper and place it in the box

My fear

Answer the following questions on your paper.

What does your fear look like?

If it were a color, what color would it be?

How does your fear smell?

•If your fear had a form (was a monster), what would it look like?

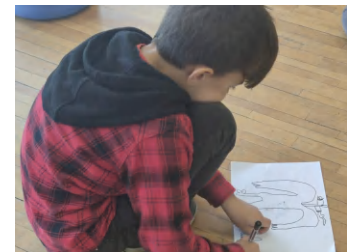
DRAW IT

•If you could ask your fear a question, what would you ask?

Give voice to our fears

Each group will give voice to the drawings of the other groups (how do the figures feel? Why do they feel so?

What do they think? What would they tell us if they had a voice? Prepare a presentation.)





School: *Panevėžio „Vyturio“ Progimnazija, LITHUANIA*

Workshop: **Forum theatre**



1. The organizers coming to the classroom by clapping hands and saying nothing. This activity to catch the attention of participants. Non-verbally the other participants are invited to clap their hands. As soon as everyone clapping, we change the rhythm of clapping and then stop.

2. Introduction: The activity leaders introduce themselves and the activity.

3. Playing game – zoom. [Improv Warmups and Exercises \(Quick demos\) - YouTube](#)

4. Introduction of participants. One by one they say their names and the animal they like and perform this animal to other.

5. The performing game – “The stone from the castle”. Everyone has to pretend that they have stone – and it is very heavy. Participants have to pass this heavy stone to each other.

6. Sculpture of feelings. In pair they make sculpture – of how they are feeling. One participant is sculpturer and another one is clay. Then the roles are changed.

7. Dividing of participants to 2 groups. Asking kids the favorite fruit. When choose two (for exm.) banana and orange. And count them: banana, orange, banana....

8. The task in the groups: to create a conflict situation from the school life. And make this conflict situation as a group sculpture. Give some minutes for the groups to discuss that they want to show. When groups are ready, invite one group to show they sculpture. Another group is observers. And students from observers’ group can make one change in sculpture – what situation be positive.

9. Discussion of the situation in a circle: How do you feel? What has happened with conflict sculptures here? How we can change situations? What we can do not to deepen conflict?

10. The game for keeping concentrated “Moozinga”. The participants stand in the circle. The leader of group starts to say “mooo” and puts one his hands in the front. Participants one by one following the leader, with noise and hands. When everyone saying “moo”, the leader gives sign to the group and everyone shouts “Zinga”.



11. Reflection. Everyone sits in a circle. The cards with Emojis are split on the floor. Participants choose the card according their feelings. Name the emotions one by one. Then all together make the faces according the cards.





Materials:

Video projector

Computer

Sound column

Activity:

Students are arranged in a circle and introduce themselves.

- Gesture imitation game: Students imitate the gestures produced by the teacher. Movements are used that work the whole body, thus leading them to become aware of the body as one.

The reproduction of movements simultaneously requires the concentration and motor coordination. It is first exemplified by the teacher to the whole group and translates into the directive that, to his gestures, the group must respond with a replication.

- Clapping game: They must imitate a sequence of clapping and increase the rhythm. (one clap, two claps and three claps). Each time the student does not follow the established pattern, he goes to the middle of the circle. Then, students perform body percussion games that consist of using the body as a musical instrument, exploring the various sounds that it can produce.

Songs featured:

- Harry Potter (<https://www.youtube.com/watch?v=0v9ZVM9WBDw>)

- Mozart's Evening Serenade (<https://www.youtube.com/watch?v=uB-egDyoZ9s>)

Goals:

The practice of body percussion encourages the development of motor coordination, activation of blood circulation, the improvement of concentration and memory, physical and mental well-being and rediscovery of one's own body.

Through music, children have the opportunity to develop countless learnings in a playful way. Music allows an increase in concentration capacity, logical reasoning, facilitating learning. Regarding the child's social development, it is through music that children often come into contact with some of the rules of coexistence in society and contact with the cultural environment to which they belong.



3. Learning /Training /Teaching Activity

November, 2021 - Panevėžys /LITHUANIA



“EMPATHY”





School: Panevėžio „Vyturio“ Progimnazija, LITHUANIA

Workshop: Forum theatre

1. Introduction. Invite participants to walk freely by listening music and try to pretend what they are in hurry, that floor is slippery, that they are stepping on hot coals, that it is raining, that they feel fear... Music [\(5\) Winter - Antonio Vivaldi - YouTube](#)
2. The topic of the lesson – fear. How we can share and decrease the feeling of fear. How to make friendship with the fear.
3. All participants get a small sheet of paper and must write their fears. The Leader takes the lists one by one and reads it. Another leader writes the fears on flipchart.
4. All participants sit in the circle. On the sheet of paper, they have to draw the Monster of Fear and hang up this monster in front of themselves.
5. The session of the book “Me and my fear” reading loudly. [Me and My Fear - Read Aloud - YouTube](#)
6. The discussion about book. What fears we heard; what methods were used to reduce the fear. The asking students to share their examples of decreasing fears. The Leader writes the methods on the flipchart near list of fears
7. Dance of emotions. We try to make a friendship with the fear by dancing with our Fera monsters. Group dance according [Harry Potter - Percusión corporal - YouTube](#)
8. Reflection. Everyone sits in a circle. The cards with Emojis are split on the floor. Participants choose the card according their feelings. Name the emotions one by one.





School: Halit Narin, TURKEY

Workshop: Rhythm

Materials: Wooden spoon with bell

Description:

As a warm-up activity, the study called "Dancing Robot" is carried out. The achievements of this study are to focus on the accompaniment of the melody and rhythm heard, to ensure the coordination of the mind and body, to learn to listen, to make dull imagery, to improvise and to work in harmony with the group. The activity is in the form of exhibiting and imitating robotic movements accompanied by a musical piece consisting of three parts.



Part 1: Robotic walking is performed with music.

Part 2: Robotic postures are made according to the melody that changes with body movements.

Part 3: When the slowing melody and rhythm begin, the student pretends to play a musical instrument and the students try to guess the instrument.

After the warm-up activity, the "Reflection in the Mirror" activity, which is also related to the gains of empathy, planning the timing, and using memory effectively, is applied. The teacher demonstrates the rhythm pattern he has determined by using the body percussion and the rhythm spoon with the method of showing and getting it done. The group learns the rhythm pattern by imitating and repeating several times. Then, the members of the group form a circle with two people facing each other. The members of the group do the body percussion part themselves, and they do the part using the rhythm spoon together by hitting the spoon of their friend.

When the rhythm pattern is finished, the group member shifts to the right, changes the rhythm partner opposite and repeats the rhythm pattern with the changed partner.





School: **Beldibi Sıtkı Zaralı, TURKEY**

Workshop: **Creative Drama**

1- Mixed and free walking with music. According to the leader's instructions, warm-up is done by walking at an intense, calm, and fast pace.

2- Recall Hearing: (Gives feedback) everyone becomes a couple. Everyone introduces themselves to their spouse in simple sentences. When they return to the group, everyone introduces their partner the group.

3- Everyone becomes a couple. A and B. A moves their hands and B follows A without stopping to look at A's palm. Then the activity continues by changing roles.

4- They become spouses in pairs, one of the spouses closes his eyes, and the other walks around taking his arm and tells him about the environment. Then the game is repeated by changing the roles.

Evaluation: They share with the group what they have experienced and felt during the games and role process.





How do we teach and cultivate empathy in our students?

Two phases of the project:

1. a zoom meeting whereby with a group of volunteering students, after brainstorming on the notion of adolescence, we discussed some of the issues that teens face. The group chose one of them and drafted a script where each of them was assigned a role.
2. real time lesson

2. Lesson Plan

Ice breaking Activities- Confidence building activities (15')

'the blind and the mute'

The Ss are split into two separate vertical rows. In pairs, one of them covers their eyes and the other is asked to guide the 'blind' one to the opposite wall, across the hall, without talking. When they reach the 'finishing line' they swap roles.

In a circle we talk about our feelings and experience as blind people as well as mute.

Forum theatre performance (20')

The Ss watch a performance based on the script written by the group of Ss of the zoom meeting. It's a bullying scene. Discussion of some notions and parts.

Then, the 'audience' is asked to suggest alternatives to the plot. Whoever suggests something comes onto the stage and reperforms the scene of the relative actor.

Follow up (10')

We watch a part of the movie Inside Out (2015), the notion/definition of empathy is elicited.

https://www.youtube.com/watch?v=QT6FdhKriB8&t=7s&ab_channel=BashierAlqarni

Consolidation (5')

A last replacement of a role, a performance of an empathetic approach.





The technique of "Working with colored and black ink"

The task is intended for children with special needs. The technique is suitable for any age. In this task, the most important thing- emotional part of a student. The process and involvement in the work creates the effect of joy, tranquility, satisfaction.

The task consists of two large blocks. The first block is acquaintance with the material, aesthetic development. The second block is emotional stabilization, socialization through collaboration with a classmate.

Materials: thick special watercolor paper, multicolored ink, black ink, brushes of different widths, wax candles.

Purpose: to develop students' creative abilities and improve their emotional state.

1. Preparation.

A3 sheets, a set of multicolored ink, brushes of different widths, cups of water for each student.

2. The beginning of the lesson.

At the beginning, students receive all necessary materials. A teacher talks about the materials and the rules of effective use. The teacher shows the process.

3. Creation

First, students use a thick brush and draw an invisible tree with clean water. Then, they dip a thin brush into colored ink. Then, they drop with the colored ink onto a tree. The colored ink spreads over the transparent pattern of the tree and creates a unique color pattern.

The second lesson

Students work in pairs. Each of them receives a task from the teacher - to come up with something about himself that he would like to give or wish to his friend. Then each student draws this object or desire with a white thin candle on a sheet of paper. The drawing is invisible.

Then each pair changes by sheets. Each of the students, working with a thick brush, moistens the sheet with clean water. Then he draws ink with a thin brush and drips multicolored drops on the sheet. Where the drawing was applied by a candle, a white pattern appears, but the rest of the sheet is painted with bright colors. So each student understands what a friend wanted to give him.

4. Presentation of works

At the end of the work, the participants present their works and take photos with them. When summing up the results, the teacher notes everyone for their efforts and focuses on good mood of all participants in the course for creative work.







Materials:

- mattresses
- coloring pencils
- Glue
- thick ice cream sticks

Activity:

Students are arranged in a circle and introduce themselves.

As a warm-up, students perform playful psychomotricity activities based on some taekwondo techniques. The activities are carried out on a mattress individually and in pairs.

After the warm-up phase, thick ice cream sticks are distributed to the students. Some sticks were partially decorated by students from Escola do Cerco, Porto, Portugal. Students decorate them to their liking, respecting the outline of the existing letters/decorations. After they finished, the sticks are glued to a base in numerical order (the sticks were numbered in advance on the back). The final result results in a board decorated by Portuguese and Lithuanian students with the inscription of the project's name in the middle.



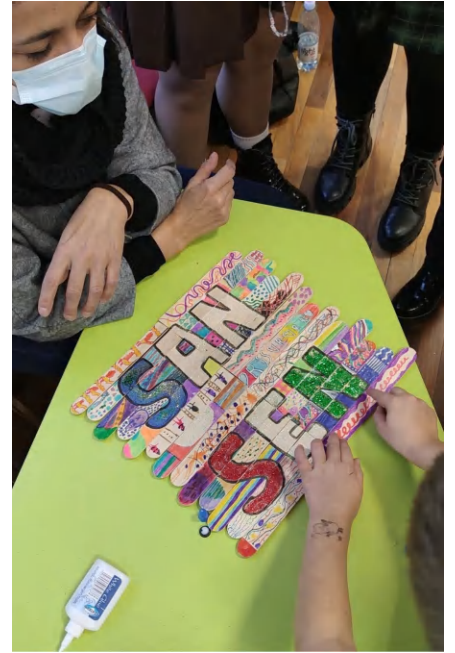
Goals:

The practice of body percussion encourages the development of motor coordination; activation of blood circulation; the improvement of concentration and memory; physical and mental well-being; and rediscovery of one's own body.

Through painting, students have the opportunity to develop countless learnings in a playful way. In addition to the ability to communicate, painting develops creativity and imagination. These activities lead students to discover a world full of colors, lines, shapes, feelings, symbolizing experiences and acquiring fundamental attitudes for their development, such as sensitivity and critical thinking.

Painting also stimulates communication, creativity, sensitivity and increases the ability to concentrate and express themselves.





4. Learning /Training /Teaching Activity

March, 2022 - Porto / PORTUGAL



“SOLIDARITY”





Materials:

Raw Glazed tiles XVII century style

High fire ceramic paint

fine tip brushes

stencil

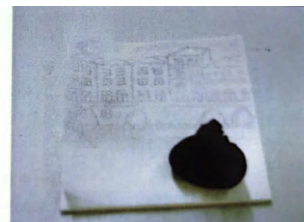
Activity:

The history of tiles in Portugal is explained, as well as the characteristics of Portuguese tiles and the predominant colors. A picture of Ribeira is referred, one of the most typical places of the city of Porto, part of the historic centre of the city and a UNESCO World Heritage Site.

Known worldwide and the pride of the inhabitants of Porto, the tiles are seen as large panels of art that characterizes the identity of the city.

The ceramic teacher of Agrupamento de Escolas do Cerco do Porto, Luísa Amorim explains the traditional technique of painting on tile which participant teachers will start to perform. The materials to be used are presented and described:

1. Raw glazed tile is distributed
2. Transfer of the design to the tile and lightly tap a charcoal bag over the top of the perforated stencil



3. Outline the drawing with a thin brush using the color that you are going to use for the painting of the decorative elements



4. Paint the outlined drawing



5. The boat is ready to be painted. The first firing of the boat has already been done. The boat was made of clay using a plaster mold. After drying the clay will be fired in the kiln at 900°C.



6. Each participant signs his tile.



7. After finishing the painted tile is going to be glazed in the kiln at 1000°C. After firing, the glaze is transformed into a glassy, glossy and waterproof layer, where the colors are fixed, merging with it forever.





School: Halit Narin, TURKEY

Workshop: Art therapy

Materials:

- Acrylic Paints
- Large canvas
- Large sized wax paper
- Pantyhose
- Sand, soil etc.

Music:

Burak Onurlu - Haydi vur vur

Discription:

A fun and rhythmic Turkish song was chosen for this activity. In the selected song, the first part is repeated in the song with slow, medium speed, fast and very fast rhythms. Movements and activity flow have been chosen in accordance with the structure of the music. As a preliminary preparation, the pantyhose cut into two parts should be filled with sand. A small amount of acrylic paints should be poured onto large oiled papers used as palettes.

Participants are asked to form a circle around the canvas. The music is turned on and in the slow part, hands are clapped and rotated in accordance with the rhythm of the music. The hands are raised from side to side, from side to side, the hands are turned and clapped. These movements are repeated in the second section with medium speed. The music gets a little faster and the participants are asked to take the socks behind them and touch the paint on the color of their choice on the paper and paint the canvas. This process continues until the part where the music gets faster.

In the part where the rhythm of the music slows down again, the members of the group are formed a circle again and they are asked to turn right. Walking with the rhythm of the music, he stamps his feet, turns his hands, raises his hands from side to side, hands turn again and feet strike. In the third part, where the music accelerates, the participants take the color they want with socks from the paints behind them and continue to paint the canvas. When the music ends, the group creates a common product in solidarity.



Lyrics of the Song:

Come on hit hit hit

Come on hit hit hit

Turn turn turn turn

Hit hit hit

One right side

One left side

Come on turn turn turn

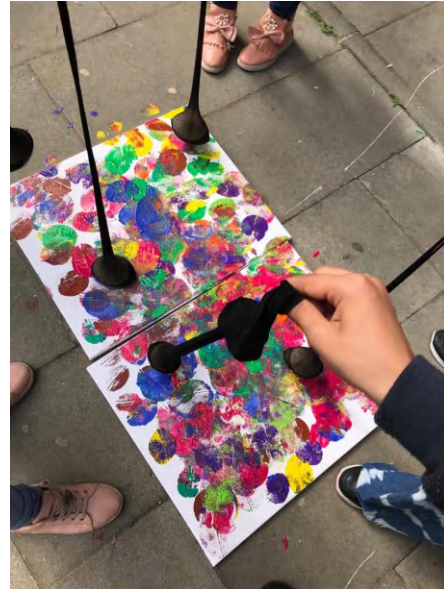
Hit hit hit

One right side

One left side

Come on turn turn turn

Hit hit hit





School: **Beldibi Sıtkı Zaralı, TURKEY**

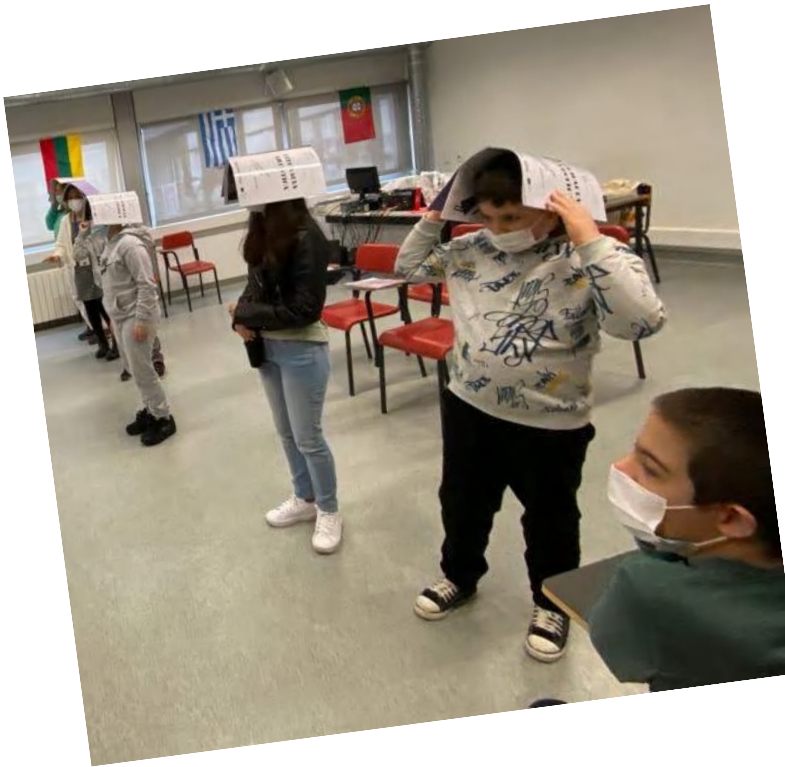
Workshop: **Rhythm**

Starts with warm-up games accompanied by music. The leader directs the group by giving commands; You are coming home, you are very tired, your shoes have hit your feet, it has started to rain, you are walking faster ...

2- There is a couple and a book is placed on each child's head. The couple who reaches the target line without dropping the book wins. If one of the couples drops the book, the spouse can take the book and put it back.

3- It is staged inside the bus. The leader takes turns putting the old, women with babies and children pretending to be disabled on the bus, and the children on the bus are expected to give a seat.

4-Evaluation: The game is ended by talking about what they experienced and felt in the role and during the game.





School: Art School of Peristeri, GREECE

Workshop: Creative Drama

Purpose: To make children understand "Guernica" as an anti-war project and the reason for its creation.



Ø I present pieces of the painting and invite them to observe carefully ...

(useful questions: What do we see in the painting? What are the colors? Why does the painter use only these colors?)

They write words - emotions that come to mind. They try to make their own story with each image or representation with their body some pieces of the painting.

Presentation of the whole painting.

Information

Who is the painter? What is the name of the table,

What is Guernica? What happened in the city of Guernica? What shapes do we see? How are the faces, why are they screaming? how do they feel? Why are they unhappy? Why does the horse grin? Why does it hurt? How would we feel if we lived in the city of the painting?

They see 3D illustration of the painting.

<https://youtu.be/jc1Nfx4c5LQ>

Photographs of war and peace

They sit in a circle - they paint something about the war for a minute and then they give it to their neighbor ... we stop when the painting has returned to us. We hang them on the cardboard. We compiled our own table for the war (teamwork). We make the peace sign colorful with finger paints on a white cardboard.





1. Introduction

The activity leaders introduce themselves and the activity.

2. Playing name game

Everyone says the name and shows the movement one by one. The group members repeat the name and movement.

3. Sculpture of feelings

In pair they make sculpture – of how they are feeling. One participant is sculptor and another one is clay. Then the roles are changed.

4. The topic SOLIDARITY

What is it? Unity or agreement of feeling or action, especially among individuals with a common interest, mutual support with groups. We practice solidarity with two world known examples: Baltic Way and solidarity for No WAR in UKRAINE.

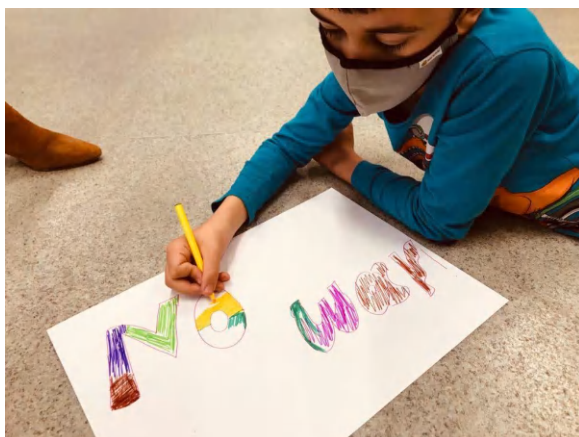
5. The Baltic Way performance

The flags of three Baltic states have been prepared. Brief explanation: „Baltic way “– or Baltic Chain. Approximately two million people joined their hands to form a human chain spanning 690 kilometres (430 mi) across the three Baltic states of Estonia, Latvia and Lithuania, which at the time were constituent republics of the Soviet Union. It was a peaceful political demonstration that occurred on 23 August 1989.

All participants make a circle, take each other hands and flags. Watching video, listening and experiencing the solidarity. Video [Baltijos Kelias \(The Baltic way\) 1989 08 23 - YouTube](#)

6. NO WAR in UKRAINE – performance.

Students in small groups of 2-3 people drawing the protest posters – by writing fraises in their own languages. Later everyone makes a protest – show their posters and shout in their language “NO WAR IN UKRAINE. PEACE”.



7. The conclusion

We must be emphatic and help to each other, to be solidary for right things. Reflection. Everyone sits in a circle. The cards with Emojis are split on the floor. Participants choose the card according their feelings. Name the emotions one by one. Then all together make the faces according the cards.

8. The end.

Energizer „Rain“. [Energizer - a rain - YouTube](#)





Materials: glue, brushes, paper in size A4, different colors of kinetic sand, relaxing music.

Aim: Develop creativity and reduce stress.

Stages:

1. Preparation

Prepare sheets of paper with different pictures/draws/stencils or students' drawings. For example: a big flower, a heart, the sun, the moon etc.

2. Process

Students receive all the materials and a teacher asks to relax and prepare for creation while students listen to relaxing music (birds singing)

3. Creation

Firstly, the students use some glue. They paint the outer part of a drawing with glue.

Then, they pour out/put the sand to the glue and press the sand with their fingers. While pressing they figure out the picture and correct the outer lines of the drawing.

Then they put some glue on the drawing inside, they use different colors of sand on the drawing and keep on pressing the sand with their fingers.

A teacher helps and supports his students while doing it. Relaxing music helps to make the process easier and friendlier.

4. Presentation.

After finishing, the students show their works and say about them. While doing it, a teacher tries to find something unusual, pays his attention on colors, lines and student's creativity.



5. Learning /Training /Teaching Activity

May, 2021 - Peristeri /GREECE



“SHARING”





School: **Art School of Peristeri, GREECE**

Workshop: **Creative Drama**

We start with warm up games in order to introduce each other.

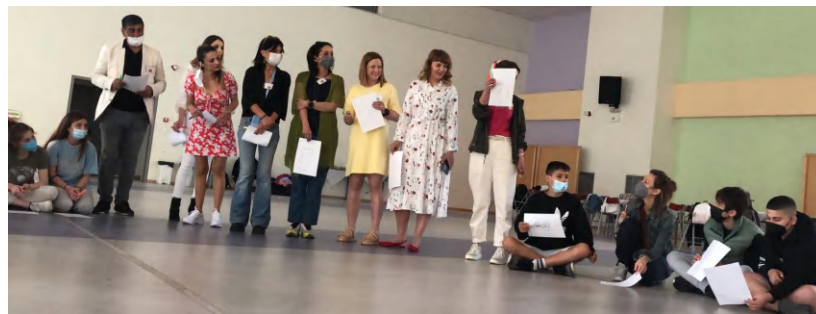
1st exercise

Imagine you hold a present. You should open it as you like and say your name.



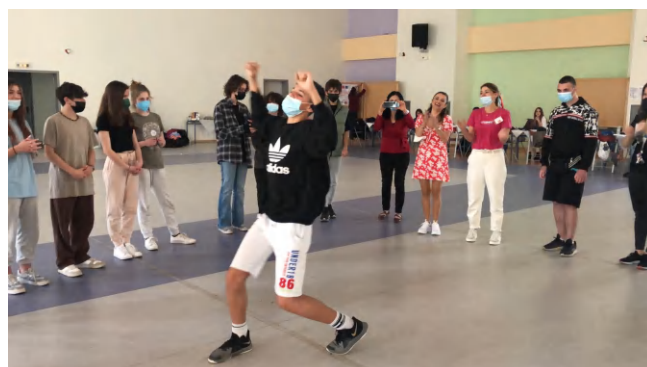
2nd exercise

Take an A4 paper and close your eyes. Start painting the paper without opening your eyes. After 10 seconds we open our eyes and see our painting. What does it look like ? Tell the others what you can see. Maybe others see sth totally different.



3rd exercise

All students stand on one side of the room. We wrote on the floor a big yes and a big no and in the middle is maybe-probably. We start asking questions and students are moving to the yes or no . Sometimes they stand in the middle so they are not sure. In the beginning the questions are easy like do you like ice cream? but then questions became harder like do you like school?. They feel really good to share their opinions together and they really enjoy the activity





School: Halit Narin, TURKEY

Workshop: Music, Rhythm and Dance

Materials: Big parachute, Colorful handkerchiefs

Music: Katibim, Üsküdar'a Gideriken

Yeni Türkü - Telli Turna

Description:

The warm-up activity of the Music and Dance workshop is done using the big parachute. The selected song consists of 3 parts. Everyone holds the parachute, two or three of each color.

At the entrance of the song, 8 steps are taken to the right, and then 8 steps to the left by holding the parachute together.

In the first part, the parachute is lifted up as a group in accordance with the rhythm of the music. The name of this movement is "umbrella". As the parachute is lowered, the group moves into the circle. Since the parachute takes the shape like a mushroom at this stage, the name of this movement is "mushroom". In the repeated part of the song, "umbrella" and "mushroom" are used as movement commands.

In the 2nd part of the song, 2 or 3 colors are said. Persons holding the colors said change places oppositely.

When the entrance section comes back, the walk is taken 8 steps to the right and to the left again. The movements of the other parts are repeated in the same way.

In the final, the event is completed by lowering the parachute from top to bottom and sitting on the parachute on the knees. In this activity, students use single material by sharing it. After the parachute event, the dance workshop starts.

The song used in the "Telli Turna" dance activity consists of 3 note sections. The prepared study was arranged accordingly. Before the music starts, participants are warned to remember that their handkerchief is in their right hand. Two circles are intertwined. While holding their own handkerchief with their right hand, they complete the circle by holding their friend's handkerchief with their left hand.

Part 1: Take 8 steps to the right so that two people can hold the ring-shaped handkerchiefs. Take 4 steps forward. The handkerchiefs are lowered and lifted up and down a total of 3 times. The group returns to their original places with four steps back and repeats the same movements, this time walking to the left.

Part 2: Two people become a couple. The right hand, left hand, cross of the person opposite is struck, then both hands are struck and while holding friend's hand, the person takes the place of the partner friend. This rhythm is repeated 4 times.

Part 3: Handkerchiefs facing each other are thrown towards each other with the rhythm of the music. The places are fixed, the handkerchiefs are caught in the air.

When Part 1 comes again, without holding a friend's handkerchief, 8 steps right in the circle, 4 steps forward, hands in the air, 4 steps back. 8 steps left, 4 steps forward, hands up, 4 steps back.

In the 2nd part, the same movements are repeated.

When the 3rd part is repeated for the last time, the couples throw the handkerchiefs to the rhythm of the music and change places with the partner friend. As they move, they try to catch the handkerchiefs in the air.

In the 2nd part, the movements are repeated. As the song ends, everyone walks towards the middle with the music slowing down. And at the end of the song, the handkerchiefs are thrown into the air.





School: **Beldibi Sıtkı Zaralı, TURKEY**

Workshop: **Rhythm**

1- 'Damat Halayı' is played as a warm-up activity.

2- Groups of two are formed. Each group is given an A4 paper. Dance around the paper to the accompaniment of music. When the music is over, as a group, they step on the paper without leaving their feet out. The group that can rise to the top of the paper without leaving its feet outside in each command wins.

3- Each couple is given 1 large piece of parchment, the couples go on top of the paper, and the leader takes turns.

- It is requested that the paper be folded in half.
- It is requested to fold the paper in half again.
- The paper is folded in half again.

The one who does not step out of the pairs wins.

4- Finally, the workshop ends with a clip in which students and teachers dance together.





1. Introduction

The activity leaders introduce themselves and the activity.

2. Playing name game

Everyone says the name and what he/she likes and doesn't like from the first letter of the name. For example Rasa - likes red, doesn't like - run.

3. Task "Spaghetti".

All participants make a circle. The leader of the game asks to say the word "spaghetti" with different emotions. At first the volunteer comes to the center of the circle and expresses "spaghetti" with feeling, later all group members repeat this feeling by saying the word "spaghetti". The feelings: sad; excited; angry; love; happy; brave; bored; scared; joyfull. More: [Theatre Game #2 - Spaghetti. From Drama Menu - Theatre Games In Three Courses. - YouTube](#)

4. Forum theater.

Explain to the students what the Forum theater is in short. The participants are invited to create a situation for playing. On the blackboard we make the parts: Participants, Problem, Circumstances. One students-volunteer writes the ideas of participants on the blackboard. The leader of activity invites participants to think about problems at school. After short discussion - one problem is chosen and continue to work with this problem. In the analysis of the problem - the group identifies the roles of participants - who are the victims, who are violent and etc. Later the circumstances are discussed - where, how often, what is important, etc. The volunteers after short preparation perform this situation for others. After observation - the leader invites to discuss what we have seen? What has happened? How they feel? Later the participants are invited to replace one of the roles (not the main one - victim and violence initiator are the same). The task of the new player in the situation is to change the situation to the positive. Later again discussion - how the situation changes and what could be done to solve it. And again volunteers can replace some actors. The scene has to be played 3-4 times. At the end together with participants we make conclusions.

5. Task

Compliments and thankfulness. In the circle participants - say thanks and compliments to each other. The leader starts with one of the participants, when he or she continues. It is good if participants can give something to each other with words - for exmp. pen, sweet or just smile. Continue - while all in the circle have got compliments.

6. The conclusion

Everyone has to be attentive and sensitive to each other, help each other and share our feelings, thoughts, problems. In this way we can help each other and feel more happiness.

7. Reflection

Everyone sits in a circle. The cards with Emojis are split on the floor. Participants choose the card according to their feelings. Name the emotions one by one. Then all together make the faces according to the cards.





The purpose of the lesson: to create a common panel of the works of each student.

Tasks:

- make a portrait on a stone
- repeat the basics of painting on stones
- develop communication skills, the ability to cooperate
- involve children with poor communication skills in the work
- create a common work from the works of the students of the class

Materials:

- flat stones (about 5cm)
- brushes
- acrylic paints
- palettes
- glasses for water
- sample works
- panels for fixing stones
- a glue gun
- glue sticks for a glue gun

The course of the lesson.

Explanation of the purpose and statement of a task.

Establishing a friendly atmosphere.

Explanation of the work and demonstration of the sketch.

Performing individual work.

Each participant of the lesson draws his portrait on a stone in his own artistic style.



The execution of the general work — the finished portraits are fixed on the panel with hot glue. The guys themselves choose the place on the panel where their work would be placed.
At the end of the lesson, everyone discusses the process, hes/her mood and emotions





Materials:

Raw Glazed tiles XVII century style
High fire ceramic paint
fine tip brushes
stencil

Activity:

The history of tiles in Portugal is explained, as well as the characteristics of Portuguese tiles and the predominant colors.

Despite the common use in other countries as well, in Portugal, the tile assumes a special role in artistic creation, either for the longevity of its use, or for the way of application through the large interior and exterior coverings, or for the way in which it was understood throughout the years. centuries, not just about decorative art.

The figurative tiles were conceived in harmony with the space, sacred or civil. The Portuguese tile is the main actor in real repertoires of engravings. Being the protagonist of historical, religious, hunting, war scenes, among others, applied to walls, floors and ceilings.

Then, the traditional technique of painting on tile is presented, which the students will start to perform. The materials to be used are presented and described. Typical and traditional Portuguese patterns are made available to students. They can choose one of these motifs or use free painting directly on the tile.

The design to be transferred to the tile is passed through tracing paper with perforations of the design (all lines and contours), which is passed with a graphite powder doll.

When painting, the outlines of the design are first drawn and then filled with the necessary shades.

The pieces are baked in an oven with a temperature of 1000°C.

Cooling must be carried out gradually.

To prevent the pieces from sticking together, they must be placed in the oven so that they do not touch each other, with the aid of a “gazette”.

After firing, the glaze is transformed into a glassy, glossy and waterproof layer, where the colors are fixed, merging with it forever.

Goals:

It is through painting that students discover a world full of colors, shapes, lines and imagination. Painting stimulates communication, creativity, sensitivity in addition to develop the ability to concentrate and express themselves.





