

THE INTERNATIONAL MULTILATERAL  
PARTNERSHIP ERASMUS + PROGRAMME'S PROJECT



BIG BOOK OF EXPERIENCES

2015-2017







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# INSTEAD OF INTRODUCTION

I have written a book FOR YOU and I hope that you will like this present, even though I assume that perhaps you will never read this book. Perhaps you will never see the book; perhaps the book will not occur in YOUR hands. Still, I hope that this book will bring you joy. However, not all presents, usually the most valuable in the life, are the ones directly handed. The present is genuine if it becomes a task.

I give the present to adults who are resolved to spend much time with YOU in the kindergarten. I hope I will be able to tell them about the kindergarten what it may be like. I hope this will help YOU experience many beautiful moments in the kindergarten.

The best must belong to YOU because together with other children you are most important in this world which is huge and boundless. Many those who loved and hated, dreamed and thought had lived there before you. The world that has been created by them is YOURS. It is in front of YOU, you just need to discover it; and that is not easy. It is important to know it well because YOU will have to create the future and, if you wish your world to be friendly, you must be familiar with it.

I am aware it is not difficult FOR YOU to understand various matters. YOU see, hear, and feel things which are not noticed by us, adults, because you are extremely curious. It is wonderful; keep on. However, the world is too wide to discover everything yourself. There are such things which are impossible to face because they have happened long ago or in different places than YOU reside; however, the more you experience as a child, the more the world will become wider when you grow up.

Therefore, I give this book to adults who will lead you for several years, every day. They have lived longer than YOU and can give YOU much.

This book is not meant to explain them what YOU should know or what to do. I would rather try to tell them how they can help YOU discover the world. YOU hold the key, which is you curiosity, a wish to start anything, courage to try various things. I hope adults will take YOUR hand and you together will head to the unfamiliar land, behind the door – to the great world.

I also would like to thank YOU for what you mean to me. Without YOU, I would never have started this book. It was YOU who had taught me most of the things which were highly important to me as an adult so that I have even written the book. Even though it is difficult for you to understand, but, like other adults, I was a child, too. I remember well how I used to build houses for ladybirds, I remember the sun, seaside where we would make wreaths, I recall the murmur of forest leaves in the early autumn when we would go for a walk on Sundays, and much more.

I have much learnt from a child who I once was, too. Yet I have learnt much from other children with whom I stayed, too. Such children like YOU have taught me that life is a huge surprise. You never know where it hides, what it is, and when it will be revealed. Exactly these are the matters that I want to tell adults, those who are with YOU.

I will suggest them to travel around the world, help YOU understand it. While travelling you must get acquainted with the world in each other's eyes. This is the way to notice the most improbable and unfamiliar objects.

I suppose life is wonderful. It is possible to do, create or discover it much more than initially expected. I have understood it while trying something new, really craving for, and putting much effort to achieve it. This book is about what can be discovered if YOU are allowed to dream and do things yourself...



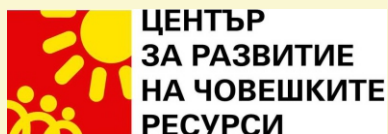
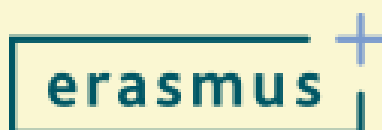
*A child can always teach an adult three things:  
to be happy for no reason, to always be busy  
with something and to know how to demand  
with all his might that which he desires.*

*(P. Coelho)*

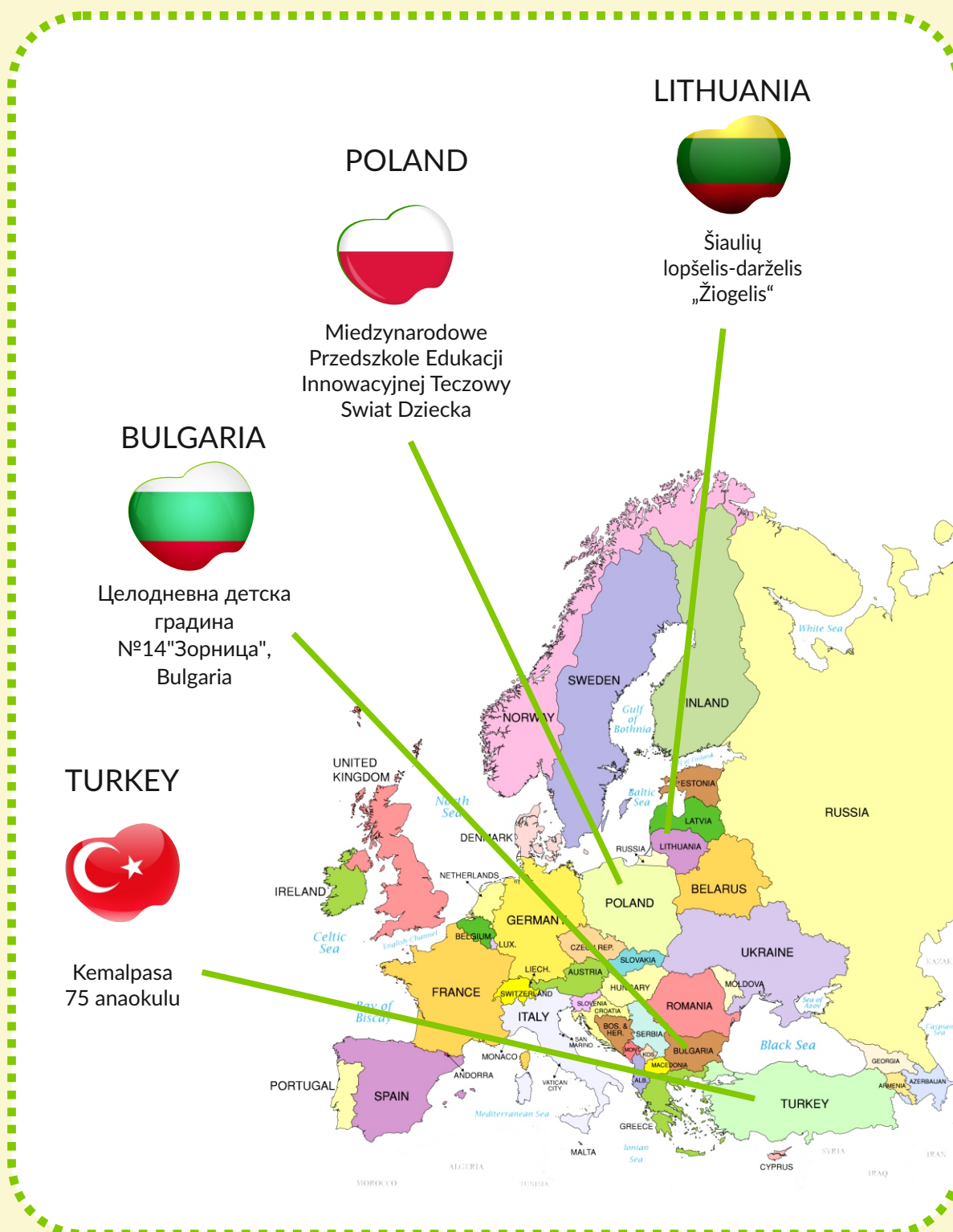




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# PARTNERS:



# THE NECESSITY OF PROJECT

The first three years of life of the child - an extremely intensive period of development and learning. Social and emotional development is progressing well when the relationships with adults are close, supportive, based on trust. But mostly young children coming to kindergarten experiencing various emotional difficulties which deteriorate in their social, emotional, cognitive development, and sometimes even temporary physical ailments experienced. Children of this age have difficult adaptation in a new environment, poor socio-cultural integration skills. Parents, seeing this temporary, but complicated process often feel emotionally insecure, begins to mistrust in institutional education and even take back their children from the kindergarten. Teachers, confronted with these problems, suffer from psychological pressure, feel dissatisfaction with their job, start to doubt about their professional competence. In this situation, the educational process quality is low, children feel distrust in their-selves and adults, who surround them. All these reasons harm children's development. Negative emotions of all participants of the educational process complicate children's of early years integration and socialization opportunities.

Meanwhile, controlled early age children adaptation period, positive communication and collaboration between all participants of learning process, allows children to feel safe, to know themselves, successfully adapt to the new environment and successfully integrate into the community socio-cultural life.

## THE AIM OF THE PROJECT:

the improvement of early age children socialization and integration at institutional development and creating a new adaptation methodology for early age children.

## THE OBJECTIVES:

1. The provision of assistance to overcome the difficulties of adaptation period.
2. The development of methodology how to make easier socialization of early age children.
3. Promoting interaction between child- family-institution: family is an active participant in the educational process.
4. The expansion of early age children social skills in cultural, social and natural environments.

## TARGET GROUPS:

1. Early-age (2-3 years of age) children, who begin attending kindergarten.
2. Institution's teachers and child support specialists.
3. Aggregate - counseling and support to families, carers – facilitating of critical period, support, assistance to individual requirements.

## THE MOST IMPORTANT ACTIVITIES OF THE PROJECT:

1. Project's logo.
2. A diary of adaptation problems: children, parents, teachers.
3. Power point presentations „Working together“: institutions openness for family, parental involvement in the educational process.
4. An open doors educational weeks.
5. The book „Let's be friends“: games ideas, which will help to facilitate children's adaptation.
6. Children's socio-cultural experiences examples „My social puzzle“.
7. Video film „Discovering kindergarten“.
8. International meetings of partners.
9. Big book of experiences.











## POPPETS AND ACTIVITIES WITH THEM

Teachers are constantly looking for new ways to facilitate the adaptation of young children to the kindergarten. When the adaptation is smooth, well-thought-out and organized, children do not feel emotional stress, parents are more relaxed, and teacher work is lighter and more confident.

One of the realized ideas in the project was the making of dolls. At parents' meeting idea was explained and cooperation was sought. Their task was at home, together with their children, to make dolls that were soft, pleasant to touch and cuddling. At first the puppets "accompany" the children to the kindergarten and to the home. Then these puppets begin to "live" in the groups and become "friends to calm". So, when a child is upset, he can cuddle the doll touching something done by Mom specifically for him and calm down.

Учителите постоянно търсят нови начини за улеснение на адаптацията на малките деца към детската градина. Когато адаптацията е плавна, добре обмислена и организирана децата не преживяват голям емоционален стрес, родителите са спокойни, а работата на учителите е по-лека и уверена.

Една от реализираните идеи по проекта бе изработването на кукли. На родителска среща се обясни идеята на родителите и се поиска съдействие. Тяхната задача бе те в къщи заедно със своите деца да изработят кукли, които да са меки, приятни на докосване и за гушкане. В началото куклите „придружават“ децата до детската градина и до дома. След това тези кукли започват да „живеят“ в групите и стават „приятели за успокояване“. И така, когато дете е разстроено, да може гушкайки куклата да се докосне до нещо направено от мама специално за него и да се успокои.





# POPPETS AND ACTIVITIES WITH THEM

The teachers from “Tęczowy Świat Dziecka” kindergarten designed and produced six puppets– the residents of the kindergarten, who tell the youngest children about the kindergarten and everyday routine. Their aim was to reduce children's stress present at the beginning of an adaptation process.

Nauczyciele z Przedszkola Tęczowy Świat Dziecka zaprojektowali oraz wykonali sześć maskotek- mieszkańców przedszkola, które „opowiadają” dzieciom z najmłodszych grup o przedszkolu oraz o zwyczajach tutaj panujących. Celem stworzenia ich było zmniejszenie stresu występującego na początku procesu adaptacyjnego.

*Look at children like we look at trees, with  
thankfulness because they are the blessing,  
but without expectations or wishes; because  
we do not require from trees to be different.  
We love our children as they are.*









## POPPETS AND ACTIVITIES WITH THEM

On the ground of long-lasting experience in work with early age children, the specialists who prepared the project decided to start its implementation from activities which would unite all participants of the project and bring the immediate benefit to the youngest participants. It was Poppets which are unpredictable, the strangest individual and group toys created by parents and teachers' hands. These imaginary creatures became children's friends in playing games, as well as their assistants, comforters. In their company, it was easier for early age children to step over the threshold of the kindergarten, wave good-bye to parents, calm down after coming to tears, find new friends, focus on common activities, and go to various activities all around the kindergarten. In the course of the project, the kindergarten organised the exhibition of Poppets, the fair of teachers' ideas about the opportunities how to use these toys in the education process, parents' workshops on making Poppets.

Remdamiesi ilgamete darbo su ankstyvojo amžiaus vaikais patirtimi, projektą rengę specialistai nusprendė jo įgyvendinimą pradėti nuo veiklos, kuri suvienytų visus projekto dalyvius ir greičiausiai duotų naudos mažiausiems jo dalyviams. Tai – Švelnukai, nenuspėjami, patys keisčiausi, tėvelių ir pedagogų rankomis sukurti individualūs ir grupiniai žaislai. Šios išgalvotos būtybės tapo vaikų žaidimo draugais, palydovais, guodėjais. Su jais ankstyvojo amžiaus vaikams buvo daug lengviau peržengti lopšelio-darželio slenkstį, atsisveikinti su tėvais, nusiraminti susigraudinus, susirasti naujų draugų, susitelkti bendrai veiklai, keliauti į įvairius užsiėmimus darželyje. Projekto metu lopšelyje-darželyje organizuota Švelnukų paroda, pedagogų idėjų mugė apie šių žaisliukų panaudojimo ugdymosi procese galimybes, tėvų dirbtuvėlės Švelnukų gaminimui.







## POPPETS AND ACTIVITIES WITH THEM

The children made some puppets with the attendance of their parents. Together with this activity, the children felt that they are not alone in this adaptation process. They were together with their parents. They took their puppets to the home. They shared the life experiences with their puppets. They came back to school with their puppets the next day. They know that their parents will take them to the home with their puppets at the end of the day. They wouldn't stay at school for days or weeks. We tried to make children get accustomed to the school. The children gave names to the puppets. They used puppets while talking with their teachers or friends. They made the puppets of each other speak. They were very happy that they had a close friend like a puppet.

Çocuklar sınıfta ebeveynlerinin katılımı ile kuklalar yaptılar. Bu etkinlik çocuklara okula uyum sürecinde tek başlarına olmadıklarını hissettirdi. Anne ve babaları ile beraber diler. Birlikte yaptıkları kuklaları evlerine götürdüler. Onlarla evde de hayatı paylaştılar. Sabah olunca okula kuklaları ile birlikte geldiler. Biliyorlardı ki akşam olunca anne babaları onları ve kuklalarının alıp eve götürecekti. Günlerce haftalarca aylarca okulda kalmayacaklardı. Anne babaları çocuklarını evden atmamıştı. Kuklalar ile bu hissi taşıyan çocukları okula alıştırmaya çalıştık. Çocuklar kuklalara isimler verdi. Sınıfta arkadaşları ve öğretmenleri ile tanışırken kuklaları kullandılar. Birbirlerinin kuklalarını konuşturdular. Öğretmen ve arkadaşları ile konuşurken zaman zaman bu kuklaları kullandılar. Okulda aileleri ile böyle bir ürün oluşturdukları için mutluydular.











## TEACHER'S BOOK "LET'S BE FRIENDS"

Game is the most important activity for child development during the pre-school period. The play has a major role in developing social, emotional and intellectual abilities, enhancing your child's expanding knowledge of the world. Through the games presented in the project, children learn about themselves and others and learn how to play together.

In the beginning, the games are mostly aimed at acquainting other children in the group, getting used to them and understanding and remembering their names. Bit by bit, game rules become more complicated, and children have the opportunity to develop team-building skills, learn to follow others and help. Under the guidance of teachers, along with the child's strong desire to play and participate in a collaborative game, it helps to make it easier to adapt to the group and the kindergarten.

Играта е най-важната дейност за развитието на детето през предучилищният период. Тя заема главна роля в развитието на социалните, емоционални и интелектуални способности, подсилвайки разширяващото се познание на твоето дете за света.

Чрез игрите представени в проекта децата опознават себе си, околните и се научават как да играят заедно.

В началото игрите са насочени предимно към опознаване на другите деца в групата, да свикне с тях и да разбере и запомни имената на им. Постепенно правилата на игрите се усложняват и децата имат възможност да развият умения за игра в екип, научават се да се съобразяват с другите и да си помагат. Под ръководството на учителите, заедно със силното желание на детето да играе и да участва в съвместна игра му помага за по-лесната адаптация към групата и детската градина.





## TEACHER'S BOOK "LET'S BE FRIENDS"

A collection of good practices entitled "Let's be friends", in which some ideas, approaches, methods and games thanks to which adaptation process will go smoothly, was also developed. Editing the book at national level had a positive influence on teamwork, sharing experiences and knowledge among teachers working in the kindergarten. At international level the book "Let's be friends" allowed to launch a discussion on approaches and methodologies applied in partner countries and their exchangeable implementation.

W ramach projektu został opracowany zbiór dobrych praktyk pod tytułem „Zostańmy przyjaciółmi” w którym zostały zawarte pomysły, podejścia, metody oraz zabawy poprzez które okres adaptacyjny dziecka będzie przechodził łagodniej. Przygotowanie książki na poziomie krajowym wpłynęło pozytywnie na pracę w grupie, na wymianę doświadczeń i wiedzy między nauczycielami pracującymi w Przedszkolu. Na poziomie międzynarodowym książka „Zostańmy przyjaciółmi” pozwoliła na otwarcie dyskusji na temat podejść oraz metodologii stosowanej w krajach partnerskich oraz wymienne wdrożenie ich.



*The soul is healed by being  
with children.  
(F. Dostoevsky)*







## TEACHER'S BOOK "LET'S BE FRIENDS"

One of the project's objectives was to exchange international experience in education of early age children and solving problems of their adaptation. To implement this objective, teachers and other specialists of Šiauliai kindergarten "Žiogelis" jointly with partners from Poland, Turkey, and Bulgaria prepared books of good practice "Let's Be Friends". The specialists of the kindergarten put all accumulated experience in this book: games, songs, play activities, and pieces of practical advice to help in making adaptation and education problems of early age children easier. The collected methodical-educational material was translated into English and distributed to partner countries during the meeting in Poland. During the meeting, the partners exchanged experiences, ideas, discussed them and projected the opportunities for their implementation in the processes of early age children's education in their countries.

Vienas iš projekto uždavinių buvo pasikeisti tarptautine patirtimi ugdant ankstyvojo amžiaus vaikus ir sprendžiant jų adaptacijos problemas. Šiam uždaviniui įgyvendinti Šiaulių lopšelio-darželio „Žiogelis“ pedagogai ir kiti specialistai kartu su Lenkijos, Turkijos ir Bulgarijos partneriais parengė gerosios darbo patirties knygas „Draugaukime“. Į šią knygą lopšelio-darželio specialistai sudėjo visą sukaupą patirtį: žaidimus, daineles, žaidimus, praktinius patarimus padedančius palengvinti ankstyvojo amžiaus vaikų adaptacijos ir ugdymosi problemas. Surinkta metodinė-pedagoginė medžiaga išversta į anglų kalbą ir išdalinta šalims partnerėms susitikime Lenkijoje. Susitikimo metu šalys pasikeitė patirtimis, idėjomis, jas aptarė, numatė jų taikymo galimybes savo šalies ankstyvo amžiaus vaikų ugdymosi procesuose.

## TEACHER'S BOOK "LET'S BE FRIENDS"

Our students started to school on 28th of September this year. There were some students who cry and don't want to be apart from his /her parents. We decorated the class with balloons. We gave a balloon that they chosen to bring to their home. Coloring the face activity was done who are willing to do that. Some air toys and toy marbles were built. They played some games on the playground with their parents and consultant teachers. Balloons and some sweets were delivered to children. Some illusionists made show to children. We had a meeting breakfast with parents to give speed to adaptation process. We organised a visit together with teachers and the other students to the parents whose children cry. We took photos of the materials that they were done collaboratively with the teachers, parents and students to keep as memory. The mothers became a part of the adaptation process. They made cakes, cookies and prepared potato salad. They made some materials by coloring paperglasses. Our children went to the green area that is close to our school to pick up the flowers. In our school garden, all the school (students/teachers/consultants and the servants ) made a picnic and ate all the cookies that their mummies prepared. The teachers visited the children's parents. We also tried to prepare different plates to take their interest. We made butterflies from the lollipops. We hosted the children's grandparents to accompany them on the playground of our school. We sometimes made them play on their own on the playground to support their self-discipline.





Çocuklarımız bu yıl 28 Eylül Pazartesi günü okula başladılar. Sınıflarımızda ilk günler ağlayan, annesinin kucağından inmek istemeyen öğrencilerimiz vardı. İlk günler sınıflarımızı balonlar ile süsledik. Çocuklara evlerine götürmeleri için istedikleri bir renk balon hediye ettik).Yüzünü boyatmak isteyen çocuklara yüz boyama yapıldı. İlk hafta zıp zıp ve şişme oyuncaklar kuruldu. Müzik eşliğinde anne ve öğretmenlerin rehberliğinde oyuncaklara binildi. Çocuklara balon ve pamuk şeker dağıtıldı. İllüzyonist çocuklara gösteri yaptı. Veli, öğretmen ve öğrencilerle adaptasyon sürecine hız kazandırmak için tanışma kahvaltısı yapıldı. Ağlayan çocukların annelerinin çalıştığı yerlere öğretmen rehberliğinde sınıftaki diğer öğrencilerle ziyaret gerçekleştirildi. Öğretmen, veli ve öğrenci işbirliği ile yapılan artık materyal çalışması ile yapılan etkinlik ile çocukların “İlk Gün Hatırası” fotoğrafı çekildi. Anneler aile katılımı çalışmaların ile adaptasyon sürecini hızlandırmaya yardımcı oldular. Sınıfta çocuklarla pasta, kurabiye, patates salatası yaptılar. Kağıt bardakları çocuklar ile süsleyip farklı materyaller oluşturdu. Okulumuzun bahçesinde anne, çocuk ve öğretmenler oyunlar oynadılar. İp atlادılar, çuval yarışı yaptılar, yumurta taşıma vb. eğlenceli oyunlar oynadılar. Okulumuzun yakınında bulunan yeşillik alana gidilip annelerle çiçek toplandı. Okulumuzun bahçesinde velilerin evde yapıp getirdikleri pasta, börek vb. yiyecekler birlikte yendi. Öğretmen çocuğun evine ziyarette bulundu. Onların ilgisini çekebilecek değişik yiyecek tabakları hazırlamaya çalıştık. Lolipoplardan kelebek yaptık. Bahçede oynarken dedelerini de çağırdık çocuklara eşlik etsinler diye. Kimi zamanda yalnız başlarına oynamalarını sağladık.









# Diary „My first DAYS in kindERGARTEN“

In this diary “My first days in kindergarten” have teachers and parents opinions about children's first days in kindergarten. Inside can find signs is your child ready to take the next step, to start kindergarten. Also there are advices how to make your kid's adaptation easy.

The diary includes:

- Questionnaire for parents – “Is your child ready to start kindergarten?”
- Signs that your child is ready to start kindergarten
- Signs that your child is not ready to start kindergarten
- Daily routine of the child
- Interviews with parents - “My first days in kindergarten through the eyes of parents”
- Interviews with teachers - “My first days in kindergarten through the eyes of teachers”
- Advices for better adaptation in kindergarten
- Advice on how to prepare your child to start kindergarten

В този Дневник „Моите първи дни в детската градина“ са отразени впечатленията на родители и учители за първите дни на децата в детската градина. Предлагат се примерни признаци за готовност за ориентиране на родителите дали тяхното дете е готово за тази стъпка. Също така са предложени и идеи за подобряване процеса на адаптация на децата към детската градина.

Дневникът съдържа:

- Анкета за родители - „Готово ли е детето ви за постъпване в детска градина?“
- Признаци на готовност на детето за постъпване в детска градина
- Признаци, които показват, че детето все още няма готовност да постъпи в детска градина
- Дневен режим на детето
- Интервюта с родители - „Моите първи дни в детската градина през погледа на родителя“
- Интервюта с учители - „Моите първи дни в детската градина през погледа на учителя“
- Съвети за по-добра адаптация на детето
- Съвети как да подготвим детето за постъпване в детска гради





## DIARY „MY FIRST DAYS IN KINDERGARTEN“

A diary “My first days in kindergarten” was also produced within the project. It is a collection of after thoughts related to children's first days in the kindergarten. The diary was developed following parents' and teachers' descriptions. The diary includes the description of accompanying emotions during the adaptation process and the problems encountered. This diary positively affected the improvement of adaptation process in our kindergarten.

Został stworzony pamiętnik pod tytułem „Moje pierwsze dni w przedszkolu” który jest zbiorem refleksji dotyczących pierwszych dni dzieci w przedszkolu. Pamiętnik został opracowany na podstawie opisów sporządzonych przez nauczycieli oraz rodziców. Pamiętnik zawiera opis towarzyszących okresowi adaptacyjnemu emocjom oraz napotykanym problemów. Stworzenie pamiętnika wpłynęło pozytywnie na ulepszenie procesu adaptacyjnego w naszym przedszkolu.

*Here is my secret. It is very simple: it  
is only with the heart that you can  
see rightly; what is essential is  
invisible to the eye.  
(A. de Saint Exupery)*







"I missed my mommy very much. I did not want the class-mistress to leave the group room. When we had to have lunch and sleep at the noon, I cried a lot, but after sleep I became more joyful and waited for my mother, not crying anymore." Ugnė

"When I arrived in the kindergarten I cried and lay down on an armchair and afterwards I calmed down and started to play". Matas



"It was very sad when my mother would leave and we would cry out for her through the window". Laurynas





## DIARY „MY FIRST DAYS IN KINDERGARTEN“

Seeking for the maximum benefit of the project for all target groups (early age children, their parents, teachers, and institutions), self-evaluation of adaptation and education of early age children was foreseen in the project. The coordinating work group for implementation of the project of Šiauliai kindergarten „Žiogelis“ has carried out this self-evaluation in the following stages:

- arranged questionnaire-based surveys of parents and teachers of early age children;
- initiated the teachers' discussion on the results of the survey and identification of the problems;
- encouraged older children to share their experiences gained when they started attending the kindergarten in various ways (exhibition of drawings, brainstorming, etc.).

Obtained results of the self-evaluation allowed identifying major problems of early age children's adaptation from the parents, teachers, and children's points of view and foreseeing their possible solutions.

Siekiant maksimalios projekto naudos visoms tikslinėms grupėms: ankstyvojo amžiaus vaikams, jų tėvams, pedagogams, institucijoms, projekte buvo numatytas ankstyvojo amžiaus vaikų adaptacijos ir ugdymosi įsivertinimas. Šiaulių lopšelio-darželio „Žiogelis“ projekto įgyvendinimo koordinacinė darbo grupė šį įsivertinimą atliko tokiais etapais:

- organizavo ankstyvojo amžiaus vaikų tėvų ir pedagogų anketines apklausas;
- inicijavo pedagogų diskusiją apklausos rezultatams aptarti bei problemoms identifikuoti;
- paskatino vyresnio amžiaus vaikus įvairiais būdais (piešinių paroda, minčių „lietus“ ir pan.) pasidalinti savo patirtimi pradėjus lankyti lopšėlį-darželį.

Gauti įsivertinimo rezultatai leido identifikuoti pagrindines ankstyvojo amžiaus vaikų adaptacijos problemas tėvų, pedagogų ir vaikų požiūriu bei numatyti galimus jų sprendimus.







# Diary „My first DAYS in kindergarten“

## **The Mother of Ege :**

I was in a mood of complex feelings. I was excited. My boy was so little in my mind. We said that our boy grew up and started to school. It was an honorable thing for me. My little boy was upset and was about to cry.

## **Ege :**

I was a little bit afraid. Here, school was different from our home. I would cry.

## **The teacher of Ege**

Ege had some difficulties in adaptation process. But I was sure that he would get used to me and the class .I was determined . I was sad when they were sad. I wish that they would be accustomed to school without tears. Then I would be happy too.

**Ege'nin annesi:** Karışık duygular içindeydim, heyecanlıyım .Bizim gözümüzde oğlumuz çok küçüktü. Oğlumuz okula başlamış ve büyümüş diye düşündük. Benim için onur verici bir durumdu. Benim küçük oğlum üzgündü ve ağlamak üzereydi.

**Ege:** Biraz korkmuştum .Burası evimden çok farklıydı ve neredeyse ağlayacaktım.

**Ege'nin öğretmeni:** Ege adaptasyon sürecinde biraz zorlandı. Ama ben onun bana ve sınıfıma alışacağından emindim ,kararlıyım. Onlar üzüldüğünde ben de üzülüyordum. Tek dileğim, gözyaşı dökmeden okula alışmaları, daha sonra çok mutlu olmaları.







## „WORKING TOGETHER“

One of the main tasks of pre-school education is the socialization of young children. For this reason, the kindergarten is open to collaborating with many different institutions - sports clubs, dance schools, schools, school boards, libraries, foundations and non-governmental organizations.

Children are given the opportunity to practice sports, to dance and to develop. They participate in sports tournaments, winning sports cups and medals. With excitement they present themselves to organized concerts in front of parents and the public.

Very often students from the nearby school visit our kindergarten, who together with the little kids read, draw and have fun.

Through the efforts of all people and institutions, children are able to get to know more and more of the world around them and to build themselves as personalities.

Една от главните задачи на предучилищното възпитание е социализацията на малките деца. Поради тази причина детската градина е отворена за съвместна работа с много различни институции – спортни клубове, школи по танци, училища, училищно настоятелство, библиотеки, фондации и неправителствени организации.

На децата се дава възможност да се занимават със спорт, да танцуват и да се развиват. Участват в спортни турнири, на които печелят купи и медали. С вълнение се представят на организирани концерти пред родители и обществеността.

Много често гостуват ученици от близкото училище, които заедно с децата четат, рисуват и се забавляват.

Чрез усилията на всички хора и институции децата успяват да опознаят все по-голяма част от света около себе си и да се изградят като личности.





## „WORKING TOGETHER“

Some games involving parents in the child's educational process were also developed within the project. The collection of various games significantly reduced stress related to kindergarten adaptation, accompanying not only children but also their parents. What is more, such games have positive influence on deepening child-parent relationship and show both parties that a kindergarten is an open institution for parents and, what is the most important, ensures safety and provides good conditions for child's development.

W ramach projektu zostały opracowane zabawy włączające rodziców w proces edukacyjny dziecka. Opracowany zbiór zabaw zminimalizował w znaczący sposób stres związany z adaptacją przedszkolną występujący nie tylko u dzieci ale i u rodziców. Ponadto zabawy mają pozytywny wpływ na pogłębienie więzi między dziećmi a rodzicami i pokazanie jednej jak i drugiej stronie, że przedszkole jest instytucją otwartą na rodziców i co najważniejsze zapewniającą dzieciom bezpieczeństwo oraz warunki do rozwoju.

*It seems the beginning of all is there, far back in the childhood where a man understands for the first time that he is not alone in the world, that his hands and heart must hide someone from the pain, abuse, lies, that he must be a man. This is the supreme and most difficult duty.*

*(J. Marcinkevičius)*



## „WORKING TOGETHER“

Specificity of the project, i.e., working with early age children, required close cooperation with the pupils' families. Knowledge of their needs, expectations would enable professionals of kindergartens to provide high-quality education services to early age children. Moreover, having carried out questionnaire-based surveys of parents and teachers of early age children, it was found out that parents lacked knowledge, skills, and did not pay sufficient attention to the children's preparation to attend a kindergarten. In consideration of this, teachers of the kindergarten “Žiogelis” organised a discussion in the meeting of the methodical group on how to involve parents of early age children in the processes of improvement of the children's adaptation. During the discussion, the idea to organise the following emerged:

- educational meetings in May-June with parents of children who will start to attend the kindergarten;
- summer school for early age children and their families in June;
- detailed discussions on the children's adaptation during general meetings and meetings of parents of single groups in October.

During the discussion it was also suggested to solve the problems of adaptation of early age children by applying separate elements of the method proposed by V. Sherborne and the international programme “Big Brother. Big Sister” in this way encouraging the kindergarten's entire community to focus and take care of the early age children's welfare.







Projekto specifika – darbas su ankstyvojo amžiaus vaikais – reikalavo glaudaus bendradarbiavimo su ugdytinių šeimomis. Jų poreikių, lūkesčių žinojimas įgalintų lopšelių-darželių specialistus teikti kokybiškas ugdymo paslaugas ankstyvojo amžiaus vaikams. Be to, atlikus ankstyvojo amžiaus vaikų tėvų ir pedagogų anketines apklausas, paaiškėjo, jog tėvai stokoja žinių, įgūdžių ir neskiria pakankamai dėmesio vaikų pasirengimui lankyti lopšelių-darželių. Atsižvelgiant į tai, lopšelio-darželio „Žiogelis“ pedagogai metodinės grupės pasitarime organizavo diskusiją, kaip įtraukti ankstyvojo amžiaus vaikų tėvus į vaikų adaptacijos gerinimo procesus. Diskusijos metu gimė idėja organizuoti:

- švietėjiškus susitikimus su lopšelių-darželių pradėjančių lankyti vaikų tėvais gegužės-birželio mėnesiais;
- „Vasaros stovyklą“ ankstyvojo amžiaus vaikams ir jų šeimoms birželio mėnesį;
- išsamius vaikų adaptacijos aptarimus visuotiniuose bei grupių tėvų susirinkimuose spalio mėnesį.

Diskusijos metu taip pat buvo pasiūlyta ankstyvojo amžiaus vaikų adaptacijos problemoms spręsti taikyti V. Sherborne metodo bei tarptautinės programos „Didysis brolis. Didžioji sesuo“ atskirus elementus, taip skatinant visą lopšelio-darželio bendruomenę susitelkti ir pasirūpinti ankstyvojo amžiaus vaikų gerove.

## „WORKING TOGETHER“

On the first days of the school, the parents came to school together with their children and they participated to the activities. Some of the parents were anxious even they cried and thought taking the child away from school. There were some parents who think that their children can't stay apart from them. First of all, we said that they should trust to their children and to their teacher. On the first week and the first day, we want them stay with their children at school for one hour then on the second day for two hours and for the third day it was for three hours. Normally, the children stay at school for five hours but we increased the time that they spent day by day. On the next weeks, we took the parents to the classrooms to share the class atmosphere. They made some cookies together with their children. They told them stories and they played games like jigsaws. Next, they brought the toys that their child like most and introduced it to the class. They prepared a noticeboard full of their family pictures with their children. Through these activities, the families learned to trust to their children as well as to school and the teachers. To decrease the anxiety of the families, some of the photos taken in the class were shown to families via Net. Sometimes it is permitted to take out the activity outputs to home. From time to time, the parents brought handmade cookies and cakes to kindergarten. One of the mothers brought balloons to each child. A mother painted the faces of the children and one of them made "finger painting" activity.







Okulun ilk günlerinde aileler çocukları ile birlikte okula geldiler ve aktivitelere katıldılar. Ailelerin bazıları çok endişeliydi hatta ağladılar bile. Ve çocuklarını okuldan almayı düşündüler. Çocuklarının kendilerinden ayrı kalamayacağını düşünen aileler oldu. Öncelikle, biz onlara, çocuklarına ve öğretmenlerine güvenmeleri gerektiğini söyledik. İlk gün, biz kendilerinden 1 saat, 2. gün 2 saat, 3. gün de 3 saat çocuklarının yanlarında kalmalarını istedik. Normalde çocuklar okula 5 saat kalıyorlar ancak bu şekilde biz günden güne okulda kalma zamanlarını arttırdık. Diğer haftalarda, aileleri sınıf ortamında ağırladık. Çocukları ile birlikte kurabiyeler yaptılar. Onlara hikaye anlatıp oyunlar oynadılar. Bir başka gün, çocuklarının en sevdiği oyuncakları sınıfa getirip tanıttılar. Birlikte aile resimlerinin olduğu bir pano hazırladılar. Bu aktivitelerle birlikte, aileler öğretmenlere olduğu kadar çocuklarına da güvenmeyi öğrendiler. Ailelerin endişesini azaltmak için internet yoluyla sınıfta çekilen fotoğraflar ailelere ulaştırıldı. Zaman zaman aileler kreşe ev yapımı yiyecekler getirdiler. Bazen okulda yaptıkları oyuncakları, materyalleri evlerine götürmelerine izin verildi. Annelerden biri her çocuk için sınıfa balon getirdi. Bir veli çocuklara yüz boyama aktivitesi yaptı ve diğerleri de parmak boyama aktivitesi gibi değişik etkinliklere katıldılar.





## EXPERIENCE OF „OPEN DOORS WEEK“

Open doors week in kindergarten “Zornica” was dedicated to the Easter holidays.

The children received a complete picture of the traditions of this bright holiday with help of parents, family and teachers.

The aim of the "Open Doors Week" was to improve the interaction between child, family and institution. Family to be more active participant in the educational process. In all the initiatives that took place, parents actively participated. They were directly involved in the preparation and implementation of the activities and took full part in the life of the kindergarten. All children were very happy with having the opportunity to experience new exciting situations with their parents.

Young children acquired new social and cultural skills.

This initiative has helped to create a more beautiful and more comfortable environment for the upbringing and education of children.

„Седмичната на отворените врати“ в ДГ „Зорница“ беше посветена на Великденските празници.

Деца получиха пълна представа за традициите на този светъл празник с помощта на родителите, семейството и учителите.

Целта на „Седмичната на отворените врати“ бе подобряване взаимодействието между дете-семејство-институция. Семејството да е по-активен участник в образователния процес. Във всички инициативи, които се проведоха активно участваха родителите. Те бяха пряко ангажирани в подготовката и изпълнението на дейностите и навлязоха изцяло в живота на детската градина. Всички деца бяха много щастливи от това, че имат възможност да преживеят нови вълнуващи ситуации заедно със своите родители.

Малките деца придобиха нови социални и културни умения.

Тази инициатива помогна за създаване на една по-хубава и по-уютна среда за възпитание и обучение на децата.









## EXPERIENCE OF „OPEN DOORS WEEK“

“Tęczowy Świat Dziecka” kindergarten organised “Open doors week” within the project. During that week the parents together with their children participated in all kinds of activities such as: Orff, Yoga, Jiu Jitsu and Przedszkoliada workshops. A family picnic was also organised. The “Open doors week” was a great opportunity to play together and enhance relationship among children, parents and teaching staff.

W ramach projektu przedszkole Tęczowy Świat Dziecka zorganizowało tydzień otwarty w trakcie którego rodzice w raz dziećmi wspólnie uczestniczyli w różnego rodzaju zajęciach takich jak: warsztaty z Orffa, Yoga, Jiu Jitsu, Przedszkoliada. Został również zorganizowany piknik rodzinny. Tydzień otwarty był wspaniałą okazją do wspólnej zabawy i zacieśniania więzi między dziećmi, rodzicami i kadrą nauczycielską.

*Children are the greatest present  
of the life. They teach us to be  
more caring, more patient...*







## EXPERIENCE OF „OPEN DOORS WEEK“

With regard to peculiarities of the processes of adaptation and socialisation of early age children, according to the plan of the project, their development started from involvement of family members in the education processes. Gradually, early age children's parents are involved in various events, actions, and projects of the kindergarten, are encouraged to submit ideas, suggestions on how communication and cooperation of group communities could become closer, more productive. Having started to implement the international project “Discovering Kindergarten”, teachers of the early age children's groups in cooperation with the children's parents were encouraged to organise the events of “Open Doors Week”. The parents of majority of the children's groups have chosen to spend a day or a few days together with their children in the kindergarten while taking part in educational activities in groups, sports and music halls, and swimming pool. There were group communities which have chosen a form of a get-together for their socialising or planned various educational, entertaining excursions. On the grounds of parents and teachers' reflexions, activities of the “Open Doors Week” enabled the following: to see and assess children in a different social context; to find out more about performance of the kindergarten; to have interesting and productive time with the child; improved the microclimate of the group community; children gained new experiences in social, educational contexts.

Atsižvelgiant į ankstyvojo amžiaus vaikų adaptacijos ir socializacijos procesų ypatumus, jų plėtojimas, remiantis projekto planu, buvo pradėtas nuo šeimos narių įtraukimo į ugdymosi procesus. Palaipsniui ankstyvojo amžiaus vaikų grupėse tėvai įtraukiami į įvairius lopšelio-darželio renginius, akcijas, projektus, skatinami teikti idėjas, pasiūlymus, kaip grupių bendruomenių bendravimas ir bendradarbiavimas galėtų tapti gaudesnis, produktyvesnis. Pradėjus įgyvendinti tarptautinį projektą „Atrandu darželį“ ankstyvojo amžiaus vaikų grupių pedagogai kartu su ugdytinių tėvais buvo inicijuojami organizuoti „Atvirų durų“ savaitės renginius. Daugelio grupių tėvai pasirinko kartu su vaikais praleisti dieną ar kelias lopšelyje-darželyje dalyvaujant ugdomosiose veiklose grupėje, sporto ir muzikos salėse, baseine. Buvo grupių bendruomenių pasirinkusių bendravimui vakaronės formą ar suplanavusių įvairių edukacinių, pramoginių išvykų. Remiantis tėvų ir pedagogų refleksijomis, tokios „Atvirų durų“ savaitės veiklos leido: pamatyti ir įvertinti vaikus kitokiame socialiniame kontekste; daugiau sužinoti apie lopšelio-darželio veiklą; įdomiai bei produktyviai praleisti laiką su vaiku; pagerino grupės bendruomenės mikroklimatą; vaikai įgijo naujos patirties socialiniame, pedagoginiame kontekste.









## EXPERIENCE OF „OPEN DOORS WEEK“

On the dates between 22-27th of May , Open Doors Activities were done. On the first day the students and the teachers of the next primary school. On the other day the mayor ,the village headmen and education directors were invited to school. They made a speech that focus on the importance of the pre-school education. Another day the children who go to other kindergarten in Kemalpaşa were invited to our school together with their parents. They watched theather show, they made some activities like face painting. They danced with the animation figures.

22-27 Mayıs tarihleri arasında Açık Kapı Etkinlikleri yapıldı. Okulun ilk günü ,öğretmen ve öğrenciler komşu ilkokula ziyarete gittiler. Diğer gün, Belediye başkanı, muhtar ve milli eğitim müdürü ziyaret edildi. Kendileri okul-öncesi eğitimin önemine vurgu yapan konuşmalar yaptılar. Bir başka gün, Kemalpaşadaki diğer anaokullarına giden öğrenciler ve aileleri okulumuza davet edildi. Okulda onlara drama gösterisi, yüz boyama gibi daha bir çok aktivite yapıldı, animasyon figürleri ile dans gösterisi yapıldı.



*We can do no great things, only small  
things with great love.  
(Mother Teresa)*





## „MY SOCIAL PUZZLE“

Special days are organized to get to know the different professions. Regularly in the kindergarten „Zornica”, famous and popular celebrities visit little kids.

Организирант се специални дни за запознаване с различните професии. Редовно в детската градина гостуват известни и популярни личности.











## „MY SOCIAL PUZZLE“

The scope of this activity included going to the theatre, inviting people for concerts, nature lessons with live animals and many others presented in the photo coverage. Each of the activity had an influence on enhancing and getting experiences by the youngest children in the sociocultural field.

W ramach niniejszego działania przedszkole zorganizowało dzieciom wyjścia do teatru, zapraszało osoby z zewnątrz na koncerty, lekcje przyrody w towarzystwie żywych zwierząt oraz wiele innych przedstawionych w poniższej fotorelacji. Każde z aktywności wpłynęło na pogłębianie i zdobywanie doświadczeń przez najmłodsze dzieci w sferze społeczno – kulturalnej.







## „MY SOCIAL PUZZLE“

The last stage of the project was dedicated to the development of socialisation of early age children outside the kindergarten limits. Together with their parents, children of early age groups went to chosen educational activities, entertaining events, got acquainted with new locations, people. Children, their parents, and teachers enjoyed visiting Šiauliai confectionery factory “Rūta”, learning secrets of Ebru art, having fun in the children's playground room “Children's City” most. Also, the communities of early age children's groups visited Šiauliai Drama Theatre, libraries, workplaces of their parents, bakeries-café's, neighbouring schools, churches, and museums. There were groups whose communities decided to organise celebrations of the end of the school year in non-formal environments: at home, in homesteads. Such joint excursions, experiences brought children, parents, and teachers closer, encouraged development of social experiences, stimulated comprehensive development and individual growth of children.

Paskutinis projekto etapas skirtas ankstyvojo amžiaus vaikų socializacijos plėtojimui už lopšelio-darželio ribų. Ankstyvojo amžiaus grupių vaikai kartu su tėvais keliavo į pasirinktas edukacijas, pramogas, susipažino su naujomis vietomis, žmonėmis. Labiausiai vaikams, jų tėvams ir pedagogams patiko lankytis Šiaulių saldainių fabrike „Rūta“, mokytis „Ebru“ meno paslapčių, linksmintis vaikų žaidimų kambaryje „Vaikų miestas“. Taip pat noriai ankstyvojo amžiaus grupių bendruomenės lankėsi Šiaulių dramos teatre, bibliotekose, tėvelių darbovietėse, kepyklėlėse-kavinėse, kaimyninėse mokyklose, bažnyčiose, muziejuose. Buvo grupių, kurių bendruomenės nusprendė organizuoti mokslo metų pabaigimo šventes neformaliose aplinkose – namuose, sodybose. Tokios bendros išvykos, patirtys suartino vaikus, tėvus, pedagogus, paskatino socialinių patirčių plėtoją, skatino vaikų visokeriopą raidą ir individualią ūgtį.





The great man is he who does  
not lose his child's heart.  
(Mencius)





## „MY SOCIAL PUZZLE“

Our children planted some vegetables and gave them water. They picked up the plants when they grew up. They fed animals in the hobby garden. They celebrated the day of 23rd April, our national festival with the musical shows and entertaining activities. They made folkloric dances. Some of the jobs and social roles are introduced to children by going to a hairdresser, a supermarket, a tailor, post Office, butcher....etc. They made picnic together with their families. Some experiments were done with their parents. They looked after the pets and they picked up flowers. They made drama as wearing some animal costumes. A social puzzle was done with combining all of these activities.

Çocuklarımız hobi bahçesinde sebze diktiler, diktikleri sebzeleri suladılar. Sebzeler büyüyünce kopardılar. Bu sebzelerle salata yaptılar. Milli bayramımız olan 23 Nisanda müzikli gösteriler sergilediler. Halk oyunları gösterileri yaptılar. Kuaföre, markete, terziye, postaneye geziler düzenlenerek toplumsal roller çocuklara tanıtıldı. Aileler ve çocuklarla piknik yapıldı. Çiçek toplandı, çevredeki canlılar incelendi. Çeşitli hayvan kostümleri giyilerek dramalar yapıldı. Aileler ile birlikte sınıfta deneyler yapıldı. Bu gibi etkinliklerin fotoğrafları kullanılarak sosyal yap boz oluşturuldu.

It's never too late to have a happy  
childhood.  
(Tom Robbins)



First meeting 2015/11/16-20





## MEETING OF THE PARTNERS IN LITHUANIA

On 16-20 November 2015, Šiauliai nursery-kindergarten “Žiogelis” hosted the first meeting of the partners in the framework of Erasmus+ project “Discovering Kindergarten”; project partners from Turkey, Bulgaria, and Poland took part in the meeting. The aim of the project is improvement of early age children's socialisation and integration in institutional education. The project aims at better coping with difficulties that are encountered throughout children's adaptation period; encouragement of the interaction child-family-institution; expansion of early age children's social abilities in natural, social, and cultural environment.

In the meeting, Sigita Saviščeviėnė, Director of the institution, acquainted with the institution, introduced the fields, conditions, programmes of education, talked about the Lithuanian system of education, its priorities, and emphasised achievements of the pupils and entire community. Both teachers and pupils of the institution greeted the guests with Lithuanian folk songs, playfulness and awarded them with hand-made souvenirs.

Each group of the kindergarten welcomed the guests with surprises: children and teachers of each group expressed their hospitality offering fresh bread with honey, soft drink kvass, teaching Lithuanian folk games, dances, round dances; children awarded the guests with crafted souvenirs, senior pupils demonstrated their knowledge of the English language. The guests also awarded every group with handwork items created by children of their institutions, admired spacious, bright premises of the kindergarten, abundance of educational aids, clean and aesthetical environment of the institution.

We visited other pre-school education institutions as well.

During the first meeting of the partners, relevance of the project, its aims, goals, and end result, i.e. methodical aid in DVD format, were discussed. The tasks to complete and particular duties to share were assigned. There was agreement regarding the logo, symbols, and dissemination of the project achieved in the meeting.

The few days dedicated to the project passed very quickly. The project united people of different nationalities; we all gained new friends, new experiences, and ideas.

It was the first visit of teachers from Turkey, Bulgaria, and Poland to Lithuania. In March, participants of Erasmus+ project “Discovering Kindergarten” will meet in Poland. We are glad that we have an opportunity to travel, experience new impressions, gain new ideas, and share our experience with colleagues living and working in other countries.



Second meeting 2016/04/3-7





## MEETING OF THE PARTNERS IN POLAND

In the spring 2016, partners of Erasmus+ project “Discovering Kindergarten” were invited to the second meeting of the partners by an international innovative pre-school education centre “Rainbow” located in Lodz city.

We visited a private kindergarten in Lodz. The kindergarten's director presented the institution, introduced the fields, conditions, programmes of education, talked about the Polish system of education, its priorities, and emphasized achievements of the pupils and community. We watched a play performed by children and teachers, open activities of group educators, music and English classes for early age children.

We visited groups of the institution, were interested in educational content of the curriculum, and listened to group educators who spoke about organisation of the educational process. Each group prepared surprises for us: children awarded us with their hand-made items, taught us folk games, dances, and round dances. We were surprised by a high number of children in groups – 25-27 children per group. Premises for classrooms are not as spacious as in Lithuanian pre-school education institutions. There are two staff positions of teachers per group; each of the teachers works 6 hours daily. Every Tuesday children are taken to a swimming pool; three times per week children have English classes; and once per week German classes are held. Moreover, classes of music and sports are held.

During the visit, the project partners presented a diary “The First Days in the Kindergarten”; it introduced thoughts, ideas expressed by parents and teachers on children's first days spent in a kindergarten, also included pre-school age children's memories. Moreover, a methodical book for teachers “Let's Be Friends” was introduced; it introduced the ways, methods on how to make children's adaptation easier.

The time of the visit to Poland ran fast. Participants of the meeting of Erasmus+ project were glad to notice sincerity, friendliness of Polish children, their parents, and teachers and enjoyed their warm welcome. We are impatiently looking forward to the next meeting of the partners which will be held in November in Turkey.



Third meeting 2017/11/21-25







## MEETING OF THE PARTNERS IN TURKEY

Implementing Erasmus+ project “Discovering Kindergarten”, the third meeting of the project partners was held on 21-25 November in Turkey. Teachers from Lithuania and Bulgaria got acquainted with the Turkish system of education, discussed about the issues of involvement of early age children into the educational process. They watched and discussed activities organised by teachers, visited pre-school education institutions, and shared experiences and ideas on how to encourage involvement of pupils into play activities, the ways of involvement of parents.

During the meeting, participants of the project analysed the models of collaboration with parents, occurring problems; importance of team work was discussed aiming at making adaptation of early age children easier.

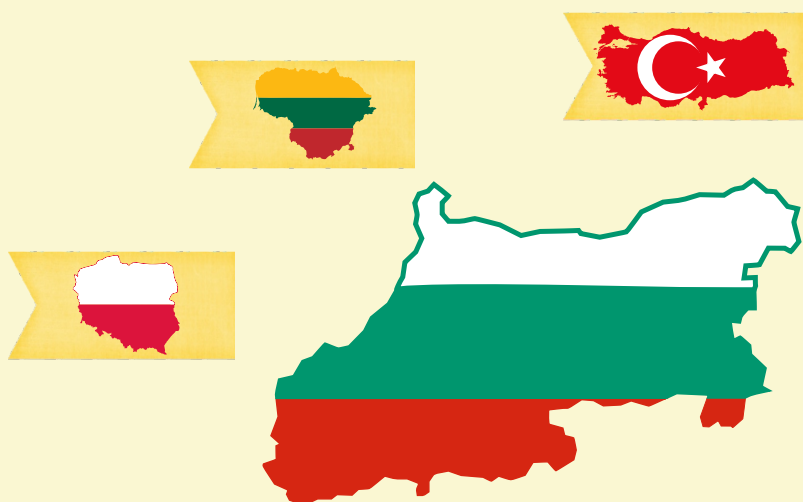
Kindergarten groups consist of up to 20 children, classroom areas dedicated to various activities are systemically planned, premises are colourful; there is abundance of diverse educational aids. The activities that were observed made an impression on guest teachers; children willingly communicated, actively participated in activities, group educators properly selected the means and ways stimulating the pupils' initiative. We were surprised that each room of the group was equipped with multimedia projectors which were effectively used for educational purposes.

During the meeting, partner countries introduced their work experience of organising open door weeks in their institutions. Also, they delivered Power Point presentations “Working Together” which reflected parents' involvement into the educational process and models intended for improvement of institutional adaptation.

Based on common agreement, homework before the final meeting in Bulgaria was set. The anticipated end product of the project, i.e. a practical methodological book and DVD on adaptation of early age children, was discussed.

We appreciated Turkish colleagues' warm welcome during the visit, especially friendly communication of all partner countries was maintained, which will contribute to further activities of the project inside the nursery-kindergarten, as well as international cooperation.

Fourth meeting 2017/04/3-7





## MEETING OF THE PARTNERS IN BULGARIA

On 3-7 April 2017, the last fourth meeting of the partners involved in the project “Discovering Kindergarten” based on multilateral partnership of educational institutions in the framework of Erasmus+ programme was held in Bulgaria, Vidin city.

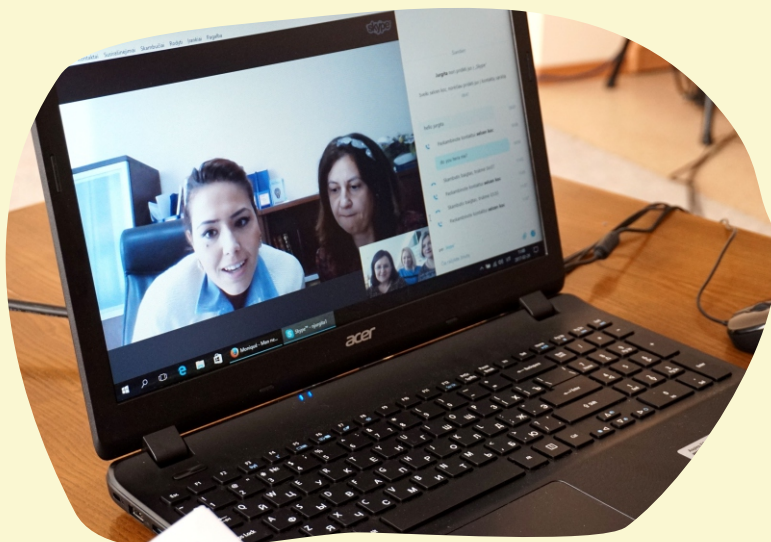
In the meeting, the guests from Lithuania, Poland, and Turkey got acquainted with the Bulgarian city Vidin, its history. Also, the Bulgarian system of education was presented in detail, the new national law on education, the reform of administration of kindergartens, particularity of curriculum design and planning were introduced. Participants of the meeting had an opportunity to visit two pre-school education institutions where children with special needs are integrated and taught together with other pupils, a kindergarten which operates as a separate institution, and a basic school. Staff of these institutions eagerly introduced their work, children, difficulties that occur when pupils start attending a kindergarten. Children greeted the meeting's participants with dances, songs, poems, and hand-made keepsakes.

In Bulgaria, a kindergarten group consists of 24-26 children, whereas nursery groups consist of 16-18 children. The groups lack modern educational aids, educational games, new furniture, and other facilities. Hygiene requirements at Bulgarian kindergartens are much more liberal. Children's education is organised by applying role-play games. There is an approved national standard for assessing pre-school age children's achievements. Children carry out many tasks in their exercise-books. Since last academic year, pre-school education institutions eliminated positions of the staff who were delivering artistic education and movement correction. Currently, these educational activities are organised by group educators.

During the meeting, the partners introduced the tasks assigned for the last stage of the project: a creative task “Social Puzzle”, a film “Discovering Kindergarten” reflecting good practice and prepared materials for the end result of the project, i.e. a methodological book “Discovering Kindergarten” compiled by the coordinating institution, Šiauliai nursery-kindergarten “Žiogelis” which is in charge of the book preparation and publishing.



# OTHER AND DIFFERENT MEETINGS OF THE PARTNERS



## OTHER AND DIFFERENT MEETINGS OF THE PARTNERS

While preparing and implementing the project, the partner countries continuously formally and informally communicated in the virtual environment, were sending each other greetings and materials of completed tasks via email.

Inside the closed group on Facebook, teachers of the kindergartens shared visual methodical materials and their descriptions, wrote each other about the most successful activities. Children sent warm video greetings on various festive occasions.

Continuous communication via email enabled fast and prompt reaction to arising difficulties, problems when implementing the project, organising its activities or meetings of the partners. Using email, the partner countries shared ideas, exchanged documents, in cooperation with each other provided interim and final reports of the project.

Moreover, in 2015-2017 the video conferencing using Skype program was arranged among work groups for implementation of the project. During these online meetings, quality of organisation of partner meetings, various aspects of coordination of the project were assessed. There were discussions concerning which project activities received most support from local communities, what impact the implemented project made on separate target groups of participants.

Warm, sincere, close, and timely communication and cooperation of all partners helped to implement the goals set successfully and experience joy and success in communication and collaboration.



# BENEFITS OF PROJECT

## TEACHERS, INSTITUTION

### CHILDREN

- Happy childhood
- Mentoring
- Better care
- Empowerment
- Lighter adaptation
- Better socialization
- Emotional, psychological well-being
- Attractive educational content
- Less stressful
- Variety of forms of education
- More smiles

- Learning, development
- Communication experiences
- Cooperation
- Team work
- Support, help
- Preparation of new strategies, programs
- Bank of ideas
- Focused community
- Quality of service
- Development of social partnership
- Attraction of resources
- elf-confidence
- Higher proffesional competence

### PARENTS

- Education
- Positive parenting skills
- Common activities
- Support, help
- Exchange of ideas
- Participation in management of kindergarten
- New contacts
- Parental inclusion
- Trust in institutional education





# DISSEMINATION OF PROJECT



## IN INSTITUTION

- information stands about the project;
- exhibitions of creative works, photos of children, parents and teachers;
- institution's web site;
- meetings of partners;
- educational activities;
- different meetings of community;
- festival-events for community.

## IN TOWN

- local and regional press, radio and TV;
- dissemination of experience to the social partners;
- cooperation with students - future educators;
- institution's web site;
- visiting different institutions in town during international meetings.

## IN COUNTRY/ INTERNATIONAL

- country press, radio and TV;
- discussions, conferences, training for teachers;
- presentation of projects at various events;
- institution's web site;
- Facebook group;
- visiting different institutions in country during international meetings.





## COMMENTS ABOUT THE PROJECT

### Teachers:

The fruitfulness of this project is that it has drawn the attention of teachers and parents from the city to the processes of adaptation and socialization of young children. They understood how important this process is, and that more attention should be paid to it. Meetings and exchanges of ideas with colleagues from other countries have enriched our work with new methods and practices that we already use in our everyday work.

During the implementation of the project activities, all participants - teachers, parents, children, institutions - were convinced that working together gave the best results. In the team work of all participants, the process of adaptation and socialization of children is much easier, smoother and more successful.

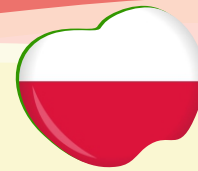
### Parents:

"Interesting and current topic of the project. In today's fast-paced daily life, we need to remind us that more attention should be paid to taking care of the child's kindergarten."

"Extremely good idea for making the puppets during the project. My child was cried a lot in the morning, but after we made a doll together and started walking with her in the kindergarten little by little the tears stopped and now she is happy."

"Brochures and the book "My First Days in Kindergarten" are very useful. With all the polls and tips for better adaptation about the kids, helped me a lot to prepare my child for the first day in kindergarten."

"I liked the "Open Door Week" because I had the opportunity to participate in my child's life in the kindergarten. And he was happy to share with me his daily experiences and emotions while staying in kindergarten."



## COMMENTS ABOUT THE PROJECT

### Teachers

- "The project has helped to enrich the package of opportunities and solutions to support children's adaption."
- "Each stage of the project drew teachers' attention to the various elements of work in the process of adapting children. Looked at them separately and delve into them."
- "The theme of the project - adaptation of children and its stages, resulted in greater awareness of teachers in organizing work, activities and creating conditions."
- "Observing partner institutions, we have noticed that some activities give good effects, like: early and often involvement parent in joint learning activities to become part of a kindergarten and also having a class mascot, who is a positive character for children, their first pre-school friend, giving them joy."

### Parents

- "Interesting project theme. My kid is in a younger group. I hope the project will make it easier for him to adapt."
- "A lot of integration games, songs. The child often and willingly sings".
- "Children like to learn and play with a class mascot, talk to it and tell it a lot of things."
- "An idea for a leaflet (flyer) with a test to check if a child is ready to start a pre-school education is a helpful hint for parents."
- "I enjoyed participation of parents in workshops and art contests that was organized as a part of the project."
- "The participation of parents in the life of the kindergarten makes them part of it. Children are proud to be able to show their parents their pre-school world."
- "Encouraging parents to participate in various activities motivates them to become more active."





## COMMENTS ABOUT THE PROJECT

I am very happy that our kindergarten took participation in Project „Discovering kindergarten“. We spent really great time in „Summer camp“ or „Open doors activities. We visited chocolate museum, playing room and went to theatre during this year.

Thanks to this Project the community of my group and institution became big friendly family. We got a lot of fine ideas and experiences how to make first days of children in kindergarden more joyful, peaceful.

We – teachers and our pupil feel safe and comfortable in kindergarten now.

Teacher Valentina

### Children at Chocolate Workshop

Even though children of the group “Small Hedgehogs” are the smallest at the entire kindergarten, nevertheless, they are not keen on getting bored. On the first Saturday of spring, they all joined their second excursion. Early in the morning, accompanied by their parents and siblings, the pupils gathered at Šiauliai Chocolate Museum “Rūta”. Having left their coats in a cloakroom, washed their hands, and dressed in aprons, children were invited to the chocolate workshop. A pleasant smell of sweets tickled our noses once we opened the door. Soon all the children became masters of chocolate. Children made and decorated chocolate sweets: they plunged tiny sticks into poured chocolate and decorated with selected dainties – tiny sweets, nuts, and various toppings. Small fingers covered with chocolate were fast to both produce numerous sweets and bring them to one's mouth. Once finished with sweets, children started decorating gingerbreads. They spread various kinds of chocolate, glued sweets on and topped with tiny sweets. The gingerbreads were perfect! They were not only beautiful, fragrant, and delicious, but also different, handmade. Having finished the sweet workshop, the children placed their handmade sweets into small boxes and took them home.

On behalf of the children, we thank the staff of the Chocolate Museum for their warm welcome and sweet entertaining activities; we also thank the management of the kindergarten “Žiogelis” for the provided opportunity to have fun in the framework of the ERASMUS+ programme and, of course, we thank Rasa and Kristina, lovely kindergarten teachers of the group “Small Hedgehogs”, for fun and sweet time spent together in the morning!

Parents of the children from the 4<sup>th</sup> group

4 March 2017



## COMMENTS ABOUT THE PROJECT

### Children Having Fun Time

On a rainy December morning, the children of the 9<sup>th</sup> group “Small Hedgehogs”, accompanied by their parents and siblings, rushed to the biggest amusement park in Šiauliai – “The City of Childhood”. Here the children were welcomed by their wonderful kindergarten teachers Rūta and Kristina, as well as much entertainment. Having left their coats in a cloakroom, the children cautiously explored the premises and started off on searching for adventures: some were diving in a ball pit, others were jumping on a trampoline or were driving small cars. Those who enjoy challenges wandered in labyrinths or unusual clammers; the bravest ones climbed a volcano and slid down. The true racers were engaged in the car workshop and car-wash. The girls-little dreamers spent their time at a doll hotel, tiny kitchen or toy hospital. The children greatly enjoyed a genuine aircraft with huge side slides. They even had to wait in a queue! One hour of amusement passed fast and some tears on the children's cheeks while leaving the park proved that they enjoyed their time.

We thank our wonderful kindergarten teachers for the fun time we had in the morning. Also, we say our enormous thanks to the management of the kindergarten for a provided opportunity to have fun in the framework of the ERASMUS+ programme. The children were greatly impressed and emotionally elevated by fun time with their friends!

Parents of the children from the 9<sup>th</sup> group  
15 December 2016

*In every real man a child is  
hidden that wants to play.*  
(F. W. Nietzsche)



## INSTEAD OF THE END

We sincerely thank all those who contributed to preparation, coordination, and implementation of the project “Discovering Kindergarten” in the framework of Erasmus+ programme. We value experience, ideas, creativity, suggestions, constructive criticism, and other contribution to success of this project from each of you.

We are especially thankful to the most important participants of the project – early age children. The project “Discovering Kindergarten” would never have been made without them. They are our inspiration and “engines” of this project.

We are proud of the teachers who see meaning in their work and who are eager to help a child have fun in discovering the kindergarten. We are thankful for openness, sharing ideas, and goodwill while communicating, collaborating.

We cherish the parents' trust in teachers and belief in the idea of the project “Discovering Kindergarten”. We thank for their help, comprehensive support, encouragement, and endless love for their children.

We are glad for having an opportunity to use the funding of the European Union to create the brighter future for children while changing the attitude towards childhood.

*If you carry your childhood with  
you, you never become older.  
(Tom Stoppard)*





# THE SUCCESS FORMULA OF THE PROJECT





**The Big Book was created by:**

Šiaulių lopšelis-darželis „Žiogelis“, Lithuania

Kemalpasa75anaokulu, Turkey

Miedzynarodowe Przedszkole  
Edukacji Innowacyjnej Teczowy Swiat Dziecka, Poland

Целодневна детска градина №14"Зорница", Bulgaria

Price of the book 4 big smile