ProSocial Values

TRAINING MATERIALS

from the courses hosted in

Uşak (TR) 25th February 1st March 2019

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Table of Contents

- How to Set ProSocial Values Atmosphere via Digital Games Among Peers
- It's a jungle out there
- Serious learning through prosociality (3 cases how to accommodate it in real classroom using games)
- Our challenge: highlighting the best in humanity (Let’s be ready for the challenge!)
- Prosocial robotics
- Prosociality is a game
- How can we shape the empathic brain and heart?
- To raise a "frog"! – Storytelling frames for forming an "Universal worldview”

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How to Set ProSocial Values Atmosphere via Digital Games Among Peers

Ahmet YURDAKUL

Uşak İl Milli Eğitim Müdürlüğü

Usak - First teachers' training

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LEARNING OUTCOMES

- To understand ProSocial Values concept of learning atmosphere via digital games
- To promote how to unleash emphaty with digital games among peers in the classroom
- To promote how to unleash equality with digital games among peers in the classroom
- To lead students how to contribute to the community with prosocial values and perspective using digital tools and games
- To promote actual behavioral cahnge
- To convey peosocial message in games
- To enact prosocial behaviours virtually
- To modify elements of a game title that thay find unjust

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Prosocial behaviour in the form of sharing, helping, and cooperating is a hallmark of social competence throughout childhood. Of direct relevance for schooling is that prosocial behaviour has been related positively to intellectual outcomes, including classroom grades and standardized test scores.1 Displays of prosocial behaviour also have been related positively to other socially competent outcomes, including social acceptance and approval among classmates and being liked by teachers" (Wentzel, 2015:1)."In response to an increasingly interdependent world, educators are demonstrating a growing interest in educating for global citizenship. Many definitions of the "good global citizen" value empathy as an especially important disposition for understanding others across national borders and cultural divides. Yet it may be difficult for people to achieve empathy with others who are perceived as psychologically and geographically distant. Can digital simulation games help foster global empathy and interest in global civic learning?" (Bachen, Hernandez-Ramos, Raphael, 2012). The answer is YES.

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Practice of Empathy

Children who recognize their own feelings and the feelings of others are more likely to live content lives. Empathy training helps a child learn to recognize feelings – her/his and others. The ability to see situations from different points of view is an important life lesson. Parents and teachers help their child to develop empathy. Use daily events to teach your child to:

- Make eye contact with others. Look at the other person's face when talking.
- Notice how people feel. Does this person look sad?
- Label feelings. Help your child put a name to his/her and others' feelings – sad, angry, surprised.
- Calm herself and control her impulses. Let your soothing words be an example of positive self-talk. Be gentle and loving as you teach these skills. And more…

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Prosocial behavior

Broad category of behaviors that includes any action that provides benefit to others

- Following rules in a game
- Being honest
- Cooperating with others in social situations

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Think of the last time you helped someone else out?

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Now think of *why* you *think* you helped out that other person?

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Helping someone without any greed...

...is the real humanity

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How can we teach children being pro-social?

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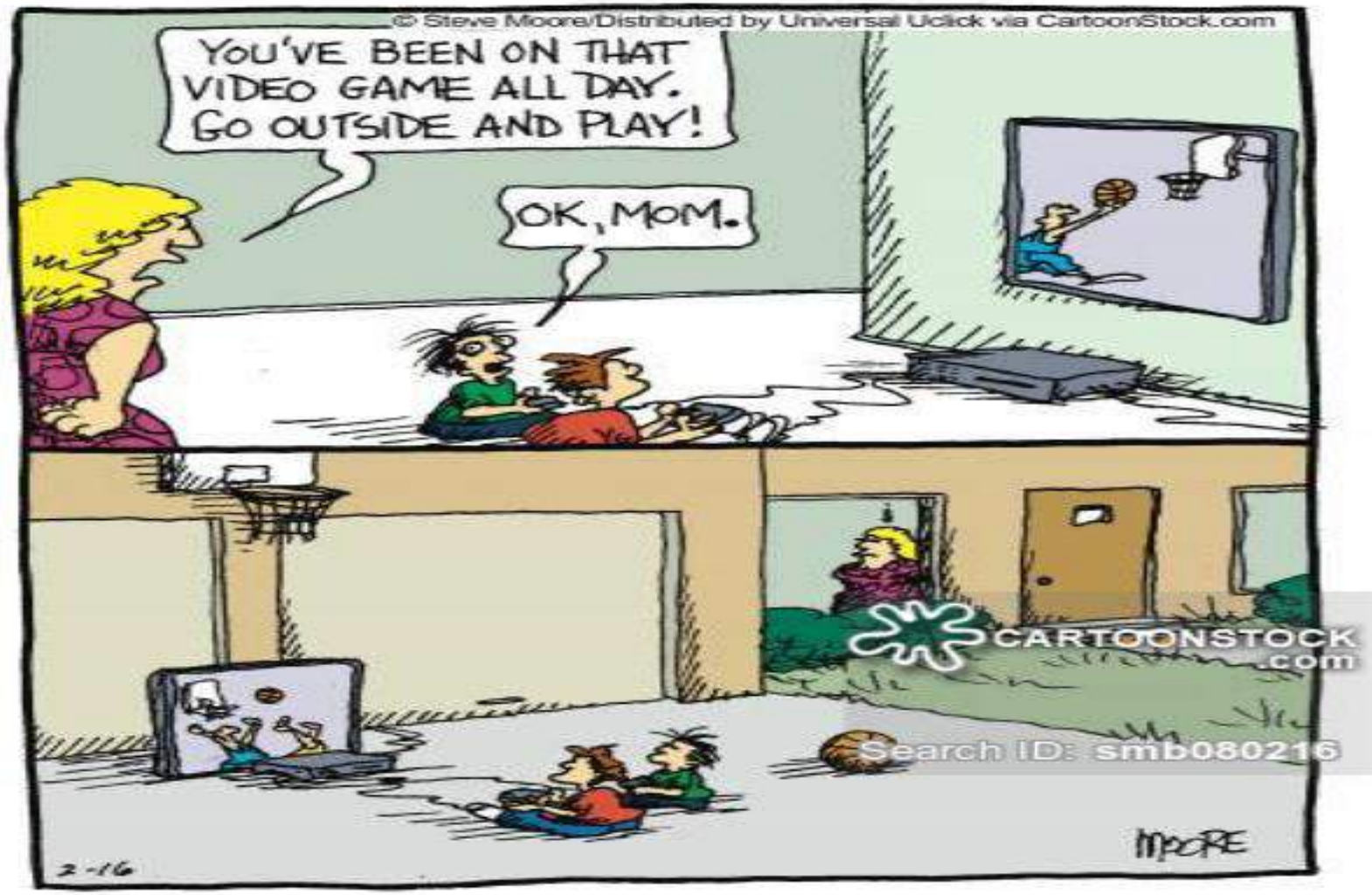

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Playing video games cooperatively with others can lead to widespread benefits by making players think helpful behaviors are valuable and commonplace.

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Experimental evidence has pointed toward a negative effect of violent video games on social behavior. Given that the availability and presence of video games is pervasive, negative effects from playing them have potentially large implications for public policy.

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On the contrary, playing a prosocial (relative to a neutral) video game increases helping behavior.

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Video games offer
excellent conditions for learning to occur: They simultaneously expose the player to modeling, rehearsal, and reinforcement of the social behavior that is involved in the game's theme. Thus, there are good reasons to assume that playing video games with prosocial content may foster prosocial behavior.

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Prosocial behaviors can play a vital role in forming positive interpersonal relationships. Children who adjust socially during their school years tend to become positive socially well-adjusted adults.

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Peer interactions differ from interactions with adults because the children can interact as equals, which allows the children to assert themselves, present their own ideas, and argue different viewpoints.

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The design of a game may influence prosocial behavior. If a game requires
two or more children to work together when playing, the result is more social interaction, compared to games designed for individual child.

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Cooperative games are based on cooperation, acceptance, involvement, and fun, children are free to exhibit prosocial behaviors without forfeiting victory.

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Also If the game has some hidden messages (empathy, tolerance, respect etc.) The child will learn to be pro-social.

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It is clear that video games can have both positive and negative influences on behavior. On the negative side, violent video games can lead to more aggressive behavior in general. On the positive side, playing action video games can make people faster and more accurate in other settings that require complex actions.

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In an experimental study of 161 American college students, those who were randomly assigned to play prosocial games (Chibi Robo and Super Mario Sunshine) behaved more prosocially toward another student in a subsequent task than those who played either neutral (Pure Pinball and Super Monkey Ball Deluxe) or violent video games (Ty2 or Crash Trinsanity). Those who played the violent games engaged in more harmful behaviors toward other students.

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Violent content in video games can lead people to behave more aggressively. Prosocial content, in contrast, can lead people to behave in a more cooperative and helpful manner.

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Games about personal skills	Games about Relational skills	Games About Social skills
Cool School: Where Peace Rules	Against all odds	Build Your Own Hero
Laika	Build Balance	Educamigrant
Liyla and the Shadows of War	Cool School: Where Peace Rules	Laika
Lost in Space	Golden Frontier	Pig Pile
Rock the Boat	Interland (Be Internet Awsome)	Pushy Paddles
School Bullying	Lost in Space	Rock the Boat
Stray Puppy Care	Season’s Soup	School Bullying
Swing Fling	The Chase	Season’s Soup
The Journey of Elisa	The Journey of Elisa	Swing Fling
	Third World Farmer	The Chase
		Tower Together
		World Rescue

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IT'S A JUNGLE OUT THERE!

Veneta Uzunova

DIIT - Trakia University

Usak - First teachers' training

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LEARNING OUTCOMES

- Become better skilled at recognizing, understanding, accepting and celebrating differences in people around us and applying the new skills when working in groups and cooperating.

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The current requirements toward the educational environment have long changed as today's classroom must not only provide knowledge but also conduct prosocial values such as accepting differences and using the diversity as the base on which to build a community/classroom of cooperation, providing opportunity for personal development in an assertive ways. Each student's personality, abilities, skills, knowledge, experiences, needs and desires add into the whole of the classroom and "fill in" within the shapes and borderlines set by the system. Being able to accept experience and use each others' differences helps teachers and students to model behaviour which is positive and proactive. Considering the cultural, socio-economic, demographic differences of each partner country, this course provides a meaningful and practical ways of building a strong sense of acceptance, confidence in being able to work in diverse classrooms and to ensure fostering the development of the social interest in each student not despite their difference but with their differences in mind.

The training module consists of theory presented in an interactive way, multimedia presentation, activities for small groups, media clips, rhythm therapy activities, self-reflection and are all applicable in the classroom with students from different ages.

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The Aim

Become better skilled at recognizing, understanding, accepting and celebrating differences in people around us and applying the new skills when working in groups and cooperating

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What is it like to be different

From the flowers from different colors paper on the table, each participant selects a flower, sits back in the circle- looks to their left and interviews the person to the left about their name in the middle and on each petal an important for that person quality/favorite something/favorite person/something they are very proud of.

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In the second part each person presents the neighbor they interviewed and places the flower on the flipchart paper (taped to the wall)- creating a bouquet (the leader of the exercise can add in some green leaves and stems of the flowers). The sum-up presents “the way the flowers are different colors, the bouquet presents the common and different things among them: their common features unite them, the differences enrich them. But in order to have a bouquet we need common efforts from everyone: we have to accept our differences, appreciate them and use them as a point of enrichment. (if the next activity requires group work then the people could be grouped by the color of their flower).

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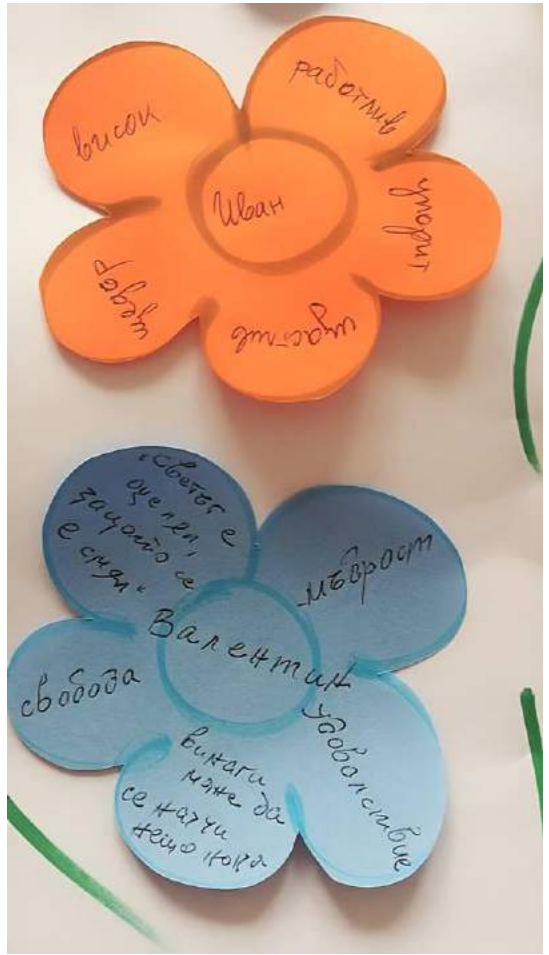

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When we know each other, we have to understand the others better

Discussion about empathy, tolerance, patience, sense of community, humanity

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Instructions

1. Describe the shoes /their size, style, how old are they, have they been long used/.
2. Give the name to the owner of shoes .
3. How old is he/ she?
4. What is his/her social role, is he/she married?
5. Describe the owner of the shoes. What is he /she looks like, what are his/her physical feachers?
6. What is the job of the owner – describe his/her work.
7. Where lives the owner and who he/she lives with?
8. List three personality traits of the owner of the shoes.

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9. What does the owner like to do in his/her leisure/ free time?
10. What is the favourite meal to the owner of the shoes?
11. What is his/her favourite book?
12. What is his/ her favourite movie?
13. Call one harmful / bad habit of the owner of the shoes.
14. How the others feel in the company/ in the presence of the owner of the shoes?
15. Name an achievement, a good deed that you think the shoe owner has done, but few people know about it.

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It's a Jungle out there!

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- The group representing the lion has to list the task which a lion could be responsible for; and is best at;
- The group representing the chameleon has to list the task which a lion could be responsible for; and is best at;
- The group representing the turtle has to list the task which a lion could be responsible for; and is best at;
- The group representing the eagle has to list the task which a lion could be responsible for; and is best at;

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- Let each group present the animal they have selected in front of the rest of the class – why they selected this animal, what are the strengths and what role would it play in the village)

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All students talk about what this exercise meant for them.

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Conclusion

- What I learned about accepting the diversity
- How I felt through the process?
- What is the most valuable things I will bring with me?
- What will be the change in my behavior after this lesson?

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SERIOUS LEARNING THROUGH PROSOCIALITY

(3 cases how to accommodate it in real classroom using games)

Inga Žilinskienė

Panevėžio rajono švietimo centras

Usak - First teachers' training

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LEARNING OUTCOMES

- To be able to indicate the spectrum of prosocial values for serious learning
- To be able to apply developed -conflict-resolution, decision making and solution finding - techniques, for several different serious learning situations
- To be able to predict likely solutions and outcomes to scenarios/problems posed

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During the session a short presentation about 3 different games (“Cool School: Where Peace Rules”, “Quandary”, “World Rescue”) will be presented. In this theory part the idea and structure of each game will be outlined. In order to synthesize them with prosociality, brief discussion about prosocial values and prosocial skills will be initiated as well.

The session will be continued by practical activities and will incorporate presented theory, participants experience, self-reflection and new insights as following:

Using the game “Cool School: Where Peace Rules” each team will modell both good and bad behaviors in classroom. After that we will explore and find out how to help kids to develop a toolkit of conflict-resolution techniques for different situations. This task will encompass personal relationship/friendship as the main prosocial value.

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Using the game “Quandary” each participant will learn how to make better decisions in ethical and perspective-taking manner. Responsibility and ethical decision making are main prosocial values incorporated in the task.

Using the game “World Rescue” through collaboration of different teams we will learnt how to come up to best solutions in order to solve some global environmental problems. The focus of the task is to expose prosocial value of responsibility through problem solving.

The results of the session are twofold: 1) Developed confidence and skills in serious learning based on prosocial values: personal relationship/friendship, responsibility and ethical decision making, problem solving; 2) Created and shared 3 output s (lesson plans) for serious learning through prosociality using games which could be applicable n the classroom with students of different ages.

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The main goal

Develop confidence and skills for serious learning based on prosocial values:

- personal relationship/friendship,
- responsibility and decision making,
- problem solving

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Expected outcomes

Created and shared experiences
of serious learning
through prosociality
using games
which could be applicable in the classroom with students of different ages

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1st Task – **Extending Concepts**

World Cafe Game

Since our earliest ancestors gathered in circles around the warmth of a fire, talking together has been our primary means for **discovering common interests, sharing knowledge**, **imagining the future**, and **cooperating** to survive and thrive.

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QUESTIONS

1. What does “serious learning” mean for you?
2. What does “prosociality” mean for you?
3. Which games are your pupils playing?

REFLECTION

How this method/game would help to learn/teach prosocial values in children?

Name several of them.

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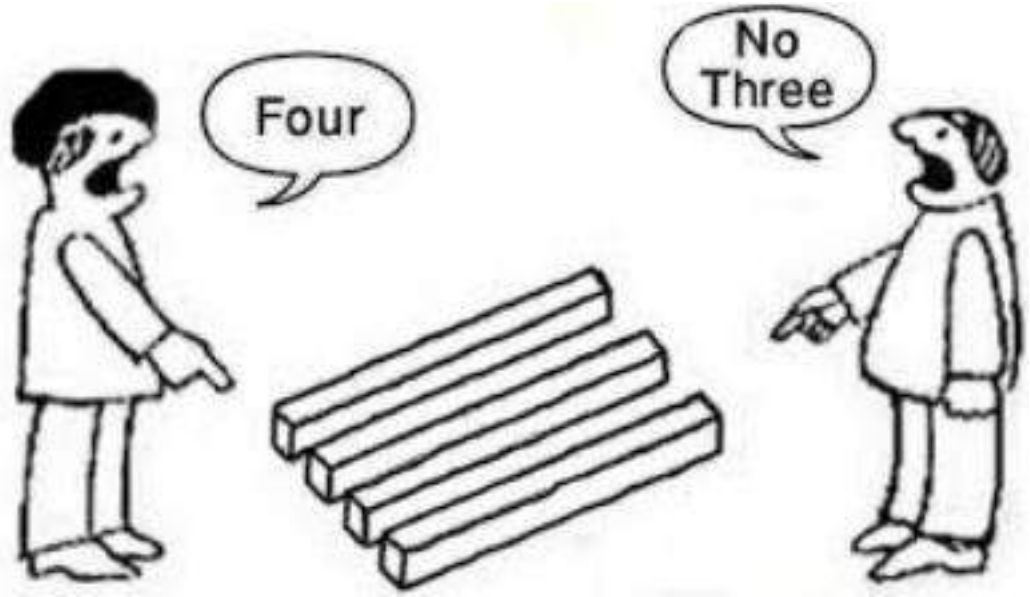
A theory says:



"As human beings, our greatness lies not so much in being able to remake the world as in being able to remake ourselves."

~ Mahatma Gandhi

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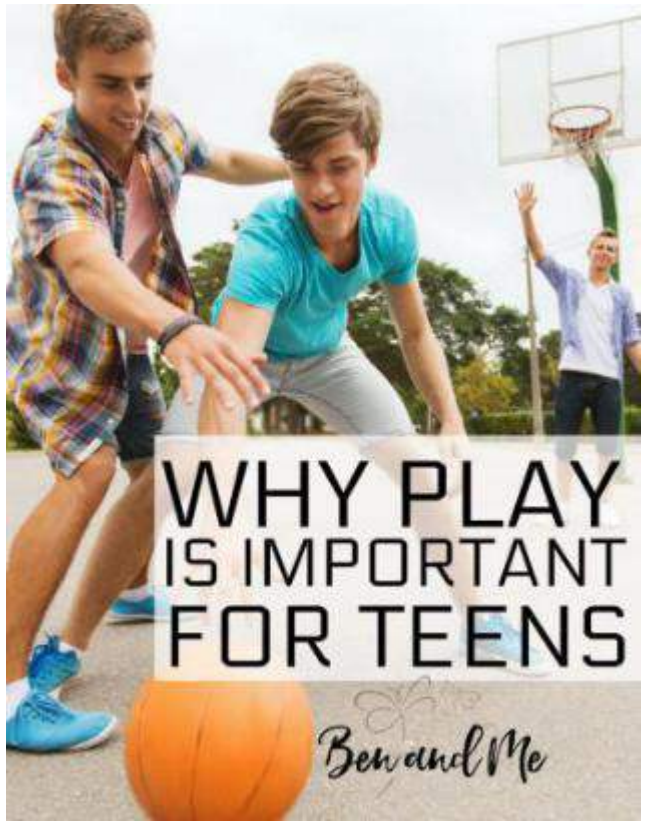
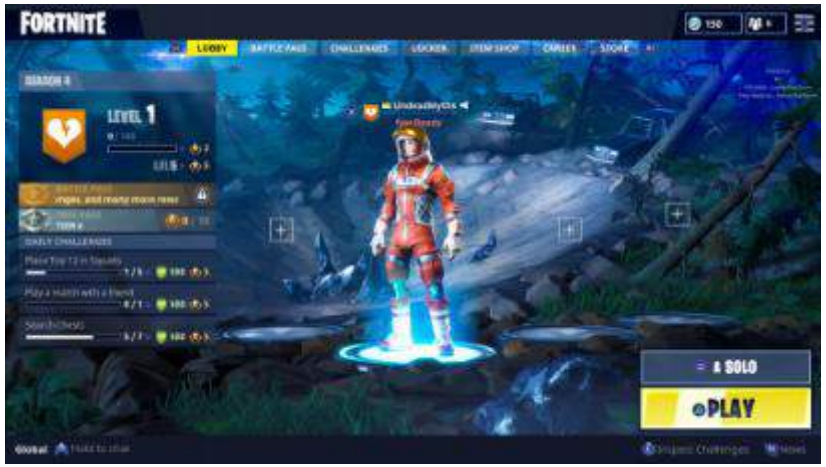
Serious learning = A child at play = A child at work

https://www.mindmoves.co.za/2017/11/21/play-serious-learning/





https://www.usgamer.net/articles/25-06-2018-fortnite-season-4-fortnite-season-4-start-date-battle-pass-price-gear

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Let’s dive in online game

A recent study found that 91 percent of children in the United States ages 2-17 play video games! (2016)

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About *Fortnite: Battle Royale*

https://youtu.be/KCW5Hn58EM8

- *Fortnite* is **a video game** for PlayStation 4, Xbox One, Windows, Mac, and mobile that takes elements from sandbox-building games and adds the fast-paced action of a third-person shooter.
- Players are dropped onto **the game map** and must compete to be the last one standing by killing every other player in the game. During the game, players **collect weapons**, **build safe structures**, and **try to avoid the Storm** that damages all players outside of a safe zone.

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About ***Fortnite: Battle Royale***

- There are **three modes** of play in *Battle Royale*: **Solo**, **Duo**, and **Squad**. In Solo mode, you're dropped into the game alone. In Duo, you're dropped in with a partner. In Squad mode, you play on a team of four. Duos and Squads can either be friends choosing to play together or randomly matched players. All players in a match are playing in the same mode.
- Common Sense recommends *Fortnite* for **teens 13 and up**, primarily because of the open chat and action violence.

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About *Fortnite: Battle Royale*

- Players can currently download *Fortnite: Battle Royale* for **free**.
- There is **live, unmoderated chat possible between users** in the console and PC versions of *Fortnite: Battle Royale*. Both voice chat and on-screen text chat are options.
- **Each match** in *Battle Royale* lasts about **20 minutes**, although players who are killed early play for less time

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REFLECTION

How this game would help to learn/teach prosocial values in children?

Name several of them.

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School subjects involved in Fortnite

1. Math&physics (speed, probabilities, spatial thinking, etc.)
https://www.teacherspayteachers.com/Browse/Search:fortnite%20math/Price-Range/Free

2. Language (reading, speaking)
https://www.teacherspayteachers.com/Browse/Search:fortnite%20/Price-Range/Free/PreK-12-Subject-Area/English-Language-Arts

3. Arts (design of avatars, dancing, cute bags, etc.)
https://www.teacherspayteachers.com/Browse/Search:fortnite%20arts/Price-Range/Free

4. Geography (maps, scales, objects of nature, buildings, etc.)

5. ?

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A real situation:

A boy of age 10 plays *Fortnite: Battle Royale* with his classmates as a team. After some time boys started to compete with each other and ended up with bullying on Viber.

Parents of one child saw all the online communication and informed a teacher. What would you do as a teacher?

Task: Think, discuss in groups.

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A real situation: conclusion

A lot of TALK with our own child: about communication online (appropriate language), abuse, time managing, strangers online, safety online, etc.

It took a lot of time for boys to restate friendship.

Parents played Fortnite with their children and after that made final decisions about game.

Some agreement made in the family.

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SUSPEND	Your own views, opinions and judgements
ASK	How does the situation look from the other person's perspective?
CHECK	Your understanding of their perspective by asking questions
AVOID	Justifying / explaining why they are wrong to see the situation that way
VISUALISE	How they feel, given their perspective on the situation
CONVEY	Empathy for their situation

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Prosociality = Prosocial behavior

- **Prosocial behavior**, or " Intended to benefit another", is a social behavior that "benefit[s] other people or society as a whole", "such as **helping, sharing, donating, co-operating, and volunteering".**

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Why do we need Prosocial Values?

A 2017 research review found that social and emotional learning can

- **promote academic success** and
- **increase healthy, positive behavior**, while

reducing misconduct, substance abuse, and emotional distress for elementary school students.

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Expected effects:

- **Max**
  - of Prosocial behavior (e.g. behaving appropriately in class, liking school, and good attendance)
  - in Academic achievements and satisfaction
- **Min**
  - of Antisocial behavior (misbehaving in class, violence, bullying)
  - https://www.edutopia.org/blog/daniel-goleman-research-supports-sel-betty-ray

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Prosociality

https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta

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Self-Awareness – "I AM"

- Involves **understanding one's own emotions, personal goals**, and **values**.
- This includes accurately assessing one's **strengths** and **limitations**.
- High levels of self-awareness **require the ability to recognize how thoughts, feelings,** and **actions are interconnected**.

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Self-Management – "I CAN"

- Requires skills and attitudes that facilitate **the ability to regulate one's own emotions** and **behaviors.**
- This includes the ability to delay gratification, manage stress, control impulses, and persevere through challenges in order to achieve personal and educational goals.

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Social Awareness – "I CARE"

- Involves the ability to **understand, empathize,** and **feel compassion for** those with **different backgrounds** or **cultures**.
- It also involves **understanding social norms** for behavior and **recognizing family, school**, and **community resources** and **supports**.

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Relationship Skills – "I WILL"

- Help students **establish** and **maintain healthy** and **rewarding relationships**, and **to act in accordance with social norms**.
- Involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.

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Responsible Decision Making

Involves learning how to **make constructive choices about personal behavior and social interactions across diverse settings**.
It requires the ability to consider ethical standards, safety concerns, accurate behavioral norms for risky behaviors, the health and well-being of self and others, actions' consequences.

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2nd Task – **Extending Experience**

- **Congloms: Connecting Before Content**

https://youtu.be/K8nhROmK4Iw

https://www.edutopia.org/article/10-powerful-community-building-ideas

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2nd Task

I AM/WAS

I CAN/COULD

I CARE/CARIED

I WILL/WOULD

REFLECTION

How this game would help to learn/ teach prosocial values in children?

Name several of them.

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3 Ways to Use Game-Based Learning

- **GAMES AS SHARED EXPERIENCE -** Games, like field trips, provide meaning for students. We can put students in **Minecraft,** **Fortnite** and have them build structures. When night comes and creepers attack, only the students who stayed in fortified structures survive.
- **GAMES AS TEXT -** Some games use player choice to tell a story, e.g., **Quandary**.
- **GAMES AS MODELS -** Games are particularly useful to model real-world systems. The games model causes that have effects, which have subsequent effects—thus the game teaches the 21st-century skill of systems thinking, e.g. **World Rescue**.

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Let's dive in online game ***World Rescue***

- A narrative, inter and cross-disciplinary, research-based video-game.
- Through fast-paced gameplay set in Kenya, Norway, Brazil, India, and China, children will meet and help five young heroes and help them solve global problems—such as **displacement**, **disease**, **deforestation**, **drought**, and **pollution**—at the community level.

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Let's dive in online game ***World Resque***

- Teachers can play World Rescue with their pupils to explain these heavy, sometimes scary situations in more detail.
- It can undoubtedly help kids learn about many of the problems people around the world face today.
- The goal of the game is to educate young global citizens about **sustainability challenges** and to show them that they too **have a part to play** in the creation of a more sustainable world!

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Let's dive in online game ***Quandary***

https://youtu.be/yuBB0hNuI1c

- Quandary is a free, *prosocialdisciplinary* game that engages students in **ethical decision-making** and develops skills that will help them recognize ethical issues and deal with challenging situations in their own lives.
- Players develop skills such as:
  - critical thinking,
  - perspective-taking and
  - decision-making.
- Players must make difficult decisions in which there are no clear right or wrong answers but important consequences – to themselves, to others in the colony and to the planet Braxos.
- In their interactions with other settlers in the colony, players must consider facts, opinions and solutions, just like in real life.

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Let's dive in online game ***Quandary***

The game consists out of episodes that are built out of 4 different gameplay stages:

- Get your facts right In this stage, players need to distinguish facts from opinions and solutions.
- Narrow it down The player needs to choose two solutions from the ones he correctly identified in the previous stage. He will further investigate these solutions in the next stage.
- Investigate Viewpoints With the help of solution and fact cards, the player tries to get a deeper understanding of the opinions of the colonists. The better he understands the colonists, the more points he will receive.
- Council In the last stage, the player needs to present the council two arguments for and two arguments against the chosen solution. The decision of the council thus depends on the players skills to differentiate facts from opinions.

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3rd Task – **Trying Games**

1. Try **WORLD RESQUE** or **QUANDARY.**
2. Create brief plan, how it could be applied in your classroom.
3. Emphasize several prosocial values you will learn using the prepared plan.

REFLECTION

- How this game would help to learn/teach prosocial values in children?
- Name several of them.

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ADVICE

Listen and talk to your students
about what they are playing
so you can look into those games and
find ways to combine your content with their passion.

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5. http://culturalsynergies.com/strategies-for-overcoming-bias-perspective-taking/
6. https://www.edutopia.org/article/3-ways-use-game-based-learning-matthew-farber
7. https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta
8. https://www.theguardian.com/games/2018/jun/20/fortnite-schools-warn-parents-of-negative-effects-of-video-game-on-students

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Our challenge: highlighting the best in humanity (Let's be ready for the challenge!)

David Ruíz Cristóbal
Noelia María Fernández Gómez
Leonor María Magaña Campos
María Antonia Blanco González

Consejeria de Educacion - Junta de Castilla y Leon

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LEARNING OUTCOMES

- Develop creativity and critical thinking by using enigmas
- Acquire or develop the ability to view the whole, since students have to develop a reflective process in the situation to be solved
- Participants will have to put their personal communication skills at stake, their ability to work as a team to solve problems
- Improve motivation for learning (history for instance)

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TRAINING CONTENTS

On the presentation ("theory" part) our teachers will show how they created a school project in order to develop prosocial values on the Community through different approaches (including technologies, arts, music and other subjects).

They will also propose the growth mindset continuum as one more way within teaching strategies to organize and propose different challenges and then participants will have the opportunity of getting on hands-on experience in developing either challenges to highlighting the best on the pupils and also to develop a growth mindset for transforming the teaching and learning process as a way to promote from the school years a prosocial better world to live in. Feedback moment will be adapted to the participants needs, it can be all along the session, which is the nicest for us as it is not going to be a master lesson but we can adapt.

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Panevezys, october 2019

GAMIFICATION

IN EDUCATIONAL CONTEXTS

PRESS START

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TABLE OF CONTENTS

1. GAMIFI…WHAT!!	5. DYNAMICS	TOOLS
2. DEFINITIONS	6. MECHANICS	9. EXAMPLES
3. “FALSE FRIENDS”	7. AESTHETICS	10. ANY QUESTION?
4. FOUR LEGS FOR A PERFECT CHAIR	8. NARRATIVE	THANKS!

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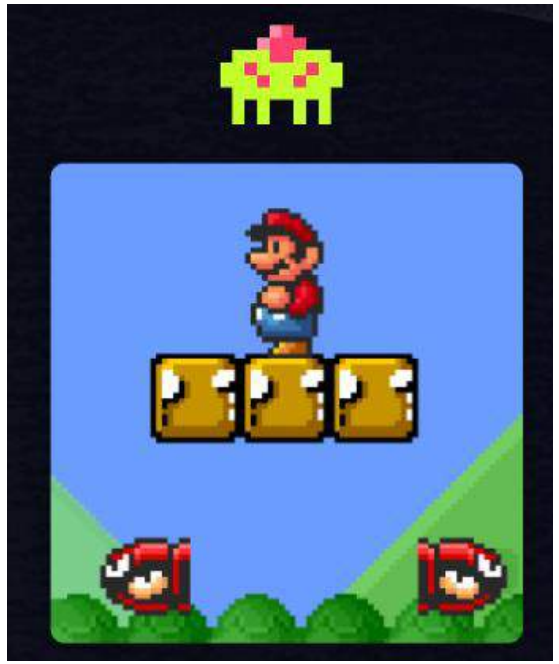
1. GAMIFI...WHAT!!

- We all hear about gamification but...what is the concrete meaning of this term that has become so fashionable lately?



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1. GAMIFI...WHAT!!, the origins

- First, we should bear in mind that the origin of the gamification is not in the educational context but in business and marketing.
- Here there are two examples:
  - ✓ The fun theory
  - ✓ The dancing traffic light

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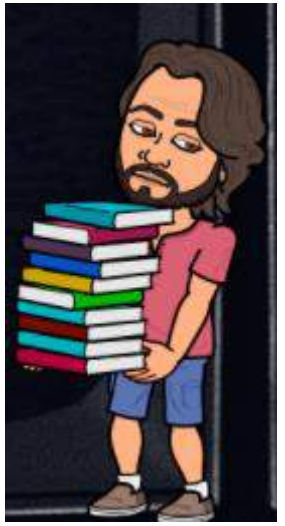
2. DEFINITIONS

A good bibliographic research on the topic can make us find hundreds of definitions of gamification. Here you can see some of them:



"The application of game metaphors to real-life tasks that influence behavior and improve people's motivation and involvement" Nick Pelling

"The use of game elements in non-ludic contexts" Sebastian Deterding

The use of game mechanics, its aesthetics and game thinking to involve people, motivate action, promote learning and solve problems" Karl Kapp

After reading a lot about gamification, here you have my own definition of the term:

"Gamification is the art of adding to situations that are not games some of the elements that make us all love playing so much" David Ruiz

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3. "FALSE FRIENDS"

In this section we will look at the terms that are often confused with gamification and some false claims about the topic. Do not confuse gamification with…

The main difference is that in a gamified structure game elements are used but IT IS NOT A GAME and in Game Based Learning everything focuses on one or several games through which we learn

Serious Games could actually be part of Game Based Learning, as games are used to learn. The main difference is that, while in Game Based Learning all kinds of games are used to learn (board games, video games...), **Serious Games are games specifically designed to learn something.** This video makes it a little clearer for you.

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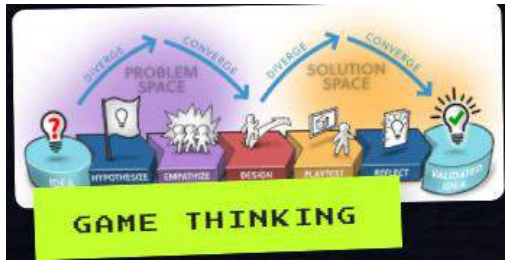
3. "FALSE FRIENDS"

Do not confuse gamification with…



More related to the commercial world, the term Game Thinking is broader than Gamification. It refers to the use of the way game designers think and act to apply it in other contexts. Here we don't even talk about elements of the game (dynamics, mechanics, aesthetics...), simply (not so much...) refers to a way of thinking and organizing. In this video, Amy Jo Kim explains what Game Thinking is (very focused on the commercial world)

Maybe because of a translation error, there are people who include in the "related to games learning universe" (GBL, Gamification, Serious Games, Game Thinking ...) this term that, OF COURSE, has nothing to do with the rest.
In this interesting article (in Spaninsh language) by Pepe Pedraz he writes about it, although I think it's quite clear what we mean by "Gambling".

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4. FOUR LEGS FOR A PERFECT CHAIR

For a gamified structure to be successful it should have the following four "legs" compensated:

- ✓ Mechanics
- ✓ Dynamics
- ✓ Aesthetics
- ✓ Narrative

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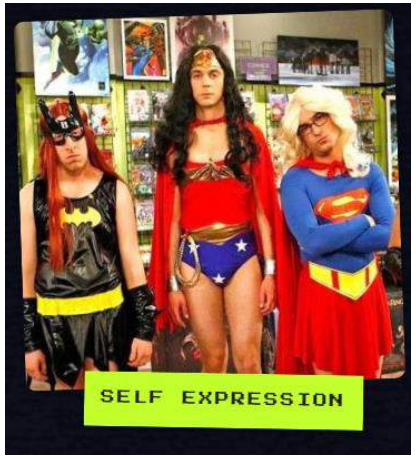
5. DYNAMICS

Game dynamics are what the player feels in the development of the game.

Rewards are incentives for performing a task; the player will be more attracted to the game. Rewards should be well measured, as they can make participants participate only depending on them and extrapolate this habit to real life.

Being a member of a community and positioning yourself in it motivates you to keep playing.
On the other hand, this is a "double-edged" dynamic, as low status can discourage many players.



Players want to express their identity, their autonomy, their personality and their originality to other players.
Game is often a context that facilitates this function for the shyest players.

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5. DYNAMICS

Competition is the practice of a game that results in a ranking of participants.
Comparison with others is a source of motivation for many players.
This aspect has its disadvantages in educational contexts (although this is always arguable).

It happens when two or more players do not compete; they strive to achieve the same goal, the same purpose.
In the same game both dynamics can be present, i.e. several players cooperate to compete with other groups of players.

Players want to express their identity, their autonomy, their personality and their originality to other players.
Game is often a context that facilitates this function for the shyest players.

One person is distinguished from the others, for example, by playing with a good strategy.
People feel engaged in activities that give them recognition.
Some types of players are only motivated by this goal

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6. MECHANICS

Mechanics are what the player has to do in the game. There are many different game mechanics:

It tries to motivate the user by means of a points system with which to obtain something, such as prestige or prizes.
Reaching a certain number of points can be the main objective of the game or not.
In other cases they may play a secondary role.
A game based exclusively on a system of points can generate that the necessary tasks are completed to obtain them without any interest in them.
An example of a points system are the loyalty cards of some petrol stations or supermarkets with which gifts can be obtained by adding points that are obtained with each purchase.

It is used the hobby of collecting from users and the possibility of showing off to other players or friends of these collections.
The medals, stamps, badges... that are obtained in games and mobile applications can be a good example.

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6. MECHANICS

Some more different game mechanics:

The participation of each player is rewarded by assigning him a "title" that distinguishes him from those who have participated even less and encouraging them to become more involved.
A good example is the levels given in the Internet forums "Newbie" or "Apprentice" to "Master" or "Expert ".

In education it is especially important that the student has a feedback on the work done. This can act as a positive reinforcement and can come from the game itself, the teacher, or from other participants.
If this feedback is delayed it may cause the player to lose interest.

In this way the competitive spirit of the players is exploited. In educational contexts we may not be interested in this aspect at all.
The comparisons can be individual or between groups. They can be public or private for each player depending on what interests us.

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7. AESTHETICS

While mechanics and dynamics would focus on the "what" of our gamified structure, the aesthetics of the game would focus on the **"How"** of it. And this "how" is as important as the rest of the elements, or even more when we "compete" with the video games that our students play... Poor design can easily reduce player interest.

The aesthetic component of the games is related to emotions and experiences, so we will have to make a design based on the experience of the final user and always taking into account the characteristics and interests of them. In many cases we will have to forget about our personal likes and dislikes.
Although… consider that if the aesthetics of the game does not motivate you ... It will hardly motivate your students.

Fortunately, nowadays you don't need to be a "brush genius" to design websites, cards, maps, characters... with a professional look. There are a plenty of websites and apps that will help you on that.

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8. NARRATIVE

There is no doubt that the aspect that will influence most the success of a gamified structure is its narrative.

It is the most artistic and creative part of all, surely the funniest to design and at the same time the most difficult.

Some tips:

- ✓ Read adventure books, visit websites of teachers who gamify their classes, play board games, video games, watch series and movies... Be aware of the "fashions" that most attract the attention of your students... With a good base, ideas flow by themselves. Without it, it's much more complicated.
- ✓ In the next slides you have a good bunch of tools and examples that can get you started.
- ✓ Another thing that can help you is reading about Joseph Campbell's Hero's Journey (also called the Monomyth) or about Propp's Narrative Functions. Both theories have inspired countless books, movies, series and games.
- ✓ Look a this video

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9. TOOLS

No digital tools are needed to create a successful gamified structure.

Anyway there are a lot of them that can make our job easier:

Avatarmaker.com is the easiest option for you and your students. You don't need to register. Simply create your avatar and download it. It's that easy. It doesn't have as many options as other webs/apps, but it can be more than enough to start with.

This is the easiest website you can find to create your badges. No registration is needed. Simply edit your badge and download it.

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9. TOOLS

Create nice Warcraft cards with the features you prefer.

Possibly the simplest of all the tools to create cards. At first you don't know where everything goes, but you will figure it out after a couple of cards. It's great!

As you might have guessed, Bitmoji is my favorite avatar creation tool. You only have to download its iOS or Android app and create a character. After that, you will have at your disposal hundreds of drawings with your character.

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9. TOOLS

Inkarnate is my favorite map generator. After registering, you can generate a fantastic map simply by dragging elements and choosing colors, sizes, letters... The result is always cool.
In addition, the maps you generate are saved for editing, duplicating, etc. (the website is temporally unavailable)

Time Taco is a simple and cool tool. Enter the date of the event, the background image you prefer, and you're done: you have your countdown and the link in which it is.
No registration is required, but if you do, you will be able to save your "timetacos" and edit them later.

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9. TOOLS- countdown

Another very simple tool. Without registration, you choose if you want a stopwatch or a countdown, style, time and it's ready!
As a snag, I'd say it's over-advertised. If you want to get rid of it, choose the "super fullscreen" mode.
And if, as I do, you're overwhelmed by numbers, try the "Sensory Timers" below on its website as well. https://www.online-stopwatch.com/

This is the easiest option. No registration needed.
Enter the roulette elements and click "go". It's that easy.
There is a little trick to save the custom roulette with the elements chosen you have already chosen. You can read it here.

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9. TOOLS- evaluation

Kahoot is maybe the most famous quizzes page. In recent years has been adding features to compete with other sites. One of my favorites is the possibility of assigning tests as homework instead of in class.

Quizizz is a WONDERFUL TOOL. With Quizizz you can create quizzes and students enter them with a code. Unlike Kahoot, each one is answered on its own device, it is not necessary to see the questions on a large screen. One of its virtues is that the response time can be prevented from affecting the score, which reduces the stress produced by other tools, such as Kahoot.
Preparing tests with Quizizz is super simple, and you can also take advantage of questions from tests performed by other professionals. Finally, the information provided by Quizizz on the results of each student is very extensive and easy to see.

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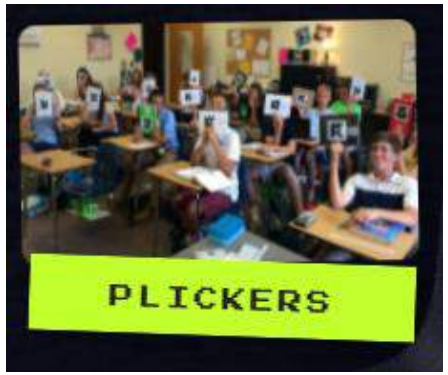
9. TOOLS- evaluation



Many of you may have thought... "Yeah, but I don't have mobile devices in class (not to mention how my center's wifi is going...)". Well, we also have a solution for those situations, and it's called Plickers. It is much simpler than the previous ones but it has a great advantage: the students do not respond from a mobile device but with printed QR codes that the teacher scans from his mobile/tablet. It seems like magic! I encourage you to try it.

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9. TOOLS- classroom management platforms

ClassDojo is a free classroom management platform with web access and applications for iOS and Android.

It is based on the creation of classrooms in which students can receive badges with positive and negative value that add and subtract points. All this with a very amusing aesthetic (perhaps **more focused on primary**, although it can be adapted) and with great ease of use. The evolution of each student or class can be seen in reports generated by the application itself in real time, which is very practical.

You can also manage communication with students and families and you can publish news and class work.

It was created by Sam Chaudhary and Liam Don in 2011 and is currently used by millions of users worldwide.

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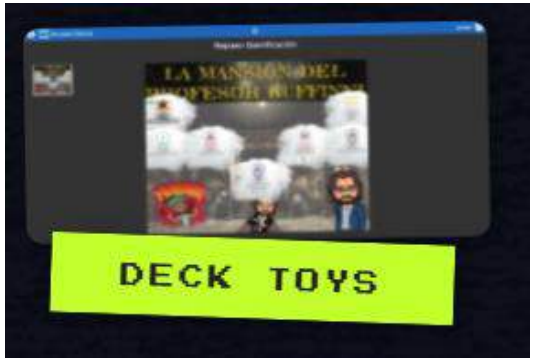
9. TOOLS- classroom management platforms

Genially is the multipurpose tool I would most recommend of all. The great advantage that this Spanish web application (it is available in English and French languages) has is that you can use it for a lot of different things: you can make interactive images, great presentations, games, breakouts, maps, digital teaching units, infographics, video presentations ...

The appearance of the products is very professional, and the options to share it, insert it in a website, download it (in the payment option) ... are many

DeckToys is one of the least known tools of this list and yet it is a great website that can be used in gamification. With DeckToys you can generate a kind of "videogame" with several stages that have to be passed on a path to travel. You enter question and answer tables and they become several different game types (memory, crossword puzzles, joining pairs...) It's those games that are introduced in the different stages of the path. The students play from their tablets and from the administrator's console you can see the results of the players. Come and try it!



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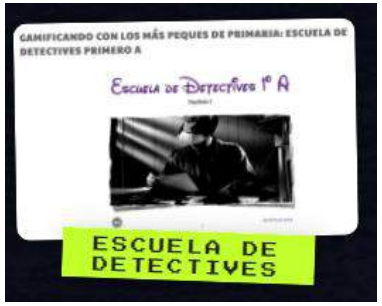
10. EXAMPLES

It seems clear that a good way to start is to take a look to what others have done. And we propose you some examples:



This is an example of pure narrative (Spanish language). Actually, the rest of the gamification is very simple. Little technology, few components... The kids enjoyed it a lot and the objectives were met.

David Ruiz, from Castilla y León (Spain) created this website for a whole day's workshop at the teachers training center, in which there was a theory part (played, of course), a digital treasure hunt and an Escaperoom.

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10. EXAMPLES

The Mansion of Professor Ruffinni has accompanied me in teacher trainings lasting from three to five sessions and it is also possible to visit it autonomously for any teacher who wants to do so (without being enrolled in any course).

To move from one room to another in the Mansion, you have to solve puzzles. If you want to enter the library, look for the password in the frame of the professor's portrait...

David Ruiz, from Castilla y León (Spain) One year after the Superheroes School, with the same group, which already had experience with gamification, we proposed this Magic School (it is in Spanish language) following the same line, but with a lot of newness: A web instead of a blog, the House Cup, four different types and collectibles cards, the weekly challenges from Dumbledore that our owl brought us (which I recommend you all to visit)...

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10. EXAMPLES

Great narrative and motivating aesthetics in this gamification of Sanatorium of Dr Jelinek by Ángel Perea to review the 6th grade Science contents.

Original and attractive narrative (in Spanish language) and wonderful aesthetics in this gamification by Norberto Cuartero to work on maths.

The project is based on the integration of the subjects of natural sciences, social sciences, technology and plastic and visual education of **1st secondary school course** under the same gamified project: CLASS OF CLANS. From the symbolic and aesthetic framework by the online game class of clans the students become Paleolithic beings who have to survive and advance as a civilization, going through different periods. With this objective, they are organized in clans and have to overcome tasks and weekly events, many of them based on the use of ICT.

Its creators are Javier Espinosa, Jaione Pozuelo and Carlos Mata (Spain)

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If you would like to create your own gamification…

(Click on the image)

www.elblogdelsrruiz.com

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This is the access to the escape room presentation:

https://view.genial.ly/5d9e2bf9f76bfd0f56998150/presentation-save-the-educacyl-museum

This is the link to “Gamification in educational contexts” interactive presentation:

https://view.genial.ly/5d975dc558aaab0f64287333/presentation-gamification-in-educational-

contexts-lituania-2019

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Thank you for the attention!

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PROSOCIAL ROBOTICS

Elena Milli
Silvia Bianchetto

Polo Europeo della Conoscenza

Usak - First teachers' training

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LEARNING OUTCOMES

- Enhancing the use of innovative tools in the class activities
- Implement cooperative activities to improve the prosocial behaviours
- Foster the reflection about the prosocial values and the historical development of this concept
- Prevent the development of antisocial attitudes or bullying inside and outside the classroom
- Help the teachers to involve the learners in the development of their own learning process
- Use the new technologies to communicate, read, understand and produce texts, improve the code-learning, the computational thinking, the use of small robots

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TRAINING CONTENTS

New technological tools can be used as meaningful way to involve students in their learning process. Innovate the teaching strategies introducing code learning or simple robots improve the students' interest because the topics are taught with the active participation of the learners. Work with this tools in groups allow the learners to practice relational skills because they have to cooperate in order to solve problems or find a common solution. The educational robotics is an adaptable methodology to teach the prosocial values while working on different topics. This workshop will present a specific teaching activity based on the meeting of the Men and the technology, understanding the culture and its changes along the history.

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TRAINING CONTENTS

The reflection on these topics allows the learners to understand different points of view and cultures, to develop personal ideas about the respect of the others and to enhance their ability to work in groups. The founding concepts of this activity and workshop are the social competencies, the cooperative work, the concrete application of the knowledges in the real word, the empathy and the responsibility. The teaching activity is based on the group work so that the learners can work directly on their improvement of the prosocial skills while they are reflecting on some prosocial theme.The teachers will be active part of the workshop while discussing and developing in groups new learning activities based on the use if the educational robotics and the prosocial values teaching.

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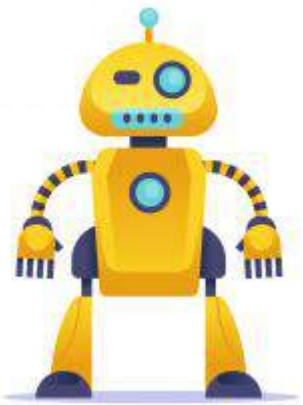
EDUCATIONAL ROBOTICS

- Simple and practical approach
  - Uses robots to stimulate curiosity and logic
- Encourage students in guided discovery and in problem solving



- The students get used to **work in group** to:
  - solve problems
  - find solutions
  - verify the results

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EDUCATIONAL ROBOTICS

Plays an important role to:

- increase motivation and involvement
- develop problem-solving skills, creativity, and curiosity

- support a learner-centered teaching
- improve teamwork

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In classroom, according to the confidence the students have with robotics, we use two robots: Celentoni DOC and Clementoni MIND.

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Clementoni DOC helps develop logical and problem-solving skills; teaches letters, numbers, colors, animals.
It can be programmed to run free paths or reproduce the trajectories required by the game cards, to develop logical sense and solve the first problems

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HOW TO USE IT

- 2 modes: EDU or FREE

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Clementoni Mind Designer combine the coding with the drawing. It can be programmed through buttons, app and voice
It develops logical and problem solving skills, with a specific focus on shapes

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HOW TO USE IT

- 3 modes: EDU, FREE or app

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TIPS FOR THE PRACTICAL ORGANIZATION OF THE CLASS

a. The classroom organization is a message to the students: space should help to focus the attention, as it can affect feelings

b. The roles should be assigned to give everyone the opportunity to join the group and become aware of his own abilities.

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c. Robotics at school is a group commitment. Groups usually consist of 3/4 students working together

d. While selecting the students in the groups, the teacher has to keep attention to pair those who have more difficulties with the ones with more confidence, or to create balanced groups where all can participate actively.

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e. From one exercise to the other, difficulty and commitment must gradually increase.

f. The rules must be clearly stated in advance: who starts, what are the task of each one, how to talk to each other and to the teacher, etc. During the activity the teacher observe the behaviour and gives rewards or penalties.

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g. The equipment must be adapted to the number of groups/ students and robots used can be of different types depending on the age and level of the target group.

h. It is better to involve the headmaster and the other teachers in the big projects in order to have the institutional and the peer support.

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IT'S YOUR TURN

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A robot, lacks typically human characteristics, fundamental for educational activities, such as emotional intelligence...

So it has to be used in a social (and socializing) context

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- DOC has a nice shape and physiognomy, which stimulate Luca's care for it

- DOC has colored catchy lights and Luca has fun

- DOC says simple and clear things. The sounds he emits are clearly distinguished, give immediate feedback to Luca

- DOC moves with Luca, goes where he wants, this communicates to Luca that he can control external events

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Luca, with DOC, has:

- refined his motor skills, learning to press the button delicately
  - programed the movements according to what he wants the robot to perform
- understood the concept of forward, backward, rotate right/left
  - started to identify strategies for creating paths to reach the goal

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”Regoliamo”

Teaching prosociali values with robotics

- Goal: To develop prosociali values (respect others and the envirorment, having a critical thought, sense of social responsaqbility).
- Age: 10 (5° grade)
- Methodology: cooperative learning, co-constructivism
- Period: 5 weeks (3 hours per week)

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Step 1: Analisys in the school Regulation

- Reading and discussing school Regulation (teachers, students, janitors).
- Dividing students into groups (6 groups of 4 children).
- Each group chooses the 3 most important rules about students that should be respected to feel good togheter in school.

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STEP 2: Building our own school Regultion

- Each group presents its work to che class and the teacher points the rules it chose on the blackboard.
- All together, students choose 12 rules o build their own school Regulation.

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Step 3: how to present the rules to the new pupils

- Discussing the moste efficient way to present the sules to the new children (game, song, drama...)
- Presentation of the game: **Right or Wrong?**

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Step 3: how to present the rules to the new pupils

- On the board the pupils put the drawing representing for each shool rule a situation in which a child is respecting it and one in which he/she is not respecting it. To complete the game there are some red and green frames
- The children have to guide DOC through the board reaching all the images
- Once they arrive in the square with a picture they have to discuss if the action respect of break one of the school rules, put the picture on DOC, coding it to reach the the correct frame (red if is worng, green if it is right) and put the picture there.
- The game continues till there are no pictures left

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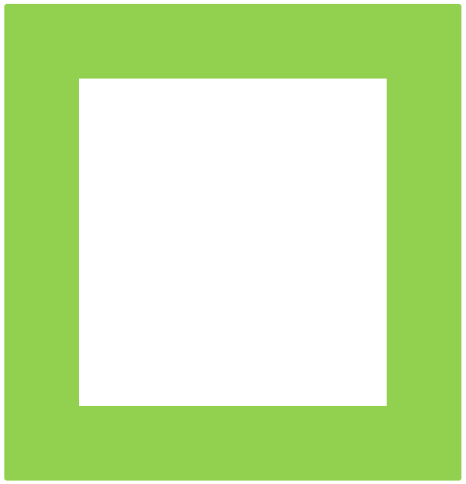
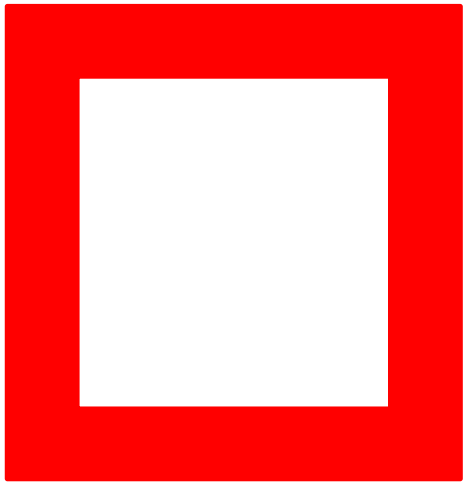
Step 4: Creating the robotics game

- Each group draw 2 “rules cards”: for each rule students draw a situation illustrating a right behavior (the picture is surrender by a mobile green frame) and also a situation illustrating a wrong behavior (the picture is surrounded by a red frame).





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- Students are divided into 3 groups :

1. Preparing a poster with rules (pictures and writings).
2. Preparing the rule book of the game.
3. Creating warm up activities to use DOC.

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Step 5: Presenting the game to new students

- Some students present the class and the goal of the game
- Some other student present Doc and show how to use it.
- Warming up activities in groups (older and younger students together).
- **Let's play!** Younger students are divided into 4 groups and they are introduced to the game and helped to play by some older student.

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Rules of robotics and rules of the society

Backward design (Wiggins and McTighe): starting from our learning objectives to recreate the learning path till the practical activities that the students have to perform

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LAWS OF SOCIETY LAWS OF ROBOTICS

1. A robot may not injure a human being or, through inaction, allow a human being to come to harm.

2. A robot must obey orders given it by human beings except where such orders would conflict with the First Law.

3. A robot must protect its own existence as long as such protection does not conflict with the First or Second Law

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PROSOCIALITY IS A GAME

Elena Milli
Giulia Martellini

Polo Europeo della Conoscenza

Panevezys - Second teachers' training

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LEARNING OUTCOMES

- Develop the understanding of the importance of the use of non-formal teaching methods
- Use creative robotics to actively involve pupils in the learning process
- Implement teaching activities about empathy, tolerance and respect
- Enhance in the children the ability to work in groups to prevent bullying
- Enhance in the children the capacity of analysis, synthesis and exposition of the information on a certain topic

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TRAINING CONTENTS

Too often the creative part linked to the teaching is neglected, indeed it is fundamental especially when the teachers work with young learners. With creative robotic activities the learners can express them selves in a free (yet regulated) way, they can look for different solutions from different point of view, putting in practice the problem solving and enhancing the prosocial skills when working in groups. This kind of activities has to be joyful and they are based on the gamification of the lessons, in order to involve the learners and to let them express their talent not only in the usual school subjects. In particular the workshop will introduce the importance of gamification used in class, through with teachers can create a non-judgmental environment, in which error as part of the growth and learning path. This workshop aims at enhancing the teachers' skills to become a facilitator for the pupils' learning process, accompanying them along the way and share the pleasure of the learning together with them.

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TRAINING CONTENTS

The practical part of the workshop will focus on the implementation of an activity about the prosocial values. The participants will have to discuss and to find a common agreement on how to represent a prosocial value with no words. Then the drawings will be put, covered, on a squared board where the participants will move a small robot to reach them. The activity fosters the ability to find a common solution, the discussion on the meaning of a value and strengthen the cooperation: in fact during the robotics activity all the group participates, sustaining the less skilled participant. This gamified activity addresses several complex skills in a playful and effective way.

After this part the participants to the workshop will discuss and develop in groups new learning activities based on the use of the creative robotics and the prosocial values taught in a playful way.

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USE of the GAMES in CLASS

- Critical thinking
- Teamwork
- Creativity
- Positive memories of learning
- Active engage
- Sustained attention

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the games help to create an **INCLUSIVE CLASS**

- a socialization context for **all** the students
- an environment of free exchange among peers
- a place where everyone can find the way to express his/her potential and talents

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Modifying the social environment

The robotics activities has to be used as **group activities** to develop fundamental social and prosocial skills.

During an **educational activities based on game** a child can:

- feel him/her self in a protected environment
- Try different social roles
- Talk about him/her self in a mediated and metaphorical way

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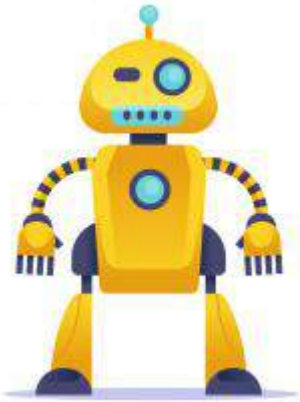
EDUCATIONAL ROBOTIC



- Simple and practical approach
- Uses robots to stimulate curiosity and logic
- Encourage students in guided discovery and in problem solving
- The students get used to **work in group** to:
  - solve problems
  - find solutions
  - verify the results

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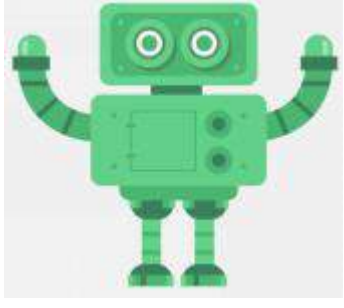
BENEFITS of EDUCATIONAL ROBOTICS

- favours the development of **superior competences**
- support a **learner-centered** teaching
- through representation in a concrete context, it **facilitates** the learning of abstract concepts
- achieving successes and learning progress have a **positive** effect on **self-perception**, improving **motivation** and educational and social results



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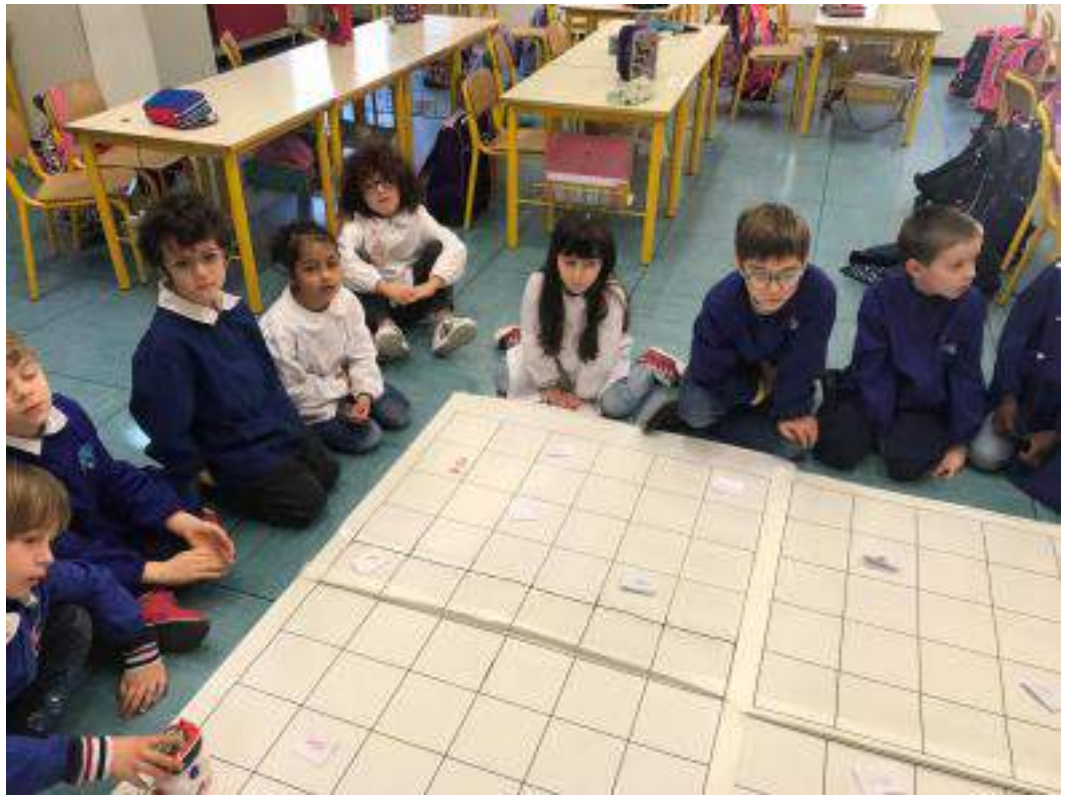

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The robot can be a **shared educational tool** with which the whole class was working together bringing each one his/her individual contribution making the result **bigger than the sum of all the single parts.**

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WARNINGS

Children usually see the game as a race, the teacher have to **avoid rankings** but promote the commitment toward the common goal of victory.

The competition turns into **collaboration** when **the victory is shared** and the teacher doesn't give importance to the “order of arrival” but to the ability to work together (**win-win situation**)

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WARNINGS

The rules must be clear and shared, emphasis must be put on the importance of **fair play and fairness**. Respect for the group is respect for the people who are part of it: it stimulates the social sense, belonging to the group, empathy

Teacher must create a **non-judgmental environment,** in which error as part of the growth and learning path

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WARNINGS

The difficulty and the fragility of one of the members of the group must find space in the group and the group must **learn to give strength and support, doing teamwork**

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HOW TO USE IT

- 3 modes: EDU, GAME or FREE

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IT'S YOUR TURN

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RESOLVING CONFLICT CREATIVELY (IN THE CLASSROOM)

Marina Tanasoska
Darko Taleski

Friends of Education

Usak - First teachers' training

ProSocial Values

2017–1–IT02–KA201-036860

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LEARNING OUTCOMES

- Exploring two different points of view in a conflict
- Learning how to take the perspective of another person/side involved in the conflict
- Raising the participants‘ awareness of different points of view in a conflict
- Promoting the Healthy Expression of Feelings
- Encouraging compassion and cooperation
- Creating an Anti-Bias Classroom

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TRAINING CONTENTS

The starting frame of this workshop is prosocial view of the nature of human development. It is considered that through the activities it is possible to gain a sense of competence and ability for articulation and processing important interior contents.

The workshop will help educators in resolving conflicts, become aware of stereotypes and prejudices, and develop empathy for all students regardless their differences.

Prosocial learning with its values raises the level of teaching, and also the influence on student's ability to recognize and use empathy in their lives.

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TRAINING CONTENTS

The workshop and games are link between everyday life and the process of learning. We describe the role of learning based on traditional children's games in the teaching process, the role of ICT in "playing and learning" as well as the benefits of communication student-student, teacher-student, parent-student, teacher-mentor. But the main goal is to analyse the social activities of the students and to influence on decreasing the number of conflicts through developing human characteristics and values.

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Whenever you're in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepeningit. That factor is attitude.

William James

William James (1842–1910) was an American philosopher and psychologist, and the first educator to offer a psychology course in the United States. James was a leading thinker of the late nineteenth century, one of the most influential U.S. philosophers, and has been labelled the "Father of American psychology.

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What is conflict?

- **Conflict is a daily occurrence in interpersonal relations** a part of life, in particular.
- One of the widespread definitions of the term says that **conflict is a state of disagreement, opposition or incompatibility between two or more persons.**
- In the other hand, the **ability to solve conflict situations** is essential if we want to fulfill our potential (and who does not want it?). These situations make us more closely analyze what is happening around us, as well as opportunities for creative responses and solutions.

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CREATIVE TECHNIQUES FOR RESOLVING CONFLICT

- Pausing and distancing
- **Looking at the wider picture**
- Paying attention to nonverbal communication
- **Empathy**
- Accepting responsibility
- Communicating assertively
- Focusing on what's up to you

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Pausing and distancing

By engaging in the pause a person gives themselves the power to choose to either step into or away from the issues in conflict. Not every verbal assault or pointed comment needs or should be dignified with a response.
Every person should be given the opportunity to clarify what they are saying. It is at this juncture that the power of the pause comes into play. A simple request for clarity of what was just said, such as ” I beg your pardon …?” or ” Please could you explain what you are saying” is often the mercy moment which ends what could have become an unfortunate and avoidable breakdown of relations.

,,The right word may be effective, but no word was ever as effective as a rightly timed pause,,.

MARK TWAIN

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Looking at the wider picture

- Imagine following the conflict from a long distance and a neutral position. You should consider is the reason of your anxiety really what you are talking about at the moment or have you redirected you anger from some other situation?
  (Similar to the accumulated anger that most of us throw out in traffic).

- **The positive approach to finding solution with this technique is to try to identify the problem but also the person with whom you need to solve that problem together. Bypass the trifles, try to find answers to the big questions that need to be untangled.**

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Paying attention to nonverbal communication

Your nonverbal communication cues - **the way you listen, look, move, and react -** tell the person you're communicating with, **whether or not you care, if you're being truthful,** and **how well you're listening**. When your nonverbal signals match up with the words you're saying, they increase **trust, clarity, and rapport**. When they don't, they can generate **tension, mistrust, and confusion**.

If you want to become a **better communicator**, it's important to **become more sensitive** not only to the body language and nonverbal cues of others, but also to your own.

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Empathy

- **Show that you hear** and understand what the other side is telling you.

- **Try to understand** which is it's angle, which is it's point of view. We all say that we do it, but in fact, we usually only try to put what is important to us to the forefront.

- **You do not have to agree and justify**, just try to understand how the other person feels in that moment. This doesn't make you week person. On the contrary, this will help you to become understanding, compassionate, strong person.

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Accepting responsibility

- When you accept responsibility, you **find solutions** quicker and in a manner which allows you to correct others **without causing rifts in your relationships.**

- Conflicts are the byproduct of **irresponsibility**.

- **Irresponsibility results in blame.** Pointing a finger at the other party rather than at yourself. Criticizing others to deflect attention from gaps in your behavior. Judging the actions of another to avoid focusing on your own.

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Communicating assertively

- Communicating assertively is communicating in a clear maner.
- Communicating that **expresses your opinions** and needs while **respecting the opinions** and needs of the other person.
- Assertive communication can strengthen your relationships, reducing stress from conflict and providing you with social support when facing difficult times.

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Focusing on what's up to you

- **We can’t control anyone else’s behavior,** and we can’t make another person want to or be able to change.
- **We can’t change people,** but we try to change their behavior - slowly, lovingly, compassionately.
- **Help them change the narrative**. Instead of giving them advice on changing the behavior (the symptom) try helping them see the narrative (the cause).
- **Let go.** Some people cannot be helped.

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Guidelines on teaching creative conflict resolution

- **Promoting** the Healthy Expression of feelings
- **Encouraging** Caring, Compassion, and Cooperation
- **Creating** an Anti-Bias Classroom

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Promoting the Healthy Expression of feelings

- **Keep group sizes small**: Children will find it easier to cooperate if groups are small.
- **Match pairs and groups:** When forming pairs or small groups, try to match children with strong cooperation skills with others whose skills are just emerging.
- **Help a child who is left out:** If there's a child who no one wants to be partners with, set the stage for inclusion by saying, "We are all learning how to take turns and listen. Jerry is, too.
- **Provide conducive space:** You can modify the physical environment to support and promote cooperative activities.

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OBJECTIVES of the WORKSHOP

- Participants will explore two different points of view in a conflict
- Participants will learn to take the perspective of another person/side involved in the conflict
- Participants will rise their awareness of different points of view in a conflict

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Warm Up activity **- Gather Together**
Birthday Line Up NONVERBAL exercise

- 2 minutes to finish the activity.
- Form a single straight line, according to your birthdays (dates).
- Persons with January birthdays will be at the beginning of the line, (earliest January dates first, followed in order by later dates).
- The line progresses by months and days with December birthdays at the end.
- Persons with the same birthday share the same place in line.

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Warm Up activity **- Questions**

- Was it difficult to you to do this activity?
- Why?
- Would it be easier for you if you can communicate with each other?
- Was there any misunderstanding between you while you were trying to do this activity?
- Can we draw the conclusion for this activity?

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Warm Up activity - **Gather Together**
Birthday Line Up VERBAL exercise

- 2 minutes to finish the activity.
- Form a single straight line, according to your birthdays (dates).
- Persons with January birthdays will be at the beginning of the line, (earliest January dates first, followed in order by later dates).
- The line progresses by months and days with December birthdays at the end.
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Warm Up activity - **Conclusions**

- Communication has a big role to play in conflict management.
- Poor communication always results in misunderstandings and eventually conflicts.
- Our **communication** has to be **clear**, **precise** and **honest**, if we want to avoid conflicts.

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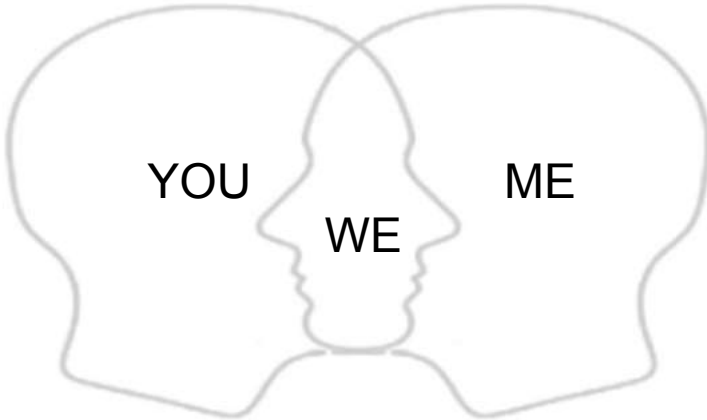
Main activity **CREATIVE TECHNIQUES FOR RESOLVING CONFLICT**

Looking at the wider picture

Emphaty



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Main activity - **Focus**

- Learn and apply some techniques for creative responses and solutions of the conflict situation.

- We will focus on two techniques: **Looking at the wider picture** and **Empathy**.

- We will going to think about what does it means to "**Look at the wider picture**" or to "**See with Another's Eyes**" by **telling a stories**.

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Sleeping Beauty - Film Story

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Main activity - **Questions**

- Were there some kind of **conflict** in the story?
- Could you define the **parties involved in the conflict**?
- What do you think which are **positive characters** and which are **negative characters** in this story?
- **Why**?

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Maleficent - Film Story

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Main activity - **Questions**

- **In what ways are the two stories different?**
- What are your feelings toward Maleficent in the original story?
- What are your feelings toward the king Stefan and the fairies in the original story?
- Why do you think you felt that way about main characters in the original story?
- Have your feelings toward the main characters have changed since you first heard the original story, and after you heard and watched the other story?
- **Why or why not?**

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Main activity -**CURRICULUM CONNECTIONS**

- Most literature presents an opportunity to explore point of view and its relationship to conflict. Fairy tales present a wonderful opportunity.

- Example: ,,The Real Story of the Three Little Pigs'' by John Sceiszka, humorously explores the story of the Three Little Pigs (Puffin, 1996) from the wolf's perspective. (This book is also available in Spanish, La Verdadera Historia de los Tres Cerditos, Viking, 1991.)
- Example: ,, Red Riding Hood,,

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Main activity -**CURRICULUM CONNECTIONS**

Language Arts: Have children do creative writing activities around point of view. Look for conflicts between two characters where students can role-play the two different points of view. Have children write or dramatize a version of Jack and the Bean Stalk or another fairy tale from the perspective of the giant.

Arts: Have children do creative drawing activities around point of view.

Social Studies and History: Look at historical events from the points of view of all the players. For example have students think about the point of view of Columbus arriving in the "new world" and the point of view of the Native Americans seeing him arrive in their world.

Computer science/ IT Clasess: Have children to make some video montages, animations, comics, posters, presentations, games, to present a story about some conflict situation (it can be also a real life story) or about creative conflict resolution, using computer.

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Main activity - **Participants activity**

- What is something that you and a friend (or some other important person for you) have different points of view about?

- Share a time when you had a different point of view about something from your friends or another important person in your life.

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To RAISE a FROG...

Storytelling frameworks for building reflection strategies in situations of frustration

Iglika Angelova

DIIT Trakia University

Panevezys - Second teachers' training

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LEARNING OUTCOMES

- Raising the teacher's awareness of the nature of ProSocial behavior
- To inform the teacher about differences between Learning process itself and Universal Knowledge itself
- Get knowledge to the teacher about pedagogical steps for forming child's World view
- To focus the teacher's attention to analyze and assess on which step of formation the child is at the moment now
- To encourage the teacher to initiate game and role play activities suitable for Humanity and Universal Worldview
- To present the methods and practices development for a personal value system based on altruism, non-aggressiveness and peer communication in a favorable learning environment

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TRAINING CONTENTS

LAYERS For forming of valuable universal worldview

The world is entering the 21st century with many conflicting oppositions: ecology or industry, resource-based economy or knowledge based economy (hi-tech resource-saving technologies), borders or globalization, migration and mobility or community closeness, traditional or non-traditional family. Opposition is an element of the social environment at the stage of changing public norms.

At this stage, building a "universal worldview" implies ignoring differences, realizing the richness of diversity, uniting around "universal human values" such as life, reason, love, harmony, protection, equality, etc.

The formation of universal values is a kind of prevention of violence and is the basis of altruistic behaviours (however controversial they may be from a philosophical and social point of view). The formation of a "universal" worldview is essential for the young person to adopt the changing environment and to grow positive and resistant to degrading behaviours.

The worldview is formed by the development of the conceptual thinking, personal feelings and experiences, and the specifics of social culture. It is related to reflection and self-reflection skills, personal emotional experience and communication with adults in a specific learning environment. Each of the listed elements can be formed and assisted by a pedagogical impact to a state of positive sustainability.

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TRAINING CONTENTS

This lecture and workshop **present pedagogical tasks** that include **reflection and self-reflection** by sharing thoughts, **feelings and experiences in imaginary story** which the child and the teacher develop together using **the mind maps techniques**, **enquiry and storitteling methods** in one pedagogical product.

The **classroom language** in a lesson is important: sounds like **"Very usual non formal conversation" between adult and child**, but actually it is a **dialog and a gentle inquiry of connections** between emotions, everyday problems and thoughts leading by the experienced teacher.

The teacher and child solve causes dealing with their own feelings of responsibility: they manage the necessary information and form a concept that satisfies them both. They follow their own understanding for suitable or unsuitable decision, good and bad, beautiful and ugly and also expressing their personal feelings and desires, enriching their communication and emotions, and they reflect on their own decisions which were important for them at the end of the story.

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TRAINING CONTENTS

The session includes social reflection. **The child, supported by the teacher, presents its personal experience in a children group.** Children are allowed to share the thoughts and (intimately) the emotional experience in every part of storyline. They comment and enrich their own life experiences by sharing meaningful life situations helping to each other understanding. The story becomes an individual contribution for a group.

The adult–child team present the Story through the illustrations (pictures, etc.) in a storyline, with specific characters in their own way artistically (it could be unusual a very creative way).

The teacher is focused on managing of three types of reality (points of view), which are created in principle. The point of views complement each other:

1. **Reality (point of view) of the child (student)**
2. **Reality of the adult**
3. **They create a common-virtual reality,** which subsequently presents itself to the group and becomes a shared group (point of view) – Group Valuable reality.

The workshop finishes with group expressions and reflection. It could be also conclusion or resume gently supported by the teacher's help, only if it is necessary.

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Where to start

- Let's get acquainted with the psychological characteristics of age (Erickson and Kohlberg Age Crises) https://www.psychologynoteshq.com/erikson-stages/
- Let's remember the possibilities of thinking and learning of children in a group, because as Vygotsky said *"the child is not a socially isolated learner…"* and the experience of the group is a key moment
- Show the child ways to accept and consider advice related to life experiences gained by other people (adults and peers), forming his own prosocial worldview
- Teach children to enjoy listening while experiencing it as part of a real situation, as a lesson from real life and about real life
- Enhance in the children the capacity of Classification, Identity, Reversibility, Reciprocity of the information on a certain topic

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Erikson's Stages of Psychosocial Development

Approximate Age	Psychosocial Crisis/Task	Virtue Developed
Infant - 18 months	Trust vs Mistrust	Hope
18 months - 3 years	Autonomy vs Shame/Doubt	Will
3 - 5 years	Initiative vs Guilt	Purpose
5 -13 years	Industry vs Inferiority	Competency
13 -21 years	Identity vs Confusion	Fidelity
21- 39 years	Intimacy vs Isolation	Love
40 - 65 years	Generativity vs Stagnation	Care
65 and older	Integrity vs Despair	Wisdom

(C) The Psychology Notes Headquarters - https://www.PsychologyNotesHQ.com

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Characteristics of the age from 3 to 9 years old..

We Summarize on the base of our previous experience. Previous knowledge?

https://www.psychologynoteshq.com/erikson-stages/

Classify - by one or more outstanding parameter
Believes, the things are alive - **animalism**

Makes mistakes in cause-consequence relations – makes traductive conclusions
Do you have a brother?

Create series (based on 1–6 parameters max. 6)
*Butterfly is **big** and **yellow***

Things in logical way, but only in concrete situations. Decentralization appears! >>> *Possibility to think for more than ONE think at the same time!*

Obeys rules to avoid penalties; Does not take into account the other's point of view, do not realize intentions...
Break 3 dishes involuntary / or break 1 intentionally (3-4 years old)
Lawrence Kohlberg

Age crises – sets initiative vs the feeling of guilt.
The moral feelings and consciousness appear.
The child choses between mastering work experience, or having a sense of inferiority

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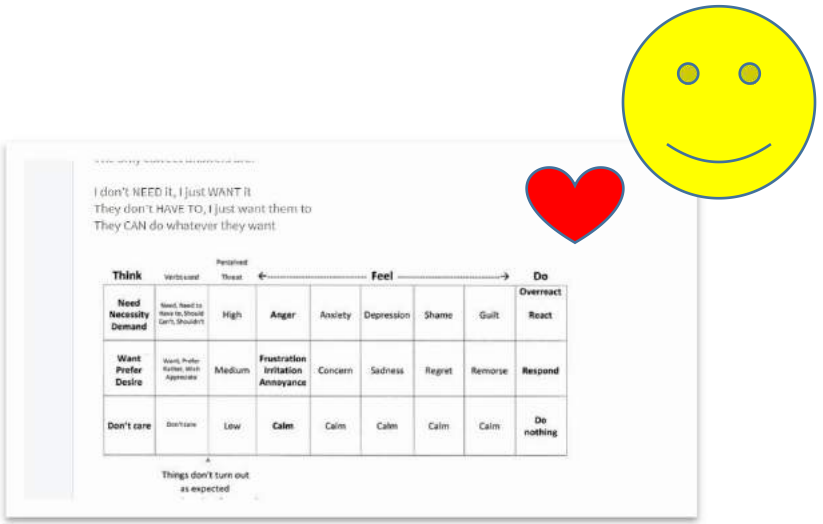
We also take care about

Processes of forming concepts

The **need of skills to create** logic connections and incl. causal links (cause-consequence) to things ...

The need of **transfer knowledge and skills into the field of personal development,** critical thinking and **the wisdom of living** on **a positive and constructive way**.



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The rules of... Frog

Stages of strategy – complex of methods

Pre Stage 1 – list the needs and listen to the children needs!

1st step.
Set the concept: We are talking for a FROG but we mean for everybody !

The care means to make a friend

4th step.
Finish the story in a balanced, positive and funny END to take a breath whole class together!

ENJOY!

2 nd step.
Focus on the needs of different from me and similar like me! Provocations and dramatization in teacher's children dialog which provide the experiences..

3rd step.
All the time verbalization - Compare with you! - environment life style language, find the life crucial points

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To raise a frog .. The story ..

You know what...?
It happened like this on my birthday.
You know that I have a sister, she is older than me and always makes me some tricks, so that everyone laughs and I feel stupid and small...
When I'm next to her, I always expect surprises and I'm on alert.
Well, I was waiting for the guests for my birthday ... And ... everyone brought me a present! It was super nice!
However, my sister was late for school and I was quietly wondering what SHE would bring me as a gift, because I was preparing for a surprise ... No, no, not that she was bad, but ... She kept me on alert...
And, she came ..
With a beautiful red box ... She handed it to me very kindly... And I... I immediately took it to open it...
When I opened it... guess what ... ??!!! There was a gift inside... A LIVING FROG !!!!

Finish the story by remembering that: the audience must participate in the story, that YOU only support the script and provoke classification, thinking, provoke mistakes, follow a cycle, and naturally move the story to control the tensions caused by the situations in the live story!

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Story ends...

And I realized (understand) ..
That when you and I suddenly realized that ...
you start to really love someone when you think about them, when you are afraid that something will happen to them .. when you try to be well ..
Everything thanks you and becomes your friend when .. it is waiting for you to come back and it misses you when you have time to say something together, to have fun .. Only then can you call it "Pet" - what if it's a FROG, .. love and friendship don't look at the face, .. they look at the care and the heart!

Classify - by one or more outstanding parameter

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Dramatization – teachers' skills

Learning and transfers to wisdom oppositions in a story

From knowledge to wide worldview

man-made environment

Environment?

Natural? Unnatural? Created by man..?

man-made environment

favorable living environment

supportive environment

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Some ideas .. For START of the story..

"It was my first day in kindergarten and…??"

Once upon a time is not proper..

The story should sound absolutely trivial and very real.. And not to far from the entire moment

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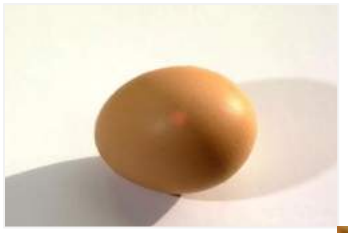
Don’t forget to use (show) the real dimensions of the objects!
And proper life cycles!

The teacher should be well prepared!



Scenarios

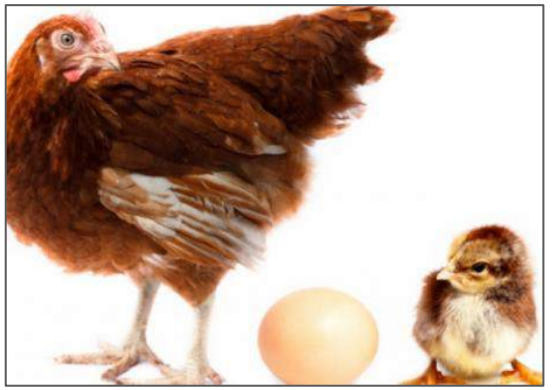
Which is the next one!? Which is missing one? Is it possible to have a next one? ..

Avoiding of mistakes because a lack of experience

The children are only small…and immature
They are not a stupid! They will understand immediately if something is wrong!

A training task

Much of our learning is picture or computer based!



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The teacher is the leader! No limits for teachers topics and imagination!

Children like screening and also they are curious and like to be surprised by simple meanings and understanding of adults
In very natural emotions they develop resilience collaboration and empathy.. Because of wide worldview and knowledge based findings in groups!

Daily cycle of events - newspaper

A series of stories in pictures - Comics Series of events in pictures – Historical Comics

Series - a cycle of length and height of notes - music

Cycle of films - series,

Cycle of works, concerts, discoveries in one area!

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Horizon diversity - Cycles in development. Age, egg-laying animals … etc

Provide the unusual focus to build the common understanding and knowledge of Historical or story time line

Влечуги:
1 – котилозавър; *2* – тиранозавър; *3* – хатерия; *4* – боа; *5* – амфисбена; *6* – блатна костенурка; *7* – степна костенурка; *8* – хамелеон; *9* – нилски крокодил; *10* – змия гюрза

http://www.google.com/imgres?um=1&hl=bg&tbo=d&biw=1536&bih=834&tbm=isch&tbnid=O_dhk5bxLVDgxM:&imgrefurl=http://www.jivotni.info/2010/06/blog-post_09.html&docid=kplm7WTnKkm72M&imgurl=http://pics.freeiz.com/jivotnite/kostenurka_2550-10.jpg&w=255&h=255&ei=9Tb9UNfHD8XfsgatgoFQ&zoom=1&act=hc&vpx=1288&vpy=214&dur=2145&hovh=204&hovw=204&tx=148&ty=104&sig=106540999671748332925&page=1&tbnh=135&tbnw=130&start=0&ndsp=45&ved=1t:429,r:17,s:0,i:130

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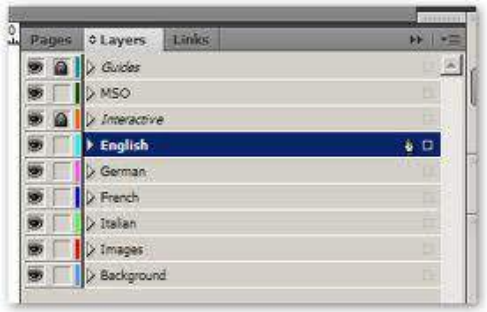
Training tasks..

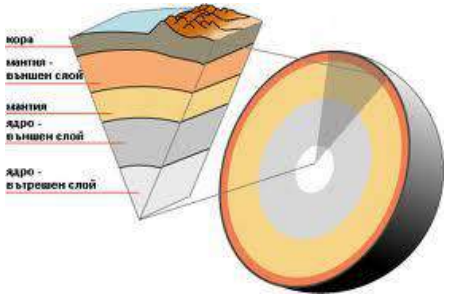
Provide to the children in advance idea about the complexity of the layers.

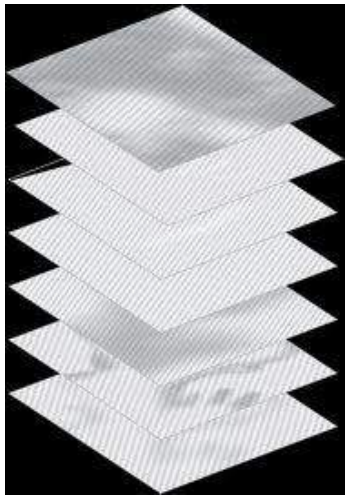
Informative layers

Coinciding, determinative,

Colorful, outside / inside and… transfer to spiritual – etc.







This type (frame) lessons ask for aestethique and culture of a classroom language, knowledge and senses. And ***it couldn't be done without interpretations and a fantasy!***

Iglika Angelova

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Guidance table of changes
From materialism to values

Main characteristics	Culture of benefits	Culture of values
Approach	We cover the functional suitability of the child and his ability to live in certain conditions	Assist the child to form attitude towards the world and to itself
Classroom language	Done by me; Act like I said, rely on experienced	Try it for yourself; Trust yourself; Experiment; Seek support when needed! Don't be afraid I am HERE close to you!
The main authority	Teacher and parents	Children or child