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Erasmus + KA227 Project: S.T.O.P

Project S. T. O. P



Co-funded by
the European Union



ERASMUS + KA227

Project Partners
Mudanya İlçe MEM
Nilüfer RAM
Güzelyalı İlkokulu
Cafer Yener İlkokulu
Sanduddens skola
Värska Gümnaasium
Bigyn Primary School
CEIP LA XARA

2022

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MUDANYA DISTRICT DIRECTORATE OF NATIONAL EDUCATION TURKEY



The history of the district dates back to the 7th century BC. Its first name was known as “Myrlea”. It was founded by the Colophonians from 12 Ionian city-states. Mudanya was conquered by Orhan Bey in 1321 and joined the Ottoman lands. The agreement that ended the Turkish War of Independence was signed in Mudanya and was named the Mudanya Armistice. The population of Mudanya district is 102,523 according to the 2020 general census. Olive cultivation is the primary source of income for the people of the district. There are other activities such as viticulture, fig export and fishing. Our district is a popular summer resort area thanks to its historical texture and sea tourism opportunities. 2 Sea buses and 1 Ferry connect Mudanya to other Marmara cities, especially Istanbul.

There are 34 personnel working under the Mudanya District Directorate of National Education. There are 91 schools in total, 39 official and 52 private, in the district. In these schools, 2344 teachers serve 20875 students. Our project is the first Erasmus + project of our directorate.

January 2022

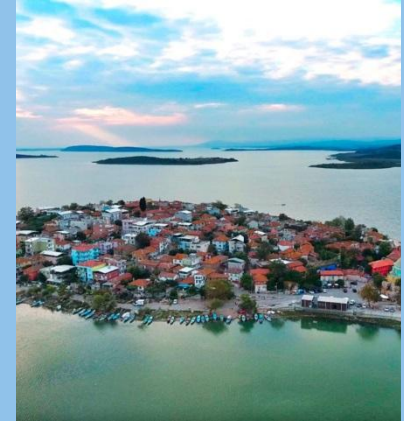
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GÜZELYALI PRIMARY SCHOOL TURKEY



Our school is located in Mudanya, Bursa, Turkey. We have 15 classrooms, 23 teaching staff and 371 students. We have two preschool classes. Our students' ages are between 5-10. We have music and folk dance after school classes. We love doing sports in our school garden.

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February 2022

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SANDUDDENS SCHOOL SWEDEN

Sanduddens school is a primary school situated in Ekerö Municipality, an island outside of Stockholm. The school consists of approximately 400 pupils and 60 staff. The pupils are between age of 6 and 12. Our greatest elation is the beautiful scenery which surrounds the schoolyard and we spend many hours and lessons enjoying this landscape through our days together.

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March 2022

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CAFER YENER PRIMARY SCHOOL TURKEY

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Mudanya - Bursa - Turkey



CLASSROOMS

Turkey, or officially The Republic of Turkey, has an important geostrategic power thanks to its location at the crossroads of Europe and Asia. Turkey is a democratic, secular and unitary constitutional republic governed by a presidential system. Mustafa Kemal Atatürk is the founder and first president of the Republic of Turkey. The capital city of Turkey is Ankara. The largest administrative units of the country are the provinces and there are 81 provinces. Our school is located in the Marmara Region and in the province of Bursa. Turkey's population is 83 million 614 thousand 362 people. Its official language is Turkish. Currency is Turkish Lira. Turkey is very rich in terms of cultural diversity. There are a wide variety of folkloric dances, language dialects, songs, food and clothes in the country.

Cafer Yener İlkokulu is a primary school with 21 classrooms and 4 preschool classes. There are 515 students (aged 5-12), 23 teachers (two of them are psychological counselors), 2 management staff, 3 caretakers, 1 civil servant and 1 safeguard. We are awarded with "Top Ten Active School" plaque by the Provincial Directorate of our city Bursa due to our eTwinning and Erasmus+ Projects.

April 2022

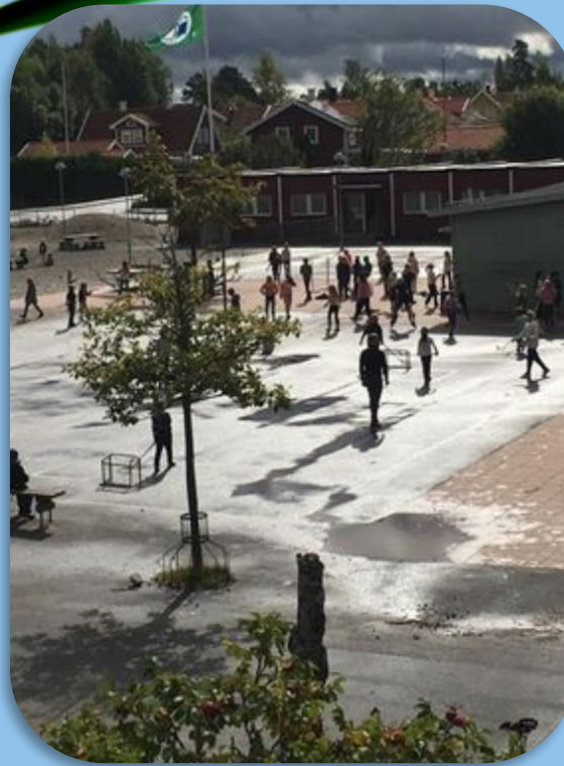
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ESTONIA

Värška Gümnaasium is situated in the south eastern part of Estonia, not far from the border between Estonia and Russia, in the ethnic region called Setomaa. The school offers secondary education and, throughout their school years, the students are provided with textbooks, workbooks, and school lunch, all for free. Currently there are 120 students and 24 teachers in Värška Gümnaasium.

The school has a lot of traditions: we celebrate the beginning of the new school year, the end of the school year, finishing school, Teacher's Day, welcoming the Freshmen, Christmas, school homecoming with the former graduates and teachers (once every five years) etc. Also there are subject weeks, weeks of Setomaa, Saint George's Night running contests etc. Every December the school celebrates Our School's Day and there are no lessons on that day,



May 2022

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Art Therapy

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The medium of art provides a means for a child to communicate and explore complex thoughts and feelings which they might not be able to express through words alone. Once a child understands why they feel or behave in a certain way we can work with parents and the child to think about ways to manage a behavioural, emotional or mental health difficulty.



Pompoms

Without talking and with relaxing music we prepare pom-poms with the materials needed. Later the children will brush the pom-pom over their face, neck and hands being aware of the relaxation that it provides to them.



Drawing in the beach sand

We feel and touch the sand with our fingers, making drawings, creating sculptures, erasing and creating again. With sand, we work through our emotions, feelings and we are conscious to focus on mindfulness, being here and now.



Sandudden's pupils work with art therapy through active art creation aiming to see this as a creative process, where the goal of the exercises is to find their own flow.

Homemade Wind Chimes with Natural Materials

Wind Chimes Art for children is a fun and relaxing activity which will encourage kids to get outdoors and be aware about recyclable materials. It is super quick and easy to set up and uses materials you most likely already have at home, in nature and on the beach. Natural wind chimes are a great way to teach children about different natural materials and to encourage creativity. This is a great activity for all ages. Kids will love exploring outside and collecting the items for this art activity.



Students express themselves through drawing.



Worry Monsters – Blow your Worries

<https://www.gopaintlove.org/worry-monster-art-project>

- Have kids paint (or drip) a blob of color onto their paper. For younger kids, talk about inhaling and exhaling and let them have a few practice blows through their straw so they don't accidentally suck in. Using the straw, have them will slowly blow out the colors. They'll look like spindly legs. Continue to do this, taking big deep breaths in between blowing out to move the paint, until they deem their monster complete. Kids can create multiple monsters.
- Once they're dry, use markers to add faces, arms and legs, accessories, etc. to bring your worry monsters to life. If the water colors aren't as bright as they want, they can also add more color. Cut them out of the paper.

Discussion

- What's your monster's name? Tell me some things about them. What kind of monster are they?
- What does it mean to be worried? What worries are filling your brain most today? How can we give those worries to the monster? Whisper worries that you can let the monster hang on to for you so you can stop worrying about them for a little while (older kids can write worries on the back if they want.)
- Put them in your coat pocket, sock drawer, or somewhere else you'll run into them often but not all the time. Let them hang on to your worry, and the next time you see them, consider whether they still need to hang on to that worry for you or if they can let it go.



June 2022

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Spain



Wales

MASCOTS

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Sweden



Estonia



Turkey

July 2022

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NİLÜFER GUIDANCE AND RESEARCH CENTER TURKEY

Nilüfer Guidance and research center (RAM) are the public institution that provide cost free services under the Ministry of Education in Bursa / Turkey. Nilüfer RAM identify children with special education needs by applying intelligence tests and some other standardized tests and direct them to relevant educational institutions so that they can receive the serviceable education. At the same time, the institution provides therapeutic support to pupils and their families who need psychological support.

Bursa is a city in northwestern Turkey and the administrative center of Bursa Province. The fourth-most populous city in Turkey and second-most populous in the Marmara Region, Bursa is one of the industrial centers of the country. The shadow play characters Karagöz and Hacivat are based on historic personalities who lived and died in Bursa in the 14th century.

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August 2022

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CEIP LA XARA SPAIN



Ceip La Xara is a small school with 150 students from 3 to 12 years old. It is located next to Denia between Alicante and Valencia and very close to the Mediterranean coast and mountains.

Ceip La Xara provides through our different projects, a safe, vibrant and exciting learning environment, where everyone is included, and all successes are celebrated.

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September 2022

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BIGYN PRIMARY SCHOOL WALES

Bigyn County Primary School is in the town of Llanelli and draws its pupils from the area immediately surrounding it. There are 236 pupils on roll, aged 3 to 11 years, organised into eight single-age classes. The town of Llanelli is home to the world famous Llanelli Scarlets Rugby Region and has a population of 35,000 people. The town is situated in the south eastern corner of Carmarthenshire in south west Wales some twelve miles west of the City of Swansea.

Llanelli is a coastal town where the Welsh language is widely spoken, and it has a long association with the tinplate, steel, and coal-mining industries. The town has undergone a metamorphosis during the past thirty years which has witnessed the closure of virtually all the traditional old heavy industries. Major present day manufacturing processes include tinplate, inflatable craft, general engineering, steel fabrication and speciality chemicals. The surrounding rural area supports an agricultural regime dominated by dairy, beef, and sheep farming.

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October 2022

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Güzelyalı Primary School

Raisin Meditation

The raisin meditation is a great way to practice mindfulness through the process of eating. You will need to verbally guide the child through this meditation.

- 1. To begin, tell the students to pick up their raisin and look at it. Ask them to make a silent observation about its size and texture.
- 2. Then, direct them to feel the raisin between their fingers. Does it have bumps and ridges? What does the weight of the raisin feel like in their palm?
- 3. Have them bring the raisin to their noses. Does its smell remind them of anything? How does it smell different from other foods?
- 4. Ask them to bring the raisin close to their ear and to squish the raisin gently. Is there a sound to be heard?
- 5. Next, tell them to put the raisin on their tongue...but tell them not to take a bite just yet! Does the texture feel different when it's in their mouth compared to when they held it in their hands?
- 6. After they bite into the raisin, ask them to think about its flavour. Is there more than one flavour?
- 7. Finally, tell them to swallow the raisin. Ask them to determine what flavours are left lingering in their mouth.
- 8. We can be grateful for the taste sensations and for having food. Remind them that the food they are eating involves many people and hard work. Remind them of the farmer, the people working at the grocery store and the people who work to prepare our food.
- To wrap up the exercise, ask the children what they learned from eating slowly and mindfully. Was eating like this different from how they are used to? How was it different? Would they like to do this again? How could focusing attention like this help them in other activities?



Cafer Yener Primary School Mindfulness Activity

Belly Breathing with a toy. Breathing Buddy

1. To practice belly-breathing, ask your child to lie comfortably and place his hands on his belly (if he uses a stuffed animal, he can hold it on top of his belly if he lies down).
2. As you count to three, ask him to inhale deeply through his nose. Tell him to fill his belly with air as he inhales; he should feel it get bigger and bigger and bigger throughout the count to three. If his stuffed toy sits atop his belly, he might see it rise as his belly "fills with air".
3. Ask him to exhale to a slow count to four. Tell him he might see his toy fall as he feels his belly shrinking and shrinking throughout the count to four.
4. Do five to ten rounds of belly-breathing to get started.

When ready, ask your child how it felt. Is there a difference in how he feels now? What did he notice about the stuffed animal as he inhaled and exhaled? How did it feel when he released the breath? Repeat the process as many times as he likes.



NİLÜFER GUIDANCE AND RESEARCH CENTER

Heart and Belly Breath

- Make a habit of pausing to become more aware of you. Mindfulness reminds you to think about, and connect with yourself.
- You might find strong emotions distracting. There is no right or wrong way to feel. Just notice them, then refocus on your body.
- Notice how your breath matches your feelings, such as sleepy or awake.
- The left side of the heart beats stronger than the right so you might feel it more easily if you place your hand slightly to the left of the center of your chest.
- If you are worrying it might change your breathing. Just notice.
- Check in on you: Place one hand over your heart and other on your belly. Feel your breath moving and maybe your heart beating. Thoughts and emotions might pop into your mind. Simply notice them and refocus on your body.



Värskå Gümnaasium

- Guessing game with students from 5th grade. One is guessing who they are and the others are giving the clues describing who they are. Great and fun game that develops the skill of making yourself understood.



Bigyn Primary School

Sit Spotting

The idea of sit spotting is simple: find a special place in nature and then become comfortable with just being there, still and quiet. In this place, nature will surround you, soothe you, entertain you and seep into you. Sit spotting gives you a personal and intimate place in nature which will soothe, comfort and relax you, as you get to know the location. Sit spotting stops the mind's tendency to wander. The birds chirping in the trees and the wind blowing against the face distracts from all that is on the mind. It allows focus on the little things like the sounds and the feelings of being out in nature.

- Help the participants arrange themselves sitting comfortably so none is touching another or too close to another's "personal space" - so that each child is surrounded by nature. Invite them to close their eyes to meditate if they are comfortable doing so, or to look around them quietly as part of the meditation. Ask them to be mindful of what they smell, hear, see and touch.



Sanduddens school

- We engage in the Japanese well-being activity Shinrin Yoku or forest bathing as it is called in Swedish. During sessions like these, we go out to a predetermined area that we have searched for with the intention of finding peace. When we go out to the place, we have a common schedule element - mindfulness. We try to find a conscious and thoughtful moment in the forest where we seek peace.



Ceip La Xara

- We have used a guided relaxation activity in our gym, where the children, through meditation, visualize a bright star. This star is theirs, and they can play, feel and reach for it. Through this exercise, they practice focusing on the present moment.



November 2022

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RELAXATION AND CONFLICT RESOLUTION

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Restorative
approaches to
conflict



Glitter jars



Sensory
relaxation



Teamwork



Building
relationships

December 2022

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