ERASMUS+ KA153 mobility of youth workers

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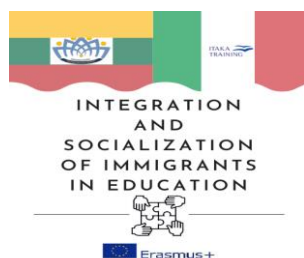
A methodology for formal and non-formal education

Integration and socialization of migrants in education

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Foreword

Migration is one of the most relevant topics in Europe these days. Our district's educational institutions and youth organizations need more methodological materials and experience working with immigrants. New skills and tools are needed for project participants to approach the needs of immigrants and the various difficulties that arise.

In the Ignalina district, the survey "Immigrant children in educational institutions" revealed that 80% of pedagogues indicated that they did not have sufficient knowledge of how to work with children of different cultures. In comparison, 98% of respondents indicated that they were interested and would like to be prepared to work with children of different nationalities, cultures, religions and languages.

Targeted integration of people into society, their socialization, and adaptation is a big challenge for all countries of the European Union. The "Asylum, Migration and Integration Fund" program was launched with the funds of the European Union on 15/07/2021, a fair sharing of responsibilities between member states, especially those currently experiencing migration and asylum problems. Including practical cooperation, teachers' competencies and knowledge of working with children of different cultures and languages are the most critical needs and challenges.

Project objectives and target groups

The methodology "Migrant integration and socialization in education" is intended for persons working with young people, formal and non-formal education pedagogues. The main goal is to ensure the successful integration, empowerment, and inclusion of all children and young people who have arrived from abroad in solving the challenges and questions that arise in everyday life due to not knowing the language.

Children and young people who have returned or arrived from abroad must adapt to educational institutions. Often young people, not knowing their peers, avoid getting involved in informal activities. Therefore, formal education pedagogues spread the word about the available informal education opportunities and introduce them to those who come.

Formal education is complemented by informal education. Formal education is carried out by approved and registered educational programs by the procedure established by legislation, upon completion of which primary, basic, secondary, or higher education is obtained. Informal education is characterized by purposeful activities that develop a young person's personal, social, and educational competencies. Freely chosen non-formal education activities for young people with common interests to make it easier to communicate with each other, so non-formal education is vital for well-being and self-realization.

From the point of view of the practice of working with youth, the methodology allows:

1. To create methodologies that help recognize and distinguish psychological problems (culture shock, etc.), thus offering the necessary help in time.

2. To help young people who speak the national language with difficulty or not at all learn it faster with the help of gaming opportunities.

3. To develop the ability of persons working with youth to manage unpleasant discussions about aspects of thought, culture, orientation, religion, race, and nationality.

4. To create a safe environment for everyone, where there would be an opportunity to participate fully in school and extracurricular activities.

This methodology is primarily intended for youth workers, formal and non-formal education pedagogues who work with 3-29-year-old age youth.

About the project

The idea and theme of the project arose because of 2021, the summer of the migrant crisis in Lithuania when illegal immigrants began to flow en masse on the border with Belarus (in the Ignalina district, there are about 20 children from eastern countries who do not know the

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official Lithuanian language). Our compatriots return to the country after many years of emigration (for work, professional development or other reasons) with their children (12 students with foreign citizenship are educated in the general education schools of the Ignalina district: two from Poland, three from the United Kingdom, three from Germany, two from the USA, one citizen of Russia and one citizen of Ukraine) who studied in foreign schools until then. Having to integrate into educational institutions with little knowledge and/or no knowledge of the national language, they face significant challenges that affect the children and young people themselves and the teachers.

The most critical needs and challenges are teachers' competencies and knowledge about working with children of different cultures and languages. In the 2020-2021 school years, 1,452 children and young people were educated in preschool and general education programs in Ignalina district educational institutions. The number of all pedagogues in general education and non-formal children's education schools in the Ignalina district is 232 persons. There are also 156 non-pedagogical employees working in public education institutions of the district.

The main goals of our institution:

1. Support and assistance to teachers and children to facilitate integration by reducing multicultural, social, emotional, and psychological tension. By cooperating with Italian "Itaka training" partners and participating in their organized seminars and formal and informal learning activities. Our project participants received methods and advice based on long-term experience; they learned how to prepare methodologies for persons working with youth in the Ignalina district; how to work with children who do not know or have a weak knowledge of the Lithuanian state language.

2. To aim for persons working with youth to be prepared for smooth work and to integrate newly arrived children for successful socialization in existing groups of children (classes, student associations, etc.).

3. To improve teamwork and cooperation of persons working with youth. We want to make a big difference when working with the education of tolerance of other nationalities, different cultures, ethnic minorities, religious views, and sexual orientations. It is very crucial that mutual understanding, support, and respect prevail among the persons who will work with the youth and the students, which would become one of the means of promotion in all education matters. A safe and understanding environment is the way to success.

The project we provide is related to the following goals of the Erasmus+ program and the mobility of youth workers:

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1. Raise the level of essential competencies and abilities of persons working with youth, taking into account the needs of children by creating more opportunities and ensuring more effective cooperation between the education and training sectors and the world of activities.

2. To promote the active participation of persons working with youth for formal and informal learning, as well as cooperation, quality, and inclusion in creating a tolerant environment.

3. To develop the practice of working with youth and to contribute to strengthening the capacity of participants and organizations for quality work with youth.

4. To bring together a community of persons working with youth in the district who could contribute to the quality of projects and activities aimed at youth by EU programs and other initiatives.

5. To provide people working with youth with informal and self-learning opportunities in education and professional development, thereby contributing to high-quality individual practice and changes in organizations and systems working with youth.

6. To improve children's language learning and promote the diversity of EU languages and understanding of different cultures.

This project will be helpful for persons working with youth and their organizations in their daily work. The acquired knowledge will be used to develop methodologies that will enable district educators to competently work with children who belong to social minorities (including immigrant families and their children) in formal and non-formal education.

After the project, the participants will acquire knowledge, abilities, and skills that they will competently apply in their future professional activities and share good experiences with others to improve the children's and their emotional well-being at work. Using inclusive education means creating conditions for all children to learn together, paying attention to each child, and creating a school where everyone would be good. The aim is to strengthen trust in people from different countries and motivate them to use their full potential.

Included the project in the program and the diversity strategy, the project will contribute in the following aspects:

1. To raise the competence of district youth workers and teachers to include migrant children in the context of cultural diversity in the educational process.

2. To create a shared understanding among youth workers about the consistent educational integration of migrant children by preparing the appropriate methodology.

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3. To prepare youth workers for the inclusion of migrant children, who speak little or no state language Lithuanian, into the education and training system in Lithuanian. Fundamentally improving language teaching and promoting linguistic diversity and understanding of different cultures in the EU.

4. To reduce obstacles for migrants to fully participate in educational activities and help children with difficulties.

5. Helping district workers with youth to prepare high-quality, individualized education for immigrants.

This methodology was developed during the implementation of the year-long ERASMUS+ - funded project **"Immigrant Integration and Socialization in Education".** This project was united by "Ignalina District Education Support Service", Lithuania, and "Itaka Training", Italy, non-profit organizations.

The main areas of activity of the Ignalina district education support service (from now on IRŠPT): qualification improvement of teachers and other professional employees, providing the opportunity to acquire a certificate of qualification improvement; coordination and supervision of the activities of district subject teachers' methodical circles and district teachers' methodical council; provision of pedagogical, psychological assistance to the student, teacher, school, family: consultations, training, et cetera.

IRŠPT offers professional development programs for educators and provides consultations for children and students with special educational needs, their families, and women with problems. The institution implemented the author programs of the Ministry of Education, Science and Sports "Well-being": "Friendship - connection through bees" and "Lead the child to success".

About the partners: We found them entirely by accident. We initially found their two projects, "Rethinking the Environment and Migrant Inclusion (REMI)" and "Front line: Understanding migration and building cohesive societies" and decided to email them. Letter to learn more about those projects' the implementation, relevance, et cetera. After establishing contact with "Itaka Training" chief project manager Amelia Fiorillo, seeing common interests and an easy flow of communication, we started talking about the possibility of future cooperation, and the idea for this project was born.

"Itaka training" has assembled a team of professionals who work to build confidence in people from different countries and motivate them to use their full potential in a welcoming and stimulating environment. The organization promotes active citizenship locally, nationally, and internationally and self-defence of moral and civil rights. Itaka training is constantly developing

a network of organizational partners with local authorities, non-governmental organizations, and local associations to create synergies that promote the effectiveness of projects at local, national, and international levels.

"Itaka training" employees also have experience in managing EU projects, organizing work experience training and professional development courses under KA1 projects, such as:

Migrants in Europe: Promoting Inclusion, Tolerance, and Dialogue, ARISE: An Analysis of Refugee Inclusion in Southern Europe, Intercultural Competences, Dialogue with the Other: Intercultural Best Practices for Refugees, Dilemmas of Southern European Migrants: Better Approaches to Integration, and more others.

"Itaka Training" is an organization that was established after analyzing the most urgent and sensitive problems in the Calabria region of Italy. Related to migration and its problems, high youth unemployment (more than 40%) is faced by those who arrived in Italy due to difficult living conditions and other situations. Because of these problems in the region, "Itaka training" has assembled a team of professionals who work to build trust among people from different countries and motivate them to use their full potential in a welcoming and stimulating environment. The organization promotes active citizenship locally, nationally, and internationally and self-defense of moral and civil rights.

The connections led to encouraging innovative initiatives such as housing people in abandoned cities in southern Italy. For all purposes of the activities, an online platform has been created, in which an international research group consisting of more than 150 professionals from all over the world participates. This platform allows people to access and publish research results, share learning resources, and download valuable and useful materials (such as toolkits and user guides). It provides the opportunity to apply for projects and find and connect with like-minded European professionals to discuss specific issues, share ideas, et cetera.

The employees of "Itaka training" also have experience in managing EU projects, which are intended for migrants, by organizing training necessary to gain work experience and training courses for existing specialists under KA1 projects. The organization provides professional development courses for people who participate in education and want to acquire new competencies. Courses developed by "Itaka Training" include digital classrooms, integration and social inclusion, school management methods, teaching through artistic activities, and entrepreneurship. This organization is known for organizing local traditions, culture, and intercultural events to promote integration.

Addressing youth unemployment, "Itaka Training" provides free IT and language training to disadvantaged people. Free courses are prepared with the aim of adequately using new

technologies, especially social media, to increase the prospects of job searches and present a correspondingly good image of yourself on the Internet.

"Itaka training" is involved in the implementing several local and European projects to combat the unemployment of people with social support and to develop their professional skills, especially in the fields of information and communication technologies, languages , and intercultural. The organization belongs to a network of 14 partners, including nine chambers of trade and crafts established in Europe, small and medium-sized enterprises (SMEs), and educational centers. Together they develop online training and databases to enable young people to improve their skills through distance learning and provide online access to job offers across Europe. "Itaka training" employees have prepared new training programs, promoted international training activities for hundreds of adult education pedagogues, and participated in implementating those projects (programs) as a partner and the host organization. Experience working with a consortium of local partners in several rural settlements in the Calabria region in training and events for groups of professionals from all over Europe and anyone who wants to learn more about the regeneration of abandoned villages, social inclusion, biography and sustainability and   migration.

Module 1
Stress and anxiety

What is stress?

The material prepared by the Psychotraumatology Center of Vilnius University states that "stress is a natural reaction of our brain and body to challenges, needs or problems. Various events that cause stress are called stressors. There are several different stressors, but they can all endanger physical and mental health.

Factors causing stress can be:

1. Single or continuing for a short time. It is often more accessible for people to cope with this kind of stress.

2. Recurring or continuing for a long time. In this case, there is a much more significant threat to a person's physical and mental health. It is much more challenging to cope with long-term, repeated stressors." [1].

Signs of stress:

The website of the "Amber" (in Lithuanian "Gintarinė") pharmacy indicates the following possible primary signs of stress in the body: more frequent heartbeat (so-called palpitations), muscle tension, more frequent breathing, increased irritability, sometimes an increase in blood pressure or even body temperature" [2].

What is anxiety?

According to Dr Zita Alseikienė and the psychologists of the Child Support Center, "anxiety is a feeling of worry, irritability, fear, apprehension. If anxiety has a reason (for example, before an exam or a job interview), it is good, normal feeling. Pathological anxiety has no apparent cause, often becomes uncontrollable, interferes with daily life, and becomes a disorder" [3].

Signs of anxiety:

1. Aggression, anxious behaviour (i.e. inattention, inability to focus on activity(s), nervous tics (audio when involuntary sounds are made or motor when involuntary movement is observed), tantrums, irritability. Also, disobedience, objections, and adults ignoring.

2. Isolation, shyness, timidity - a child or young person is more often shy or embarrassed than others. Many factors cause fear(s) that are not always justified. It is characteristic of such children to withdraw from others or to communicate less. Due to the inability to communicate with other children or young people, they become ostracized.

3. Avoidance behaviour - the child or young person puts off worrying tasks and avoids being in fearful situations. For example, he avoids staying at home alone or going to the store alone and avoiding an environment where strangers exist.

4. Pessimism and negative thinking - when a child or young person undervalues themselves and thinks that they will not be able to do the task(s) well, get a good grade or imagine that other people will criticize or reject them. He quickly forgets his successes and only remembers his failures. Children and young people often criticize and blame themselves.

5. Constant worry about things that may or must happen in the future.

6. Perfectionism - the attitude that one must be perfect, the inability to make mistakes.

7. Self-doubt - fear of failure, criticism, and fear of facing difficulties.

8. Separation anxiety - the child or young person is afraid to be alone and has a feeling of attachment, any separation causes evident anxiety.

9. Tension - any task causes anxiety, and the child is tense.

10. Sensitivity - gets upset easily, quickly forgets (especially if it was not typical before).

11. Rapid fatigue, physical complaints (various pains), sleep disorders, poor concentration, impaired memory, and poor or excessive appetite.

12. Physiological reactions of the body - sweating, cold hands, etc. [4]

General recommendations for parents and educators:

1. Learning to control our anxiety because we pass it on to others.

2. Praise, but in such a way that the child or young person understands what he is being praised for.

3. Do not compare children with each other; you can only compare the child's past and present achievements.

4. Make actual demands on the child that corresponds to his abilities.

5. Do not criticize or rush the child.

6. Consistency, if boundaries are drawn, something is allowed or forbidden; it should not depend on mood or emotion.

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7. When communicating with a child or young person, let's not undermine the authority of other significant adults.

8. Find an activity or group that is successful and brings joy.

9. To respond to the feelings of children and young people, to show that we understand them. Don't push them away when they're sad, scared, or uncomfortable.

10. To trust the child and accept him as he is. [4]

Portrait of an anxious child, youth:

Such a child enters the class (or other groups) timidly. He greets silently or not greets at all, watches his surroundings worriedly, and sits on the chair which is closest to him. Often, such children and young people find it challenging to get involved in new activities or do not want (are afraid) to play new games. Anxious children and young people are much more sensitive to praise and reprimands, successes and failures. Often, children and young people cannot decide whether they have done the right thing. It is difficult for them to evaluate the results of personal activities and the adequacy of task performance. Such children and young people need the encouragement of adults everywhere and always. Their physiological appearance is distinguished by their shrunk: the head is tucked into the shoulders, the breathing is shallow and fast, and they speak quietly and timidly. He often experiences guilt, even when no one blames him, and a feeling of rejection, although the person communicating with him did not want to say anything wrong to him. [4]

1.1. Method "Signs of Anxiety" test (up to 45 minutes)

Who is it for?

For educators and persons who are working with young people, during classroom lessons, classes, meetings and individually.

Why is it important?

The available reference tool helps to assess the level of anxiety, to better understand the emotional state and behavior of such a person.

Planned result

Educators and youth workers using this method will be able to assess the level of anxiety in children and young people, which will help them to understand, help, and deal with it appropriately. If necessary, you can refer to a specialist and start apply anxiety-reducing evaluation and settlement criteria (written settlement, individually and et cetera).

Tools and preparation

Printed test and writing tools.

Preparation and preparing children and young people before taking the test is a short informative presentation on the topic.

Progress

1. Introduce the meeting (event) topic, goals, and tasks; inform participants that they will have the opportunity to share information about how they feel, stress, anxiety, and situations that cause them excitement.

2. Ask the participants what they know about stress, excitement, shock, and anxiety. Discuss the similarities, differences, and occurrences of these states.

3. Introduce stress, indicating that various stressful situations can cause anxiety.

4. Distribute prepared questionnaires, and perform indicative "Signs of anxiety" test (see table 1)

5. Explain the result calculation system (count the number of "pluses" marked in the completed test). After completing the test, individually calculate the obtained scores and present the results:

15-20 points - high anxiety

7-14 points - average anxiety

1-6 points - low anxiety

6. Briefly review all, i.e. high, medium, and low levels of anxiety.

7. Invite the participants to share their reactions to the obtained personal result.

Summing up

• Ask them to share their thoughts:

- What is the benefit and effectiveness of the test?

- What did they learn?

- Was the topic helpful?

• Give specific similarities and differences between stress and anxiety.

• Participants share techniques for managing stress and anxiety.

• How to avoid and manage stress?

• How to reduce and manage anxiety (provides and together try examples of different ways to calm down).

Table 1: Test "Signs of anxiety"

No.	Statements	Agree (+) Disagree (-)
1.	I cannot work or study for long without getting tired.	
2.	I find it difficult to concentrate.	
3.	The task(s) given by the other person(s) cause anxiety.	
4.	I feel tense and/or tense when I need to do tasks.	
5.	I feel confused, and I'm shyer than the others (personal opinion).	
6.	I do often talk about stressful situations.	
7.	I often blush in unfamiliar surroundings.	
8.	I do complain that I have terrible dreams.	
9.	Palms are usually moist.	
10.	I have frequent bowel movements.	
11.	When I get agitated, I start to sweat profusely.	
12.	I have no appetite (I eat less than usual).	
13.	I fall asleep with difficulty, I sleep restlessly.	
14.	I feel timid and afraid of many things.	
15.	I get upset easily.	
16.	I am often unable to hold back tears.	
17.	I cannot stand waiting.	
18.	I don't like to start new activities.	
19.	I don't trust myself and my strengths.	
20.	I am afraid of difficulties.	

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1. 2. Method "Theater of the masks" (up to 15 min.)

Who is it for?

For educators and persons who are working with young people, during classroom lessons, classes, meetings and individually.

Why is it important?

This method helps children learn one of the possible ways of relaxation, helps to relax facial muscles, and reduces fatigue and tension. It is also suitable for use during breaks (during an activity, event, lesson, et cetera).

Planned result

Educators and youth workers will use this method to teach children to relax and divert their thoughts from stressful or different pressure events.

Tools and preparation

A photo camera or Smartphone captures the facial expressions of children or young people.

Before the game, it is recommended to create a list of 5-7 characters (according to the age group of the participants), which you will present to children or young people during the session.

Progress

1. Introduce the rules of the "Theatre of the masks": "Children, we will all visit the Mask Theater. You all will be the actors, and I will be the photographer. I'm going to ask you to use facial expressions and gestures to represent different characters; for example, show me what a wicked witch looks like. "

2. Ask the participants to stand up and portray the character named by the presenter. Allow a few minutes for the children to come up with and picture it, then say, "Okay, great, now don't move; I'm taking a picture. It will be possible to laugh when I take a picture." Choose a new character: "Now show me how scared Red Riding Hood's grandmother was when she saw the wolf." Attention! I'm taking pictures!"

3. Next, the presenter can choose the characters at his discretion; it is essential not to forget to praise the children or young people for their grimaces. At the end of the session, say the actors' work is over. Everyone is tired. We will sit down and rest for a while. Thanks for everybody."

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4. View and discuss the shots taken, with the prior agreement that only you can be discussed. It is recommended to show the photos via multimedia, monitor, or computer screen so that all participants can watch them simultaneouly.

Summing up

• Ask to share your thoughts:

- Discuss the shots taken.

- Discuss yourself in photos.

- What did this activity give? What did you experience during it?

• State that anxiety is accompanied by tension in various muscle groups. This method, when various facial expressions are performed, and facial muscles work intensively, helps reduce fatigue and tension.

• Emphasize that you can study and work more effectively after doing short relaxation exercises.

• Relaxation exercises help to direct thoughts to activities and to experience good emotions.

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1. 3. Method "Five Senses" (up to 30 minutes)

The method's creator is Jinsop Lee**, and the original name of the method is** Five Senses Theory [6].

Who is it for?

For educators and persons who are working with young people, during classroom lessons, classes, meetings and individually.

Why is it important?

This activity allows you to feel yourself and your presence at this moment, here and now.

It will help you come back to yourself using your five senses when you are blacked out.

Planned result

Educators and youth workers will use this method to help children or young people quickly relax, achieve emotional balance and calm down easily. Also, this method is suitable for use during breaks (during an activity, event, lesson, et cetera.).

Tools and preparation

Prepare printed pictures (each for all the participants) of the five senses (see illustration 1), writing aids. Prepare a short presentation of the five senses.

Progress

1. Briefly introduce the five senses (eyesight, touch, hearing, smell, and taste).

Eyesight: Ask the participants a riddle - "Two sisters cannot come together because of a hill. Who is it?" Let the participants guess; the correct answer is eyes.

Ask the question, "Why do you need eyes?" The answer is to see, to watch.

In a few sentences, we can say that the eyes are the organ of vision, with the help of which we can understand the environment (distance, size, shape, colour, et cetera) and see everything that happens around us.

Touch: Explain that the organ of touch is the skin that covers the entire human body. We mainly use our fingers, palms, soles, et cetera, for touch. By touching, it is possible to recognize and distinguish various objects according to their shape, size, surface, and temperature.

Hearing: Ask the participants the question: "Why do we need ears?" The answer is to hear. In a few sentences, say that the ears are the hearing organ that constantly records the sounds around us.

Olfaction: ask the question: "What is the organ of smell?". The answer is the nose.

"Why we need a nose?" The answer is to breathe, sniff, et cetera.

Say we breathe through our noses, distinguish scents, et cetera. Mention that smell is related to taste. With a runny nose, we do not feel the smell; the taste perception could change

Taste: ask the question; "What is the organ of taste?" The answer is the tongue.

The tongue is the organ of taste. Sweetness is best felt by the tip of the tongue, sourness by the edge of the tongue, et cetera. (see illustration 2).

2. Distribute prepared pictures representing the five senses to each participant.

o   Emphasize which sensations help them personally relax.

o   Tick (plus) which sensation they think is dominant.

o   Mark (minus), which sense you rely on less often.

3. After the session, introduce the participants to the "Five Senses" relaxation technique:

"Now I'm going to introduce the Five Senses Technique. When you feel nervous or stressed, do the following. See five specific objects in your environment. Now touch four objects. Then close your eyes and try to hear three different sounds (e.g., computer running, breathing, sounds outside the window, et cetera). Open your eyes, and try to smell two different smells (e.g., your hair, perfume, skin, a flower, a piece of paper, et cetera). And finally, taste something (e.g., your skin if there is a snack (chocolate, cookie), et cetera)'.

4. At the end of the session, ask participants to name relaxing activities according to the "Five Senses", e.g.:

Vision: reading a book you like, watching a movie, photographs or works of art, et cetera.

Hearing: enjoying music or nature sounds, et cetera.

Taste: Slowly taste the chocolate or other food you like.

Touch: massage an arm or leg, stroke hair, hug a pet, squeeze a stress ball, et cetera.

Smell: Enjoy aromatherapy oils, scented candles or scents in nature, make scented tea or coffee, et cetera.

Summing up

• Discuss the importance of senses in human life.

• Ask to share your thoughts:

- Discuss the most important senses individually selected.

- What did the relaxation technique give? What did you experience during it?

- Which of the "Five Senses" relaxation methods would you use in the future, knowing their effectiveness? (Recommend discussing why?)

• Emphasize that you can study, work or fall asleep more effectively after doing short relaxation exercises.

• Relaxation exercises help to focus your thoughts on the activity at hand and to experience good emotions.
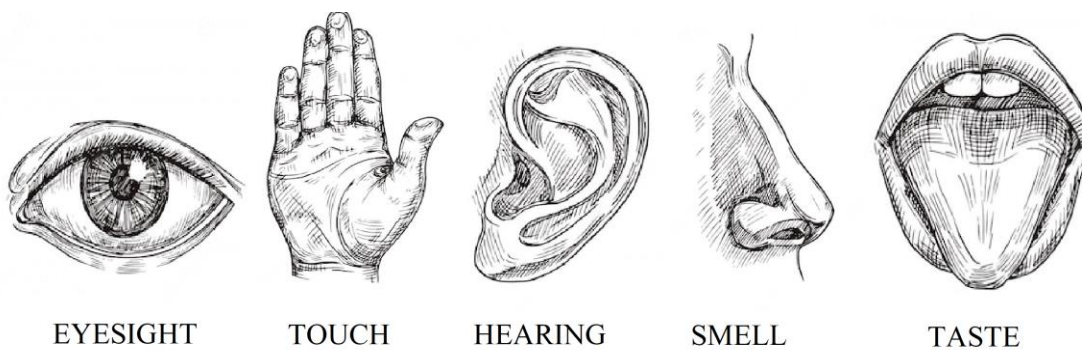
Illustration 1: The five senses
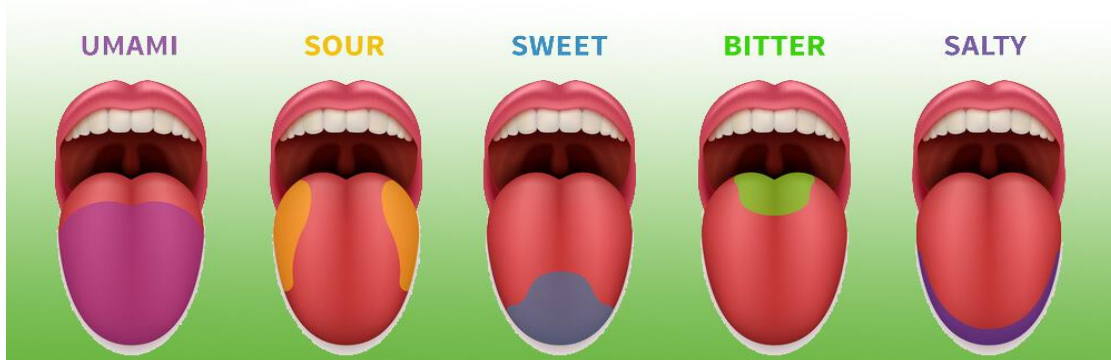
illustrations: Sensational areas of the tongue [5]

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Module 2
I do play, create, speak (and learning)

The importance of games in a child's education

According to educationist Greta Kacinauskaitė-Ivanauskaitė, play is a biologically determined way of learning. It is a natural school where spontaneity and motivation abound, and everyone is a good student.

For a child, play is a strenuous activity. While playing, children strive to improve, overcome obstacles and test their strength. During the game, children's personalities and character traits are revealed: if one is easy to obey the rules and cooperates, the other is a leader by nature. One child likes to play alone, and another needs company.

A year of games. Children under the age of 2 almost do not need toys because their main object is parents, observation, and imitation (the mother washes the dishes - and the child wants to do the same; the best activity is to move drawers, take out pots, sneak in somewhere).

3-4-year-old children mainly depict life in the family, but they are already attracted to fairy tales and short stories and the desire to depict in the game what they have not seen in life. Games change quickly as fantasy changes.

The imagination of 5-year-old children allows them to create more complex games. Children of this age play more with building materials and dolls.

Games for 6-year-old children are even more prosperous and diverse. They can already plan the game to depict life, their thoughts, feelings, and experiences in a more detailed and realistic way. Games last longer, sometimes even several days. Children are already trying to make toys themselves, and there appear organizers and commanders.

Playing satisfies curiosity, makes the most significant discoveries, and experiences the most comprehensive emotions: joy, pride, peace, anger, frustration, friendship, et cetera. When playing, you can make mistakes, take risks and learn from your mistakes. Teamwork skills are formed, the will is developed, and imagination is developed. Play is an excellent way of self-analysis: children begin to notice their strengths and weaknesses.

To take advantage of the educational process, the educator must know it properly. He must allow independent play to develop and not impose his own, but at the same time, tilt it in the direction necessary for education. During the games, it is easy to notice the child's progress and growth. A properly "staged" game allows learning to solve conflicts and problems.

Play is the leading creative activity necessary for mental and physical development. By playing, the child satisfies his most essential needs: creativity, self-expression, communication, cognition, and movement.

Competences and games that help develop them are developed in preschool age:

Social competence - relationship with oneself, peers, and adults: various board games that help reveal personal qualities, self-created games, and role-playing games.

Cognitive competence - interest, curiosity, gathering information, thinking: tests, research, games with natural materials, games on the interactive board, diagrams, memory training games.

Competence of health care - physical activity, hygiene skills, safe behaviour: active, sports games, games with sports equipment created by parents, outdoor games.

Communication competence - listening and speaking, reading and writing basics: "Word Chain", "Young Librarians", "Little Journalists".

Artistic competence - art, music, dance, acting abilities: role-playing games, collective artistic works, organization of exhibitions in a group, concert with musical instruments brought with you, creation of various spaces outdoors.

Therefore, the goal of pedagogues should be to develop a comprehensive, accessible personality and, most importantly, to help the child's unique abilities spread. Children are extraordinary, magical personalities with talents, abilities, and desires. We must see them, listen to them, allow them to express their opinions, choose the desired activity, and not limit them in any way, not put them in limited frames. Only in this way will we develop a free, open, creative - democratic personality.[1]

Cooperation and working on international projects open a big window of opportunity. Educators can share their experiences, learn from each other, grow, improve, and search. In today's world full of innovation, we will not be able to move forward without it. A teacher can be

creative and impressive but physically unable to do it. A preschool teacher must be more self-confident, want to see what is around, discover new educational methods and not be afraid of innovation.

What motivates children to play?

First of all, it is fun for children to play. As noted by J. S. Bruner, even the difficulties created during the game are joyful because they are created to be defeated. Those difficulties and obstacles seem necessary to the child because they quickly get bored of playing without them. Each game probably has something to do with solving one problem or another but simultaneously gives you a sense of satisfaction in your activities. Another aspect of the game is emphasized by L. Vygotsky, stating that it is the game that determines the mental development of the child and creates optimal conditions for the development of his personality. The pedagogue affects the child's maturity during the educational process by presenting new and increasingly complex tasks. And the child chooses the game that requires significant effort. Therefore, not the tasks presented by an adult but the game chosen by the child creates optimal conditions for development and promotes comprehensive development. According to Mr Frost and Mr Jacobs, while playing, children develop cognitive and motor skills, understand society and find their place in it. By interacting with other children, they develop their social skills. Children learn that there are rules and learn to make them; they begin to understand what justice and decency mean and learn to communicate and share. Children develop self-esteem by successfully testing themselves in various situations, communicating with other children, and improving their personality and physical, intellectual, and social capabilities. So how does a child choose games? According to M. Brėdikytė, how game-related activities promote a child's development, she believes that this happens intuitively, testing oneself. The most important thing is to be allowed to choose. According to L. Vygotsky, play is the alleged fulfilment of unfulfilled needs and desires. While watching the ballet performance, the little girl is especially fascinated by the dance; after returning home, she puts on her mother's silk scarf and dance ballet in front of the mirror. However, this does not happen immediately - these activities are gradually taken up around the third year of life. That is why L. Vygotsky connects the emergence of the game with

the emergence and development of imagination. The game is distinguished from other children's activities because while playing, the child creates situations, and often the game takes place in an imaginary space. In addition, imagination is formed when a child acts, not when thinking. L. Vygotsky claims that when a child plays, thinking, imagination, the desire to realize their ideas and the ability to generalize are developed. The game contains all the skills and abilities needed for the child's future life [4].

Language in child education.

Language is the most critical factor related to human identity, socialization, and the transmission of cultural values from generation to generation. Language and culture enrich society by giving it a distinctive tone, traditions, and customs, helping to communicate, et cetera. It is an integral part of multiculturalism. Language has become a priority value in children's education in modern society. Therefore, it is necessary to foster early multilingualism - to teach children several languages from an early age.

Intercultural experience at an early age helps to form a child's identity when the child explores the environment, compares himself with others, and looks for similarities and differences. In educational institutions, children can learn about the diversity of society and the world and learn to understand their ethnicity and that of others.

It has been observed that the younger the child, the easier it is for him to learn several languages simultaneously. Children do not need much effort; they can learn languages by playing, creating, or engaging in exciting activities. A multilingual environment allows a child to acquire several languages naturally.

Children growing up in a multilingual environment are more innovative and flexible and have good conditions for improving their communication and literacy skills. Multilingual children have broad horizons and greater tolerance for the cultures of other countries, are more tolerant, and more easily overcome barriers related to otherness. The free use of languages positively influences the child's socialization. Immigrant families who encourage the child to learn both the language of the new country of residence and the native language of the parents help the child to socialize more successfully, as the bilingual child will be able to integrate into the society in which he lives successfully. The pedagogue has to introduce children to the

community's cultural diversity, develop respect for people of different nationalities and races, teach children the rules of communication, and develop positive attitudes towards different linguistic and cultural groups.

To create a humane and democratic microclimate, educators should promote the involvement of all participants in the educational process - children, parents, and colleagues - in developing a tolerance for the diversity of society [2]. To successfully educate children from different cultures, a teacher must be:

• has a positive attitude toward various cultural groups and is open to other cultures.

• respecting every pupil.

• interested in the experiences of families with children.

• looking for ways to solve the language barrier problem.

• to create an information environment that would help the child to learn the necessary (Lithuanian) language faster.

• pedagogues should be able to give children a sense of physical, psychological, and emotional security, gradually accustoming them to their non-native (Lithuanian) language.

A teacher must communicate with a pupil of a different nationality in Lithuanian by pronouncing words in short sentences, repeating phrases several times, reinforcing speaking with gestures, mimicry, using visual aids, games, art elements, et cetera. They constantly talk about everything - they name what they see, do, feel, et cetera. The child continually hears the spoken Lithuanian language and gradually learns it naturally. The child can understand what is being said to him and show it by his reaction - by performing specific actions and the teacher's requests. However, he may not speak Lithuanian for a long time. It is a natural process of early bilingualism or multilingualism so-called silent period, so you should not be afraid that the child does not answer the questions in Lithuanian. To establish an emotional connection or help the child in some problematic situations, it is advisable for kindergarten teachers who do not speak the child's native language to learn a few key phrases, sentences, or questions in the child's native language, for example, is everything okay, what happened, are you hurt, et cetera. These minimal linguistic resources will make the child feel safer if difficulties arise. Likely, a child who does not yet know how to speak Lithuanian will show the teacher what he wants, what hurts, etc. To

make it easier for the child to understand the day's routine or what we will do, talk about or draw, we should use visual aids and cards that can be made in several languages. At a particular time, the teacher draws the children's attention to the picture and explains what everyone will do now. Repeats several times while pointing. A child of preschool age can not only look at the drawing and say what is drawn in it but also try to read what is written on that card. Through the game, you can learn to speak, count, communicate, get to know the environment, et cetera.

Preschool children learn new material best when it is presented as a game. Language development cards are designed for preschool, preschool children. The cards will help develop children's attention and thinking, expand their vocabulary, and consolidate general concepts. They will encourage the use of appropriate words and images that allow you to make sense of your knowledge and experience:

- Name things, phenomena, persons, actions, and properties.

- Recognize sounds, letters, and syllables.

- Write letters and words.

- Understand verbal information and convey it in your own words, express needs and feelings, name what he has already learned, understand how he feels, and identify others' emotions.

With the help of cards, the child will develop cognitive abilities and improve thinking skills (comparison, generalization).

The cards will help you know your environment faster and better, foster a love of nature, and provide knowledge about domestic animals and birds, natural phenomena, surrounding objects, et cetera. This methodological tool forms the competence of learning to learn, develops communication skills, and encourages communication and cooperation. With cards, activities become more apparent, engaging, and creative. You can learn to play various games with the cards, choosing the number of cards according to the child's age and abilities. "Name the things." The child is given cards on a specific topic. He names what is shown in the pictures (trying to write the letters under them on the sheet). How would you describe them in one word? What other items in this group do you know? "Group". After mixing several types of cards, it can be suggested to group them according to a particular attribute, for example, "Wild

and domestic birds", "What swims in the water?", "Vegetables and fruits", "Furniture", and so on. "Cultivate your hearing". The teacher pronounces a good word, for example, "moo-moo", and the child says what it is and the general concept, for example, cow, domestic animal.

"What is unnecessary?" After inserting one or more cards of the wrong topic, the child must find which cards do not fit and explain why. The game teaches you to distinguish between objects that can be assigned to that theme based on a non-essential property. "Guess what is depicted?" the teacher pulls out one card and, without showing it to the child, describes the object depicted on it. The child must guess what is shown on the card and say to which group the named item belongs. The game "Find the wrong one and replace it with the right one" will encourage the child to recognize and name the drawn object, assign it to the right group, and learn generalizing concepts. We start the teaching of generalizing concepts with objects well known to the child: we introduce the variety of things that make up the group, emphasize their purpose, and name them; we explain that all these objects have a common name, regardless of their colour, shape, size, et cetera. More gifted students can be given cards to name the pictures shown on them, say the words that summarize them and try to write the comment on the sheet independently. By writing the words, they will consolidate the generalizing concepts and develop writing skills. These cards can be used by preschool and preschool children, educators, and parents. It is essential to consider the child's abilities and creatively select appropriate tasks.

It is also suggested that in the morning when the whole group stops in a circle for the traditional greeting ritual, they sing a greeting song, say a poem, do a fun musical exercise, et cetera. Repeat the chosen piece or activity of the morning circle every day - until all the children learn the song or poem. Then change the activity or text. For example, use a piece next week if you say a poem during the morning circle. Choose songs that can be sung while making movements and imitating animal sounds. You can learn songs with the help of video and audio recordings, for example, from the websites www.animotukas.lt   "Two roosters", "I had a rooster", et cetera.

Every morning, children can discuss the weather with the teacher. You can fill in a weekly weather calendar - children draw symbols reflecting that day's weather on the weather observation sheet every day, such as sun, cloud, rain, snowflakes, fog, and wind. In this way,

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children will learn the names of the days of the week and the names of natural phenomena. A picture reflecting the seasons is drawn, and portraits are attracted by them, assigned to a particular season according to the child's date of birth. The year, month, and day are written next to each child's photo. Children can keep looking at the poster and discuss the birthday time of their friends in the group - who are born at the same time of year, in the same month, or on the same day; whose birthday has already been and whose birthday will be; who is younger and who is older, et cetera. Children learn to name the seasons, months, and days and say their own and their friends' birthdays.

Foreign nationals and children in the group should be offered to watch videos introducing Lithuanian nature and historical places to visit in the kindergarten. The film "I follow nature" (www.youtube.com/watch?v=LqiozsFXbSg) will allow children to feel the beauty of Lithuanian nature, arouse good emotions and warm feelings, encourage dreaming and fantasizing, and promote speaking and repeating sounds. After watching this film, children will be able to name what animals and birds they saw, what they were doing, what they said, what children liked the most. A video will help reveal the beauty of Lithuania from a bird's eye view (www.youtube.com/watch?v=9hkwOONxNCw). It is essential to discuss what you saw - cities, rivers, lakes, islands, bridges, roads, forests, castles, towers, churches, the sea, dunes, sun, clouds, et cetera. After watching, invite the children to draw what they liked the most in the movie they saw and to tell what they drew. A display of drawings about Lithuania can be organized in the kindergarten.

In kindergartens, teachers and children can learn words and phrases from each other in different languages, such as "hello", "thank you", "please", and "goodbye". The chosen word or phrase can be written in different languages on a poster or board, hung in a visible place, and repeated every day until everyone has learned it. After that, choose another word and so on. i. e. Children with words written in their native languages can be "teachers" of other children and help these children remember words in their native language.

Usually, in a kindergarten, each child has a personal space and things to use - a cabinet, a drawer, a box, a crib, et cetera. Stickers or larger sheets can be stuck on these items, on which the child's name is written in the characters of his native language or some word in the native

language ("hello", "hurrah", etc.). Older kindergartners, who are beginning to learn letters, can be encouraged to write their names, rewrite their name in the characters of their native language, or draw it.

Most kindergartens have a tradition of celebrating children's birthdays. In multilingual kindergartens, it is advisable to connect the celebration of the child's birthday with his native language and ethnic culture. You can decorate the room with symbols reflecting the child's nationality, write a greeting in his native language, and listen to the traditional music of his nationality. Taste traditional desserts, watch photos or movies, listen to friends' parents' stories about family traditions, play games, et cetera. The help of parents will be needed to organize this activity. If parents tend to sing or dance, invite them to teach all the children in the group songs in their native language or traditional dances or circles of their nation. Teaching children songs in different languages, the educator should explain what the new theme will be about. The text of the music being learned should be linked with gestures and movements, trying to depict what the song is about - this way, children will remember the lyrics and melody more easily.

Learning the song can be repeated daily during the morning circle - after stopping in the circle, repeating the lines and movements of the song. In a kindergarten where there are three languages of education (e.g. Lithuanian, English, Ukrainian), children can learn three songs in different languages and one dance of each nation. Children can organize regular mini-concerts for their parents, for example, on Friday afternoons. Later, the repertoire of songs and dances can be supplemented, and a day of songs and dances can be organized. A. celebration can be organized at the end of the educational stage or on the occasion of some calendar holiday. Parents can learn songs with their children at home, which they will sing together during the kindergarten song festival. Children can teach their parents the dances of other nations or the circles they learned in kindergarten.

Everyday situations can be used to play with children - even when there are no toys or colourful board games nearby. According to the child psychologist, if you go for a walk or a long car trip with your children, it is also worth playing. "Children are not only engaged but also expand their vocabulary through observational games where you have to see something. Also, creating stories which contain one word for the person will help involve the whole family. If

time is allowed in nature, camping, you can build something, construct something from elements found in nature", says G. Sujetaitė-Volungevičienė. The child psychologist adds that games are helpful for the whole family: "The brain structure of both children and adults is developed by games that involve talking, planning, sending emotional signals, and moving the entire body [3]. Therefore, it is essential to use everyday household activities to expand the child's vocabulary, talk with the child about various household items, what they are for, how they work, what can be done with them, et cetera.

Being with a child is very important:

• Read, and follow fairy tales. To encourage the child to create, to fantasize while creating his fictional stories;

• Think riddles. Play a game - you ask the child a well-known riddle, and after he answers, you ask him to create his puzzle about that object. Ask the child to develop riddles about his toys;

• Encourage the child to tell himself what he remembered, liked, and saddened the most that day;

• While in the yard, park, forest, or street, talk about everything you can see - trees, buildings, objects, cars, people, and animals. Name, describe, look for similarities and differences, count;

• While playing in the yard, talk about playground equipment (grass, sandbox, swing, basketball hoop, ball, et cetera.) and about various activities, sports (running, jumping, spinning, throwing a ball, kicking a ball, et cetera.);

• While walking in nature together with your child, explore plants and talk about them - find as many flowering plants as possible in the meadow and describe them by specifying colour, size, shape, and smell, assessing which one you like the most and why?;

• Play a game of "Who's doing what" outside. When you see a living creature - a bird, an insect, a butterfly - say what it looks like, what it does, and how it moves. For example, a sparrow - small, grey, squats, looks around, looks for food, feeds, et cetera.;

• Talk about safe moving on the street. How to behave on the road, in the yard, and on the playground. On that topic, you can watch the educational cartoons prepared by the Lithuanian police about the puppy "Amsi".

Colours and learning about them are the brightest part of childhood. Children adore colours and react to each one differently, but they understand them differently than adults. When communicating with children, colours can become your good ally in the process of interpersonal communication. Colours are the most important means of expressing emotions, especially those very difficult to describe. However, it should be remembered that children should introduce colours gradually and correctly. Young children initially absorb pure colours and slowly begin to understand their derivatives and shades.

It is said that the connection between colour and mood is powerful. It has been observed that children who listen to fairy tales with a happy ending draw with a yellow pencil afterwards. If the fairy tale story ended not so happily, the children tended to draw in dark brown. Perhaps that is why many psychologists recommend especially children up to 6 years old attend drawing groups or draw at home and learn to colour their emotions [4].

With the help of the fairy tale "Friendship of Blue and Yellow Drops", children will discover other colours, develop respect and compassion for those around them, learn to communicate and cooperate, and learn the importance and power of friendship. When mixing colours, they will see how they merge and divide and change, and a new colour is born. Children will understand that they can discover other colours and shades by mixing colours. They will experience the joy of discovery and creativity. It is a great way to keep the kids busy. Surprise them and yourself! Only a few primary colours will be needed: yellow, blue, and red. Later, children get to know the other secondary colours: green, orange, and purple. Finally, the tertiary colours, yellow-orange, red-orange, red-violet, blue-violet, blue-green, and yellow-green, are produced by mixing primary and secondary colours.

2. 1. Method "Know and learn"

Who is it for?

For educators, specialists, assistants, parents of children, and anyone interested in preschool and preschool education, how to ease the integration of children from other nationalities in the existing environment, contribute to multilingual and multicultural education through playing in kindergartens, providing relevant information, descriptions of good practices, recommendations, methodological materials and examples of the organization of activities.

Why is it important?

Children are educated comprehensively - conditions are created for children's senses and abilities, emotions, and intelligence to spread.

Planned result

Educators who use this method will help bilingual children adapt faster and easier to their environment. Kids will learn the language faster and easier and start communicating with friends and adults nearby.

Tools and preparation

Informative methodological cards: numbers (see illustration 3); shapes, colours (see illustration 4); animals, birds (see illustration 5); fruits, vegetables (see illustration 6); feelings, clothes (see illustration 7), and summarizing the Lithuanian, English, Ukrainian languages words for teachers and learning.

Progress

1. Getting to know the importance of games in a child's education.

Through the game, you can learn to speak, count, communicate, get to know the environment, et cetera.

2. Language in child education.

Introduction with the tools that encourage children to play. Methodical cards. Illustrations.

3. For the successful education of children from different cultures, the pedagogue must be:

• has a positive attitude toward various cultural groups and is open to other cultures;

• respecting every human being;

• interested in the experiences of families with children;

• looking for ways to solve the language barrier problem;

• to create an information environment that would help the child learn the necessary language faster.

• educators should be able to provide children with a sense of physical, psychological, and emotional security,

• gradually accustoming them to the other language.

Summing up

Childhood is the most favourable stage for learning languages in a playful, creative way.

During the game, the child catches up and learns a foreign language gradually, just like the native language - it starts with the game, understanding of spoken language, afterwards begins speaking, and later, they learn to understand the written language (reading), and even later - to write.

Children begin to speak a foreign language freely, communicating with the educator through various kindergarten activities.

In multilingual kindergartens, teachers and children can learn words and phrases from each other in different languages, such as "hello", "thank you", "goodbye", and more. Children whose words are written in their native languages can be "teachers" of other children and help them to remember those words in that language.

The abundance of various activities in an attractive environment for children allows to "unlock" the talents of each child and promotes the individuality and independence of children. Children are educated comprehensively - conditions are created for children's senses and abilities, emotions, and intelligence to spread.

NULIS ZERO НУЛЬ	DEŠIMT TEN ДЕСЯТЬ	SKAIČIAI NUMBERS ЦІФРИ
PLIUS PLUS ПЛЮС	MINUS MINUS МІНУС	LYGU EQUAL РІВНА

Illustration 3: Method cards of numbers

SPALVOS COLORS КОЛЬОРИ	RAUDONA RED ЧЕРВОНІ	GELTONA YELLOW ЖОВТІЙ
MĖLYNA BLUE СІНІЙ	ŽALIA GREEN ЗЕЛЕНІЙ	BALTA WHITE БІЛА

Illustration 4: Method cards of colors

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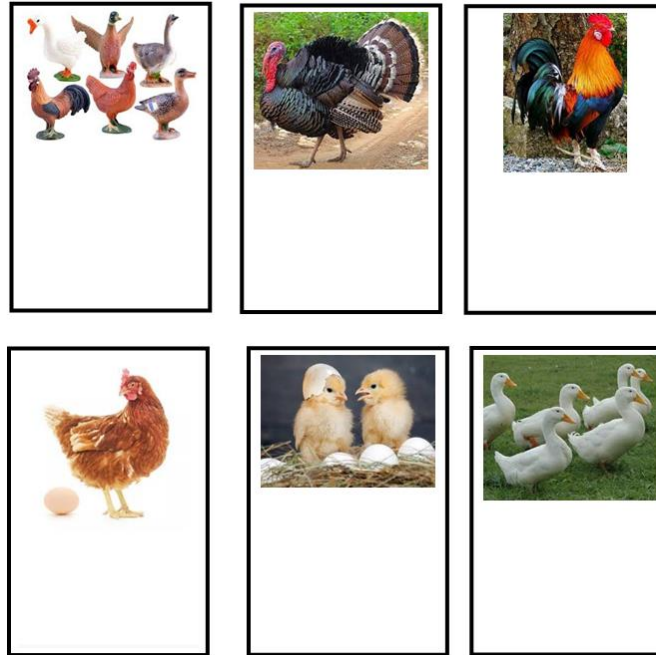OF IMMIGRANTS
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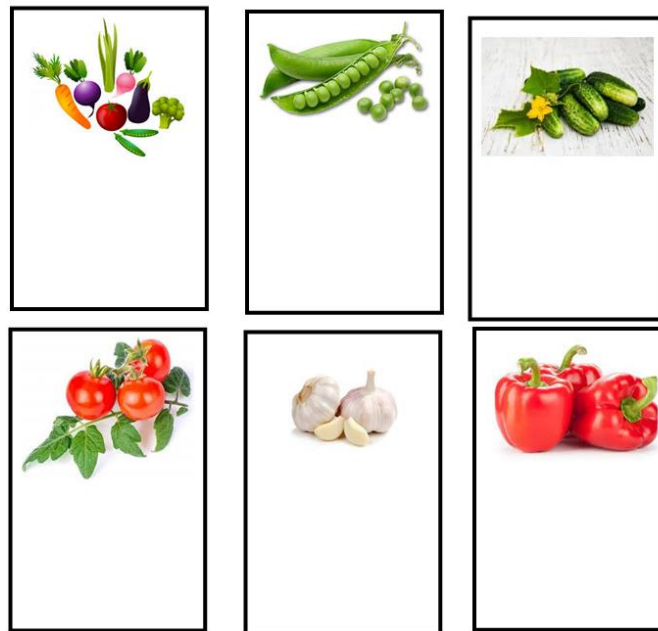**Illustration 5: Method cards of farm birds**

Illustration 6: Method cards of vegetables

Illustration 7: Method cards of clothing

2.2. Method "Exploring I Discover."

Who is it for?

For educators, specialists, assistants, parents of children, and anyone interested in preschool and preschool education, how to ease the integration of children from other nationalities in the existing environment, contribute to multilingual and multicultural education through playing in kindergartens, providing relevant information, descriptions of good practices, recommendations, methodological materials and examples of the organization of activities.

Why is it important?

Children are educated comprehensively - conditions are created for children's senses and abilities, emotions, and intelligence to spread.

Planned result

Educators using this method will help bilingual children to adapt faster and easier to their environment. Kids will learn the language faster and easier and will start communicating with friends and adults nearby. Get to know the world of colours. Children will discover other colours, develop respect and compassion for those around them, learn to communicate and cooperate, and understand the importance and power of friendship. By mixing the colours, they will see how they merge, divide, and change and new colours are born. They will understand that by mixing colours, they can discover other colours and shades. As well they will experience the joy of discovery and creativity.

Tools and preparation

Book for getting to know colours "Friendship of blue and yellow drops". The colour palette, paper, and brushes. The book is based on Leo Lionni's book "Little Blue and Little Yellow" [9].

Progress

1. Getting to know the importance of colours in a child's education.

Through drawing, you can learn to speak, count, communicate, recognize colours, describe your emotional state, et cetera.

2. Language in child education.

Introduction to the book's illustrations encourages children to focus, listen, and experience the feeling of discovery (see illustration 8).

3. Research and discoveries.

He will learn to distinguish colours, mix the colour with colours, and discover new shades and colours (see illustration 9).

4. Questions

- The blue blob has many friends, but who is his best friend? (yellow droplet).
- Do friends have to have common interests? What are they?
- Is it better for friends to be similar or different from each other?
- Is it essential to have friends? Why?
- What happened when the Blue Droplet hugged the Yellow Droplet?
- Why didn't mom and dad recognize the drops of Blue and Yellow?
- How did the parents understand what happened?
- What colour is produced when blue and yellow are mixed?
- What colour is produced when red and blue are mixed? Etc.

Summing up

Drawing and colouring develop the child's fine motor skills and creativity, artistic perception, and learning to combine and apply colours. Through colours, the child reveals his emotions and states. By observing what they choose when drawing or colouring, you can learn things that the little one would not be able to express in words even if he wanted to. While drawing, the child begins to speak and tell stories, which means that language skills and memory are developed. Children experience the joy of discovery. Friendly mutual relations, communication, and cooperation between peers are developed.

Children are educated comprehensively - conditions are created for children's senses and abilities, emotions, creativity, and aesthetic perception to spread.

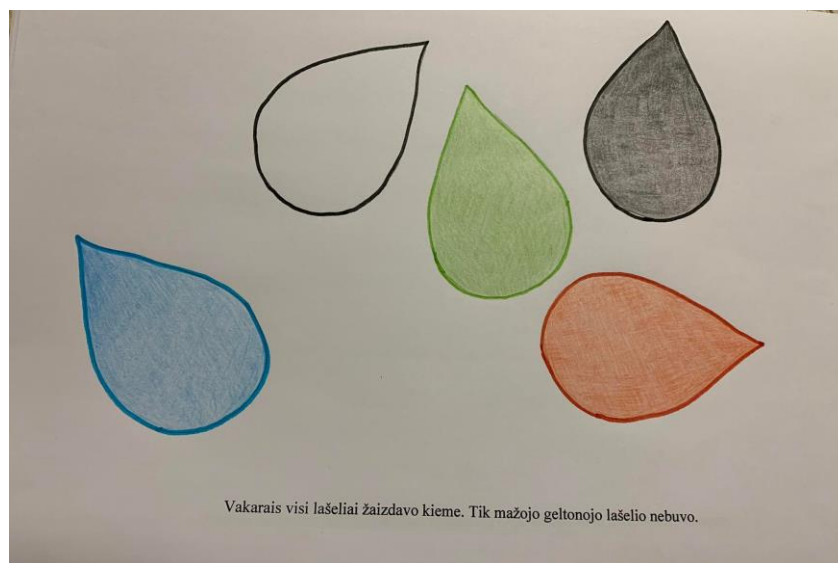Vakarais visi lašeliai žaizdavo kieme. Tik mažojo geltonojo lašelio nebuvo.

Illustration 7: The droplets are playing.

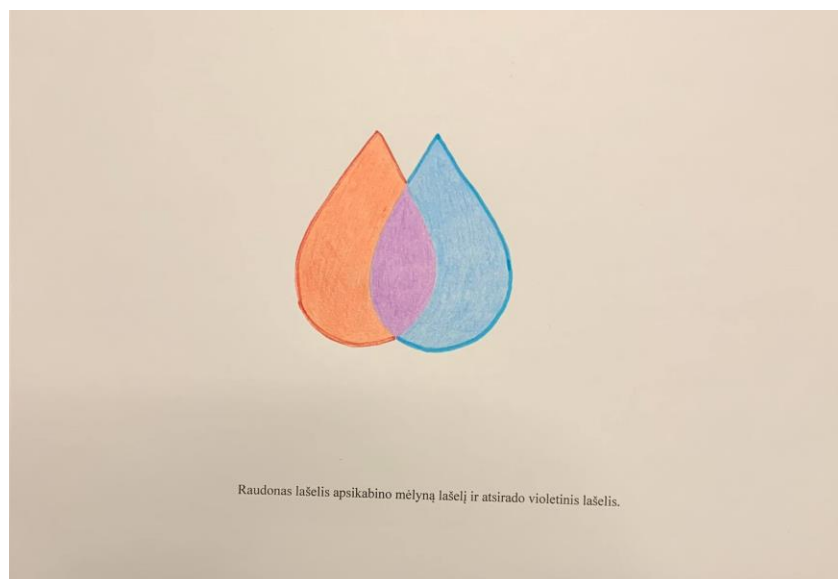Raudonas lašelis apsikabino mėlyną lašelį ir atsirado violetinis lašelis.

Illustration 8: The appearance of a purple droplet.

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Module 3

Integration of children and youth in non-formal education through the art

Integration of children and youth in non-formal education through the art

Art is a branch of plastic art. Art includes fine art (painting, sculpture, graphics) and applied decorative art (ceramics, fine textiles, cabinetmaking, jewelry, etc.). According to the professional training of the creators, folk art, amateur art, and professional art are distinguished. Other branches of plastic art are closely related to art: architecture, design, and artistic photography.

In the Art Studio of the educational and sports services of the Ignalina district, one mainly paints creates graphic works and learns about the basics of sculpture. You also learn how to print polka dots, felt, and cut paper clips. 99 school-aged students attend the art studio. There were always students whose one parent was a foreigner, or students from families who lived abroad for several years and then returned to Lithuania. In recent years, there have been immigrants fleeing the war in Ukraine. Cultural differences and language barriers arise when dealing with such students. It is necessary to make an effort so that the students get to know each other, make friends, and integrate.

3.1. Method "Getting to know"

Who is it for?

For educators who have migrant students and new students in their class or group.

Why is it important?

This method helps migrants integrate better, students get to know each other better, and make friends.

Planned result

Educators, use this method, to "cement" the class or group more and get to know the students better.

Tools and preparation

Sheets of A4 format paper, multi-colored felt-tip pens, and markers.

Progress

Students choose a pen of the color they want. Each of them writes his or her name and the 5 most important words to him on a sheet of paper. Afterward introducing themselves, they need to tell their names, why they chose such a color of felt-tip pen or marker, and briefly explain why they chose such words. In the end, everyone hangs the sheets with names and words on the board. This makes it easier to remember names and basic knowledge about a person.

Summing up

• Discuss what stuck the most in the students' speeches.

• What helps you remember a name the most?

• Encourage students to ask each other questions.

3.2. Method "Self-portrait"

Who is it for?

For educators who have migrant students and new students in their class or group.

Why is it important?

This method helps immigrants integrate better, students get to know each other better, make friends, and the teacher gets to know his students better.

Planned result

Students create an interpreted self-portrait on a piece of paper. In this method, students tell a lot about themselves. The teacher can do this task together with the students. In this way, he will also say a lot about himself.

Tools and preparation

A3 paper sheets, old magazines, newspapers, gouache, multi-colored markers.

Progress

Students have to create a self-portrait using the collage technique, but not a simple one, but an interpreted one. It should reflect personal abilities, hobbies, family... After finishing, you should make labels that indicate the name and surname. It is suggested to display the self-portraits in a visible place and create an exhibition of self-portraits, so that the students can spend some time in depth and get to know their classmates or group members.

Collage (French collage - pasting) - art technique; a work created using this technique. When composing colored paper, photos, wallpapers, newspapers, fabrics and other scraps on cardboard, canvas, plywood, combinations of colors, textures, visual motifs and unexpected meaningful associations are created. The glued composition is often supplemented with a drawing, painting. Cubists (G. Braque, J. Gris, P. Picasso) started using the collage technique around 1912.

Summing up

• What was the most difficult thing about creating a self-portrait?

• What was the easiest?

• Did you like this task?

• What did you learn about each other?

Dovilė Strolytė 18 m.

Vakarė Kajėnaitė 18 m.

Marija Meidūnaitė 16 m.

Liepa Silvija Rimšelytė 15 m.

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Kotryna Lavrukaitė 8 m.

Austėja Volodkaitė 9 m.

Ugnė Levčenkaitė 9 m.

Matas Kajėnas 8 m.

3.3. Method "City"

Who is it for?

For educators who have migrant students and new students in their class or group.

Why is it important?

This method helps migrants and newcomers integrate better, students get to know each other better, make friends, and the teachers can better get to know their students.

Planned result

Groups of students create collective creative works on the theme "City" on large sheets of paper. When creating them, you inevitably have to communicate, share ideas, decide how to do it.

Tools and preparation

A1 format paper sheets (or it could be larger), black or colored ink.

Progress

Students are divided into groups of 4. It is recommended that newcomers are evenly distributed in groups. Each group is given a large sheet of paper (no smaller than A1) and 4 bottles of black or colored ink. The task is to create a city. Pouring, watering the

ink on the paper, spreading it by turning the sheet of paper, blowing, etc. After creating, present it, explaining what it depicted. After delivery, attach a label with names and surnames, display.

• What new experiences did you gain while creating this work?

• Are joint activities unifying?

Summing up

• Who took the lead in the group?

• Whose ideas worked?

Patricija Doviakovskytė 17 m.

3.4. Method "The feeling"

What is it for?

For educators who have migrant students and new students in their class or group.

Why is this important?

This method helps to get to know each other better and to feel the mood of classmates or group members. Seeing only black on a piece of paper, one wonders why it is painted that way. Talking (individually) might even help you solve the problem.

Planned result

Students got acquainted with abstractions. From colors, and their arrangement on a sheet of paper, educators using this method get to know their students better, and can notice or even solve their psychological problems.

Tools and preparation

Sheets of A3 format paper, gouache.

Progress

Students, choosing colors intuitively, have to draw an abstract drawing on the provided sheets of paper. Later, we talk about what color we represent pain, joy, sadness, jealousy, happiness, longing, disappointment, and pity... Then, after looking at the painted picture, the students analyze themselves and their feelings.

Summing up

• Can feelings be associated with colors?

• What color do they think best represents a particular feeling?

• Did you get to know each other better?

Rugilė Goštautaitė 15 m. „Ilgesys"   („Longing")

Asta Alkimavičiūtė 17 m. „Nusivylimas"   („Disappointment")

3.5. Method "Where am I from?"

Who is it for?

For educators who have migrant students and new students in their class or group.

Why is it important?

This method helps migrants to integrate better, and students learn more about each other and socialize.

Planned result

Educators, using this method, get to know their students better. Students also learn more about each other.

Tools and preparation

Sheets of A4 paper, gouache or watercolors, old magazines, multi-colored felt-tip pens, markers, and ink.

Progress

The task is to depict one's homeland, country, environment, and place where a person comes from. Students choose the means of expression they want according to their idea and create a drawing. Afterward, everyone displays and discusses the drawings.

Summing up

• Ask to tell what each one depicted.

• Discuss what was the most successful in depicting and what the student thinks worked best in his piece.

• The teacher can comment on the more fortunate places in the drawing.

Miglė Kajėnaitė 12 m.
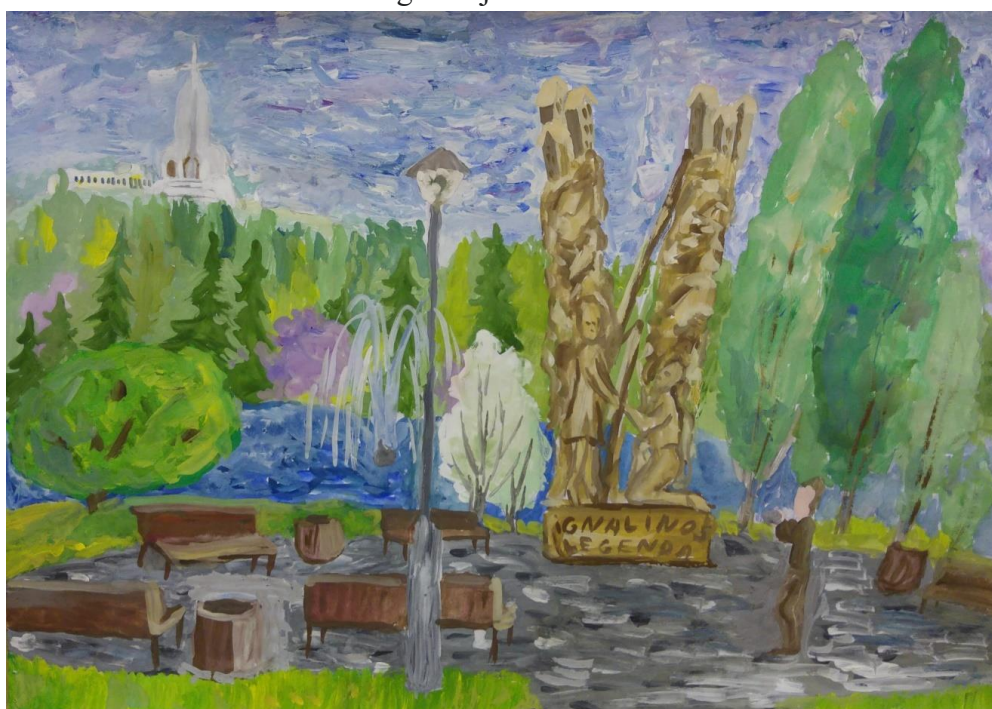
Vakarė Kajėnaitė 11 m.

3.6. Method "Friendship"

Who is it for?

For educators who have migrant students and new students in their class or group.

Why is it important?

This method helps migrants integrate better, students get to know each other better, and make friends.

Planned result

Educators, using this method, "cement" the class or group, and refine the values.

Tools and preparation

Sheets of A1 format paper, gouache.

Progress

Discussing what friendship is. All students are divided into groups of 4. The groups are given large sheets of paper and asked to create drawings on the theme "Friendship". They choose means of expression according to their ideas. After the drawings are finished, labels with the students' names and surnames are attached to the bottom right corner, the drawings are displayed and discussed.

Summing up

• Did this drawing give you new ideas about friendship?

• Does joint work bring you together?

• Who was most successful in uncovering the topic? Why?

Rugilė, Reda, Ieva, Ieva, Urtė

Auksė, Kamilė, Gintautė, Rusnė

3.7. Method "Mask"

Who is it for?

For educators who have migrant students and new students in their class or group.

Why is it important?

This method helps migrants integrate better, students get to know each other better, and make friends.

Planned result

Educators using this method bring the class or group together more and get to know the students. Joint activities bring students together.

Tools and preparation

Lessons I - plaster bandage, cellophane film, water, marker, scissors. For lessons II - acrylic paint, thread or tow, hot glue, scissors, rubber band to hold the mask on the head.

Progress

In lesson I, students are divided into pairs. One student is laid to rest. The second puts a cellophane film on his face, marks where the eyes, mouth, and nose will be, and the marker circles the oval of the face. The gypsum bandage is cut into pieces about 20 cm long and dipped into lukewarm water a few pieces at a time. It is pulled and placed on the face, having previously placed cellophane on it. The bin is layered in about five layers, carefully removed, and dried. After that, the students exchange and repeat the sequence of actions. In lesson II, students remove the cellophane from the masks and paint the masks, attach hair, decorate with accessories, and attach elastic bands.

Summing up

• How did you feel when your friend put cellophane and plaster on your face?

• Are you satisfied with the results?

• Did you become more friends while working together?

• If you were making a second mask, what would you do differently?

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3.8. Method "What's on the back?"

Who is it for?

For educators who have migrant students and new students in their class or group.

Why is it important?

This method helps migrants integrate better, students get to know each other better, and make friends.

Planned result

Educators using this method bring the class or group together more and get to know the students. Joint activities bring students together.

Tools and preparation

Thicker sheets of A4 paper, markers, markers, or pins.

Progress

One student volunteer is placed on a chair. A sheet of paper is attached to his back. In it, you need to draw an animal or a bird or a person or a plant, or something else that the rest of the students come up with. In the drawing, the object must be recognizable, but concise. It is necessary to agree on what to draw quietly so that the person sitting with the drawing on his back does not hear. When he draws, the person sitting on the chair starts asking what it could be. Other students say "warm" or "cold" depending on whether the guess is closer or further from the truth. When the person sitting with the picture on his back guesses, the next volunteer sits down and the game repeats.

Summing up

• Was it difficult to guess what was written on the back?

• Was it difficult to draw the object on the back?

• How did you go about asking questions?

3.9. Method "Portrait?"

Who is it for?

For educators who have migrant students and new students in their class or group.

Why is it important?

This method helps migrants integrate better, students get to know each other better, and make friends.

Planned result

Educators, using this method, unite the class more and bring them together through friendly laughter, which becomes common. Joint activities bring students together.
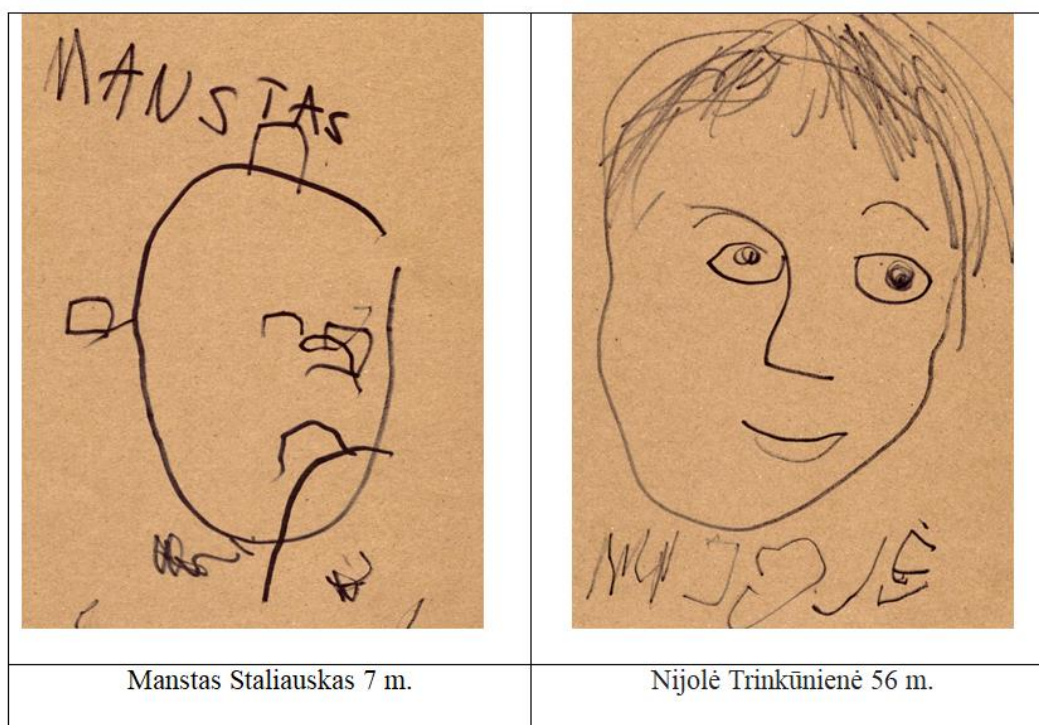
Tools and preparation

Thicker sheets of A4 paper, markers.

Progress

Each student takes a piece of thicker paper and a marker. Everyone stops in a circle and holds a piece of paper in front of their face, the felt-tip pen should be held from the front, with the writing part towards the face (opposite to drawing normally). Students start drawing on the side of the paper that is invisible to the artist. The teacher tells us to draw the right, and left eye, nose, lips, face oval, etc. Students begin to draw a portrait, but they must not see what they are drawing. A very funny portrait is drawn because the person drawing does not see what he is drawing, the parts of the face are mixed up. You need to write your name at the bottom of the drawing. Groups of 3 are formed, one student extends his hand with a marker, with the writing part of the marker facing away from him. 2 assistants hold the portrait in front of him and jointly move the picture so that the marker draws the corresponding name in the hand of the drawing student. After completion, it is recommended to display and discuss the drawings.

Summing up

• Is it easy to draw without seeing?

• Was it easy to write your name?

• What makes for success?

Jonas Polita 9 m.

Kotryna Lavrukaitė 8 m.

Manstas Staliauskas 7 m.

Nijolė Trinkūnienė 56 m.
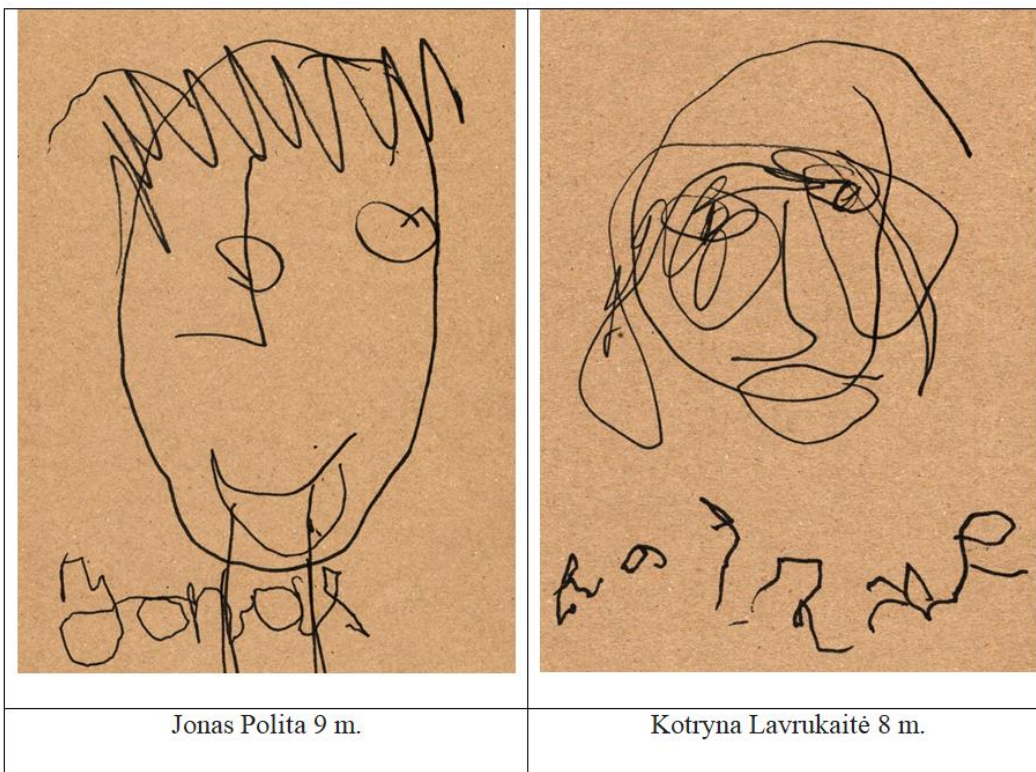
3.10. Method. Game "The union of colors"

Who is it for?

For pedagogues and people who work with youth in a classroom setting.

Why is it important?

Play makes young people aware that out of the union of different things can come something new to share.

Planned result

This game helps young people share experiences and create new realities.

Tools and preparation

Any safe area/space

A white poster

Blue and yellow paint

A potato cut in half.

Progress

•   Participants sit on the ground around the white poster board.

•   Each participant holds up one-half of the potato.

•   Each participant must dip the potato in the colour of their choice and draw their story on the poster board.

•   In the course of drawing, the two colours will intertwine.

•   The union of the colour yellow with blue creates a third colour, green.

•   The colour green is symbolic of the union of the other stories that intertwine with each other and create a new shared story.

Summing up

Ask to share your thoughts on the following topics:

•   Sharing

•   Friendship

List of references:

1. Dictionary of art / Institute of Culture and Art, Vilniaus dailės akademija. – Vilnius: VDA l-kla, 1999.

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Module 4
Theater and movement games

The main physical activity of young children is active games

Active games are pleasant activities for the child, in which he behaves spontaneously, anticipates the goals of the game, gives them meaning, and controls this activity. Active games are extremely useful for the overall development of a child. Develops the motor skills of basic movements, develops imagination, teaches improvisation, improves coordination of movements, and strengthens the body. Active games are characterized by racing, the child is emotional, his creative playfulness is activated, and mental and physical skills are improved (intelligence, dexterity, strength, endurance). [1]

Benefits of theater for emotional and physical health

Dagna Volkovaitė, the teacher of "Puriena" nursery-kindergarten, says: "Compared to other forms of art, the theater has a particularly strong and emotional effect on a child, develops thinking, imagination, fantasy, memory, attention, attention, creativity, and develops the child's artistic self-expression. Therefore, it is an excellent method to encourage physical activity in the child. Theatrical possibilities for the development of children's intelligence are huge and not fully revealed. Most scientists (Gardner H., Reimer B., Parsons M.J., Smith R.) emphasize artistic education as: "the preparation of an individual to penetrate the world of art with mind and feelings". Therefore, any spontaneous and rational creative manifestations of students are self-changing. Creating and perceiving involves equal parts thinking, intuitiveness, and creativity. Able to reincarnate, create, imagine - the child's mental abilities play a decisive role." [2]

Acting means that emotions are not completely natural; they are caused on purpose, at the right time, and as needed. Therefore, when acting, one learns to manage emotions, first of all, to consciously manage the relationship one expresses. For example, moving across a stage can be slow, casual, fun, or dignified. The ratio of this relationship helps to correctly determine other feelings and emotions of a person, their entire palette. [3]

Physical activity and movement games

Physical activity helps satisfy the child's need to move, stimulates the body's development and growth, strengthens physical and emotional health, and promotes motor skills development. Develops and strengthens all body systems, affecting their functions and vitality. A physically active lifestyle and playing sports in one's free time are known to improve physical capacity, well-being, and health. To raise healthy and strong children, more attention should be paid to children's active games, because "A healthy body is a healthy soul" (D. Locko).

When developing physical activity through mobile games, it is necessary to take into account several extremely important points. That is children's age, wishes, moods, interests, daily regimen, physical fitness, children's health status, etc. The advantage of mobile games is that the

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place can be special, permanent with marked boundaries, and various attributes and any available premises and spaces can be adapted.

Motion games work in many different environments. In classrooms, open youth centers, daycare centers, clubs, and camps. Role-playing games for children provide not only entertainment but also an opportunity to get to know each other and develop positive character traits, such as following tasks and working in a team.

4.1. Method Warming up. "Leading the Blind" (Duration 50 min)

Who is it for?

For educators and persons working with youth, conducting classroom lessons, camps, or during other meetings when there is an even number of children.

Why is it important?

"Leading the blind" is suitable both for building trust and learning to communicate in a new group. The essence of the method is best described by Kahlil Gibran's words: "You are blind and I am deaf and mute, so let's hold hands and try to understand each other."

Task: To acquaint the "blind" with the world around him.

Progress

It is played in pairs. Depending on the conditions, the method can be performed both indoors and outdoors. This method requires mutual trust and responsibility, so it is perfect for new groups of children to introduce and bring them together. To make it easier to concentrate and get into the role, the "blind" can be blindfolded. He may just be closed. The partners of the pair are divided into roles: one is "blind" (he must be closed), and the other is "deaf and mute" (he must be silent). The "deaf" leads the "blind" indoors. When carrying out activities in empty rooms, it is recommended to place obstacles (a chair, table, ball or other available objects are suitable). One leads the other for 10-15 minutes, after which the partners of the pair change roles. [4]

Note: It is necessary to discuss the experience immediately after completion.

Possible methods of discussion:

1. Discussion is used for those learning a common language.

Questions for the "blind":

• Did I trust the leader? If so, why? If not, why?

• What did I understand, and discover?

• What kind of world did he show me?

• What did I feel when I couldn't see anything?

• How do I feel now?

Questions for the leading "deaf":

• Did I feel responsible for the person I was leading?

• What did you like better - marrying or being married? Why?

• What was the hardest thing about walking? Why?

• What did I experience unpleasantly?

• What did I experience that was new and important?

Alternate process

1. If children have a language barrier, a table in their native language is used to assess their behaviour. The presenter is recommended to pay attention to the received material in the future when communicating and organizing activities. [3]

Questions for „blind"		Questions for the host "deaf"	
What does it feel like when I couldn't see anything?		Did I feel for the person I was walked?	
Did I trust the presenter? If so, why? If not, why?		Who while walking was the hardest? Why?	
What kind of world did he show to me?		Who liked more to lead or be led? Why?	
What did I understand, discover?		What did I experience that was new and important?	
How do I feel now?		What did I experience unpleasant?	

4.2. Method "Clay" (Duration 30-45 min.)

Who is it for?

For educators and people working with youth, conducting classroom lessons, camps, or other meetings when there is an even number of children.

Why is it important?

There is a sharing of emotions, relaxation, and removal of physical barriers

Progress

The first step. Divide into pairs: one person is the sculptor, and the other is the clay. The sculptor creates 3 "poses" from the "clay" that represent 3 emotions (e.g. how he felt before the project, how he felt now, and how he is expected to feel at the end of the project; or sadness, anger, playfulness). All the sculptors observe how the "clay" changes pose that reflects the named emotions. [5]

Playing music while children work helps keep them moving. Once the first statues are finished, hold an art show where they can see other children's creations. Then switch roles in pairs and let the "clay" children become sculptors.

Alternate process

Divide into pairs: one person is the sculptor, and the other is the clay.

The sculptor creates analogous figures from the "clay" as in the given visual material. In other words, the clay sculptor has to put together the poses shown in the picture. This game can be played using different body parts (see illustration 10). or the whole body (see illustration 11).
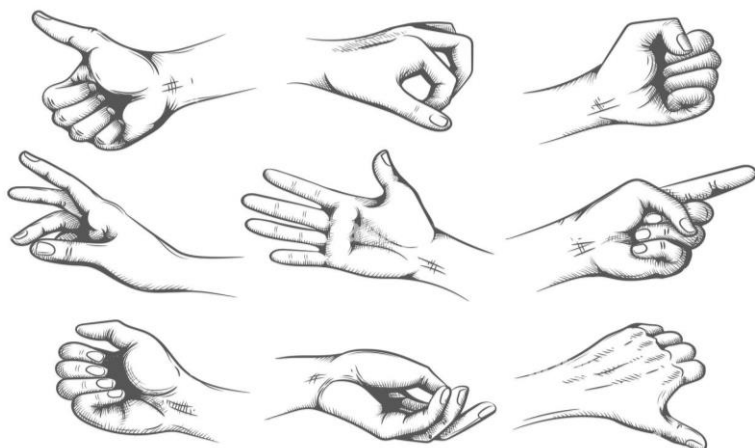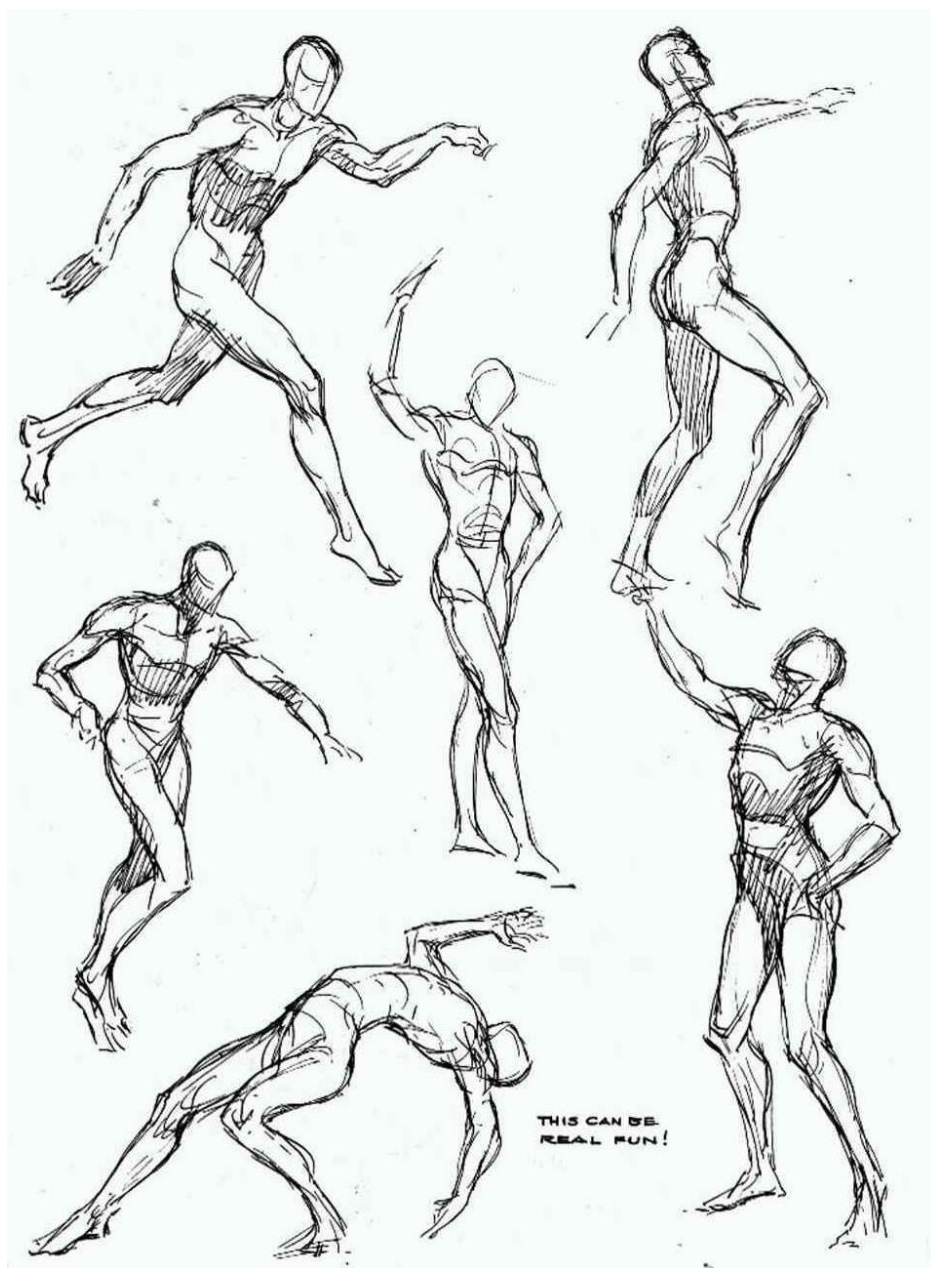

Illustration 10. Using only hands

Illustration 11. Using the whole body.

4.3. Method "Stop Go" (Duration 30 min.)

Who is it for?

The game is designed to help the group focus after a break and get back to work.

Perfect for a youth group that doesn't know a common language.

Why is it important?

The game helps to learn to observe the environment, control body movements, develop teamwork skills, and stimulates the imagination.

Planned result.

The group's creative playfulness is activated, mental and physical qualities are improved, and attention is focused.

Location: A larger room to allow enough room to move around. Background music.

Progress

All players move freely in the room.

I stage. Any player can say "Stop" and all players freeze in the positions they were in at the time. When everyone freezes, the host must say "Go" and all players are free to move again.

Phase II. When one player says "Stop", all other players must stand in the same position as that player. When the host says "Go", everyone else must move to imitate the host's movements (snap fingers, limp, walk on all fours, etc.)

Phase III. The group stops talking and doesn't make any movements. All players must observe the surroundings and stop when any one player stops, move when any one player moves.

Summing up

In conclusion, it is recommended to discuss the emotional state and feelings of the group participants.

The manager is suggested to evaluate the process using this table. [6]

Assessment of acting ability and achievement levels			
Criteria	Satisfactory level	Basic level	Higher level
Posture in space, freedom, self-confidence.	Posture is neutral, slightly focused, and avoids being the centre of attention.	Tries to be the centre of attention, and uses imagination, and emotions, but tension and anxiety remain.	Feels natural, free, self-confident.
Communication with a partner	Does not see the partner, does not use or suppresses the feelings that arise.	Often reacts to people around, accepts their signs, and addresses actions.	The person is focused on the task at all times, has an excellent vision of the environment, and maintains a relationship during the game.
The most important task execution	Does not understand the task, does not concentrate on the actions and does not focus on the task.	Understands the most important task, but it is difficult to concentrate on completing it.	The person understands the most important task, concentrates, and reveals himself.

4.4. Method "The Key"

Who is it for?

For pedagogues and people who work with youth in a classroom setting.

Why is it important?

It is important because it makes one realize how many difficulties a young person who wants to be a part of a peer group can face.

Planned result

This game helps young people build the right tools to deal with difficulties.

Tools and preparation

Any safe area/space

Progress

• Game participants should create a group and arrange themselves in a circle.

• They have to choose one person who is not part of the group and who has to leave the room and stay outside.

• Participants who remained in the room must choose any one item, such as a color, an item of clothing, or an accessory, which becomes the key to access the peer group by the participant left out of the room.

• Having chosen the key element, the group, in order not to let the participant inside, arranges itself in a circle, crossing its arms with those of its neighbour, creating a wall that does not allow accessing to other participants.

• Entry into the group of the participant left out is possible only if that participant, when entering the room, identifies the key that allows him or her to join the group.

• The object of the participant left out is to get into the circle (into the group) but to do so he or she must be able to find the exact key.

Summing up

Ask to share your thoughts on the following topics:

Strategy

Sharing of ideas

Inclusion

List of references:

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3.   dr. Vida Kazragytė. *Įvadas į teatro pasaulį*, 2015. Link: https://sodas.ugdome.lt/metodiniai-dokumentai/perziura/3673

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5.   Aurelija Bučmytė. *Educational games. Sculpture,* 2013. Link: https://akiusviesa.wordpress.com/2013/02/17/skulptura/

6.   Raisa Melnikova. *Theater. Creative tasks for classes XI-XII (school "Art workshops"),* 2015. Šviesa, Vilnius.

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Module 5

Integrating children and young people through sports and physical activity

What are sport and physical activity?

The terms "sport" and "physical activity" have different meanings in different contexts. The word "sports" often makes you think of games like football, basketball, volleyball, tennis, etc. This is usually related to competitions, tournaments, and rules. However, this guide uses a broader, internationally accepted concept of sport that encompasses the various human motivations to be physically active.

Competition is one of the motivations, as well as being physically strong and healthy, establishing relationships, having a sense of belonging, a sense of joy, relaxation, and a break from every day worries. Therefore, physical activity is used in this guide in its broadest sense to promote psychosocial well-being. These are traditional and international games, relaxation techniques, martial arts, gymnastics, etc.

Different crises challenge both individuals and communities in different ways. The types of sports and physical activities that are used in the psychosocial response to the crisis must be carefully thought out and coordinated with the needs, social environment, traditions, and culture. or cooperation. The same activity can often promote several of these competencies simultaneously. They also help develop psychosocial skills that can help you better manage stress, emotions, and social relationships. Therefore, they are useful for managing stress reactions after crises. Although competitive sport is very popular, they may not be the most appropriate method for crisis-affected circumstances. Both Europe and the world are facing major psychosocial challenges. However, research shows that a physically active life can in many cases be beneficial for psychosocial well-being, depression, and stress reduction. Sports and physical activity can be powerful tools for creating a strong sense of community and togetherness. This is especially important during any crisis. Inner health and psychosocial well-being are closely related to physical health. Sports and physical activity have different significant effects on a person's well-being. The positive effects on physical health are well known, but sports and physical activity also have strong positive effects on cognitive and psychosocial well-being. This means that sports and physical activity have a positive impact not only on individual well-being but also on community well-being. Sports and physical activity help people forget about their troubles and enjoy the activity. These positive psychosocial benefits can be explained by the fact that physical activity releases hormones in the brain called endorphins. Endorphins make people happier and reduce anxiety. However, the benefits cannot be explained by biochemical reactions alone.

In developing the psychosocial well-being of many individuals and groups, sports and physical activity have the following goals:

• increase the level of self-esteem or the ability to positively evaluate oneself, one's body, and physical abilities when performed in a certain way where one feels comfortable

• increase confidence in their abilities to communicate with peers

• reduce feelings of depression

• reduce social isolation by spending time with other players

• make new friends or strengthen existing friendships

• learning about positive and negative emotions, such as winning or losing

• provide a positive and safe space to release tension and stress.

Cognitive skills

Cognitive skills are mental processes such as memory, attention and concentration, language comprehension, learning, problem-solving, and decision-making. Cognitive well-being is improved through physical activity because it stimulates the brain. When physical activity is combined with rest, the brain develops and supports its functioning. This way, the brain can respond better to new challenges, the aging process is slowed down, and functions such as concentration and attentiveness are improved. Importantly, physical activity also provides real opportunities to develop planning and problem-solving skills that are used in many other areas of life.

Local sports and traditional games

Some games are well-known worldwide, while others are known only in the local community. Many stories of local sports and traditional games go back many centuries. They offer newcomers a connection to their communities and culture, which is important psychosocial support.

How to customize games

The proper adaptation of games (care, sensitivity, mutual respect) is necessary to realize the idea of playing for fun. In these games, the emphasis is on the process of the game, not the result. In many traditional dances, dancers often move together and coordinate their steps as a group. However, the focus is not on perfecting the choreography, but on enjoying moving to the music together.

Adapting the game to psychosocial activities

The teacher plays a key role in helping the participants to modify the game to give it a more psychosocial focus. Here are the planning questions for game modding:

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• Why should the game be modified (do we want to make it easier, reduce competition, encourage cooperation, etc.)?

• Does the activity activate unwanted feelings?

• How can participants ensure that no one feels left out in the game?

• How can all participants express their thoughts and ideas in the process?

• Are there any moves or techniques that can't be done or should be avoided?

• How can participants support each other?

• Does the new rule have a positive effect on the game? For example, a regular game of soccer is most fun when all participants are relatively equal in ability. However, if a few players are much better or more physically fit, they will tend to dominate the game, making it less interesting for the rest. But if the group decides to change the rules to say that everyone has to touch the ball first, then those who are not good at soccer will get the ball. The team will need to include all members to win the game.

Space refers to a playing field, gym, or outdoor area where activities take place. Possible space changes:

• increasing or decreasing the playing area. Less space often makes activities lighter, but sometimes more intense.

• it is necessary that it corresponds to the right ability. For example, in a relay race or a race, participants may be of varying fitness and speed. A mixed group between of younger children and youth. By changing the distance that participants have to run, the difference can be evened out. The game becomes more interesting, engaging, and motivating. The types of activities offered must create conditions for everyone, regardless of their ability, talent, age, gender, ethnicity, social and economic status, etc.

5.1. Method "Freeze the whistle game"

Who is it for?

For pedagogues and persons who are working with youth, conducting classroom lessons, and sports activities.

Why is it important?

This is a good warm-up game because it teaches participants to respond to the handler's signals and instructions, which is an important safety mechanism.

Planned result

Educators and youth workers will use this method to teach children and youth how to respond to commands.

Tools and preparation

Any safe terrain/space (as smooth and clean as possible).

Markers such as cones, discs, rocks, sticks, bottles, etc.

Progress

The leader asks the participants to move around the space, but everyone must "freeze" (stand completely still) when the leader whistles or says "freeze".

• Participants must stand completely still when the presenter signals "freeze".

• If one participant moves after the presenter shout "freeze", he will have to perform a specific task, depending on the group and its abilities (eg, move like a certain animal;

show a dance move; do five push-ups, etc. vol.).

• There is only one manager at a time.

• Instead of shouting, the leader indicates "freeze" by raising his right hand; if the manager

raises the left hand, the participants must lie down on the floor.

• Try the game without a guide - anyone can shout "freeze". In this version of the game, if

two participants shout at the same time, they have to perform a specific task or are eliminated if the group has established this by rule.

• Try moving in pairs or small groups holding hands.

Summing up

Ask to share your thoughts on the following topics:

• Discipline

• Leadership

• Non-verbal communication

5.2. Method "Stuck in the mud game"

Who is it for?

For pedagogues and persons who are working with youth, conducting classroom lessons, and sports activities.

Why is it important?

This game encourages children to cooperate, help a friend, and be honest.

Planned result

Educators and youth workers will use this method to teach children and young people to cooperate and be honest.

Tools and preparation

Any safe terrain / space (as smooth and clean as possible).

Markers such as cones, discs, rocks, sticks, bottles, etc.

Progress

One player is the catcher and must run after the others and try to "mark" (touch them gently). Touched players must stand still with their arms out to the side. The catcher then tries to touch the other players. Marked players can be saved by another player by touching their outstretched arms (or passing between their legs).

• The game ends when all participants are marked.

• The manager can change the catcher every 30 s.

• There can be more than one catcher.

• Instead of standing still, marked players go to a certain area for some time and are then allowed to join the game or have to do a drill while waiting. It keeps everyone going in motion.

Summing up

Ask to share your thoughts on the following topics:

• Discipline

• Cooperation

• Helping a friend

5.3. Method "Greetings"

Who is it for?

For pedagogues and persons who are working with youth, conducting classroom lessons, and sports activities.

Why is it important?

It is a good warm-up game that encourages children to communicate, get to know each other and be friendly and creative.

Planned result

Educators and persons working with young people, using this method, will encourage children and young people to get to know each other, communicate and exchange information.

Tools and preparation

Any safe terrain/space (as smooth and clean as possible).

Markers such as cones, discs, rocks, sticks, bottles, etc.

Progress

Participants run around the designated playing field. When the presenter calls out "Number 1",

participants have to find a partner and shake hands. This is the "Number 1" partner handshake.

Participants leave their partner and run around the area again, this time the leader calls out "Number 2" and the participants must find another partner and shake hands.

This process is repeated until the number is 5. Then the numbers are called out at random and the contestants have to find a partner that matches that number again.

• Participants start when the presenter gives the signal, not before.

• If a participant is left unpaired, they shake hands with the host.

• This game can also be used as an icebreaker by asking participants to introduce themselves at the same time they shake hands.

• Give additional tasks to encourage more participants to interact (ask participants to talk about famous people).

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• When the host calls a number, participants must look for their partner and then hide from them.

• When the host calls the number, the participants pair up and introduce each other to the other pair.

• Other ways of greeting are possible instead of a handshake (eg. touching knees to knees).

Ask the participants to suggest other forms of greeting.

• If not all participants can run, the game can be played by asking some participants

Walk, crawl, jump.

Summing up

Ask to share your thoughts on the following topics:

• Meeting new people

• Respect

• Communication

5.4. Method "Solar Battery"

Who is it for?

For pedagogues and persons who are working with youth, conducting classroom lessons, and sports activities.

Why is it important?

This is a good cool-down game that encourages children to concentrate, focus, and be helpful.

Planned result

This game encourages children to calm down, concentrate, and help a friend.

Tools and preparation

Any safe area/space (as smooth and clean as possible)

Sheets of paper

Progress

Everyone carries a piece of paper on their head. They are moving

in space. Hands must not touch the "solar battery". If a player drops their "solar battery",

the player must freeze. Other players can rescue the frozen player by taking the leaf and

putting it back on the other player's head. They have to keep it their own.

• The sheet must be carried on the head.

• They are not allowed to touch the leaf with their hands.

• They are not allowed to stand still with a leaf on their head.

• the second time the leaf falls on the first side, you have to freeze and wait for something

Will assist.

• Only participants with a sheet on their heads can help other participants.

• Small children may find it difficult to carry a sheet on their head. You can carry the leaf on your forearm or shoulder.

• perfect for carrying the sheet (head, forearm).

• direct movement methods (walk forward, backward, slide, crawl).

Summing up

Ask to share your thoughts on the following topics:

• Concentration

• Helping a friend

5.5. Method Game "Soccer"

Who is it for?

For educators and persons who are working with youth, conducting sports activities.

Why is it important?

This game encourages children to cooperate, to be honest, and to feel equal.

Planned result

Educators and people working with youth, using this method, will teach children and young people to cooperate, be honest, and help them feel equal and important members of the team.

Tools and preparation

A soccer field (or any level and safe field)

Goalposts (or other elements representing goalposts)

The ball

Tabs for each team

Progress

• The main goal is to score more goals than the other team.

• There can be a variety of people, some with a lot of experience in the game and some not. Help those with less experience by changing the rules:

• If playing in a mixed group, inexperienced players must touch the ball before scoring

• ask skilled players to kick the ball with their weaker feet.

• Play while sitting.

• Change the size of the gate or pitch.

Summing up

Ask to share your thoughts on these topics

• Involvement of team members in activities.

• Fair play

• Teamwork

5.6. Method Game "Dance chain"

Who is it for?

For pedagogues and persons who are working with youth, conducting classroom lessons and events.

Why is it important?

This game encourages children to communicate and develops creativity and self-confidence.

Planned result

Educators and people working with youth will teach children and young people to be tolerant and feel good in their circle of peers using this method.

Tools and preparation

Any safe area/space (as smooth and clean as possible)

Music (tape recorder, CD, radio, etc.).

Progress

The group stands in a circle. The music plays and the children start moving to the music. When the child feels confident, he steps into the circle and demonstrates a certain movement. Everyone in the circle tries to imitate the movement. Then another person enters.

• Everyone should dance (or at least move) to the music, but not everyone has to appear independently in the middle of the circle.

• It is rude to make fun of another dance style unless the dance move is meant to be funny.

• Adaptation is not directly required as the participants choose the movement and the group could imitate almost any style.

Summing up

Ask to share your thoughts on the following topics:

• Body awareness

• Tolerance

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Key points in ensuring a sense of security in physical activity:

• Exercise and exercise in safe places. The environment should be free from physical, psychological, and social harm (eg violence, racism, and curious outsiders). If you can, organize the activity inside so that there are no uninvited guest viewers.

• Ensure that all participants are satisfied with the nature of the planned activities and how they are to be carried out.

• Consider offering alternative activities to those who do not wish to participate

• Plan activities to suit all abilities so that each participant feels challenged and overcome.

• Take time to reflect on the activity. Ask "What did you learn from your activity?", "How can you apply what you learned outside of sports?"

• Create mixed teams. This is especially important when bringing together distinct communities or different ethnic or religious backgrounds.

List of reference:

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Module 6
Integration of children and young people in an educational institution using interactive learning tools

6. 1. Methodology purpose and application possibilities

The methodology of integrating interactive learning tools in educational institutions is intended for children and young people who have come from other countries and face a language barrier. Often they only know their mother tongue, sometimes one of the international languages. But the problem becomes apparent - not all teachers can communicate freely in a certain international language. In Lithuania, lessons are taught in the national Lithuanian language, and children and young people who have arrived from other countries do not know this language. The resulting situation forces us to look for ways and methods to understand and explain the simplest things, how to include them in the lesson, and teach new topics. For this purpose, you can use gestures, dictionaries (if we have them), and pictures, but one of the more effective ways is the use of interactive learning tools. These tools facilitate the individualization of the teaching process because each student can individually choose the volume of the educational material, based on personal opportunities to choose the pace of the task that is suitable for him and check his results. Another important aspect is that the choice of these tools is very large [1].

In educational institutions, the integration of information and communication technologies includes the entire educational process - they are used to enrich the lesson, to interest the lesson topic, to promote learning motivation and the involvement of students with special educational needs, and to encourage the development of gifted children. Children and young people get to know the tools of information and communication technologies through various computer programs, and while playing educational games they learn and improve, because all the tools can be personalized, and designed according to the age and the personal needs of the child or young person, thus they are used very purposefully.

Studies [2] were conducted in European countries, which showed that teachers who use information and communication technologies in their work achieve significantly better results. It was also found that these tools used in the educational process have a positive influence on reducing social exclusion, they perfectly develop independence skills and can respond to various specific needs.

After conducting a study in one Lithuanian school, it became clear [3] that teachers use information and communication technologies in their lessons, and actively use such interactive learning tools as *Eduka, Ema, WordWAll, LearningApps, Quizizz, Quizlet* etc.

These tools make it possible to learn using the human senses: I see, I hear, I say (repeat). Enabling the various senses in the educational process creates good conditions for experiential language learning.

Thus, it can be concluded that the application of information and communication technologies in lessons can encourage the student to achieve better learning results, and the use of interactive learning tools provides teachers with opportunities to personalize teaching. The personalization of teaching creates conditions for each student to learn according to his abilities, in this way it is possible to teach the Lithuanian language to children and young people who have come from other countries and to achieve this goal - to apply interactive learning tools, because they are based on human senses: sight, hearing, speech.

6. 2. Planned result

When planning various activities, the desired result is important. When educating children and young people from other countries in Lithuanian schools, the most achievable result is learning the Lithuanian language and the ability to communicate with others in it. Language proficiency promotes successful integration in the community, educational institution, and society.

Learning the Lithuanian language can be influenced by self-learning [4], when arriving children and young people hear the language in their living environment (shop, television, radio, etc.), as well as in educational institutions (kindergarten, school, daycare center, etc.).

In purposeful teaching of the Lithuanian language, first of all, there is a lack of a differentiated approach to learners, their differences, level of education, cultural environment, and the attitudes of those who have arrived to life in Lithuania are not taken into account. All of this has a direct impact on the motivation of language learning, especially the internal one.

Another important aspect is the grammar and vocabulary of the language. In this case, it is necessary to pay great attention to the innovativeness of language teaching and the connection of teaching material with real life.

Lithuanian language can be learned remotely. To achieve this goal, there are many virtual lessons, several interactive methodological tools have been created, and you can learn at your own convenient time and in any place.

Thus, it is possible to conclude that not only the environment in which a child or young person lives but also teaching methods help to achieve good results when learning a language: living environment, innovation, and connection with real life. In this case, the planned result is the ability to communicate in the Lithuanian language, because only full-fledged communication in the state language provides good prerequisites for a person's integration and socialization in society.

6. 3. Interactive learning tools

Interactive learning tools are already widely used in the modern education system. These tools engage students and engage them in interactive learning. It has been observed that this way of teaching and learning is more effective, motivating, and able to make the students themselves want to learn. From a teacher's perspective, these tools help individualize and differentiate tasks. The lesson is enriched with visuals, and sound, and motivation for learning is raised. By using interactive learning tools, the teacher has the opportunity to properly manage class time, which improves not only the quality of learning but also learning [5].

By applying these tools in the educational process, teachers can create a non-traditional learning environment that allows the use of various senses: the student sees an image, which is usually accompanied by sound, and the student can also repeat words, and word combinations. In this way, the student learns faster, and the acquired skills remain for a longer period [6].

When children and young people from other countries come to an educational environment where only Lithuanian is spoken, they experience a lot of stress, because they not only have to adapt to the norms and rules of life in our country, but they do not yet understand

the language. Therefore, when planning the education of such children, it is very important to take into account their integration into society by providing a strong tool for this - understanding and communicating with the Lithuanian language [7].

Interactive teaching tools, which are interesting and purposefully develop the necessary skills, help a lot to achieve this goal. Of course, for interactive learning tools to have a positive effect, they must be used purposefully: the tool must correspond to the age of the child or young person and also respond to their characteristics [8], because only in this case will they achieve their goal - better language learning and integration to society.

Currently, there are many different interactive learning tools that a teacher can use in their work. The most popular are open-source apps that are free to use.

Below are the most commonly used interactive learning tools:

1. Modular interactive learning tools

LearningApps [9]. This tool was developed by a qualified team of Swiss teachers as part of a research and development project at the Pädagogische Hochschule PHB ern. The *LearningApps* app is perfect not only for enriching the lesson but also for independent work. Employees of educational institutions can use it free of charge. It does not need to be installed on a PC. This tool is freely available online. However, registration is required for smooth use, creating your tools, and editing tools created by others. The interactive learning tool *LearningApps* can be used to create purposeful interactive tasks that keep children and young people focused and actively involved in the learning process [10]. This tool enables easy creation from the provided modules, so the tasks created by it can be easily adjusted, adapted, and personalized according to the skills and needs of each child. In this way, the *LearningApps* program becomes an excellent tool that complements the subject of the lesson with visuals and audio and arouses students' interest in the lesson itself and its topic [11]. Tasks can be completed both in class and independently at home. The task is considered completed if the rating appears: You performed the task perfectly, etc.;

Wordwall [12]. This tool is freely available online and also requires no installation. The creators of this tool point out that the *Wordwall* app allows teachers to create tasks that students take as a game. When working with this tool, you need to register, as this will allow you to summarize the content for the lesson, which the program automatically presents through the selected visualization. Unfortunately, only 5 tools can be created for free at this time. Also, only part of the modules can be used for free. However, tools created by others (without modification) can be used for free. This app is easy to use: templates are provided in which to write information for the lesson, and the game is created according to the chosen theme (labyrinth, spinning wheel, etc.). The teacher can provide the student with an active link to the created tool, so the student can complete the task not only in the classroom but also in another place (at home, in the library, etc.). A task is considered completed when the app reports how long the student spent completing it and how many tasks out of all the ones presented were completed correctly.

2. Quiz-type interactive learning tools

Quizizz [13]. The team that created this interactive learning tool was inspired by the creativity of teachers and the changing learning environment when interactive learning can take place in the home environment, and the results of the completed task are presented to the teacher in real-time. This remedy has become extremely popular during the pandemic. It is quite easy to use - you only need to enter the necessary data, which is then presented as a playful quiz. The student does not feel that he is learning while completing the quiz tasks but seems to be having fun playing. For the correct answer, you get rewards, which can be used to improve the achieved result. The teacher can enable/disable the ranking table. The student accepts this tool as a game, and the teacher receives a summary of completed tasks and can monitor the progress of the child. The tool is free, only registration is required.

Quizlet [14]. The team behind this tool says it's designed to help you learn regardless of your goals. *Quizlet* includes free kits to create memorable and engaging lessons. The creators of *Quizlet* state that their main goal is to provide the teacher and students with a playful tool to achieve lesson goals that do not depend on student motivation. Creating a learning tool is easy, you just need to put together the right content and then choose the way you want to present it:

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flashcards, matches, tests, etc. For the teacher, the *Quizlet* app is very convenient, as it is possible to create classes, as well as submit homework, and form reports on completed homework. This tool is free, but registration is required.

3. Book-type interactive teaching aids

Storyjumper [15] - a virtual book. After creating a virtual book, the teacher can use it to implement various activities: to introduce a new topic, playfully enrich the lesson, use the surprise factor, show pictures, and turn on the video and audio recordings. The advantage of this tool compared to other tools is that you can print the created book and get its paper version, and for an additional fee you can order a hardcover book. After registering on this website, you can use not only your book but also books created by other people. This site provides lesson plans, various templates, and sample books. A great relief for teachers is that books created in other languages are automatically translated into the user's language. The program itself is characterized by simplicity and attractiveness.

Book creator [16]. This program makes it easy to create books that can be enriched with videos, and audio. The books are designed to be very colorful and attractive to students. The developers indicate that it is important for them that the teacher working with this program can creatively enrich the lesson by creating interactive stories. The tool created in this way is playful, motivating, and memorable. To use it fully, registration is required.

After comparing various types of interactive apps, it can be concluded that they are perfect not only for enriching the lesson, but also provide an opportunity for each student to work independently, accepting the entire educational process as a game. The lesson material presented in this way will remain in the student's memory for a long time and will stimulate motivation to learn.

6. 4. Lithuanian (or other) language teaching using interactive learning tools

First stage: learning the words "family", "grandfather and grandmother", "mother and father", "daughter and son", and "brother and sister". The word "grandmother" was chosen because the words "grandfather" and "grandmother" sound very similar acoustically, so it will be

difficult for children and young people from other countries to differentiate them when listening and it will be awkward to say them.

The tool	Description of the tool	Teaching progress
Interactive learning tool – *storyjumper.com* Tool name: FAMILY MEMBERS Link: https://www.storyjumper.com/book/read/141083661/eimos-nariai Note: Full storyjumper.com registration is required to use the tool Registration is free	This is an electronic book intended for children and young people from other countries to start learning the Lithuanian language. The concept used in this book is **FAMILY**. The pictures and other foreign languages* contain the names of family members: grandfather, grandmother, mother, father, son, daughter, sister, and brother. Lithuanian names are voiced so that the pronunciation of these words is clear for representatives of other countries. This tool works great on tablets and mobile phones. *Languages: Lithuanian (main language), Ukrainian, Belarusian, Russian, Arabic, and English.	1. 1. Family is the most important thing in a person's life, so knowing the names of family members is important. The first page of the book shows a general picture of the family, and the second page has the word "FAMILY" written on it. For a representative of another nation to understand this word, the word "FAMILY" is presented in other languages* next to it. So the learner sees the picture, reads in his language what it means, listens to the recording, sees the word, and hears how it is pronounced. In this way, he learns using a multisensory method: sight, hearing, and speech. The learner can read this book at his own pace, learning to pronounce it by listening to the audio recording many times. 2. 2. On the second page, the child or young person will learn to say the words mom and dad. A picture of both parents is presented, with their

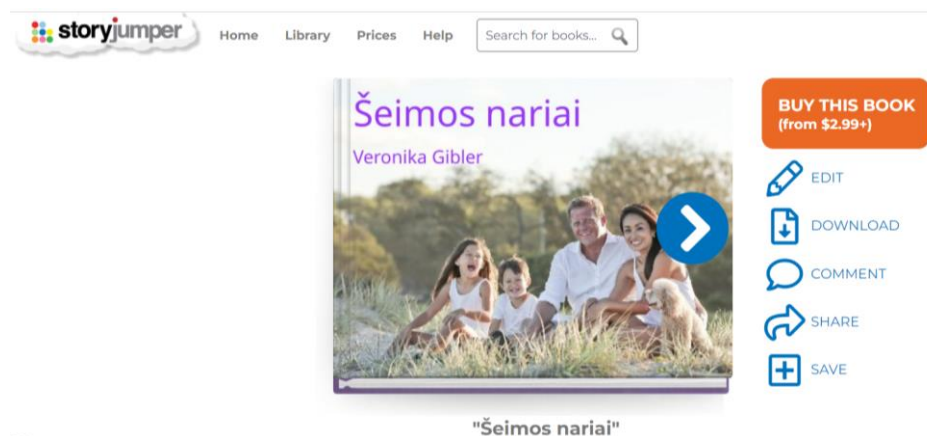|		
		names in various languages* and an entry in Lithuanian on the adjacent page
		3. 3. The third page introduces the words son and daughter.
		4. 4. On the fourth page - sister, brother.
		5. The whole book maintains the integrity of the presentation: on the left side there is a picture, on the right side there are words in various languages, and the Lithuanian word is highlighted with a star frame. When turning the pages, the voiceover is activated automatically, but when you press the play button, the audio is repeated.
		This tool is perfect not only for learning words in the classroom but also in other environments: at home, in the library, etc.

Illustration 12. storyjumper.com book Family Members

Illustration 13. storyjumper.com book

The second stage: is when children and young people learn to pronounce the Lithuanian names of family members and remember them, and you can encourage them to memorize the spelling of words. Another interactive app is perfect for achieving that goal.

The Tool	Description of the tool	Teaching progress
Interactive learning tool – *learningapps.org* Tool name: FAMILY	Family This is a modular assignment. Its main goal is to connect a picture with a word written in Lithuanian. The goal of the	The Family activity on learningapps.org features the same pictures as the Family interactive book on storyjumper.com, thus maintaining the integrity of the activities and the

| MEMBERS

Link:

https://learningapps.org/view26867372

Note: Full registration with learningapps.org is not required to use the tool. However, registration is required to adjust this measure. Registration is free | task is to correctly connect all the pictures with the given words and get a grade. This tool works great on tablets and mobile phones. | visual word-picture connection.

The learner has to choose words with matching names for the pictures "family", "grandfather", "grandmother", "mother", "father", "daughter", "son", "brother" and "sister".

After completing the task, the learner presses the big blue button on the bottom right. If the task is completed correctly, all connected cards turn green and the inscription "Great!" appears. You found the right solution."

If after completing the task and pressing the blue check button, all or part of the words turns red, it means that the task was completed incorrectly. Then the task can be continued until a positive result - until all the cards turn green.

Learningapps.org assignments focus on achieving a positive outcome. In any case, no matter how many times the learner makes mistakes and corrects his work, the most important thing is that the result is the correct completion of the task. In this way, a sense of success and positive learning motivation is formed. |
|---|---|---|

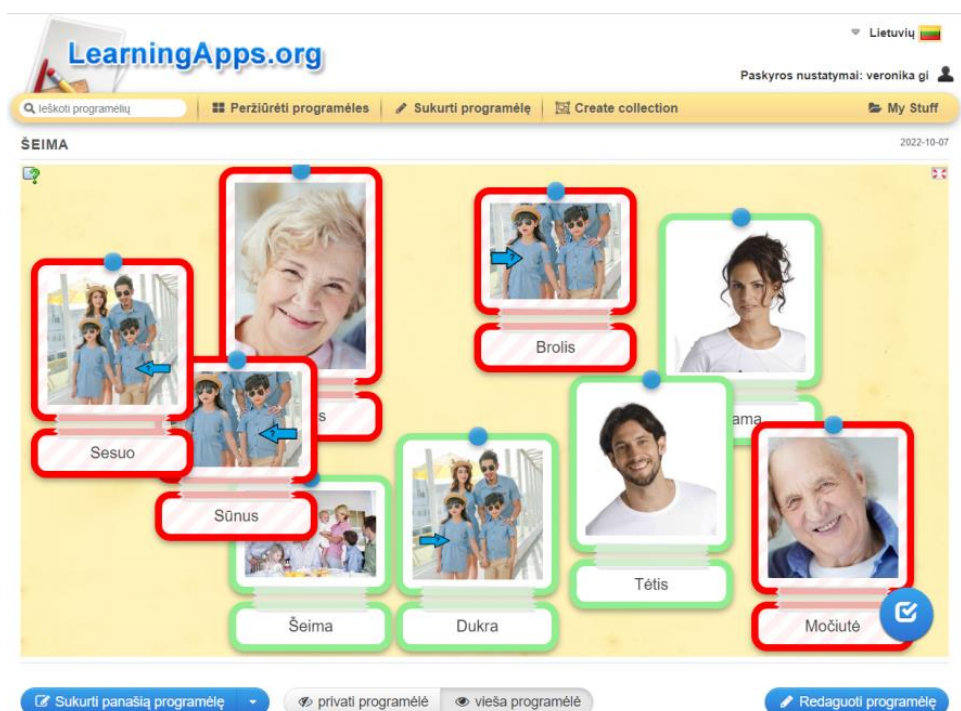**Illustration 14. Assignment submission in the learningapps.org app**

Illustration 15. Task completed with errors in the learningapps.org app

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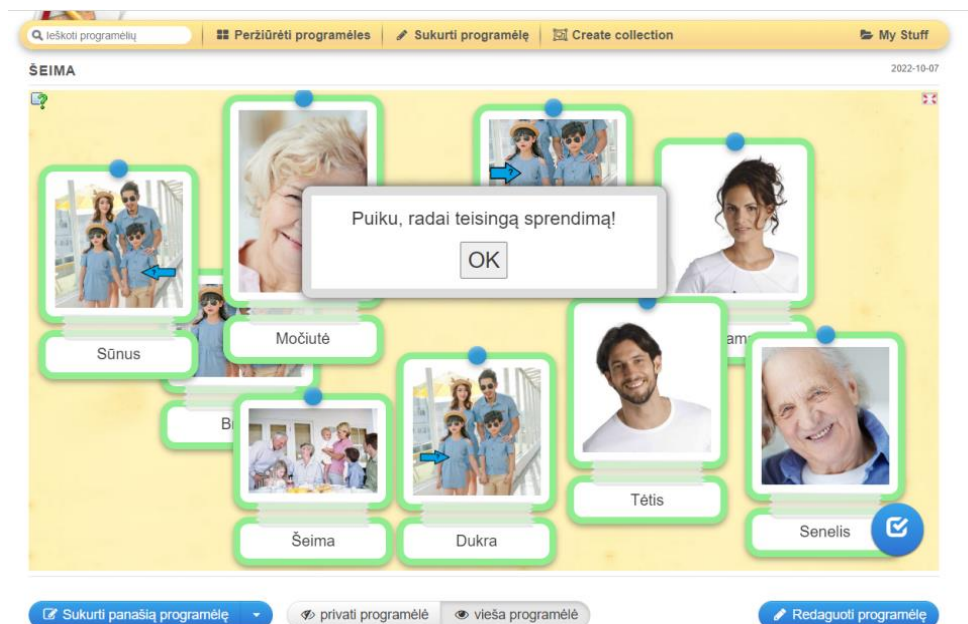OF IMMIGRANTS
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Illustration 16. Correctly completed task in the learningapps.org app

Third stage: Consolidation of learned material with the interactive app Quizizz.

The Tool	Description of the tool	Teaching progress
Interactive learning tool – *quizizz.com* Tool name: FAMILY MEMBERS Link: https://quizizz.com/admin/quiz/634028088d5721001ef3e8f2/seima?searchLocale= Note: registration on	It's a quiz-like task that turns the entire learning process into a fun game. The Quizizz.com app features a Family task. The task consists of 10 different types of questions, each question is given 2 minutes to answer. This app is convenient to do in any place convenient for the learner: in the classroom, at home, or in the library. This tool works great on tablets and	Quizizz.com's Family task features the same pictures as the Family interactive tools on storyjumper.com and learningapps.org, thus maintaining the integrity of the tasks and the visual word-picture connection. The learner has to answer 10 different types of questions: choosing one answer from several options, recording the answer, and self-evaluation. After completing the task, the learner can see which place he occupied in the overall credit table. If he is doing this

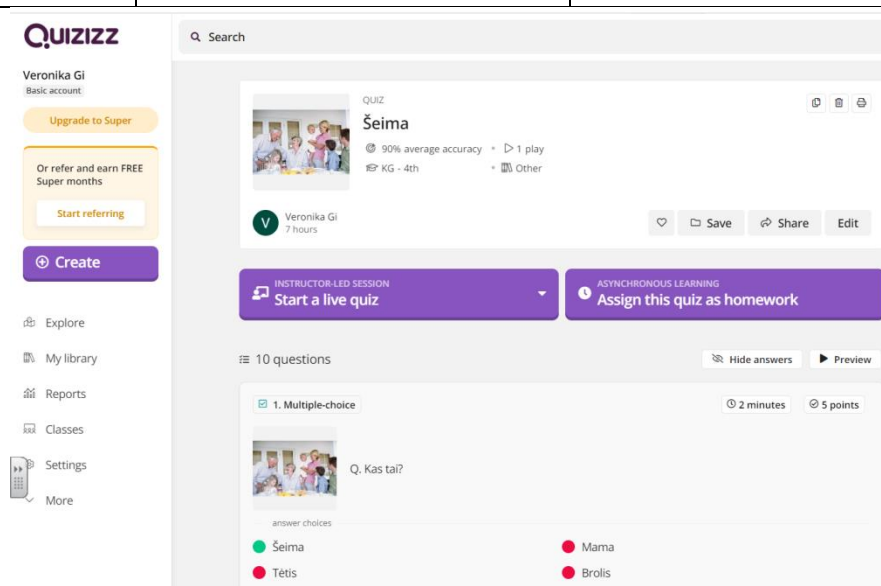|		
quizizz.com is required for full use of the tool Registration is free	mobile phones.	task alone, he can also compete with himself, all he needs to do is choose a different name. If the answer is wrong, you can use the bonuses for well-answered questions. The teacher who assigned this task can see the child's or young person's results in the Reports section or by selecting the report in Excel format. Also, the teacher can send a report of the completed work to the learner himself or his parents (guardians, guardians) by e-mail at gmail.com. The tool is very convenient for evaluating the progress of a child or young person, recording it, and making the entire learning process playful.

Illustration 17. Creating a quiz in the Quizizz.com app
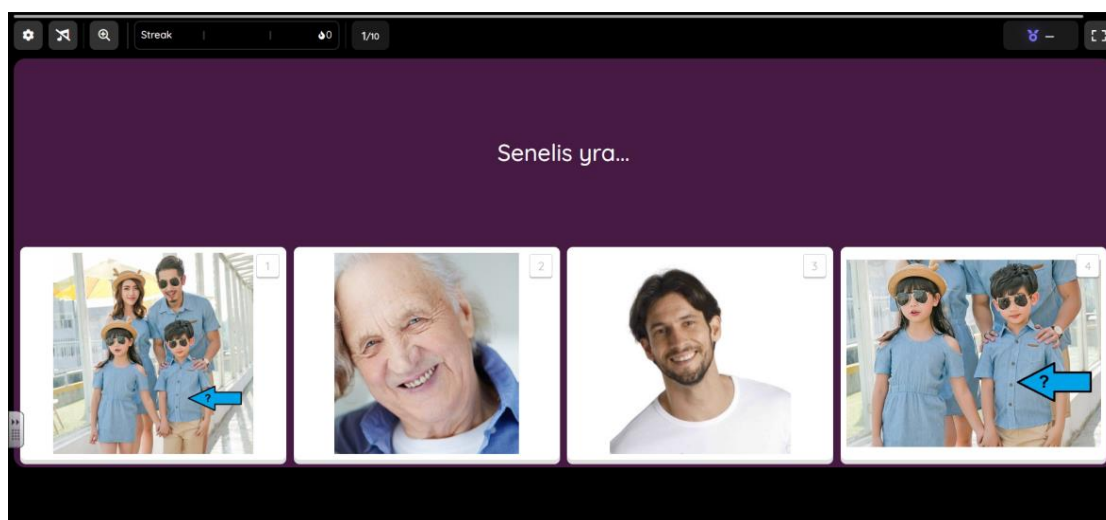
Illustration 18. Completing the task in the Quizizz.com app

Illustration 19. Presentation of results in the ranking tabale

Illustration 20. Presentation of results to the teacher in the Reports section

6. 5. Alternative course of Lithuanian language teaching using interactive learning tools

When teaching the national language to children and young people from other countries, interactive learning tools can be used in different ways by combining them with each other. In addition to these tools, you can always use various traditional learning tools such as:

• Books

• Exercise books

• Distributable material

• Pictures

• Pictures

• Short-themed videos

• Doll theater

• And etc.

When teaching language to children and young people from other countries, it is important to use all senses: sight, hearing, speech, touch, and smell. Of course, in this case, it all depends on the topic and deciding how to convey that topic.

6. 6. Summing up

The use of interactive learning tools in teaching children and young people from other countries the national language creates favorable conditions for its learning. With the help of these tools, the educational material can be conveyed in a very playful and creative way.

A very important feature of these apps is mobility. The learner can complete these tasks in his/her environment, at a comfortable pace, and repeat as many times as necessary to learn the material, thus the child or young person experiences a sense of success, thereby improving internal motivation to study and learn.

Meanwhile, for the teacher, interactive learning tools provide opportunities to personalize tasks, i.e. i.e. adapt them to each child's abilities, skills and needs and monitor learning outcomes. Interactive learning tools facilitate the teacher's work, make it more flexible and enrich the lesson, and by assigning these tasks to homework, it is possible to assess how much the student has mastered the subject of the lesson.

Thus, it can be concluded that interactive learning tools are modern tools that make the educational process more interesting, and informative and increase students' internal learning motivation.

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Module 7
STEAM
Science, technology, engineering, arts, and mathematics

What is STEAM education?

According to Institute for Arts integration and STEAM, STEAM education is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking [1].

The goal of STEAM education is to foster creativity, innovation, and problem-solving skills by integrating the arts and humanities with the STEM subjects. The arts and humanities are seen as important because they help learners to develop the skills and knowledge that are needed to understand and appreciate the world around them.

STEAM education typically includes hands-on, project-based learning activities that encourage learners to think creatively and critically, to work collaboratively, and to communicate effectively. These activities are designed to help learners to apply their knowledge and skills in a real-world context and to understand how the different subject areas are interconnected.

The addition of the arts in STEAM education helps to bring a creative, human-centered approach to problem solving. It helps to develop an interdisciplinary mindset and foster an understanding of the societal and cultural context of the STEM fields.

STEAM learning makes it easier for students to understand subjects that are not their favorite. Integration of less favorite subject to favorite allows students to learn with less stress and focus more on more interesting topics while getting useful information about less interesting ones.

Example

The art-loving student is not good at math, but he needs to pass the exam and receive at least basic knowledge of mathematics. Taking STEAM classes will let him learn basic mathematics via drawing, design, or other arts. Students can learn about geometrical shapes by drawing them, the area of circle calculations may help to choose the right size of a color box, etc.

STEAM education may be frightening for teachers never encountered it, but simple examples and easy-to-use methods could help to become a good STEAM educator because it's simple, interesting, and useful for today's children.It doesn't require educators to have deep knowledge of all five subjects (science, technology, engineering, arts, and mathematics) only basics and critical thinking. The following methods will help educators to fight their fear and start using STEAM education as part of their teaching.

Curriculums implementing the STEAM method usually focus on teaching these subjects together in an integrated way. The goal is to provide learners with a comprehensive understanding of these subjects and how they are interconnected, and to help them develop the skills and knowledge that are needed for success in the 21st century workforce.

STEAM education can play a key role in the integration and socialization of migrants by providing them with a well-rounded education that includes instruction in the arts and humanities. This can help to foster creativity, innovation, and problem-solving skills, which are essential for success in a new country.

By including the arts and humanities in the curriculum, STEAM education can help to break down barriers and promote understanding and acceptance between migrants and the broader community. The arts and humanities provide a way for learners to explore and express their own culture and identity, as well as to learn about the culture and history of their new country.

In addition, STEAM education can help to provide migrants with a sense of purpose and belonging by showing them how their skills and knowledge can be used to improve the lives of others and contribute to the development of their new country.

Furthermore, STEAM can also support the socialization of migrants by providing opportunities for them to interact with others and to work together on projects and problem-solving activities. This can help to foster collaboration, communication, and teamwork skills which are crucial for success in the workforce.

Lastly, STEAM education can also open up opportunities for migrants by providing them with access to high-demand, well-paying jobs in fields such as design, media, and the creative industries. These industries are often in high-demand and have above-average salaries, which can help to improve the economic situation of migrants and their families.

7.1. Method " Teamwork challenging project"

First, you need to introduce students to teamwork and project-based learning. You'll need to split students into a few groups and ask them to brainstorm ideas for a new project and decide on one. After 10-15 minutes (the educator may choose another time amount based on the student's age, experience, and other properties) create a challenge: after groups are decided on ideas swap projects and ask the group to work on another group's idea. Give some time (for example, 15 minutes) to explain their idea in detail to a new group working on that idea.

This method makes STEAM learning not only project-based learning but also a challenge and much closer to real-life challenges. This challenging project shows students how different other people may finish the same idea project.

Projects may be a short time or a long time.

7.2. Method "Conversation"

Usually, a teacher is talking, and students are listening, but for effective STEAM-based learning conversation is important and students must become active talkers not only listeners. If a teacher has some doubts about students' ability to have an effective conversation some rules may help:

- Prepare some example sentences for starting to explain your minds
- Set a time limit for one student to talk
- Always be prepared for pausing the conversation and sharing your thoughts.

This method is effective in learning about cyber security, technology innovations, business, and other topics.

Some sentences that may help for less experienced students:

- In my opinion ... because…
- I think that … because…
- I want to add …
- May I correct you, because…?
- I may be wrong, but in my opinion…

7.3. Method "Connecting daily topics to projects"

Not every topic may be integrated with other topics, but still, there should be some relationships between daily topics and already finished or outgoing STEAM projects. When learning something new try to find a relationship with the project. This may be very useful for weaker students. If you cannot find any relationship it may be a good time to start generating ideas for new projects and expand your STEAM projects plan.

A good example of a relationship may be learning about different bones and having a project to create a skeleton. Project results may be very realistic when students are learning bone names and putting the exact bone it the right place. This will help to remember the position and names of bones.

There is a table example below for marking topics and outgoing or finished projects. It's possible to choose how strong the relationship between today's topic and one of the projects is.

Table 1. Relations between daily topics and projects

Classes	Project A (Science)	Project B (Technology)	Project C (Engineering)	Project D (Arts)	Project E (Math)
Day 1, topic A	Strong	No relation	Weak	No relation	Weak
Day 2, topic B	No relation	Weak	Weak	Strong	Weak
…					
…					
…					
…					

7.4. Method "Create a story"

Before starting work with a new group or before the new school year you should prepare a story. Have a character and let him be part of teaching whole year or other period depending on your subject and education type. It may be a virtual character, fluffy toy, or any other item. You may use the story not only for teaching every day but also during the discussion and project learning. Having a story will help students to have an association between learned topics and your story and this will help to remember it better. Neuroscience research shows that storytelling and learning through stories help kids to build long-term memory and better understanding [2].

Storytelling is more common in preschool or primary school, but it still may be a good idea to use it with high-school students or adults. Using this method with a higher age group may add some changes, for example, using a use case instead of a fairytale-style story.

Other STEAM possibilities

Introduction to STEAM (science, technology, engineering, art, and math)

This course will provide an overview of the various STEAM fields and the ways in which they are interconnected. Learners will learn about the various career opportunities available in STEAM fields and the skills needed to succeed in these fields.

English Language and Communication

This course will focus on developing English language skills, with a focus on technical and scientific vocabulary. Learners will also learn effective communication and presentation skills, which are crucial for success in STEAM fields.

Cultural Awareness and Diversity

This course will explore the cultural differences and similarities among learners and help them to understand and respect the diverse backgrounds of their classmates. Learners will learn about the cultural norms and expectations in their new community, and how to navigate and thrive in a cross-cultural setting.

STEAM Project-Based Learning

Learners will work in teams to design and carry out a project that addresses a real-world problem. Projects will be interdisciplinary and will incorporate elements of science, technology, engineering, art, and math. Learners will learn problem-solving, critical thinking, and teamwork skills as they work on their projects.

Career Development and Networking

This course will provide learners with the tools and resources needed to pursue a career in a STEAM field. Learners will learn about job search strategies, resume writing, and interview skills. They will also have the opportunity to network with professionals in their chosen field and learn about the different paths to success.

Community Engagement

This course will provide learners with the opportunity to apply their knowledge and skills in a real-world setting. Learners will work on projects that benefit their local community and will learn about the importance of civic engagement and social responsibility.

Overall, the course should be designed to be hands-on, interactive, and project-based, with an emphasis on teamwork, critical thinking, and problem-solving. Additionally, the course should be inclusive, culturally sensitive and connect learners with opportunities to apply their knowledge in real-world settings.

STEAM as part of an integration

STEAM education is based on five important subjects and can be used as the main subject for immigrants or refugees because it has no strict rules and programs as most school subjects. While STEAM education goes not directly to knowledge but to the ability to discuss and think critically it is a good way to use it within groups that are formedfrom different cultures, different languages, and different basic knowledge students.

Teachersusing STEAM methods may easier find a way to teach students without basic or prior knowledge, or those who had different learning systems in their country.

Of course, the language barrier may occur but, for example, programming has no spoken language, only code, like arts – you may express yourself without any language, just drawing, carving, or creating.

Another important thing about STEAM education and integration is project-based learning. During project learning, students will need to communicate, explore, and share their opinion, and knowledge. That may help to integrate newcomers into your culture more quicker and easier. Also, it's very interesting and useful for other team members because they will get an experience they never tough about. It may help to better understand other cultures, explore new areas, and consolidate knowledge with real-life examples and stories.

STEAM importancefor future education

One of the main functions of education is to prepare students for the future workforce. Nowadays the labor market is changing rapidly, and educational institutions often can't keep up with market changes. STEAM education may help here because one of the main meanings of STEAM is critical thinking.

Critical thinkingmay help young people easier to reorient in the labor market and adopt new technologies or any other changes. Now it's impossible to predict what job roles will be important in near future, but STEAM teachers may help young people to get the most important knowledge and skills they will or may need in those jobs.

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Module 8
Project Method

of Teaching

Introduction

One of the necessary conditions for the change in education is the search for new forms of pedagogical work and the creative implementation of new educational ideas at school or in non-formal education classes. In order to realize the set goals, it is necessary to work in a new way, widely applying active methods, including the project method. In order to effectively apply the project method in the educational process, we must first know what a project is and how to plan and organize it.

According to the experts of the European Commission, the cultivation of personal competence is necessary because the student should achieve the set goals, desire to learn throughout his life and actively join the life of society. In creating the conditions for students to acquire the basics of general and subject competencies, it is essential to include the students in learning so that they not only actively perform the assigned tasks but also create the content of the activities themselves: raising relevant problems for them and looking for answers to the questions they care about. One of the more attractive ways to do this is through project activities.

Project activities allow young people to learn independently with a teacher or manager, plan learning time, work with various sources of information, apply knowledge in practice, and work both in a group and individually. The application of the project method satisfies students' curiosity because project activities are usually related to research or creative expression and provide opportunities for intuition and intelligence to manifest. In order to effectively apply the project method in the educational process, we must first know what a project is and how to plan and organize it.

What is the project method, and how is it effective?

The project method, a form of active teaching that encourages students to connect learning with reality by finding connections between objects and phenomena, trains them to work in a group with others to solve a problem that is relevant to all. The project - a specific problem, understood as an activity process (problem raising) and the result of that activity. [1]

The project method develops intelligence, develops skills that could be applied in life. This method makes it possible to consider the students' different learning activities, abilities and

interests so that learning is personalized and individualized. It is possible to integrate the topics of lessons of several subjects into a common topic, significantly when solving real problems (for example, how to save water? What helps to learn more efficiently? Ecology and me and et cetera). In this way, students gain experience using various sources of information (books, encyclopedias, magazines, newspapers, the Internet, et cetera). Using this method, students learn to be tolerant, understand the relationship between the individual and the group, generate ideas and implement them and plan and complete tasks on time.

Projects can have several forms of organization: short mini-projects after completing a textbook topic or chapter, long-term projects when students pose a problem and collect arguments to solve the problem, and international joint projects in cooperation with peers from abroad. Students can do projects individually, but it is usually a group activity.

In project-based learning, first of all, a problem is formulated using existing knowledge. When searching for a solution, existing and new knowledge of various subjects is applied, learning:

• collect and use the necessary information;

• systematize large-scale material;

• organize your work and that of others;

• cooperate in solving the set tasks;

• take responsibility for your actions;

• have your opinion and defend it;

• be self-critical and be able to critically and reasonedly discuss the points of view of others;

• understand the goals and perspectives of your work;

• connect theoretical knowledge with practical work;

• understand the main processes taking place in society.

How to plan work using the project method?

According to Pasi Sahlberg, a Finnish education expert, writer and professor at the University of New South Wales in Australia, it is vital to know the main stages of project work when planning a project and organizing learning using this method:

preparation - at this stage, it is necessary to discuss the chosen topic, raise and name the relevant problem/problems;

planning - at this stage, the group is divided into groups, the goal, long-term and short-term tasks are formulated by group members, the expected duration of actions, the nature and timing of interim settlements, evaluation criteria;

implementation - is the stage during which information is collected and interpreted, students perform practical work, and students report on intermediate results;

summarization - at this stage, a solution to the problem(s) has already been found, the students carrying out the project should present the summarized results of the project (report);

presentation - this stage includes presenting the results of the implemented project to the class, school community, et cetera.;

evaluation - at this stage, based on the discussed evaluation criteria, one reflects and evaluates one's contribution to the project's success, providing feedback to other project participants.

According to the requirements applied to the project regarding the nature of activities and costs, project activities can be integrated into formal or non-formal education. The scope and intensity of the integration should depend primarily on the problem and goal of the project, its duration, and the participants' age, needs, interests and available learning tools.

In today's current issues of educational change, it is emphasized that participation in project activities dramatically impacts students' internal motivation. Learning motivation is

significantly strengthened when students themselves choose a topic and formulate a problem, can work independently and perform specific actions. However, with the project approach, it is advisable to adhere to certain obligations that may change at different stages of the activity. The roles and responsibilities listed in this table may vary from project to project. It may also depend on students' experience with this method.

Stage of project work	The role of the student(s)	The role of the teacher	Obligations
Preparation - naming the topic, raising and evaluating the problem.	Ask questions. Seek consensus and work together.	Introduce the topic. Explain the method of project work. Encourage students to ask questions.	For the teacher to monitor and manage the process. For students to actively participate.
Planning - divide into groups, formulate tasks, share tasks, and plan activities.	Cooperating in groups to plan and actively join the discussion.	Help when faced with difficulties.	For the teacher to check prepared group plans. For students to cooperate.
Implementation - to collect and discuss information in groups to prepare a report on intermediate results.	Aim for a result, find the correct information, and process it.	Monitor progress and communication, and assist as necessary.	To enable the teacher to use the information, if it is necessary, indicate the sources. For students to assess and evaluate the reliability of data.
Summarization - to discuss the solution to the problem in groups,	Actively participate in summarizing the results, making	Encourage and help. Familiarize yourself with the criteria for	The teacher explains the purpose of the presentation. Students

plan presentations, and prepare to present the project results.	decisions and preparing the presentation. Ensure that all group members participate.	proper delivery.	make a solution to the problem and prepare a presentation.
Presentation - to present the prepared project activities.	Present your work. Assist other group members in the presentation (if necessary).	Monitor presentations and provide feedback.	The teacher prepares the place of presentations and the tools. By presenting the project's results, students provide new knowledge to the audience.
Evaluation - individually and collectively reflecting on and evaluating the results.	Evaluate your activities and results. Share feedback with others.	Guide the process and help students to understand what they have learned.	The teacher presents the conclusions. Students should be open to themselves.

Examples of project activities

In order to make it easier for teachers of general education and non-formal education schools to find ways to use the project method in the educational process, we present several concrete examples of project planning, organization, control and evaluation. The presented examples will help you understand the project as a whole and visually see the planned project activities.

Example no. 1

Topic	Community heroes
Integration	Lithuanian and foreign languages, history, arts, IT
Purpose/objectives	To encourage students to be interested in well-known historical and present-day personalities (e.g. Tadas Kosciuszko, Malala Yousafzai, Rosa Parks, Greta Thunberg) who sought/are seeking to change society's attitude and the world in various ways; to provide opportunities for students to get to know personalities-heroes individually and in groups; create conditions for students to express their opinion about the discussed personalities and their activities; to organize creative activities, through which the works created by the students would reflect the students' perception of who a hero is and how he contributes to the well-being of the community.
General competencies	*Learning to learn*: learns with confidence in one's abilities, understands the meaning of one's learning; sets realistic learning goals and objectives, provides success criteria; with the help of planning study time to complete tasks;
	Personal: knows yourself and builds on your strengths; taking into account the situation, he evaluates his strengths, accepts challenges, and purposefully pursues goals.
	Communication: finds the necessary information and selects it; uses various means and methods to convey information; takes into account the topic, purpose, addressee and situation; boldly expresses and justifies his point of view without violating his dignity and that of others.

		Initiative and creativity: think creatively, boldly raises ideas; select ideas according to agreed criteria; take the initiative to implement ideas; work actively and creatively, and involve others.
Participants		Students aged 11-13 (*age depends on the scope and intensity of the planned activities*). Teachers of Lithuanian and foreign languages, history and art and information technologies.
Duration / Implementation time		Four months (*the duration depends on the number of students and the scope and intensity of the planned activities*).
Project stages	**Preparation**	Give examples of personalities-heroes, and introduce the "community hero" concept. Discuss how students and their families contribute to the community's well-being. Students themselves search and suggest people from their living environment and community who would identify as heroes at the local community level. This could be family members, teachers, neighbours or others. Working together, students create a description of the characteristics of a community hero. (*Students learn to capture ideas using the Mind Rain method or MindMeister, a mobile mind mapping application, and AnswerGarden, an online tool.*)
	Planning	Students are divided into working groups (no more than three persons per group), formulate the tasks of their group and individual activities, and divide themselves into roles and

		tasks.
Implementation		*Information search, systematization, and writing summaries.*
		Each group searches for and finds three heroes (one hero from the past, one from the present, and one from the immediate environment) using the prepared "Mind Map". *The teacher can provide a list of historical and current personalities-heroes.*
		Group members agree on which hero they will each write a brief about based on the following questions:
		1. What is your definition of a "hero"?
		2. How would you briefly introduce your chosen hero?
		3. What did the chosen hero do for the community?
		4. What would you like to thank the introduced hero for?
		The requirement for those looking for information about the chosen personality is to use at least two sources of information.
		Each group member describes the chosen hero and creates his portrait: drawing, sculpture, collage, et cetera.
		Development of electronic puzzles and organization of games.
		Each group prepares six control questions about their described personalities and prepares an interactive task using the *Wordwall/LearningApps* virtual learning environments or creates jigsaw puzzles of their heroes' portraits using the *jigsaw planet* program.

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	Summarization	*Summarization of prepared information.* In groups, students discuss their prepared works, successes and difficulties in preparing the theoretical part, review the prepared interactive tasks and prepare for an oral presentation of the project activity.
	Presentation	Each group presents its project activity in the classroom or to the school community during the project presentation day; in the classroom or the library, student works are displayed with specified QR codes for interactive tasks created by students.
	Evaluation	The successes and failures of the project are reflected upon, the participant's contribution to the joint work, and opportunities for improving the acquired experience are discussed. The teacher evaluates the prepared reports according to the evaluation criteria discussed and prepared at the beginning of the project. Students evaluate each other's work by providing three praises and one area for improvement.

Example no. 2

Topic	Math around us
Integration	Foreign languages, mathematics, IT, music, arts
Purpose/objectives	To encourage students to realize the necessity of learning mathematics; improve students' mathematical, technological and artistic skills; to develop mathematical, logical thinking, and attentiveness in finding mathematical elements in everyday life; to organize creative activities through which the works created by students would reflect the awareness that mathematics dominates everywhere.
General competencies	*Learning to learn*: learns with confidence in one's abilities, understands the meaning of one's learning; sets realistic learning goals and objectives, provides success criteria; with the help of planning study time to complete tasks; *Personal*: knows yourself and builds on your strengths; taking into account the situation, he evaluates his strengths, accepts challenges, and purposefully pursues goals. *Initiative and creativity*: think creatively, boldly raises ideas; select ideas according to agreed criteria; take the initiative to implement ideas; work actively and creatively, and involve others. *Cognitive*: interested in new things; seeks information purposefully; thinks systematically and logically, summarizes and draws reasonable conclusions.
Participants	Students aged 13-16 (*age depends on the scope and intensity*

		of the planned activities). Teachers of foreign languages, mathematics, music, art and technology.
Duration / Implementation time		Six months (*the duration depends on the number of students and planned activities*). It can also be carried out during the entire school year, devoting one lesson to monthly project activities.
Project stages	**Preparation**	Discuss with students why most students identify mathematics as one of the more difficult subjects to learn; discuss whether it is possible to integrate learning mathematics into everyday family life; do students notice "mathematics" in their everyday life (e.g., every day they see a calendar, a square table surface or a refrigerator that resembles a rectangle, etc.); ask them to give examples of when they need mathematical knowledge at home (e.g., calculating the number of ingredients in recipes; calculating the area of a room when buying carpet or wallpaper; calculating daily allowance). (*Students learn to capture ideas using the Rain of Thoughts method, MindMeister, a mobile mind mapping program, and AnswerGarden, an online tool*).
	Planning	Students are divided into work groups; each group chooses a topic to study and present to their peers. After choosing a topic, they formulate group and individual activity tasks and divide themselves into roles and tasks. Discusses the deadlines and evaluation of the activities with the teacher. (*Suggested topics and examples of performed activities are*

		presented in appendix no. 1)
	Implementation	In keeping with the agreed deadlines, students collect and process the information on the chosen topic and consult with teachers.
	Summarization	Summarization of prepared information. In groups and with the class, students discuss their prepared work, share their impressions, what was interesting, attractive or caused difficulties and prepare for an oral presentation of the project activity to the school community.
	Presentation	Prepared project activities are presented to the school community during the day of project presentations (*project activities can only be presented to classmates*). Each group presents the result of its project activity; shares the experience gained that elements of mathematics can be found at every step; all you need is intelligence to improve your mathematical skills in everyday activities.
	Evaluation	The project's successes and failures are discussed with the teachers, and the participant's contributions to the joint work and the opportunities for improving the acquired experience are discussed. The teacher evaluates the prepared projects.

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Example no. 3

Short mini-project "Me and my hobbies."

Who is it for?

For general education, non-formal education pedagogues and classroom managers working with younger students or youth groups with immigrant children.

Why is it important?

This activity will help you get to know yourself and others better. With the presence of a language barrier, students will feel more confident presenting themselves and their interests with the help of pictures.

Planned result

Educators, people working with youth or class leaders will get to know their (or newly arrived) students better in a playful way, without causing tension to people who avoid speaking in public, and will apply the information they received when planning lessons, activities or class hours in the future. Students will learn to communicate, listen to each other, speak and argue.

Tools and preparation

Old magazines, newspapers, pamphlets or other printed matter with pictures. Scissors, glue, and an A4 sheet for each student.

Progress:

1. Students are given time (15-20 minutes) to flip through magazines or other printed materials. Choose one picture that best reflects him as a personality or one of his character traits and three pictures that reflect his interests and hobbies.

2. Each student glues the cut-out pictures on a sheet of A4 paper: at the top of the sheet is a picture that reflects the personality, and below it are pictures that reveal interests. (By explaining the second activity's step, the teacher or manager also indicates how much time is allocated for this task.)

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3. Students divide into groups of three or four and sit in a circle. Everyone's work is put together, and the students who have reviewed it share their insights (e.g., *I think this person is powerful, helps others and has a strong opinion because he portrayed himself by sticking a picture of Spiderman. He should like to ride a bike, play football and watch TV because I see such pictures here*.). Group members can approve or otherwise interpret the images they see. Group members mustn't reveal whose work is where. (The teacher or supervisor indicates how much time is allocated for this task.)

4. All works are exhibited in the classroom. In another activity, students could be asked to choose one "person" and write a letter of introduction explaining why they would like to correspond with them. Written letters can be attached to the selected "person's" picture.

OR

The teacher or leader can spend a few days or a week for the students to find out which classmate or group friend is "hidden" in the pictures and stick a sticky note with the name written on it. During the next meeting, check how many names you managed to guess.

Summing up

Discuss how each person felt hearing their friend's story about themselves. Was it challenging to find a picture that reflected your personality or character trait? Why? Could you patiently listen to a friend's story, even though his guess did not meet expectations? What did you learn/find out during these activities?

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The given examples are Ignalina district. The works of students and teachers of Vidyškis Gymnasium, which were made in the eTwinning Let's GTA! - STEAM as universal language describing the world," during the project.

Project activities of the "Mathematics around us":
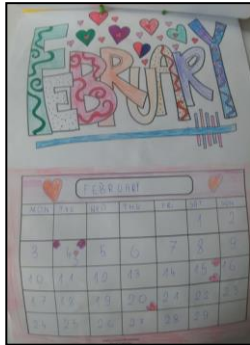
1st activity. Make your Year Calendar

Group members collect material about the months (nature, calendar holidays, memorable days, et cetera) and prepare math problems related to the selected months (you can choose all 12 months or only the months of the school year).

Preparing tasks using LearningApps, Wordwall, Flippity, Kahoot or other programs for creating riddles and crosswords is recommended.

Students illustrate the calendars with their drawings and present the prepared mathematical tasks in each month's calendar with a QR code.

Examples of mathematical activities:

Wordwall   **Kahoot**

2nd activity. Mathematical beauty around us

1st task (advanced)

The members of the group find out the definition of "Symmetry", prepare a short theoretical part about symmetry, and look for examples of symmetry in Lithuanian folk art (for example: in the immediate environment, they look for examples of clay-decorated dishes, woven bedspreads, crossword or carvings) and in the living environment. Fixes found examples in pictures and prepare mathematical tasks.

Dekoratyvinis medis, kuris primena matematinę figūrą - kūgį

Pagrindo skersmuo: d = 70 cm

Sudaromoji: l = 1 m 20 cm = 120 cm

Aukštis: h = 1m = 100cm

Pagrindo apskritimo ilgis

$C= 2*\pi*r$

$C= 2*3{,}14*60 = 376{,}8$ cm

Pagrindo apskritimo plotas

$S_{pagr}= \pi*r^2 = 3{,}14*60^2 = 3600*3{,}14 = 11304$ cm^2

Šoninio paviršiaus plotas

$S_{šon}= \pi*r*l = 3{,}14*60*120 = 22608$ cm^2

Viso paviršiaus plotas

$S_{pav}=S_{pagr}+S_{šon}$

$S_{pav}= 11304+22608 = 33912$ cm^2

Tūris

$V= \frac{1}{3}*11304*100 = 376800$ cm^3

A decorative tree that resembles a mathematical figure - a cone. An example of how mathematical formulas can be applied to perform calculations.

2nd task (elementary):

Group members must "put on mathematical glasses" and capture geometric figures in their immediate environment (*e.g., three triangles, three rectangles, etc.*) or recognize mathematics in the objects around us - buildings, trees, churches, windows.

They record what they have observed in photos that are printed and displayed in the classroom and the corridor. Visitors to the exhibition learn to recognize geometric figures and count how many they see. Using the jigsaw planet program, students can turn their photos into jigsaw puzzles and compete to see who can assemble them faster. Can calculate the difference in

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elapsed time in minutes and seconds. This task can be used to learn the names of numbers, objects, and colours in a foreign language.

3rd activity. The friendship between mathematics and music

The group members have to find and select several arguments from various sources that prove that mathematics and music are closely related. Students post interesting, unusual facts that support the connection between math and music on the Padlet wall *(the teacher or the students themselves can create the link)*.

Students can also create mathematical-musical problems using this illustration:

Convert the notes to numbers and count: :

Note	Beats	Note	Beats
𝅝	4 beats	𝅝 .	6 beats
𝅗𝅥	2 beats	𝅗𝅥 .	3 beats
𝅘𝅥	1 beat	𝅘𝅥 .	1½ beats
𝅘𝅥𝅮	½ beat	𝅘𝅥𝅮 .	¾ beat

1. 𝅗𝅥 + 𝅘𝅥 + 𝅘𝅥𝅮 =   2. 𝅘𝅥𝅮. + 𝅘𝅥 + 𝅝 =

3. 𝅝. + 𝅗𝅥. + 𝅘𝅥𝅮 =   4. 𝅗𝅥. + 𝅘𝅥𝅮. + 𝅝 =
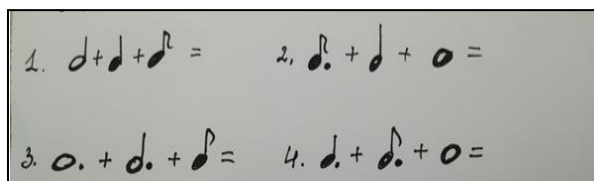
Write the notes:

1+3+2 ....

0,5 + 0,75 +4 ....

Students can test their musical skills and beat/play a recorded beat, search for songs with numbers in their titles and create a playlist of these songs on the Padlet wall. Can create an artistic composition or use a found photo that encodes the connection between mathematics and music, turn it into a puzzle *(online puzzle program)* and present it to friends or ask friends to explain the connection between mathematics and music reflected in the image.

Module 9
Integration of children and youth in an intercultural environment

9.1. The importance of intercultural competence

The world does not stand in the same place, economic, political, social, and cultural factors are constantly changing, and a person must adapt and survive these changes. Those who have yet to experience emigration or a more extended independent stay in another cultural environment only know about culture shock. In theory, they can only imagine what it is like. It is a complex situation, and intercultural competence is essential.

Access to education. Education and training are recognized universal human rights, regardless of their legal status. Education is compulsory in most European education systems children, and young people of migrant and local origin have the same rights and responsibilities. However, some groups of migrant children and youth have different rights and (or) responsibilities. For example, in Romania, North Macedonia, and Turkey, migrant children and young people with resident status have the right to education, but it is not compulsory. Minor asylum seekers have different educational rights than local pupils in Denmark, North Macedonia, and Turkey. Minor illegal migrants find themselves in the most challenging situation. Bulgaria, Denmark, Lithuania, Hungary, North Macedonia, and Turkey do not have the same rights to education as other children of the same age. There is a clear danger that migrant children and young people who do not have the same rights and responsibilities of compulsory education in the host country can significantly lag behind their peers in cognitive and socio-emotional development.

Preparatory education. When children and young people of migrant origin are included in the education system, they may be educated in different groups than their peers of local origin. Newly arrived students with a sufficient command of the language of instruction are usually educated in general education classes with peers. Pupils who speak the language of instruction less well or who need to learn it at all are usually educated in preparatory classes or groups. Such classes operate in 33 of European countries' 42 analyzed education systems. These classes can be created in three ways:

• during most of the lessons, students study in general education classes, but during some lessons, they study in separate groups;

• students study in separate groups for most of their lessons and join general education classes during some lessons (sports, art, and music lessons where they can make social connections and participate in activities with limited instructional language skills);

• Students' attend all lessons in groups formed separately for them.

However, too long learning in separate groups can hurt newly arrived migrants.

Students' achievements and social integration, therefore, in 21 education systems (including Lithuania), the time that migrant students separately spend studying is limited to one or two years. Targeted language and learning support usually take longer. Lithuania is among the

13 European education systems where preparatory classes teach language and other subjects - mathematics, foreign languages, natural sciences, etc.

What is culture? Usually, this concept is used narrowly and includes only the most diverse types of art and their development. In a broad sense, culture is all man, not nature, creates. Different cultures offer different worldviews, how to interpret reality, and perceive the world around us. The development of intercultural competence essentially means learning to recognize and accept the main differences between cultures and to realize that verbal and non-verbal behaviour differs in different cultures and that all differences are respected, even though different cultures may have different views on the world and values. It means knowing and understanding your values. Living in a different cultural environment teaches you to behave differently, and this behaviour adds new communication styles to the behavioural pattern. Another critical ability of intercultural competence is to experience a situation different from one's own culture. It is an effort to understand another through his eyes. When living in another culture for a long time, cultural differences are perceived as a part of oneself, and different worldviews live peacefully next to each other. [1]

More and more attention is paid to intercultural competence in the 21st century in education. Intercultural competence refers to understanding a culture, including your own, and using this ability successfully when interacting with people from other cultures. Several key elements of intercultural communication skills, such as openness, high tolerance for ambiguity, and cultural empathy, are needed to communicate successfully between world societies. [2]

Thus, intercultural competence encourages knowing oneself and one's origin - to understand others, we must know ourselves and our roots. In a multicultural society, synthessising various cultures encourages a person to accept what is foreign and unfamiliar. Openness to the traditions of other cultures and strengthening intercultural relations lead to the need to consolidate the paradigm of intercultural education in human education. [1]

Thus, one of the purposes of intercultural education is to help people better orient themselves in the processes of cultural change, to become tolerant of other cultures, as well as to become more deeply aware of the meaning of their own national culture and take more active care of its preservation, to be able to accept innovations and adapt them according to their cultural model. Cultural elements, such as art, language, customs, et cetera. are only expressions of the foundational elements of culture.

Understanding people from other cultural backgrounds is difficult because we only notice the visible elements of culture, but we cannot immediately see what shaped them. We often have a limited understanding of the culture of other countries - only what we see: people's clothing, language, communication, temperament, food, arts, urban architecture, landscape, etc. However, most elements of culture are invisible and incomprehensible: parent-child relationships, family, lifestyle, traditions, values, etc. Invisible things are revealed only when you live in a particular country for a long time.

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Adaptation is the natural adaptation of a person to changing or new social, economic, and natural living conditions. For some, it is easier; for others, it is a long and complicated process. The adaptation process is challenging when you arrive in another country completely unprepared, e.g. in case of war, and one hastily leaves the country without even knowing exactly where one will go.

Culture shock is a common phenomenon after moving to another country for an extended period and is caused by the anxiety caused by the loss of one's usual environment and familiar social ties. Culture shock affects everyone. Only some people survive it more quickly, while others have a more challenging time. A person experiencing culture shock may feel sadness and anger, sometimes rising for no reason. It is essential to address issues with the people involved and avoid distress calls and letters to relatives at home, as they are likely to respond when the issue is resolved. Writing (diary, letter to self, et cetera) can also help because writing helps you understand your thoughts. During the adaptation period, it is recommended to introduce your country's culture, traditions, cuisine, et cetera,- to individuals in the new environment. Adaptation and establishing a relationship with the environment takes time. It is imperative to reflect on your experience and to talk with those who have experienced similar experiences. Children usually survive culture shock more quickly because they are more open to new things. However, it is also essential to talk to them about difficulties at school, how they feel, and what they like. In countries with much experience in integrating emigrants, the legal base, support systems, and schools have already been created, where children can receive personal support and attention. [1]

Anyone who has been in and adapted to another culture has experienced culture shock. Mr Weaver says that those who claim not to have experienced it did not recognize probably the signs of culture shock or did not adapt to that culture. Tourists rarely experience culture shock because they have been in a foreign culture for a short time. However, all pupils, students, businessmen, workers, etc., who have to live in a new culture experience culture shock.

K. Oberg was the first to present the theory of culture shock or adaptation in another culture. He describes culture shock as a phenomenon caused by anxiety that occurs when an individual loses all ordinary and familiar social ties. He also described the main features of culture shock:

▪ it is a feeling of loss and bereavement (friends, social position, profession, property);

▪ the experience that members of an unfamiliar culture do not "let" into their space;

▪ different values;

▪ confusion of feelings and self-identification;

▪ surprise, anger, disgust, and indignation when faced with cultural differences;

▪ feeling of helplessness in not being able to fight with the new environment;

▪ the necessity of additional efforts for psychological adaptation.

K. Oberg distinguished four stages of culture shock: honeymoon (initial euphoria), crisis (recovery), adaptation (recovery), and biculturalism (mastery).

Honeymoon (initial euphoria). Expats who arrive initially in another country experience a brief period of fascination and elation. This period is often referred to as the "tourist" or "honeymoon" period since the newcomers are not yet included/involved in the cultural environment.

A crisis (foresight) occurs when adapting to a new culture. Expats face real difficulties in going to school, communicating and working with locals, shopping, and using local transportation. Such a "glimpse" usually marks the beginning of culture shock. Separated from their environment, language, and loved ones, they feel confused and doubt their ability to solve problems and function in a new environment. The sensations experienced cause indignation and aggressiveness.

Adaptation (recovery). The crisis passes when migrants learn the local language, perceive phenomena and events, what is happening around them, and get acquainted with traditions and customs. K. Oberg calls this stage the "recovery" phase.

Biculturalism (mastery). Most newcomers to another culture pass this awkward stage when they make new friends and feel reasonably comfortable in the social and physical environment. They develop and develop a flexible bicultural personality. This phase completes the U-curve, although expatriates may experience ups and downs before returning to their home country. It is also important to remember that these phases, which are much more substantial, can recur after returning to the homeland. [1]

What can prevent adaptation to a new culture?

• Close in on oneself;

• Excess/lack of/inaccurate information;

• Fear;

• Prejudices;

• Negative experience;

• Communicating only with people of your nationality;

• Feeling of loneliness;

• Not looking for different ways out;

• Default;

• Self-doubt;

What can help to adapt to a new culture?

• People who understand such a situation;

• Several sources of information;

• Local people with experience in that environment;

• Open attitude;

• Preliminary preparation collected information;

• Courage to ask;

• Assuredness;

• Having a goal;

• Encouragement;

• Positive environmental attitude;

• Personal qualities: the sense of humour, self-confidence, ability to orient and adapt, communication, broad outlook, optimism;

• Guardianship, friendship, and communication with another person;

• Similar culture, traditions, and language group;

• Reflection of experience and feelings;

• Professional help (pedagogues, psychologists, social workers, youth workers, et cetera.).

• National identity and multiple identities of emigrants (1)

When it comes to national identity, it is often assumed that its content is self-evident. However, it is usually understood quite differently. In R. Grigo's opinion, "nationality expresses more a person's belonging to a community based on spiritual, ideological and continuous values". National identity is described as a variety of sociality connected with culture, communication, behavioural norms, symbolic signs, peculiarities of thinking, ethnocultural, ethnohistorical memory, and continuity. The child's national identity is defined as the child's relationship with the surrounding world and other nations and spiritual connection with the imaginary community. In childhood, nationality cannot be chosen. It cannot be changed. The most that are possible is to emigrate, become a resident of another country, and forget your

language or customs, but, despite everything, nationality was and will remain something that you bring with you and with which you will have to leave your life. In childhood, one may not understand the meaning or importance of one's nationality, and one may not have strong ties with one's nation, but one remains a representative of that nation. The formation of national identity is a continuous process that lasts the entire life of a person, which includes the traditions of the child's family, the historical memory of the native nation, and the cultural heritage that the child acquires from an early age in the process of constant interaction and socialization.

It is natural that emigrants, born or living abroad for a long time, naturally acquire the identities of their nation and that of another country. These individuals are representatives of both cultures.

The adaptation period is a difficult period for both children and adults. Successful or unsuccessful adaptation can determine the educational results and the child's different relationship with the environment. Those who return home do not foresee or foresee little readaptation difficulties in their homeland, so they experience more stress when they return than when they go to another country. The student is expected to fit in and adapt quickly to his/her environment after returning to his/her home country.

Culture shock and return culture shock are essential factors that cause negative experiences in children who have returned from abroad, manifested in the following reactions: anxiety, fear, longing for the lost country, desire to return, critical attitude towards their school, and communication difficulties. These listed factors cause more negative than positive experiences. Positive experiences are related to more significant opportunities for self-realization, improvement of individual subjects (especially the native language, exact sciences), and newly created social relationships (joy at establishing new friendships, recognition, acceptance, et cetera.). When the usual routine is no longer there, new areas of interest, hobbies, time for yourself, and new goals appear - this helps you better understand what you want from life. Of course, there are also experiences you wouldn not get by living in the same place all the time. In addition, one's horizons widen, one's attitude towards the world becomes more open, a person has "seen more in life", is open to the world, and has less narrow views than others. The negative aspects are that, of course, the adaptation is complex after going to another country as it is when returning home. Ultimately, a person may need help understanding where he wants to be - both countries have pluses and minuses. A person becomes divided into two parts because he knows two different cultures. He has two homes. It can be challenging to understand your own identity.

Those who return to Lithuania after a long life abroad experience a reverse culture shock. The returnees have changed while living in another culture, but their relatives do not know this and usually do not understand because they perceive that here they are the same person as before leaving. The returnees expect a particular reaction from the people close to them. However, unfortunately, the reality is different because the environment has not changed,

and the returnees no longer fit into the previous frames. People who have lived longer abroad have often experienced many new things, overcome challenges that strengthened them, matured them, reassessed their values, etc. It is difficult for returnees to return emotionally because they return to a previous reality that is viewed more negatively in their current eyes. It is a new beginning for every returnee. It is essential to plan well in advance and know that disappointment is a natural state of return.

According to the internal working procedure, children who have returned to Lithuania from abroad are admitted to each school. The student is usually contacted individually to determine his knowledge and language level, although there are no general regulations or prepared tests to determine the language level. Which class the returning student is integrated into depends on the school itself. The student faces internal psychological changes and needs to "learn" to be a citizen of Lithuania again, understand national identity, juxtapose and compare his experience and the priorities of a culture known abroad, and discover new vital things in Lithuania. It is essential to help the child integrate into the social system and life from which he has "fallen out" and must be re-admitted. It is a complicated path for the child; his biggest helper is not the school, but the individual educator, who spends the most time with him. In this case, it is not so much the integration into the education system that is important but the involvement in the social and cultural life of one's country.

Teachers face endless challenges they have to overcome alone because, so far, there is no natural system implemented in Lithuania to help children integrate into a new environment, school, attend additional Lithuanian language lessons, et cetera.

Recommendations for educators. Each child should be communicated with differently. Individual work and differentiation should be considered. In communication, the child's characteristics are also significant: sociability, level of anxiety, peculiarities of the thinking process, language skills - metalinguistic understanding, sociolinguistic abilities, level of development of the articulation apparatus and phonemic hearing, and good verbal memory. The duty is to organize intercultural education, so the teacher needs to understand his role. (1)

A teacher can do a lot to develop a positive attitude towards different people using simple methods:

- quick response to conflict situations

- demonstrating respectful behaviour (both verbal and non-verbal) with different people u

- understanding the child's fear

- and being able to communicate with different people.

It is important to note that the development of intercultural competence is not a one-time process but an interactive development that requires both the ability to emphasize the common aspects of human life and the desire to resolve conflicts arising from the cultural background of different people. Personal intercultural competence results from the development of interpersonal abilities caused by the following reasons: motivation to communicate effectively with another culture, readiness to learn the skills needed to communicate effectively and the ability to use this knowledge. Migrants and refugees also need intercultural competence for integration into society. [2]

Intercultural competence - both in children and adults - can be developed using various methods. Below are some of them.

9.1. Method. "Domino" (10 – 15 min.)

Who is it for?

For children, youth, and persons working with children and youth.

Why is it important?

This method encourages physical communication, helps people get to know each other, and helps to understand that within a group, there are differences between individuals and things that are held in common.

Planned result.

Understanding and accepting individual differences is essential in developing intercultural competence, creating a sense of community among participants, improvement in the microclimate group.

Tools and preparation.

No unique materials are needed; the list of possible participants' characteristics, in case if they cannot come up with it themselves; ample space; it is no request of the number of participants.

Progress.

1. Start with a short conversation "Do you know what a domino is?" Let's play dominoes with our bodies."

2. Ask one person in the group to develop a personal characteristic they would tell the whole group. For example: "My left side is a girl, and my right side is two brothers."

3. Invite someone from the group who meets at least one of these two characteristics, and then the invitee must say they can help at least one of the free parties. For example: "My left side is a girl, and my right side is brown eyes."

4. Try to have all the group members go in turn so that at the end, a circle is formed where everyone is in contact with someone.

5. If no one has the said trait and Domino does not go, ask the players to say another trait to continue the chain.

Summing up.

Some tips for the educator. The above properties are examples only. A person can begin by stating any characteristic, whether it is visible or invisible. Group members must make physical contact - this strengthens the sense of togetherness. How contact is made can be head touching, hugging each other, putting feet together, etc. If the proposed features are repeated,

you can encourage the participants to come up with different ones. At best, mining is more complex. You could encourage the group to say visible characteristics (clothing or hair colour), invisible or personal characteristics (hobbies, favourite food, favourite song to sing in the shower, etc.), or other characteristics related to the topic. This game should be played at such a speed that people can't wait. Forming a circle strengthens the sense of togetherness. It is possible to come up with other forms of the game.

Domino has shown you that there is much more to a person than meets the eye. However, when we see a person, we judge them based on what we see.

Domino shows you that there is much more to a person than the eyes can see. However, when we see a person, we judge them based on what we see.

Questions for reflection:

1. What did you learn, learn or notice while playing Domino? About yourself? Others?

2. What is the role of physical contact?

3. What features turn out to be the most unexpected? The strangest? The most interesting?

4. How did you feel during this game? Maybe you've been avoiding something? [3]

9.2. Method. "Role-playing" (about 40 min.)

Who is it for?

For children, youth, and persons working with children and youth.

Why is it important?

Role-playing is a very effective way to increase participants' awareness of communication channels and encourage them to practice verbal, para verbal or non-verbal communication in an intercultural context. Role-playing also helps students to recognize and observe features of other cultures that would not otherwise be available. Role-playing allows students to practice real situations.

Planned result.

Ability to recognize and observe features of other cultures; experience is gained in reacting in an unfamiliar intercultural environment.

Tools and preparation.

Role cards and coloured strips (red, blue, white); ample space; it is no request of the number of participants.

Progress.

1. The teacher (or presenter) presents the situation: the learners are participants and observers of a party or meeting. All participants receive role cards and coloured ribbons according to the country they represent (red, blue, or white). Observers do not receive cards.

2. Participants must wear ribbons as ties during and after the game. They need to meet and talk to as many people as possible.

3. The participants come from three different countries: Redland (people from this country like to talk to foreigners but don't like being touched by strangers. They always avoid eye contact. They eat with a spoon.); Blueness (people from this country gently hold each other's hands when they talk. Eat with their hands. Avoid people from the White country); White country (the people of this country like to meet and communicate with people. They are enthusiastic and gesticulate a lot. They touch their earlobes and bend slightly to greet them politely when they meet someone. They eat with chopsticks.)

4. Each participant plays his role according to the received colour. After about 8-12 minutes, participants are asked to sit in groups of 4-5. Each group should have people from each country and one or two observers. Participants receive questions for discussion, answer them and discuss the problems. Answers and conclusions are presented to other groups (focusing on

intercultural misunderstandings between people of different cultures; sharing similar personal experiences).

Summing up.

Reflection questions:

1. What did you learn about the three different cultures?

2. What is the role of physical contact?

3. What caused (or could have caused) the conflicts? How did you avoid them or deal with them?

4. Are there any similarities between your culture and these three cultures? What are the differences?

5. Which culture turned out to be the strongest?

6. What else would you like to know about these cultures?

7. How did you feel participating in the game?

8. What did you notice while watching the role-play? [4]

9.3. Method. "The Refugee" (about 60 min.)

Who is it for?

For students of Upper secondary education: 14-19 years old, youth, pedagogues, and persons working with youth.

Why is it important?

When delving into the subject of refugees, it is important to name what we know about the problems that forced a person to leave his country, family, home, work, and live in a country where he is not wanted; we feel empathy for people who have left their places of residence; we internalize stereotypes, prejudices, and fears towards foreigners.

Planned result.

1. To understand the circumstances in which refugees and immigrants find themselves.

2. To learn about the problems they experience in their home countries.

3. Increase empathy towards refugees and immigrants.

4. To look at the problems of exclusion and integration to find out how we perceive other people and countries.

Tools and preparation.

Note board for notes and pens.

The game presenter should know why people emigrate or seek asylum. (The name and origin of the refugee or immigrant should be adapted to the situation.)

Progress.

1. Read aloud or pass the story in a circle: "Miriam is a refugee living in our town. She arrived two months ago from her country where her life was in danger due to economic circumstances (or political beliefs)."

2. Ask the participants to divide into groups of four or six people and write a short story or newspaper article about what made Miriam leave her country and what her life was like in that country. Consider:

• How is Miriam's life here?

• What difficulties does she face?

• How does she learn the language?

• Can you work, and what kind of work?

• Do you think she has it easy now?

• What does she think of us?

• What do you think Miriam had to do to get to our city?

• How did she travel?

• Where did you get the money for the trip?

• What were the legal procedures?

• What did she leave behind in her country?

3. Ask each group to present their story or answers to the questions, and write down the main ideas of each group on the board or a sheet of paper.

Summing up.

Start the discussion by inviting the groups to reflect on each other's conclusions, asking which assumptions were "realistic" or "unrealistic". If the discussion does not take place, you can ask questions such as: "Do you think this is fair?"; "Do you know anyone who has had a similar experience?"; "Can you imagine that ever happening to you?"

Conclude the discussion by asking the group to think about how they can help refugees and migrants in their city. What help do they need to integrate into the new community? The groups could change the news writing by acting out a short play about Miriam leaving her country and coming to their town.

It is very imperative to have a good knowledge of the situation and to constantly follow the information. As a game host, you may be asked to provide facts about refugees and immigrants in your country or city. In this case, providing figures, graphs, or tables related to refugees in different countries would be helpful. [3]

9.4. Method. "Wheel of Stories" (about 90 min.)

Who is it for?

For students of Upper secondary education: 14-19 years old, youth, pedagogues, and persons working with youth.

Why is it important?

The Story Circle method developed by UNESCO is a state-of-the-art adaptable, practical method that can be used in various contexts and situations worldwide to develop individuals' intercultural competencies and reduce exclusion. This approach examines the critical elements of developing intercultural competence: respect, listening, curiosity, awareness of self and others, reflection, sharing, empathy, and relationship building.

Desired result.

Developing intercultural competence by encouraging participants to listen, show respect and build relationships.

Tools and preparation.

Space for an activity. No other measures are required.

The number of participants can vary greatly. The main activity takes place in small groups of 3-5 people. They must be as diverse as possible regarding age, gender, and origin, and all participants must be able to speak and understand the same language. Participants must stay in the same small groups until the end, as this will create an atmosphere of trust, confidentiality, and safety. Confidentiality and respect are our guiding principles.

Progress.

1. At least two stories are shared: the first circle is about "getting to know each other", and the second is about creating personal experiences for developing intercultural competencies.

2. Each circle presents only one question to which participants answer while others listen to understand (not answer or judge).

3. The first round of "getting to know each other" helps participants get to know each other, build trust, and feel comfortable sharing cross-culturally (revealing something about their background; a question that encourages conversation focuses on pleasant topics such as food, vacations, etc.).

4. The leader of the circle asks only one question. He answers an example to help the participants understand what is expected of them in this sharing process. Examples of questions: What is your name, and what is the history of the name (What does it mean? How did this name come about?). What is your favourite holiday, and why do you like it?

5. The second round of "intercultural competence" focuses on one question: What is a memorable cultural misunderstanding you experienced, and what did you learn from it? What is your earliest memory of being different (when you first learned or realized you were different from others)? An intercultural question encourages participants to share and reflect on their experiences with different people to understand them from different perspectives.

6. Memories. After sharing the second round of stories/experiences, participants reminisce by responding to the stories heard. Participants must quickly, in 15 seconds or less, share the most memorable moments of the stories heard during the second round. The group starts with the person who shared their story first in the second round. All members of the group tell the most memorable part of his story. Then move on to the second participant. Everyone again shares the moments of his story that stuck with them the most, et cetera, i.e. It is quite a dynamic activity that does not turn into a discussion. It is an essential part of the story circle experience, showing respect and listening to each person.

7. As each person shares their story, the rest of the group must listen to understand; they must not interrupt the speaker in any way (comment or question) until all the stories have been told. The advantage of the "Do not interrupt" rule is twofold: it shows respect for the speaker and forces you to listen more carefully to what is being shared, to be open, to look for meaning in what you hear instead of listening in the usual way, where the listener prepares to answer, criticize, etc.

Summing up.

Questioning is the key to developing intercultural competence and is used to encourage sharing personal experiences. The method maximally works when, after sharing the experience, there is a detailed discussion and further discussion. Debriefing is an integral part of the story circle. It is critical to developing intercultural competence (not having to step back, reflect on the process, and understand what has been learned from it). At first, generalization can take place in small groups and then in a standart large group. [4]

Questions for participants are provided in the handout. Possible discussion questions include:

1. What do you remember from what you heard?

2. What surprised you?

3. What challenged you in the stories you heard?

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4. What did you learn about yourself during this experience?

5. What common themes did you hear in the stories?

6. What would you like to explore further after hearing these stories?

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Module 10

Teachers well-being

Teacher Well-Being

"When well-being comes from engaging our strengths and virtues, our lives are imbued with authenticity."

Our society is constantly evolving, in every profession "the new" is knocking at the door every day, within this scenario schools must be able to renew, update, confront, therefore keeping up with the times.

Today's teachers, different from those of the past, must push the boundaries that their "role" provides, it is not enough to enter the classroom and lecture, it is important that the teacher knows how to observe, listen, include, engage, and inspire his or her students, through a creative and dynamic mode.

In a constantly changing society, the teacher is no longer seen solely as one who imparts knowledge, but as a fellow traveller, facilitating the process of discovery, considering the needs and interests of the student in front of him or her.

In order for the relationship to be functional and referential for students, it is important that certain principles of the relationship are respected:

- **Authenticity**, determined by the ability of teachers to be emotionally tuned in to their students, through the use of empathy, recognizing the emotions of the younger ones, without forgetting their own individuality.

- The **right to subjectivity**, referring to the teacher's recognition of the uniqueness of each student, who has the right to be imperfect, to have his or her own difficulties and needs.

- **Diversity** as a resource, seeking to encourage in their students curiosity about others' points of view.

The main tool for achieving these goals is observation, which, unlike simply looking, is oriented by specific goals.

Through careful and structured good analysis the teacher can receive continuous feedback on his or her work, creating a recursive and circular process between himself or herself and the students. By observing and self-observing, the teacher becomes increasingly aware in his relationship with his students, with whom he can build authentic relationships.

One can imagine the complexity of the teacher's role, which requires an active and continuous presence in the school. However, to keep alive the ability to tune in to students, accompany them, train them, and represent a valid role model for them, it is essential for the teacher to maintain a good level of well-being.

So the teacher must possess the tools to recognize positive states and moments of discomfort.

When experiencing moments of discomfort, the body and mind are affected, developing stress, a psychophysical reaction that occurs when we are exposed to a situation that we perceive as excessively complex or difficult. Of course, each of us subjectively values the interaction between the demands of the external environment and our internal resources.

Stress is distinguished into eustress, or positive stress, when the stressors are beneficial, making the person more vital, and distress, or negative stress, when, on the contrary, the stressors result in a series of harmful consequences for the person's mental and physical health.

Regarding the teacher's stress, the focus is on how he or she reacts and adapts to the many activities he or she must perform daily.

Hans Salye, endocrinologist physiologist, 1976 spoke of General Adaptation Syndrome and its three stages:

1. **Alarm phase**, in which the defensive mechanism of attack-escape is activated. In this phase, the vegetative system reacts by producing adrenaline, which mobilizes energy reserves to activate the body to cope with the stressful situation, and endorphins to sedate pain.
2. **Resistance phase**, in which the body adapts to stressful agents by dispensing energy.
3. **Exhaustion phase**, in which the body can no longer defend itself because normal adaptive capacity is lost.

Difficulties arise when too much intense or prolonged exposure to stressful stimuli alters our mental and physical balance by generating specific symptoms, which can be grouped into the following four categories:

- **physical symptoms**: headache, backache, indigestion, muscle tension, stomach pain, tachycardia, sweating hands, extrasystole, agitation, alterations in sleep and appetite, fatigue, dizziness;

- **behavioural symptoms**: teeth grinding, compulsive eating, more frequent smoking or alcohol consumption, decreased interests, critical attitude toward others, bullying behaviour, difficulty completing tasks, increased sense of restlessness;

- **emotional symptoms**: tension, anger, nervousness, anxiety, frequent crying, unhappiness, sense of helplessness, predisposition to become agitated or feel upset;

- **cognitive symptoms**: difficulty in the fluency of thought, struggles in decision making, distraction, constant worry, loss of sense of humor, and lack of creativity. When present

distress is associated with a helping profession that contemplates relational involvement, then we speak of **burnout**.

In the teaching profession, burnout corresponds to the subjective fatigue of teaching, manifested through emotional detachment from students; what unfortunately happens is that the teacher, initially involved in his or her role, becomes professionally withdrawn, disengaging at a motivational level.

Factors affecting teacher stress can be divided into two categories: <u>exogenous factors</u>, attributable to the external environment, and <u>endogenous factors</u>, related to personal characteristics.

The following can be recognized among the <u>exogenous factors</u>:

- **Factors related to daily life**, which include critical life events and conflicts in interpersonal relationships;
- **Institutional factors**, which relate to continuous ministerial reforms, unsatisfactory remuneration, higher compulsory education, and so on;
- **Organizational factors**, related to the climate experienced at school among colleagues and with management;
- **Classroom-related factors**, which especially affect difficult students and overcrowded classrooms;
- **Factors related to the community**, in which today the teacher is called to a multiplicity of roles such as educator, parental assistant, psychologist, and substitute parent.

<u>Endogenous factors</u> certainly include:

- **Factors related to personality and attitudes**: research suggests that teachers who are characterized by ambition, aggressiveness, impatience, and desire for social recognition are more often exposed to stressful events;
- **Factors related to the choice of profession**: if the motivation to do this job is compelled or determined by instrumental factors, the teacher is more vulnerable to stressful events.
- **Lifestyle-related factors**: taking care of one's body is essential to better handle any pressures.

It is certainly important to intervene to promote the prevention and management of stress levels, through micro-goals, achievable with appropriate training, that cognitive-behavioral therapy proposes:

- **Identify the causes of stress** and share the involved issues detected through self-observation and external observation;

•	**Improve self-esteem**, because it is from dialogue with ourselves that we derive how we behave with others, influencing how we perceive situations. Positive thinking encourages, and positively influencing one's emotional states and behavior;

•	**Acting on the mind to remove dysfunctional thoughts,** replacing them with alternative, more appropriate ones. Assuming that reality is created by the individual, so it is not events that cause the individual's reactions but the way the individual interprets these events, we understand the importance of thinking and the possibility of working with it, identifying hidden beliefs;

•	**Improving communication through assertiveness.** The teacher's work is distributed on three levels: disciplinary, communicative, and managerial. The relational aspect is crucial for each level because it helps to observe, listen and express verbal and nonverbal messages, and recognize and express emotions. Knowing how to manage interpersonal relationships promotes daily well-being, increasing the sense of self-esteem;

•	**Acting on the body through relaxation exercises** to reduce physical and mental tension, achieving a state of calm.

Thomas Gordon, *a clinical psychologist recognized as a pioneer in teaching communication skills and conflict resolution methods to teachers, parents, leaders, women, youth, and salespeople*, proposes a model that teachers can easily understand and use daily so that they can find the right behavior to deal with problems that arise in the classroom.

This model is rendered graphically using a rectangle, called a window, placing acceptable behaviors at the top and unacceptable behaviors at the bottom. Some people consider many student behaviors intolerable.

Highly critical teachers, demand a lot from their students, rarely accept unconventional behavior or unusual situations in the classroom, and have an inflexible sense of right and wrong. students call them, "tyrannical,» and "very strict". The window through which these teachers view their students is very similar to figure 1.

Figure 2 shows the window of a more accepting teacher. he or she tends to be less critical, more flexible; he or she is generally quite tolerant of all interpersonal relationships.
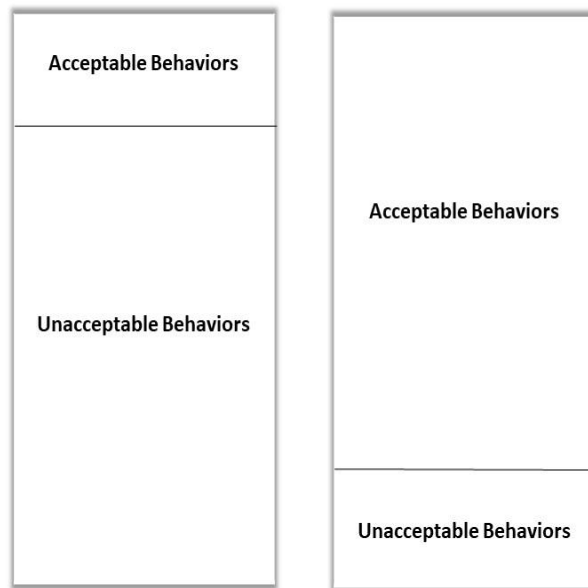
<div align="center">Figure 1   Figure 2</div>

Illustration 21. Thomas Gordon graphically uses a rectangle.

Three factors make the line between acceptable and unacceptable behaviours rise or fall:

- changes in oneself (teachers);

- changes in the other person (students);

- changes in the context or environment.

The frustration of a teacher who wants to do his or her job seriously and competently, but is unable to do it because of the unacceptable behaviour of students, often manifests in nervousness, irritability, tiredness, disaffection for his or her work, and distrust of young people.

When the teacher lives through an uncomfortable situation, it is important that he or she knows how to communicate it effectively through the correct expression of what the adult feels when the young person acts unacceptable behaviour.

School coaching has been gaining popularity for a few years now, the goal of which is to bring out and develop a person's potential by bringing out the "better side" of one's client through dialogue.

One uses a professional, the scholastic coach, who provides support to teachers, school leaders, parents, and students. Especially to teachers, he is able to propose effective tools for classroom management, nurturing relationships with colleagues, and creating synergies with students' families.

In school coaching, the teacher does not make judgments and evaluations, but merely asks questions and guides students in reflection, evaluation, and search for answers. At the end of the activity, therefore, the teacher's feedback is not presented as a "grade," but rather as an account of what happened and what was observed: the real evaluation comes from the student, who is invited to express his or her opinion about what he or she has just done, how he or she felt in carrying it out, and what he or she learned.

Active listening is the practice of preparing to listen by observing what verbal and nonverbal messages are being sent and then providing appropriate feedback to show attention to the message presented. This form of listening transmits a mutual understanding between the speaker and the listener.

Active listening is an important way to bring about changes in people. Despite the popular notion that listening is a passive approach, clinical and research evidence clearly shows that sensitive listening is the most effective agent for individual personality change and group development. Listening brings about changes in people's attitudes toward themselves and others; it also brings about changes in their basic values and personal philosophy. People who have been listened to in this new and special way become more emotionally mature, more open to their experiences, less defensive, more democratic, and less authoritarian.

Not all communication is verbal. The speaker's words alone don't tell us everything he is communicating. And hence, truly sensitive listening requires that we become aware of several kinds of communication besides verbal. How a speaker hesitates in his speech can tell us much about his feelings. So, too, can the inflection of his voice. He may stress certain points loudly and clearly and may mumble others. We should also note such things as the person's facial expressions, body posture, hand movements, eye movements, and breathing. All of this help to convey his total message.

Just what does active listening entail, then? It requires that we get inside the speaker, that we grasp, from his point of view, just what it is he is communicating to us. More than that, we must convey to the speaker that we are seeing things from his point of view. To listen actively, then, means that there are several things we must do.

(extracted from an article by Carl Rogers and Richard E. Farson).

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Practicing active listening requires doing a few things concretely:

- Be silent, listen, and do not interrupt;
- Look at the other person, and show interest;
- Pay attention to what he says and how he says it;
- Respect and accept, do not start with prejudice or at least silence it;
- Being open and flexible, allowing oneself to be involved in the other person's world;
- Check the understanding of what we have heard, and ask the other person to confirm what we have understood. This is the only way to be certain that we have understood to the fullest extent.

Let us now look at some practical tips on how to create optimal communication between the teacher to the class:

- Use first-person messages that communicate one's emotions, such as saying **"I feel"**, or **"I have the feeling**".

This mode of open dialogue allows the student to empathically get to know the teacher and vice versa makes themselves known. If the teacher poses not authoritatively but communicatively and authentically, the student's reaction will not be defensive but welcoming.

- **Not judging** or posing as such.

It is very important to give weight to one's personal and subjective thinking, even if one does not share it. Two ideas do not necessarily have to converge, but they do not have to be changed or considered erroneous.

- Use empathic mirroring techniques.

For example, it may be helpful to use phrases such as **"If I understand you are telling me that"** and then report the phrase expressed by the interlocutor.

- **Use contact signals**: kind looks, smiles, reassuring nods of assent.

In this way, the student feels heard, understood, and encouraged to open up even more even if he or she is unsure or hesitant. Making others feel loved and wanted is very important.

- **Clear a space to create the relationship.**

Starting lessons by listening to the students, and their uncertainties, anxieties or concerns creates a constructive work environment and increases positive and cooperative behaviors.

An example that can be used with students is to have them cut out just 3 pictures taken from various magazines and make a collage on a sheet of paper, having obtained the final result in turn the students can explain to the rest of the class why they chose those specific pictures and what they represent to them, it is a creative way to be able to allow the students to describe themselves, what they like or what they feel.

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Presenting group games on active listening and empathic listening exercises, such as training active listening through projected films without sound, can be very useful for a young person. In this way, attention will not have to focus on the words, which have been taken away. The protagonist becomes nonverbal communication, such as gestures, posture and position in space of the characters.

By following these small but useful techniques, teachers can promote active listening, making it easier to express emotions and enabling the creation of a **positive and welcoming climate within the school facility**.

Despite these precautions, one must take into account the amount of stress that the teacher is subjected to daily and must therefore take care of him, and do activities that support his mental, emotional, and physical well-being.

Very often well-being is built by taking small daily steps and setting positive personal goals. This means, for example, waking up a little earlier in the morning to enjoy breakfast more, starting (or resuming) a favorite sport, reading, engaging in a hobby, and even saying "no" when unexpected work commitments appear that go beyond school hours. Wellness goals are not the same for everyone; what matters is that each person finds his or her own space.

The following are some strategies the teacher can try to take care of his or her well-being outside of school:

- **Take care of yourself**: devote time to physical activity (whether it is gentle exercise or more intense activity) to create an outlet on a physiological level. Nutrition is also important; healthy, vitamin-rich meals are preferred to give the right boost and especially strengthen the immune system;

- **Spoil yourself if you feel the need**: whether it's a coffee, a massage, shopping, or a good read, in short, find something you like and devote some time to it;

- **Take breaks**: stopping for a moment helps to redefine goals and regain energy. Sometimes you just need to stop for a few minutes, sometimes for a few hours or days. The important thing is to take the time you need;

- **Networking with colleagues with whom you get along well**: relate to colleagues who listen and encourage. It is also important to cultivate relationships outside of school (friends, family, etc.) to take some time away from the work environment;

- **Encourage positive internal dialogue**: confront and challenge "toxic" thinking mechanisms and prefer positive, non-judgmental dialogue toward oneself and one's abilities;

- **Keeping a diary**: if you like to write, keeping a diary of what happened during the day, what frequent thoughts and associated emotions can be a way to relax the mind and clarify ideas;

- **Going out**: spending time outdoors, whether with company or alone, can also be a nice break to re-oxygenate the body and change environmental stimuli;

- **Planning**: especially for those who are fond of organization, planning not only the day but also future positive events (vacations, events, etc.) helps to have a more positive and lighter future perspective;

- **Set boundaries**: sometimes to be comfortable, you need to set clear boundaries between work commitments and extracurricular life. When at home work as little as possible, mute chats dedicated to working, and deal with work issues during school hours. It is not always easy, but clearly defining the boundary between work and home helps relieve stress.

A good teacher can only be a great teacher if he or she can also take care of himself or herself.

The following methods are focused on fostering teachers'/educators' well-being trough promoting cooperative dynamics among peer/colleagues and awareness of their strengths, thanks to creative languages like visual art and music. Starting from this framework, the individual well-being is considered strongly connected with that of the others, especially when we are talking about team involved in educational contexts. Therefore, planning opportunities in which to reinforce one's own self-esteem and positive relationship within the group of professionals is extremely meaningful.

10.1 Method "Collage" (45-60 min.)

Who is it for?

For education professionals and teachers, during a moment dedicated to them in which children are not present.

Why is it important?

It promotes reflection on one's own and the other's resources put into practice in educational contexts. It's important to one's own self-esteem, to remind of what is beautiful in ourselves and in the others, since we all need to be recognized.

Planned result

Educators and teachers will use this method to be more aware of personal resources and of the group.

Tools and preparation

Magazines, sheets of paper, scissors, glue.

Group(s) should be composed of 5-10 participants, in order to guarantee more intimate sharing among people. If there are teachers/educators who work together, it's better to organize the groups with this criterion.

Progress

In each group, participants choose from the magazines three images that represent their three main resources (e.g., cheerfulness, team-work, determination...) and paste them on one's ownsheet of paper. After that, they can exchange pictures to observe the work. Then, in a circle, one or more volunteers (one at a time) shows their collage to the group, and each one says what he/she thinks is the meaning of the images. It is likely that not all interpretations will be precise, but it is important to allow the sharing of a large number of positive characteristics connected to the colleague(s). Afterword, the "owner" describes his/her composition, motivating the choice of the images and presenting his/her resources.

At the end, during the debriefing, the facilitator asks to participants if they want to share something about what they felt during the activity. If there are more than one group,the debriefing will be with all groups together.

Summing up

- Ask to choose images
- Ask to share compositions of pictures:
- What kind of resources the images of the others represent?

- The presentation of one's own composition is voluntary (not mandatory) but when the group is not so numerous is more likely that people feel comfortable to present their images.

  - My resources are… I choose these images because…

- Ask to share the experience:
- What did this activity give? What did you experience during it?

10.2 Method "The map of the emotions" (45-60 min.)

Who is it for?

For education professionals and teachers, during a moment dedicated to them in which children are not present.

Why is it important?

This method helps to get in touch to our emotions by giving them shapes and meanings. It's also meaningful to understand how many ways there are to feel states of mind, finding out similarities and differences between different points of view. In this way emotions can be not refused because people have a safe space to express them.

Planned result

Educators and youth workers will use this method to get in touch with their emotions by sharing them in a safe space trough a creative language.

Tools and preparation

A sheet of paper for each person – or for each couple of participants – and colours (pastels or markers).

Progress

Participants, in couples or individually, graphically report an emotion, choosing the type of landscape that best represents it (natural, country, desert, populated...). The facilitator suggests what could be included (houses, people, restaurants, trees...) inviting them to assign the elements an appropriate name (e.g. the well of irritation, the rock of enthusiasm...).

At the end of the activity, participants present their maps, starting a final reflection: is it possible to combine the single regions of emotions into a single map? Which emotions can border each other?

Summing up

- Ask to represent an emotion:
  - Choice of the emotion.
  - Drawing the chosen state of mind.
  - Giving a name to the elements of the landscape.
- Ask to share the maps:
  - Is it possible to combine the single regions of emotions into a single map?
  - Which emotions can border each other?

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10.3 Method "Drawing through music" (15-30 min.)

Who is it for?

For education professionals and teachers, during a moment dedicated to them in which children are not present.

Why is it important?

This method helps teachers and educators to be aware of their positive characteristics combining the language of visual art and music.

Planned result

Educators and teachers will use this method to freely express their states of mind and to give voice to parts sometimes less recognized of themselves.

Tools and preparation

Three sheets of paper for each participant, colours (pastels or painting), three different music tracks. The sound should be clearly perceived, so it's better to have a loudspeaker for the reproduction.

Progress

The facilitator reproduces every track for around three minutes. While the track is ongoing, participants draw on a sheet of paper according to their feelings connected with the music. After the three tracks, the facilitator asks to teachers/educators to choose the drawing that gives them the more positive feeling. Then, on the other side of the paper, they write three/five sentences to describe their drawing starting with: "My drawing is…" (e.g. my drawing is a dance of joy, my drawing is happiness…). After that, all people form a circle and read aloud their sentences (once participant at a time). Then they repeat their sentences by substituting "My drawing is…" with "I am…" (e.g. I am a dance of joy, I am happiness…).

At the end of the activity, participants can share something about their feelings connected with the experience. The facilitator can promote this final moment trough some open question.

Summing up

- Ask to draw according with the track music.
- Ask to write three/five sentences about the chosen drawing.
- Sharing:
- Invite to read aloud their sentences
- Invite to read aloud the sentences by substituting "My drawing is…" with "I am…"

- What did this activity give? What did you experience during it?

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Conclusions

This methodology, intended for formal and non-formal education pedagogues and youth workers, aims to help and provide practical tasks for all who make efforts in the integration and socialization of migrant children and young people. The methodology is intended for persons working with children and youth in big cities and remote rural areas.

During the cooperation between the Lithuanian "Ignalina District Education Support Service" and the Italian "Itaka Training". The experience was combined and shared, the project participants are from various fields - the municipal education and culture department, the educational support service, formal and non-formal education pedagogues, persons working with young people,

This project will be helpful for persons working with youth and their organizations in their daily work, as the developed methodology will help empower persons working with youth and educators to work competently with children who belong to social minorities (including immigrant families and their children) in formal and non-formal education.

The planned result is knowledge, abilities, and acquired skills for individuals, which they will be able to apply in the future in their professional activities, improving children's and their emotional well-being at work. Using inclusive education means creating conditions for all children to learn together, paying attention to each child, and creating a school where everyone would be good. The aim is to strengthen trust in people from different countries and motivate them to use their full potential.

This methodology is structured and designed to be easy to use in nine thematic areas. Methods and examples are provided, which indicate who is given, why it is essential, what is the desired result, what are the tools and preparation, and the method itself.

To successfully integrate migrant children and young people who have arrived in the country into formal and informal education means that you need to know how to recognize the specific signs of fear, anxiety, or stress of these children, strengthen their language skills and talents, help them integrate more easily with their peers and encourage them to socialize and live an entire life.

It should be noted that the experiences of users and methodology developers may differ. It is important to remember that each community (depending on the country, rural or urban) knows its own needs and problems best. The presented methodologies can be used as they are presented or be supplemented according to individual needs.

The use of creative, reflective, and playful methodologies is vital for integrating and socialising migrant or returned children and youth, aiming to involve them in ordinary activities, thus teaching them a new or little-known language.

The modules discussed allow educators to self-select the thematic content, methods, and materials they think are most appropriate or proper based on foreign language levels.

The electronic version of the book will be constantly supplemented and improved. Please write to this e-mail regarding content filling by mail to **irspt@ignet.lt**

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