

# Volunteer With Us!

How to improve communication  
and daily work with foreign  
children, volunteers and project  
partners from other countries



Volunteer  
With Us!

**We bring** young people together  
**We make** children happy  
**We create** better Europe

---

# Volunteer With Us!

---

How to improve communication  
and daily work with foreign  
children, volunteers and project  
partners from other countries

## Editing

Anna Cwynar

## Illustrations

Sergio Acción Corral

[www.deviantart.com/SergioAccion](http://www.deviantart.com/SergioAccion)

## Cover design

Aleksandra Snitsaruk

## Cover illustration

Sergio Acción Corral

## DTP and layout

Aleksandra Snitsaruk

With the financial support of the Erasmus+ programme of the European Union.

The publication was created out with the financial support of the European Commission, as part of the project 'Happy Kids, Better Europe 4' no. 2017-3-PL01-KA135-047396. The publication reflects only the position of its authors; the European Commission and the National Agency of the Erasmus + Program are not responsible for its substantive content.

Unpaid publication



**Erasmus+**

## **Erasmus +**

[www.ec.europa.eu/programmes/erasmus-plus/node\\_en](http://www.ec.europa.eu/programmes/erasmus-plus/node_en)

## **European Solidarity Corps**

[www.europa.eu/youth/solidarity\\_en](http://www.europa.eu/youth/solidarity_en)

## **European Voluntary Service at the Foundation of Social Integration Prom**

[www.evs.wroclaw.pl](http://www.evs.wroclaw.pl)

[www.facebook.com/EVsinWroclaw](https://www.facebook.com/EVsinWroclaw)

[evs@fundacjaprom.pl](mailto:evs@fundacjaprom.pl)

## **Foundation of Social Integration Prom**

[www.fundacjaprom.pl](http://www.fundacjaprom.pl)

## Publisher

Fundacja Integracji Społecznej Prom

[biuro@fundacjaprom.pl](mailto:biuro@fundacjaprom.pl)



[www.fundacjaprom.pl](http://www.fundacjaprom.pl)

© Copyright by Fundacja Integracji Społecznej Prom, Wrocław 2020

ISBN 978-83-62969-28-9

## Print

Oficyna Wydawnicza Atut – Wrocławskie Wydawnictwo Oświatowe

# Table of Contents

Glossary of terms . . . . . 9

Introduction . . . . . 12

## Volume I. Working with a volunteer

**Topic I.** EVS/ESC volunteer . . . . . 17

- What does it mean to be a volunteer? . . . . . 18
- What does volunteering mean to you? What would you like to achieve during your EVS? . . . . . 19
- Volunteers’ expectations towards the volunteering project . . . . . 20
- What is a volunteer’s role in a kindergarten? How do children see a volunteer? . . . . . 21

**Topic II.** Mutual understanding and respect between project actors . . . . . 22

- Expectations of volunteers towards their tutors (teachers) . . . . . 23
- Expectations of tutors (teachers) towards volunteers . . . . . 24
- What can volunteers offer? . . . . . 24
- What can tutors (teachers) offer? . . . . . 25

**Topic III.** Evaluation of volunteers and their work . . . . . 26

- How teachers can evaluate the work of volunteers? . . . . . 27
- How children can evaluate the work of volunteers? Volunteers’ ideas to get feedback from children . . . . . 29
- How volunteers can evaluate their own volunteering experience? . . . . . 32

  - Creative report . . . . . 32
  - Self-assessment of volunteers . . . . . 34

<b>Topic IV. Motivating volunteers</b> . . . . .	<b>36</b>
What motivates you at work? . . . . .	37
How to motivate volunteers? . . . . .	39
<b>Topic V. Communication in the project</b> . . . . .	<b>40</b>
Communication, overcoming language barrier . . . . .	41
Methods of communication, if you do not know the language . . . . .	41
Hints on how to communicate with kids/teachers/volunteers . . . . .	43
Games and methods to overcome language barrier . . . . .	45
Explaining game rules in a foreign language. . . . .	45
Charades . . . . .	46
Song in a foreign language . . . . .	46
Story in a foreign language . . . . .	47
Free Speech method . . . . .	48
Active listening . . . . .	49
Keep talking, I am listening. . . . .	49

## Volume II. **Games and methods used in working with children.** **Integration games for volunteers**

<b>Topic I. Teaching children foreign languages</b> . . . . .	<b>53</b>
Volunteers' ideas for teaching foreign languages to children. . . . .	54
Methods of teaching children foreign languages . . . . .	54
Total Physical Response method . . . . .	55
Methods of teaching foreign languages proposed by volunteers . . . . .	56
Using Michael Rosen's <i>We're going on a bear hunt</i> to teach English . . . . .	56
Memory. . . . .	57
Irma Recuero Jimenez's own method of teaching a foreign language . . . . .	57
<b>Topic II. Methods of working with children proposed by volunteers</b> . . . . .	<b>60</b>
'Bújj bújj zöld ág' . . . . .	61
'Echo' . . . . .	62
'Work on a project'/'Project method' . . . . .	62
'Discovery learning' of Jerome S. Bruner . . . . .	64
'Creative drama' . . . . .	65
<b>Topic III. Volunteers' ideas for activities for (Polish) children</b> . . . . .	<b>68</b>
Ideas for working with children, if you do not know the language . . . . .	69
Ideas on how to get to know the children and introduce a volunteer . . . . .	69
Ideas for stress-free activities to welcome (new) children in a pre-school . . . . .	72

Ideas on how to get to know children's families . . . . .	75
Ideas for activities to be done along with families. . . . .	75
Ideas for activities related to the topic of family. . . . .	76
Activities for children related to nature, ecology and healthy life-style . . .	77
Handicraft activities for children . . . . .	78
Physical and outdoor activities . . . . .	80
Team games . . . . .	80
Racing . . . . .	82
Body work . . . . .	84
Other activities . . . . .	85
Activities incorporating theatre techniques . . . . .	86
Other activities for children . . . . .	87
Children's evaluation . . . . .	88
<b>Topic IV.</b> Games, plays and simple methods of working with children proposed by teachers from Wrocław kindergartens . . . . .	<b>89</b>
<b>Topic V.</b> Methods of working with children used in Polish kindergartens . . .	<b>95</b>
J.G. Thulin's method of storytelling through movement. . . . .	95
M. Bogdanowicz's relaxation massages . . . . .	97
I. Majcharzak method . . . . .	98
Pedagogy of play . . . . .	99
R. Laban's method of creative gymnastics . . . . .	101
<b>Topic VI.</b> Introduction games, integrational games for volunteers and activities for strengthening cooperation. . . . .	<b>104</b>
Introduction games . . . . .	105
Team-building and integrational activities for volunteers. . . . .	107
Activities aiming at strengthening cooperation . . . . .	110

## Appendix. **How do we perceive ourselves? How do foreigners see us?**

How do Polish people see themselves? . . . . .	115
How do volunteers perceive Polish people?. . . . .	116
What are the differences between your home country and Poland? . . . . .	118
Public space . . . . .	118
Private space . . . . .	118
(Un)spoken social rules . . . . .	120
Eating habits and cuisine . . . . .	121
Weather, climate and nature . . . . .	122



Social and cultural behaviours . . . . .	122
Daily life conveniences . . . . .	124
Kindergarten education . . . . .	124
Sources . . . . .	<b>125</b>
Acknowledgment . . . . .	<b>130</b>

# Glossary of terms

**Competences** – ‘A particular set of skills/knowledge’.<sup>1</sup>

**Coordinator** – According to the Foundation of Social Integration Prom’s internal rules, a coordinator is responsible for: managing the whole project, project finances, invoices; flats rental; dissemination of project’s results; visibility of the project; PR; volunteers’ trainings; issuing the YouthPass Certificate; contact with volunteers, sending and hosting organisations; evaluation; mediations in case of big conflict.

**Coordinating organisation** – ‘A participating organisation applying for an Erasmus+ grant on behalf of a consortium of partner organisations’.<sup>2</sup> In case of *Happy Kids, Better Europe 3* and *Happy Kids, Better Europe 4* projects the coordinating organisation is the Foundation of Social Integration Prom.

**European Solidarity Corps (ESC)** – ‘New European Union initiative which creates opportunities for young people to volunteer or work in projects in their own country or abroad that benefit communities and people around Europe.’<sup>3</sup>

**European Voluntary Service (EVS)** – ‘Strand of the European Union’s Erasmus+ Programme (2014–2020) aims to support young people taking part in voluntary activities abroad.’<sup>4</sup>

---

1 ‘Erasmus+ Glossary’, <https://www.erasmusplus.org.uk/glossary> (accessed 15 August 2019).

2 ‘Erasmus+ Programme Guide. Annex III – Glossary of Terms’, [https://ec.europa.eu/programmes/erasmus-plus/programme-guide/annexes/annex-iii\\_en](https://ec.europa.eu/programmes/erasmus-plus/programme-guide/annexes/annex-iii_en) (accessed 15 August 2019).

3 ‘European Solidarity Corps’, [https://europa.eu/youth/solidarity\\_en](https://europa.eu/youth/solidarity_en) (accessed 15 August 2019).

4 ‘European Voluntary Service Accreditation Guidelines’, version, 2014, p. 3, [https://ec.europa.eu/programmes/erasmus-plus/resources/documents/european-voluntary-service-accreditation-guidelines\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/documents/european-voluntary-service-accreditation-guidelines_en) (accessed 15 August 2019).

**Erasmus + Programme** – ‘The EU Programme in the fields of education, training, youth and sport for the years 2014–2020.’<sup>5</sup>

**Happy Kids, Better Europe 3 (HK3)** – EVS project coordinated by the Foundation of Social Integration Prom. HK3 took place from 1 October 2017 to 30 June 2018 and involved three volunteers from EU hosted in the Public Kindergarten no. 25 and the Private Primary School ‘Swallow’ in Wrocław.

**Happy Kids, Better Europe 4 (HK4)** – Ongoing EVS strategic project (01 February 2018 – 30 April 2020) coordinated by the Foundation of Social Integration Prom which involves 16 different hosting organisations from Wrocław: public kindergartens no. 2, no. 27, no. 35, no. 36, no. 47, no. 49, no. 51, no. 87, no. 104, no. 121, no. 147; private kindergartens – Non-public Ecological Kindergarten and Linguistic Kindergarten eNTe; Private Primary School ‘Swallow’; non-governmental organisations – Song of the Goat Theatre Association, Foundation of Social Integration Prom. It gathers over 50 volunteers from EU, Turkey, Eastern Europe and Caucasus. The project includes strategic components consisting of two visits of sending organisations’ representatives, workshops with volunteers and tutors, and final publication.

**Hosting organisation/Receiving organisation** – ‘The participating organisation receiving one or more participants and organising one or more activities of an Erasmus+ project’.<sup>6</sup> According to the internal rules of the Foundation of Social Integration Prom hosting organisations should: set together with a volunteer an activity plan containing volunteer’s tasks and learning objectives; carry out activities and change plans regarding the EVS activity in mutual agreement with the volunteer; provide safe and decent working conditions to the volunteer; provide personal support to the volunteer, especially in case of a crisis at work; help the volunteer to integrate in the local community.

**Key competences** – ‘The basic set of knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment, as described in Recommendation 2006/962/EC of the European Parliament and of the Council.’<sup>7</sup>

**Mentor** – According to the internal rules of the Foundation of Social Integration Prom a mentor: gives the volunteer a hand in minor administrative issues (going to the doctor – first three times – and afterwards only arranging doctor’s appointments, insurance guidance, opening bank account, arranging Urban Card and then helping with recharging it, flat issues); helps the volunteer with solving problems; facilitates volunteer’s integration in the local community; explains and helps the volunteer with writing the Youthpass

---

5 ‘Erasmus+ Programme Guide’, version 2, 2019, p. 5, [https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2019\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2019_en) (accessed 15 August 2019).

6 ‘Erasmus+ Programme Guide. Annex III...’, *op. cit.*

7 *Ibid.*

Certificate; gives the volunteer tips for spending free time and managing daily life in a new city. The mentor is not a full-time employee.

**National Agency (NA)** – ‘The organisation that manages Erasmus+ in a particular country.’<sup>8</sup>

**Non-formal learning** – ‘Learning which takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present, but which is not part of the formal education and training system.’<sup>9</sup>

**Participant** – ‘An individual who takes part in a project through a participating organisation.’<sup>10</sup>

**Participating organisation** – ‘An organisation or group involved in an Erasmus+ project.’<sup>11</sup>

**Sending organisation** – ‘The participating organisation sending one or more participants to an activity of an Erasmus+ project.’<sup>12</sup>

**Tutor** – According to the internal rules of the Foundation of Social Integration Prom, a tutor is a representative of hosting organisation – main teacher or office staff – the volunteer works with. It is a person who gives tasks to the volunteer and provides the volunteer with monthly or weekly plans of hosting organisation’s work.

**Volunteer** – see: ‘Participant’.

**YouthPass** – ‘[...] A Certificate which confirms participation of volunteers and describes their specific EVS project. It is also a Certificate that describes what volunteers learned during their project using the Key Competences for Lifelong Learning as a framework.’<sup>13</sup>

---

8 ‘Erasmus+ Glossary’..., *op. cit.*

9 ‘Erasmus+ Programme Guide. Annex III...’, *op. cit.*

10 ‘Erasmus+ Glossary’..., *op. cit.*

11 *Ibid.*

12 ‘Erasmus+ Programme Guide. Annex III...’, *op. cit.*

13 ‘Youthpass in practice’, p. 56, <https://www.youthpass.eu/downloads/13-62-38/Youthpass%20B3.pdf> (accessed 15 August 2019).

# Introduction

In 2019, the Foundation of Social Integration Prom celebrated 10 years as the organisation hosting volunteers as part of the *European Voluntary Service* (EVS) programme, currently *European Solidarity Corps* (ESC). Being the initiative of European Commission, this programme gives young people, aged 18–30, a chance to volunteer full-time in a foreign organisation of their choice for up to 12 months. Topics of projects are very diverse and stretch from education and didactics, culture, creativity and cultural heritage, through gender equality, working with people with special needs, up to environmental protection, healthy lifestyle or sports.

From the very beginning, the work of volunteers in the Foundation Prom was based on contact with children – volunteers were hosted in our day-care centres and integrational centres for Roma children and families. In 2014's first EVS project coordinated by us, two volunteers hosted by another Wrocław-based non-governmental organisation – Song of the Goat Theatre Association – were working on preparation of the educational-artistic project entitled *Brave Kids*. This project is a meeting of artistic groups of children from all over the world.<sup>14</sup> The implementation of *Discover the Secret Garden with Us* project in the following year, in which volunteers were working with children of Wrocław Kindergarten no. 2, started the Foundation Prom's adventure with coordinating EVS projects in kindergartens. A year later, in 2016/2017, we coordinated *Happy Kids, Better Europe* – the first project implemented in several kindergartens simultaneously. The current project, *Happy Kids, Better Europe 4* (February 2018 – April 2020), engages over 50 volunteers working in 16 Wrocław-based hosting organisations: public kindergartens no. 2, no. 27, no. 35, no. 36, no. 47, no. 49, no. 51, no. 87, no. 104, no. 121, no. 147; private kindergartens – Non-public Ecological Kindergarten and Linguistic Kindergarten eNTe, Author's Primary School 'Swallow', Song of the Goat Theatre Association and the Foundation Prom.

Foundation of Social Integration Prom's rich experience in EVS projects devoted to the work of volunteers with children enables us to accurately assess the influence

---

<sup>14</sup> 'Idea of Brave Kids', <http://bravekids.eu/en/p/idea> (accessed 17 August 2019).

volunteers-foreigners have on receiving organisations and their beneficiaries. Presence of volunteers in educational institutions helps teachers and children develop linguistic, social and cultural competences. Contact with volunteers has a positive impact on accepting others, stimulates tolerance and prevents discrimination. However, the work of foreign volunteers in hosting organisations, coordinated by our Foundation, also brings some difficulties. The analysis of reports and statements of our volunteers and organisations shows that one of the main barriers obstructing cooperation is lack of foreign language skills of the hosting organisations' employees, children, parents and lack of Polish language knowledge among volunteers. The communication difficulties (especially at the beginning of the project) may lead to a situation in which volunteers' contact with receiving organisation will be limited to communication with those few teachers who know foreign languages. Other hosting organisation's employees only occasionally contact volunteers and, as such, do not fully develop their cultural sensitivity, linguistic abilities and other competences.

Voluntary service in a foreign country is a challenge for most of the volunteers. Not surprisingly, sometimes difficulties in verbal communication with children or teachers may lead to volunteers' loss of confidence or retreat from initiatives planned for children. In previous projects we have tried to break the language barrier by organising Polish language course throughout the duration of the project, encouraging volunteers and teachers to mutual contact and promoting among them free courses, activities and language resources. However, learning a foreign language is a long-term process which gives effects only after a while, whereas volunteers have to learn how to communicate with hosting organisations' representatives already at the beginning of the project.

The attempt to find a solution for the problem of language barrier which often results in cultural barrier, led us to an idea for implementing strategic EVS project. Additionally, the project was meant to answer receiving organisations' requests to prepare volunteers for work with children. Currently implemented project – *Happy Kids, Better Europe 4* – except for daily work of volunteers in educational institutions, featured organising eight workshops for volunteers and hosting organisations' employees, conducting two study visits of sending organisations' representatives, and project participants preparing written assignments.

During workshops receiving organisations' employees had a chance to take the role of volunteers and empirically understand how difficult it is to work when you do not know the language of majority. They got to know what intercultural communication is and learned about the basic elements of culture theory/cultural differences. As part of conducted activities we worked out methods of teaching foreign languages to children, laid down games and activities for kids which do not demand advanced knowledge of Polish language, learned how to communicate non-verbally and effectively communicate with children and teachers with only basic knowledge of foreign language. Volunteers also familiarised themselves with basic methods of working with children. I do hope that this practical knowledge will allow volunteers to easier find themselves in hosting organisations and enable both volunteers and organisations to effectively work in an international team.

Materials from workshops and written assignments of volunteers and hosting organisations' representatives were gathered in the guide of good practices in working with people coming from different cultures and using foreign languages. This publication, entitled *Volunteer With Us!*, consist of two volumes.

Volume I, devoted to working with volunteers, contains:

- materials about volunteer's role,
- description of mutual expectations and information on what volunteers and hosting organisations' employees can offer to one another,
- recommendations regarding means of evaluation of volunteers,
- statements of volunteers and receiving organisations' representatives about means of motivating volunteers,
- methods and means of communication in the project and hints for overcoming language barrier.

Volume II is divided into following thematic units:

- descriptions of methods, games and activities used in working with children, proposed by volunteers and hosting organisations' employees,
- hints regarding volunteers teaching children foreign languages,
- descriptions of introduction games, integrational games and activities aiming at strengthening cooperation between the project actors.

Additionally, the handbook is supplemented with the *Appendix*, presenting how Poles see themselves and how volunteers see our society and country.

Materials in each of the thematic units are very diverse. They contain, among others, results of 'brainstorming' sessions, descriptions of selected activities implemented during workshops, conclusions and reflections of workshops' participants about these exercises or descriptions of ideas mentioned by volunteers during the introductory training. At the same time, in each of the units one may find written statements of volunteers and representatives of hosting organisations which hold the answers to relevant questions, as well as descriptions of specific methods or games useful in working with children.

This publication does not aim at showing one, right way of understanding or acting in each of the above-mentioned topics. On the contrary, it was supposed to show plurality of perspectives. That is why it is shaped as a collection of subjective statements of dozens of people from different countries, cultures and backgrounds. In other words, *Volunteer With Us!* is a joint publication *par excellence* which gathers texts and opinions of dozens of authors. In order to underline various points of view, I have coupled each individual standpoint with a name, surname and country of its author and added a note with a date of a specific exercise (e.g. results of 'brainstorming'). While reading the publication, it is crucial to remember that the authors of statements experience people's behaviours and understand situations through the prism of their own cultures and experiences. That is why often their observations regarding the same phenomenon or event vary,<sup>15</sup> or even contradict objective facts.<sup>16</sup> This phenomenon can be clearly observed in the part which contains answers of volunteers to the question: 'What are the differences between your home country and Poland?.'

---

<sup>15</sup> For example, Florian Rotter (a volunteer from Germany) sees Poles and hospitable and helpful, while Kaliori Krali (a volunteer from Greece) views them as people who are closed-off and unwilling to offer help.

<sup>16</sup> For instance, Yorgos Tseligkas (a volunteer from Greece) points out the importance of following the traffic rules in Poland. Meanwhile, the statistics prove that Poland is one of the EU countries with the highest risk of death in road accidents. See: 'Polska wysoko w niechlubnej statystyce UE. Gorzej liczby wyglądają jedynie w Rumunii, Bułgarii i Chorwacji', <https://auto.dziennik.pl/aktualnosci/artykuly/576561.polska-wypadki-drogowe-zabici-raport-unia-europejska.html> (accessed 17 August 2019).

While working on the guide, I did not try to invent new exercises for better linguistic and intercultural communication, cooperation between project partners or work with children. As a collection of proven methods described by other trainers, youth workers and pedagogues, *Volunteer With Us!* was rather supposed to become an easily accessible source of activities and games which volunteers or representatives of hosting organisations could always reach for. Methods, exercises and games described in the handbook were tested during workshops and in daily work in receiving organisations, or were proposed by volunteers and teachers based on their own scientific and professional experiences. Exercises, methods and games are coupled with notes with names of people or institutions which proposed them. I would like to underline that often these are not methods invented by these persons and educational institutions.

The guide was designed primarily for volunteers working with children and their tutors at work. However, it will be also helpful to coordinators and other staff members of sending, hosting and coordinating organisations, mentors, as well as teachers working with foreign children or youth. While using *Volunteer With Us!*, instead of reading it from cover to cover, I advise choosing parts related to the topic(s) of the reader's interest or concern. In other words, the reader may reach for it while looking for information on how to improve cooperation or communication, prevent a problem from arising or find a solution to an existing one, as well as searching for a game or activity which she/he would like to implement in working with children, volunteers or teachers.

Due to the publication's volume, I chose not to describe and add conclusions from two visits of sending organisations' representatives which had a big impact on strengthening relations between project partners. In order to underline the input of coordinators from sending organisations, I added descriptions of exercises used by them in cooperation with representatives of their organisations and their volunteers. Furthermore, this handbook does not contain information about models of cooperation with volunteers developed by Shipyard – Centre for Social Innovation and Research<sup>17</sup> as part of the project *Modelowy wolontariat (Model Voluntary Service)*. However, booklets *Jak pracować z wolontariuszami (How to work with volunteers)* about 'model zespołowy' (team model) and 'model rozwojowy' (development model) as well as, to some extent, 'model razem ze społecznością' (together with community model)<sup>18</sup> are an important source of inspiration in working with volunteers. I strongly recommend those to hosting organisations. At the end, I would like to apologise to all the people, who proposed diverse energisers, team-building, integrational games or exercises and written assignments<sup>19</sup> during workshops, introductory trainings or integrational meetings which are not mentioned in this publication. I hope that we will be able to describe them next time!

I wish you pleasant reading!

Anna Cwynar

<sup>17</sup> Pracownia Badań i Innowacji Społecznych 'Stocznia'.

<sup>18</sup> These booklets are available at the website [modelowywolontariat.stocznia.org.pl](http://modelowywolontariat.stocznia.org.pl).

<sup>19</sup> The in-depth researches about Polish culture or traditions described by Nagore Ferrero or Rafael Furlan Battista are, unfortunately, beyond of the scope of this publication.



Volume I

# Working with a volunteer

## Topic I

# EVS/ESC volunteer

According to *Cambridge Dictionary*, a volunteer is ‘a person who does something, especially helping other people, willingly and without being forced or paid to do it’.<sup>20</sup> EVS/ESC volunteering programme, which requires that volunteers move for a service abroad and stresses developing their competences, shifts that definition towards learning of volunteers through working and being surrounded by foreign community.

Not surprisingly, volunteers who were asked about the meaning of volunteering, see their EVS/ESC as an adventure, an opportunity to change themselves and modify their lives. They view their service as an opportunity to gain independence, learn how to deal with stress and difficulties, as well as manage conflicts. Volunteering for them means giving and sharing: their time, energy, commitment, passion, skills and knowledge, but at the same time gaining: growing professionally and personally, developing their interests, studying foreign languages. It is important to underline that working for the local community in EVS/ESC programme is just a part of the experience. The so-called free time provides not only a great learning opportunity, but also chances to meet new people and make long-lasting friendships. Volunteers, through daily-life situations, experience differences between cultures of their host country, other volunteers’ countries and their own country, discover new interests, learn how to live together or travel. Hence, a positive EVS/ESC volunteering experience indeed may mean that ‘you receive more than you give’, as one of the project’s participant put it.

This short introductory chapter aims to present how volunteers comprehend the meaning of volunteering, as well as to share their expectations towards the project. This enables representatives of receiving organisations’ to better understand what motivates volunteers to participate in EVS/ESC projects and get to know what goals they wish to

---

<sup>20</sup> *Cambridge Dictionary*, <https://dictionary.cambridge.org/pl/dictionary/english/volunteer> (accessed 8 October 2019).

achieve. The aim of the part devoted to reception of volunteers by kids is to help volunteers imagine what role they play for recipients of their actions.

## What does it mean to be a volunteer?

*based on brainstorming activity during the volunteering workshop on 14 June 2018*

### Being an (EVS/ESC) volunteer means:

- liking activities that you are performing,
- making connections between people,
- mutual understanding,
- trying something new,
- observing,
- being sociable.

### Being a volunteer means... giving:

- being a helper,
- being active,
- dedicating your time, your energy, yourself,
- sharing culture, experience and knowledge,
- sharing motivation, enthusiasm, passion,
- making changes in yourself and causing them in others,



- sharing new skills with teachers, volunteers and kids,
- bringing fresh point of view.

**Being a volunteer means... gaining:**

- receiving knowledge,
- meeting new people from different countries,
- being supported,
- gaining professional experience,
- reaching goals.

**Being a volunteer means... growing as a person:**

- self-development,
- learning foreign languages and methods,
- solving difficulties, problems,
- getting independence, if you live on your own,
- learning how to manage stress.

**Practical arrangements connected to being a volunteer:**

- not receiving a salary,
- benefit of EVS/ESC: accommodation, pocket money, food money, public transport, etc. are provided.

## What does volunteering mean to you? What would you like to achieve during your EVS?

What I want personally from my EVS is to do better the things that I should do. Also, I want to get along with people around me. Talking about competences, I think that learning to learn is the most significant to me, because [...] it can include many areas.

Sergio Acción Corral (Spain)

[EVS is for me] time of personal and professional growth, time to make new friends, to get to know your culture, culture of the host country, as well as cultures of other volunteers. Knowing how to trust others and making others trust us.

Annalisa Maietta (Italy)

I think that volunteering means that you receive more than you give.

Luca Vincenti (Italy)

In my opinion, volunteering is a challenge. A big opportunity to change my life. The attempt to find a motivation in life. I hope to be and become a good volunteer, for me and for those around me.

Pasquale Calenzo (Italy)

This volunteering project, for me, is a great opportunity to give my commitment to a small community of people, in this case kids. Besides the feeling of personal fulfilment, I would also like to develop some skills throughout the project. Self-awareness is the first one – I would like to become more aware of my guiding values and be more positive about myself.

I would also like to deepen my own learning process, as I have to search and learn about new things in order to support the kids, to be more creative and teach them how to take initiative. It is important for me to learn how to manage relations. Through volunteering, I have a chance to work with a lot of different kinds of people, understand their needs and do some networking. This way, I can become more comfortable working with big groups of different people and learn how to get along with them.

Natalia Hasan (Cyprus)

First of all, to me, volunteering means using skills and knowledge you already have for the benefit of society. Besides serving this prime purpose, to me, volunteering also means learning how to be more patient, tolerant and content with what you already have. It's also about expanding your horizons and leaving your prejudice behind, as you're living in a multicultural environment. [...] To me, volunteering also means community, as you contribute your ideas to a particular project and work on it together within a team. It means discovering new interests and making new friends. Lastly, I find that volunteering is something that might inspire you to either change or choose the course of your life.

Valeriya Telitsina (Russia)

## Volunteers' expectations towards the volunteering project

*based on the workshop on volunteering on 21 February 2019*

Volunteers want:

- to learn how to learn,
- to learn new languages, to learn Polish language,
- to help,
- to be active,
- to develop practical skills,
- to travel,
- to gain new experiences,
- to live eye opening experience,
- to discover new visions, to see new things,
- to make new friends, be close with people,
- to become braver,
- to develop their skills and gain new ones,
- to be independent.

# What is a volunteer's role in a kindergarten? How do children see a volunteer?

*following answers were compiled from the evaluation of volunteers' work by children*

According to children, a volunteer is a person who:

- plays indoor and outdoor games with them,
- does team sports with them,
- helps them,
- is great help to teacher,
- looks after them, takes care of them, comforts them,
- helps them with art work or is artistically talented,
- talks with them,
- teaches them foreign languages,
- simply is present.

## Topic II

# Mutual understanding and respect between project actors

A key to successful cooperation between the project actors is understanding of what the two sides – volunteers and their tutors – expect from each other and what they can give to one another. We observe that, if needs and contributions of volunteers and teachers meet, the work goes smoothly and is efficient. Volunteers and teachers feel mutually supported and become a team of people who can count on one another, as well as learn from each other.

Workshops with volunteers and tutors, organised as part of the project, featured the activity led by Silvia Padello, EVS coordinator from Turin-based organisation Stranaidea. Participants, divided into separate groups of volunteers and tutors, were asked to note down and present their expectations and things they can offer to one another. The outcomes of the activity prove that roles of volunteers and tutors are perceived differently by these two groups, which may lead to misunderstandings at work.

Tutors would like volunteers to be mainly their proactive assistants at work, who would share new ideas and activities with children and teachers. At the same time, they wish volunteers had an impact on boosting their professional skills – knowledge of new languages and cultures, as well as methods of working with children.

Volunteers, on the other hand, expect from their tutors both professional support in their daily work with children and personal guidance throughout their volunteering experience. They demand that tutors not only be willing to support their activities, give them hints what to do at work, but also talk with them casually, get to know them as people and take care of them. As such, they often see only professionally-oriented hosting organisations' employees as cold and not open to contact with them. Furthermore, volunteers underline the necessity to be treated as part of the team by all staff members. They expect those employees who do not speak foreign languages to try to communicate with them using non-verbal methods of communication. Volunteers who hold a degree in education, or those who have some experience in working with children, claim that they are underestimated by receiving

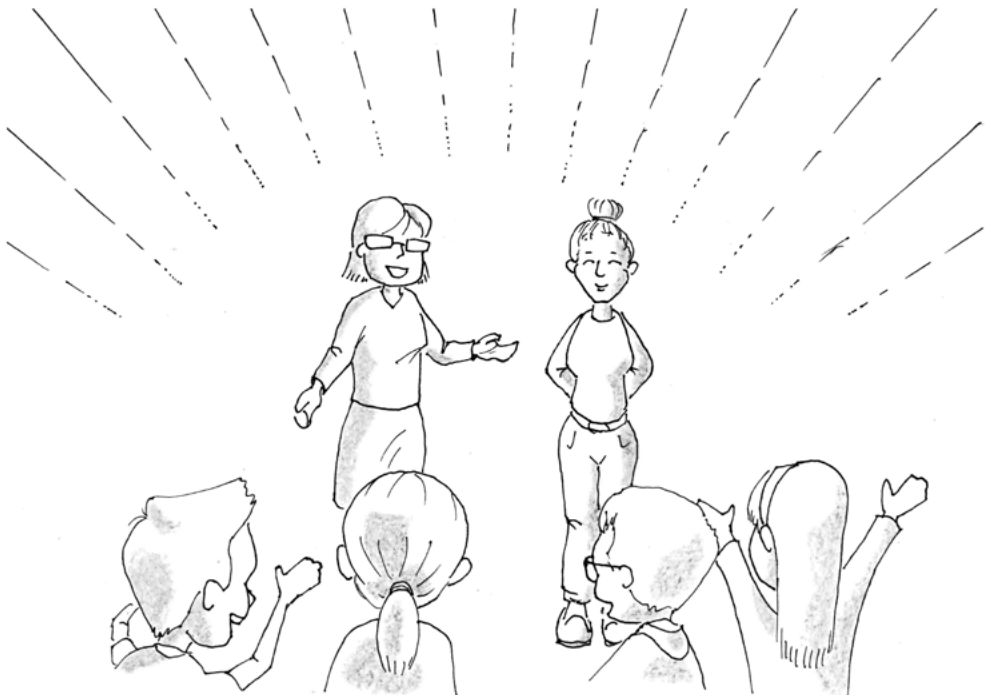
organisations' teachers due to their difficulties with leading activities caused by the language barrier. All volunteers expect tutors' help with communication with kids and organisation's employees, as well as support in leading activities in Polish language.

## Expectations of volunteers towards their tutors (teachers)

*following answers were compiled on the basis of an activity organised during the workshops on volunteering on 14 June 2018 and 21 February 2019*

Volunteers expect that their tutors (teachers) will:

- be patient with them,
- help them develop their communication with children,
- tell them in which activities they can help,
- help them with Polish language,
- help them with new situation and specific rules in kindergartens,
- share their practical knowledge, methods, experience,
- listen to their needs,
- appreciate their effort and initiatives (and demonstrate this appreciation),
- pay attention to them, 'take care' of them,
- use non-verbal communication to break the language barrier,
- put effort into helping them adapt (as volunteers do not have their families and friends here),





- try to understand volunteers' position (as people who struggle with cultural differences),
- be open-minded towards them,
- include volunteers in a team, cooperate with them,
- trust them,
- have both professional and casual conversations with them,
- give them feedback,
- smile.

## Expectations of tutors (teachers) towards volunteers

*following answers were compiled on the basis of an activity organised during the workshops on volunteering on 14 June 2018 and 21 February 2019*

Tutors (teachers) expect that volunteers will:

- inform them about their expectations,
- like children,
- have and show positive attitude towards work and children,
- be creative, share their talents,
- observe their and other teachers' work,
- have an eye on children, react according to their behaviour,
- not be afraid of self-service activities with kids,
- be helpful and proactive, help them at work,
- be windows into a different world for them,
- share their languages knowledge,
- ask questions,
- ask for help if they need it,
- understand that teachers are just humans and can be tired,
- have general ideas for different activities,
- teach songs/poems to kids, perform art activities with them,
- perform physical activities with kids,
- share games or other ideas from volunteers' childhood.

## What can volunteers offer?

*following answers were compiled on the basis of an activity organised during the workshops on volunteering on 14 June 2018 and 21 February 2019*

Volunteers can offer the tutors (teachers):

- sharing their love for children,
- listening to children needs, observing children, helping them with various tasks, taking care of them,

- devising activities and other initiatives for children (art, craft, sports and physical activities, dances, games),
- sharing their experience (with working with kids), (educational) methods, skills and knowledge,
- sharing games and ideas from their countries (e.g. culture, cuisine), childhood, etc.,
- playing with children,
- listening to, helping and respecting kindergarten staff,
- their energy, smile, positive attitude towards working with children,
- teaching their mother tongues or English,
- their attempts to communicate in a non-verbal way and converse in Polish,
- their passion, creativity,
- their openness, predisposition to be open-minded,
- their empathy and patience,
- their help and support, their willingness to cooperate,
- being active and independent,
- observing teachers to learn how to work,
- listening carefully to positive and negative feedback,
- helping with practical issues.

## What can tutors (teachers) offer?

*following answers were compiled on the basis of an activity organised during the workshops on volunteering on 14 June 2018 and 21 February 2019*

Tutors (teachers) can offer the volunteers:

- introducing volunteers to work duties,
- an outlet for their creativity, passions, ideas,
- their hospitality (making volunteers feel good and welcome),
- listening and understanding,
- supporting volunteers' activities,
- their help and support (the volunteers can count on teachers also during difficult situations at work),
- their own experience, methodology and talents/hobby,
- their help with a new language (as native Polish speakers),
- their will to get to know each volunteer as a person,
- being open to volunteers' needs,
- answering volunteers' questions concerning issues not connected to work.

### Topic III

## Evaluation of volunteers and their work

One of the volunteers' expectations towards tutors was related to receiving feedback and appreciation for their efforts and initiatives at work. Volunteers believe that they should be evaluated according to what children and teachers have learned from them and based on practical help they provide on daily basis. According to volunteers, the evaluation should stress what they have done well, enumerate what could be improved in their work and give suggestions or hints on how to do it. Most of the volunteers prefer being given feedback in a form of a conversation with their tutors, ideally right after work or the activity they have led. Some of them also claim that they would like to receive an evaluation of their work in a written form. Apart from those two forms of evaluation, sources of feedback for volunteers are also: others teachers' smiles and appreciation, parents' interest in them and their work, or short conversations they have with children and their families.

Volunteers notice the importance of getting feedback from children – main recipients of their work. They believe that children's attitude towards a volunteer can be discerned based on their daily contact with that volunteer and their motivation to perform activities organised by her/him. One of the ways volunteers can get feedback from children is by organising an evaluation game for them. Such evaluation activities enable volunteers to see how children perceive them, assess what kids have learned from them and understand what children think of certain activities led by them. Examples of games and activities used for evaluation, described in this part of the publication, were proposed and tested by volunteers in their own work with children.

Last but not least, volunteers recognise the importance of self-reflection. Volunteers' own ideas for evaluation of their experience include expressing their emotions through creative reports, monitoring self-development, as well as self-assessment of skills and performed activities through individual and group work.

## How teachers can evaluate the work of volunteers?

*following answers were compiled on the basis of the homework assignments given during the workshops on volunteering organised on 14 June 2018 and 21 February 2019*

### **How would you like your work to be evaluated?**

#### **What methods of receiving feedback do you like the most?**

For me, the best way to evaluate someone is speaking with that person and telling her/him what things she/he does well, and what things she/he needs to improve and why... I think that when you are an adult it is the best way to evaluate someone, because at the same time you are motivating her/him.

Virginia Fuentes Antúnez (Spain)

I just want to clearly know when my work was good and when I didn't do something well.

Sergio Acción Corral (Spain)

I'd like someone to talk directly to me, e.g. right after work. It is also good to do an evaluation in a small group. To discuss or write on a piece of paper what was good, what could be improved, what was wrong and think how to do it better. I would mainly focus on what I can do in the future [...].

Nela Babirádová (Czechia)

I want to be evaluated for the actual work I did, not methods I used for it. I would like to receive certificate with marked development of my skills. Also I want to talk about my work from time to time with my coordinator and mentor, to analyse what I have done and how and what I can improve.

Khrystyna Soltys (Ukraine)

For me, in being a volunteer, a mark is not important. I don't know how I would like to be evaluated but I think the most important for me is to help people (teachers in a preschool, children, language assistance). [...] to observe that my children learn Spanish little by little, my teachers don't have to work so hard and to make people feel good is enough for me. So, maybe receiving beautiful words from my teacher or my children is the best evaluation of my work as volunteer.

Irma Recuero Jimenez (Spain)

I like to have feedback and evaluation immediately. I asked my teachers to give me feedback without necessity of waiting for the monthly meeting [...].

Francesca Laurenzio (Italy)

I think a personal conversation is the best. Then you can talk about problems right away.

Bence Bordas (Hungary)

I like a lot to talk after my lesson or after things that I have done, because I can find out about both bad and good things. I think that a conversation is the best way for everyone

involved. I also really appreciate smiles of teachers and children motivation to continue studying.

Beatriz Alcalá García (Spain)

I think the work of every volunteer should be evaluated for how much difference they make in kids' and teachers' lives and what kids learn and take from them.

Evangelia Malathriti (Greece)

With a document that evaluates my work at the end of the project.

Beatrice Vetrucci (Italy)

I would like to be evaluated by my coordinator, my teacher, by children and, if it is possible, by parents. So, I want feedback from the first two people (coordinator and teacher) about me, my work, the way I handle the experience, etc. It would be nice if I could make interviews with them. I would like to have a small conversation with the children, with my tutor's help, concerning my presence in their class, what they learned, what they like and what they do not like, what they want to learn more of. Also, I want to make an extra evaluation through a game. Last but not least, it is important to ask few questions of the parents in order to understand how they evaluate the program and if they noticed changes in their children.

Theocharoula Pyloridou (Greece)

Concerning the teachers in the kindergarten, we regularly discuss, if everything is going well, what I could do better, etc. Feedback from kids comes via their parents. For example, after a weekend mums and dads tell me that their kids have been looking forward to coming to the kindergarten again, because they missed me over the weekend. Additionally, one can see that many parents are interested in having short conversations with me, getting to know me more, which shows that kids must talk about me, at least to some extent, at home in a positive way. These are all good signs, showing that kids, as well as parents, appreciate my work.

Florian Rotter (Germany)

I'm not a teacher. I just want to be evaluated for the contribution that I try to give every day ('practical help').

Giuseppina Cacciotti (Italy)

The teacher should say whether she/he thinks that the craftwork/artwork is nice or not. With smiling or words she/he can show me, if she/he is satisfied with my work and proactivity.

Eszter Nagy (Hungary)

For me the best evaluation come from opinions of teachers and [kindergarten] workers', because they are working with me every day. Also, I think children's motivation and attitude towards me are important.

Yolanda Velasco Gonzalez (Basque Country, Spain)

Weekly meetings during which the past week is being discussed.

Kindergarten no. 87 in Wrocław (Poland)

Methods of evaluation:

- conversation with a volunteer after each implemented and planned action – mutual conclusions,
- evaluation session with coordinator, mentor, director and tutors,
- conversations with other tutors responsible for the volunteers' stay in a kindergarten – reflections, observations, sharing experiences;
- gathering common ideas in a form of Kindergarten Bank of Ideas/Erasmus+.

Kindergarten no. 36 in Wrocław (Poland)

## How children can evaluate the work of volunteers? Volunteers' ideas to get feedback from children

*The best feedback children can give you is smiling, hugging and trust.  
You can really easily recognise, if they like you or not.*

Eszter Nagy (Hungary)

### Portrait

Sergio Acción Corral (Spain) and Alisa Aslanyan (Armenia)

Ask kids to draw the way they see you (your portrait). Additionally, children can give a title to their piece of art.

### Children's opinion

Sergio Acción Corral (Spain) and Francesca Laurenzio (Italy)

Ask kids what they think about you. This evaluation can be done with the teacher's help.

### Colourful papers and body language

Maleyka Valiyeva (Azerbaijan)

1. Put green and red papers on the carpet. Ask children if they like spending time with you. If they agree – they have to gather around the green paper, if they disagree – they should gather around the red one.
2. Children are asked to express their feelings about you with their body language (some kids hug you, others kiss you or give you thumbs-up).

### Circles and a gift

Eszter Nagy (Hungary)

1. Draw a big circle, then inside it a smaller circle, than smaller and smaller. Children have to colour those circles according to how do they feel about you (or they can think of

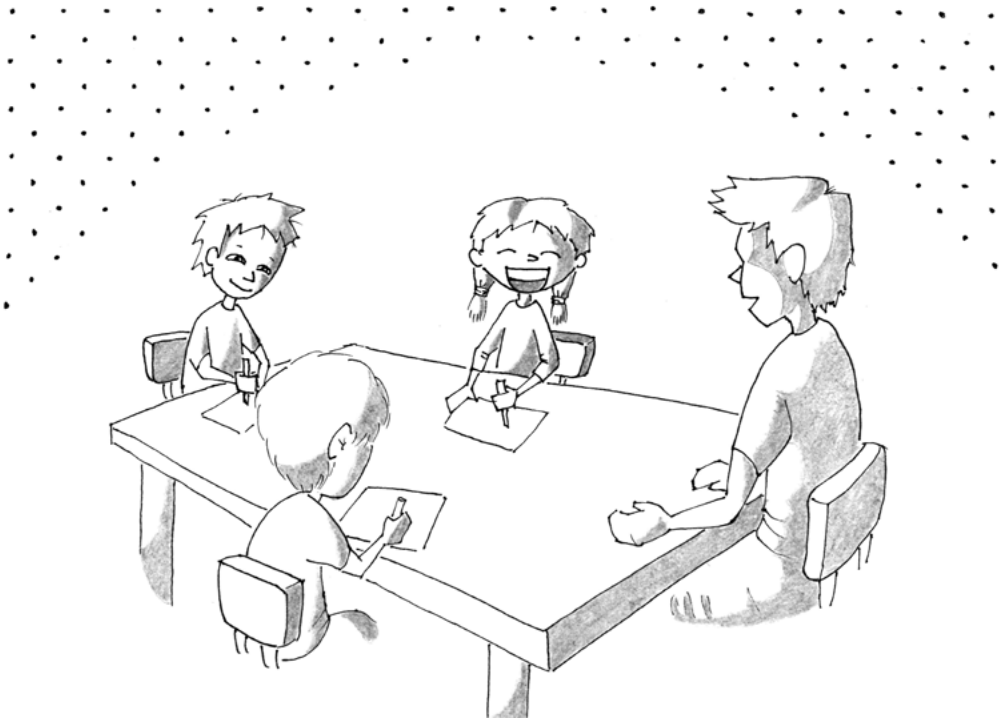
you while choosing colours). The largest circle is showing the most important feeling, and the smallest circle – the least important one.

2. Ask children to draw or prepare (e.g. from paper) something for you. They can also build something from the Lego cubes.

## Memories from the games

Beatrice Vetrucchi (Italy)

1. Ask children to draw on a sheet of paper what they remember they have done with you during these months or how they see you/something they remember about you.
2. Timeline: prepare a timeline by printing a few photos of activities you have done together with kids. Altogether, try to remember what you did. Afterwards every child evaluates how much, if at all, she/he liked certain activity.



## 'Islands' evaluation game

Miriam Callealta Verdugo (Spain)

A teacher explains to children that they have to imagine sailing to three islands. On each island they would learn different things.

The first island is about mathematics. On this island children learn numbers with one of the teachers. The second island is about Polish language. Children learn poetry on this

island. On the third island children play with you a game to learn expressions for feelings in English language. While listening to music, they pass around a dice on which there are different faces showing emotions. When the music stops, the child who holds the dice has to throw it and name the emotion read from the face on the dice, e.g. 'happy' or 'angry'.

After that, children sing a song called 'If you are happy'.

At the end of the game, children have to buy a ticket to come back to one of the islands.

In this evaluation game you can observe how children are learning what you are teaching, but also see children's attitude to the activities you are conducting and get direct feedback from kids (as they need to decide which ticket to buy).

What is being taught on each island depends on the age of children, as well as interests of the volunteer, teachers and children. The activities on each island can be easily modified.



### 'Guess the game' – evaluation game based on pantomime

Theocharoula Pyloridou (Greece)

Kids should guess which game (of those games that they played with you) the other kids imitate. The game takes place on a carpet. Next to this space you should put all the materials needed for the games that you played together.

You should use the rules of 'Guess the game' also during the presentation and when showing photos from all the games you played together in the recent months (before the beginning of the game). This will help the participant realise what their task is and force you to use as little words as possible when explaining the rules of the game.

When the kids understand the rules of the game, ask pairs of students to imitate what they see on the photos. In that way, if one child cannot find a way to describe it, there is a second child to help. When a student recalls a game, her/his task is to explain its rules.



Additionally, you may ask children what else did you learn together.

At the end, give to each child two faces: one happy and one sad. Each kid has to evaluate one game positively (happy) and one negatively (sad).

## Evaluation form

Natalia Hasan (Cyprus)

Create a small evaluation form for children to fill in after finishing various projects. It can be a paper where kids can draw faces-emotions representing how they felt during the activities. Later you can make a small booklet with all the evaluation forms.

## Collage

Pasquale Calenzo (Italy)

Ask children to make a collage or poster from magazine photos in order to demonstrate their understanding of a certain concept/topic introduced by you.

## Repeating the exercises

Pasquale Calenzo and Luca Vincenti (Italy)

Ask children to repeat activities they have done before with you to see, if they would make any improvements.

# How volunteers can evaluate their own volunteering experience?

## Creative report

In the Foundation of Social Integration Prom we ask volunteers to send us written reports with pictures every three months. These reports help volunteers to reflect on the most important activities they have done and recall key moments of their EVS experience. They are also helpful at the end of the project, during working on YouthPass Certificate, as volunteers can easily track what they have done several months ago. Reports are also of great importance to us, coordinators, as they allow us to see what each volunteer assesses as the most important for her/him in the project.

Unfortunately, for those volunteers who do not like written assignments, these reports are not the most pleasant way of evaluation. Hence, in *Happy Kids, Better Europe 4* project we were inspired by CAT's (Foundation Centre for Creative Activity<sup>21</sup>) idea of making so-called creative reports. In these reports volunteers can express their emotions and present

---

21 'Relacje wolontariuszy – final report', Fundacja Centrum Aktywności Twórczej, <http://fundacja-cat.pl/news/c-12/evs-relacje-wolontariuszy---final-report> (accessed 28 October 2019).

their experiences, implemented activities, learning process, etc. through various artistic means, such as videos, music, poems, crafts, photographs. Below you will find our volunteers' implemented and not yet implemented ideas for creative reports.

### Video with photos

idea of many volunteers

Short video presenting photos from daily work, free time, key events, workshops and trainings.

### Video from the kindergarten and interviews

ideas of Natalia Hasan (Cyprus)

Short film showing different activities that the volunteer has done with kids during the project, as well as scenes of the kids saying how they liked the activities, how they made them feel and how they helped them connect to the other kids or the volunteer. It is also possible to make short interviews with teachers giving feedback.

### Cookbook

implemented idea of Tuğçe Çelik (Turkey)

*EVS Cookbook* with recipes showing how to organise various kindergarten activities. Recipe for each activity starts from a different letter of alphabet.

### Comic book

implemented idea of Sergio Acción Corral (Spain)

Comic book *V for Volunteer* presenting: bizarre situations from daily life in Poland, first conversations with kids in Polish language, simple games played by kids and basic activities for children, situations in which volunteers discover funny things about their own culture, situations showing generational gap between volunteers and kids, funny tasks of volunteers in a kindergarten, important activities done outside of the hosting organisation, English language practice.



### Crossword

implemented idea of Khrystyna Soltys (Ukraine)

*EVS in Prom* crossword with password connected to the meaning of EVS experience.

## Mandala making

God's Eye mandala workshop was organised by Arcangela Eleonora Diblasio (Italy); the idea to convert it into an evaluation by Anna Cwynar

God's Eye mandala (Spanish: *Ojo de Dios*) – this art therapy activity can be successfully used as self-evaluation of the volunteer. The volunteer creates a *God's Eye* mandala.<sup>22</sup> Colours she/he chooses correspond with her/his emotions. Each thread means a different issue related to the project or a certain goal a volunteer wanted to achieve during the project. Volunteers may underline the importance of a certain issue/goal through the thickness and amount of thread, its colour and location (in the centre of mandala or on its edges). Materials needed are: yarn, chopsticks, glue, scissors.

## Calendar

idea of Sara Cossentino (Italy)

A calendar with a photo collage showing chronologically all progress or crises.

## Self-assessment of volunteers

### Individual self-assessment and trust game

idea of Annalisa Maietta (Italy)

At first, each volunteer tries to do self-assessment independently, that is – thinks about how she/he was before starting the voluntary service, what she/he expected and how she/he felt after arriving.

Then she/he tries to sum up whom she/he has become, things that she/he liked, what she/he learned, what she/he did not like and what she/he would change. All this can be put in writing. The same activity should be later done with other volunteers.

During self-assessment meeting, volunteers can play a game of trust: couples are formed and, after reading their impressions, they stand facing each other. Each person has to let herself/himself fall blindfolded and trust that the volunteer who is behind her/him will catch her/him.

## Self-development

idea of Marie-Veronique Clavier (France/Guadeloupe)

*Shining Sun* should be done at the beginning, in the middle and at the end of EVS/ECS. The volunteer draws a sun with sunbeams expressing the goals she/he wants to reach. Afterwards, the volunteer puts a cross mark on each sunbeam. The distance of this mark to the sun depends on how she/he assesses the accomplishment of a certain goal (the closer the cross mark to the sun, the bigger the achievement).

Example goals: versatility, endurance, patience, creativity, good communication.

---

<sup>22</sup> There are many instructional videos that will teach you how to make the mandala on YouTube. For example: 'How to Make a God's Eye | Sophie's World', <https://www.youtube.com/watch?v=eBasu24q-xE> (accessed 20 November 2019).

## Creative skills evaluation

idea of Marie-Veronique Clavier (France/Guadeloupe)

The volunteer writes down her/his creative skills in a chart. Then she/he marks her/his own appreciation with a colour and adds a comment.

Example creative skills: having an open mind, expressing own ideas.

## Activities evaluation

idea of Marie-Veronique Clavier (France/Guadeloupe)

In the chart, the volunteer checks, if she/he reached her/his goals by marking activities she/he implemented with different colour. The volunteer adds comments about what did not work, what are her/his new ideas.

Example goals:

- kids love the theme/kids want to do the activity again,
- kids understood the game very quickly,
- children gained a new skill.

## Letter to yourself

idea of Pasquale Calenzo (Italy)

The volunteer writes a letter to herself/himself in the future describing the volunteering experience.

## Topic IV

# Motivating volunteers

*Motivation only depends on the way that you think about something.*

Sergio Acción Corral (Spain)

Most of the volunteers coming for a long-term project to one hosting organisation lose their motivation to work at some point of their voluntary service. Volunteers also have worse days, during which they question the meaning of their volunteering experience. Their demotivation to work with children may be related to inability to conduct planned activities, language barrier, repetitiveness of work (especially with the youngest kids, for whom it is harder to organise creative activities), long working hours, unchangeable environment. When we add to that the constant noise of kids and permanent illnesses of children in pre-school age, being always enthusiastic about work becomes difficult even for the most passionate volunteers. This part of the publication contains statements of volunteers and hints of kindergartens' teachers which may help to fight the project participants' demotivation.

According to volunteers and their tutors, attractive work consists of diverse tasks which are result-oriented and adapted to needs, interests and skills of volunteers. Furthermore, volunteers' motivation is dependent on work atmosphere and feeling part of the team, by doing activities together with the hosting organisation's staff. It is crucial for volunteers that tutors show interest in their work, give them advice, discuss with them their daily tasks and duties, as well as express their appreciation. Volunteers also explain the importance of their own acts, by claiming that they are motivated to work when they feel useful and needed (their own pro-active approach is required) and when they perform their own tasks well.

However, the main source of motivation for volunteers are the children. Volunteers feel inspired to work when kids show their affection and will to spend time with them. Volunteers' motivation grows when children enjoy their activities, learn something from them and later apply the newly gained knowledge or skills in practice. Lastly, volunteers

claim that they particularly enjoy those moments at work when they can learn something directly from children.

## What motivates you at work?

*following answers were compiled on the basis of the homework assignments given during the workshops on volunteering organised on 14 June 2018 and 21 February 2019*

I feel motivated when I see that my work, my effort serves something (in other words, when I see the 'results' of my work). [...] Also, I feel motivated when I have new things to do, and not always the same tasks. Also, when we have meetings [...] and discuss my tasks, what I need, what I want to do...

Virginia Fuentes Antúnez (Spain)

I'm motivated by the positive reactions of adults or children [...]. When I know, that someone needs my help and I see the result of it. For me, the inner motivation is more important than external motivation. I am simply motivated when I do something good and I feel good about it. On the other hand, I am also motivated when I have a day off or a small reward. Or when I get an email saying that the job was done well.

Nela Babirádová (Czechia)

[...] I am inspired when I have clear knowledge that what I am doing will be useful for me in future. Also I feel motivated when I see that the things I am doing bring happiness and benefits to people. And I lose inspiration to work when I see that what I am doing is interesting only to me.

Khrystyna Soltys (Ukraine)

From my personal experience, I realise that when I am active and I do activities and things in a kindergarten I feel good and useful. [...] when the children learn, I feel happy and useful. [...] It would be great, if the teachers in the kindergarten were more interested in my activities, gave me advice or something... For me, it would be a good way to be motivated to do better work. But, for me, the most important is that children have fun and enjoy. This motivates me.

Irma Recuero Jimenez (Spain)

[I am motivated through] activities I do with my teachers. When I feel included and can help, I know that I can do my best and we can really work together.

Francesca Laurenzio (Italy)

I like when I show something new to children and later observe how they use this knowledge [...]. [When I am] learning directly from kids. [...] When I am joining the play [...] and kids smile to me. It was a special pleasure for me when I comforted one child, in English!

These are all the pleasures that motivate me to work.

Bence Bordas (Hungary)

My motivation now is the kindergarten, this is the place that makes me very happy because all is good here: children, teachers, cooks, director... everything. When I think that I want to go home (when I am home-sick), I think of [these people].

Beatriz Alcalá García (Spain)

To be motivated to work, I think, is not enough to just go to a kindergarten everyday and not do anything else. [...] For example, in our project some days we could be send to schools or day-care centres. [...] For me, it would be great, if in a month some days we did other things, that would help us not to get bored in kindergartens and feel more motivated.

Alisa Aslanyan (Armenia)

My motivation is my kids. Their love and the nice atmosphere in my class keeps me going. I love being there and that alone gives me all the motivation and energy I need.

Evangelia Malathriti (Greece)

The children – to see that they are happy in general and happy to do the activities that I propose.

Beatrice Vetrucci (Italy)

[...] I am motivated by the experience itself, the obstacles that I face and deal with, the new people that I meet and, of course, the children.

Theocharoula Pyloridou (Greece)

Very nice atmosphere at work, happy kids, very nice colleagues and different tasks everyday motivate me a lot.

Florian Rotter (Germany)

Love of children. They are spontaneous and sincere.

Giuseppina Cacciotti (Italy)

What motivates me is:

1. When I can do something creative.
2. New challenges, working with new people, kids of different ages.
3. When I get lots of smiles, nice greetings and hugs from kids.
4. When I can do something useful and interesting for me and for the kindergarten as well.

Eszter Nagy (Hungary)

I am motivated when [kindergarten] workers are happy with me and they tell me that. When I finish [an activity] and they tell me 'thank you' or when I see they are happy with the work I am doing. I also feel motivated when children come to me to play, draw, talk. Or just to ask me for help. I like feeling needed (useful).

Yolanda Velasco Gonzalez (Basque country, Spain)

## How to motivate volunteers?

### Motivate volunteers by:

- expressing interest in their work,
- saying 'thank you',
- praising,
- giving them important tasks,
- using their knowledge and experience,
- taking care of their development and offering help with gaining new skills,
- celebrating Volunteers' Day,
- creating good work atmosphere and being kind to employees,
- sharing tools and resources.

Kindergarten no. 87 in Wroclaw (Poland)

### Positive motivation:

- saying 'thank you',
- verbal praising in front of the kindergarten group, praising while other teachers are present, praise from kindergarten's director,
- giving the volunteer an occasional present,
- inviting the volunteer to kindergarten events,
- including the volunteer in the education of children,
- showing interest in and endorsement of the volunteer's ideas,
- trusting the volunteer – giving her/him freedom to act.

Kindergarten no. 36 in Wroclaw (Poland)





## Topic V

# Communication in the project

The main obstacle in contact with a local community, at least at the beginning of the project, is related to the language barrier. Volunteers working in hosting organisations with colleagues who speak foreign languages may experience difficulties in linguistic communication in everyday situations. However, those who volunteer in Polish kindergartens have a much harder task. They need to quickly learn how to communicate at work with children and mainly non-English speaking staff.

This part of *Volunteer With Us!* collects ideas of volunteers and their tutors on how to overcome the language barrier. It provides tips for both non-verbal and verbal methods of improving communication which are the results of brainstorming activities. It also contains volunteers' statements, in which they describe their own ways of communicating with children or teachers and hints given by teachers that aim at making contact with volunteers more efficient.

The topic features descriptions of several activities which were conducted during workshops with volunteers and tutors, organised as part of the project. Most of these games, apart from serving a primary purpose of overcoming the language barrier, also aim at integration of the group and developing participants' ingenuity. Participants are encouraged to, among others, convey the meaning of a text written in a language they do not know ('Explaining game rules in a foreign language'), act out a message ('Charades'), understand the songs' meaning and mood ('Song in a foreign language'), construct a story from pieces of texts and corresponding images ('Story in a foreign language') or translate sentences into a combination of drawings ('Free Speech method').

While the language barrier makes basic contact with a local community hard, volunteers are aware that learning the language is not enough to feel integrated. They quickly shift their focus to cultural differences and difficulties they experience in daily life. They need someone who will listen to them with attention. Hence, the last part of the topic on communication is devoted to the importance of open and sincere conversations in EVS/ESC projects, in particular the prominence of attentive listening. It summarises

volunteers' impressions from active listening exercise ('Keep talking, I am listening') and contains descriptions of the qualities of good listeners and speakers.

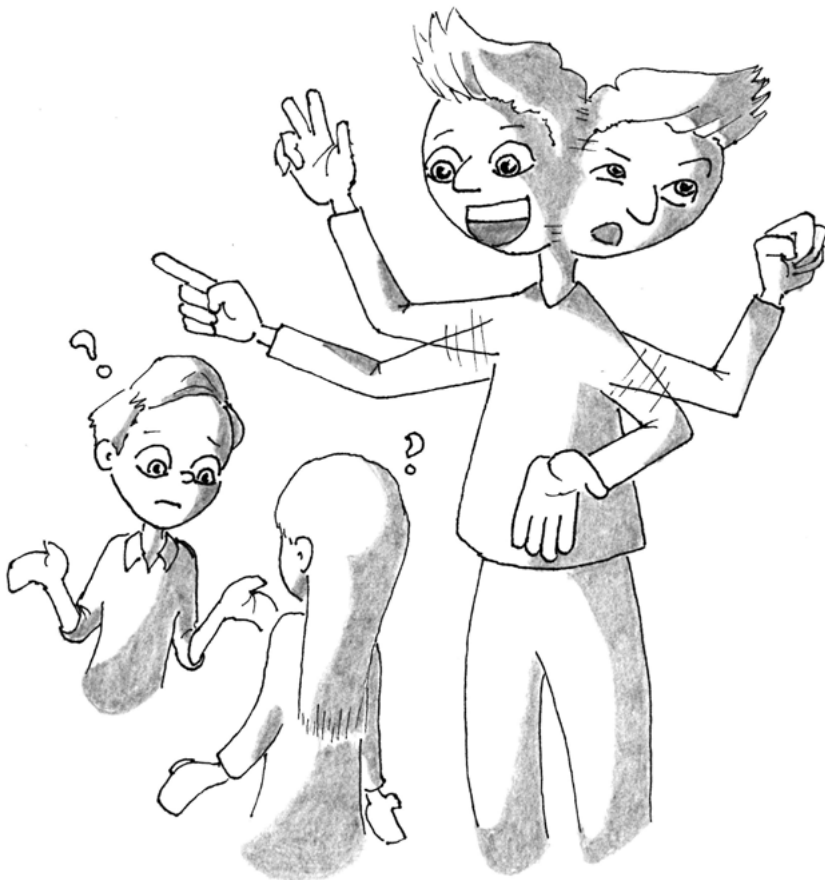
## Communication, overcoming language barrier

### Methods of communication, if you do not know the language

*based on brainstorming activity organised during the workshops on communication on 19 April 2018 and 24 January 2019*

#### Non-verbal methods of communication

1. body language, facial expression, using gestures, acting out the message you want to convey (like in charades);
2. using objects or illustrations and pointing at objects/illustrations;
3. translating words/sentences into drawings ('Free Speech method' – see the description below);



4. Google Translate, mobile apps which help with translation;
5. expressing yourself and your emotions through music;
6. expressing emotions with use of colours;
7. voice modulation, intonation relevant to the context of the situation.

## Verbal methods of communication

1. Speaking slowly;
2. Repeating if you are not understood;
3. Using simple words, avoiding challenging phrases, idioms or proverbs;
4. Saying words in their simplest form (avoiding conjugation, prepositions etc.);
5. Using keywords and proper tone modulation, e.g. the sentence 'May I have some water?' with specific intonation can be expressed in just one word: 'water';
6. Speech should be clear: only main points, without digressions;
7. Listening actively and making sure that the other person understands you. Asking questions: 'Is everything clear?', 'Should I repeat something?'. It is also important to observe facial expressions of the person you are talking to – usually it is easy to recognise from someone's face whether she/he understands us or not;
8. Writing down what you are trying to say. Often the communication barrier is related to inability to understand another accent or special pronunciation of a certain word. Sometimes we know the word but we can not understand it due to a different way of pronouncing it. Moreover, there are many common words in different languages which differ only slightly. If you write them down, it might help the other person understand them, due to the similarity with her/his native language;
9. If you work every day with a person who speaks a certain foreign language, it is important to have with you a dictionary, helpful books or lists with basic phrases and words;
10. Learning basic words of the language;
11. Sometimes you may ask someone who speaks both languages for help in translation.
12. **The most important: don't be afraid and shy to speak in foreign language – everyone makes mistakes 😊 Communication is first of all about passing the message.**

## Hints from the teachers from Kindergarten no. 25

If volunteers want to make an exercise/game or teach children a song/poem in their native language or in English (if teachers don't speak English), it is good to prepare the translation into Polish in advance (even through Google Translate). If the teacher knows what the activity is about, she/he will be more engaged and will be able to better support the engagement of children, e.g. through relevant gestures, providing children with explanation.

This can be also applied to a plan of teachers' work – if the volunteer knows the context, daily/weekly/monthly plan of work with children or the activities the teachers organise, she/he will feel more secure and will be able to participate better in all activities.

## Hints on how to communicate with kids/teachers/volunteers

*based on the assignment given during the workshop on 24 January 2019*

### Kids and teachers

Before I could communicate with teachers and kids verbally, we would 'talk' to each other in 'sign language', e.g. we would point at objects. At the same time, I would just say the name of the thing in a language I know, cause sometimes words sound really similar, so the other one could better understand what I was trying to say. The same applies to kids, more or less. In general, also smiling at each other is a nice sign of confirmation that everything is going well.

Florian Rotter (Germany)

### Kids

[...] the method I use is to find such activities where you don't really need to use language. For example, songs, games, etc. Movement and body language are the most important thing for me. We can communicate really well just with that.

Evangelia Malathriti (Greece)

[...] first, you can play with them. This way I break the ice between us. Second, I give them instructions in English which are connected to their routine, so after repetition they are able to understand what I am saying. I use as much Polish as I can. Of course, I use Google Translate, finger pointing ('please show' or hand movements) and body language. And, for the last hint, I want to add that I am trying to make them trust me and feel that, even if we do not speak the same language, we can make contact. Construction of a relationship based on trust is the most important thing. Children want to feel that there is an adult they can count on, if their teacher is not in the class.

Theocharoula Pyloridou (Greece)

I communicate with children in Polish, as much as I [already] know, and using body language.

Beatrice Vetrucchi (Italy)

Gestures, smiling, showing almost everything, but also learning some basic instruction words.

Eszter Nagy (Hungary)

I use basic Polish that I know but I also ask children about names of things to learn more words. I tell them the word in English or Spanish as well. I also use drawings. Children have to tell me what they want in Polish, if I don't understand, we usually use mimicry or writing.

Yolanda Velasco Gonzalez (Basque country, Spain)

## Teachers

[...] I try to learn as much Polish as I can but, since I know the routine now, everything is much easier. If you pay attention to what they [teachers] do, even the smallest thing, you understand and learn so much without knowing the language and then you can help them. Also Google Translate is always on my phone.

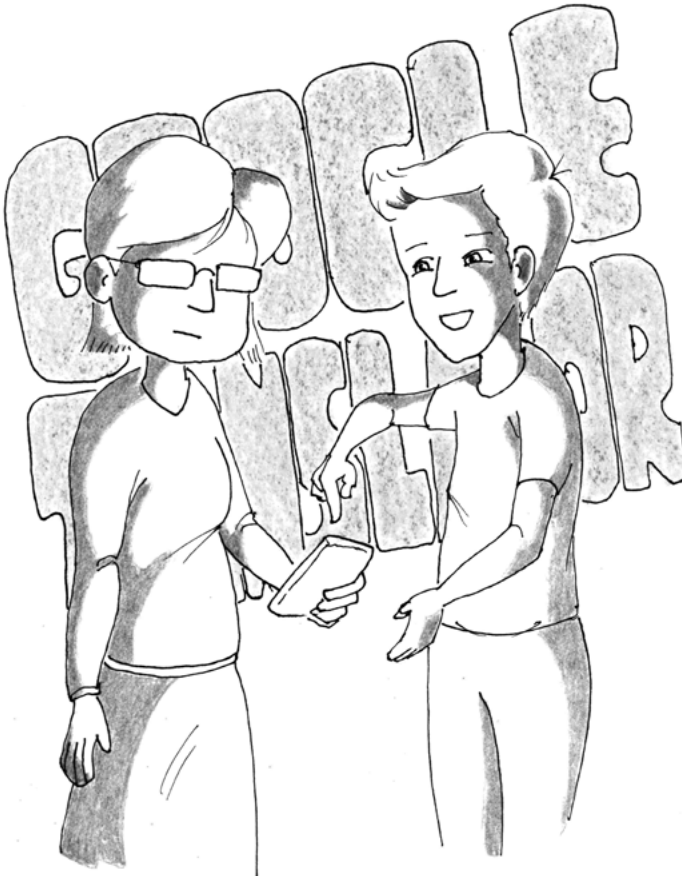
Evangelia Malathriti (Greece)

[...] the first strategy is body language (hands, pointing, face, etc.). With some teachers we use half-in-half Polish–English and, of course, Google Translate [...]. Also, one more hint [...] is that I am always trying to make contact with them, even with one/same phrase in Polish, even if I am sitting next to them and helping with the task that they are working on. The result is that they do not feel that we have a barrier between us and I am feeling that the distance is decreasing.

Theocharoula Pyloridou (Greece)

Using Google Translate, learning basic Polish words which are important for daily life/work, gestures.

Eszter Nagy (Hungary)



## Volunteers

1. Showing attention, e.g. through eye contact, concentration on the speaker, confirming that one heard the message ('mhm', 'yes'), smile, grimace, expressing surprise, lifting one's eyebrows.
2. Paraphrasing, that is repeating the message of the speaker and confirming the understanding of the message ('You wanted to say that...').
3. Reading feelings from the indirect communication, showing empathy.

Kindergarten no. 87 in Wrocław (Poland)

## Games and methods to overcome language barrier

*based on the workshops from 19 April 2018 and 24 January 2019*

### Explaining game rules in a foreign language

**Number of participants:** minimum 9 (3 people × 3 groups)

**Age:** 12–99

**Time:** 25 minutes

**Materials:** papers with printed descriptions of games for children in various foreign languages (number of copies depends on the number of participants)

**Place:** big room

**Aim:** This exercise gives the hosting community (mainly hosting organisation's staff) an opportunity to experience how foreign volunteers feel at work, when they need to struggle with language barrier on regular basis, being given tasks and commands in a language that they do not know. It proves that, despite useful tools and methods that help volunteers to translate what has been communicated in a foreign language (such as mobile apps, Google Translate, etc.), sometimes they are still unable to fully understand the given task. As such, the activity aims at showing the hosting community representatives that the key to successful communication at work is being patient and eager to explain to volunteers the same thing even several times (if needed).

**Instructions:** The leader divides the group into several teams according to the language they know. Each participant should go to a team of the language she/he does NOT know at all. When the groups are formed, the leader gives each team a sheet of paper with a description of a game for children in a foreign language. The tasks of the groups are: to translate the description using any means they find useful (except for asking the speaker of this language for translation) and later explain the rules of the game to the rest. After each group has tried to explain the rules of the game, the leader explains the original rules of the games in English to allow participants from each team to see, if they managed to understand everything correctly.

Depending on the group size, the leader may choose several games for children and prepare them in advance in a few language versions with help of volunteers – native speakers.

## Charades

**Number of participants:** minimum 10 (5 people × 2 groups)

**Age:** 10–99

**Time:** 10 minutes

**Materials:** several messages, written down, to act out during the game

**Place:** big room

**Aim:** This method of communicating with a group through acting out the message in silence (well known to all participants through ‘Charades’ – a popular ‘party game’) can be successfully used in communication with adults and children.

**Instructions:** The leader prepares messages for the game to be acted out by participants. The group is divided into 2 teams. In each group there are participants with various levels of English language. One person from each group volunteers to act out the message (e.g. English sayings, book titles, film titles) given by the leader. The team which guesses the answer first, gets 1 point. The game finishes when the first team scores 5 points or when the participants lose their motivation to play.

## Song in a foreign language

**Number of participants:** any

**Age:** 10–99

**Time:** 10–15 minutes (depending on the number of participants and length of songs)

**Materials:** 3 songs in a foreign language (foreign languages), speakers, piece of paper and pen for each participant, translations of the lyrics for the leader

**Place:** room (size depends on the number of participants)

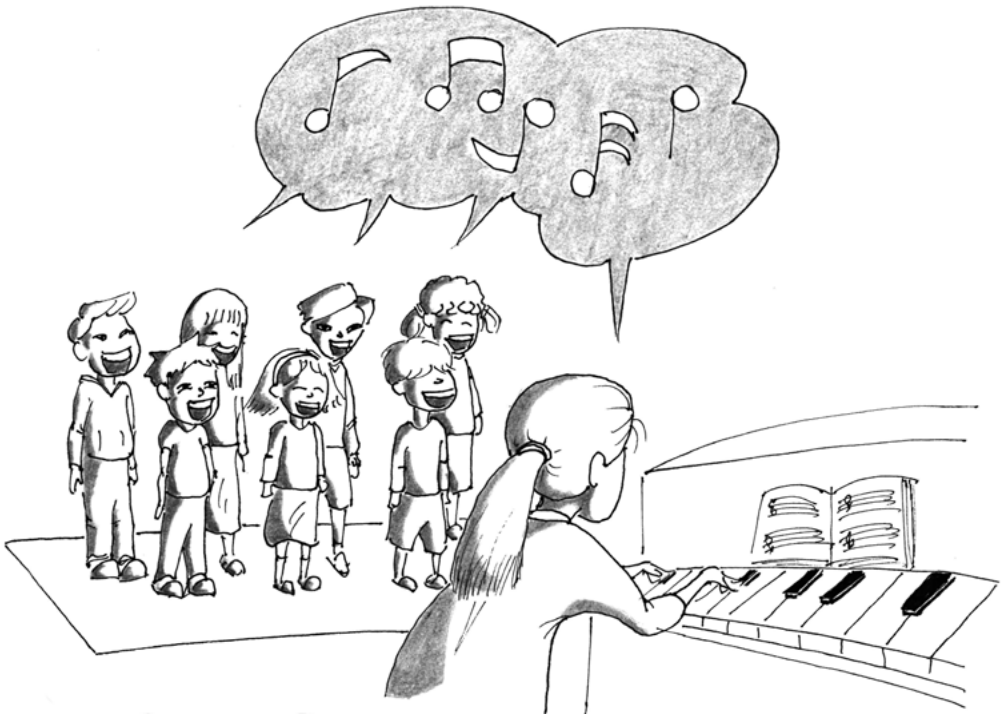
**Aim:** This activity is a modified version of an exercise *F. MUSIC* from Mark Taylor’s *Simple ideas to overcome language barriers*.<sup>23</sup> It helps participants realise that, despite not knowing the language at all, they may be able to understand the meaning of a song by focusing on how the musician expresses her/his message. By being able to recognise the potential meaning and mood of a song, participants gain courage to try to understand emotions expressed in a foreign language (e.g. Polish) in daily life.

**Instructions:** The group listens to 3 songs in a language that is not spoken by anyone. In case the leader does not speak this language either, it is important that she/he has a translation of the lyrics. One song can be a lullaby, another a sad love song, the third one a positive, cheerful song about cherishing the present moment. Each song is repeated twice.

Each person from the group writes the numbers 1, 2, 3 on their own pieces of paper (given by the leader). The numbers correspond to the order of the songs. The task of each

---

23 M. Taylor, ‘Simple ideas to overcome language barriers’, Partnership CoE/EC Training Course „Intercultural Language Learning”, France 1998, [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-110/Overcoming%20language%20barriers.doc](https://www.salto-youth.net/downloads/toolbox_tool_download-file-110/Overcoming%20language%20barriers.doc) (accessed 15 August 2019).



person is to write down her/his impressions about each song next to the corresponding number. After everyone has written their impressions, the group discusses:

- what kind of songs they were;
- what kind of mood they evoked;
- who were the songs for;
- whether there were any words they recognised.

### Story in a foreign language

**Number of participants:** minimum 9 (3 people × 3 groups)

**Age:** 12–99

**Time:** 15–20 minutes (depending on the length of stories)

**Materials:** at least 3 sets of cut out pieces of stories for children in different languages and images illustrating each story

**Place:** big room

**Aim:** This activity was inspired by an exercise *H. THE PRINTED WORD* from Mark Taylor's *Simple ideas to overcome language barriers*.<sup>24</sup> It helps participants understand that, even if they do not know a language at all, they may be able to understand a general meaning of a story or article due to similar words between various languages, graphs, numbers and

---

<sup>24</sup> *Ibid.*



figures, pictures, photos, names of well-known people, and so on. As such, the activity encourages beginner users of a certain language to read journals and magazines written in that language.

**Instructions:** Before the activity, the leader prepares 3 short stories with pictures. She/he cuts out the pictures and corresponding texts separately.

During the activity, the leader divides the group into 3 teams according to the languages they know. Each participant should go to a team of the language she/he does NOT know at all. When the groups are formed, the leader gives sets of pictures and texts to each of them. The tasks of the teams are:

- to guess which picture illustrates which text;
- to put the pictures and texts in the right order (and, as such, to try to understand the story).

When each group is finished, the leader checks, if the texts are matching the pictures and if the story is constructed correctly. Then it is time for discussion about participants' strategies to complete the task, feelings about reading the texts in a completely unknown language and group work.

## Free Speech method

**Number of participants:** minimum 6 (3 people × 2 groups)

**Age:** 12–99

**Time:** 20 minutes

**Materials:** images with several examples of 'translation' of sentences into combination of drawings used in Free Speech method, computer, projector, flip chart paper and marker for each group, papers with four example sentences to 'translate' for each group

**Place:** big room

**Aim:** One method of successful non-verbal communication with adults and children is Aijt Narayanan's Free Speech. This method, originally invented for children with autism, is based on translation of spoken and written words or sentences into drawings and symbols. Free Speech is clearly explained by the author in a TedTalk.<sup>25</sup>

**Instructions:** The leader explains Free Speech method and shows several examples of the way Narayanan translates even complex sentences into a combination of drawings. When the method is clear to participants, the leader divides them into several smaller teams. Each team receives four sentences (teams receive different sets of sentences) which should be translated into drawings and symbols:

- The first sentence is an easy statement, such as: 'I want to play cards'.
- The second sentence is a slightly more complicated question related to the first sentence, additionally containing information about time, such as: 'Do you want to play cards now?'.

---

<sup>25</sup> A. Narayanan, 'A word game to communicate in any language', [https://www.ted.com/talks/ajit\\_narayanan\\_a\\_word\\_game\\_to\\_communicate\\_in\\_any\\_language?language=kn](https://www.ted.com/talks/ajit_narayanan_a_word_game_to_communicate_in_any_language?language=kn) (accessed 20 November 2019).

- The third sentence includes a negation of the first sentence and information about other people, such as: 'I don't want to play cards, but they do'.
- The fourth sentence is a negation in past tense, such as: 'I didn't want to play cards'.

After all groups have noted down their sentences-drawings on flip chart papers, each team presents their posters. The task of the rest of the group is to guess the initial sentence based on reading the combination of drawings.

At the end of the exercise, participants who feel comfortable with this method volunteer to individually translate into drawings sentences chosen by the group (in front of everyone).

## Active listening

During a long stay in a host country volunteers go through difficult moments, suffer from homesickness or encounter barriers related to language and cultural differences. Often being able to speak about these problems to a person who will listen with attention to volunteers may result in changing their approach to situation or finding solution to their problems. That is why all project actors – mentors, tutors, coordinators, representatives of sending organisation, as well volunteers themselves – should work on developing qualities of good listeners.

### Keep talking, I am listening

The exercise allows each person to test her/his skills as an active listener. It also enables volunteers to express their opinions and acquaint themselves with a different point of view on the topics that matter to them.

The activity description 'Mów dalej, słucham' ('Keep talking, I am listening') can be found in the publication *Kompas. Edukacja o prawach człowieka w pracy z młodzieżą*<sup>26</sup> [*Compass. Education on human rights in working with youth*]. Following conclusions are based on the written assignments done by Evangelia Malathriti, Florian Rotter, Grace Gogendeau, Valeriya Telitsina, Nagore Ferrero, Beatrice Vetrucchi, Luca Vincenti, Theocharoula Pyloridou and Doroteja Mazej.

#### **Volunteers impressions about active listening:**

- It is really hard not to interrupt the speaker when the topic is interesting. At some point of the speakers' talk the listeners may want to explain their own opinion on the topic;
- It is important that the speaker engages the listener into a conversation and makes pauses during the speech for the listener to comment;
- While it might be harder to listen when you cannot interfere, by doing it you give space to speakers to express their thoughts and present their opinions in a coherent way;
- It is hard to listen when you don't have the knowledge about the topic subject/field, because you may be easily distracted. That is why it is good when the talk is done in a form of a debate, in which the listener may ask for explanations and add comments on the topic;

<sup>26</sup> P. Brander et al., *Kompas. Edukacja o prawach człowieka w pracy z młodzieżą*, translated by D. Grzemny, K. Mazur, K. Narkiewicz, Warszawa 2005, pp. 61–62.

- To remain attentive it is really important to know the vocabulary related to the topic – the language barrier may cause the listener to lose attention quickly.

**The volunteers claim that this exercise allows people to:**

- Understand each other better, understand the other person's perspective better (thanks to using personal examples and arguments);
- See that the cultures people come from have a huge impact on their way of thinking;
- Notice different perspectives, opinions and arguments that people may have on the same point;
- Rethink the subject and take into account the points they haven't consider before.

**Speaking to a person who uses methods of active listening helps the volunteers as:**

- They feel more comfortable to express themselves, their opinions;
- They feel that their opinions matter;



- Speakers who feel heard and understood want to develop their argumentation about the topic and continue elaborating on their opinion by adding more details;
- Sharing one's opinion about certain topic with other people helps us broaden our horizons, change our perspective or find a solution to a problem.

### **Volunteers' impressions from the exercise:**

- As a speaker you pay attention to the body language and facial expressions of the listener to find out what he or she thinks about the topic;
- By using active listening method the listeners cannot intervene easily or get bored;
- You become aware of the impact that the surroundings have when you are trying to speak or listen actively.

### **The listeners demonstrate qualities of active listening, such as:**

- being focused and attentive;
- showing interest;
- keeping eye contact;
- asking questions;
- repeating, rephrasing what the speaker says to make sure the listeners understand the point of view of the speakers;
- not disturbing until the speaker finishes her/his thought;
- using body language, gesticulating, showing full engagement with one's body;
- commenting on what the speaker is saying without being judgemental;
- putting the speaker in the centre;
- showing empathy, understanding;
- making the speaker feel comfortable;
- taking care to create a quiet ambience for the conversation (switching off your phone, choosing a quiet place, etc.).

### **Good speaker:**

- is talking slowly, clearly and calmly;
- is not aggressive;
- uses a right volume, a 'dynamic' tone of voice – changes voice intonation to underline more important parts of her/his speech;
- occasionally stops to make sure the listener understands what she/he is saying especially while speaking in a foreign language;
- is aware of the listener, makes sure she/he does not lose listener's attention;
- is keeping eye contact;
- is open minded/leaves space for other opinions;
- gives the listener an opportunity to intervene, does not make a monologue;
- does not feel offended, if her/his opinions are questioned;
- has knowledge about the subject she/he is talking about. It is not necessary to be an expert, but at least be clear about the arguments one uses;
- is accompanying words with gestures, relevant body language and non-verbal language.

Volume II

# Games and methods used in working with children.

Integration games  
for volunteers

## Topic I

# Teaching children foreign languages

Volunteers coming to work at kindergarten or school often wish to teach kids foreign languages they know or their own native languages. However, organising regular language classes, especially at the beginning of the project, may be difficult. This is because volunteers, who do not speak host country language, have to adapt to their new surroundings, learn about the educational institution's structure and routine, establish contact with teachers and children, etc. One should not forget that it is also children and hosting organisation's community who have to get to know a new person from abroad which can take more time than the volunteer initially expected. However, the adaptation period does not necessarily mean that volunteers should only observe teachers in action and give up the idea of introducing their native languages or other foreign languages to children.

This chapter collects volunteers' ideas of teaching languages to children through short fun activities based on artistic forms of expression, games and stories which easily grab children's attention. It also encourages volunteers to use foreign languages in daily contact with kids. In that way the children learn new words and expressions without being fully aware of studying languages. Apart from volunteers' ideas, the reader will find here a short list of recognised methods of teaching foreign languages to children, with links to websites containing the methods' descriptions. The example exercise for one such method, Total Physical Response (TPR), was tested during workshops with volunteers and teachers.

The last part of the topic describes three ways of teaching foreign languages used by volunteers in working with children. The first one, based on Michael Rosen's story *We're going on a bear hunt*, makes use of onomatopoeia, gestures and facial expressions to convey the meaning of a story in English to children. It is important to note that in this exercise neither the volunteer nor children use Polish language to translate the story. Irma Recue-ro Jimenez's method, on the other hand, is based on easy riddles for children which are presented in their native language. Only the answers to the riddles – 4–5 basic words connected to one topic – are repeated by children in a foreign language chosen by the volunteer. The last, and perhaps the easiest, way is teaching words related to one subject

through Memory card game, in which the kids discover pairs of images and repeat the names of objects depicted on them.

## Volunteers' ideas for teaching foreign languages to children

*based on brainstorming activity conducted during the workshops on communication on 19 April 2018 and 24 January 2019*

1. Total immersion – learning by being with children all the time. It is the most natural way to teach foreign language. Thanks to this method, children do not learn only during special classes ('lessons') but all the time – during walks, excursions, cooking, performing activities together, playing etc.;
2. Saying instructions for routine activities;
3. Giving simple explanations;
4. Showing something and simultaneously speaking the word which stands for the shown thing;
5. Repeating words;
6. Teaching common words;
7. Using music, songs, rhymes, poems in foreign languages;
8. Teaching languages with use of movement games, e.g. pantomime, drama, performing;
9. Teaching languages with use of games and pictures, e.g. Memory;
10. Drawing;
11. Listening to a foreign language in a background;
12. Story-telling, fairy tales – at the beginning it is good to choose those with a lot of pictures which help children understand the tale/story easier;
13. Showing children films and cartoons in foreign languages;
14. Linguistic flash cards;
15. Sticking on various objects the papers with the names of those objects.

## Methods of teaching children foreign languages

Useful website with resources (activities, lesson plans, songs, stories, poems, teaching tools and articles) for teaching English to children: <https://www.teachingenglish.org.uk/teaching-kids>.

Recognised methods of teaching children foreign languages:

- **Helen Doron method** for teaching English: <https://www.helendoron.com/about-us/>;
- **Robert Callan method**: <https://www.callan.co.uk/the-method/>;
- **Maximilian Berlitz method**: <https://www.berlitz.com/about/the-berlitz-method/>;
- **Silent way**: <https://www.teachingenglish.org.uk/article/silent-way>;
- **Total Physical Response (TPR)**: <https://www.teachingenglish.org.uk/article/total-physical-response-tpr>.

## Total Physical Response method

*based on the workshop on communication organised on 19 April 2018*

**Number of participants:** minimum 6

**Age:** 3–6

**Time:** 10 minutes

**Materials:** images showing objects related to the lesson topic

**Place:** big room or garden (depending on the lesson topic)

**Aim:** ‘TPR [...] is based on the way that children learn their mother tongue. Parents have “language-body conversations” with their children, the parent instructs and the child physically responds to this. The parent says, “Look at mummy” or “Give me the ball” and





the child does so. These conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually, when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom.<sup>27</sup>

**Instructions:** The leader chooses a topic and introduces few keywords to participants – students of a foreign language – by showing them pictures representing these objects and repeating the objects' names several times. For example, if the topic is related to 'furniture' the key words could be: chair, bed, closet, table.

When participants have learned these keywords, they are learning how to understand sentences while listening to instructions and imitating actions. For example, the leader shows actions of 'sitting' on a chair, 'sleeping' in a bed, 'opening' a closet, 'wiping' a table and simultaneously says the commands: 'sit on the chair', 'sleep in a bed', 'open a closet', 'wipe a table'. The leader repeats these commands and actions several times in the same order. The task of participants is to imitate the actions/movements.

In the next phase, the leader says the commands several times in the same order without doing the actions. The task of participants is to understand the commands and make the actions themselves.

In the last phase, the leader also says the commands without doing the actions, but this time she/he is changing the commands order. The task of participants is to understand the commands and make the actions themselves.<sup>28</sup>

## Methods of teaching foreign languages proposed by volunteers

*based on the workshop on communication organised on 19 April 2018*

### Using Michael Rosen's *We're going on a bear hunt* to teach English

proposed by Francesca Laurenzio (Italy)

**Number of participants:** whole group

**Age:** 3–6

**Time:** a dozen or so sessions, 5–10 minutes per session

**Materials:** Michael Rosen's book *We're going on a bear hunt*

**Place:** big room

27 'Total physical response – TPR', <https://www.teachingenglish.org.uk/article/total-physical-response-tptr> (accessed 16 August 2019).

28 The video with an example activity of TPR method can be found here: 'Total Physical Response (TPR)', <https://www.youtube.com/watch?v=IMk6RRf4kKs> (accessed 28 October 2019).

**Aim and instructions:** This method is based on story-telling. While ‘performing’ the story through rhythm, onomatopoeia and rhymes children can understand the meaning of the story without knowing the language. This story is about one family, so children can easily relate to it and go deeper into the adventure.<sup>29</sup>

## Memory

proposed by Irma Recuero Jimenez (Spain)

**Number of participants:** 2–6

**Age:** 3–6

**Time:** 15 minutes

**Materials:** a dozen or so pairs of cards related to the chosen topic, desk or table

**Place:** small room

**Aim:** During the game children learn vocabulary about animals in Spanish.

**Instructions:** In this game there are a lot of cards of the same theme (e.g. animals). The cards are lying on the table face down. Each child has to discover pairs. If she/he does not find a pair of the same cards, it’s the next person’s turn.

## Irma Recuero Jimenez’s own method of teaching a foreign language

**Number of participants:** whole group

**Age:** 3–6

**Time:** a dozen or so sessions, 5–10 minutes per each session

**Materials:** music in a language the volunteer wants to teach, speakers, 3–5 images presenting keywords for the lessons, paper tape to stick the pictures in the room

**Place:** big room

### Characteristics of the method:

- Interesting topics for children like: colours, animals;
- Simple vocabulary – no more than 3–5 words;
- The vocabulary always is related and connected to the same topic;
- Using music during the activities;
- Repeating words several times, so children can remember them faster;
- Motivating children with expressions like: ‘Very good!’, ‘Good job!’, ‘Well done!’.

**Example can be found on the following pages.**

---

<sup>29</sup> ‘Michael Rosen performs *We’re Going on a Bear Hunt*’, <https://www.youtube.com/watch?v=0gyI6ykDwds> (accessed 28 October 2019).

Jaką mamy porę roku?  
(What is the current season?)

Wiosnę!  
(Spring!)

Tak – primavera. Teraz jest wiosna, tak, to jest wiosna. Po hiszpańsku: primavera. Możecie powtórzyć?  
(Yes – primavera. Now it's spring. Yes, spring. In Spanish: primavera. Can you repeat it?)

Primavera!

Teraz uwaga! Musicie odgadnąć te zagadki.  
(Now, attention! You need to solve these puzzles.)

Jest zielone i brązowe. Ma liście i jest bardzo wysokie.  
(It is green and brown. It has leaves and it is very tall.)

Co to jest?  
(What is it?)

Drzewo!  
(Tree!)

Tak, drzewo! To jest drzewo. To jest árbol.  
(Yes, tree. This is a tree. This is árbol.)

Árbol!

Jest bardzo małym zwierzątkiem. Lata. Ma duże skrzydła i wiele kolorów. Co to jest?  
(It is a very small animal. It flies. It has big wings and a lot of colours. What is it?)

Moty!  
(Butterfly!)

Tak, motyl. To jest mariposa.  
(Yes, butterfly. This is mariposa.)

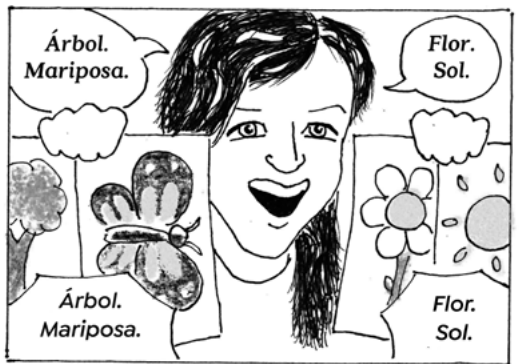
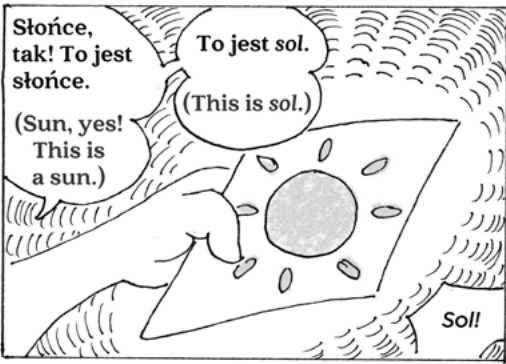
Mariposa!

Są w wielu kolorach. Rodzą się na wiosnę i pachną bardzo ładnie.  
(They have many colours. They are born in spring and smell really nice.)

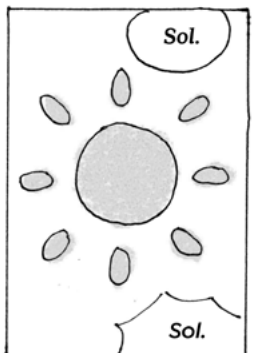
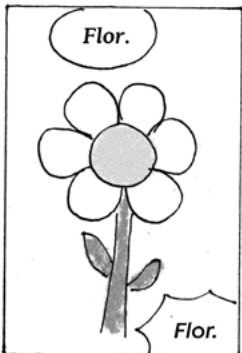
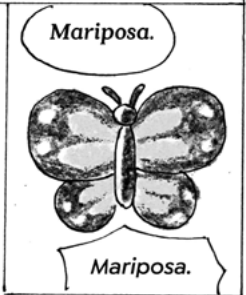
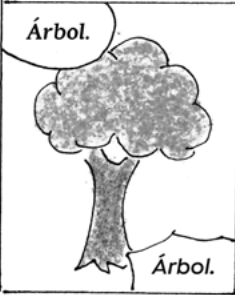
Kwiaty!  
(Flowers!)

Kwiaty, tak! To jest kwiat – flor.  
(Flowers, yes. This is a flower – flor.)

Flor!



Then Irma hangs the pictures in different places all over the room and again repeats the words.



At the end of the lesson Irma turns on some Spanish music.

Teraz tańczymy, a kiedy muzyka się zatrzyma, powiem słowo – i musimy dotknąć odpowiedniego obrazka! Wstajemy!

(Now we dance and when the music stops, I will say a word and we need to touch a proper picture! Let's stand up!)



## Topic II

# Methods of working with children proposed by volunteers

Many volunteers hosted in Wrocław-based kindergartens are experienced in working with children or hold a degree related to education or pedagogy. As such, in their voluntary work they often try to use both well-known and alternative teaching methods implemented in pre-schools and children centres or discussed at the universities in their own countries. Introducing foreign methods of working with kids by the volunteers is beneficial both to teachers' professional development and children's learning process or personal growth.

This part of the publication includes information about two activities related to developing children's musical skills, body movement and space orientation which are very popular in kindergartens of Hungary and Czechia ('Bújj bújj zöld ág' and 'Echo'). It also contains descriptions of three recognised methods of educating children: 'Work on a project'/'Project method', 'Discovery learning' and 'Creative drama' proposed by the volunteers-pedagogues from Spain, Greece and Turkey. Each of them is based on 'learning by doing' principle, where children develop independent thinking through their own discoveries, research and cooperation. The role of the teacher in these methods is to provide guidance to kids and to facilitate the activities. Whereas the first two methods were explained in volunteers' own words, the latter is a description of the 'Creative Drama' course from Pamukkale University, Turkey.

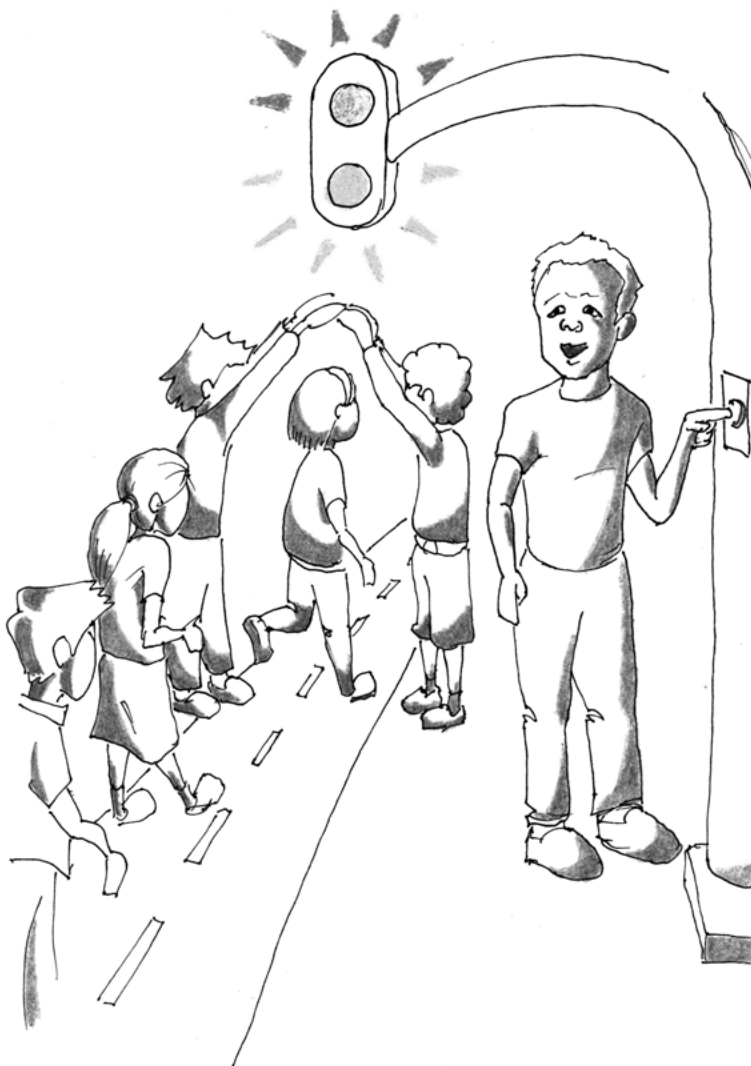
Introducing children to activities based on a certain method should be planned in advance in cooperation with teachers, who can help volunteers incorporate those activities into study plans and get to know children's interests. Volunteers, along with teachers, may think on how to include the elements related to volunteers' countries or cultures. Depending on the activity, this can be done through using typical objects, teaching the words in their native language, playing traditional music, etc. Methods, such as 'Work on project' or 'Creative drama', also give volunteers a perfect opportunity to present themselves and get to know the children and their needs better.

## ‘Bújj bújj zöld ág’

proposed by Bence Bordas (Hungary)

**Aim:** This game develops children’s rhythm and space orientation.

**Instructions:** Two players hold hands and raise them to the top. The rest of the group stands in a line and forms a chain. The children go through the gate continuously while singing. When they finish the song, the gate holders suddenly lower their hands, blocking the way forward. The volunteer can indicate with a red flag when it is forbidden to go (‘Piros – tilos’), as well as mark with a green flag when it is allowed to go (‘Zöld – szabad’). The volunteer can first say these expressions herself/himself so that the children only repeat them. Later, the volunteer can ask the child who was locked in the gate to say the words herself/himself. In the last stage, all children say the expressions themselves.





### The lyrics of the song in Hungarian

‘Bújj bújj zöld ág, zöld levelecske nyitva van az aranykapu csak bújjatok rajta, rajta rajta leszakadt a pajta, bent maradt a macska.’

### The lyrics of the song in English

‘Slip through, slip through, green twig, little green leaf, the golden gate is open, so slip through it. Through it, through it, the barn has fallen in, the barn has fallen in, the cat has gotten stuck.’

It will be enough, if the children only use these phrases in Hungarian: ‘Piros – tilos’ (‘red – forbidden’), ‘Zöld – szabad’ (‘green – free’).

### Modification

The words ‘red – forbidden’ and ‘green – free’, as well as the song, could be sang in a native language of any volunteer.

### ‘Echo’

proposed by Nela Babirádová (Czechia)

**Aim and instructions:** Singing songs is one of the favourite preschool activities. We practice song singing always as imitation or playing an echo. It means that a song is sang by somebody and then children repeat it. Stages are:

- raising interest in the song: motivational picture(s), fairy tale(s), game(s), experience;
- getting to know the song: teachers are singing the song or playing it on a CD;
- exercising song singing.

The song is very often accompanied by movement. Repetition helps children remember a song better.

### Modification for volunteers

After listening to a song, you can accompany it with rhythmic instrument or body movement.

### ‘Work on a project’/‘Project method’

proposed by Beatriz Alcalá García and Irma Recuero Jimenez (Spain), as well as Evangelia Malathriti and Theocharoula Pyloridou (Greece); description written by Irma Recuero Jimenez; method summary written by Theocharoula Pyloridou (Greece)

**Aim and instructions:** Work on a project is based on listening to children and knowing what their interests and motivations are. Teachers have to learn what children know and what they want to know and discover. It’s a method based on dialogue, research, debate. Children have to agree what they want to discover and research. Although the teacher is always guiding them, it is the children who decide.

Working on a projects implies team work and group organisation. Every child or group of children has a fundamental role. Moreover, collaboration with families is very important.

### Example

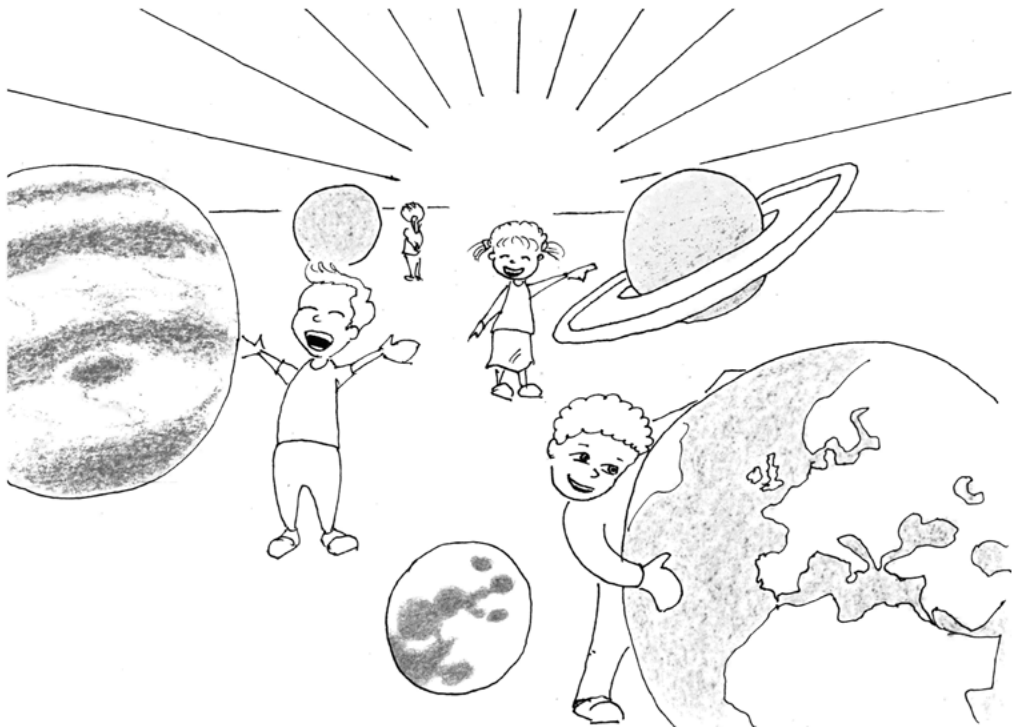
After a debate, the class agrees to investigate the topic of universe and planets. Teacher writes ideas on paper, noting what everybody knows and what the group wants to discover, the materials needed, how the class is going to conduct this research. Then the teacher writes a letter to children's families to inform them about the class' interests and what the class wants to know about the topic. For example: 'How many planets are there?', 'Are they bigger or smaller than Earth?', 'Where is the Sun?', 'Is the Sun a planet as well?', etc. The letter is informal, it is just about passing information from the class to parents about what the class wants to research. In this way, parents know the topic and they can motivate their children to search for information in books, watch films related to the topic, tell stories, etc.

The teacher always guides the class and its activities, but everything has to start from the idea of children. Also, parents can contribute by looking for information at home, or in the library, and then they can come with interesting books to the kindergarten.

In the evaluation, it is also children who play an important role. All children are going to discuss not only what they have learned but the process of research as well. They express their opinions on what was the best, the worst, etc.

### Modification for volunteers

This method is very suitable to adapt to volunteers' work. Maybe the group of children who work with a foreign volunteer wants to know what is volunteer's country cuisine, nature, music, popular games, etc.





## Project method summary

Project method is based on:

- study of one subject in depth;
- student-centered approach;
- role of students as researchers.

Stages:

1. First stage:
  - students' ideas for research;
  - brainstorming what we already know;
  - deciding on the subject;
  - goals list (what we want to learn);
  - resources list (where we can search for information).
2. Second stage:
  - making groups (each group has a goal and each member a role);
  - action;
  - breaks (discussion and introduction of new knowledge/facts/obstacles, etc.);
  - cooperation between students, teachers, school, families, community;
  - optional: create a research corner with materials needed.
3. Third stage:
  - evaluation (final)/reflection on progress, knowledge, procedure, self-work, goals etc.;
  - creative way to introduce new knowledge.

## Why this method?

- Cross-linking of subjects;
- Connecting school and community;
- Cooperation;
- Action;
- Learning how to learn;
- The project method is based on existing knowledge of students. It teaches them democratic values, reflection and how to overcome obstacles.

## 'Discovery learning' of Jerome S. Bruner

proposed by Yolanda Velasco Gonzalez (Basque country, Spain)

**Aim and instructions:** Discovery learning implies that it is best for learners to discover facts and relations by themselves. Students interact with the world by exploring and manipulating objects, struggling with questions and controversies or performing experiments. Thanks to this method, students will be able to remember concepts and knowledge discovered on their own.

## Benefits of 'Discovery learning':

- Student-centered learning;
- Learning to learn;

- Stimulates motivation;
- Stimulates problem-solving skills and development of creativity;
- Encourages students to look for solutions;
- Entertaining.

### Example

Children check themselves whether various objects made from different materials – such as: keys, apple, scissors, pencil – will float or sink in water and try to understand the reasons behind this phenomenon.

### ‘Creative drama’

proposed by **Dilem Filiz** and **Tuğçe Çelik** (Turkey); description from the ‘Creative Drama’ course, Pamukkale University, Turkey

‘Creative drama is an improvisational, non-exhibitional, process-oriented form of drama, where participants are guided by a leader to imagine, enact, and reflect on experiences, real and imagined. Creative drama takes children’s natural world, creative play, and develops it further, using theatre techniques, to create learning experiences which are for the participants. Drama specialist, Brian Way states “[...] Theatre is largely concerned with communication between actors and an audience; Drama is largely concerned with experience by the participants.”<sup>30</sup>

Importance of ‘Creative Drama’ in education:

- develops:
  - the ability to cooperate;
  - social and psychological sensitivity;
  - four basic skills (speaking, listening, reading, writing) as well as non-verbal communication;
  - creativity and aesthetic development;
  - ethical values;
  - decision-making skills, as well as self-confidence;
  - sensitivity to art forms, allows healthy and controlled discharge of emotion;
  - ethical values;
  - new behaviours without fear of making mistakes;
- uses methods that require moving muscles;
- ensures independent thinking;
- allows the participants to get to know themselves;
- gives confidence in self-expression.

Creative drama consists of 3 stages:

#### 1. Preparation stage

The main purpose of this phase is to prepare a group for the animation stage. Preparation stage includes activities enabling participants to gain confidence and

<sup>30</sup> ‘Creative Drama as a Teaching Method’, [https://www.schooleducationgateway.eu/en/pub/teacher\\_academy/catalogue/detail.cfm?id=42934](https://www.schooleducationgateway.eu/en/pub/teacher_academy/catalogue/detail.cfm?id=42934) (accessed 20 November 2019).

adapt to the whole group. This stage also includes warm-up exercises for new participants.

## 2. Animation Stage

At this stage, there can be individual, pair, small team or full-group activities. In the animation stage, group improvisation-based games emerge. During animation stage children can also do story-building and animations.

## 3. Evaluation and Discussion Stage

In evaluation stage, the participants who have passed through previous drama stages can review their diverse behaviours, thoughts, experiences and create new arrangements in their own lives.

### **Example: Sea Travel**

**Type of activity:** drama and play

**Age group:** 4–5

**Materials:** Paper, newspaper, garbage bag, pen

**Words:** Sink, life preserver.

**Concepts:** Shape concept (circle, rectangle, triangle).

**Aim:**

- Cognitive development: Children can recognise geometric shapes.
- Language development: 1) Kids wait for their turn to talk. 2) Kids explain their emotions, thoughts and dreams.
- Psychomotor development: Children can perform movements requiring use of small muscles.
- Social-emotional development: 1) Children explain their personal characteristics. 2) Children express themselves in creative ways.

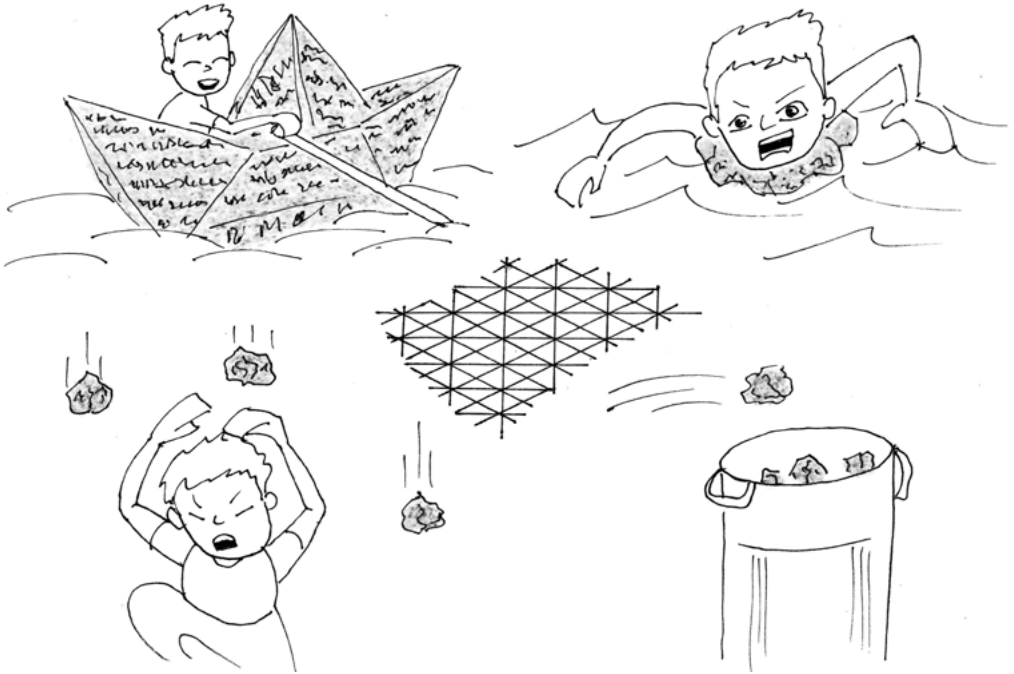
**Instructions:**

### 1. Stage 1: Warm-up and Preparation

Participants draw pictures on the cards given to them by the leader. Through pictures they express information about themselves. Later they explain their drawings to other participants.

### 2. Stage 2: Game

Newspapers are given to participants by the leader. Participants are asked about the shape of a newspaper. Then they are guided by the leader to fold this newspaper into a form of a ship. She/he starts telling a story. First, the ships are floating free. Then, the ships are moving on a wavy sea [music is used in this section]. Then, under the guidance of the leader, the corner of the ship is torn. Children are told that the ship is taking on water and is about to sink. All paper ships are cut in half. Now the newspaper is transformed into a life preserver and used by participants. Then participants swim to the shore. When they reach the shore, the life preserver is removed from their necks. After that, all the kids tear the papers. They are asked to think of newspaper pieces as water drops. Newspaper pieces, under the guidance of the leader, are thrown into the air. Then those pieces are gathered from the ground.



### 3. Stage 3: Relaxation

Pieces of newspaper are put into the garbage bag. All participants form a circle, holding hands. Then all participants sit. The leader asks, what the shape of the trash bag is. At the end they discuss the experience.

#### Evaluation

- How did you feel during the activity?
- Did you have any difficulty during the activity?
- Is there any part of the activity that you would like to change?

## Topic III

# Volunteers' ideas for activities for (Polish) children

In the previous chapter, one could find descriptions of recognised educational methods of working with children proposed by volunteers. While these methods may be difficult to implement without Polish teachers' assistance, the ideas presented below can be introduced by volunteers independently from the very beginning of their project.

The short opening part of this chapter contains general ideas for cooperation with children and is a result of volunteers and teachers brainstorming during the workshops. This 'sketch' was juxtaposed with descriptions of specific games and exercises, prepared by the other group of volunteers during the introductory training upon their arrival. Their task was to draft example activities for the first six months of their project. The topic for each month's activities was given by coordinators and was the same for everybody. As a result, sometimes several volunteers proposed identical or similar activities. Such descriptions of games were combined, slightly modified and presented with an annotation, including the names of all the people who proposed them.

Volunteers' ideas for activities have been grouped thematically. They include both outdoor and indoor games. Described exercises can be done individually, in pairs, in teams or with a whole group. Goals of these activities range from developing manual skills and artistic expression of children, through strengthening their physical abilities and body awareness, to learning about nature, ecology and healthy life-style. The activities reflect volunteers' project cycle and children's progress during the school year. Included here are:

- games related to integration of volunteers with hosting organisation's community which could be done in first months of the project;
- games for adaptation of children who come to kindergarten for the first time or return after the summer break;
- games suitable for evaluation of children's learning process or pre-school operational assessment.

I hope that the activities proposed by volunteers will not only be a useful source of inspiration for future generations of volunteers, but also for pre-school teachers and other people involved in working with children.

## Ideas for working with children, if you do not know the language

*based on brainstorming organised during the workshops on communication on 19 April 2018 and 24 January 2019*

### Propositions:

- handicrafts, art;
- physical activities (activities engaging movement and sports);
- showing illustrations, drawings, photos, films;
- drawing, music, singing, dancing catch children attention;
- using games to explain more complicated issues to children;
- fairy tales for children – telling and reading;
- games based on gestures and imitation, such as theatre, shadow theatre;
- games developing memory, such as flash cards and Memory;
- playing board games and doing puzzles;
- simple games that volunteers know from their own childhood – many of them are known to Polish children as well, so there is no need to explain them;
- joining games proposed by children, making an attempt to remember those games;
- smiling, being happy.

## Ideas on how to get to know the children and introduce a volunteer

### Greeting

idea proposed by Kalliopi Kralli (Greece)

Kids choose one of the four greetings to greet the volunteer with, while also saying their names. The greetings are: handshake, high-five, hug or fist bump.



### Spring flower

idea proposed by Annalisa Maietta (Italy)

Each child covers her/his hand in paint and makes an imprint on a large sheet of paper (making one flower petal in the process), until a flower consisting of all children hand prints is created. The volunteer does the same, but her/his hand becomes a leaf. Child's name is written in each petal and the volunteer's name is written in the leaf.

This work should be hanged in the classroom to serve as a reminder of the names of all the children and teachers.

## The name dance

idea proposed by Grace Gogendeau (France)

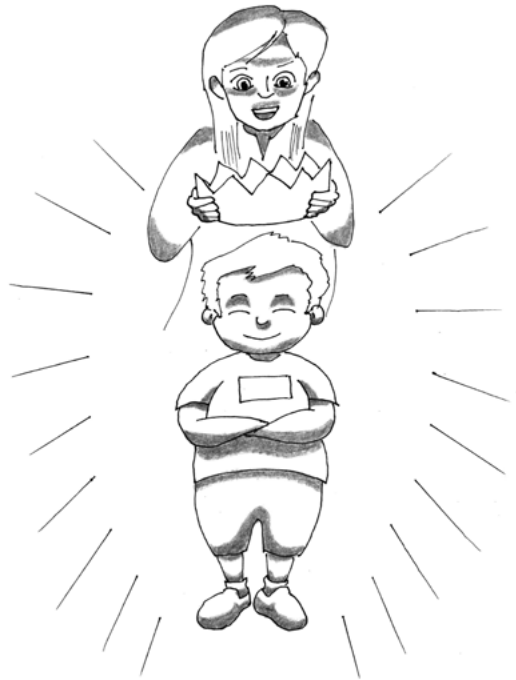
Children move in a circle while the music plays. When the music stops, the person who has a chosen object (for example, a pen), says her/his first name. The music and dancing continue and stop again. The person who had an object gives it to her/his neighbour, who says her/his first name, and the music plays again... and so on, until everybody has been introduced.

## Name crown

idea proposed by Grace Gogendeau (France)

**Materials:** thick paper, glue, scissors, staple, colour pencils, felt-tip pens and other accessories (feathers, stickers, etc.)

Volunteer cuts paper into long strips. She/he takes a list of children and makes labels with their first names. Then the volunteer calls children by their names and distributes the paper tapes. Each child should put her/his first name on the tape and customize it with chosen colours, accessories, etc. Once the tape is ready, an adult comes to each child in turn and staples both sides of the tape together to create a crown that holds on the child's head. At the end of the activity, the volunteer asks children to form a circle and say their first names aloud, one by one.



## Pass the ball

idea proposed by Luca Vincenti and Pasquale Calenzo (Italy), Marianna Kanelli (Greece) and Marie-Veronique Clavier (France/Guadalupe)

While sitting in a circle of teachers, volunteers and children, the participants pass a ball to each other. Each person who holds a ball introduces herself/himself. The activity can also be done in a 'quick' version, where a 'fireball' is thrown to one person who has to quickly say their name and pass that ball to another person.

## Clapping

idea proposed by Sara Cossentino (Italy)

Children, teachers and a volunteer stand in a circle. One person after another claps in front of the person she/he wants to ask for their name.

## Sea storm

idea proposed by Marie-Veronique Clavier (France/Guadalupe)

Kids sit in a circle, there is one chair fewer than the number of game participants. The person who remains standing (the leader) says 'storms at the sea...' and says something she/he has in common with one or two other people. Those participants who have that something in common must quickly change places, before the leader takes their seat. The slowest person becomes the next leader.

## Line game

idea proposed by Natalia Hasan (Cyprus)

The volunteer puts some tape on the floor to create a line. Kids can stand on whichever side of the line they want. Then the volunteer asks them to 'switch sides if...' and gives simple statements about things they may like, activities they may be interested in, etc. At the end of the exercise she/he asks them to tell someone next to them a little more about themselves.

## Drawing

idea proposed by Kalliopi Krali (Greece)

Children and a volunteer draw a picture of themselves and everything they like. This allows them to get to know each other better.

## Teams

idea proposed by Natalia Hasan (Cyprus)

In this game children have to form teams, based on things they have in common. For example, the volunteer can say: 'gather with people whose favourite season is the same as yours' or 'gather with people who come to pre-school the same way as you (by car, by bus, on foot)'. This way kids discover very easily things they have in common.

## Let's dance together!

idea proposed by Annalisa Maietta (Italy)

Every volunteer introduces herself/himself by giving her/his name and performing a dance typical for her/his country. Children are encouraged to imitate her/him. After all have performed, children choose the most beautiful dance.

## Storytelling

idea proposed by Marie-Veronique Clavier (France/Guadalupe)

The volunteer tells her/his own story (a tale) and then asks children to find objects from the story on the photos they are shown. The activity aims at getting to know each other and teaching kids how to listen carefully.



## Postcards from volunteer's country

idea proposed by Marianna Kanelli (Greece)

At the beginning, the volunteer presents to children the map of Europe and shows where Poland and her/his country are. Then everybody listens to national anthems of these countries and watches a video about the volunteer's country/region/city. Later, the volunteer presents pictures from her/his everyday life. After that, kids listen to sounds and songs from volunteer's country and, at the same time, draw a picture of this country. Finally, the children discuss their drawings and talk about themselves (name, hobby, etc.).

## Flag

idea proposed by Rafael Furlan Battista (Brazil/Italy) and Silvia Travasoni (Italy)

The activity gives children basic knowledge of the place the volunteer comes from through working with a country's visual representation – a flag. It also allows the volunteer to teach children names of colours and geometrical shapes in her/his own language. The children cut geometrical shapes, glue them together and then paint them, forming the flag. Meanwhile, the volunteer teaches them the names of geometric shapes, as well as colours.

## The T-shirt of the class

idea proposed by Marianna Kanelli (Greece)

The volunteer cuts a T-shirt shape from a large cardboard. Then each child is asked to paint what she/he wants (flowers, favourite shape, favourite animal, etc.) and discuss her/his drawing. The result will be hanged in the classroom.

## Ideas for stress-free activities to welcome (new) children in a pre-school

### Game of boxes

idea proposed by Annalisa Maietta (Italy)

Volunteers and teachers welcome children one by one on the first day of school. They introduce themselves and begin immediately with a simple and amusing game. Children stand with their heads lowered and covered by their hands. A teacher or a volunteer repeats the sentence: 'The boxes are opened and many, many ..... come out' (every time a teacher or a volunteer chooses a different animal). Children have to raise their heads and imitate the sound and movements of the indicated animal.

### Toss and talk

idea proposed by Natalia Hasan (Cyprus)

A way to make new kids more relaxed and comfortable in the class is by playing a 'toss and talk' game which also helps with getting to know each other. The volunteer prepares

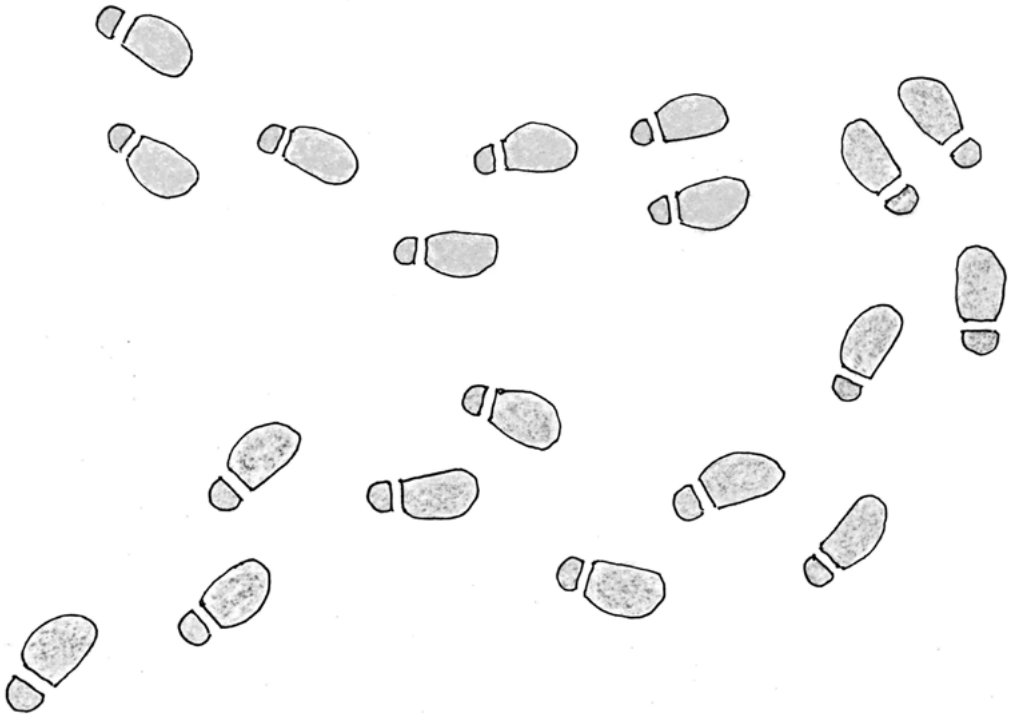
a plastic ball and writes a question on each side (e.g. 'If you could go anywhere, where would you go?', 'What was the best part of your summer?'). Kids throw the ball around and answer the questions read by a teacher or a volunteer.

## First steps

idea proposed by **Rafael Furlan Battista** (Brazil/Italy) and **Silvia Travasoni** (Italy)

Kids hold hands. Each child has to say the name of the kids on her/his left and right, as well as their own name. After the presentation, the volunteer proposes an artistic work. She/he puts a big piece of paper on the ground, covers children's feet with paint and asks them to walk around the paper. The feet imprints represent their first steps into a new school year.

**Variant:** The volunteer can instead cover children's palms in green paint and make a tree out of palm imprints on a big piece of paper.



## Holidays

idea proposed by **Annalisa Maietta**, **Sara Cossentino** and **Pasquale Calenzo** (Italy)

Each child tells how she/he spent her/his summer holidays. Materials to recreate a beach/mountain/lake or a park settings in a collage form are available. Thanks to that, kids can show what they have done together with their family, as in a theatre. Then the kids make small art-works that depict holidays by the sea. On a sheet of paper they draw a sea landscape. Each child colours her/his drawing and then glues some real sand to his drawing to create a beach.

## Laughter and grimaces

idea proposed by Grace Gogendeau (France)

The volunteer and children laugh, dance and make grimaces for 20 minutes in order to help children relax.

## Little mentors

idea proposed by Marianna Kanelli (Greece)

Children who were in pre-school last year play the role of mentors to new kids for one week. They welcome new children, show them their classroom and their teachers.



## Pre-school of toys

idea proposed by Sara Cossentino (Italy)

The activity is inspired by 'toy hospital': each child brings a toy from home and introduces it at the pre-school. Children treat their toys as their own kids: when they leave, they say 'goodbye' to the toys, tell them to be well, explain to them that they have to go to work, etc.

## Doll of the class

idea proposed by Marianna Kanelli (Greece)

The volunteer and kids create the 'doll of the class', choose the name of their class and say a chosen greeting whenever a kid comes into the classroom.

## Achievement

idea proposed by **Natalia Hasan** (Cyprus)

Each kid has to draw a figure of herself/himself and cut it out. On the belly of the figure each child has to write some basic things about herself/himself in English (like their name and age) and one thing that they would like to achieve during this school year (e.g. learn how to read, practice writing). The volunteer can help children with the task.

## Ideas on how to get to know children's families

### Ideas for activities to be done along with families

#### Presentation

idea proposed by **Rafael Furlan Battista** (Brazil/Italy) and **Silvia Travasoni** (Italy)

The activity aims at introducing the volunteer to parents and teachers. The volunteer presents her/his country of origin (geographical position, language, inhabitants, etc.), tells a bit about herself/himself (academic background, where she/he was born, etc.) and explains why she/he chose to participate in the volunteering programme in Poland.

#### Impastiamo la Pizza (We're making pizza)

idea proposed by **Annalisa Maietta** (Italy); variant idea proposed by: **Luca Vincenti**, **Sara Cossentino** (Italy) and **Marie-Veronique Clavier** (France/Guadalupe)

Volunteers invite children's parents to pre-school to spend an hour making pizza together, if possible. While cooking, they listen to the Italian song 'Viva la mamma'.

**Variante:** Instead of making pizza, children can make desserts, cakes or snacks with their parents.

#### Cloth apron

idea proposed by **Marie-Veronique Clavier** (France/Guadalupe)

**Materials:** old fabrics, glue for fabric, paint for fabric

Activity for parents and children: parents cut square/rectangular shapes of different sizes out of an old cloth (sheet, etc.). They help their children decorate the fabric (painting with hands) and let it dry. Then they glue different parts together.

#### Game with stations

idea proposed by **Marie-Veronique Clavier** (France/Guadalupe)

Children and their parents take part in the game, in which their task is to go through all stations. Stations are:

- race with an egg on a spoon held in one's mouth;
- race with one leg attached to a partner's leg;

- pulling the rope;
- answering a riddle about a volunteer's country;
- finding the meaning of a drawing.

## Ideas for activities related to the topic of family

### The family frame

idea proposed by **Annalisa Maietta** (Italy)

The volunteer and kids create a large frame made of various materials (cardboard, glitter, fabrics), to be hanged in the classroom.

Each family is asked to come to pre-school for a Family Day, if possible. During this day, a frame is created together by children and parents. Photos of each of them are taken and hanged inside the frame.

**Variante:** Alternatively, each child is asked to bring a photo of him with his family. These photos are placed inside the frame.

### Tree of life

idea proposed by **Marianna Kanelli** and **Kalliopi Krali** (Greece)

The volunteer, with help of a teacher, talks to children about family. Then she/he presents some images of a family tree. Children draw pictures of their families and create family trees.

### Family members

idea proposed by **Sara Cossentino** (Italy)

The volunteer asks children to draw their family members, saying the names of their roles in volunteer's language. Then she/he collects the drawings into a book.

### Memory cards

idea proposed by **Sara Cossentino** (Italy)

The volunteer creates memory cards with keywords about family and images connected to that topic. Later, children play the Memory game.

### Game with keywords

idea proposed by **Sara Cossentino** (Italy)

Every word connected to a topic of family in a language of a volunteer is assigned to a different object/toy/colour. The volunteer says some words in her/his language. When children recognise the right word, they have to collect the object that represents that word. When dealing with smaller children, the volunteer can simplify the game – it can be only one toy/colour.

## Activities for children related to nature, ecology and healthy life-style

### Arctic animals

idea proposed by **Natalia Hasan** (Cyprus)

Through this activity kids test how Arctic animals keep warmth in winter because of their layers of fatty tissue. Kids cover their hands in baking fat, put them into ziplock bags and then into a bowl with cold water and ice cubes.

### Let's grow a plant

idea proposed by **Annalisa Maietta** and **Sara Cossentino** (Italy), **Marianna Kanelli** and **Kalliopi Krali** (Greece), **Natalia Hasan** (Cyprus), **Grace Gogendeau** (France) and **Marie-Veronique Clavier** (France/Guadalupe)

**Materials:** jars or plastic yogurt containers, soil, seeds (herbs, flowers, etc.), strips of paper, staple, colour pencils, large piece of paper

Each child puts some soil in the jar/plastic container, adds seeds, covers the seeds with soil and finally waters them with a bit of water. After planting the seeds, each kid gets a strip of paper and colours it as she/he wishes. Then the volunteer staples the paper strips around the jars/plastic containers.

At the end, the children and the volunteer draw a poster showing how a plant is growing and, at the same time, this process is explained. The poster is hanged in the classroom.

### Getting to know plants

idea proposed by **Pasquale Calenzo** and **Sara Cossentino** (Italy)

The volunteer conducts a lesson about plants – she/he shows pictures of plants and says their names in her/his language, English and Polish. Children have to repeat the names.

**Variante:** Another idea is to pluck plants from the garden/park and let them dry in an album – creating a plant collection.

### Reuse, recycle

idea proposed by **Natalia Hasan** (Cyprus) and **Pasquale Calenzo** (Italy)

The volunteer brainstorms with kids and writes down what they can reuse from the classroom equipment and what they can recycle. Then she/he tells kids to draw these objects on a large piece of paper which she/he can hang inside the classroom, so that it is visible for everyone. She/he can also bring five boxes to start recycling in class (division of waste into: plastic, paper, glass, organic, other).

### What can become a flower pot?

idea proposed by **Kalliopi Krali** (Greece)

The aim of the exercise is to make a plant exhibition with the most unusual pots made out of common objects.

## Decorations and objects made of recycled materials

idea proposed by Luca Vincenti and Sara Cossentino (Italy) and Marianna Kanelli (Greece)

Kids create classroom decorations (e.g. related to four seasons), toys (e.g. planes and boats) or origami out of recycled materials.

## Flowers out of egg boxes

idea proposed by Marie-Veronique Clavier (France/Guadalupe)

**Materials:** paints, egg boxes, scissors, straws, glue

The volunteer cuts flower shapes out of egg boxes. Kids paint the 'petals' and glue straws to those flowers.

## Fruits and insects

idea proposed by Marianna Kanelli (Greece)

- 1. Fruits:** The volunteer shows images of selected fruits. Then children paint strawberries with tempera. At the end they play small chefs – they prepare sweet lemongrass paste with strawberry jam.
- 2. Insects:** The volunteer shows images of selected insects (bee, butterfly, ladybug, dragonfly, ant). Then she/he shows pictures of bees' life and products made by bees. Later children construct a honeycomb made of canvas paper and pipes.
- 3.** To conclude the topic of insects and fruits, kids create three-dimensional picture with fruits, flowers and insects made of colourful paper.

## Mr(s) Healthy and Mr(s) Unhealthy

idea proposed by Marianna Kanelli (Greece)

On 16 October (The World Food Day), the volunteer presents food pyramid to kids. They discuss which foods are healthy and which unhealthy. Later children individually draw Mr(s) Healthy and Mr(s) Unhealthy to express what they have learned.

## Handicraft activities for children

### A little bee

idea proposed by Annalisa Maietta (Italy)

Children's feet are painted yellow and imprinted on a light blue cardboard that represents the sky. Then wings of a bee are drawn with a black marker and black stripes on the yellow feet prints are painted with black paint. While doing the work, kids listen to the Italian song 'L'Ape Maia' (Maya the Bee).<sup>31</sup>

---

<sup>31</sup> 'Ape Maia Sigla iniziale', <https://www.youtube.com/watch?v=dJJb8e8ockI> (accessed 20 November 2019).

## A butterfly

idea proposed by **Annalisa Maietta** and **Silvia Travasoni** (Italy) and **Rafael Furlan Battista** (Brazil/Italy)

Children colour toilet paper rolls, draw the shape of their hands on a hard paper and cut it out. Paper hands – butterfly wings – are attached to the rolls. Chocolate is placed inside each roll. Alternatively, butterflies can also become holders for school supplies (pens, pencils).

## Bookmark – gift

idea proposed by **Annalisa Maietta** (Italy)

To a wooden ice-cream stick kids glue a small heart made of fabric, decorated with a 'lucky' ladybug. They add a bow and write (with help of a teacher) personal message on the stick. Every child then gives the bookmark to a person she/he cares about.

## Greeting card

idea proposed by **Pasquale Calenzo** (Italy) and **Kalliopi Krali** (Greece)

Creating a greeting card for the child's chosen family member, with (depending on the occasion):

- a flower that carries a dedication (painted or written) on each petal,
- a note 'I love you this much' which stretches out when opening the card.

## Family notebook

idea proposed by **Marie-Veronique Clavier** (France/Guadalupe)

**Materials:** sheets of paper, cardboards, paints, strings

The volunteer and kids make a notebook out of cardboard, white sheets, string. Children can design its first page by finding words related to the word 'family'. Every word they find should start with one of the letters found in the 'family'.

## Magnet

idea proposed by **Pasquale Calenzo** (Italy)

Making a magnet to stick on the fridge with a child's drawing. Children make a small picture frame using corrugated cardboard or recycled piece of cardboard, insert a drawing of their family and glue a magnet on the back of the picture.

## Grapes

idea proposed by **Annalisa Maietta** (Italy)

On a white sheet of paper, the volunteer draws green stem and leaves of grapes. Then children make grape clusters by imprinting each grape with cork stoppers (from wine bottles) painted purple.



## A footprint

idea proposed by Grace Gogendeau (France)

**Materials:** paper sheets, colour pencils

The volunteer takes children outside (to a garden). The kids choose trees, put sheets of paper on tree trunks and colour those sheets. As a result, they get the imprints of the trees. Each child can later change the tree or colours.

## A tiny sheep

idea proposed by Grace Gogendeau (France)

**Materials:** a thick paper sheet (cardboard), paint, scissors, liquid glue, cotton, string, paper, pencil, hole maker, ruler, staple, two clothes pegs

The volunteer cuts big and small circles out of cardboard and makes a hole in each big circle. Each child paints a small circle (sheep's head) and two clothes pegs (sheep's legs). While the paint dries, kids make cotton balls and glue them onto a big circle (sheep's body). That creates one side of a sheep. Afterwards, kids repeat the actions to create the other side of a sheep. Afterwards, they glue the small circle to the big circle and attach the cloth pegs to it as well.

At the end, the volunteer helps children write their names on labels, attaches those labels to pieces of string and sticks that to each sheep.

## Numbers or letters from salt dough

idea proposed by Marie-Veronique Clavier (France/Guadalupe)

**Materials:** 2 cups of flour, 1 cup of salt, 1 cup of water

The volunteer mixes the dough and adds food colouring. The kids form numbers or letters and decorate them. Once the alphabet is ready, it is shown on the blackboard.

The activity aims at teaching numbers and letters to children.

# Physical and outdoor activities

## Team games

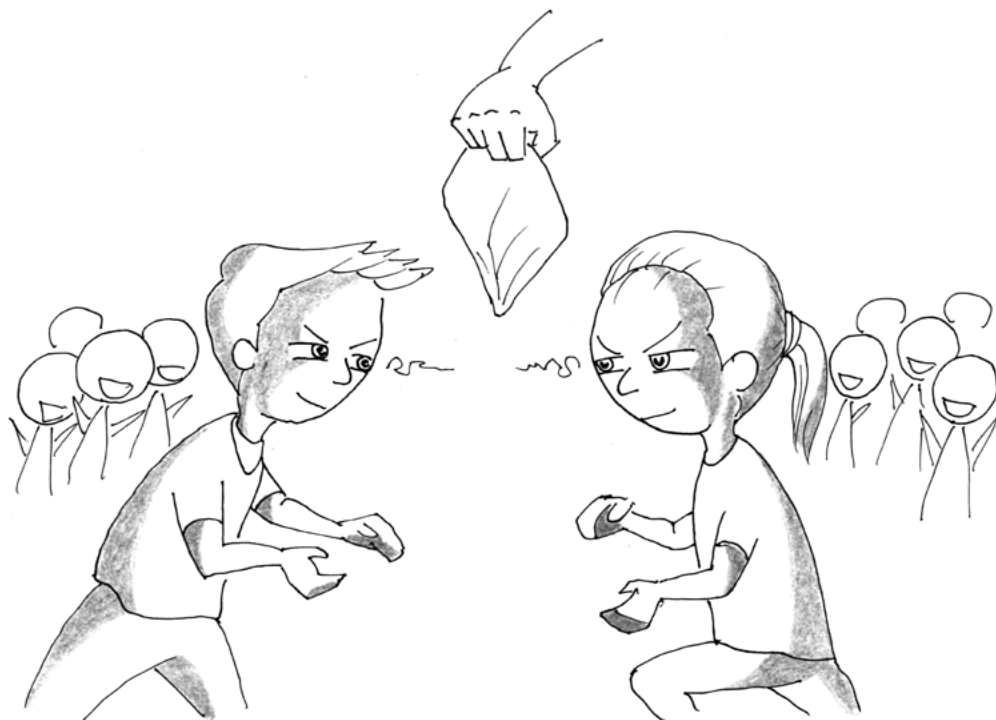
### Steal the flag/scarf/bacon/beret

idea proposed by Annalisa Maietta and Sara Cossentino (Italy), Grace Gogendeau (France), Rafael Furlan Battista (Brazil/Italy), Kalliopi Krali (Greece) and Natalia Hasan (Cyprus)

Children form two teams, each member of a team is given a number from 1 to 10. The teams are standing in rows behind lines drawn on the floor, facing each other. The 'flag holder' (volunteer) calls out any number and the player who has that number should try to take the flag before the opponent can and then run back to his own team without being caught. If she/he reaches the line, she/he wins (that team gets one point), but if the opponent manages to touch her/him before that, the opposite team wins.

The players return to their place in their respective rows and the 'flag holder' (volunteer) calls another pair. The team that reaches at least 15 points first wins.

In France and Greece, instead of the flag held by a leader, a beret or a scarf is placed on the ground between teams.



### The ball into prisoners

idea proposed by Grace Gogendeau (France)

**Materials:** one soft and light ball, eight studs, one distinguishing sign per team

The volunteer marks two zones (prisons) 20 meters from each other. She/he informs both teams about the goal of the game: to imprison the entire opposing team. One child begins the game. She/he throws a ball at someone from the opposing team. If the ball touches a person, she/he goes into a prison area. The game continues until members of one of the teams are all imprisoned.

### 'Psires' – lice'

idea proposed by Kalliopi Krati (Greece)

One person shouts the name of someone while throwing a ball up in the air. If this person catches the ball, she/he shouts the name of another person. If the ball touches the floor, the person picks it up and she/he can take only three steps in any direction. While the ball is in the air and while the person with the ball is moving, all the other kids should run and, if possible, hide behind something. After taking the three steps, the kid throws the ball at the

easiest 'victim'. If the ball touches the 'victim', she/he 'catches lice'. If it does not, the person who threw the ball 'catches lice'. The person with lice takes the ball and the game keeps going.

The first child that caught lice three times is given a 'penalty task'. This penalty task can be, for example, taking one shoe off, hiding one of that person's belongings for the whole game, walking with a book on one's head.

## 'Tzami' – tower

idea proposed by Kalliopi Krali (Greece)

For this game the volunteer needs six long and flat stones or roof tiles. She/he divides kids into two teams. At the beginning, before the game starts, they build a tower from those stones. Later one team goes behind the tower and the other one tries to make the tower fall, throwing a ball at it from 6–7 meters distance. Every kid has one try. When the tower is ruined, the first team takes the ball and tries to hit the kids from the second team, while they are trying to rebuild the tower. If someone gets beaten by the ball, she/he is out of the game. If the players from the second team finish rebuilding the tower, they have to shout 'Tzami' and they win. However, if they don't finish the construction and all the players get hit by the ball, the first team wins.

'Tzami' is a Greek word for a mosque. The game comes from people who moved from Turkey to Greece after the decline of the Ottoman Empire. The game illustrates the endeavours of this community to build a mosque and, at the same time, shows Greeks willingness to destroy it.

## Apples

idea proposed by Marianna Kanelli (Greece)

One child stands on one end of a small pitch and another child on the other end, the rest of the group stands in the middle. The child on one end tries to throw a ball to the child on the other end. If, instead, a child in the middle catches the ball, then she/he changes places with the child who was throwing the ball.

## Baby bowling

idea proposed by Pasquale Calenzo (Italy)

**Materials:** about twenty empty cans and lots of ping pong balls

The volunteer creates two or more teams of children and places them opposite the 'target' – a pyramid of cans. Taking turns, each team tries to hit the pyramid and knock down the largest number of cans (each falling can is one point).

## Racing

### Run with balloons

idea proposed by Pasquale Calenzo (Italy)

The volunteer draws a start line and a finish line. Every child gets a balloon that should reach the finish line propelled only by her/his own breath.

## Race with a little ball, egg or potato

idea proposed by Pasquale Calenzo and Annalisa Maietta (Italy), Natalia Hasan (Cyprus) and Kalliopi Krali (Greece)

Children are divided into two teams. The volunteer gives each competitor a spoon and a little ball/boiled egg/potato, and draws a start line and a finish line. Each team must run to the finish line holding the spoon with the potato/egg/ball without letting it fall. If the potato/egg/ball falls, the child will have to go back and repeat the run from the beginning. The volunteer sets the timer (to a couple of minutes) and puts on some summer music while the kids play. At the end of each round, the team that managed to get more potatoes/eggs/balls to the other side wins. It is more fun if the route contains descents and/or curves.

## Sack race

idea proposed by Marianna Kanelli and Kalliopi Krali (Greece) and Natalia Hasan (Cyprus)

The volunteer can bring potato sacks which the kids can decorate and use for racing during the picnic.



## A race with objects

idea proposed by Grace Gogendeau (France)

**Materials:** 2 boxes, 26 light objects

The volunteer divides children into two columns, equal number of participants in each. She/he puts two boxes, with 13 objects in each box, opposite both columns of children,

about 100 meters away. The first two children run to retrieve an object and return to their group. Once a child has returned, the next one leaves, retrieves an object and comes back. The winning group is the one which brings all the objects first.

## Body work

### 'Freeze' games

idea proposed by **Marianna Kanelli** and **Kalliopi Krali** (Greece), **Luca Vincenti** (Italy) and **Marie-Veronique Clavier** (France/Guadalupe)

1. The children move around the courtyard listening to music. After a command 'Stop!', or after the music stops, they should freeze in place. Whoever moves is out of the game. The process continues until only one child is left.
2. '1, 2, 3, sun!/1, 2, 3, star!'. The leader (volunteer) stands on the finish line with his back turned towards other participants. Participants try to move closer to the finish line when the leader does not see them. When the leader says '1, 2, 3, sun!/1, 2, 3, star', she/he turns around and all participants must freeze in their poses and not move until the leader turns away again. A person that moves, returns to the start line. The first participant who comes to the finish line, becomes a leader.

### Body in space

idea proposed by **Marianna Kanelli** (Greece)

Children are encouraged to develop their mobility on their pre-school yard. The volunteer suggests that children try different ways of walking: walking slowly, quickly, on their toes, on their heels, making big steps, making small steps. The volunteer can also give different commands, e.g. move in place, move slowly, move fast, tremble from the cold, warm up.

### Rainbow parking

idea proposed by **Annalisa Maietta** (Italy)

The volunteer prepares a ball/pebble and draws with coloured chalks a large rectangle with small colourful squares on the ground. She/he asks the children to throw the ball/pebble on the drawn squares and then to park the toy car in the correct position, saying aloud: 'We park this car in the red place!'. In this way, children exercise coordination of movement (pulling a stone, arranging a small car well in the square), visual perception and start identifying different colours.

### Body parts and movements

idea proposed by **Natalia Hasan** (Cyprus)

Kids stand in different parts of a garden, the volunteer puts on some music and has two paper dice prepared. Different body part is drawn on each side of one dice and different types of movement are marked on the other dice. Kids roll the dice and then give

commands like: 'twist your hips', 'bend your elbow', 'shake your head'. This is a good activity for the kids to catch some sun, move around and get some fresh air.

## Simon says

idea proposed by **Grace Gogendeau** (France), **Kalliopi Krali** (Greece) as well as **Sara Cossentino** and **Luca Vincenti** (Italy)

The rules of this popular game can be easily found online.<sup>32</sup> The activity can be renamed (by changing 'Simon' to a popular name from the volunteer's country) and modified to teach the words for parts of a body in the volunteer's language.

## Other activities

### Trust game

idea proposed by **Sara Cossentino** (Italy)

Children stand in a row and, one by one, they make a sound/noise. Later the volunteer blindfolds the children, who then need to walk around and keep making sounds/noises. At the end, they are asked to stand in a row again.

### Witch commands colour

idea proposed by **Annalisa Maietta** (Italy)

Players choose 'a witch' who says a sentence: 'Witch commands a colour...' and chooses one colour. At this point all the players have to run to touch an object of that colour, thus putting themselves in danger of being chased by the witch who is trying to catch them. A player that is caught becomes a new witch.

### Treasure hunt for Easter Eggs

idea proposed by **Marie-Veronique Clavier** (France/Guadalupe), **Rafael Furlan Battista** (Brazil/Italy) and **Silvia Travasoni** (Italy)

The volunteer creates a map of the kindergarten. She/he hides eggs in different places of the building and in the yard, and then gives the kids clues on how to reach them. The way to the 'treasure' includes two activities: drawing a hen and decorating eggs. The children should help each other with these two activities to find the eggs together. At the end children receive something for participation (e.g. a chocolate bar, something related to Easter).

### Hopscotch

idea proposed by **Pasquale Calenzo** and **Silvia Travasoni** (Italy)

Seven squares are drawn on the ground. Children throw a stone on a field and then jump on one foot through all squares.

---

32 See e.g.: 'Simon Says', [https://en.wikipedia.org/wiki/Simon\\_Says](https://en.wikipedia.org/wiki/Simon_Says) (accessed 20 November 2019).

## Activities incorporating theatre techniques

### Imaginary door

idea proposed by **Natalia Hasan** (Cyprus)

The volunteer creates an 'imaginary door', through which each child walks to 'enter' the stage. The child has to introduce herself/himself by saying her/his name and one interesting thing about her/him. Then the audience (the rest of the class) has to clap. This is an introductory theatre exercise which gives the children a stress-free taste of being on stage.

### Peppa Pig on vacation

idea proposed by **Marianna Kanelli** (Greece)

The volunteer and children prepare templates of Peppa Pig. The volunteer sets up a projector, to display some holiday images (e.g. of the sea, mountains, lakes) and turns on holiday music. She/he places a white sheet in front of the projector. Some children stay behind the sheet with stage props they would like to use, while the others watch the performance – shadow theatre. Volunteers, teachers and children participate in this game.

### Sea

idea proposed by **Sara Cossentino** (Italy)

Children take a plastic bottle/box and create their own miniature sea, putting in fishes and seashells made from plastic recycled materials. Afterwards, they play a theatre game about the sea (for example, mime a story connected to acting like being in the sea).

### Story

idea proposed by **Natalia Hasan** (Cyprus)

This activity is about improvisation. One player is in the middle, the others sit around. Any person can give the middle player a task, which she/he performs and then asks: 'What happens next?'. Any player may suggest what needs to happen next, the idea is for the group to construct a coherent story. The player in the middle should only and strictly be doing what she/he is told.

### Making and animating a muppet

idea proposed by **Theocharoula Pyloridou** (Greece)

1. The volunteer creates a doll:
  - materials: newspaper, paper tape, cardboard/harder paper (for neck and hands), acrylic paints, white glue and hot silicone glue, pieces of fabric;
  - parts of the doll: head-face, neck, hands, body, clothes, hair.
2. Once a doll is made, the volunteer shapes its personality:
  - one specific characteristic is needed (e.g. rude, selfish, grumpy, weird);
  - the volunteer should create a profile of the doll (name, job, background, story).



3. It is time to animate the doll. The volunteer should remember that she/he needs a creative way to introduce it to children. Tips:
- speech should be clear, the volunteer should be cautious about the colour, rhythm and volume of voice;
  - the volunteer should not move the doll's head while talking or it will shatter the illusion;
  - every movement shows something;
  - voice modulation, for example, stretched lips, lips to the one side, lips like 'o';
  - the doll should be unique and authentic.

## Other activities for children

### Source of sound

idea proposed by **Pasquale Calenzo** (Italy)

Kids listen to sounds (animals, urban sounds, etc.) and have to guess their source.

### Songs

idea proposed by **Rafael Furlan Battista** (Brazil/Italy) and **Silvia Travasoni** (Italy)

Kids are getting to know the songs proposed by a volunteer to learn basic words in her/his language and English.



# Children's evaluation

## Evaluation sheet

idea proposed by **Annalisa Maietta** (Italy)

The volunteer creates an evaluation sheet in which she/he examines: each child's behaviour, various skills (writing, colouring, drawing, teamwork, linguistic competences), listening, respect and understanding of the rules. The evaluation is based on observation of each child throughout the duration of the project.

## Gluing or writing assignment

idea proposed by **Annalisa Maietta** (Italy)

The activity depends on the age of the children. Younger children are given drawings on which they have to independently glue pieces of colour paper without going outside the edges. The task evaluates children's concentration and spatial awareness. Older kids are given sheets of paper with words to copy. This task tests children's memory and writing skills.

## Activity repetition

idea proposed by **Luca Vincenti** (Italy)

Repetition of the activity the volunteer has organised before as a good way to monitor the development of the kids and improvement of their skills.

## Evaluation of the goals

idea proposed by **Marianna Kanelli** (Greece)

### 1. Worksheet evaluation: portfolio of drawings

The children make drawings on regular basis. The volunteer and teachers assess the child's skills development based on the drawings.

### 2. Impressions

Children are asked to draw what they like and what they do not like at the pre-school. Then they explain their drawings.

### 3. Self-assessment

Based on the drawings portfolio and children's views on the operation of the unit, we see if the original goals we have set are being met. If the goals have not been accomplished, we should rethink them.

## Topic IV

# Games, plays and simple methods of working with children proposed by teachers from Wrocław kindergartens

The two previous chapters contained descriptions of activities and methods proposed by volunteers. This topic includes activities described by pre-school teachers, which can also be easily organised by volunteers who do not have experience in working with kids.

These fun games provide an opportunity to bring together a group of children and volunteers. They serve educational purposes by developing children's:

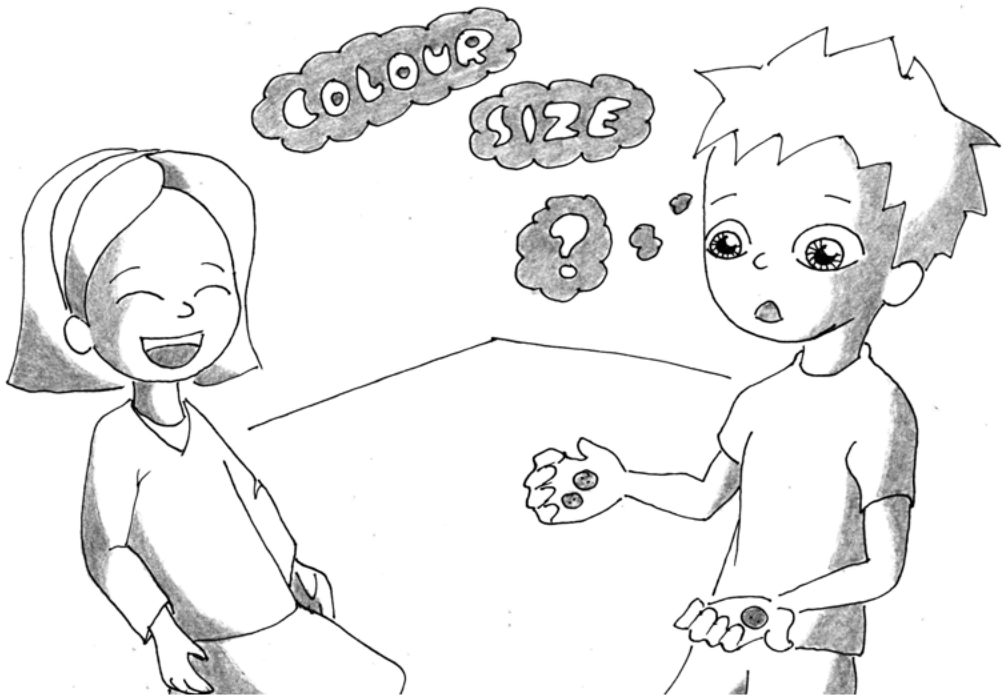
- coordination of movement and body awareness ('An ankle after an ankle');
- logical thinking ('Putting buttons in order', 'Creating collections');
- ingenuity and cleverness ('Running Tic Tac Toe', 'Turn the blanket over');
- imagination and creative expression ('Guess what I am doing?');
- memory ('Who is missing?', 'What has disappeared?', 'Spider web');
- ability to focus ('I sent a letter to my love', 'I spy with my little eye', 'Fruit salad', 'Animals').

At the same time, some of these games can be useful tools for releasing children's energy ('I sent a letter to my love', 'Running Tic Tac Toe') or cleaning up after classes ('I spy with my little eye'). Finally, the reader will find in this section games proposed by teachers aiming at getting to know each other ('Spider web', 'Choo choo train', 'Let's get to know each other') or team-building and group integration ('Turn the blanket over', 'An ankle after an ankle').

## Putting buttons in order

proposed by Justyna Haładaj (Kindergarten no. 27 in Wrocław)

**Materials:** Prepare many diverse buttons in four colours, paper boards describing features of the buttons and 4 boxes.



**Aim:** Developing children's logical thinking by putting the objects in order according to their features (colour, size, number of holes). What is significant here is the change of the chosen feature (the base of classification) and alteration of classification of the same collection.

**Instructions:** The teacher (volunteer) sits in front of the children. She/he spills the buttons and presents the boxes. Then she/he gives the children different orders:

1. Group the buttons according to their colour. Each box should contain only buttons of one colour (each button is marked with colourful paper boards).
2. Put the buttons in another order. Now the colour is not important anymore – it is the number of holes that matters.
3. Now divide the buttons according to their size. Neither the colour nor the number of holes is important. What matters now is the size of buttons.

### Creating collections

proposed by Justyna Haładaj (Kindergarten no. 27 in Wrocław)

**Number of participants:** 10

**Materials:** hoops, inscriptions and pictures showing: animals, clothes, house equipment, plants, vegetables, fruits

**Aim:** Children are learning how to group objects according to their purpose, features and places in which they can be found.

**Instructions:** Pictures are lying all around the carpet. The instructor issues an order: 'We need to put this place in order. Let's first add inscriptions to each hoop. Now put the right pictures inside the hoops, so that they match the titles of each category.'

### I sent a letter to my love

proposed by **Katarzyna Iwanio** (Kindergarten eNTe in Wrocław)

The group makes a circle and one person receives a letter (she/he is now the postman). She/he runs while everyone sings a song: 'I sent a letter to my love and on the way I dropped it. One of you can pick it up and put it in a pocket'. When the song comes to the end, the postman needs to place the letter behind someone's back. Then they both dash around the circle. A postman needs to sit on a place of another child and the game keeps going.

### I spy with my little eye

proposed by **Katarzyna Iwanio** (Kindergarten eNTe in Wrocław)

The group sits in a circle. One person who has been chosen sits in the middle of the circle and describes one of the objects from the classroom by describing its colour, shape, characteristic features. The group tries to guess what thing the chosen person is talking about. For example, 'I spy with my little eye... something blue, long, fluffy'.

'I spy with my little eye' is a perfect game for cleaning up the classroom.

### Who is missing?

proposed by **Weronika Urbanowicz** (Kindergarten eNTe in Wrocław)

**Aim:** The game develops children's memory and focus.

**Instructions:** Choose one person from the group who will be guessing. She/he leaves the room or closes her/his eyes. From the rest of the group we choose one person and fully cover her/him with a blanket or ask her/him to leave. The person, who is guessing tries to say who is missing.

### Running Tic Tac Toe

proposed by **Urszula Tarkowska** (Kindergarten no. 104 in Wrocław)

**Number of participants:** any

**Aim:** The game, which is based on rivalry, releases participants' energy and forces quick decision making. This game is very much about the participants' speed and clever ideas.

**Instructions:** Start with preparing the game space. First, draw or assemble a large Tic Tac Toe board on the floor (9 squares, 3x3). 10 meters away from the board set the start line – all the players have to stand behind it. Divide the group into 2 teams. Each team receives 3 markers in the same colour. This can be, for example, rice bags, painted stones, colourful pieces of cloth.

On the teacher's signal, first players of each team run to the board. Each of them holds one marker. When they reach the board, they should place their marker in one of the fields, return to the start line and touch the hand of the next player. Then the next round of players start their run and place another marker of their team on the board. Later, the third persons from the teams repeat the action. After the first three team members place their markers, other players run to the board with empty hands – when they reach the board, they move one marker to a different space and return to the team. The aim of each of the teams is to place 3 markers in one line, just like in a traditional Tic Tac Toe game.

You can decide how long the game will last – it can be, e.g., until one team wins five times.

### Turn the blanket over

proposed by Urszula Tarkowska (Kindergarten no. 104 in Wrocław)

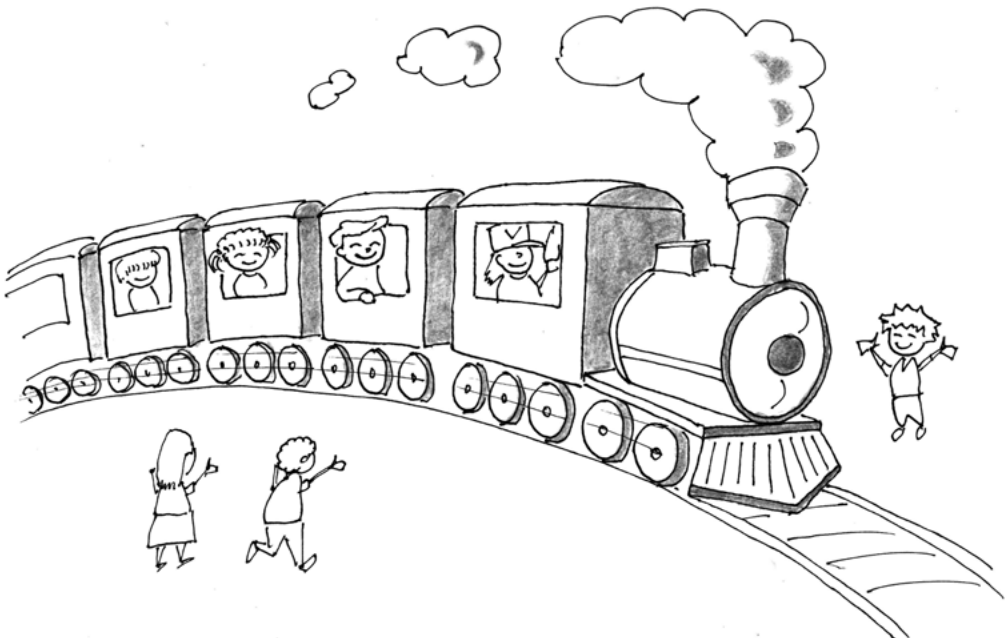
A few people stand on the blanket. Their task is to turn the blanket over. The participants should fulfil this task without touching the floor or getting off the blanket.

### Choo choo train

proposed by Katarzyna Jędo (Kindergarten no. 147 in Wrocław)

**Aim:** Remembering names, developing a sense of rhythm.

**Instructions:** Participants stand around the classroom. A leader (volunteer) is a locomotive which moves around the room to the rhythm of his name being repeated by the whole group (e.g. this is Kasia, this is Kasia, this is Kasia, Kasia, Kasia). Then that leader touches



a chosen person from the group, who joins her/him and becomes a railcar. The group now rhythmically (slowly, slowly, quickly, quickly) repeats the name of that person. The game continues until all the participants become railcars forming one train.

### An ankle after an ankle

proposed by Urszula Tarkowska (Kindergarten no. 104 in Wrocław)

Divide the group into 2 teams. In each team the participants crouch in a row, one after another. Then each kid grabs the ankles of a person in front of them and keeps holding on, while the whole row walks in the direction of the finish line. The first team through the finish line wins.

### Spider web

proposed by Katarzyna Grdeń (Kindergarten no. 2 in Wrocław)

**Aim:** Develop an ability to listen to others and strengthen memory.

**Instructions:** Children sit in a circle. The teacher (volunteer) holds a ball of wool which will be thrown from one child to another. The first step is initiated by the teacher, who asks various questions connected to the chosen topic or situation. Sample questions can be: 'What colour do you like?', 'What do you like to eat?', 'What do you like to play?', 'What mood are you in today?'.

The teacher holds a wool ball by a thread and throws it to the first chosen child. She/he answers the question. Just like the teacher, she/he holds the wool thread, throws the ball to the next child and asks another question. This is how a spider web connecting all participants of the game is being formed.

After the web is complete, one of the participants selects a target child to whom she/he wants to go through the web. She/he has to first repeat the target child's answer to a question asked earlier (favourite colour/food/game etc.). Then she/he approaches the target child and takes hold of her/his piece of the web. The target child now chooses the next one and the game continues.

### Let's get to know each other

proposed by Anna Socha (Non-public Ecological Kindergarten in Wrocław)

Children sit in a circle. The first child (or a volunteer) says her/his name and makes a gesture (sign). The next child says the name of the first child (volunteer), shows her/his gesture and presents her/his own name with a gesture. The game goes on until every child introduces herself/himself and the last person repeats all names and gestures.

### Fruit salad

proposed by Anna Socha (Non-public Ecological Kindergarten in Wrocław)

Children sit on chairs in a circle. The leader (volunteer) sits in the middle and gives each child a name of a fruit (apple, plum, pear, peach, banana, kiwi, etc.). On

a command, e.g. 'Apples!', all the children who got the name 'apple' have to change names. No one can stay on her/his former place. When the leader says 'Fruit salad!', all the children should change places. The command can be changed, e.g. 'Pears and plums!', 'Apples, peaches and bananas!'.

## Guess what am I doing

proposed by **Anna Socha** (Non-public Ecological Kindergarten in Wrocław)

One child (volunteer) shows a movement or action and the other children try to guess what it is.

## Animals

proposed by **Anna Socha** (Non-public Ecological Kindergarten in Wrocław)

Everyone sits in a large circle. Children choose which animal they want to be (the animals cannot repeat). When everyone already knows her/his role, one child (or a volunteer) stands in the middle of the circle and says a name of an animal, e.g. cat. Then the child who is a cat has to quickly say a name of another animal before she/he is touched by the person who was standing in the middle. The person who is touched goes to the middle of the circle and this is how the game goes on.

## What has disappeared?

proposed by **Anna Socha** (Non-public Ecological Kindergarten in Wrocław)

There are a few things lying on the carpet (objects typical to the country the volunteer comes from). Children turn around and close their eyes, while the volunteer hides one thing. Children try to guess what has disappeared.

## Topic V

# Methods of working with children used in Polish kindergartens

One of the main motivations of volunteers-pedagogues to take part in a project implemented in Polish kindergartens is a desire to gain professional experience in working with children from foreign countries. The volunteers also underline the importance of getting to know the operational structure and methodology used in educational institutions outside of their home countries. By daily observation of Polish teachers 'in action', such volunteers can intuitively grasp the general ideas of teaching methods used in Wrocław pre-schools. Unfortunately, often teachers – who have to manage working with kids, deal with administrative issues and provide guidance for volunteers – do not have an opportunity to explain to all volunteers the theory behind their methods. The language barrier, on the other hand, prevents the volunteers from participating in the professional training for teachers related to children education and upbringing.

This part of the publication attempts to answer the need of volunteers willing to explore the methods of working with children used in Polish kindergartens. It gathers descriptions of five methods provided by Wrocław-based teachers. Three of them are of foreign origin (J.G. Thulin's and R. Laban's methods, as well as Pedagogy of Play) and two are typically Polish (M. Bogdanowicz's and I. Majchrzak's methods). The descriptions are complemented with example activities and hints explaining how they can be enriched with a 'cultural component', marking the volunteers' cultural distinctness. Teachers have also added suggestions on how the activities can be modified to enable volunteers to use them in working with Polish children.

## J.G. Thulin's method of storytelling through movement

proposed by Kindergarten no. 27 in Wrocław

'The method was created by a Swedish pedagogue Josef Gottfried Thulin. He proposed using fairy tales, legends and other stories as a background for development of physical



activities of children, who were supposed to recreate the situations and events happening in the plot. The teacher, using an attractive and interesting topic of the story, stimulates child's imagination, by encouraging her/him to recreate the content of the story with use of movement, performing adults actions, imitating movement of animals and birds, various situations, events, etc.

It is enough then, as W. Gniewkowski writes, to get children to listen and get their imaginations going. "For the child listens to the story of the teacher (fairytale, events and true or fictitious stories, told in a form of a prose or poem) and based on the imagined movement resulting from the plot, she/he performs relevant movement (actions) during the story. Neither accessories nor tools are needed, because imagination replaces everything."

The method of making stories through physical actions is perfect for working in kindergarten, as it teaches children to focus on the story, to understand it and, first and foremost, stimulates imagination and creativity, while expressing the text of the story, read or spoken by the teacher, with movement.<sup>33</sup>

### **Method of making a story through physical action – 'On a Spring Meadow'**

We reached the place, got off our bikes and we're going to a meadow (*the children walk around the room*).

Finally we are at the right place. Look how beautiful it is. Such fresh air, such beautiful smell... we try to breathe deeply (*diaphragmatic breathing: deep breathing in, slow breathing out*).

There are flowers growing on the meadow. Let's see what kind of flowers (*the teacher gives the children different images of spring flowers: wild violets, forget-me-nots, daisies; a short conversation about their look, colour, name is going on*).

These flowers smell very nice for sure... let's smell them! (*breathing in through the nose, breathing out through the mouth*). Flowers grow out of seeds. The Sun warms them, rain waters them. Flowers grow slowly, slowly (*children sit on their heels, bow their heads and then slowly stand up, straighten and put the hands up*).

Let's try to find some insects on the meadow. Oh, there is a bee flying (*the teacher demonstrates a picture of a bee*).

Do you know what sounds do bees make? (*children-bees 'fly around' imitating the buzzing of bees*).

And here, on a flower, a butterfly sat (*children imitate with a movement flying butterflies*). And what is that bird standing on one leg? (*the teacher demonstrates a picture of a stork*).

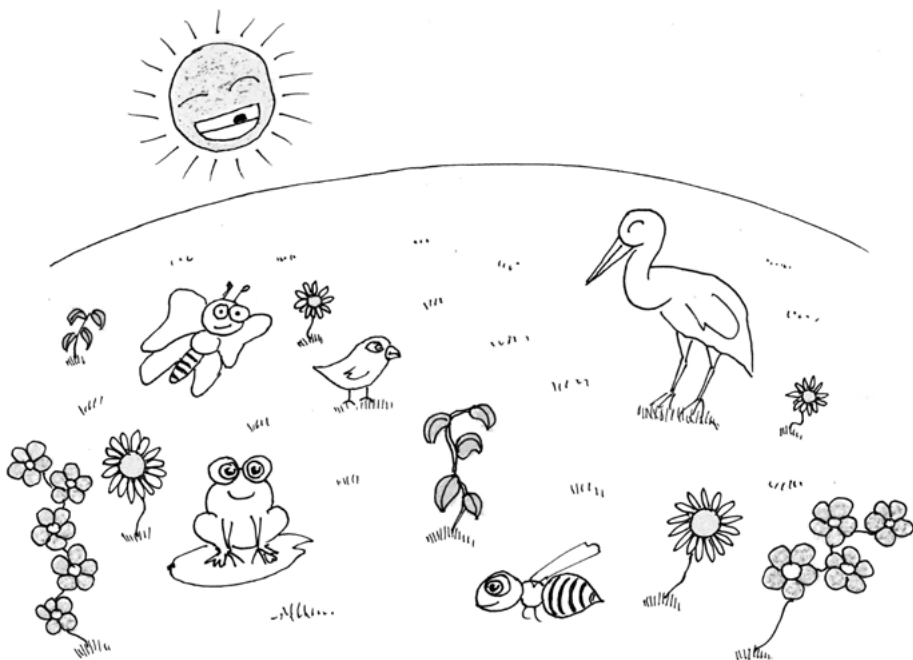
What sound does a stork make? (*children imitate stork's movement and sound*).

A stork is looking for something in the grass, do you know what is it looking for? (*children-frogs imitate frogs jumping and croaking*).

Do you hear how on our meadow the birds are singing (*children imitate birds tweeting*). Listen... (*children listen to bird sounds played from the CD*).

---

33 'Metoda opowieści ruchowej J.G. Thulina', <http://pil2.stalowawola.pl/wp-content/uploads/2015/11/Za%C5%82C4%85cznik-2h-Metoda-J.G-Thulina-1.pdf> (accessed 26 October 2019).



### The way of adapting the game for volunteers

Using this method, volunteers can teach children several words in a foreign language connected to the topic of plants, insects, animals living on a meadow.

For example:

- meadow,
- daisy,
- wild violet,
- sun,
- rain,
- bee,
- butterfly,
- stork,
- frog,
- bird.

## M. Bogdanowicz's relaxation massages

proposed by Kindergarten no. 49 in Wrocław

**Instructions:** Children massages are relaxation activities combining the form of massage with a song or nursery rhymes. Thanks to these activities children can calm down, relax and, at the same time, improve their ability to focus and concentrate.<sup>34</sup>

<sup>34</sup> M. Bogdanowicz, *Przytulanki, czyli wierszyki na dziecięce masażyki*, Gdańsk 2008; as cited in Justyna Banasik, 'Masażyki', <https://pml4.edupage.org/text/?text=teachers/-6&subpage=6> (accessed 26 October 2019).

## Example

'Here flows a creek (*we massage the spine area*),

Here walked a lady on high-heels (*we "take steps" with our fingers on the back*),

Here stood an elephant (*we "stomp" with open, flat palms on the back*),

And horses ran (*we "beat" the back with feasts*),

Suddenly, an earwig flashed by (*we take quick 'steps' our fingers on the back*),

Two suns shone (*we draw two circles on the back*),

There was a light rain (*we brush the back with fingertips*),

A shiver ran (*we tickle the neck*).

[...]

A star shines (*we pound the back with fingers from the middle to the edges*),

100 stars (*we "beat" with fingertips all over the back*),

Children jump (*palms folded into little boats 'beat' the whole back*),

Hop, hop, hop!

Here a Christmas tree (*we draw a Christmas tree from the top to the bottom with our fingers*),

There a Christmas tree.

And here a smiley (*we make a semicircle with a whole palm from one side to another*).

In white snow (*palms folded into feasts make big circles on the back*)

A sleigh glides (*energetic touching of the back with open palms from the top to the bottom*)

And in this sleigh

Two snowmen (*all fingers joined into a beak "peck" circles on the back*).<sup>35</sup>

## The way of adapting the game for volunteers

It is important that the volunteer introduces single words earlier and memorizes them with children for a longer period of time (e.g. an elephant, a horse, an earwig). The same situation should be applied while introducing verbs. Later it is possible to teach the entire nursery rhyme by showing and telling what should be done in a certain moment. In this way, the volunteer may teach not only single words, but also a whole poem.

## I. Majcharzak method

proposed by Kindergarten eNTe in Wrocław

The method of learning reading and writing based on introducing the child into the world of letters through child's own name – presenting the way it is written, analysing it and making the child accustomed to her/his name through placing the paper with a name in everyday surroundings. The essence and basis of the method is a global reading of child's own name. The method is meant for children of kindergarten age, with suitability dependant, of course, on an individual development of each child.

The person's own name has a positive emotional resonance which helps in discovering the world further. As such, the method has a lot of positive stimulants.

---

<sup>35</sup> J. Banasik, 'Masażyki,' <https://pm14.edupage.org/text/?text=teachers/-6&subpage=6> (accessed 26 October 2019).

'By means of an introduced keyword, each child can, in an easiest and most natural way, discover the alphabetic structure of writing. It demonstrates a semantic relation between the written and spoken word. A child discovers that the written word has the same meaning as the spoken one and that the composition of letters in a word is dependent on the sound of this word.'<sup>36</sup>

### Exercises:

- making stickers with names;
- making a list of participants (checked by the children);
- putting name tags on: items in the room, important places, chairs, drawers;
- finding the child's own name in a group of other names;
- building children's names from the alphabet blocks;
- putting the syllables of the name together.

### The way of adapting the game for volunteers

The method can be used by volunteers through writing down the names of objects and elements also in a foreign language (at the beginning with pictures). During the first week of getting to know a volunteer, children can also be shown the written form of their names in a foreign language, as well as the differences between alphabets.

Later simple word games can be introduced in a language of a volunteer. The children who already partly know the letters, can start comparing words. In our kindergarten, children e.g. draw lots with names of songs (titles are written in English) and after a certain period of time, without any additional drawings, they are able to name independently which song they would like to perform, try to read words and pair them with songs they know.

## Pedagogy of Play

proposed by Non-public Ecological Kindergarten in Wrocław

'Play, which is a basic form of child's activity, is very important in child's development. It fulfils the need for movement, so important in this age. It is also crucial for child's mental development. It is the best way to get to know the world and the meaning of life in the world. [...]

A small child expresses himself the best through play, aiming at meeting his intellectual, social, aesthetic and motor needs. Playing is a free act of a child, however, without the help of adults, especially in conditions of collective upbringing, it will fail. The guiding role of a teacher in this case is based on such interaction with children, in which upbringing qualities of play can be used in the most efficient way. A teacher should provide children with conditions and organize stimulants to allow them – in their own child-way and while being emotionally engaged – to try to satisfy their own curiosity, the need to

---

36 'Metoda Ireny Majchrzak,' <https://www.logopedia.net.pl/artykuly/164/metoda-ireny-majchrzak.html> (accessed 26 October 2019).

independently absorb knowledge about surroundings, to gain various skills, search for means of expressing one's feelings, experiences and desires.<sup>37</sup>

In the Pedagogy of Play new, innovative ideas are being implemented, but it is also based on traditional, well-known games. The latter, however, have to meet specific criteria which are congruent with the rules of the Pedagogy of Play. Such as:

- voluntary participation (no one is pushed to participate in activities – each person decides if she/he wants to participate or not. The animator can only encourage to take part by offering content attractive to all group members);
- taking into consideration all levels of communication (that is: argumentative and emotional);
- recognition of positive experience as a value (gaining some kind of positive experience or sensation should be an effect of participation in activities); avoidance of unnecessary rivalry (Pedagogy of Play is not about competition, in which there can be one winner and the rest of the group lose – emphasis is on cooperation and discovering strengths of each participant);
- using various means of expression (method affects various senses by using various means of expression).<sup>38</sup>

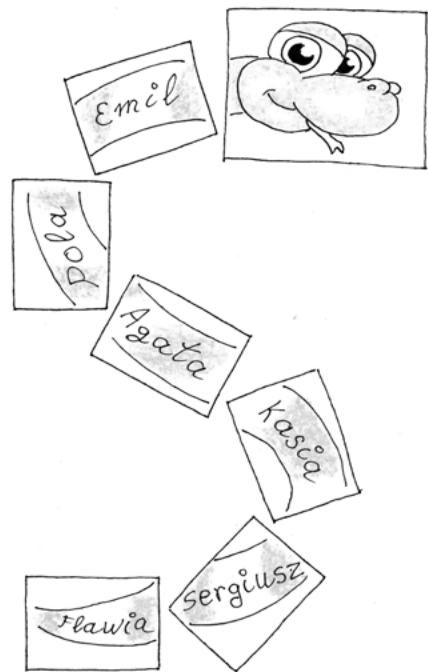
## Examples of activities

### 1. 'Colourful snake'

We prepare highlighters and a sheet of grey paper with a drawn head of a snake. We put that sheet of paper on the floor. While entering the room, participants draw a piece of a snake and decorate it with their names and colourful patterns. **Aim:** Memorising the names.<sup>39</sup>

### 2. Playing with a scarf, e.g.:

- 'Stand on a colour' – participants dance to the rhythm of music. When the music stops, they stand on a colour indicated by the animator.
- 'The bag with treasures' – participants sit around the scarf or on it. In a bag there are items in the same colours as the colours of the scarf. Participants pass the bag around in the rhythm of music. When the music stops, the task



37 T. Niklewicz, 'Pedagogika zabawy – jedną z metod stosowanych w nauczaniu i wychowaniu dzieci w wieku przedszkolnym', <http://www publikacje.edu.pl/pdf/8333.pdf> (accessed 26 October 2019).

38 'Pedagogika zabawy – poszukiwanie nowych metod', <https://szkolnictwo.pl/index.php?id=PU6765> (accessed 26 October 2019).

39 'Scenariusz warsztatów z wykorzystaniem metod Pedagogiki Zabawy', <https://www.szkolnictwo.pl/index.php?id=PU9667> (accessed 26 October 2019).

of a person who holds the bag is to take an item, say its name, colour and purpose, as well as to put it on the part of the scarf of the same colour.<sup>40</sup>

### **The way of adapting the game for volunteers:**

Poster made of stickers

**Aim:** playing develops manual skills, ingenuity, imagination and work planning.

**Instructions:** Each child brings to the kindergarten an interesting picture, figure, item, etc. (or illustrations to be coloured) related to the country of a volunteer and pins it to a large sheet of paper. Other participants pin their elements as well. In this way, a collaborative work is being created. Later it is hanged on the wall. The group may consider what kind of title should be given to this work (this poster can be related to some information, pieces of trivia from the country of a volunteer).

## **R. Laban's method of creative gymnastics**

proposed by Kindergarten no. 87 in Wrocław

'Rudolf Laban was born in the 19th century in Hungary. He was a dancer and a choreographer. He invented a method of exercising known as creative gymnastics. It is based not on exact repetition of movements, but rather innovation and freedom. These exercises should leave a child freedom to choose her/his own movement in order to underline one's individuality. The physical activities are accompanied by music. The activities are lead in a loosely formed group and the starting position is optional. [...] In this method, versatility and gradation of difficulty are particularly important – it is the child who decides whether she/he is able to perform the activity. The method is also based on alternating effort and body relaxation.

During the activity, children mimic movement/behaviour of objects, e.g. light and heavy ball, they pretend to be animals, they perform pantomime and play "mirror" (one child mimics movements of another child).<sup>41</sup>

'The method (which goes well with contemporary slogans of educational teaching), developing creativity and discovery skills in a kindergarten, can be implemented in various ways:

- occasionally, in a form of short exercises, making the activities more attractive;
- by organising longer activities;
- by organising complete methodic units.<sup>42</sup>

'Rudolf Laban's creative gymnastics assumes bonding of movement with words, rhythm and music. A teacher, during classes, refers to four seasons, important events, uses songs and poems known by children. The variety of forms of movement, activities,

40 L. Konieczna, 'Pedagogika zabawy – zabawy z chustą animacyjną', [http://www.projektor.ukw.edu.pl/wp-content/uploads/2012/08/zabawy\\_z\\_chusta\\_Clanza.pdf](http://www.projektor.ukw.edu.pl/wp-content/uploads/2012/08/zabawy_z_chusta_Clanza.pdf) (accessed 26 October 2019).

41 'Metoda Labana, metoda Orffa – co to jest?', [http://www.junior.sport.pl/junior/1,135918,13547249,Metoda\\_Labana\\_\\_metoda\\_Orffa\\_\\_\\_co\\_to\\_jest\\_.html](http://www.junior.sport.pl/junior/1,135918,13547249,Metoda_Labana__metoda_Orffa___co_to_jest_.html) (accessed 26 October 2019).

42 'Metoda Labana', <http://edukacja.andrychow.eu/placowki/przedszkola/przedszkole-nr-2-w-andrychowie-101/dokumenty/metoda-labana-314> (accessed 26 October 2019).

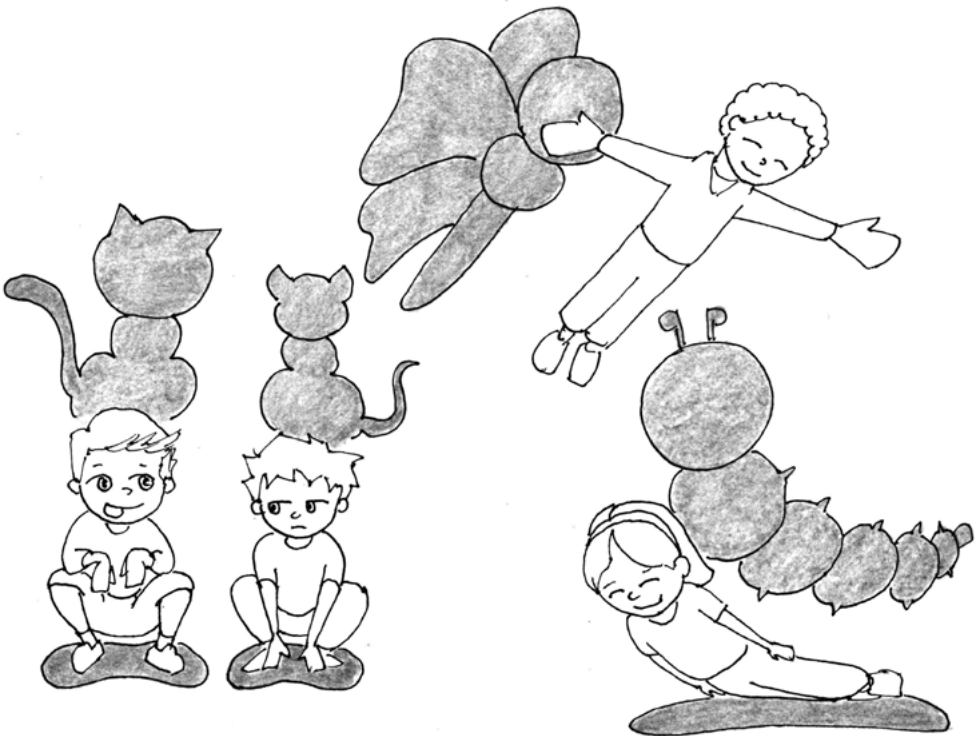
as well as the atmosphere during exercises (freedom, humour, laugh) give children an opportunity for creative action. Rudolf Laban emphasized not the effect but the way a child creates movement. During classes, a child is both an actor and an author.<sup>43</sup>

Themes of movement exercises are devoted to five main areas: feeling one's own body, feeling time and weight, feeling the space around you, developing fluency of movement and a sense of body weight, as well as adapting one's movement to the movements of one's partner.<sup>44</sup>

### Example exercises in each area

#### 1. 'Feeling (awareness of) one's own body:

- caterpillar – lying, children show how a caterpillar moves;
- elephant, sparrow, cat, etc. – mimicking the animals (e.g. show how the cat moves when it tries to catch a mouse);
- flower – children show how the flower opens when the sun is shining and how it closes, when there is no sun;<sup>45</sup>
- touching with one part of one's body with another, e.g. an elbow 'says hi' to a heel, a forehead 'meets' a knee, a nose 'greet' a hand.



43 'Metoda Gimnastyki Twórczej Rudola Labana', <http://pi12.stalowawola.pl/wp-content/uploads/2015/11/Za%C5%82%C4%85cznik-2i-Metoda-Rudolfa-Labana-1.pdf> (accessed 26 October 2019).

44 *Ibid.*

45 *Ibid.*

2. 'Feeling time and weight:
  - ball – children show how a heavy ball bounces and how a light, inflatable ball bounces;
  - film – children behave like people in a film played on fast-forward and in a film played on half speed;
  - trying to catch soap bubbles, falling leaves or feathers.
3. Feeling the space around you:
  - trap – children imagine that their shoes are glued to the floor and they are trying to 'unstick' them;
  - butterflies – children show how the butterflies fly;
  - drawings – children, to a musical accompaniment, draw figures in the air, then they move around the room according to the drawn patterns.
4. Developing fluency of movement and a sense of body weight in space and time:
  - bees – (with music) slalom between the flowers;
  - wind – children show how a person walking against the wind looks like and how a person walking with the wind looks like;
  - free dancing to the music; when the music stops, a person freezes in the last dance pose.
5. Adapting one's movement to the movements of one's partner or a group:
  - mirror (in pairs) – one child makes freely-chosen movements, the other child, standing in front of the first, tries to copy them (changing the roles);
  - dance – children dance to the music. When the music stops, every child should try to touch, with any part of their bodies, a child standing the closest to them.<sup>46</sup>

---

46 *Ibid.*



## Topic VI

# Introduction games, integrational games for volunteers and activities for strengthening cooperation

Upon arrival in the host country, volunteers meet not only the local community, mentors, coordinators, tutors and children – they also get to know each other. Some volunteers, despite being in a new situation, find establishing contacts very easy. Others, especially people who do not know foreign languages, do not immediately open up to strangers, those who are for the first time abroad or away from their families, need more occasions to integrate. That is why it is crucial that volunteers have the opportunity to get acquainted, not only in a spontaneous way, but also through organised integrational activities which encourage each of them to participate.

However, introducing volunteers to one another through specifically chosen games is not enough. We should not forget that they often work, live and spend their free time together. They share happy moments and go through difficult situations together. While this may lead to life-long friendships, it can also cause misunderstandings, conflicts and exclusion of some people from the group. Hence, it is important to prevent tensions between volunteers and nurture their relations throughout the whole project. This can be done, among others, by organising cyclical team-building and integrational activities. Unlike more casual meetings of the volunteers' group, these activities involve all volunteers and assume the presence of other project actors – coordinators, mentors, tutors or even representatives of the local community. They allow volunteers to relieve stress after work, as well as talk and cooperate with those volunteers they usually do not 'hang out' with. Team-building and integrational games, in which the hosting organisations' employees also take part, serve another purpose as well – they improve cooperation between the staff members.

Activities strengthening cooperation, which can be found at the end of this chapter, stimulate participants' learning processes. They teach what teamwork is based on and

what it implies, underline the importance of having strategies for cooperation, stress the significance of concentrating on one's own tasks and contributions. They help to understand roles of each person and expose the clash of individual identity and group identity within a team. They develop participants' own skills, such as: focus, active listening and being attentive to others, problem solving, flexibility and adaptability. Playing these games along with the tutors allows volunteers to see them in a less-formal role and enables them to work out solutions that can be later applied in real-life situations.

## Introduction games

### Palm drawing

proposed by Marie-Veronique Clavier (France/Guadalupe)

**Number of participants:** 3–10

**Age:** 12–99

**Time:** 15 minutes

**Materials:** sheets of paper, felt-tip pens or pens

**Place:** small room

**Aim:** The activity aims at introducing volunteers to each other.

**Instructions:** Each volunteer draws her/his own palm and writes answers to questions on each part of that palm. Then she/he passes the drawing to the nearest participant. Later the volunteers read aloud what is written on the palms. The one who holds a drawing explains the choices.

Example questions to answer: favourite quote, favourite music, your ambition, a person you admire, what annoys you, etc.

### Art therapy workshop

proposed by Arcangela Eleonora Diblasio (Italy)

**Number of participants:** any

**Age:** 5–99

**Time:** 30–35 minutes

**Materials:** blindfolds, sheet of papers, coloured pencils and modelling clay for each participant, relaxation music, speakers, carpet, mats or blankets (to sit or lie down on)

**Place:** big room

**Instructions:**

1. A leader asks participants to stand in a circle and introduce themselves.
2. Relaxation music is turned on and each participant is asked to relax in a comfortable position. Participants are asked to think of something positive.
3. Each participant draws a picture of herself/himself in a comfortable position.

4. After that the main part of the workshop takes place. Everyone receives some modelling clay and is asked to close her/his eyes, and try to shape the clay into herself/himself in a position drawn on the picture.
5. After the session, each participant is asked individually about:
  - the most important element in her/his work,
  - the feeling about making a representation of herself/himself from modelling clay with eyes closed,
  - the satisfaction gained from this modelled representation,
  - the meaning of the chosen colour.

**Variant:** The activity can be organised for volunteers and children.

## Musical chairs

proposed by **Grace Gogendeau** (France), as well as **Sara Cossentino** and **Luca Vincenti** (Italy)

**Number of participants:** minimum 5

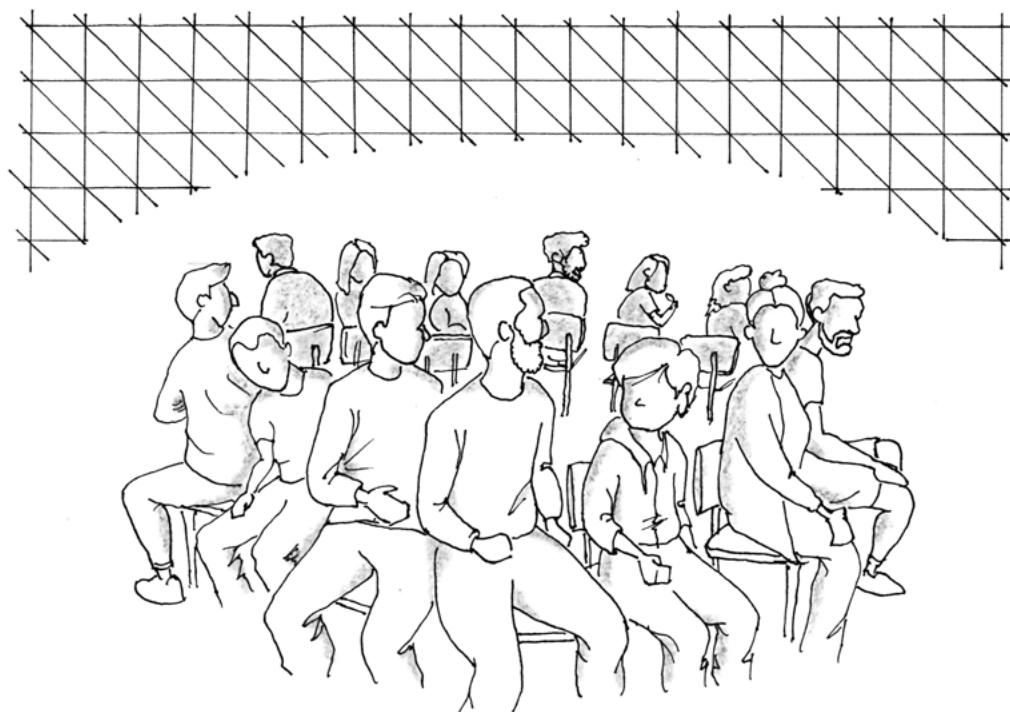
**Age:** 6–99

**Time:** 10 minutes

**Materials:** chairs, music from volunteer's country, speakers

**Place:** big room

**Instructions:** One volunteer places in the middle of a circle of people chairs for each person, then takes one chair out. She/he turns on the music from her/his own country,



people start dancing around the chairs. Then she/he switches the music off and the players must sit as fast as possible on the chairs. A person without a chair is eliminated and another chair is removed. The game continues until there is only one player left.

**Variant:** The activity can be organised for volunteers and children.

## International Twister

proposed by Sara Cossentino (Italy)

**Number of participants:** 2–4

**Age:** 6–99

**Time:** 10 minutes

**Materials:** customized Twister board

**Place:** big room

**Instructions:** A volunteer prepares a big Twister 'board' with objects connected to her/his country, divided into different topics. The volunteers, coming from different countries, play the game according to the rules of Twister.

## Guess the country

proposed by Annalisa Maietta (Italy)

**Number of participants:** minimum 3

**Age:** 18–30

**Time:** 30 minutes

**Materials:** traditional dishes from volunteers' countries, papers with sayings in volunteers' languages, large table(s)

**Place:** big room or outdoors

**Instructions:** Each volunteer prepares a dish typical of her/his country, but not the most widely known one. Then she/he writes on a small paper a typical saying from her/his own country and puts both things on a table. Later, each volunteer has to match the dish and the sentence with the country. After comparing the sayings and dishes, volunteers find out, if they have guessed the countries correctly and, therefore, they learn something about each country.

## Team-building and integrational activities for volunteers

### Saint John's Day celebration

proposed by Rafael Furlan Battista (Brazil/Italy)

**Number of participants:** any

**Age:** 6–99

**Time:** a couple of hours

**Materials:** traditional dishes, games related to St. John's Day, music

**Place:** outdoors

**Instructions:** In June, Brazilians celebrate Saint John's Day for the whole month. They organise festivities, where bonfires are lit, typical food is eaten and dances in schools are held with children all dressed up.

A volunteer could invite other volunteers, children and kindergarten teachers to an evening of dancing, playing some of the traditional games connected to that holiday and eating typical dishes.

## Bonfire

proposed by *Silvia Travasoni* (Italy)

**Number of participants:** any

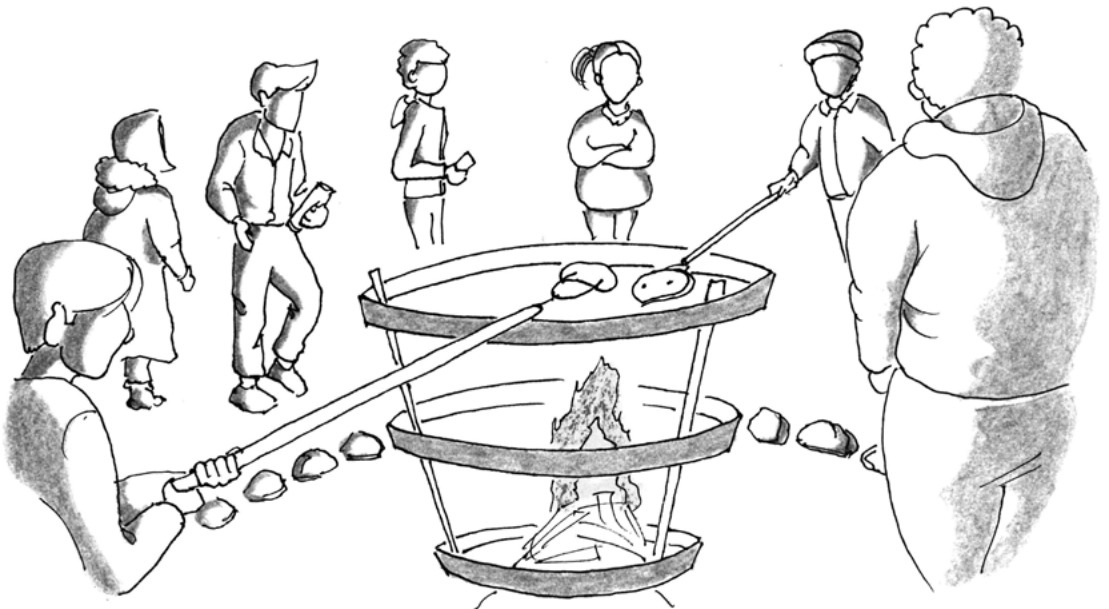
**Age:** 18–99

**Time:** a couple of hours

**Materials:** blankets, food and drinks, roasting sticks, kindling, mosquito repellent, guitar or other instrument, plates, cups and cutlery

**Place:** outdoors

**Instructions:** Volunteers organise integrational bonfire for themselves and local community.



## Spaghetti tower

proposed by Grace Gogendeau (France) and Kalliopi Krali (Greece)

**Number of participants:** 8–12 (4–6 people per team)

**Age:** 6–99

**Time:** 18 minutes

**Materials:** (for one team) 20 pieces of dry spaghetti, one meter of string, one meter of tape, one marshmallow

**Place:** big room

**Instructions:** Challenge: in 18 minutes, build the tallest tower possible that will support the marshmallow.

1. Set up supplies for each team.
2. Explain the challenge.
3. Set a timer to 18 minutes.
4. Go!

**Variants:** The activity can be organised for volunteers and children.

## Chinese whispers

proposed by Luca Vincenti (Italy)

**Number of participants:** minimum 4

**Age:** 5–99

**Time:** 10 minutes

**Materials:** chairs for all participants

**Place:** room (the size depends on the number of participants)

**Instructions:** Participants sit in a circle and choose a person who will start the game. Her/his task is to think of some words or a sentence and whisper it to another person. Then the next person repeats exactly what she/he heard. And so on until the last participant of the game. The last person says aloud what she/he heard.

**Variants:** The activity can be organised for volunteers and children.

## Gratitude game

proposed by Natalia Hasan (Cyprus)

**Number of participants:** minimum 3

**Age:** 18–30

**Time:** 30 minutes

**Materials:** colourful stickers and a paper guide with instructions for each colour

**Place:** room or outdoors

**Instructions:** This is a 'pick your stickers' game. Volunteers prepare some colourful stickers and a paper guide with instructions for each colour (e.g. red – name a person you are grateful to; blue – name a thing you are thankful for). Afterwards they play the game.

## Activities aiming at strengthening cooperation

### Tower of cups

proposed and organised by **Nefeli Papagiannakou**, EVS Coordinator from Greek organisation Hellenic Youth Participation, during the workshop on international cooperation on 15 November 2018

**Number of participants:** minimum 6 (3 people × 2 groups)

**Age:** 9–99

**Time:** 10 minutes

**Materials:** 4 rubber bands and 6 plastic cups per team

**Place:** big room

**Aim:** This team-building game aims at understanding what is needed in order to fulfil the task in a group. The activity requires cooperation in a team based on a certain strategy (different strategies), focus and concentration of each person, precision and using non-verbal methods of communication.

**Instructions:** Divide a group into several teams of 3 people each. Set up the cups in a pyramid (3 cups on the bottom/2 cups in the middle/1 cup on the top). Attach 3 rubber bands to the main rubber band (it should be in the middle), maintaining equal distance between the bands.

Players from each team can use only one finger to grab one rubber band (except for the main one). Their task is to work together in a team to grab and move the cups from the tower and then rebuild the same tower, without speaking. The first team that rebuilds the tower wins.

#### Key skills developed during this activity:

- learning how to work together, making strategies for cooperation;
- getting to know what teamwork is connected with: new ideas, easier task implementation, more effective work, principle 'one for all and all for one';
- developing non-verbal communication;
- developing empathy;
- learning how to understand one's role in a team;
- learning how to contribute to any task (volunteer's input);
- learning how to focus on the implemented task.

### Simultaneous commands

proposed and organised by **Francesco Romano**, EVS Coordinator from Italian organisation SEI Project, during the workshop on international cooperation on 15 November 2018

**Number of participants:** whole group

**Age:** 12–99

**Time:** at least 30 minutes

**Materials:** none

**Place:** big room

**Instructions:** A group is asked to stand in a circle. Participants should think of one thing that is related to their work in a kindergarten/school and one Polish word (every person

should have their own unique word). When everyone remembers their words, each person in turn is asked to say them in the following order:

- their name, e.g. Anna;
- their word related to a kindergarten/school, e.g. toy;
- Polish word, e.g. 'dziękuję' (thank you).

Then the leader informs all participants about the order of people in the group – in other words, who should say her/his chosen words after whom and before whom.

When the participants memorise the order, the leader informs them that she/he will be choosing a person who will start the game (by saying her/his name). The idea is that the 'command words' (names), kindergarten/school-related words, Polish words, will overlap. It is because the leader chooses a person to start the new 'word round' while the part of the team is still finishing the previous 'word round' (e.g. she/he will tell the chosen participant to start saying the word related to their work in a kindergarten/school while some people are still saying their names).

The game lasts until all 3 words have been said in the right order by each group member.

### **Key conclusions**

Working in a team demands a very precise task division (dividing responsibilities between each team member). One should concentrate on specific tasks only, not all tasks of a group (in case of this activity – focusing only on saying your name/kindergarten- or school-related word/Polish word and trying not to listen to words said by other people);

In group work, it is crucial to focus only on your part/role in a team (the activity was impossible to implement when the individual participants were thinking about each member of the group).

## Clapping in the same rhythm

proposed and organised by **Francesco Romano**, EVS Coordinator from Italian organisation SEI Project, during the workshop on international cooperation on 15 November 2018

**Number of participants:** whole group

**Age:** 12–99

**Time:** at least 25 minutes

**Materials:** none

**Place:** big room

**Aim:** The activity teaches that working in a team demands a good division of tasks and that in group work each person should focus only on her/his own role. It helps understand a role of a leader in a group.

In context of EVS/ESC, it enables volunteers to see that if they do not concentrate solely on their own work and contributions, but the work and performance of others, the whole cooperation may fail. It also allows them to experience that they should never wait to have their problems solved by other people – they should be the ones to act first.

**Instructions:** Participants learn how to clap to the rhythm shown by the leader. Later they are asked to form pairs and repeat the same rhythm with their partner. When they



are able to clap to the same rhythm, they make groups of four people and try to clap together. Later they form groups of 8 people, then 16 people and, at the end, the whole group tries to clap to the same rhythm together.

### **Key conclusions**

1. Focus only on yourself, concentrate. Listen to your own 'rhythm';
2. Do not try to influence the others;
3. When you make a mistake the whole group work fails.

### **What may not work in the activity/what may not work in cooperation?**

1. People have different rhythms and different strategies of performing common;
2. Lack of one leader. Each team member cannot be a leader in everything;
3. This activity, and any teamwork actions, are based on a clash of individual identity and group identity. The work of a group is based on the success of each single individual (no one can make a mistake). However, before performing this activity, and each common task, it is necessary to build a common strategy, to which everyone adapts.

### **Skills important to successful performance of the exercise/skills important to successful cooperation in a group:**

- listening actively;
- not getting distracted;
- flexibility/adaptability;
- being attentive to others;
- not losing motivation;
- planning, making strategy;
- time management;
- power/energy saving;
- fighting stress;
- being responsible for a group;
- fighting moments of weakness;
- problem solving – you should act first, do not wait for others to do things for you;
- having a leader.

### **Good leader:**

- coordinates people, is able to manage people's work;
- manages time and skills;
- concentrates on a big picture, does not focus on individual team members' tasks.

### **Building constructions based on design of the other group**

proposed and organised by Nagore Ferrero during the workshop on international cooperation on 30 May 2019

**Number of participants:** whole group

**Age:** 12–99

**Time:** at least 25 minutes

**Materials:** colourful bricks of different shapes and sizes, coloured pencils, sheets of papers

**Place:** big room

**Aim:** This activity enables participants to go through an experience that is very similar to a daily situation of a foreign volunteer in a Polish hosting organisation (kindergarten, school, etc.). Based on working in an international team and done in a form of a game, it allows participants to think about strategies which may later help them in successful implementation of their tasks at work. The exercise can also be used as a team building game.

**Instructions:** A group is divided into 2 teams. Each team receives colourful bricks of different shapes and sizes and is asked to build as difficult a construction as possible. The groups are not allowed to see the construction of the opposing team. After both constructions are finished, each team can send three people to another group in order to see the other team's construction and later recreate it with her/his own group. Each of these three people can see the opposing team's construction only once and cannot later recreate the construction themselves. During the exercise, participants are not allowed to use English.

The team that manages to recreate the construction of the other group correctly wins.

### **Key conclusions:**

1. Create group strategies to implement the task (the teams think how to recreate the construction of the other group):
  - using a native language or a foreign language known to at least two people in a group;
  - making drawings/sketches immediately after returning to one's own group;
  - using gestures;
  - taking into account personal abilities of each team member.
2. Decide on a role each team member is going to play in the task:
  - people working in the same team have to agree on the role division within their group before the activity starts;
  - during the exercise, it may turn out that in each team there are too many people to assign a specific role to each group member – this happens in real life situations as well; often to complete a task faster some people from the group have to be 'excluded' from decision-making process and implementing the task and, as such, become observers.

### **Similarities between the activity and work in a kindergarten/school:**

1. the activity resembles working with children – most kids do not speak English or a native language of the volunteer, but they use different means to make the volunteer understand what they mean, what they want, etc.
2. while working with children one can observe that there is usually one kid who takes on a leading role and serves as a mediator between the volunteer (foreign adult) and other kids;
3. often volunteers work only with one teacher who speaks English, who has to translate and explain to them what is going to happen, what the other teachers are doing, etc.

Appendix

How do we  
perceive ourselves?  
How do foreigners  
see us?

The idea behind asking foreign volunteers questions (how they perceive Polish people, see Polish culture, experience daily life in Poland) was meant to help us, coordinators, to better prepare the incoming volunteers for cultural differences they might experience upon arrival in Poland. This part of the publication was also planned for volunteers willing to learn more about their host country from the 'horses mouth' – the other volunteers and Polish teachers. Lastly, it was aimed to enable people who work with volunteers directly to learn more about their cultural backgrounds. Apart from the written answers to questions, volunteers also discussed cultural differences between their countries and Poland during the workshop on intercultural communication. While I was preparing this chapter, I also had a chance to speak about the way various foreigners perceive Polish society and culture during informal conversations with individual volunteers.

Talking about perception of the whole nation might seem not to lead anywhere. However, I chose to ask these questions, as we observe that – in case of some volunteers – a single interaction with an individual Pole shapes their image of the whole nation. Reading statements of volunteers and listening to their comments make one realise that there is no such thing as 'Poland in foreign eyes' or 'Polish people according to foreigners'. The statements prove that the way Poland/Poles are seen depends mainly on their observers. Hence, the foreign volunteers' answers shine a spotlight, first and foremost, on their own diversity as a group of people coming from various cultural backgrounds, having varied experiences or attitudes towards the hosting community. They show what aspects of daily life foreigners pay attention to, to what extent volunteers try to understand what they observe or experience, and whether they feel integrated with or alienated from the local community. This possibility to learn about volunteers through their statements is just as valuable as their descriptions of cultural aspects related to living in Poland.

## How do Polish people see themselves?

*following answers were compiled on the basis of a written assignment given during the workshop on intercultural communication organised on 16 October 2018*

[Poles]:

- drink a lot of vodka;
- are hospitable;
- are religious, Catholics, but not attending the Holy Mass;

- complain about everything;
- when they go abroad to earn money, they change – they can use another Polish person.

Anna Socha, Non-public Ecological Kindergarten in Wroclaw (Poland)

Poles perceive themselves as, above all, hard-working people and able to deal with many situations. Therefore, we value these qualities in others. We consider ourselves a rather cheerful, hospitable nation, but we also have a strong attachment to tradition. We rarely admit it, but we like to complain. We are able to cooperate with each other, although we also like to compete with each other which may in turn result from the fact that we are ambitious.

Karolina Ziewiec-Kamieniecka, Kindergarten no. 49 in Wroclaw (Poland)

[When] I asked some Polish people about happiness, something interesting happened: when they were talking about themselves, they said they are very happy; but when I asked them about Polish people in general, they answered that people in Poland are sad and pessimistic, and that they let the history of the country define them.

Sergio Acción Corral (Spain)

People from Poland very often complain about everything, at any time. They see themselves as people who work a lot and deserve good money and leisure time.

Nela Babirádová (Czechia)

[...] Polish people see themselves as politically active and strongly believe they have a sense of humour. Beside this, it seems that Polish people think they have special mission in Europe – being a gate to the EU.

Khrystyna Soltys (Ukraine)

For me it [the way Polish people see themselves] depends on their age. I work with people who are 40–60 years old and, at the same time, I have a chance to communicate with young people. Older people see themselves as more conservative and more East-oriented. Young people are more West-oriented they see themselves as more open.

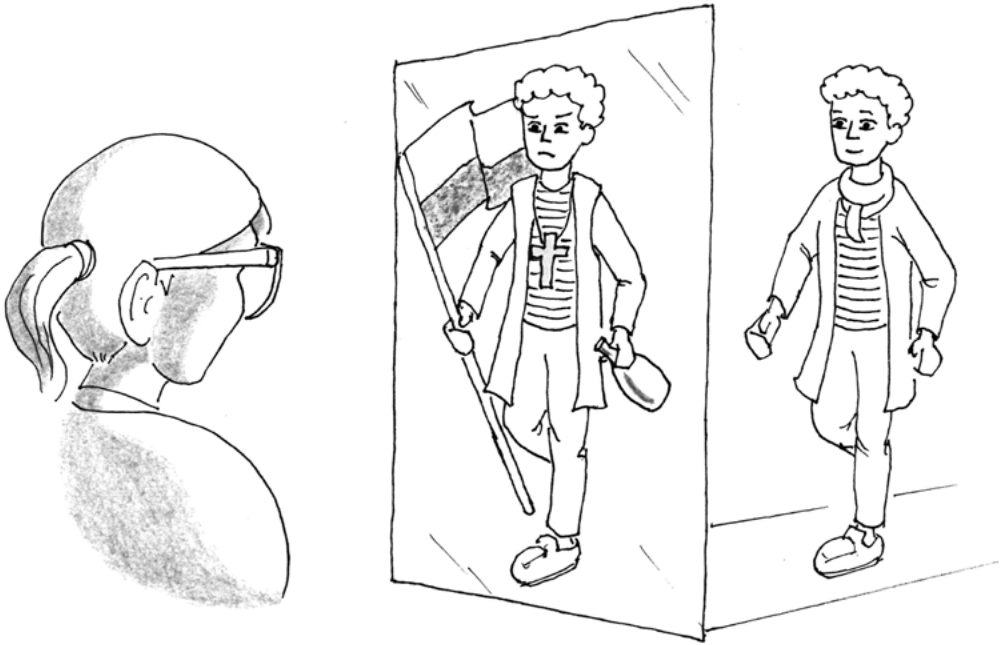
Alisa Aslanyan (Armenia)

## How do volunteers perceive Polish people?

*following answers were compiled on the basis of a written assignment given during the workshop on intercultural communication organised on 16 October 2018*

Many people told me that Polish people are not open, are conservative, religious and nationalistic. I haven't noticed this and I think I've talked with a lot of [Polish] people. However, my experience may not be very objective, because I usually go to places and meetings where open-minded people go.

Sergio Acción Corral (Spain)



[Poles] have a very similar mindset [as Czechs], because people from Bohemia are also dissatisfied with what they have. They want more and complain about everything. The only thing they [Poles] lack is the very dark humour we have. Otherwise, they are very kind, open, hard-working. Elderly and some young people reflect the stereotypes, don't want to change anything and are conservative.

Nela Babirádová (Czechia)

In my opinion, Polish people are very caring, especially to those whom they know, but it seems not all people are open to new contacts, especially with foreigners. Also, Polish people are rooted in traditions, when holidays are concerned. Beside this, from my experience with neighbours and experience of other people with Polish neighbours, I can conclude that Polish people often don't care about cleanliness of their flats, However, that maybe just our experience.

Khrystyna Soltys (Ukraine)

I had a chance to observe not only Polish people living in Wroclaw, but also Polish people living in Warsaw. And I have been to Krakow and Gdansk as well. So I would like to talk about Polish people from each of those cities separately.

Polish people in Wroclaw are very kind and helpful, they see themselves as a nation hosting in their 'home' other nations and they are (in my experience) very open-minded. For this I really appreciate and love them, and I feel very safe and comfortable surrounded by them. The same is in Gdansk and Krakow.

I can't say the same about people living in Warsaw. I stayed there one week and all the people I met on my way were very cold and not helpful.

Alisa Aslanyan (Armenia)

## What are the differences between your home country and Poland?

*following answers were compiled on the basis of a written assignment given during the workshop on intercultural communication organised on 15 April 2019*

### Public space

In France, during elections, we only have special dedicated panels, there is no other advertising support (very large billboards), as can be seen here [in Poland].

In Poland, many people have private plots of land that are not next to their house. This is because there is no room in the city centre. In France, we either have a house with a garden or we have no plot of land at all.

In France, tobacco is only sold in special places called 'tobacco', in Poland it is found e.g. in supermarkets and shops.

Grace Gogendeau (France)

[...] there are many green spaces in the city and many parks.

Beatrice Vetrucci (Italy)

The first thing that I noticed while wandering around is that there are no stray animals at all (nor many homeless people, even though I saw in the news that in winter more than 80 homeless people died from cold in Poland). I think that the more north you go, the more state care you should have, because no one could survive a 6–7 months-long cold winter outside. So, I suppose the state provides some services to help the strays.

Yorgos Tseligkas, Greece

Buildings in Poland, located in smaller cities and villages, look very dirty and grey from pollution caused by coal dust, even if the buildings have only been painted recently/few years ago.

Along all roads and streets in Poland, cars are parking everywhere (pavements, lawns, etc.). There aren't that many places where it is forbidden, unlike in Germany, where you have signs every 20 meters telling you where to park and where not to.

Florian Rotter (Germany)

### Private space

In Poland some people sleep on a sofa-bed in order to save the space, while in Spain we don't. Also, we use a living room as a main room of a house or an apartment (where people meet) and here in Poland some people use it as a living room and a bedroom at the same time.

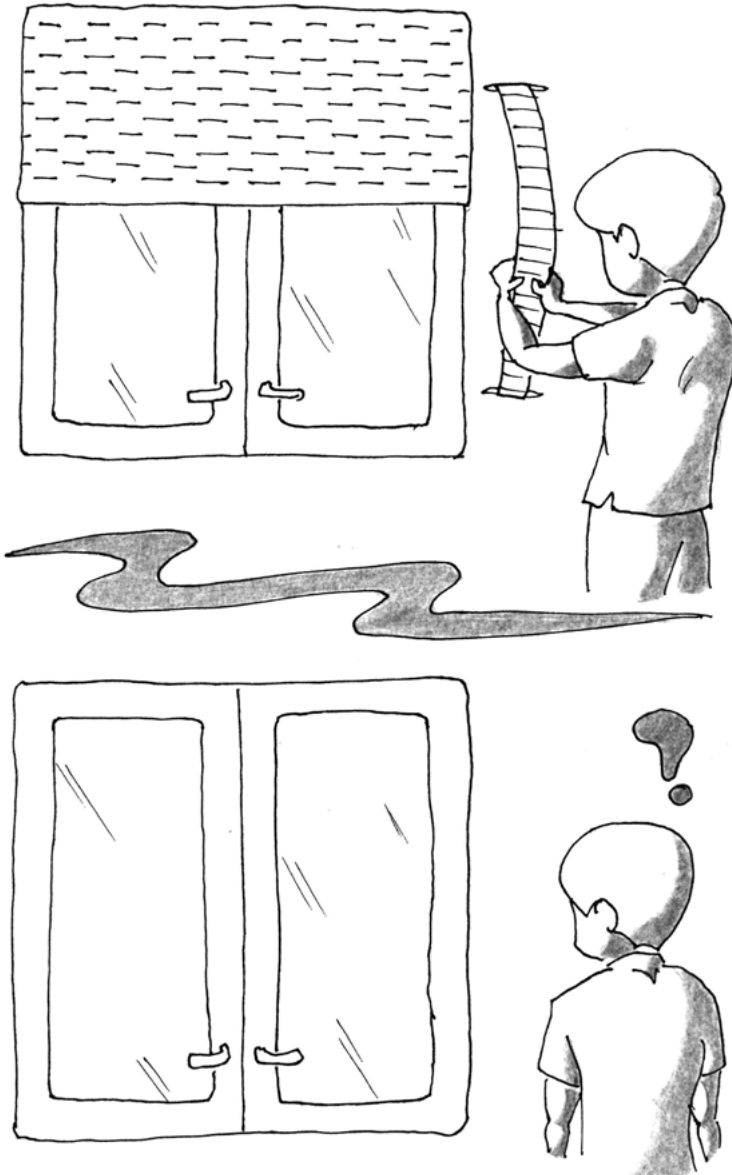
Miriam Callealta Verdugo (Spain)

I'm really surprised that in Poland you don't use blinds in windows. I see you use curtains and thin kind of blinds, but apparently only so that the neighbours do not see you, or at least that was what our hosting organisation told us when we asked. I cannot understand how you can sleep with all the sun entering your room in the morning 😊

Nagore Ferrero (Spain)

[...] in Poland, I never saw a bidet in any bathroom.

Beatrice Vetrucci (Italy)





## (Un)spoken social rules

In Poland, when we queue for three counters there will be a single line. While in France, three counters mean three lines.

Grace Gogendeau (France)

In Poland, if you're a girl, some men will wait for you to get on the tram/bus first.

In Poland, when they write down an address, they write the number of the gate and the number of the apartment, but not the floor.

Yolanda Velasco Gonzalez (Basque country, Spain)

In Poland, people are quiet in public spaces such as public transport, while in Spain people talk a lot and it is normal to express yourself loudly. I have talked [about it] with teachers in my kindergarten [...]. [According to them] when it comes to speaking in public areas, it is like that because they are aware of the noise and they think it is polite to speak quietly.

Miriam Callealta Verdugo (Spain)

Polish people are very quiet when using public transport. I think people are quiet in public transport due to respect for someone else's privacy. I've seen multiple times how school students would revise their homework on a tram or a bus. Not to mention that a lot of people read books on their way to or back from work. Some people even take naps 😊

Valeriya Telitsina (Russia)

A big difference between Poland and Italy that I noticed and that I will remain impressed by is related to traffic lights. It is partly negative, because they last for a long time and every time you have to wait a lot to cross. But, at the same time, it is positive, because it is nice to see that people respect the rules and wait, while in my country many people also go through red without waiting.

Beatrice Vetrucci (Italy)

[...] what made a big impression on me is the respect for the traffic laws (people respect the signs, they wait on the pedestrian lines, there are bike lines!). From what I can see, people are being educated about the driving culture from a very young age.

[...] I would like to mention the ban on drinking in public. I would guess that this is a policy to help the pubs, bars, clubs have more customers, since people don't have any other place to drink. [...]

Yorgos Tseligkas (Greece)

People in Poland save on central heating and water.

Central heating: Turning down central heating was one of the first big differences I've noticed during my first week in Poland. In Poland, when they leave home or open a window, people adjust central heating to lower temperature. I remember that, even during a week of training, my coordinators spoke about it and highlighted the importance of

doing so. I think that there are two reasons behind it: 1) it saves money and resources; 2) weather conditions aren't as tough (of course, it depends on the region you're living in). What I mean by the second point is that you can put an extra piece of clothing to keep warm at home instead of adjusting your central heating to maximum temperature. It made me realise that I've never heard anyone in Russia doing that, nor did I do that myself. I have to say though that I come from Siberia and turning the heating down is not the best option, as it might get freezing cold in your apartment.

Water: The second biggest difference I've noticed is that people in Poland don't waste water. It doesn't concern solely doing the dishes, it also concerns taking showers. I've noticed that Polish people turn the water down many times when taking a shower instead of letting it run non-stop (which is what I'm used to doing). I think it's a good thing and I'm going to try to change the way I use water too.

It's your own responsibility to pay for your bus/tram ticket without anyone checking it instantly. I'm used to a system when you pay a person who works on a bus/tram when you get in and this person gives you your ticket. The system of public transport here is very different to me. You buy a ticket from a ticket machine in the street or inside a bus/tram without anyone checking it! Don't get me wrong, there is a person who might get on your bus/tram whose job is to check tickets (which, in my experience, happens very rarely) but other than that, it's your own responsibility. There's also an option of using a public transport card which you put money on and use for all the means of public transport. Imagine my surprise when I was desperately trying to find an option to scan it only to find out that you just need to keep it in your pocket!

Valeriya Telitsina (Russia)

At pedestrian crossings, cars stop more often for pedestrians than they do in Germany (in Germany, pretty much no one stops).

Florian Rotter (Germany)

## Eating habits and cuisine

In France, for lunch, we have a starter, main dish and dessert. Here, for example in my kindergarten, we have just some soup and a main dish.

Grace Gogendeau (France)

Polish people eat soup almost every day. In kindergartens, they drink compote every day instead of water. They sometimes eat pasta with yogurt.

In Poland, restaurants are open all day but they close at 10 p.m. In Spain restaurants only open for lunch and dinner time and they close at 00:00.

Yolanda Velasco Gonzalez (Basque country, Spain)

Both time of eating and the food that Polish people prepare are different then in Spain. We don't eat as much soup as Polish people do. Besides this, here it is normal to eat pasta

with fruits, jam, sweet cheese, etc. – that would be strange for Spanish people. In Spain, people eat late and they eat 5 times per day.

Miriam Callealta Verdugo (Spain)

Portions of meals are enormous. In Poland, I would usually pay the same amount of money for a meal as in Russia but the difference is that in Poland I would get more food on my plate. I have to say, I've been really enjoying this difference so far as you can order one dish to share with a friend (many times I wasn't able to eat it all by myself) which saves you a lot of money on eating out. Not only the meals are bigger, but also coffee. When I ordered my first medium cup of coffee in Poland, it turned out that the medium cup of coffee here is the same size as a big cup of coffee in Russia. Ever since then, I order a small cappuccino for a lower price and enjoy my Russian medium-sized cappuccino 😊

Valeriya Telitsina (Russia)

## Weather, climate and nature

When spring approaches in Poland, the sun dawns very early.

Yolanda Velasco Gonzalez (Basque country, Spain)

[...] the weather [...] changes quickly and there aren't many moments when you can see the sun.

Beatrice Vetrucchi (Italy)

[...] people here do things to enjoy the sunny days. What I mean is that I have seen that people are going out and just chilling in a park or next to the river, doing nothing, because it is sunny. I cannot say that people do the same thing in Greece. Or maybe it is just me – I prefer other kind of entertainment. On the other hand, [...] it is understandable that people want to enjoy the sunny days when most of the year is grey.

Yorgos Tseligkas (Greece)

## Social and cultural behaviours

[...] Polish people don't seem to express their emotions in public. Coming from a country where people show anger, happiness, disappointment, frustration or excitement on the street, it is different for me to see people inexpressive. After some research, I came to a conclusion that citizens of the Eastern European countries prefer to hide their emotions instead of sharing them with the crowd, as they believe that this 'poker face' makes them look strong, invulnerable and invincible. Of course it's not a new thing, but is a habit that came from the past, that resulted from the country's history and everything that the people were going through. And habit is something that is hard to change, so people don't want to smile for no reason, as it is going to look strange.

Natalia Hasan (Cyprus)

When you ask Polish people something in English, sometimes they don't want to reply, but if you start a conversation with 'Dzień dobry' and then continue in English you will most likely get an answer. My cousin explained to me that it's maybe because people here don't have the same accent as French people and they might be afraid that they won't understand my question, or they don't know [the language] and they don't want to waste their time...

Grace Gogondeau (France)

As a foreigner in Poland, the most strange behavioural pattern I observed in Polish people is that they don't speak to foreigners and they don't speak foreign languages. It is rare to find a Pole that will help you, even if you ask him to, if you don't speak Polish. And it is even rarer for somebody to help you if you don't directly ask for help, no matter if you look like you need help. Also, it is not common for them to have small talks with strangers when they are sitting in the same place, something that is very normal for Mediterranean people. It seems like they don't feel comfortable with communication and they are not so open to meeting new people.

I have done two kinds of researches. The first one is the research I did on the internet and the other one is the one I did on my on-arrival training with another volunteer. We were walking around the centre of Warsaw, interviewing some people about the communicational patterns of Polish people and the way they interact with others. We asked them, if the stereotype about them being cold and not easy to approach is true and if so what is the reason for that. Almost all of them answered that there is a reason that they are not so talkative and open. The fact behind all these is that Poland used to be a poor communist state where people haven't been treated so well and the situation in the country caused them to be scared. As they said, for them is not easy to show trust to each other and even more so to foreigners. Even young people, that didn't live under communism, have similar characteristics because they were raised by families that have been deeply influenced by that system. More or less anyone can find similar information online. [...]

Kalliopi Krali (Greece)

Polish people aren't very open to foreigners. This one is controversial. I think it really depends on the way you approach locals. I've noticed that when you try to speak Polish at first (even broken Polish), people are willing to help. However, when I saw other people speaking English first, or when I did it myself, I felt that people were less willing to help. I think it's due to the fact that even though the person you approach might speak basic English, she/he is just not confident about her/his language skills. I've come to this conclusion after speaking to a few Polish people who would say that they didn't speak English well, even though, in my opinion, they did. I think the best way is to put some effort into learning some basic words and phrases in Polish and try to use those first.

Personal space is not the same. This was also one of the first obvious differences I've noticed. Polish people who know each other well enough, have much shorter distance between them (I mean, we do too in Russia, but here it's even shorter). This observation comes from my own experience with Polish people I know well enough and from observing other people.

Approach to work. I've worked in many different places in Russia and I've already had some experience working abroad. I find that many Polish people I've had contact with, via email or in person concerning work, were super-efficient and fast to reply. It seems to me that anything that had been decided on is immediately put into action, instead of evaporating into thin air or forgotten. [...]

Valeriya Telitsina (Russia)

Polish people are very hospitable when they host you/invite you into their homes. For example, at a party they would always provide you with food, drinks, etc., while in Germany everyone asks you to bring stuff on your own. They also frequently offer their help when you need it.

Polish people like complaining as much as German people do, but in Poland they don't take these complaints too seriously.

Polish people like spending money/in Poland there are more opportunities for consumption:

- more shopping malls than in Germany;
- shops have longer opening hours in Poland. In Germany (especially in Bavaria) shops are pretty much always closed on Sundays and max. open until 8 p.m. during the weekday;
- small shops, like Żabka, barely exist in Germany;
- more variety of goods in grocery stores in Poland.

Florian Rotter (Germany)

## Daily life conveniences

Poland is very advanced in credit card and online payments.

Public transport: higher frequency of trams/buses than in Germany, better train connections between cities, more affordable, less delays.

Better Internet: public Wi-Fi in a lot of areas.

Florian Rotter (Germany)

## Kindergarten education

Regarding differences between kindergartens, Polish children take a nap every day and Spanish children don't do that because they stay in kindergartens for a shorter period of time.

Miriam Callealta Verdugo (Spain)

## Sources

- Ackerman, Courtney, 'Drama Therapy: Essential Techniques, Activities & Exercises + Courses', <https://positivepsychology.com/drama-therapy/> (accessed 15 August 2019).
- Banasik, Justyna, 'Masażyki', <https://pm14.edupage.org/text/?text=teachers/-6&sub-page=6> (accessed 26 October 2019).
- Bennett, Janet M., *Interactive Methods for Teaching about Cultural Differences*, WISE Conference Winston Salem, North Carolina February 3–5, 2016, [https://prod.wp.cdn.aws.wfu.edu/sites/18/2016/03/Bennett.Janet\\_.2016.pdf](https://prod.wp.cdn.aws.wfu.edu/sites/18/2016/03/Bennett.Janet_.2016.pdf) (accessed 15 August 2019).
- Bonnie, Emily, 'Ultimate Guide to Team Building Activities That Don't Suck', <https://www.wrike.com/blog/ultimate-guide-team-building-activities/> (accessed 15 August 2019).
- Brander, Patricia et al., *Kompas – edukacja o prawach człowieka w pracy z młodzieżą*, translated by Dariusz Grzemny, Krystyna Mazur and Katarzyna Narkiewicz, Warsaw, Centralny Ośrodek Doskonalenia Nauczycieli, 2005.
- Brunović, Karlo and Silvestar Petrov, *A Guide to interreligious dialogue in youth work and beyond with toolbox of non-formal activities*, Gračac 2018, [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-1759/A%20guide%20to%20interreligious%20dialogue%20in%20youth%20work%20and%20beyond%20with%20toolbox%20of%20non-formal%20activities.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1759/A%20guide%20to%20interreligious%20dialogue%20in%20youth%20work%20and%20beyond%20with%20toolbox%20of%20non-formal%20activities.pdf) (accessed 15 August 2019).
- Coulardeau, Tiphaine and Sebastian Schweitzer, *Volunteering in Georgia. A Handbook*, Tbilisi 2013, [https://docs.wixstatic.com/ugd/15f6b2\\_5fb0c6d9db7b43afaae9f012e91cef5d.pdf](https://docs.wixstatic.com/ugd/15f6b2_5fb0c6d9db7b43afaae9f012e91cef5d.pdf) (accessed 15 August 2019).
- Durlik, Maja and Kaja Dziarmakowska, *Miniporadnik ewaluacji dla realizatorów projektów edukacji kulturalnej*, Warsaw 2013, [https://stocznia.org.pl/app/uploads/2016/01/Miniporadnik\\_ewaluacji\\_cc\\_by.pdf](https://stocznia.org.pl/app/uploads/2016/01/Miniporadnik_ewaluacji_cc_by.pdf) (accessed 15 August 2019).
- Flowers, Nancy et al., *Compasito. Manual on human rights education for children*, 2<sup>nd</sup> edition, Budapest 2009.
- Gawel, Piotr, Magda Kakarek and Magda Bodzan, *Jak postrzegamy innych? Stereotypy, uprzedzenia, dyskryminacja*, educational Material of Polish Humanitarian Action, e-globalna.edu.pl/filer.php?id=1283 (accessed 15 August 2019).

- Gillert, Arne et al., *Intercultural Learning T-kit. No. 4*, Strasbourg 2000, [https://www.sal-to-youth.net/downloads/toolbox\\_tool\\_download-file-112/t%20kit%20intercultural%20learning.pdf](https://www.sal-to-youth.net/downloads/toolbox_tool_download-file-112/t%20kit%20intercultural%20learning.pdf) (accessed 15 August 2019).
- 'Intercultural Communication: High- and Low-Context Cultures', Southeastern University, e-learning course, <https://online.seu.edu/articles/high-and-low-context-cultures/> (accessed 15 August 2019).
- Jadowska, Urszula (ed.), *Workshops programme 'Od szoku do adaptacji – wsparcie klientów migrujących zawodowo'*, Warsaw 2013, <https://www.hfhr.org.pl/wezkurs/e-podrecznik/images/stories/wezkurs/zalacznik391.pdf> (accessed 15 August 2019).
- Karta dyskusji do filmu „Nie pytaj skąd jestem, zapytaj gdzie jestem lokalny/a”. O wielokulturowości, pochodzeniu, tożsamości, lokalności, Polska Akcja Humanitarna, [https://www.pah.org.pl/app/uploads/2018/02/2018\\_materiały\\_educacyjne\\_arta\\_nie\\_pytaj\\_mnie\\_skad\\_jestem.pdf](https://www.pah.org.pl/app/uploads/2018/02/2018_materiały_educacyjne_arta_nie_pytaj_mnie_skad_jestem.pdf) (accessed 15 August 2019).
- Kimmig, Michael, *Games and Exercises. International workcamps and seminars*, translated by Andy Morgan, Bonn 2015, [https://www.sci-d.de/sites/default/files/games\\_and\\_exercises\\_neuaufgabe\\_2015\\_0.pdf](https://www.sci-d.de/sites/default/files/games_and_exercises_neuaufgabe_2015_0.pdf) (accessed 15 August 2019).
- Komor, Marcin, 'Modele komunikacji międzykulturowej', *Ekonomiczne Problemy Usług*, no. 55 (2019), pp. 397–408, [http://bazhum.muzhp.pl/media//files/Ekonomiczne\\_Problemy\\_Uslug-r2010-t-n55/Ekonomiczne\\_Problemy\\_Uslug-r2010-t-n55-s397-408/Ekonomiczne\\_Problemy\\_Uslug-r2010-t-n55-s397-408.pdf](http://bazhum.muzhp.pl/media//files/Ekonomiczne_Problemy_Uslug/Ekonomiczne_Problemy_Uslug-r2010-t-n55/Ekonomiczne_Problemy_Uslug-r2010-t-n55-s397-408/Ekonomiczne_Problemy_Uslug-r2010-t-n55-s397-408.pdf) (accessed 15 August 2019).
- Konieczna, Lidia (ed.), *Pedagogika zabawy – zabawy z chustą animacyjną*, [http://www.projektor.ukw.edu.pl/wp-content/uploads/2012/08/zabawy\\_z\\_chusta\\_Clanza.pdf](http://www.projektor.ukw.edu.pl/wp-content/uploads/2012/08/zabawy_z_chusta_Clanza.pdf) (accessed 26 October 2019).
- Marcinkowska, Krystyna and Ewelina Miłoś, *Edukacja międzykulturowa*, Warszawa 2009, [http://www.mlodziej.org.pl/sites/mlodziej.org.pl/files/publication/559/edukacja\\_pdf\\_25817.pdf](http://www.mlodziej.org.pl/sites/mlodziej.org.pl/files/publication/559/edukacja_pdf_25817.pdf) (accessed 15 August 2019).
- Martinelli, Silvio and Mark Taylor (eds), *Uczenie się międzykulturowe. Pakiet szkoleniowy nr 4*, Warszawa 2002, [http://www.mlodziej.org.pl/sites/mlodziej.org.pl/files/publication/212/pakiet\\_szkoleniowy\\_4\\_uczenie\\_sie\\_miedzykulturowe\\_p\\_44370.pdf](http://www.mlodziej.org.pl/sites/mlodziej.org.pl/files/publication/212/pakiet_szkoleniowy_4_uczenie_sie_miedzykulturowe_p_44370.pdf) (accessed 15 August 2019).
- 'Metoda Labana', <http://edukacja.andrychow.eu/placowki/przedszkola/przedszkole-nr-2-w-andrychowcie-101/dokumenty/metoda-labana-314> (accessed 26 October 2019).
- Narayanan, Ajit, 'A word game to communicate in any language', Ted Talk, [https://www.ted.com/talks/ajit\\_narayanan\\_a\\_word\\_game\\_to\\_communicate\\_in\\_any\\_language?language=kn](https://www.ted.com/talks/ajit_narayanan_a_word_game_to_communicate_in_any_language?language=kn) (accessed 28 October 2019).
- Niewiński, Jakub, 'Akceptująca wielokulturowość na wyciągnięcie ręki', *plan of classes*, <https://globalna.ceo.org.pl/scenariusze-i-gry/scenariusz-akceptujaca-wielokulturowosc-na-wyciagniecie-reki-z-lekcji-etyki-w> (accessed 15 August 2019).
- Niklewicz, Teresa, 'Pedagogika zabawy – jedną z metod stosowanych w nauczaniu i wychowaniu dzieci w wieku przedszkolnym', <http://www.publikacje.edu.pl/pdf/8333.pdf> (accessed 26 October 2019).
- Radziejowska, Maria and Dagmara Gortych, *Jak współpracować z wolontariuszami? Model rozwojowy*, edited by Patrycja Strzetelska, Warsaw 2015, <https://www.modelowy-wolontariat.stocznia.org.pl/> (accessed 15 August 2019).

- Radziejowska, Maria and Dagmara Gortych, *Jak współpracować z wolontariuszami? Model zespołowy*, edited by Patrycja Strzetelska, Warsaw 2015, <https://www.modelowy-wolontariat.stocznia.org.pl/> (accessed 15 August 2019).
- Radziejowska, Maria and Dagmara Gortych, *Jak współpracować z wolontariuszami? Model razem ze społecznościami*, edited by Patrycja Strzetelska, Warsaw 2015, <https://www.modelowy-wolontariat.stocznia.org.pl/> (accessed 15 August 2019).
- Rustecki, Wojciech (ed.), *Praktyczny poradnik współpracy z wolontariuszami*, Warszawa 2014, <https://stocznia.org.pl/app/uploads/2016/02/Praktyczny-poradnik-wspolpracowania-z-wolontariuszami.pdf> (accessed 15 August 2019).
- Taylor, Mark, *Simple ideas to overcome language barriers*, Partnership CoE/EC Training Course 'Intercultural Language Learning', France 1998, [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-110/Overcoming%20language%20barriers.doc](https://www.salto-youth.net/downloads/toolbox_tool_download-file-110/Overcoming%20language%20barriers.doc) (accessed 15 August 2019).
- Zughool, Samar, 'Bridging Values', <https://www.salto-youth.net/tools/toolbox/tool/bridging-values.2103/> (accessed 15 August 2019).

## Internet sources

- 'Ape Maia Sigla iniziale', <https://www.youtube.com/watch?v=dJJB8e8ockI> (accessed 20 November 2019).
- Barnaga, [http://www.acphd.org/media/271383/barnaga\\_instructions.pdf](http://www.acphd.org/media/271383/barnaga_instructions.pdf) (accessed 15 August 2019).
- Cambridge Dictionary, <https://dictionary.cambridge.org/pl/dictionary/english/volunteer> (accessed 8 October 2019).
- 'Creative Drama as a Teaching Method', [https://www.schooleducationgateway.eu/en/pub/teacher\\_academy/catalogue/detail.cfm?id=42934](https://www.schooleducationgateway.eu/en/pub/teacher_academy/catalogue/detail.cfm?id=42934) (accessed 20 November 2019).
- Deardorff, Darla K., *Cross-Cultural Communication Activity: Uncocktail Party*, <http://www.ufl.edu/pd/downloads/ici-Activities/UncocktailParty.pdf> (accessed 15 August 2019).
- Cultural and Linguistic Competence. Icebreakers, Exercises, Videos and Movies. Technical Assistance Partnership, 2012*, <https://www.yumpu.com/en/document/read/27044063/cultural-and-linguistic-competence-icebreakers-exercises-videos-> (accessed 15 August 2019).
- 'Erasmus+ Glossary', <https://www.erasmusplus.org.uk/glossary> (accessed 15 August 2019).
- 'Erasmus+ Programme Guide', version 2, 2019, [https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2019\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2019_en) (accessed 15 August 2019).
- 'European Solidarity Corps', [https://europa.eu/youth/solidarity\\_en](https://europa.eu/youth/solidarity_en) (accessed 15 August 2019).
- 'European Voluntary Service Accreditation Guidelines', version 1, 2014, [https://ec.europa.eu/programmes/erasmus-plus/resources/documents/european-voluntary-service-accreditation-guidelines\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/documents/european-voluntary-service-accreditation-guidelines_en) (accessed 15 August 2019).
- 'Evaluation and Reflection Techniques', <https://woodcraft.org.uk/sites/default/files/Evaluation%20and%20reflection%20activities.pdf> (accessed 15 August 2019).



- 'From Idea to Global Leader.Helen Doron – World Leader in the ESL (English as a Second Language) Industry', <https://www.helendoron.com/about-us/> (accessed 28 October 2019).
- 'How to Make a God's Eye | Sophie's World', <https://www.youtube.com/watch?v=e-Basu24q-xE> (accessed November 20, 2019).
- 'Hundreds of useful tools for learning – for youth work and training activities!', <https://www.salto-youth.net/tools/toolbox/> (accessed 15 August 2019).
- 'Idea of Brave Kids', <http://bravekids.eu/en/p/idea> (accessed 17 August 2019).
- 'Intercultural Training Exercise Pack', <https://www.scribd.com/document/309580249/Cultural-Awareness-Training-Exercise-Pack> (accessed 15 August 2019).
- 'Metoda Gimnastyki Twórczej Rudola Labana', <http://pil2.stalowawola.pl/wp-content/uploads/2015/11/Za%C5%82%C4%85cznik-2i-Metoda-Rudolfa-Labana-1.pdf> (accessed 26 October 2019).
- 'Metoda Ireny Majchrzak', <https://www.logopedia.net.pl/artykuly/164/metoda-ireny-majchrzak.html> (accessed 26 October 2019).
- 'Metoda Labana, metoda Orffa – co to jest?', [http://www.junior.sport.pl/junior/1,13591-8,13547249,Metoda\\_Labana\\_\\_metoda\\_Orffa\\_\\_\\_co\\_to\\_jest\\_.html](http://www.junior.sport.pl/junior/1,13591-8,13547249,Metoda_Labana__metoda_Orffa___co_to_jest_.html) (accessed 26 October 2019).
- 'Metoda opowieści ruchowej J.G. Thulina', <http://pil2.stalowawola.pl/wp-content/uploads/2015/11/Za%C5%82%C4%85cznik-2h-Metoda-J.G-Thulina-1.pdf> (accessed 26 October 2019).
- 'Michael Rosen performs We're Going on a Bear Hunt', <https://www.youtube.com/watch?v=Ogy16yKDwds> (accessed 28 October 2019).
- 'Pedagogika zabawy – poszukiwanie nowych metod', <https://szkolnictwo.pl/index.php?id=PU6765> (accessed 26 October 2019).
- 'Pedagogika zabawy – pojęcie, geneza i wykorzystanie', <https://szkolnictwo.pl/index.php?id=PV0055> (accessed 26 October 2019).
- 'Polska wysoko w niechlubnej statystyce UE. Gorzej liczby wyglądają jedynie w Rumunii, Bułgarii i Chorwacji', <https://auto.dziennik.pl/aktualnosci/artykuly/576561,polska-wypadki-drogowe-zabici-raport-unia-europejska.html> (accessed 17 August 2019).
- 'Relacje wolontariuszy – final report', Fundacja Centrum Aktywności Twórczej, <http://fundacja-cat.pl/news/c-12/evs-relacje-wolontariuszy---final-report> (accessed 15 August 2019).
- 'Scenariusz warsztatów z wykorzystaniem metod Pedagogiki Zabawy', <https://www.szkolnictwo.pl/index.php?id=PU9667> (accessed 26 October 2019).
- 'Simon Says', [https://en.wikipedia.org/wiki/Simon\\_Says](https://en.wikipedia.org/wiki/Simon_Says) (accessed 20 November 2019).
- 'Silent way', <https://www.teachingenglish.org.uk/article/silent-way> (accessed 28 October 2019).
- 'Teaching primary', British Council, <https://www.teachingenglish.org.uk/teaching-kids> (accessed 28 October 2019).
- 'The Berlitz Method', <https://www.berlitz.com/about/the-berlitz-method/> (accessed 28 October 2019).
- 'The best icebreaker ideas: how to play', [www.icebreakers.ws](http://www.icebreakers.ws) (accessed 15 August 2019).
- 'The Callan Method', <https://www.callan.co.uk/the-method/> (accessed 28 October 2019).

'Total physical response – TPR', <https://www.teachingenglish.org.uk/article/total-physical-response-tpr> (accessed 16 August 2019).

'Total Physical Response (TPR)', <https://www.youtube.com/watch?v=IMk6RRf4kKs> (accessed 28 October 2019).

'Youthpass in practice', <https://www.youthpass.eu/downloads/13-62-38/Youthpass%20B3.pdf> (accessed 15 August 2019).

Zasady akredytacji w ramach Wolontariatu Europejskiego. Program Erasmus+, styczeń 2014, [https://erasmusplus.org.pl/wp-content/uploads/2014/07/V\\_zasady\\_akredytacji.pdf](https://erasmusplus.org.pl/wp-content/uploads/2014/07/V_zasady_akredytacji.pdf) (accessed: 15.08.2019).

# Acknowledgment

First of all, I would like to acknowledge those, who prepared and/or conducted activities during the workshops, as well as helped in their logistic preparation:

- Khrystyna Soltys, EVS volunteer, Ukraine
- Maria Madalena Dornellas Galvão, EVS volunteer, Portugal
- Irma Recuero Jimenez, EVS volunteer, Spain
- Beatriz Alcalá García, EVS volunteer, Spain
- Francesca Laurenzio, EVS volunteer, Italy
- Zita Harangi, EVS volunteer, Hungary
- Evangelia Malathriti (Eva Malathriti), EVS volunteer, Greece
- Theocharoula Pyloridou (Chara Pyloridou), EVS volunteer, Greece
- Yolanda Velasco Gonzalez, EVS volunteer, Basque Country, Spain
- Tamar Kelaptrishvili, EVS volunteer, Georgia
- Serena Aznar Ballarin, EVS volunteer, Spain
- Arcangela Eleonora Diblasio (Ela Diblasio), EVS volunteer, Italy
- Dilem Filiz, EVS volunteer, Turkey
- Tuğçe Çelik, EVS volunteer, Turkey
- Valeriya Telitsina, EVS volunteer, Russia
- Yorgos Tseligkas, EVS volunteer, Greece
- Kalliopi Krali, EVS volunteer, Greece
- Lavinia Lombardi, VET programme participant, Italy
- Nagore Ferrero, TLN Mobilcat programme participant, Spain
- Anna Iwanowska and Karolina Bobińska, EVS coordinators, Foundation of Social Intergration Prom, Poland
- Silvia Padello, EVS coordinator, Stranaidea S.C.S. Impresa Sociale Onlus, Italy
- Luiza Boykanych, representative of Union Forum, Ukraine
- Natalia Vlasenko, coordinator, Union Forum, Ukraine
- Nefeli Papagiannakou, EVS coordinator, Hellenic Youth Participation, Greece
- Francesco Romano, EVS coordinator, SEI Project, Italy
- Joanna Mirocha, Wroclaw Ethnology Association, Poland

- Agata Niewiadomska, Wroclaw Ethnology Association, Poland
- Alicja Zaremba, Wroclaw Ethnology Association, Poland

I would also like to thank the following volunteers and kindergartens participating in *Happy Kids, Better Europe 3* and *Happy Kids, Better Europe 4* projects for sending in their written workshop assignments, describing methods of working with children and games for children, answering questions, preparing plans, etc.

#### **Volunteers:**

- Irma Recuero Jimenez, EVS volunteer, Spain
- Bence Bordas, EVS volunteer, Hungary
- Sergio Acción Corral, EVS volunteer, Spain
- Virginia Fuentes Antúnez, EVS volunteer, Spain
- Nela Babirádová, EVS volunteer, Czechia
- Khrystyna Soltys, EVS volunteer, Ukraine
- Francesca Laurenzio, EVS volunteer, Italy
- Beatriz Alcalá García, EVS volunteer, Spain
- Maleyka Valiyeva, EVS volunteer, Azerbaijan
- Alisa Aslanyan, EVS volunteer, Armenia
- Miriam Callealta Verdugo, EVS volunteer, Spain
- Florian Rotter, EVS volunteer, Germany
- Evangelia Malathriti, EVS volunteer, Greece
- Theocharoula Pyloridou, EVS volunteer, Greece
- Beatrice Vetrucci, EVS volunteer, Italy
- Eszter Nagy, EVS volunteer, Hungary
- Yolanda Velasco Gonzalez, EVS volunteer, Basque Country, Spain
- Giuseppina Cacciotti, EVS volunteer, Italy
- Valeriya Telitsina, EVS volunteer, Russia
- Sara Cossentino, EVS volunteer, Italy
- Silvia Travasoni, EVS volunteer, Italy
- Rafael Furlan Battista, EVS volunteer, Brazil/Italy
- Marie-Veronique Clavier, EVS volunteer, France/Guadeloupe
- Kalliopi Krali, EVS volunteer, Greece
- Grace Gogendeau, EVS volunteer, France
- Annalisa Maietta, EVS volunteer, Italy
- Luca Vincenti, EVS volunteer, Italy
- Pasquale Calenzo, EVS volunteer, Italy
- Natalia Hasan, EVS volunteer, Cyprus
- Marianna Kanelli, EVS volunteer, Greece
- Doroteja Mazej, EVS volunteer, Slovenia
- Nagore Ferrero, TLN Mobilcat programme participant, Spain

#### **Wroclaw-based kindergartens:**

- Non-public Ecological Kindergarten

- Private Linguistic Kindergarten eNTe
- Kindergarten no. 2
- Kindergarten no. 27
- Kindergarten no. 36
- Kindergarten no. 49
- Kindergarten no. 87
- Kindergarten no. 104
- Kindergarten no. 147

Thirdly, I would like to thank Valeriya Telitsina, EVS volunteer from Russia, as well as Anna Iwanowska and Karolina Bobińska, EVS coordinators from the Foundation of Social Integration Prom in Poland, for giving me valuable comments and suggestions for this publication and offering me support in writing it.

I would like to express my gratitude to Valeriya Telitsina, Nagore Ferrero, Yorgos Tseligkas and Chara Pyloridou for leading the workshops when I was not able to do it myself.

*Anna Cwynar*

We bring young people together  
We make children happy  
We create better Europe

