"LET THE SUNSHINE IN"
Inclusive approaches for integration of minority and migrant children in pre-school education

LET THE SUNSHINE IN
PEDAGOGICAL MANUAL FOR PRE-SCHOOL EDUCATION
This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
This Manual has been realized as a final product of the Comenius Multilateral School Partnership* "LET THE SUNSHINE IN".

Providing examples of good pedagogical practices from eight European countries, the Manual is a joint effort of a partnership between the following European pre-school institutions:

- All-day kindergarten “ROSITSA”, Plovdiv, Bulgaria – coordinator/ Целодневна детска градина „РОСИЦА”
- Kindergarten of Bulgarian community, Budapest, Hungary / Bolgár kétnyelvű nemzetiségi óvoda
- Hungarian kindergarten/ Ungarischer Schulverein, Vienna, Austria
- Mobil Primary SchoolMobil İlköğretim Okulu, Istanbul, Turkey

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* Comenius School Partnerships are projects funded within the Lifelong learning program of the European Commission. They constitute bi- and multilateral cooperation between (pre)schools in different European countries, focussing on common interests of the participating (pre)schools and helping them to work on a common project.

The Comenius actions aim to help children and educational staff better understand the range of European cultures, languages and values. They also help children and young people acquire the basic life skills and competences necessary for personal development, future employment and active citizenship.
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ADDRESS FROM THE PROJECT COORDINATOR

Dear friends and colleagues,
Dear European pre-school educators, parents, education administrators and active European citizens,

I am happy to present you The Pedagogical Manual “LET THE SUNSHINE IN: Inclusive approaches for integration of minority and migrant children in pre-school education”.

The Manual comes as a product of long-term dedicated and passionate efforts of diverse groups of pre-school teachers, parents and children from four European pre-school education institutions from Bulgaria, Hungary, Austria and Turkey to develop new interactive pedagogical methods, seeking to develop inclusive pedagogical approaches to the integration of the European pre-schoolers from minority and migrant background.

The joint work of all partners was supported by the Lifelong Learning Program of the European Commission, within the Comenius Multilateral Partnership* Project “LET THE SUNSHINE IN: Inclusive approaches for integration of minority and migrant children in pre-school education”.

During our project, we addressed the minority and migrant pre-schoolers as disadvantaged children who need to be integrated in terms of enrolment in pre-school education, duration of attending school, indicators of learning and integration achievements and drop-out rates.

The topic of migrant and minority children’s integration in pre-school education is relevant not just an European education problem, but also in the context of European economic development, social cohesion and the stabilization of democratic European societies.
We believe that investing in quality early childhood education and care is crucial, as it is at this stage that the foundations are laid for subsequent learning and achievements, and also because it is shown by research to contribute significantly to breaking the cycle of disadvantage.

The pre-school may be the first place in which children realize how they are alike and how they are different from other children. This is when the process of identity formation starts and feelings of national and European identity begin to shape and develop.

**Why was our project needed and important to realize?**

The present Comenius School partnership addresses the challenges of the inclusive approaches to the pre-school integration due to the educational disadvantages experienced by minority and migrant pupils in European pre-schools.

**Project`s key topic:**

- The project addressed "migrant and minority pre-schoolers". Those terms we find in the literature and in European political and public discourse, but we still need to reflect on them, not just theoretically, but also via our practical work as pre-school educators. Questions such as: “Who are the migrant and minority children we work with?” and “How can we address their needs as pre-school educators” are among the key issues of our project.

- The partnership focused on the integration of the “Migrant children”, a special group of children for whom the immigration plays a key role in their biography, whether they or their parents migrated and will also refer to children, whose life is affected by fact that one or both their parents migrate for jobs.

- Our approach to minorities was based on the wide-European understanding referring to migrants and their descendents as
"minorities", while in others the term ‘minority’ designates indigenous groups that are culturally different, but are not migrants. Frequently low income groups are also included in research that is relevant for our analysis of migrants, or these categories converge in certain population groups.

Our project practice confirmed the results of various European researches pointing out that discrimination is often a major factor affecting the achievement of migrant students and that the denied support and inadequate educational integration measures are among the most significant forms of discrimination in the education of migrant children.

Strengthening the support function of the European pre-schools with large numbers of minority and migrant students requires extra financial and human resources, but our project has proven that the first steps towards adequate and successful inclusive education could be made with limited resources and lots of love and motivation, communing from the communities.

Our project partnership practices had proved that the weak family resources and activities for the socialization of children in minority, migrant and low income families could be somewhat compensated by different kinds of early childhood programs such as our project activities, which support the general development, social skills, acquiring of civic competencies and learning the language of the host country.

The opportunities for developing cultural awareness and cultural expression in pre-school are a core part of the educational and integration processes in the multicultural European societies. Those can be only achieved if it is well-invested in development of pupils` language skills on their mother tongue, especially involving their families and building “Teacher-Family Partnerships” in the pre-school institutions. On the other hand, it should be also investment in learning the language of the host country: Immigrants, particularly their children, need a full command of
the lingua franca of the immigration country so they fully and actively integrate.

European researchers point out that the pre-school age is an especially sensitive period in children’s development. A range of socioeconomic factors, such as poverty; belonging to disadvantaged social classes; functional illiteracy or low levels of educational attainment of parents; and religious traditions associated with a cultural life where literacy is not highly regarded, can have a significant negative impact on children’s psychological development and social integration.

All partners in our project shared the believe that the pre-school education can contribute importantly to combating educational disadvantages and preventing social exclusion by involving intensive, early starting, child-focused education together with strong parent involvement, parent education and integrative measures of family support. During the entire project period (August 2011 – August 2013) project staff and families in all partner counties worked together to ensure that all children are stimulated to be creative and participate actively in order to achieve the best learning experiences possible.

The local joint team work between teachers, parents and pre-schoolers on one hand and the international work within international project team from different European countries gave the project partners a unique opportunity to experience both new types of team work and the European dimension in pre-school learning.

**The pedagogical approach we embrace**

Our pre-school education philosophy is based on five categories of key experiences that represent the objectives of learning as well as the act of Learning: Creative Representation; Language and Literacy; Initiative and Social Relations; Movement and Music; Logical Reasoning.
We support a pre-school pedagogy that focuses rather on the process, then on the product. We believe that the preschool educational activities have to be child-friendly, providing both suitable pedagogical methods and adequate learning environment. Therefore we made sure that all project partners are providing an appropriate learning environment, which reflects a thematic, active participation in learning, including opportunities for exploration and discovery.

Our main pedagogical principles are:
- Pedagogical methods are focusing on learning by doing principles.
- Kindergarten provide opportunities for pre-schoolers to explore materials, to engage in art and physical activities, and to interact with peers and adults.
- Teaching methods are a good balance of child-initiated and teacher-selected activities that work to maximize children’s learning.

In all four kindergarten of our partnership, educators (both teachers and parents) developed and used child-friendly and meaningful instructional materials that expose pre-schoolers to concrete examples of the abstract concepts of social and civic competencies aiming at inclusive education and attitudes of toleration and celebrating the European diversity.

For the benefit of all stakeholders in the pre-school education in Europe

The Manual is a result of the joint efforts of the diverse project teams of pre-school educators, children and parents from Austria (Ungarischer Schulverein, Wien), Bulgaria (Целодневна детска градина „РОСИЦА”), Hungary (Bolgár kétnyelvű nemzetiségi óvoda, Budapest) and Turkey (Mobil Primary School Mobil İlköğretim Okulu, Istanbul, Turkey).

This Manual “LET THE SUNSHINE IN: Inclusive approaches for integration of minority and migrant children in pre-school education” provides a simple user-friendly pedagogical resource of good pedagogical practices of
inclusive education in pre-school learning of disadvantaged children from minority background and migrant origin.

The pedagogical practices of the International Comenius Partnership “Let the Sunshine In” were shared and discussed with all partners and local communities and collected in our Manual, which was made widely available to all interested stakeholders: educators in formal and non-formal pre-school education, teacher trainers, parents and family members, active citizens of a Europe of diversity and inclusion for all.

We hope that this Manual will be useful and multipliable and we look forward to keep our exciting work on pre-school education for inclusion in Europe.

Pepa Doncheva, MA
Headmaster of All-Day Kindergarten “Rositsa”, Plovdiv
Project Coordinator
OUR PEDAGOGICAL APPROACH

An important task of the pre-school is to establish and help children acquire the values on which our society is based. The inviolability of human life, individual freedom and integrity, the equal value of all people, equality between the genders as well as solidarity with the weak and vulnerable are all values that the school shall actively promote in its work with children (Swedish Ministry of Education and Science, 1998a).

Our pre-school education philosophy is based on five categories of key experiences that represent the objectives of learning as well as the act of learning.

**Key experiences for young children:**

1. **Creative Representation** (to draw, paint, role play, pretend, make models).

2. **Language and Literacy** (to talk about personally meaningful experiences, describe, write, have fun with language.)

3. **Initiative and Social Relations** (to make plans, decisions, solve problems encountered in play, express feeling, be sensitive to others.)

4. **Movement and Music** (to feel and express steady beat, move in various ways and with objects, explore the singing voice, develop melody)
5. **Logical Reasoning** (to classify-explore and describe similarities, differences, and attributes of things; to seriate--comparing, arranging and fitting and ordering things by attributes; to develop number-comparing, one-to-one correspondence, counting; to be aware of space—changing shape, experiencing different play spaces, and interpreting special relations; to be aware of time—starting and stopping, time intervals, anticipating and describing sequences of events.)

Our pre-school training activities emphasize positive interaction strategies:

- sharing control with children,
- focusing on children’s strengths,
- forming authentic relationships with children,
- supporting children's play ideas, and
- adopting a problem-solving approach to social conflict.

The teacher’s dialogue with the child is authentic dialogue, aimed to support the pre-schoolers in their learning and development.
Communicating on
“The hundred languages of children”

We follow the Reggio Emilia approach, according to which young children are encouraged to explore their understandings of their experiences through different modes of expression considered natural to them, “the hundred languages of children”:

- words,
- gestures,
- discussion,
- mime,
- movement,
- drawing,
- painting,
- constructions,
- sculpture,
- shadow play,
- mirror play,
- drama and
- music.

High levels of expression are reached by Reggio Emilian children in many forms of symbolic representation, particularly the graphic arts, which in turn are documented by the pedagogical staff and the children themselves.

Small groups of children work together—often with an adult—all around the educational setting, which has been organised so as to facilitate social, cognitive, verbal and symbolic constructions.
No way.
The hundred is there.
The child is made of one hundred.
The child has a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking
a hundred, always a hundred
ways of listening
of marvelling, of loving
a hundred joys for
singing and understanding
a hundred worlds to
discover
a hundred worlds to invent
a hundred worlds to
dream.
The child has a hundred languages
(and a hundred hundred hundred more)

Loris Malaguzzi,
visionary founder of the Reggio Emilia approach.
LIST
of TOPICS for
GOOD PEDAGOGICAL
PRACTICES
Topic 1: "The languages we speak"

Examples of good practices from each partner kindergarten: pedagogical exercises with the pre-schoolers (and possibly their parents) on the languages that majority and minority children speak at home and at the pre-school.

AIMS:

- Distinguishing between mother language and the language of the host country/majority language.
- Language at home vs language at public space.
- Studying on cultural aspects of bilingualism.
- Pointing out the importance of knowing both languages: mother language for keeping connections with the family and own culture and majority language for being able to integrate.
Topic 2: “Migration in my life”

Examples of good practices from each partner kindergarten: pedagogical exercises with the preschoolers, drawing from personal stories of migration, related to the children and their families.

Highly recommended to involve parents and grandparents and listen to their stories.

AIMS:
- To share and discuss personal stories of children who come from migrant families into the partner country or children of families, who sent family members abroad.
- To provoke children, for whom migration is still not part of their life, to imagine themselves being a migrant, and this way
  - raise awareness about migration as a possible part of each child’s life and ensure empathy with migrants.
- To make children realize the positive impact migration has on our communities.
**Topic 3:**

**“To be different is beautiful”**

Examples of good practices from each partner kindergarten: pedagogical exercises with the preschoolers on the issues of diversity and differences in the context of migration and minorities.

**AIM:**

- To raise the confidence of the minority and migrant children and make them feel that it is not shameful, but beautiful to be different.
**Topic 4: “The art of inclusion”**

Examples of good practices from each partner kindergarten: pedagogical exercises on art based workshops, aiming at inclusion of children from disadvantaged minority and migrant families (both coming to- and leaving the partner’s country).

**AIMS:**
- To provide knowledge on the concept of inclusion of minority and migrant pre-schoolers.
- To develop skills in active inclusion.
- To develop preschoolers’ artistic expression for the benefit of celebrating diversity, both locally and in Europe.
**Topic 5:**
“Together we are stronger and happier!”

Examples of good practices from each partner kindergarten: pedagogical exercises with the pre-schoolers on developing a sense a community, together with all the other children, regardless of their race, ethnicity, religion, culture and social origin.

**AIMS:**
- To build up a feeling of togetherness among both minority and majority children.
- To point out the benefits of integration for both host country and the migrants as well.
- To build a positive attitude to minorities and migrants and educate a spirit of cohesion.
AUSTRIA

AU WIENER UNGARISCHER SCHULVEREIN

MAGYAR ISKOLAEGYESÜLET

UNGARISCHER SCHULVEREIN  MAGYAR ISKOLAEGYESÜLET
Topic 1: „The language we speak“

Christmas concert with parents, who played for us Hungarian (minority language) and German (majority language) Christmas songs. This concert was a good opportunity to point out the importance of knowing of both languages.

- Step 1 - Learning Christmas songs in both of the languages
- Step 2 – Receiving the guests, backing cookies
- Step 3 – Singing the Christmas songs with parents
Topic 2: “Migration in my life”

First of all we have learned about the Planets and focused on our planet Earth. They learned the process of the Genesis of the Earth. After that we discuss about the continents, about travelling and having holiday. They have realized, that borning or living in different countries means a part of our life.

- Step 1 – Genesis of the Earth
- Step 2 – Let`s dance with the planets!
- Step 3 – Art works with the planets
- Step 4 – Sharing personal stories about countries, that the children have visited with their families
**Topic 3: “To be different is beautiful”**

- Step 1 – Creating cards and costumes
- Step 2 – Learning of songs and text
- Step 3 – Playing the drama

General objectives: development of empathy and respect for others
Specific objectives: - work in group and telling in own word the story

Methods: Drama
Practical action
The pedagogy of fun

Teaching resources: fairy tale “The ugly duckling” by H. Ch. Andersen, illustrations for the fairy tale, duckling mascot, tape recorder, glue, paper, pens, etc.
Topic 4: “The art of inclusion”

We also discussed the topic “friendship”. The pre-schoolers have drawn their friends. It was a good opportunity to motivate them to reflect own contacts. We promoted the development of social and civic competencies. We brought forward the European Values such as equality, human rights and democracy. We have used arts and crafts as a medium of channelling European Values.

- Step 1 – My friends
- Step 2 – Art work
- Step 3 – Flowery meadow – different but equal
Topic 5: “Together we are stronger and happier!”

We built up the feeling of togetherness, accented that we are all equal and individual.

- Step 1 – Silence exercise
- Step 2 – Developing cognitive skills
BULGARIA
България

ALL DAY KINDERGARTEN ROSIITSA

Целодневна детска градина „Росица“, Пловдив
“Migration in my life”

Age of children: 27 children at the age of 6
Duration: 3 weeks

Aims and objectives:
- Acquainting children with available information about migration as a part of people’s life in modern society
- Understanding the cause of migration and the effect on the lives of people
- Creating an interest in personality, life and spiritual culture of the migrants and their families
- Nurturing a spirit of tolerance, respect and empathy for the migrant families.

Methods and approaches:
- Discussion Methods - conversation, discussion, brainstorming, viewing pictures and sharing
- Situational approach - didactic games, practical tasks, teamwork
- Use the partnership of families and other close people of migrants
Materials: Maps, Globes, national flags, pictures and videos, objects from different cultures.

Activities:
- With the support of families we provoke the interest of children to lives of migrants - children listened to stories of personal experiences and impressions shared by migrants, introduced through photographs and video material with the discussed countries and communities.
- Together with children we arranged an exhibition of photographs, objects and other materials representing bits, customs, natural and cultural attractions of the city of origin or resident migrants.
- Children participated in the game "Globe", in which together with the teacher and the migrant they pointed a country in which they their relatives lived; They drew a series of drawings of the places where they lived and where they live now.
- Brainstorming: "Why do people move to live and work in other cities and countries?" gave a possibility to the children to express their impressions and thoughts to people affected by migration.

Results:
- Children formed a generalized view of migration as a social phenomenon.
- They created a positive attitude towards migrants
- Children enriched their ideas for new, previously unknown geographical areas, cultural and natural attractions.
- They are introduced to the spiritual life and culture of other nations and communities.
- The development of valuable social skills was contributed: easier communication, social sensitivity, ability to work in a group.
- It expanded children’s orientation towards the understanding of various social situations.
The Languages We Speak

Age of children: 27 children at the age of 6
Duration: 3 weeks

Teaching aims and goals:
- Assistance in surmounting communication problems due to the different level of language command
- Developing skills and forming habits of perception, pronunciation and separation of the sounds in the literary Bulgarian language.
- Gaining command of basic Bulgarian stock of words for successful participation in oral communication
- Accomplishing collaboration between the kindergarten, family and civic institutions in order to master Bulgarian literary language

Teaching methods and approaches:
- Discussion Methods - conversation, talk, Brainstorming, discussion and interview
- Situation Methods - small and large team work
- Winning round the children’s families being partners

Materials: Colorful illustrations, table theatre puppets, letters, flashcards, colorful word models.
Activities

- According to children’s ability, capacity and level of their knowledge, we used didactic games which roused their interest and willingness to have fun and learn: Say a word beginning with the sound /r/ - doing articulation drills, pronouncing the sound /r/ separately and in syllables, getting ideas and naming objects which have the certain sound, intonation (long pronunciation) of the specific sound and molding with a colorful piece of cardboard.
- Finish the sentence. , Picture Domino, How many words are there? , Live words, Me for one and you for lots, Say the word backwards – these games helped children to practice gender, singular and plural forms. They enriched their vocabulary and acquired narration skills. They also joined competitive games with a will.
- The Dramatization Game was very important as well. In their communication process, they talked and acted in accordance to their characters’ behavior. Some parents helped children learning their part by heart, too. These dramatizations were great challenge for showing children’s abilities and they joined them with great willingness and eagerness.

Results:

- The level of Bulgarian literary language mastery was raised
- The children are capable of finding the place of a certain sound and marking it in the sound pattern of the word
- Emotionally-positive attitude and motivated mental and volitional adjustment towards communication are being formed
- Children’s talents have been found and their abilities have been developed in cordial and positive atmosphere
- Children’s social experience has been enlarged
- The children gained self-reliance and willingness for expressing themselves
- The interaction between the kindergarten and the children’s families has been expanded
“TOGETHER WE ARE STRONGER AND HAPPIER”

Age of children: children of different age groups from three to seven years.

Duration: 2 months / 8 weeks/

Nurture a positive attitude and cohesion of minority groups and awareness of the benefits of migration for both sides.

AIMS:
1. Validation of intercultural perspective as an integral part of the educational integration of children from ethnic minorities in the educational system.
2. Nurture a positive attitude and cohesion of minority groups and awareness of the benefits of migration for both sides.
3. Understanding of the established links between children from different ethnic groups, parents and teachers will help the processes of socialization and ethno-cultural understanding and tolerance.

TASKS:
1. Expanding knowledge of customs, cultural norms and traditions of different ethnic communities.
2. Quality changes in the world of young people, interaction, trust and respect. Stimulating cooperation and convergence with minority groups.
3. Forming of appropriate social and psychological climate which is conducive to children and covers the children who are located in disadvantaged position.
4. Demonstrating empathy for differences of others and a willingness to active interaction with them.
5. Keeping and developing cultural identity in contemporary society.

USED METHODS AND APPROACHES:
- Interactive games and exercises:
  a) simple exercises to develop empathy;
b) moral dilemmas associated with decision making;
c) dramatization of the life stories;
d) situational games e) tableau;
- Situational methods:
  a) didactic game: "Find the general" practical tasks, teamwork;

Discussion methods:
- conversation, discussion, brainstorming,
- group and individual discussions; The use of partnership of the families and other loved ones;


ACTIVITIES:

Children were introduced to the story: "Two together are stronger than two separately" and the parable of Khan Kubrat and the power of unity. We talked about the folk wisdom: "United company lifts a mountain". The children understood the sense that if we unite and make something little, not only for yourself but for others, you will be stronger and happier. If one person helps another person and they help third one it will form an infinite geometric progression that leads to better. The children understood the message of the wise khan Kubrat, who gave valuable advice to his sons with a simple example - a bundle of sticks. He demonstrated how one can be broken and crushed by the universal mass
when he is alone. If we all unite, however, we become undefeatable and can achieve a lot together.

- Brainstorming: “What I can do alone and what we can do together” it gives the children the opportunity to generate their own ideas and thoughts and to stimulate their thinking.

- We acquainted them with stories and tales of different nations;

- The children took part in the game: “Find the general”

- They draw a series of pictures how they have fun together, how they play and sing.
With the help of children and parents we made feeders for birds. We acquainted them with models of behavior, care for nature and its inhabitants. We enriched the vocabulary of children with words and concepts related to ecology.

We planted flowers in the yard of the kindergarten, together with children and teachers.
Together with the children we arranged an area with an exhibition of photos, articles and other materials representing life, traditions, natural and cultural attractions of the place of origin.

RESULTS:
1. We helped the process of socialization and ethno-cultural understanding and tolerance through links that were established between children from different ethnic groups, parents and teachers.
2. We preserved and enriched the concepts of cultural identity of ethnic minority children.
3. We affirmed infant individuality when compared with others.
4. Children received knowledge about lives of people around, they realized causal relationships and dependencies.
It is beautiful to be different

Participants:
- 29 children (15 girls and 14 boys from preparatory groups)
- Pedagogical team from “Brave Ducklings” group
- The children’s families

Main pedagogical aims and objectives:
- Awareness of being different is beautiful
- Education of welfare and tolerance towards people from other ethnic group
- Increasing the respect and confidence in children from both minority and migrant families

Specific aims:
- Affirming the right of every child to have a family
- Developing a sense of identity and belonging to the family
- Awareness the rights, obligations and responsibilities of the family members
- Expanding the knowledge of the culture, customs, traditions and interests of different families;
- Construct healthy emotional bonds between children and parents;
Cultivation of respect and tolerance, by empowering all families to the activities in the kindergarten

Time for work on the topic: Three weeks
Methods and approaches used: Discussions, role plays, demonstration, brainstorming
Description of the activities
First week:
- We shared the idea of acquainting the families
- We made a research about the parents’ opinion
- We chose the options for presentation of every family
- We discussed with the children where and who do they live with
- We pre-discoursed the topic of a different and universal understanding and tolerance in communicating with children of other ethnicities;
- We offered them to draw a normal day in their family
- They chose on their own the suitable technique and materials
- The aim was to reflect family trips, weekends, nights and entertainment and parties
- We organized an exhibition of children’s drawings "I and my family"
- Each child presented painting of the topic and told us about his family
Second week

- We organized family meetings
- We developed a comprehensive project activities included in the forthcoming initiatives and defined deadlines and responsible people
- We gave complete freedom of creative inspiration in the realization of ideas;
- During the week the children and their parents should compile and present their family project presentation
- That was a wonderful opportunity for the parents to familiarize their children with their family roots, to spend an unforgettable evening together and experience pleasant emotions
- At the end of the week we organized an exhibition of the projects
- We conducted a role play "The small journalist" where children presented their projects

Third week

- Together with the music teacher we prepared musical surprises for the parents
- We organized a festive dinner at which all the families were invited in the kindergarten
- This proved to be an excellent opportunity for them for dating, communication and sharing
- The children presented typical songs and dances from the different countries of their families
The festive greeting produced a lot of mood, happy smiles, tears of tenderness and gratitude. The parents rewarded children’s efforts and enthusiasm with a treat from their traditional cuisine - Russian dumplings, kadaif from Kosovo, Bulgarian pie, Turkish baklava.

Monitored progress and positive results.

Extraordinary interest in the initiative on children and their families.

Constructing healthy emotional bonds within the family.

Activating participation in the organization and implementation of activities.

Creating a cheerful holiday mood.

Setting a good example for tolerant behavior.

Overcoming negative attitudes towards people of other ethnicities.

Creating interest in other cultures and traditions.

Extension of cooperation between the kindergarten and families.

Establishing a close contact with other children and families.

Understanding and respecting the unique opportunities, interests and needs of others.

Building your own clear idea of diversity and uniqueness.

Cultivation of moral values like friendship, cooperation, empathy, generosity and respect.
HUNGARY

Bolgár Kétnyelvű Nemzetiségi Óvoda

Българска двуезична малцинствена детска градина

1062 Budapest, Bajza u. 44.
**Topic 1: Migration in my life**

*Where shall we go today?*

Language: Bulgarian, Hungarian
Making plans and suggestions, talking about what the children might do on their visit to the zoo.
Time guide: 60 minutes
Age: 3 – 6

Activity:
1. Let`s pretend to go to the zoo today. Ok then, what animals live in the zoo? What will we see?

2. Ask the children to suggest sounds to use for each animal. What sounds do they make? Are they loud? Are they tiny noises? Can you show me? What about a lion? Or monkeys?

3. Draw all the animals you will see on a big map of the zoo (see above). Talk about the map. Which animal is first? OK, so shall we draw the monkeys here? Is it big enough? Can you see it? What shall we draw next?
4. Ask the children to suggest a sound that they could make while they are walking round to the different animals and practice that too, for example, footsteps, whistling, or humming.

5. To perform “The visit to the zoo” get the children to stand up if possible. You direct their playing by pointing to the trail map, moving quite slowly from picture to picture.

Row your boat

Language: Bulgarian
Time: 15 minutes
Age: 3 – 6

Activity:

1. Children sit a position where they can pretend to row a boat.
2. Use the picture to talk to the group about boats. Tell them a stream is a very small river.
3. Can anyone in this group row a boat? Just a few of you. OK – well. We can try. Like this. Row, row, row your boat. Move your arms like this. Pull hand. That’s it.
The art of inclusion

Handprint Christmas Tree

We created a beautiful Christmas tree from the handprints of children in the kindergarten. We did a nice Christmas decorations that we put near the door. This Christmas tree was made from the handprints of children and their parents.

They worked together, cut, glue and entertained. Every parent has endeavored to make the most interesting toy for Christmas tree that stuck over the hand of her child.

Supplies needed:

- Green paint
- A Cardboard
- Stickers and colorful paper
- Scissors
- Green woolen thread
- Glue

Method:

- Children had to dip his hand in green paint and print it carefully on the cardboard to form a Christmas tree.
- The children began to put their handprints on the bottom line as their fingers pointing down. Finally, the top row ended with only one handprint.
After the paint dried, the children and their parents began to decorate their handprints and cut their Christmas toys and stickers. Each parent carved, painted, ornaments and put Christmas decorations stuck over the handprint of a child. Then it wrote the name of her child. With green woolen thread, parents shaped Christmas tree. They cut a toy and glued it to the top of the tree. They wrote a Christmas wish around the tree. The children were excited that worked with their parents and had a lot of fun. Every day when they come into the garden, they stop to looking the tree, smiling and that is it because the made it themselves makes them very happy.

Happy Christmas!
The languages we speak
Get on the bus/car
Busszal/kocsival

Language: Bulgarian
Time guide: 20-30 minutes
Age: 4 – 6

Activity:
1. Show the picture of the bus and talk about it using as many words as possible. Where’s the driver? How many people on the bus? Lots, yes. Can you see the children? Any babies? Who is waving?

Nézd meg egy képet buszról és

2. Practise all the actions: the wheels going round, sitting down and standing up, the driver steering, the children waving, the baby crying. Can you wave? They are waving to their friends. Yes. And who can do a baby crying?

Variations:
1. Make a bus
Move chairs to make a bus shape in the playground. Choose a driver and then divide up the group into grown-ups, children, and babies.

2. Add some rhythm backing
Make up some rhythmic patterns that sound like the rhythm of a bus, using body percussion or sound-makers. Perhaps use specific bus engine noises and bell sounds like brrrm, brrrm and ching ching.
Language extensions:

1. Bus travel
   Talk about catching buses and trains. Who gets a bus to kindergarten? To town? Where else can you go by bus? How much do you pay? Who spends most time on the bus each week? What about traveling (name other places or counties)? Would you go there by bus or train or boat or plane?

2. Plan a day out for a visitor
   Bring a local bus and train timetables, and get children to help you plan an interesting day out for an overseas visitor, using public transport.
To be different is beautiful

The enormous turnip

Language:
Bulgarian
Time guide: 30 minutes
Age: 3 – 6

Activity:
1. Read the story – in march and repeat in maj
2. Sing the songs: for the grandmother, for the girl, for the mouse
3. Poem for the grandfather, the dog – study in December, but repeat again in may
4. Game “The cat” – study in april
5. Playing the theater – for the end of the work year

Once upon a time there was an old man who planted some turnip seeds. He watered them and cared for them and soon the seeds began to grow. As the seeds grew into plants the old man kept looking after them.

He weeded and watered his turnip patch every day until his wife called him in for his supper.

And then something happened.
The old man woke up one morning to find that one of his turnips had grown much more than the others.

The turnip was not just a big turnip. It wasn’t even a very big turnip. It was, in fact, quite... enormous!

The old man pulled at the turnip with all his might but it would not budge! So he shouted to his wife for some help! Then, together, they pulled, and pulled and pulled and pulled, but the enormous turnip still would not budge!

So, the old man and the woman shouted to a little girl. The girl ran to the turnip patch to help and,... all together, they pulled, and pulled and pulled and pulled, but the enormous turnip still would not budge!

So, the old man and the woman and the little girl called to the old man’s dog to come and help. The dog ran to the turnip patch to help and,... all together, they pulled, and pulled and pulled and pulled, but the enormous turnip still would not budge!

So, the old man and the woman and the little girl and the old man’s dog called to the old woman’s cat to come and help. The cat ran to the turnip patch to help and,... all together, they pulled, and pulled and pulled and pulled, but the enormous turnip still would not budge!

So, the old man and the woman and the little girl and the old man’s dog and the old woman’s cat called to the farmhouse mouse to come and help. The mouse ran to the turnip patch to help and,... all together, they pulled, and pulled and pulled and pulled and suddenly... POP!

Out of the ground came the enormous turnip!

The old man was very pleased. He invited everyone in for a delicious turnip supper!
Together we are stronger and happier

Theater opening celebration
We are in the lucky situation
that a Bulgarian actress
Gabriella Hadzsikosztova
initiates a mini-theatre in
kindergarten.
Our children inaugurates the
theatre.

**HISTORY:** We were in
puppet-show, we are
starting a conversation from
what is a theatre. why is
important the poetry, the tales.

They made real tickets for children, a real usher lets children in.
They can see how the light and sound engines and equipment works. They
are allowed to use the microphone.
The actress talks about the following themes:
- What is the THEATRE?
- How to behave in theatre?
- Why we need theatre?

After the enjoyable conversation, the actress performs the “Yarn-tale”
The message of this whole event is: the **language of arts** is the same for
the preschool children, no matter where they came from, or what
language they use. The shared experience forges the community better
and closer, develops the skills and talents of communication, gives a lots
of experience, what they can’t obtain from anywhere else.
TURKEY

Mobil Primary School
Mobil İlköğretim Okulu
**Topic 1: The language we speak** in our daily lives and in our families

In our classrooms, we’ve tried to act a plays, simple scenarios and well known literature works, namely folk stories in Turkish, English, Bulgarian Languages. Firstly, it seemed difficult and mixed and then they got the idea of these and the importance of different languages.

We have acted the same local stories in different languages; at final the kids were very pleased and happy. Parents also watched and supported them by words, actions and etc.
Topic 2: “Migration in my life”

Firstly, the teachers explain the 7 different regions of Turkey to the kids in detail. Then teachers explained the place of our partner schools & countries, namely Austria, Hungary and Bulgaria. The lecturers gave them enough info, also about migration. We focus on that migration is a reality of our lives. As a conclusion, our little kids have also realized that borning or living in different countries means a part of our life as real world. We all pointed out these in simple and comic ways.

At the beginning period of the activity, we draw and prepare our very big, large brochures as our 7 different regions and our four partner-countries (Bulgaria, Turkey, Austria and Hungary).

We talked about places, countries, regions and we explain that it is not very important where we were born in, where we come from, the most important concept is where we are happy and active.
Our local and simple products were related to regions and by these materials, we have showed that we can live everywhere.

We can replace and move another country, region easily.

And finally we can be very happy if we are strong physically and especially in terms of mentally.
Topic 3: “To be different is beautiful”

We have created three clowns for our classes. One of the clown is from Trabzon city, one of the clown is from Van city and the last clown is from Edirne cities. They talk and introduce themselves by their own speech versions, in local dialects. The kids laugh and live this atmosphere in real time.

And at finally, we explain that all of these differences create our beauty. Three clowns sing a song together.

They are happy and they give the message the togetherness and solidarity. It has a big influence on kids.
Topic 4: “The art of inclusion”

In this phrase, we focus on the civic and artistic competences of our own kids. We mean, we follow and evaluate them in terms of their art works.

If some of them use dark, black figures always; we try to communicate their families and inform them about the basic situation.

At European Days (on 9th May), in our school and classes, we have organised basic art exhibitions which aren’t very valuable economically but emotionally and mentally they are very effective and valuable.

Different types of art works are exhibited even some of them are nonsense for adults.

Thus we have given importance to them personally and their civic competence are improved in this way.

The kids become very happy because they have taken many attention, critics and comment from parents, friends, teachers, directors and elder brothers/sisters in the same school.
Sharing, caring and working together, helping to make the world a better place.
Topic 5: “Together we are stronger and happier!”

We have given many samples from football play/game.

Altogether we watch simple football games, we focus on being togetherness then you always win. If you play personally or don’t care your friends like in football game; you always lose the game. With these scenarios and simple watchings from TV, computers and projection machines, we strongly point out when you share, be together, you are always happy.

Otherwise, you will be alone and sad because no one will care you even you are a good player. We have given examples from Spanish League which is very enjoyable and fantastic. For boys Lionel Messi example is very effective and for girls Neslihan Darnel (who is very famous Turkish volleyball player) example is effective. We evaluate these players and their being together.

The kids are very pleased, affected and happy at the end of all these activities. Then we try to play football and volleyball for a very short time.
Sharing, caring and working together, helping to make the world a better place.
"LET THE SUNSHINE IN"
Inclusive approaches for integration of minority and migrant children in pre-school education

PEDAGOGICAL MANUAL
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