



# L.I.F.E.

## (Live!Improve!Feel!Educate!)

Sofinancira program  
Evropske unije  
Erasmus+



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## »MOJI PRIJATELJI IN MOJA DRUŽINA«

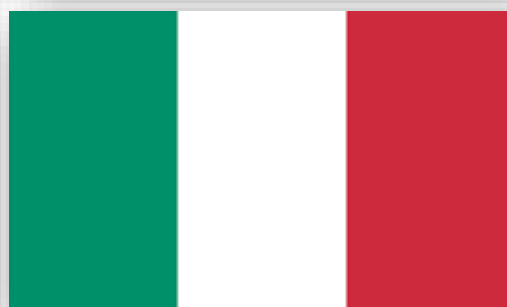
### 2. e-MAGAZIN

marec 2021

Pripravili:

Starteški partnerji projekta L.I.F.E.





### Strateški partnerji:

Czech Republic, <https://www.skolamalehostice.cz/>  
Italy, <https://www.nuovadirezionedidatticavasto.edu.it/>  
Norway, <http://www.skarungen.barnehageside.no/>  
Slovenia, Litija, <http://www.vrtec-litija.si/>  
Slovenia, Ljubljana, <https://www.vrtec-pedenjped.si/>  
Spain, <https://www.escorialvic.org/>





V projektu Erasmus+ K2 **L.I.F.E - Live!Improve!Feel!Educate!** sodeluje šest organizacij, vrtcev in osnovnih šol, iz Češke, Italije, Norveške, Slovenije in Španije. S partnerji si izmenjujemo znanje in izkušnje ter sooblikujemo sodobne vzgojne vsebine za razvoj socialno-emocionalnih kompetenc.

Cilj projekta L.I.F.E je dvig ravni emocionalno-socialnih kompetenc na področju samozavedanja, samouravnavanja lastnih čustev, na nivoju razvitosti empatije in s tem socialnega zavedanja, na nivoju odnosnih spretnosti, socialne vključenosti in strpnosti do ranljivih skupin pri vseh deležnikih projekta. S projektom želimo nagovoriti strokovno javnost o pomenu in vrednosti vsebin socialno-emocionalnega učenja za otrokov celostni razvoj in s tem znižati šolski osip, ter dvigniti socialno vključenost ranljivih skupin. V projekt poleg otrok in zaposlenih v partnerskih organizacijah vključujemo družine otrok, lokalno skupnost in strokovno javnost

V e-magazinu predstavljamo dobre prakse, ki smo jih uspešno integrirali v obstoječe izobraževalne kurikule. Projekt je zasnovan tako, da vsaka organizacija poišče izrazne možnosti za podajanje vsebin socialno-emocionalnega učenja v različnih projektnih aktivnostih. V projektu sodeluje preko 2000 otrok. Izkušnje si delimo in jih v partnerskem sodelovanju implementiramo v vzgojne procese. Naj omenimo, da se posebna pozornost namenja tudi vključevanju udeležencev z manj priložnostmi. V vseh organizacijah je program zasnovan tako, da otroci z manj priložnostmi in njihove družine lahko aktivno sodelujejo skozi celoten učni proces.

V projektu L.I.F.E so iz izmenjave znanja in izkušenj nastale dobre prakse, ki jih predstavljamo v e-magazinih. Prakse so uporabne za vse, ki želijo dopolniti vzgojno prakso na področju socialno-emocionalnega učenja. Želimo namreč, da so rezultati projekta uporabni in prenosljivi na sorodne organizacije po Evropi.





## DRUGI e-MAGAZIN PROJEKTA ERASMUS+ L.I.F.E.

### »MOJI PRIJATELJI IN MOJA DRUŽINA«

Pred vami je 2. magazin projekta mobilnosti strateških partnerstev KA2 Erasmus+ L.I.F.E (Live!Improve!Feel!Educate!). V e-magazinu predstavljamo dobre prakse za **razvijanje področja odnosne dimenzije in socialnega zavedanja** iz partnerskih organizacij iz Češke, Italije, Norveške, Slovenije in Španije. Za predstavitev v e-magazinu smo izbrali samo aktivnosti, ki so se izkazale za uspešne in učinkovite ter prenosljive za delo z vsemi deležniki projekta.

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V tem e-magazinu podajamo tudi dobre prakse iz izkušenj, ki so nastale iz izobraževanja na daljavo zaradi pandemije COVID-19. Poseben izziv pri delu na daljavo je bilo sodelovanje s starši na način, ki je ohranjal emocionalno ravnovesje v družini, a hkrati spodbujal družinski sistem k aktivni vlogi in kvalitetnemu preživljanju prostega časa.





### Escorial Vic - Catalonia, Spain

Title of activities: The spider web

Age (of children): 10-11 (74 pupils)

Disemnation:

Goal of activities:  
Knowing how the others see us

Description of activities:

The teacher throws the wool bud to some pupil without letting go of the end, while he or she does it says something positive about the person who receives the bud.

Whoever receives the bud, takes the thread and throws it to another person without letting go of the wool, also saying one positive thing about the next pupil. And so on until all the pupils has received it and the "spider web" is completed.







## Escorial Vic - Catalonia, Spain

Title of activities:  
Cause and emotion

Age (of children): 11 (79 pupils)

Disemmination:

Goal of activities:  
What causes each emotion? Let's explore them

### Description of activities:

An image or photograph of an emotion is shown to the children and then they need to identify it, think about it and write down at least two reasons why he or she may feel that way.

Then they get together and discuss with each other in groups.

It can also be done the other way around: say a cause and then the children have to explain how they would feel in that situation.

For example: How would you feel if you were not invited to a party? How would you feel if you were congratulated for doing something great? Have you ever felt sad or angry and didn't know why? Have you seen other sad or angry people and didn't understand why?

At the end, the whole group expose to the rest of the class their conclusions.







## Escorial Vic - Catalonia, Spain

Title of activities: My tree

Age (of children): 10- 11 (79 pupils)

Disemnation:

Goal of activities:  
How do I see myself?

Description of activities:

Each participant draws a tree with roots, branches, leaves and fruits.

- At the roots, they have to write or draw the qualities and abilities they think they have. For example: I am a hard worker.
  - In the branches, they write the positive things they do. For example: I always do my homework.
  - On the leaves and fruits, they write the successes they achieved. For example: I've got good grades.
- Then they expose their trees to the rest of the class and each participant can add, in a different color, the roots, branches or leaves and fruits that the others recognize on their classmates. The other students can help us to understand how we are or how they see us.







### Escorial Vic - Catalonia, Spain

Title of activities: Who is who?

Age (of children): 10 -11 (79 pupils)

Disemnation:

Goal of activities:  
Do we know each other?

Description of activities:

It is a game to make all the pupils to know more about each other.

They have 5 minutes to write down on a paper (it is important that the name of the author does not appear) the following:

- At the top left: what you usually do on Sunday afternoons.
- At the top right: your favorite hobby.
- Bottom left: what quality you like to find in people.
- Bottom right: The desire that he or she would ask to the genius if he appeared at that precise moment.

The leaves are collected and mixed. They are distributed so that no one has his or her own.

One by one they read out loud the papers that they received, and then they have to try to guess who the author might be.









### Escorial Vic - Catalonia, Spain

Title of activities:

Spring is here!

Age (of children): 10 -11 (79 pupils)

Disemnation:

Goal of activities:

Send peace and love messages

Description of activities:

To celebrate the arrival of a new season, the Spring, all students elaborated a colourful hot air balloon to hang on the corridor. In each balloon we can read different peace and love messages, and we let fly the balloon so the message can arrive anywhere!

Photos:







### Escorial Vic - Catalonia, Spain

Title of activities:

Heio io io!

Age (of children): 11 -12 (77 pupils)

Disemnation:

Goal of activities:

Group cohesion

Description of activities:

Study and practice of the traditional songs and dances Heio io io. There are several dances where some pupils have to move the sticks rithmically and the others have to jump inside and outside without touching the sticks.

It is necessary for everyone to sing and dance at the same time, they need to listen to each other and watch each other movements. It promomtes group cohesion, strengthens their personal relationship and also develops a sense of belonging to a group and the feeling of being more integrated to it.







### Escorial Vic - Catalonia, Spain

Title of activities:

Group cohesion workshop

Age (of children): 10 -12 (156 pupils)

Disemnation:

Goal of activities:

Group cohesion

Description of activities:

All pupils of the fifth and sixth grade has participated to a group or team cohesion workshop where different activities, ghallenges and games has taken place with the aim to built trust with each other, to commit with the decisions they take, to reinforce the collaboration, respect and communication between all the pupils.

The goal of the workshop is to build a strong cohesive team while simultaneously achieving valuable learning objectives.

The activity has been directed and guided by the group *L'Esquirol*, who offers different activities and dynamics related with nature, emotional and social education.





**SLOVENIA, Litija****Activity title:****MAKING NEW YEAR'S  
GREETING CARDS FOR  
FRIENDS****Age of children:**

3-6 years

**Dissemination:**

- parents
- eTwinning
- Erasmus corner

**Objective (s) of the activity:**

- A child experiences, gets to know and enjoys art.
- A child develops finger skills.

**Activity description:**

When we were making the greeting cards, we used natural material, blueberry twigs, which the children collected in the forest. They were painted with white tempera paint mixed with Mekol glue. The next day, when they were dry, they glued them to a dark background, then used the printing technique to create a winter motif - an owl on snowy branches and snowflakes. We have also prepared modest but useful gifts for friends from our partner countries, the Czech Republic, Norway, Italy, Spain and Pedenjped Kindergarten from Slovenia.









**SLOVENIA, Litija****Activity title:****THIS IS ME AND MY FRIENDS****Age of children:**

6 years

**Dissemination:**

- eTwinning
- child's group

**Objective (s) of the activity:**

- A child recognizes their strengths and the strengths of friends.
- A child recognizes his own interests and the interests of others.
- A child recognizes personality and body similarities and differences between children.

**Activity description:**

First, the children drew themselves on a longer sheet. In doing so, they had previously looked in the mirror. They paid attention to what color their hair was, what eyes they had, how they were dressed. Then they drew their friends next to them. Even when drawing friends, they paid attention to what hair color someone has, what eyes they have, what they are wearing. They cut themselves and their friends by sticking together. They then introduced who they had drawn. They told what someone is successful at and what goes well with the hands of their friends (each one individually). In the end, they told why they are their friends and what they like to do together. Through the activity, the children strengthened their self-awareness of themselves and their strengths, and strengthened their belonging and connection with their friends.







<b>SLOVENIA, Litija</b>	
<b>Activity title:</b>  <b>FIND THE RIGHT FAMILY</b>	<b>Age of children:</b>  4-6 years
<b>Dissemination:</b>  <ul style="list-style-type: none"> <li>- Erasmus corner</li> <li>- parents</li> </ul>	<b>Objective (s) of the activity:</b>  <ul style="list-style-type: none"> <li>- The child gets to know himself and other people and through play acquires a sense of belonging to the group.</li> <li>- With the help of a card, the child, without words, is grouped into a suitable family. They are grouped by hair color, shoes, clothes.</li> <li>- The child uses the terms correctly: father, mother, daughter, son, brother, sister.</li> <li>- He gets to know different types of families.</li> </ul>
<b>Activity description:</b>  <p>We talked with the children about their external characteristics e.g. hair color, eyes, about the differences between people etc. Then we drew family members on the cards, so that 5 members each had the same color of hair, clothes, shoes (maybe even fashion accessories). We placed the cards face down. Each child took a card and, without talking to friends, found the right family, according to the rule we set. Families were grouped by hair color, clothing, shoes, and so on. Different types of families were formed, e.g. two-parent with two children, a boy and a girl, one-parent with two children, etc. Once the children were properly classified, they introduced their family, e.g. mother, father, daughter, son or mother and two boys. Later, we upgraded the game so that the "family" sang a song, said a declamation, etc. In this way, we encourage children to work in a group and to belong to a group.</p>	





Drawing a family with felt-tip pens, painting with a colored ink.





Drawing a group picture - a group poster








**SLOVENIA, Litija**
**Activity title:**
**GETTING TO KNOW DIFFERENT  
OCCUPATIONS WITH YOUR FAMILY**
**Age of children:**

4-6 years

**Dissemination:**

- exhibition of posters in the corner
- cooperation with parents, family
- parents

**Objective (s) of the activity:**

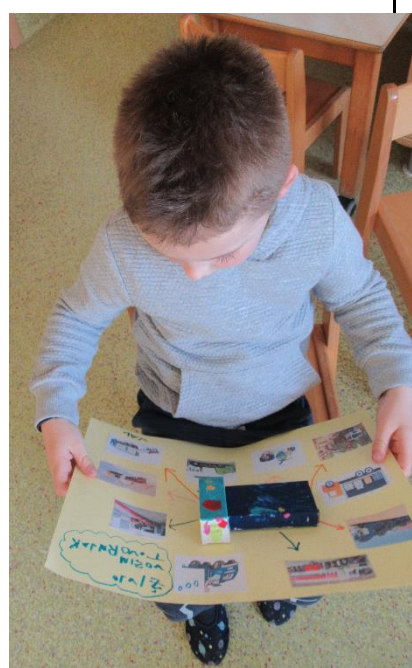
- The child cooperates with the family, strengthens family affiliation and is proud of their common product.
- With the help of the family, the child makes a poster that describes each profession and presents it to friends in kindergarten.
- The child is introduced to the use of appropriate speech and to independent storytelling in front of a group of children.
- The child is encouraged to participate in the reading badge.

**Activity description:**

Together with their parents, the children made a poster about the profession, which they have on the sign in the wardrobe. They presented the profession with drawing or photographs. To help with the presentation, they also brought aids used in the pursuit of the profession.

In the morning round, they presented their poster to friends and thus gave a speech in front of the group, which is also considered to be carrying a reading badge. The poster was pasted on the exhibition in the corner. After the presentation, we physically illustrated each profession. They had 4 thematic corners available daily, depending on the professions presented. The game was very creative and collaborative, the kids really enjoyed the game.









## SLOVENIA, Litija

### Activity title:

MY FAMILY

### Age of children:

5 - 7 years

### Dissemination:

- exhibition in the Erasmus corner
- parents
- eTwinning

### Objective (s) of the activity:

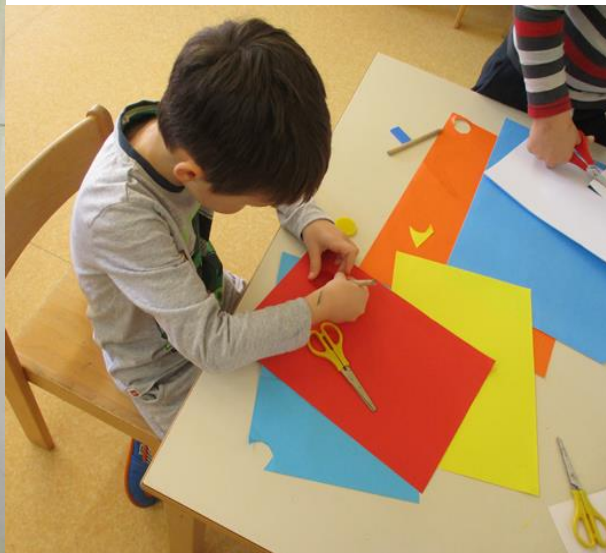
- The child gets to know different families.
- The child feels a sense of belonging to the family.
- The child uses symbols to describe the situation.

### Activity description:

Through previous activities, children get to know the characters they use as symbols. In this activity, we talked about family. The children described their family members. We put together a legend with symbols representing specific family members. The children independently wiped, cut and pasted the symbols for their family members. They also presented their product in a circle. In the corner with the characters, they made up different families.











## SLOVENIA, Litija

## Activity title:

## PLAY IN THE CORNERS

## Age of children:

5 - 7 years

## Dissemination:

- group of children
- parents
- eTwinning

## Objective (s) of the activity:

- The child has the opportunity to develop skills and ways to establish, maintain and enjoy friendly relationships with one or more children (which includes problem solving, negotiating, agreeing, understanding and accepting positions, changing roles, courtesy in communicating with each other, ...).

## Activity description:

Children participate in the game in different corners. It is important that they try to solve the problems themselves and come to an agreement. In doing so, they remain polite and take into account the views of the individual.

**Fit movement didactic game Mouse tails.** The children hunted tails, which they made by having the ropes stuck to their belts. During the run, they "pulled" the tails of their friends. The one who collected the most won. In addition to developing goals in the field of movement, they also trained in counting and counting and learned the concepts of more - less. The game was always lively, full of laughter and joy.

**Construction site.** The four children had two working machines, several shovels and buckets at their disposal. Even before the start of the game, they agreed on who will use which of the toys and what they will do. They only had trouble choosing a gadget. They needed quite a bit of time and energy to come to an agreement. The excavators were then changed during the game, in determining the mode or. the goal of the game, however, all participated equally.

**Role play - a corner "home".** Bathing dolls and washing clothes. At first, the girls started washing the toys, but the reason was that the toys were intended for babies. Next time we prepared the cubes in the corner. At that time, the gender of the children was evenly represented in it. The children had enough cloths available so that anyone who wanted to could participate. They lingered for a long time playing with water.

**Board game Three in a row.** As with all board games, children must first learn the rule to wait in line. At first, the competition was not pronounced, but when they won the rules of the game, it only escalated. However, they expressed it in a healthy, sporty way and as a motivation for further play. Eventually, they were joined by a few more children who taught them the rules. They took turns playing the game.









**SLOVENIA, Litija**

**Activity title:**

**FRIENDSHIP CHAIN**

**Age of children:**

4 - 6 years

**Dissemination:**

- playroom
- parents
- eTwinning

**Objective (s) of the activity:**

- The child learns that all people in a given society must help and cooperate in order for it to function and enable survival, well-being and comfort.
- Children establish friendly relationships with peers.
- The child negotiates with a peer to achieve the desired goal.

**Activity description:**

In this activity, the children chose a friend with whom they will make a chain of friendship. They determined the color of the paper, provided themselves with the necessary resources in the creative corner, and set to work. In order to create a chain of friendship together, they had to agree in advance what someone would do or share roles and tasks. After completing the task, they hung their chain in a dance corner, to which they added a balloon.





## ZŠ a MŠ Malé Hoštice, Czech republic

Title of activities:

**Family role during distant education period**

Age (of children):

Disemmination:

Description of activities:

As we all know, COVID pandemic has brought many changes and influenced a lot of parts of our lives. Children primary education in Czech Republic was forced to be organised on-line through distant education platforms. This educational system brought a lot of circumstances connected with socio-psychological areas. Children were not allowed to meet their friends physically, all their organised free time activities were paused and so the importance of families, inner home dynamics started to grow. Adult family's members started to be involved in educational process of their children in much wider range compared to common situation when children attend the school.

Knowing the fact, school has created several activities where children were able to learn through cooperation on suggested topics with their parents. From this point of view, distant education school model gave a chance for learning through adult person practical experience and through learning by doing. Important aspect which has to be mentioned is that all the activities were enjoyable and playful. If parents or other adult people taking care about the child found a time for the activity realisation, both sides, child and an adult person enjoyed their activity. Common work supported by school positive feedback gave a space for strengthening inner family coherence and the common feeling of success which supported self-confidence and creativity of the children.

We present some examples of the common parents + children work which have been done.

### A school from the building kit:









L.I.F.E. (Live!Improve!Feel!Educate!)

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**Our king Chalres IV. – to find out information and prepare something about him and his times:**



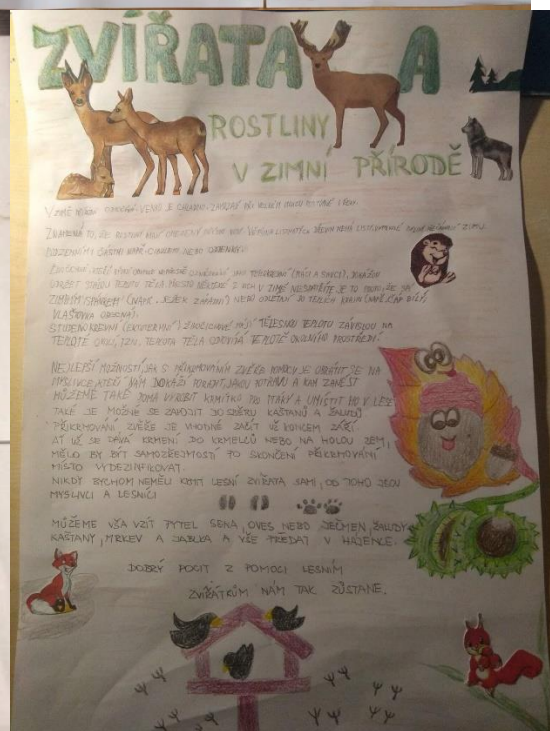
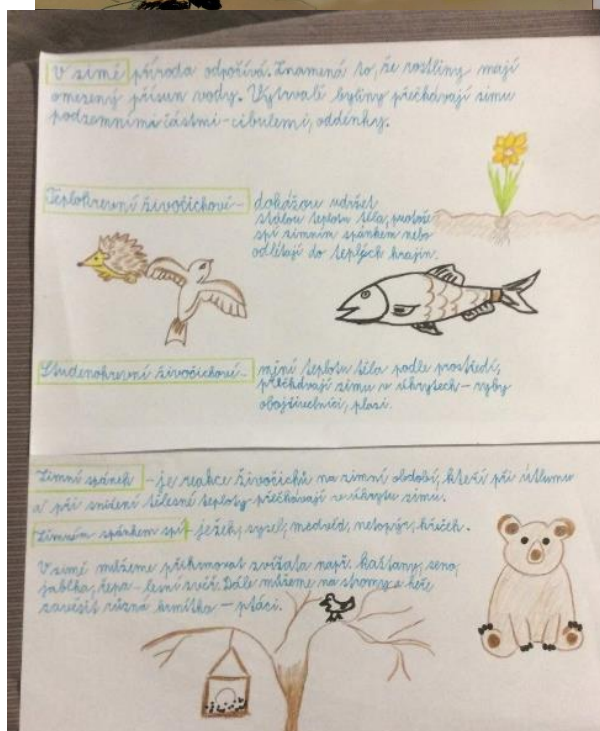
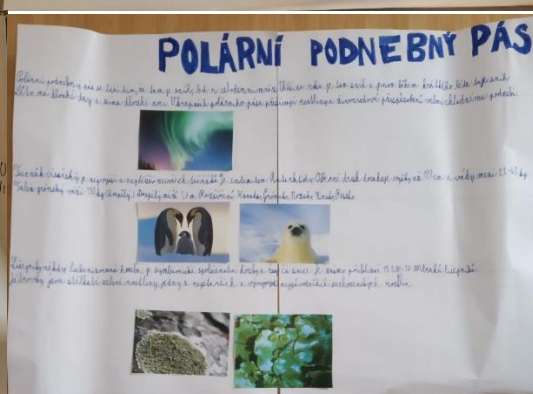
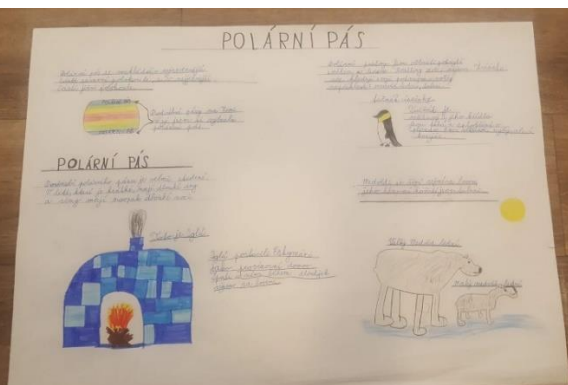
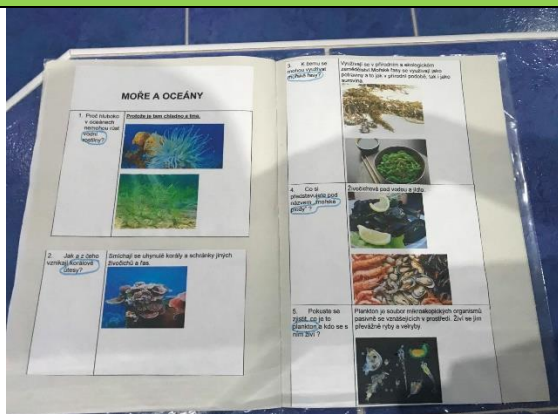




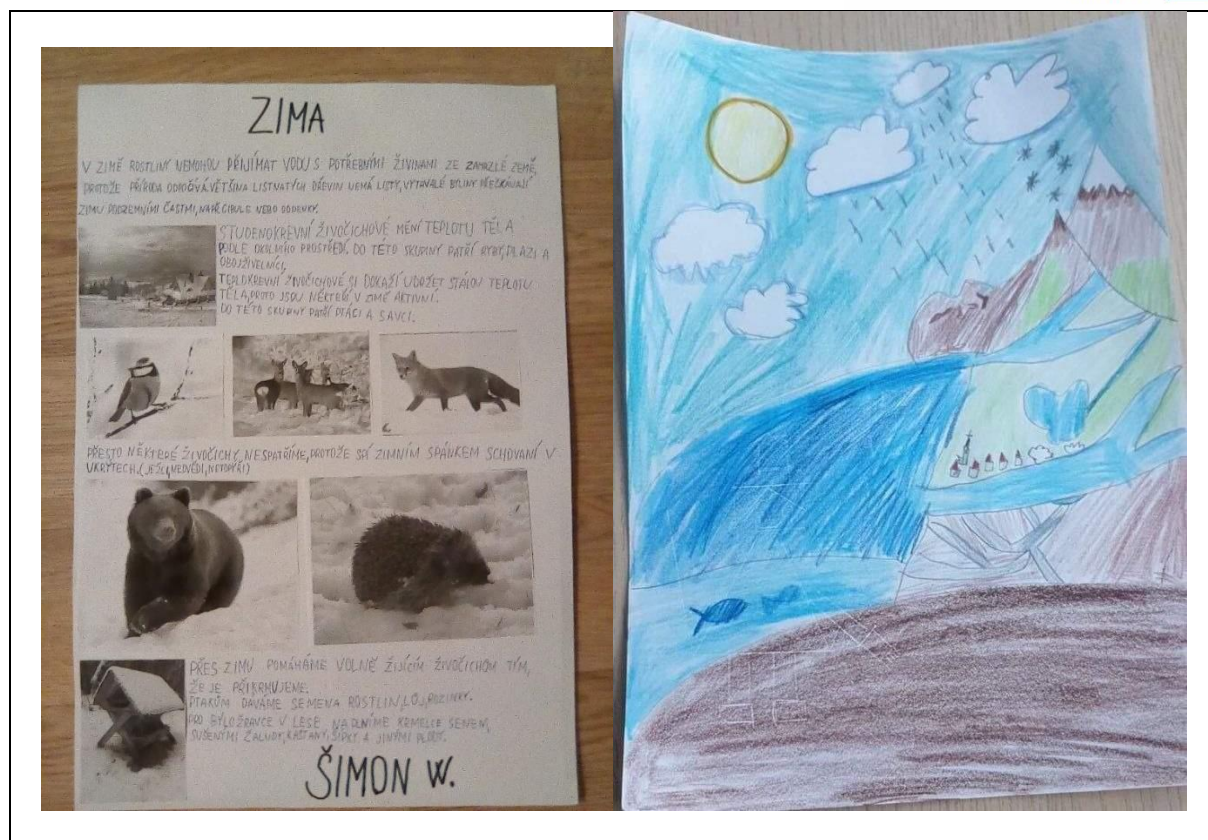




## Together with parents to find out information about arctic weather zone:











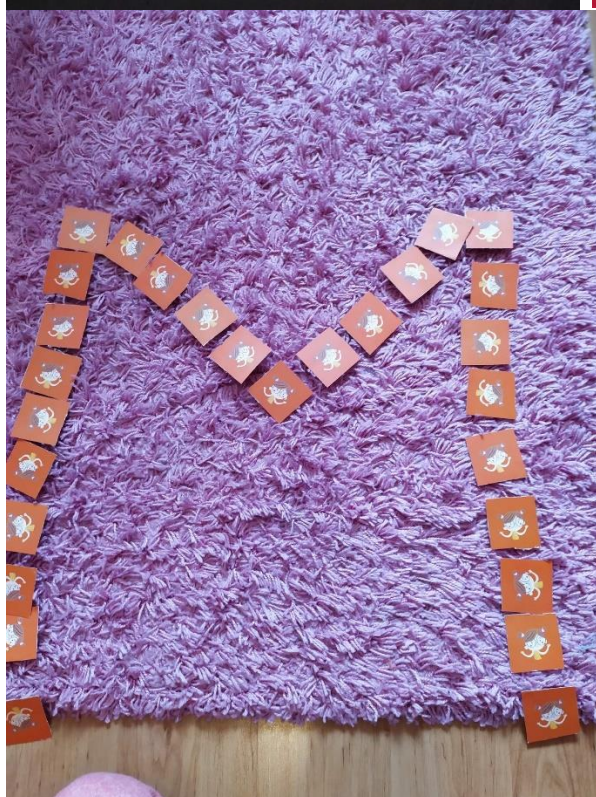
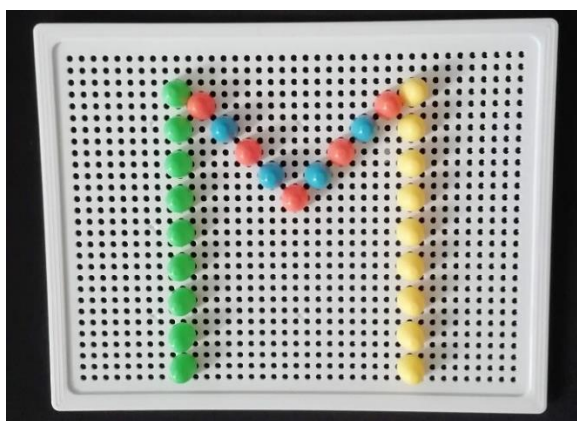
„Leaf man“ common work – to create a man figure from the leaves:







## How to remember letter „M“:







## ZŠ a MŠ Malé Hoštice, Czech republic

Title of activities:

**I am a smart person (Jsem laskavec)**

Age (of children):

Disemnation:

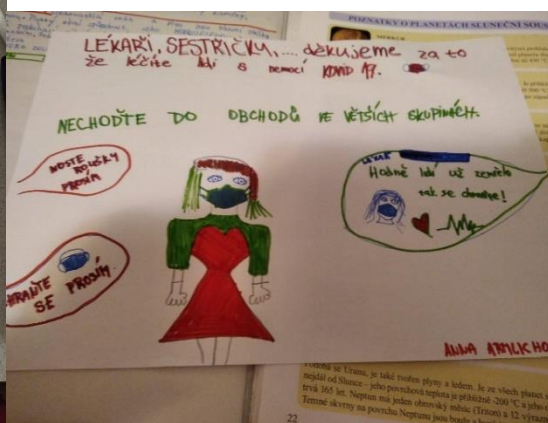
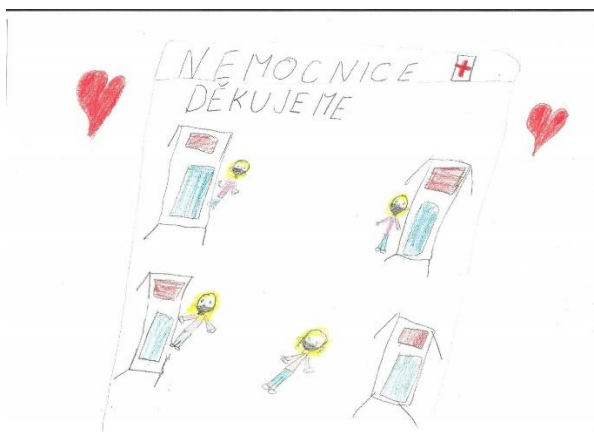
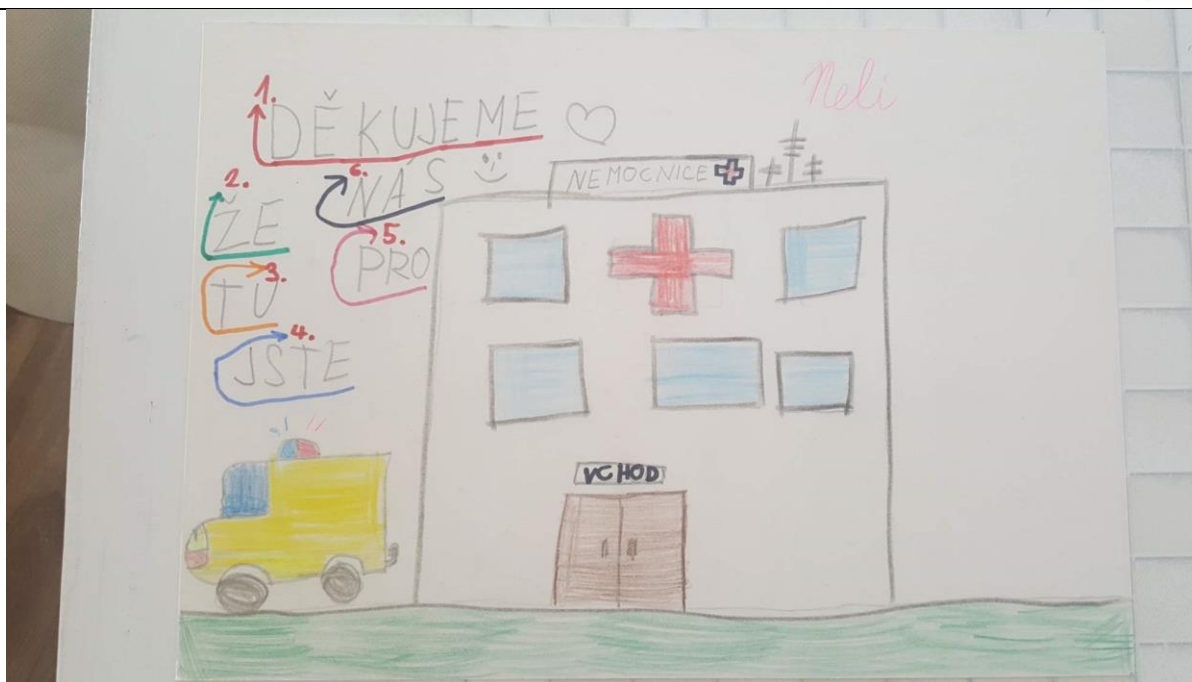
Description of activities:

The aim of the activity is to show everyone that in kindness there is a force that unites everyone. Our school tried to follow this motto and children tried to become the best role models. It didn't matter if children did good deeds in large groups or alone on their own, every act of kindness have been counted. Pupils, under the slogan "Become the star of World Day of Kindness" sent a photo of the picture or made a video that present kindness. As the activity was realised during Covid pandemic many tried to "thank" all the doctors and nurses in hospitals for their hard work during Covid times and many tried to support elderly people through different on-line and other activities. Thank you to the doctors and the nurses in hospitals.



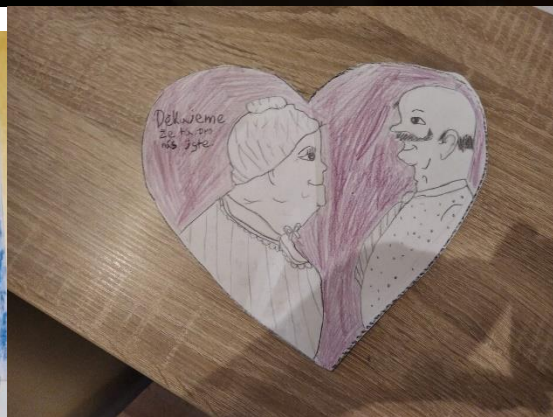
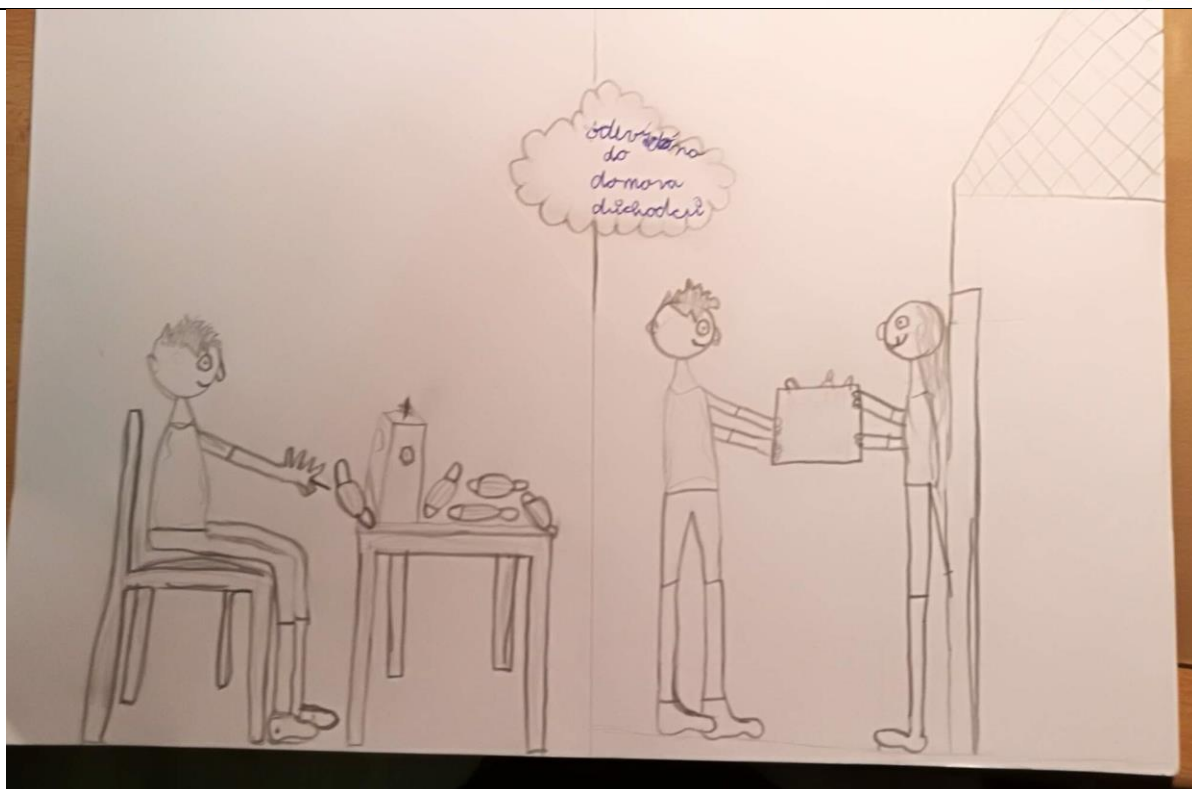






Support to elderly people:









## ZŠ a MŠ Malé Hoštice, Czech republic

Title of activities:

**On the meadow**

Age (of children):

Disemmination:

Description of activities:

To introduce to the children environmental topics connected with the life on the meadows. To get to know insect and find the ways how to observe the insect and how to behave well to it.







## ZŠ a MŠ Malé Hoštice, Czech republic

Title of activities:

**Friendship day**

Age (of children):

Disemmination:

The goal(s) of the activity:

- Deepening children' relationships
- Creating prosocial attitudes
- Strengthening prosocial behaviour in relation to the others

### 1) Spontaneous activities:

In spontaneous activities, the children played **"Tic-Tac-toe"**, **"Pexeso"** and **"Man, don't be angry"** games. The intention was to respect and follow the rules and learn to lose.

**Creation with Polycarp's kits** – cooperation between children, development of creativity and imagination. A group of children used corks, wires, polystyrene balls, markers, wool and their imagination in the art creation and made figurines – friends.







## 2.Activities led by the teachers

The activities led by the teachers were motivated by the **story Rainbow Ball** (listening, evaluation of the actions of the characters), which outlined the inappropriate behaviour of a friend (theft). In the form of reflection, the children considered how a true friend would behave, they had the opportunity to individually express their opinions on character and moral qualities.

### Further activities:

- getting to know the **poem FRIEND**
- **image description - What's wrong?**
- **song Let's sing, sing** – rhythmizing

The very popular game "**Who I think about**" led children to ask questions that can only be answered Yes – No and to the development of their expressive abilities and logical reasoning. Later on the **topic „Friendship“ was discussed** among the children – their presented own expression – teacher had to lead the discussion with appropriate questions.

### Further activity:

- song with movement *Mateřinka* (Z.Svěrák, J.Uhlíř) – alignment of movement with music (NTC)

For group work, children were divided into 2 groups by age. The worksheet **Šimon's friends for pre-schoolers** focused on the **development of pre-mathematic literacy**.

Younger children sought the **right path in the worksheet labyrinth**, practicing their **visual perception and logical thinking**.





**Activities led by the teachers:  
Outdoor activities**

Competitive games were prepared for children in the school garden. The focus of the competitive games was on fair-play behaviour, accepting the rules of the game and friendship during the sport. The children were rewarded with a diploma and sweets.

Spider's net of friendship – sending a ball to your friend. What do I value about him?

In afternoon activities, "Spider's net of Friendship" gave children the opportunity to tag their friend and present what they value about him.











## ZŠ a MŠ Malé Hoštice, Czech republic

Title of activities:

**A smile to your post box**

Age (of children):

Disemnation:

Description of activities:

School together with their pupils tried to support elderly people living in isolation during the Covid pandemic. They designed small cards, added nice rhymes and wrapped it all to the letter which was given to the post boxes of elderly people living in our city part. During the creation of the cards, children discussed the importance of empathy and belonging to someone and the need of social support which even more important during the time when person is isolated.











<b>Italy</b>	
<b>Title of activities:</b>  The friendship necklaces	Age (of children):3-4-5 anni  Kindergarten "A. Polsi"  Classroom F
<b>Disemnation:</b>	<b>Goal of activities:</b>  Develop interpersonal skills through the creation of an artifact
<b>Description of activities:</b> <ol style="list-style-type: none"> <li>1) handling of the proposed material (Das- ribbons-molds)</li> <li>2) realization of various free shapes and with the use of molds</li> <li>3) coloring of the artifacts with acrylic paint</li> <li>4) stacking of shapes made with various types of ribbons</li> <li>5) final decorations</li> </ol> <p>After observing the materials to be used, each child was given the DAS to manipulate. With the help of a rolling pin they rolled out the DAS and created the shapes of the medallions with the molds.</p> <p>Then we moved on to the free realization of the various forms that each child has chosen.</p> <p>After the artifacts dried, the children painted them with acrylic gouache.</p> <p>They later made the necklaces by threading the lockets and beads into the colored ribbon. Finally they embellished their artifacts with different decorations made by them.</p>	





















## Italy

Title of activities:

**MY FRIENDS AND ME IN A PANDEMIC TIME**

Age (of children):

10-11 years

Disemnation:

5B E 5C

(Students and teachers)

Goal of activities:

FRIENDSHIP: REAL / VIRTUAL

Description of activities:

- Guided conversation on the topic of friendship today: debate and exchange of ideas.
- Individual production of a text with their reflections. List of the text assigned to them: "How friends relations have changed during the pandemic. In the long period of closure that we are experiencing, even in these days, friendship is becoming more and more virtual. With whom we meet on the net, what we do together.
- Correction of texts.
- The activities were carried out with distance learning in two weeks.

Children's reflections on friendship:

Friendship is a deep feeling that arises spontaneously from the heart and is very important to me.

In sincere friendship, respect, sincerity and understanding must never be lacking.

A true friend never abandons you and always helps you in time of need.

Unfortunately, for about a year, we have been experiencing a particular period, an insidious virus has arrived in our life that we are trying to eliminate and I hope that everything ends as soon as possible.

Scientists have taught us some rules for avoiding contagion: distancing, masking, and prohibition of gathering.

So, in this period I had to give up my favorite sport, "basketball" and going out with my friends was forbidden.

Not being able to meet, play, hug, look at each other or just laugh together, it saddens me a lot.

Fortunately, with technology, I can see and hear friends, but it's not the same thing, because nothing can replace a live release.

In the afternoon, after completing my homework, I virtually meet with: Manuel, Alessio, Giuseppe, Luigi, Luca, Lucilla, Arianna and Stefano.





Together we play and have a lot of fun. Our favorite games are: Brawl Stars and Roblox.

Brawl Stars is an action video game and can be played in teams or in singles with characters called "brawlers", each with a series of characteristics and skills of varying degrees that distinguish them.

Roblox is one of the most popular and played games in the world, it allows you to create and be anything you can imagine. In this game, the creativity that each of us has within us comes out.

I stay connected with my friends for a specific time, agreed with my parents.

I wait for this period to pass quickly to return to an almost normalcy as before.

My mom always tells me that everything will work out, you just need a little patience.







## Italy

Title of activities:

A special friend

Age (of children):

7 years

Disemnation:

Families

Friends

Goal of activities:

Traveling with the imagination

Description of activities:

### LISTENING / UNDERSTANDING

The children were invited to listen to various Christmas legends, including "The Legend of Santa Claus".

### LISTEN / SPEAK

After listening to the legends, a guided conversation was started on the comparison of personal experiences and experiences that anticipate the magic of Santa Claus

### WRITING

Afterwards, each child wrote a simple letter to Santa Claus which he posted in the mailbox, recipient: " Santa Claus ".

Later, in January, each child received Santa's reply to their home address.

His response aroused great joy and strong emotion in the children.

Following is a letter from a child and the answer from Santa Claus.





Venerdì 18 dicembre 2020

Letterina a Babbo Natale

Caro Babbo Natale,  
mi chiamo Antonio e non vedo  
l'ora di scriverti.

Ho sette anni e abito a Vasto.  
Ti tengo a farti sapere che quest'  
anno sono stato bravissimo e  
vorrei trovare sotto il mio albero  
di Natale dei lego.

Se che tu accontenti tutti i bambi-  
ni buoni del mondo.

Ti aspetto!





Oh dimenticavo, io non ho il  
camino ma puoi entrare dalla  
finestra.







Babbo Natale - Pieve di Cadore

Oh,oh,oh,oh carissima Agata,

CASSETTA DI BABBO NATALE

PIEVE DI CADORE

grazie di avermi scritto; la tua letterina è arrivata un po' in ritardo ma ha riempito il mio cuore di gioia.

Io nella magica notte di Natale, ho caricato il mio sacco gigantesco sulla slitta trainata dalle mie adorato renne: Cometa Cupido Donato Fulmine Donnola Saltarello Ballerina Freccia Rudolph con il naso rosso che occupa il posto di punta ed apre la strada alle sue compagne, ho viaggiato in lungo in largo per poter raggiungere tutti i bambini del mondo e farli felici con un piccolo dono, sono passato anche da te e spero che il regalo che ti ho portato ti sia piaciuto.

Ora mi riposo un pò e aspetto le letterine dai bambini per capire cosa desiderano ricevere il prossimo Natale.-

Ti saluto e ti invito a visitare la mia deliziosa casetta e anche la Biblioteca degli Gnomi nel Parco Roccolo di Pieve di Cadore: sono posti che ti faranno volare sulle ali della fantasia.

Ah, dimenticavo !..."Continua ad essere buona e brava!" Cerca di rispettare le regole indossando la mascherina così presto potremmo tornare a giocare tutti assieme

**Buon 2021 !!!!!!!!**

Un abbraccio grande come il giro del mondo e ritorno.

*Babbo Natale*





## Italy

Title of activities:  
Free time

Age (of children):  
7 years

Disemmination:  
Families

Goal of activities:  
Understanding the value of "free time" as a moment of quality.

Description of activities:

### LISTENING AND UNDERSTANDING

The children were invited to listen to some realistic narrative texts on the theme "Free time".  
Listening allowed us to reflect on the value of "free time" as a moment of quality.

### LISTEN / SPEAK

After listening to the narrative texts, a guided conversation was started on the comparison of personal experiences and experiences through stimulating questions:

- What is free time?
- How do you like to spend your free time?
- Do you play a sport?
- Free time in the period of Covid

### PRODUCTION

Afterwards, each child produced a realistic narrative text in which he told how he spends his free time.

### ART AND IMAGE

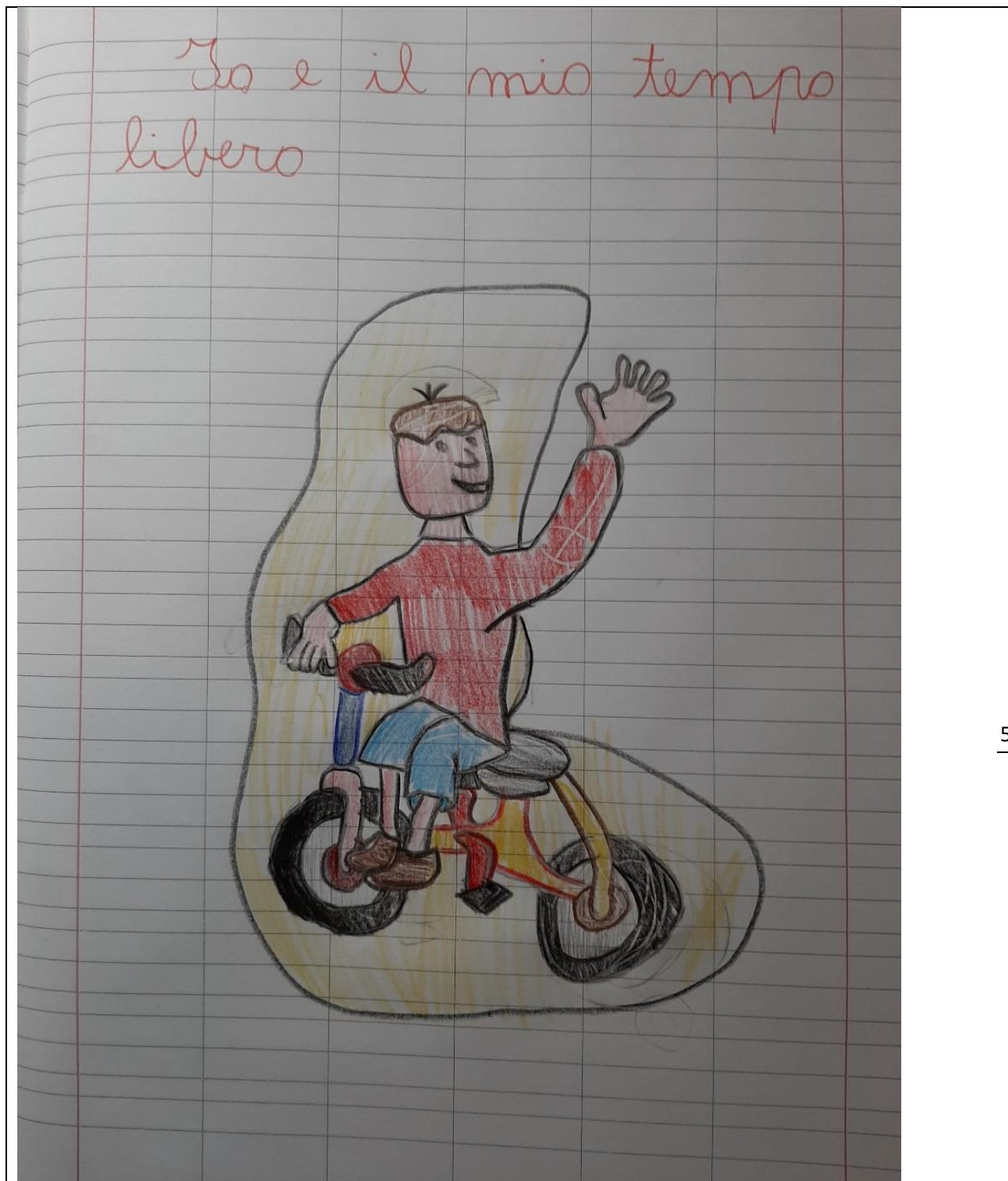
Each child has created a graphic representation of their free time.

### SHARING

The papers produced were shared, each child shared the reading of their text with the rest of the class.  
The moment of sharing aroused in the children a lot of emotion, happiness, enthusiasm and the discovery of knowing how their mates spend their free time.

Following the documentation of the written documents and the graphic representations of the requested activities.

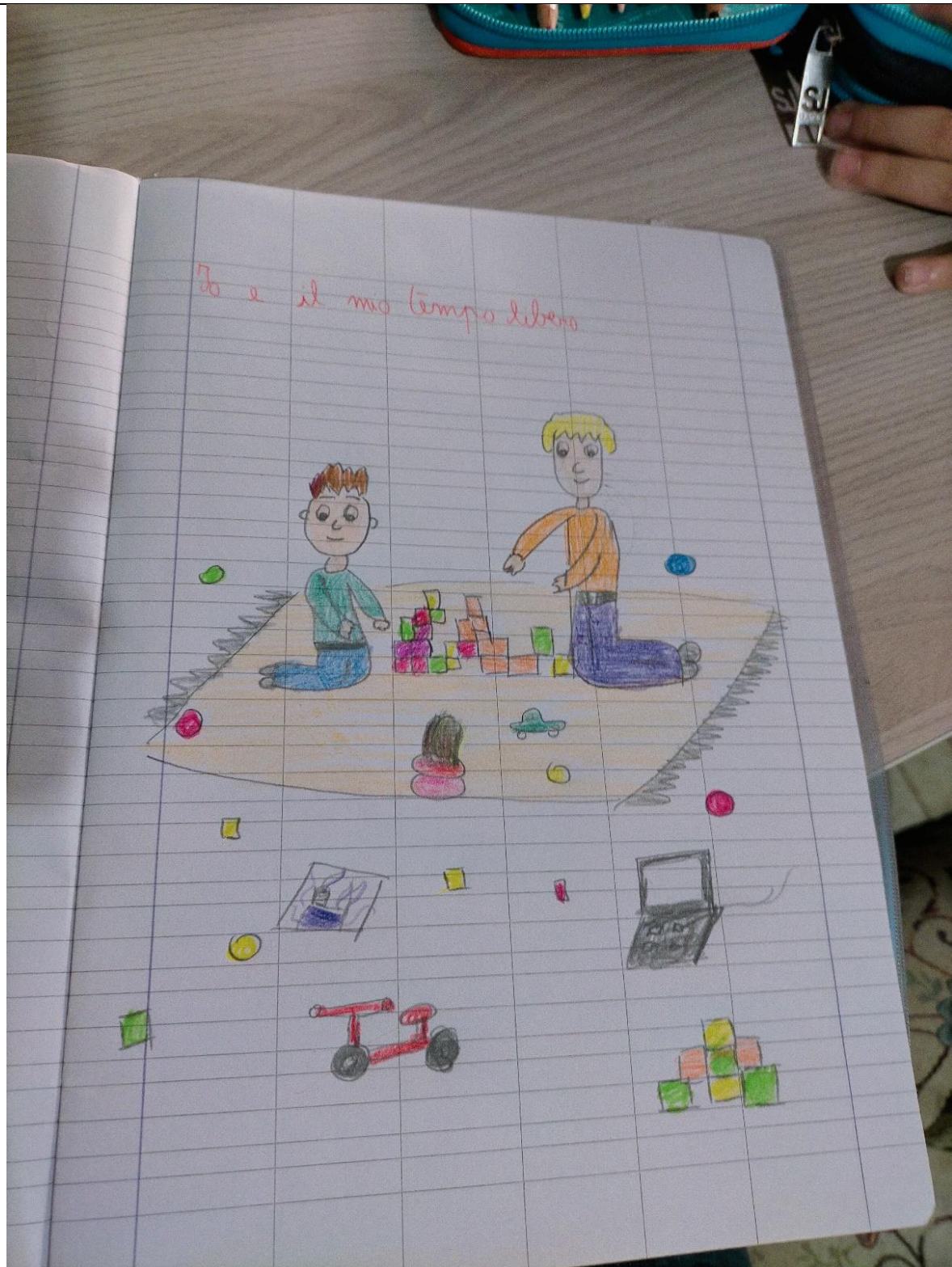




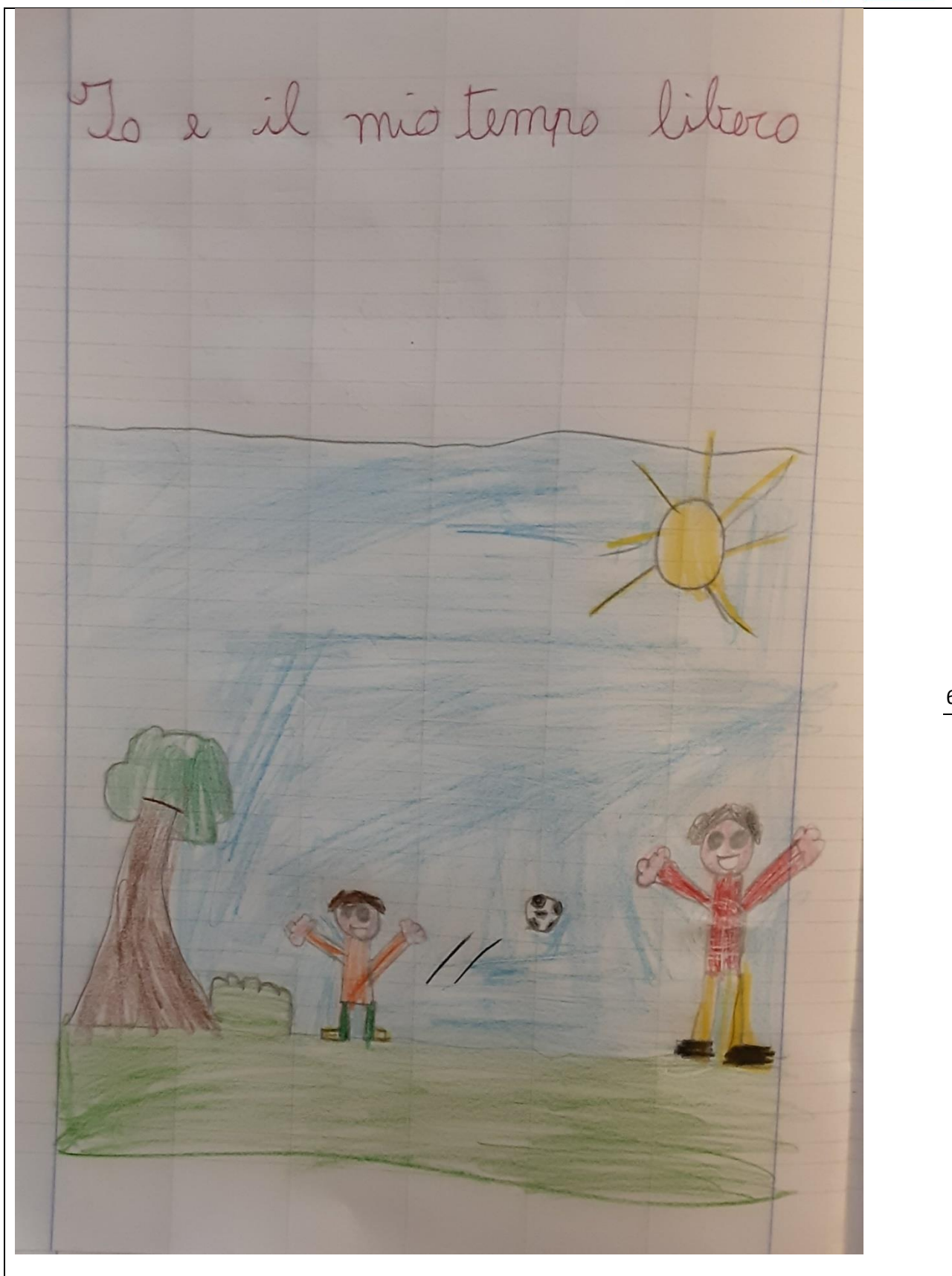








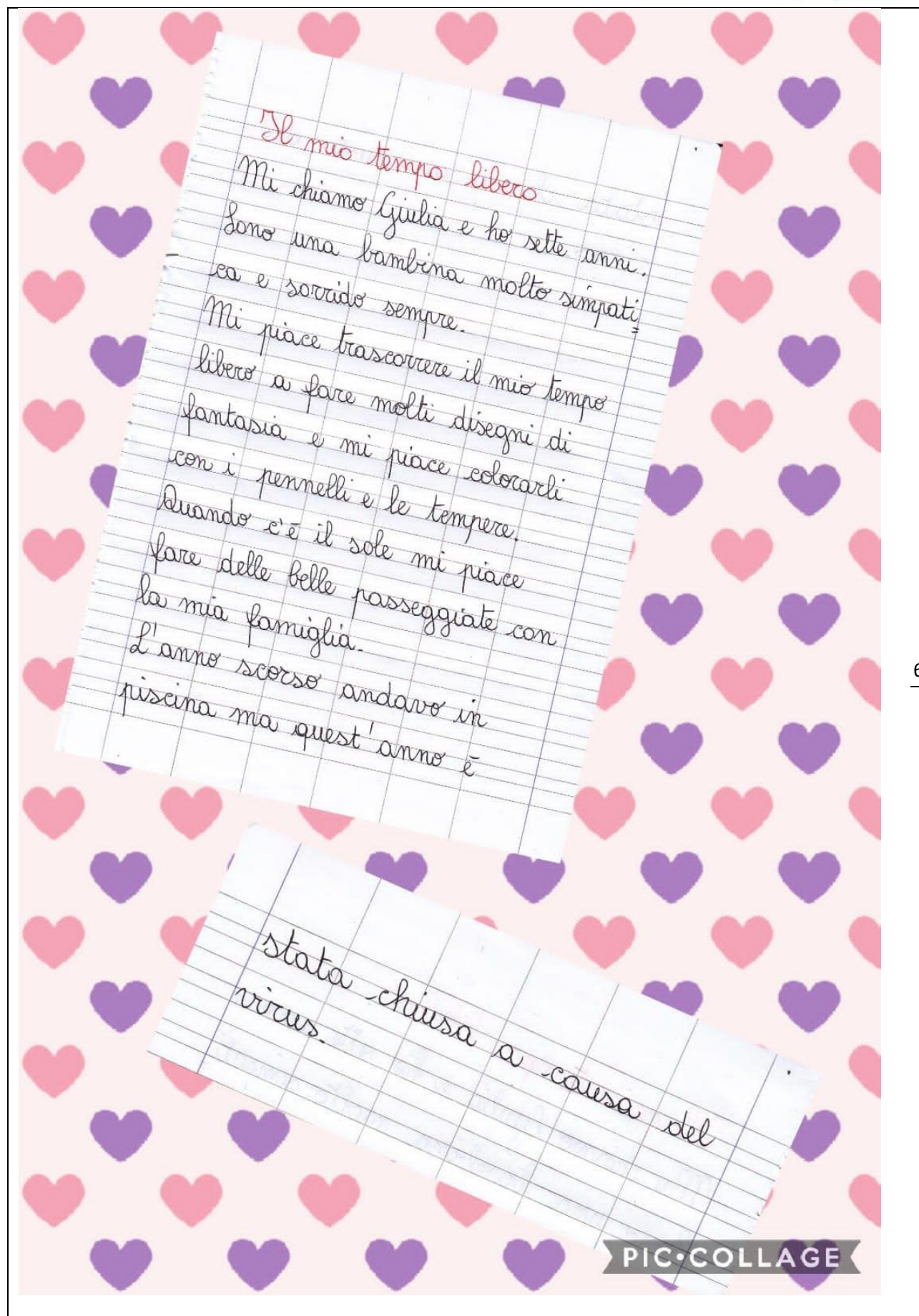
















Io e il mio tempo libero  
Mi chiamo Antonio, ho otto  
anni e frequento la seconda  
elementare.

Nel mio tempo libero mi  
piace giocare con i miei amici  
ma ora non si può per  
colpa del covid e rimango  
a casa.

A casa gioco con i lego  
e costruisco tante cose.

Mi piace anche vedere la  
tv e giocare con la nintendo.

Certe volte il mio papà, dopo  
aver fatto i compiti, mi porta  
con la bicicletta al parco  
giochi.

Il sabato pomeriggio vado  
in piscina e mi diverto tanto.  
Ma la cosa che mi piace  
di più è quando mio padre  
ritorna da lavoro e giochia=  
mo insieme.

**PIC•COLLAGE**





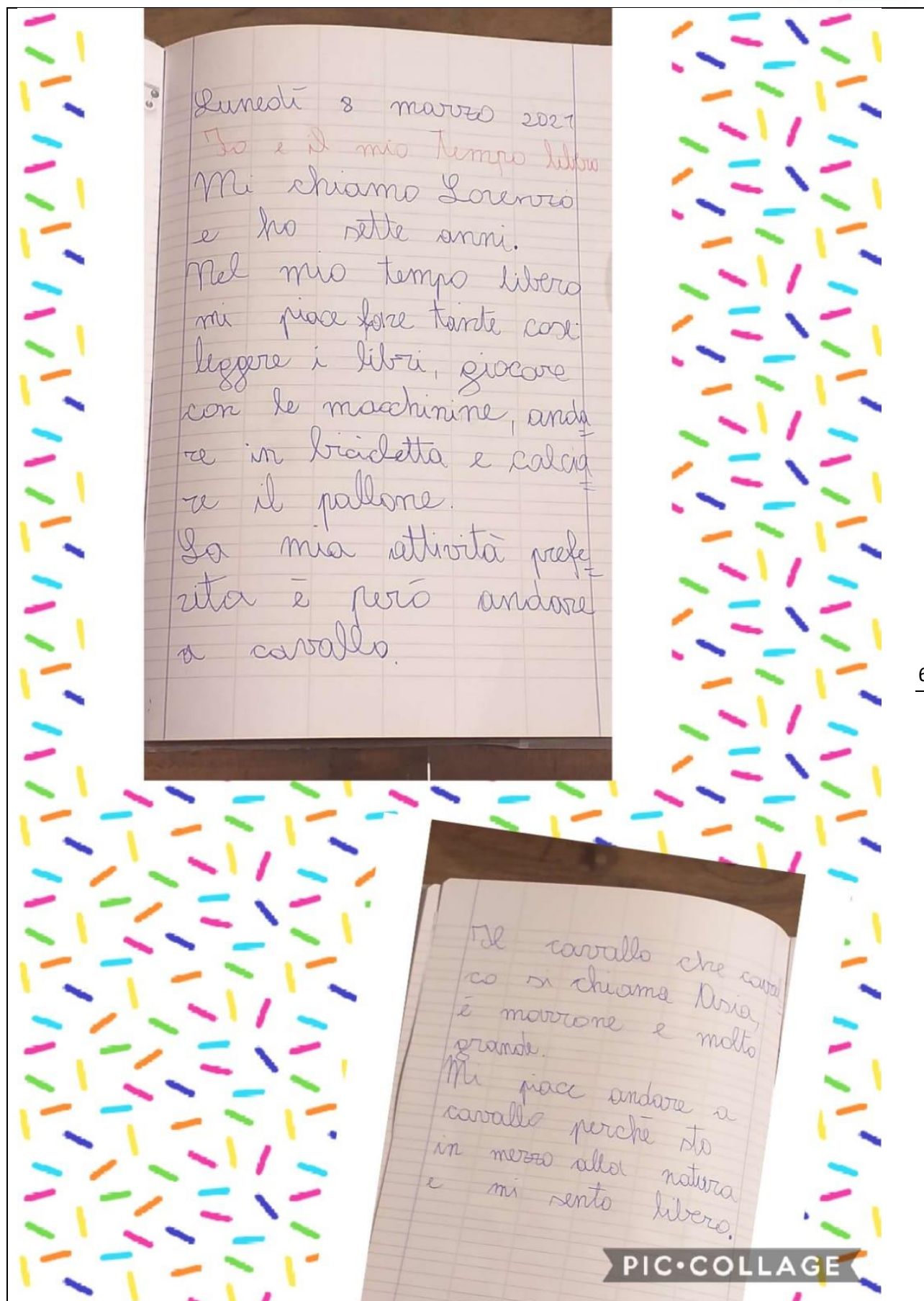
Io e il mio tempo libero  
Il mio nome è Leonardo,  
ho sette anni e vado in  
seconda elementare.  
Quando finisco i com-  
piti mi rimane un po' di  
tempo libero.  
Quando fuori c'è il so-  
le esco in bicicletta.  
Pratico la pallavolo, questa  
attività mi piace molto, ma  
adesso la palestra è chiu-  
sa per colpa del corona-

Scansionato con CamScanner

virus.  
Per la pagella i miei geni-  
tori mi hanno regalato i  
guanti da boxe e un pun-  
ciball per scatenarmi.  
Quando non so cosa fare  
guardo la televisione o  
pure mi diverto a disegna-  
re.  
Il gioco che mi diverte  
più di tutti, è fare attac-  
co di cuscini, la sera  
con il mio papà.

PIC•COLLAGE









## Italy

### Title of activities:

"Social awareness and cooperation in humanitarian actions"

### Disemnitiation:

Institute website and local online newspapers

### Age (of children):

3-4-5 years

### Goal of activities:

LIVE SOLIDARITY EXPERIENCES

### Description of activities:

The activities are proposed, in their transversality, as an integral part of the entire educational-didactic path: solidarity is addressed in terms of training and

as a testimony of life and concrete action.

- A true culture of solidarity is promoted through concrete actions of collaboration with families, the school community, local bodies and associations for the human and educational growth of children in the cognitive, behavioral sphere for the development of relational, social and civic skills.
- It promotes information and awareness of the value and importance of the gift, of sharing towards the weakest and most marginalized social groups.
- Behaviors of personal commitment and cooperation in the group are supported to achieve a common goal.

### Description of the documented solidarity experiences

#### "WINGS TO DREAM"

- Meeting activities with the author of the book "WINGS TO DREAM" ("ALI PER SOGNARE"), the proceeds of which were donated to AGBE, an association that promotes and supports young patients in the Oncohematology department of the Santo Spirito Hospital in Pescara. On the occasion of Christmas preparation of the gift package: each child brought a small gift for the children of the hospital ward by the hand by the author of the book.
- Listening to the reading aloud of the story and body imitative representation with the realization of the theatrical performance. For the event, the manager, families and representatives of the neighborhood were invited who generously left an offer to be donated to the AGBE association.



**"A SCHOOL OF RAINBOWS"**

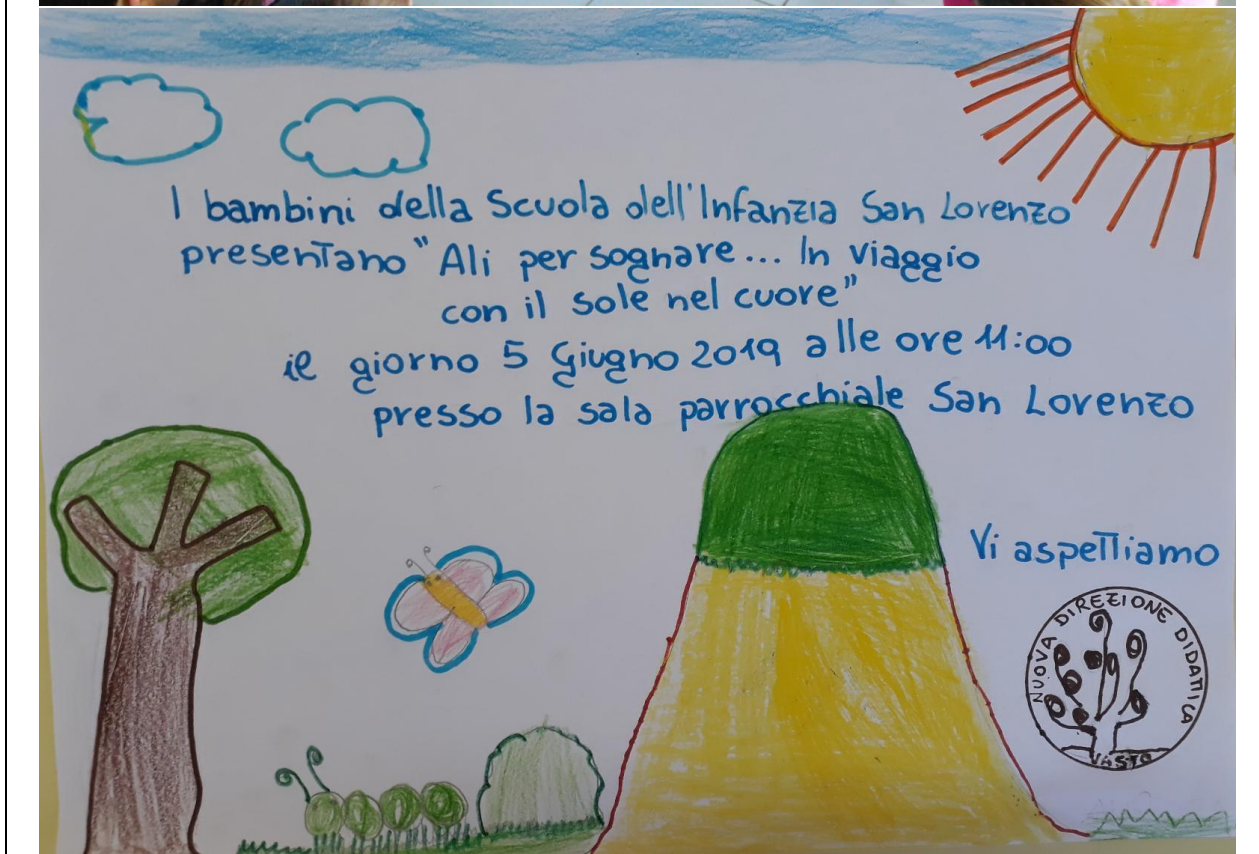
- Information to families that our institute is included in the network "A School of Rainbows Abruzzo": a social promotion association to promote the encounter between different ethnic groups and cultures in the belief of the fundamental role of the school in this regard.
- Activities, with children, of conversation and viewing of video testimony of the works that the association has created and is carrying out in Senegal, in the village of Sambowtè.
- Collaboration with families and school children to organize a charity market for the association.
- Delivery by the children of the "first drop" to the President of the Association.

**"A JOYFUL PANDEMIC OF GENEROSITY"**

- Conversation, memorization of the song "What is solidarity" and the verses of Gianni Rodari.
- Preparation of "gift boxes" and "soft toys" in collaboration both with friends at school and at home with family.
- Sharing of living the joy of the gift.
- Delivery of gift boxes to the collection center of the city and soft toys to give smiles and joy to hospitalized children and people in need so that they can spend a Christmas cheered by the warmth of a gift made with the heart.
- Understanding the meaning "solidarity is something that is not said but done".
- Organization of a moment of celebration to celebrate the International Day of Human Solidarity: one of the fundamental and universal values that should be the basis of relations between peoples.































## Italy

Title of activities:

How many ways to communicate!!!

Age (of children):

3,4,5 years

Disemnation:

School website, families and local press.

Goal of activities:

Ability to understand and use verbal and non-verbal language to convey interpersonal relationships and interact with others.

Description of activities:

- 1) observation of the materials received;
- 2) liking of gifts;
- 3) guide stimulus to reflection on communication;
- 4) interview on the meaning of communication, thanks to the gifts received;
- 5) thanks and greetings to all the children of the partner countries.

The teachers invited the children to listen to a story "Gentle gestures" from which they highlighted the importance of communicating beyond languages and distances, how you can also build a relationship of friendship.

Followed by stimulating questions that led the children to discover the many ways to communicate and above all also at a distance:

- Are you happy to have received these gifts?
- You like them?
- What did you like most?
- Who sent them to us?
- From these gifts received can we say that there are many ways to communicate?
- Can we be friends even if we are far away?
- Do you think you have found new friends?

Unwrapping the gift packages received by children from European countries has aroused a lot of curiosity, emotion, joy and the discovery of having new friends.









































































## Norway

## Title of activities:

Role play – «The Mitten»

## Age (of children):

3-6

## Dissemination:

Inclusion, friendship, diversity

## Goal of activities:

Development of empathy, working with literature, drama and culture

## Description of activities:

This is a classical Ukrainian fairytale about a man who is out in the woods one cold afternoon to walk his dog. There is a sort of incident that makes him loose one of his mittens, and it is left in the woods during the night.

One after another the animals of the forests seeks refuge in the mitten. There is a mouse, a frog, a rabbit, a fox, a wolf, a boar and a bear. One by one they come by and ask the other animals in the mitten permission to enter and seek refuge from the cold night.

When mornings comes, all the animals go mind their own business, and the mitten is left uninhabited on the forest floor. The owner of the mitten returns to find his lost mitten, he finds it, but is surprised that is still warm inside...

The children knows this story well, the animals, and the sequence they appear in. They collaborate and direct this play together. The act and do the lines from the story: »Who are you?«, »Please, let me in«. We talk about inclusion and the importance of fellowship and being a part of it. Also when we are different. Different is diversity, and diversity is good.

## Photos:



















## Norway

## Title of activities:

Life in Sierra Leone – a child's perspective

## Age (of children):

3-6

## Dissemination:

Solidarity, aid, geography, sociology

## Goal of activities:

Insight of other cultures, other ways of life, new perspectives, knowledge, solidarity

## Description of activities:

Each year in October, connected to the international UN-day, October 24th, we work with international culture and aid projects. Every third year we raise funds for local projects in our friendship town on Sri Lanka, Rajshahi. The years in between we cooperate with a Norwegian aid organization. Last fall we learned a lot about the life of Neneh and her family from Sierra Leone, West Africa.

We hear stories, watch films and talk about pictures from the village in Sierra Leone – The Lion Mountain. We learn some of the language, make some local food and learn songs made for the project.

## Photos:















## Norway

## Title of activities:

»Three-in-a-row«

## Age (of children):

3-6

## Dissemination:

Sequencing, strategy, turn-taking, interaction

## Goal of activities:

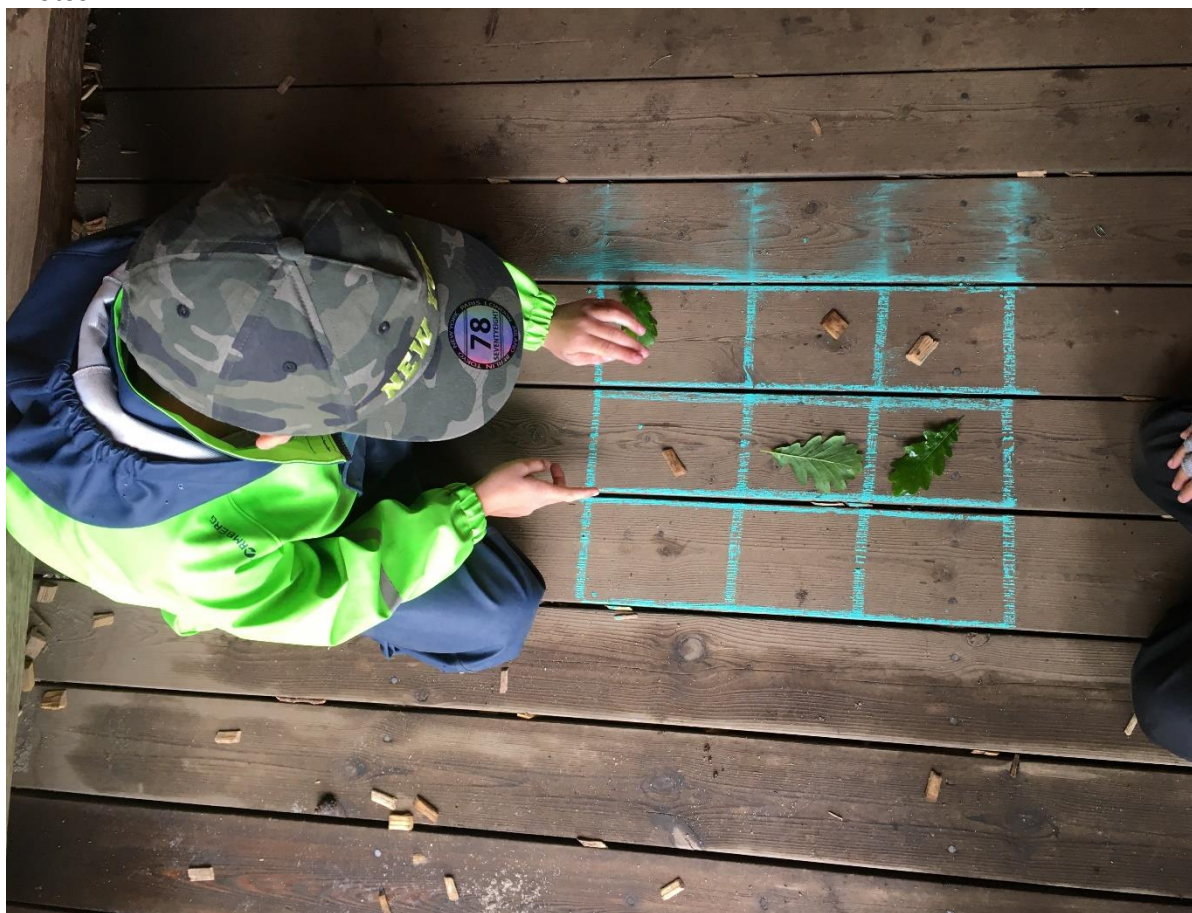
A game with easy means, stimulating thinking and forging bonds by common experiences.  
Turn-taking and self management

## Description of activities:

This is a simple activity to initiate. All we need is a smooth surface, a piece of chalk and some objects found anywhere outside – some pebbles, small rocks, leaves, pieces of wood or stick.

Use the chalk to mark nine squares – three by three. This is a game of two, and each player take turn putting one object at the time until all three objects are out. Then the players can move one object by turn, until one player has all three objects in a row – horizontally, vertically or diagonally.

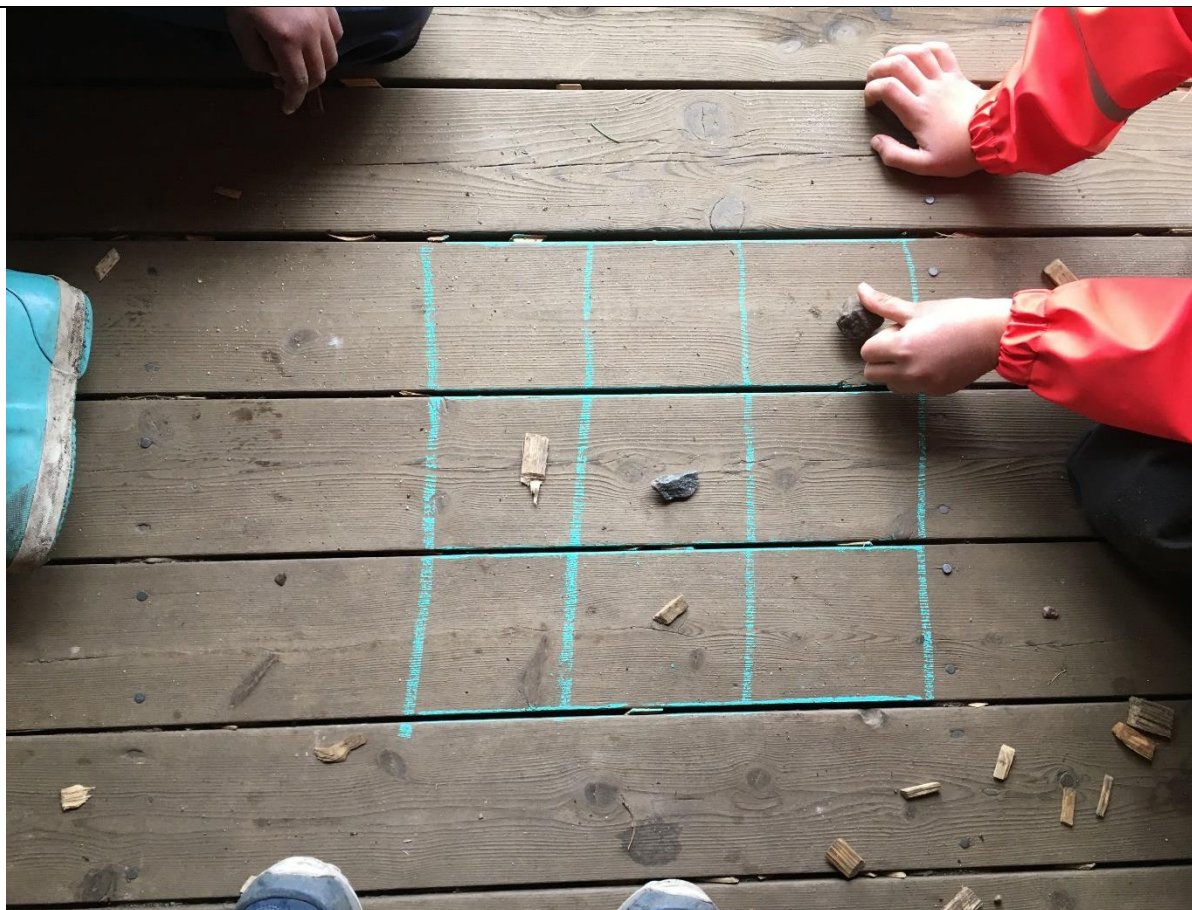
## Photos:















## Norway

## Title of activities:

»Body letters«

## Age (of children):

3-6

## Dissemination:

Cooperation, interaction, proprioception, self management

## Goal of activities:

Create letters using our bodies to form specific letters on the ground. Cooperation and interaction, forming bonds through common experiences.

## Description of activities:

The children are given a letter to form with their bodies on the ground. They have to cooperate and take instructions from each other. They need to elect a director and follow directions to form a proper letter. Adults support the activity and documenting it using digital cameras. The children can later watch the pictures and see the results from another perspective.

They learn to give and take instructions and directions. They have to be able to manage themselves and control both body and mind. Proprioception is the sense of where your body is in relation to its surroundings, and where the parts of your body is in relation to the rest of you. For instance, when you put your index finger on the tip of your nose with your eyes closed.

## Photos:



















## SLOVENIja, Ljubljana

**Izdelava videoposnetka o tem, kako smo pogrešali prijatelje v času epidemije COVID-19**

**Starost otrok:**  
Korenjak, 3-6 let  
Škratki, 5-6- let

### Opis dejavnosti:

- Otroci so pripovedovali o svojih doživetjih v domačem okolju v času zaprtja vrtca; o tem, kako so se počutili in zakaj pogrešamo prijatelje.
- Spoznavali smo, kaj pravzaprav je prijateljski odnos in kako se počutimo, ko se igramo s prijatelji.

<https://www.youtube.com/watch?v=u2rn99l2xEs>



**SLOVENIJA, Ljubljana****Mednarodni festival »Igraj se z mano«****Piščanček Pik in prijatelji****Starost otrok:**

Korenjaki, 3-6 let

**Diseminacija:**

Mednarodna strokovna javnost, udeleženci in obiskovalci festivala Igraj se z mano

Starši

Spletna stran vrtca

e-Twinning

**Cilji:**

Razvoj tehnik umirjanja

Razvoj jezika

Premagovanju strahu pred nastopom

Razvoj čustvene ekspresije z različnimi umetniškimi sredstvi: ples, likovno izražanje, film, gledališče

**Opis dejavnosti:**

- Dramatizacijo zgodbe Piščanček Pik smo nadgradili s komponento razvijanja odnosne dimenzije. Preigrali smo situacije, kjer se lahko empatično odzoveš: Ko zaznaš pri prijatelju, da je žalosten, vesel ali ga je strah – mu lahko ponudiš svojo tehniko umirjanja in mu tako pomagaš, da se sprosti in postane boljše volje.
- Dramatizacija zgodbe je nastala v zaključnem procesu delavnic Čustvenega opismenjevanja, kjer smo spoznavali in podoživljali različna čustva (spoznavali in razvijali neverbalno ekspresijo), razvijali teorijo uma (zaznava perspektive drugega; počutja in zaznavanja socialne situacije, ter se učili reševati konflikte) in spoznavali tehnike umirjanja.

V objavljenem posnetku zgodbe o Piščančku Piku smo prikazali večmesečni proces razvijanja čustvene pismenosti, ki je sestavni del programa za otroke z avtistično motnjo. Posnetek smo predstavili na mednarodnem festivalu.

[IGRAJ SE Z MANO - povezava](#) (Festival Ljubljana)

[Piščanček Pik svetuje prijateljem - povezava](#)













## SLOVENIJA, Ljubljana

### Ogled predstave Kinobalon

**Starost otrok:**  
Korenjaki, 3-6 let

#### Opis dejavnosti:

- Letos smo si zaradi epidemije Covid-19 filmsko doživetje pričarali v naši igralnici. Ogledali smo si pet kratkih filmov iz projekta Cinemini Europe v organizaciji filmskega centra umetnosti *Kinodvor* Ljubljana – *Gumbi na potepu*.
- Posebno mesto smo namenili pogovoru o filmu *Obisk iz vesolja*.

#### Izpostavili smo pomen prijateljstva;

Pogovarjali smo se, kako se spoprijateljita deklica in vesoljček – In razširili vsebino na razvoj odnosne komponente; to je pogovor o načinih vzpostavljanja komunikacije in pristopanja k igri vrstnika.

Nato, ali sta deklica in vesoljček prijatelja že od začetka ali se najprej drug drugega bojita. – In razširi vsebino s pogovor o stiskah pri vstopanju v interakcije pri otrocih z avtizmom.







## Slovenija, Ljubljana

IZKUŠNJA INTERAKCIJE IN  
SODELOVANJA V IGRI

**Starost otrok:**  
3-6 let, Korenjaki  
Ranljiva skupina otrok

**Opis dejavnosti:**

V oddelku smo izvajali aktivnosti v katerih so imeli otroci možnost izkusiti pomen interakcije in sodelovanja s prijateljem za dobro počutje in gradnjo odnosa. Razvijanje odnosne komponente SEL smo integrirali v naslednje vzgojne aktivnosti:

- Prstne igrice,
- igre z žogo,
- ples,
- slikanje s prstnimi barvami in izdelava skupnega kolaža iz posameznih slik.

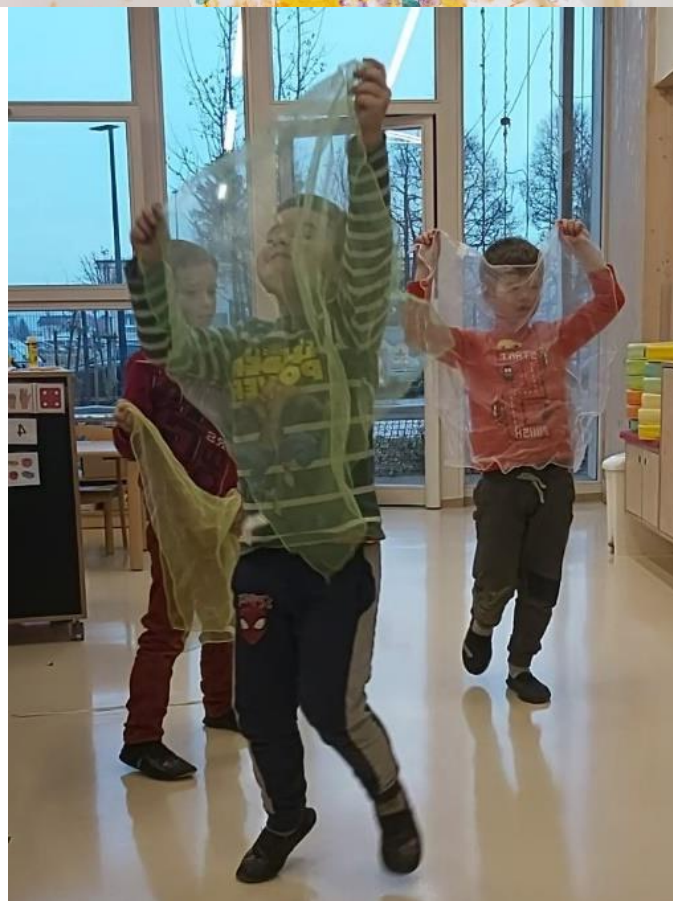
Po izvedenih aktivnostih smo ozaveščali počutja otrok: Otroci so ob slikovni podpori izrazili svoje počutje in razliko med tem, ko se »igram« sam in ko sem v interakciji z vrstnikom.















## SLOVENIJA, Ljubljana

## MALA POZORNOST ZA VELIKO VESELJE

Starost otroka:

5 – 6 let, skupina Škratki

Diseminacija:

Spletna stran vrtca

Starši

DSO Fužine

Cilj: Otrok doživi izkušnjo obdarovanja in razveseljevanja starejših.

Opis dejavnosti:

V mesecu decembru smo z otroki izdelali voščilnice za stanovalce oz. oskrbovance Doma starejših občanov Fužine. Poleg voščilnic smo jim priložili tudi piškote. Ob ustvarjanju smo se pogovarjali zakaj se obdarujemo in kako se ob tem počutimo. Ugotovili smo, da smo vsi veseli, ko se nekdo spomni na nas.

Voščilnice s piškoti sva v DSO Fužine s sodelavko odnesli tik pred novim letom ter jih predali enemu izmed zaposlenih DSO Fužine.







## SLOVENIJA, Ljubljana

OBDAROVANJE STAREJŠIH NA DAN ŽENA IN  
DAN MUČENIKOVStarost skupine:  
5- 6 let, skupina ŠkratkiDiseminacija:  
otroci,  
starši,  
spletna stran vrtca,  
DSO Fužine.

Cilj: Otroci se seznanijo z običaji in prazniki.

## Opis dejavnosti:

V mesecu marcu imamo dva praznika, in sicer 8. marec, dan žena, ki je posvečen ženskam ter 10. marec, dan mučenikov, ki je posvečen moškim. Ker imamo v bližini vrtca Dom starejših občanov, smo se odločili da oskrbovancem doma polepšamo ta dva praznika ter jim poklonimo majhno pozornost. Otroci so s tem spoznali tudi običaje ob teh praznikih. Za ženske smo izdelali rožice, na katere smo prilepili list z verzom, za moške pa smo izrezali in potiskali kravate ter jih okrasili z verzom na hrbtni strani. Darila smo predali na vrtu DSO Fužine, kjer smo skupaj tudi zapeli nekaj pesmic.

## Fotografije:







## SLOVENIJA, Ljubljana

## OBISK MAŠKAR V DSO FUŽINE

Starost skupine:  
5- 6 let, skupina Škratki

Diseminacija:  
otroci,  
starši,  
spletna stran vrtca,  
DSO Fužine.

Cilj: Otroci, naše mljeni v pustne maske s pesmicami  
razveselijo oskrbovance DSO Fužine.

Opis dejavnosti: Na pustni torek smo se z otroki, naše mljeni v pustne kostume sprehodili mimo DSO Fužine, kjer smo si pomahali z oskrbovanci ter jim zapeli nekaj pesmic. Otroci so bili zelo veseli, ker so se lahko pokazali, prav tako pa so bili oskrbovanci doma veseli prihoda otrok.

## Fotografije:







## SLOVENIJA, Ljubljana

## DRUŽINSKA DREVEŠA

Starost skupine:  
5- 6 let, skupina Škratki

Diseminacija:  
otroci,  
starši,  
spletna stran vrtca.

Cilj: Otroci se seznani, kdo vse je del družine in izdelajo družinsko drevo.

Opis dejavnosti: Po spoznavanju članov družine in vlog vsakega posameznika v družini, so otroci imeli nalogo doma s starši narediti družinsko drevo, ki so ga nato prinesli v vrtec in predstavili ostalim. Preden so otroci dobili nalogo izdelati družinsko drevo, smo se pogovorili, kakšno drevo to je ter pogledali primer.

## Fotografije:





120





SLOVENIJA, Ljubljana

**Sodelovanje in povezovanje z družinami v času epidemije.**Starost otroka:  
*Učenjaki, 4 – 5 let*Diseminacija:  
Starši  
Spletna stran vrtcaCilji:  
- Spodbujanje branja v družinskem krogu.  
- Razvijanje idej za preživljanje prostega časa

Opis dejavnosti:

Družinsko branje je zelo pomembno, zato ga spodbujamo tudi v naši skupini. Otroci doma skupaj s starši izberejo slikanico z zgodbo in jo večkrat skupaj prebirajo. Ko otrok zgodbo dobro pozna, pa slikanico prinese v vrtec in jo predstavi celotni skupini. Zaradi epidemije, pa so se razmere nekoliko spremenile. Vrtci so se zaprli in vsi smo ostali doma. V družinah so nadaljevali s skupnim branjem, za povezovanje in pripovedovanje pa smo izbrali alternativno metodo. Starši so svoje otroke ob pripovedovanju posneli in nama posnetek poslali, da sva si ga lahko ogledali. Da smo ohranjali medsebojne stike, smo se tudi večkrat pogovarjali, tako preko e-maila, kot tudi telefonskih pogovorov in video klicev. Pogovarjali smo se o najrazličnejših stvareh. Otroci so bili zelo veseli, ko smo si izmenjali kakšno fotografijo ali pa se kar videli preko video klica.

Fotografije:











SLOVENIJA, Ljubljana

**Kuham z družino**Starost otroka:  
*Učenjaki, 4 – 5 let*

Diseminacija:

Starši

Spletna stran vrtca

Razstava v vrtcu

Cilji:

- Spodbujanje skupnega preživljanja prostega časa in vključevanja otroka v gospodinska opravila
- 

**Opis dejavnosti:**

V vrtec smo želeli povabiti družine in narediti skupno srečanje, kjer bi kuhali, se družili, povezovali... Zaradi epidemije, pa nam je to onemogočeno, zato smo idejo prilagodili danim razmeram. Veliko smo se z otroki pogovarjali o družini, navadah in sodelovanju otrok pri gospodinskih opravilih. Potem pa so svoje sodelovanje otroci pokazali doma. Otroci in starši so dobili nalogo, da skupaj skuhamo en družinski obrok in ga nato tudi skupaj pojedjo. Namen je druženje, povezovanje, sodelovanje in seveda vključenost otrok v opravilo.

Družine so se z veseljem odzvale na sodelovanje in se res lotile dela v velikem številu. Vse skupaj so dokumentirali s fotografijami in video posnetki. Vse so posredovali v vrtec, nato pa smo si fotografije ogledali še skupaj, vsak otrok nam je povedal kako je potekala njihova priprava in kaj so kuhali. Z veseljem so pripovedovali o izkušnji. S fotografij smo naredili tudi razstavo.

**Fotografije:**









SLOVENIJA, Ljubljana

Skrbim za naravo z babico/dedkom

Starost otroka:  
*Učenjaki, 4 – 5 let*Diseminacija:  
Starši  
Spletna stran vrtcaCilji:  
- Spodbujanje skupnega preživljanja prostega časa.  
- Razvijanje odnosa do živega sveta.

Opis dejavnosti:

V skupini Učenjaki, smo na prav poseben način k sodelovanju povabili babice in dedke. Poslali smo jim pismo v katerem je pisala prošnja, da nam s sodelovanjem pomagajo pri vzgoji semena v rastline.

Prosili smo jih, da skupaj s svojimi vnuki posejejo semena v lončke. Nato pa, v zaenkrat še mrzlem pomladnem mesecu, skupaj skrbijo za njih. S tem lahko starejši najmlajše naučijo kako skrbeti za rastline, kaj vse potrebujejo in hkrati opazujejo kako rastlinice rastejo iz semena. Ko bodo rastlinice dovolj velike in bo letni čas primeren, bodo te rastline prinesli v vrtec in jih bomo posadili v naš vrtiček. V vrtcu smo že obdelali gredo z zemljo ter jo dobro pripravili za zasaditev. Kasneje bomo za posajene sadike skrbeli Učenjaki sami in upajmo, da bomo vse to lahko tudi zaužili in poskusili kaj bo zraslo in kaj smo skupaj vzgojili.











## SLOVENIJA, Ljubljana

## Obiski knjižnice malo drugače

Starost otroka:

Učenjaki, 4 – 5 let

Diseminacija:

Starši

Spletna stran vrtca

Cilji:

- Spodbujanje skupnega preživljanja prostega časa.
- Razvijanje odnosa do živega sveta.

## Opis dejavnosti:

Kljub slabi epidemiološki situaciji in intenzivnemu preprečevanju medsebojnih stikov z zunanjim svetom smo se v skupini Učenjaki odločili vseeno povezati in sodelovati s knjižnico pri Osnovni šoli Kašelj, seveda na prilagojen in varen način z upoštevanjem priporočil za preprečevanje širjenja bolezni. Dogovorili smo se, da pokličemo knjižničarko in jo prosimo za sodelovanje. Bila je navdušena in vesela, da smo jo kontaktirali in pripravljena sodelovati. Dogovorili sva se, da ji po e-mailu napišem katere knjige bi si želeli izposoditi. Ona jih bo nato pripravila, mi pa jih bomo prišli prevzeti kar čez okno knjižnice. Tako smo tudi naredili. Knjige smo večkrat prebirali ob različnih dejavnostih ali pri počitku. Ko smo vse knjige prebrali smo se ponovno dogovorili za novo menjavo, knjižničarka je knjige zadržala v karanteni in nam pripravila nove po naši želji. Knjige smo izmenjevali približno enkrat mesečno in bili smo zelo zadovoljni, da smo lahko to izvedli. Prilagojen način nas prav nič ni motil, pomembno je bilo le da smo lahko ohranjali stike in dobili vedno nove zanimive zgodbe.

