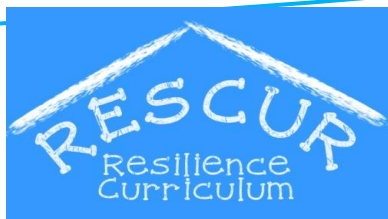




EVALUATION REPORT



Theme 4: Enhancing communication skills



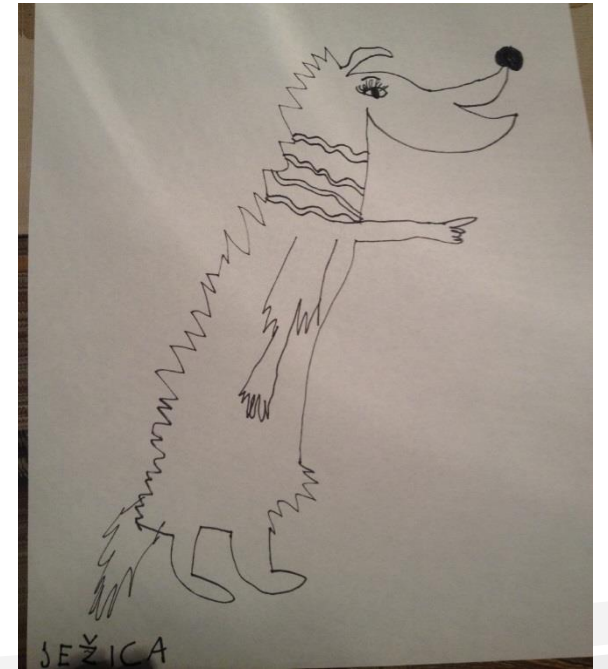
Education and Culture DG

Lifelong Learning Programme



Subtheme Effective listening

- Listening and understanding the others
- Understanding Emotions in Communication
- Communicating ideas; cooperation; negotiation.



Subtheme *Assertive behaviour: I express and stand up for myself:*



Expressing
feelings and
needs

Standing up for
oneself

Assertive conflict
resolution.



Number of teachers and children involved in pilot-project

- **Varaždin:**
- 8 kindergarten teachers and 5 primary school teachers
- 200 children from kindergarten; 120 children from primary school
- **Zagreb:**
- 6 kindergarten teachers and 4 primary school teachers
- 150 children from kindergarten; 80 from primary school





Findings

- The most of the activities were conducted as proposed without any difficulties
- Overall impression of the curriculum, both in kindergarten and school, is positive.
- Teachers consider that the curriculum useful, interesting, appropriate and feasible.
- Something new and what they like a lot are mindfulness activities (both teachers and children).





Findings

- Qualitative analysis of teachers' assessment of students' behaviours indicated that most of them perceived tendency in change of pupil's behaviour, i.e. most of them rated that they have noticed some or very much improvement in pupils' behaviour.
- Analysis of focus groups with school-aged children indicated that pupils in general liked group work proposed by the activities. They have learned to take more care about the others, but they have also realized that it is important to stand up for themselves and express their attitudes





Recommendation - general

- Teachers emphasize the need of repeating some activities, especially in kindergarten and embedding them in the basic curriculum.
- More time for the activities and application of the activities throughout the whole school year has been suggested.

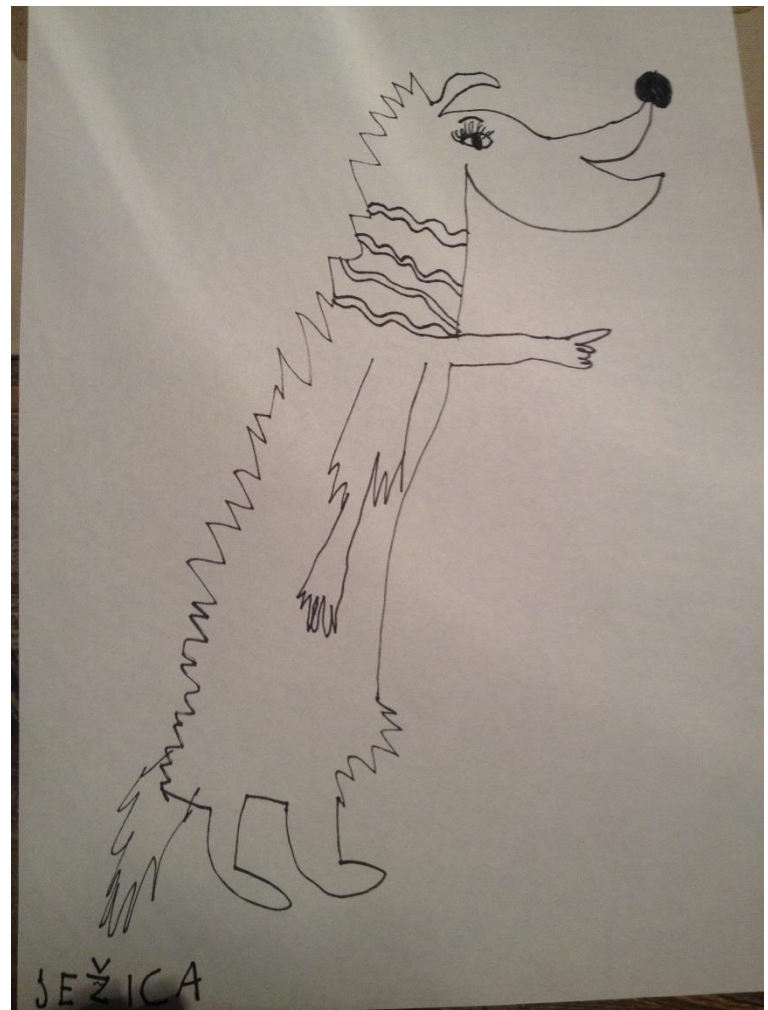


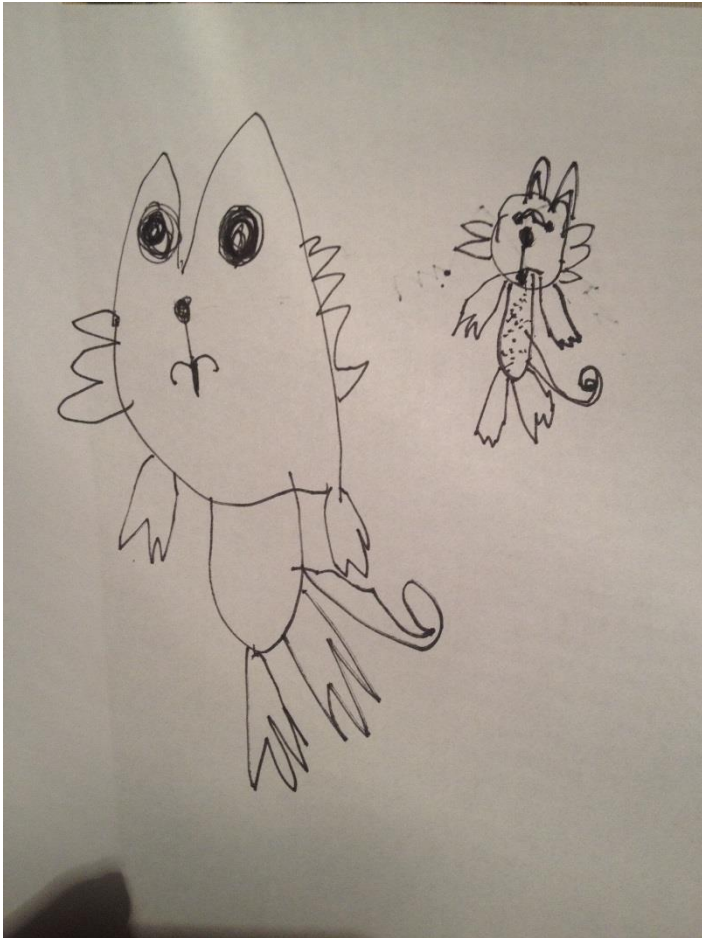


Recommendation - specific

- - a need to prolong some of the activities
- - a need to simplify some activities for early years
- - flexible approach







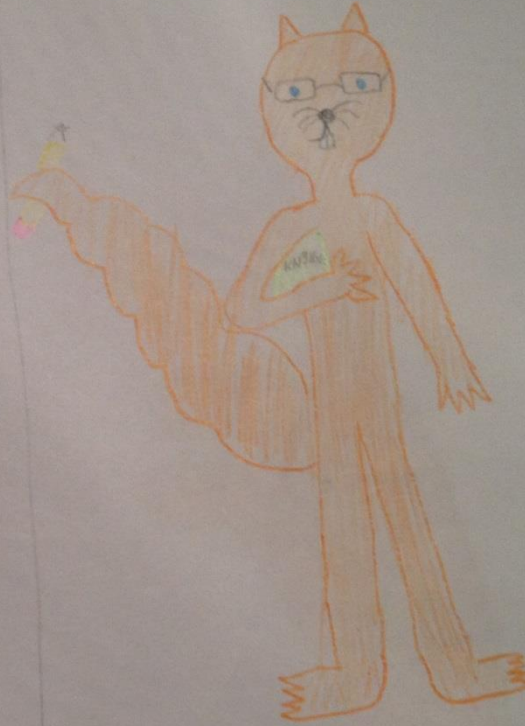




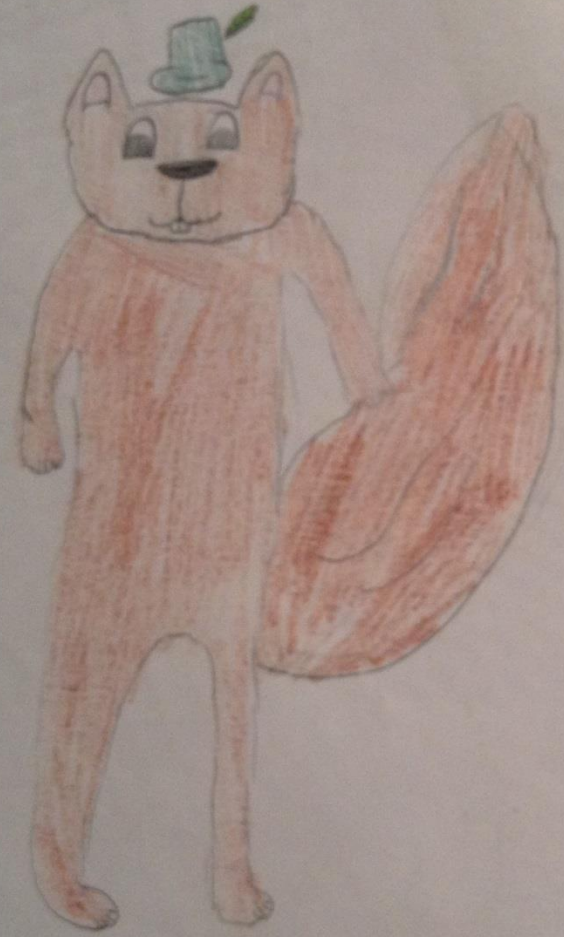








3	pos behaviour	Ability to be in the other's person position	states reflected movements, and facial expression and that different instances are	Acco Somebody Else's Shoes
4		Ability of put oneself in somebody position		
5		Positive responr somet diffic		
6		We ott w		
7				
8				



the other's
person position
Ability of p
oneself in
somebod
position
Positive
respon
some
diffic
We
oth
we
v



Vjeverack

M.B. 3.06



Ježica





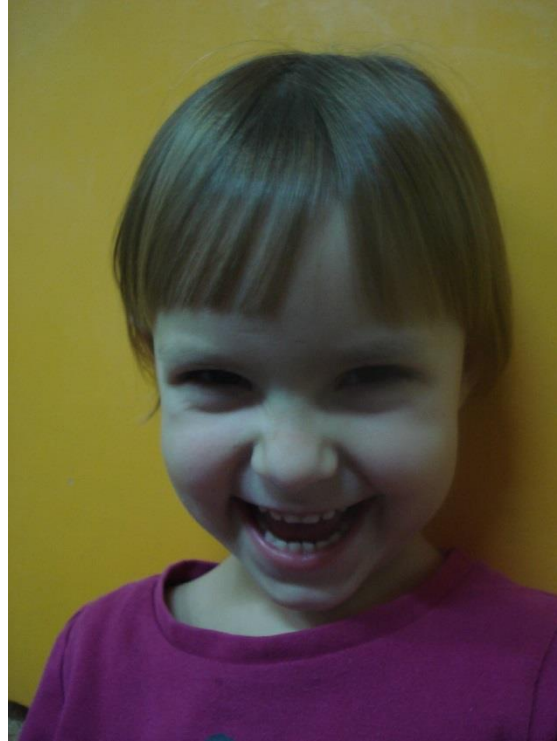
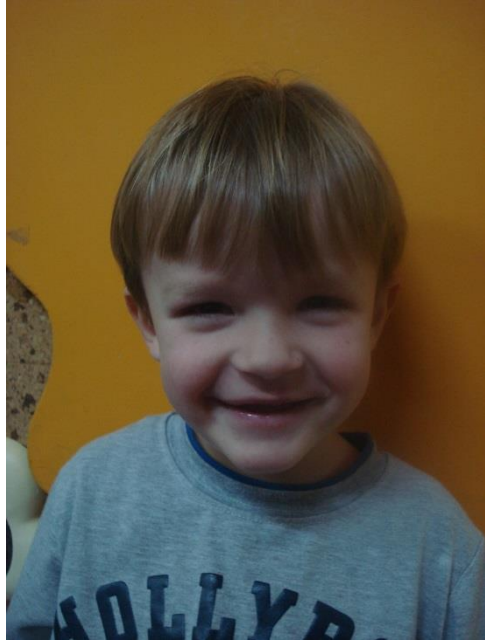


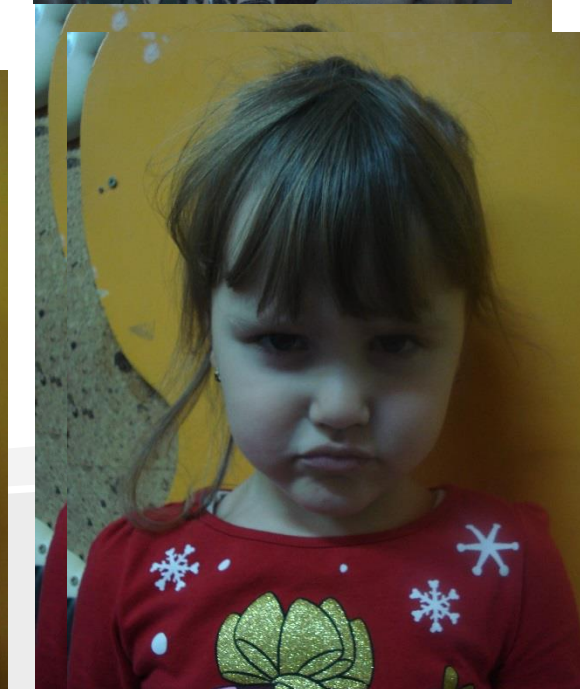
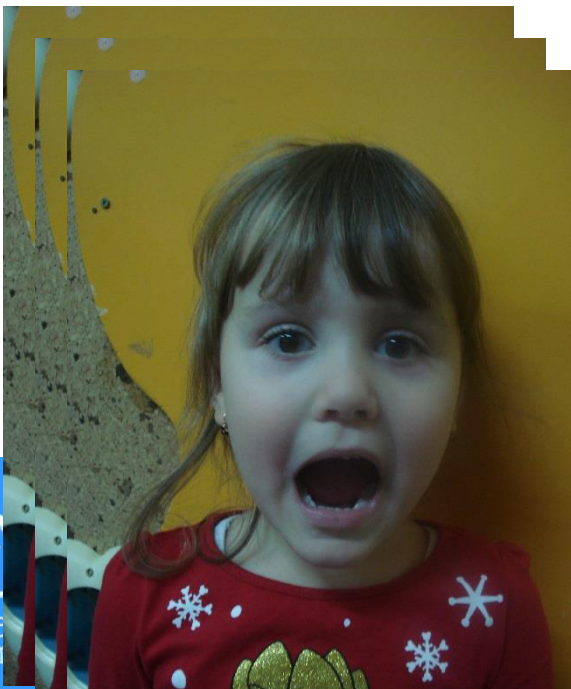
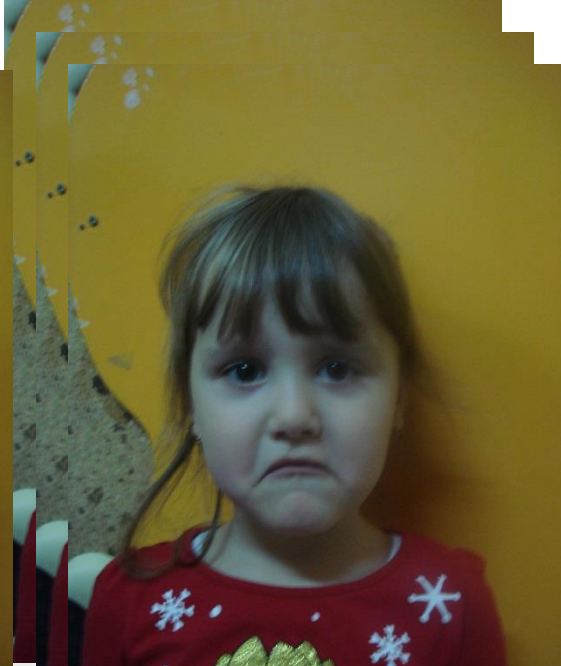
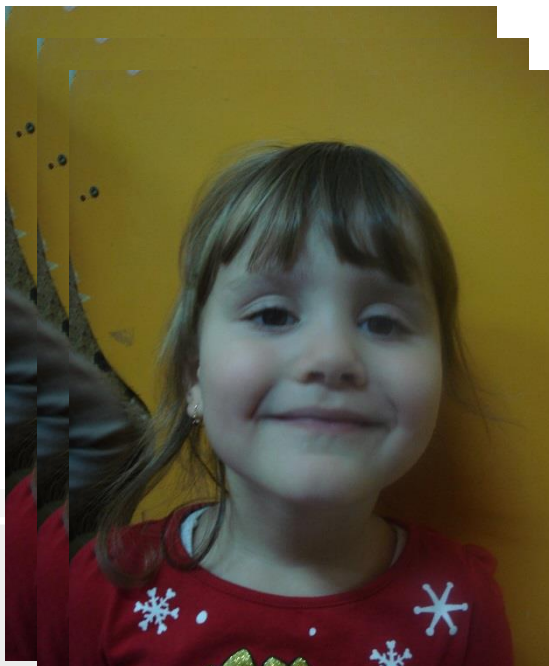
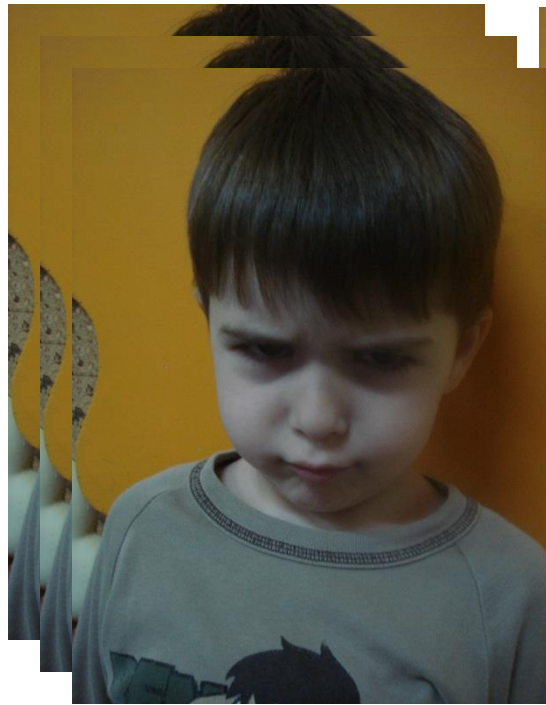
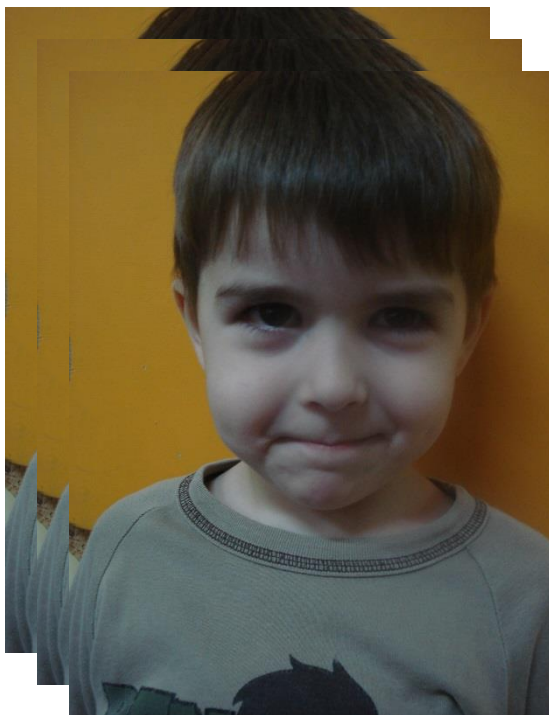














SLUŠANJE

PRIČANJE



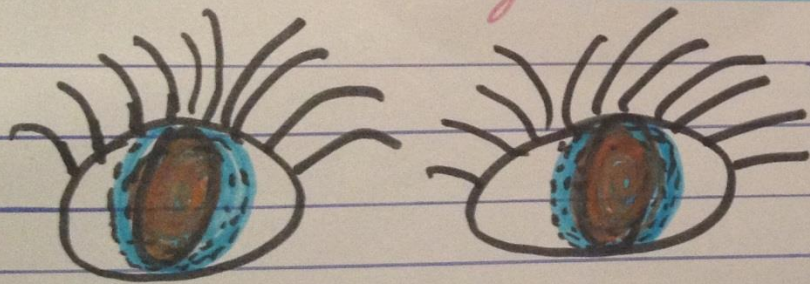


ŠTO RADE DOBRI SLUŠAČI

Dobri slušači slušaju govornika.
Slušači nisu bbljivi.

Slušači su stopljivi.
Pozorno slušaju.

Gledaju sugovornika u oči.
Neinterimirano slušaju.



~~ŠTO NE RADE~~

ŠTO NE RADE DOBRI SLUŠAČI

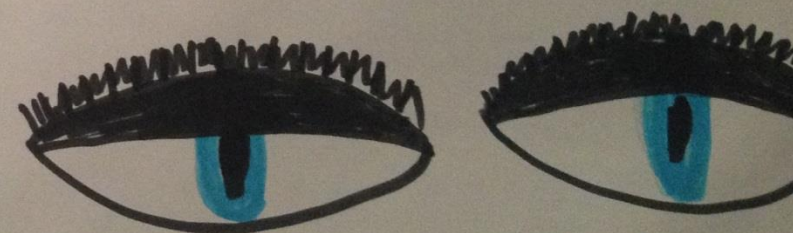
Loši slušači ne slušaju pažljivo.
Loši slušači bbljaju.

Vrlo su nestanpljivi.

Glodaju nokalo.

Ne gledaju sugovornika u oči.

~~ŠTO NE RADE~~



Un par de detsi aduati!

Detsi aduati cu detsi aduati guvernanta de pareri.

Detsi cu guvernanta, detsi pareri, cu guvernanta aduati.

Nu de detsi cu cu detsi cu guvernanta i guvernanta de.

Guvernanta cu detsi cu guvernanta.



Un par de detsi aduati!

Al detsi aduati guvernanta cu guvernanta i guvernanta guvernanta.

Al detsi guvernanta guvernanta guvernanta guvernanta guvernanta.

Al guvernanta cu detsi cu guvernanta.



Aktivnost 2.3.5.: Priča u 6 slika FRAN PAJTAK

Za roditelje: Izaberite neku od Vašem djetetu omiljenih priča ili bajki i u dogovoru s djetetom promijenite njezin tijek i kraj, Nacrtajte zajedno priču u šest slika.

<p>1. JA SAM JEŽIĆ.</p>  <p>OVO JE MOJ DOM.</p> <p>IMAM PRIJATELJICA LIJU I POZVAN SAM KOD NJE NA RUČAK.</p>	<p>2. OVO JE LIJINA KUĆA, NO U DOBROM DRUŠTVU BRZO PROĐE VRIJEME. JEŽIĆ SE DOJDE NODI.</p>  <p>LIJA GA POZOVE DA PRESPAVALI TE ON RADOŠTAN PRIHVATI.</p>	<p>3. SRETNJA LIJA TADA POZOVE NA VEČERU I SVUJE OSTALE PRIJATELJE.</p>  <p>MEDO VUK DIVJA SVINJA JEŽ LIJA</p>
<p>4. ONI MARIJIVO RADE POČIJELI DAN JEŽ JE LJUBAVI DOBAR PRIJATELJ. CIJENE NJEGOV SKROMAN DOM, SVI SU ONI SRETNI DA ĆE PRESPAVALI KOD LIJE.</p>  <p>JEŽ MEDO VUK DIVJA SVINJA</p>	<p>5. UJUTRO SVAKO KRENE SVOJIM POSLOM I DOGOVORE SE DA ĆE SUTRA DOĆI KOD JEŽA NA VEČERU.</p>  <p>DIVJA SVINJA JEŽ VUK MEDO</p>	<p>6. SVI SU ONI DOBRI PRIJATELJI KOJI POSTOJE I NE RUSAJU JE JEDNI DRUGIMA.</p>  <p>VUK MEDO LIJA DIVJA SVINJA JEŽ</p> <p>PRIJATELSTVO U ZAMVJEK O</p>

Aktivnost 2.3.2.: Nedovršena priča

Za roditelje:

Molimo Vas, poigrajte se sa svojim djetetom tako mu ispričate njemu omiljenu bajku, te ga potaknete da zajedno izmislite novi kraj. Nacrtajte svoju promijenjenu bajku kao priču (strip) u šest slika



Aktivnost 2.3.7.: Naša priča u 6 slika

Za roditelje: Izaberite jednu obiteljsku situaciju ili događaj i zajedno nacrtajte strip o tome u šest slika.



Aktivnost 2.3.2.: Nedovršena priča

Za roditelje:

Molimo Vas, poigrajte se sa svojim djetetom tako mu ispričate njemu omiljenu bajku, te ga potaknete da zajedno izmislite novi kraj. Nacrtajte svoju promijenjenu bajku kao priču (strip) u šest slika



Aktivnost 2.3.2.: Nedovršena priča

Za roditelje:

Molimo Vas, poigrajte se sa svojim djetetom tako mu ispričate njemu omiljenu bajku, te ga potaknete da zajedno izmislite novi kraj. Nacrtajte svoju promijenjenu bajku kao priču (strip) u šest slika



CRVENKAPIRA



