**“Mirror, mirror on the wall”-ERASMUS +**

**2nd Primary school of Serres**

**Topic: Inclusion, Integration, Dialogue techniques, Acceptance of the different**

**“MY FRIEND FOR TODAY”**

**OBJECTIVES:**

* dissemination of the objectives for inclusion of our ERASMUS + project, to all the students of the school
* development of the skill of making interpersonal relationships
* creation of discussion and dialogue opportunities between the students
* smoothing differences
* prevention of bulling incidents
* inclusion and involvement of students of low profile and/or difficulties in making friends
* acceptance of the different and new
* use of the “mirror” symbol
* self-knowledge through the reflection of myself on my new friend’s eyes

**ACTIVITY:** The activity follows the principles of a short treasure hunt with a specific aim-to find your new friend in the schoolyard:

1. Before the first break, the students gather to take a sticker with a picture, which will be their character for the whole school day. This character was an animal for the 1st- 3rd grade and a book, cartoon or fairytale character for 4th-6th grade but it could also be a symbol like heart, star, flower, dove etc. , or even a hobby (tennis, dancing, reading, singing). There are only two stickers with the same picture, so each student has to find his/her new friend during the first break.
2. During the second break the students spend time with their new friend. They discuss and ask questions in order to learn 5 pieces of information about each other, which they didn’t know before. Teachers monitor the activity and encourage students to talk.

Teachers can also help students before or during the activity with ideas of what to ask and encourage them to break the ice by talking about their common sticker (e.g. if it is an animal where it lives, what it eats / if it’s a story character the name of the story or what he can do etc.)

1. During the last period, all students gather in the assembly hall to share their impressions and give their feedback on the activity. Some “pairs” are chosen to talk about their experience, if they liked the activity and what they have learnt about their “new” friend. It’s important to see if they would hang out with their new friend in the future or include them in their circle of friends.
2. Finally, students fill a questionnaire of feedback-evaluation of the activity.

The activity can/and will be repeated. The next time the pair of new friends will also have a task to complete (a common drawing, a handicraft, a game, a poem, a story, a treasure hunt etc.)

**EVALUATION QUESTIONNAIRE –OLDER STUDENTS**

**Write or Circle**

Did you like the game “My friend for today”? **YES NO**

Have you ever played a similar game? **YES NO**

Who was your “character”? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you find your “new friend’? **YES NO**

Did you know this friend before the activity? **YES NO**

Were you actually friends? **YES NO**

If yes, why were you friends? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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If not, why were you not friends? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Will you be friends from now on? **YES NO**

What did you play with him/her?; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What have you learnt about him/her?

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Can you write something good about your new friend?; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Would you like to play with your new friend again? **YES NO**

Will you play again in the schoolyard or in the neighbourhood? **YES NO**

What have you learnt from this game?

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ΤΑΞΗ : \_\_\_\_\_\_\_\_\_\_

**EVALUATION QUESTIONNAIRE –ALL STUDENTS**

**Write or Circle**

Did you like the game “My friend for today”?

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Have you ever played a similar game?

Who was your “character”? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Did you find your “new friend’?

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Did you know this friend before the activity?

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Were you actually friends?

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Will you be friends from now on?

What did you play with him/her?; \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Have you learnt something interesting about him/her?

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Would you like to play with your new friend again?

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Will you play again in the schoolyard or in the neighbourhood?

TAΞH: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feedback from teachers:**

* The students welcomed the activity with joy and understood the procedure easily.
* Some students wanted to change their character in order to be with their friends but they finally decided to give it a try
* Finding their “new friend” was an enthusiastic procedure but
* most students had difficulty in asking questions to each other about their families, hobbies and preferences.
* Some pairs played games together.

During the last period there was a discussion about the importance of inclusion, accepting the different, using dialogue to smooth differences and giving a chance to get to know somebody before rejecting or criticising him/her.We stressed the fact that each one of us wants to hang out with his friends in his/her free time but there are situations when you are asked to make new friends or accept “new” friends in your circle of social relationships (moving to a new town or country, going to a new school or class, being a refugee, visiting a school on an ERASMUS project, visiting your grandparents’ village during holidays etc.)

**Feedback from students:**

* 94 students participated and completed the feedback questionnaire
* 60% of the students liked the activity; the rest would probably prefer to stay with their friends
* Most of them had never played such a game
* Most of the students already knew their “new” friend and 1/3 were already best friends
* From the number of students who were not friends before, only 10% would become best friends with their partner in the future and play together in the schoolyard and their neighbourhood
* Half of the partners played games together like chasing each other, hide-and-seek, ball games
* Some spent the break time doing nothing, just walking and looking at other pairs because they felt embarrassed or bored or didn’t know what to say or ask
* A few pairs talked and tried to find out about each other but they stayed in some simple information like the favourite colour or food
* Most of the students would like to repeat the activity

**Ideas to improve the activity:**

* Students need to practice and acquire dialogue techniques in order to discuss with their partners
* Teachers could monitor the discussion by giving ideas for questions before and during the activity
* Pairs could be given a task to accomplish in order to cooperate (do a jigsaw puzzle, do a quiz, follow hints to find a treasure, draw sth etc.)