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and tolerant school"

INTERNATIONAL DOLL BOOK

CEIP GINES MORATA
ALMERÍA

INTERNATIONAL DOLL BOOK

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A-ABOUT THIS PROJECT

This "International doll book" has been created as one of the result of the ERASMUS+ K219 project "Every child is special". Through this project we developed the Persona Dolls methodology network in Europe. Teachers from different countries of Europe had an opportunity to participate in Persona Dolls methodology training and received training materials (teachers handbook and DVD) in their native language. The project budget has been used to develop methodology in cooperation with partners and to create training materials. The methodology will be available and active years after the project ends.

The aim of the project was:

- Prevent bullying and school violence in school;
- To develop and improve children social skills;
- To increase tolerance. Children are aware of differences and find them as values;
- Include children with special needs;
- Develop Persona Dolls methodology;
- Create in cooperation with partners teacher training materials to disseminate project outcomes and methodology.

In the "International doll book" there are some information about the Spanish school : CEIP Gines Morata, that is one of the partners of the project. You can also learn about the methodology "Persona Doll" as well as know doll profiles and stories in every school and the implementation of some activities with dolls in the classroom.

B-OUR SCHOOL: CEIP GINES MORATA

The C.E.I.P. Ginés Morata is a state school that host infant and primary education. It is located in a new neighborhood in the north of the city of Almería. The school staff is formed by thirty teachers, three teachers' assistants and a receptionist. There are 150 pupils in infant education and 300 pupils in primary education. There are 3 classes for children with special education needs where more than twenty children with different disabilities are schooled. The



pupils' families belong to medium class, but there are also some children (approximately 15%) who have a low socio cultural status and belong to ethnic's minorities.

It is a bilingual school, children start to study English at 3 years-old. Social sciences, natural sciences and Arts are taught in English in primary education. So there are many teachers (40%) who have a high English level. Pupils can also study a second foreign language (French) since 8 years old. In order to facilitate contact with real language there is also an English conversation assistant working at school. The school usually participates in several European programs in order to motivate children to learn foreign languages and to promote multiculturalism and European citizenship.

The school promotes competences in languages, maths and sciences and ICT, as well as individual and social values such as responsibility, autonomy, equality, coexistence and multiculturalism. The most important projects at this moment are the library, linguistic communication skills, task and project based learning and gender equality. The school council, the head teacher's team, the staff and the school community are involved in all these activities and they work together. The families support the staff and collaborate in the projects.

SKILLS AND KNOWLEDGE

The staff usually cooperate with the education authorities (Junta de Andalucia councilor) and the teachers' training center where many of the teachers of the school participate in training courses about new teaching methodologies. Some of them are also teachers' trainers in different aspect (Project and task based learning, bilingual and foreign language methodologies, ICT in education, gender equality at school, etc).

The school cooperates with the University of Almeria (teaching, psychology and social working faculties) so every years groups between 20-30 students from the University of Almería come to our school to develop their professional practices before starting to work.

Cooperation among teachers, team work, communication, motivation and implication of the families in their children education are some special aims for the staff. Families are always welcome at school where they can participate in several activities. Parents' association has a relevant role in this relationship family/school and cooperates and helps the school with materials, equipments, trips, extra curricular activities, volunteers, etc.

Because the high quality of the CEIP Ginés Morata, it is considered one of the best school in our city. In 2016 it was awarded with the most important acknowledgement for education institutions in Spain: The plaque of Honor of Alfonso X the wise.

We can offer several aspects that can be included for sharing during job shadowing activity:

- Organization and participation in European projects: E-twinning & Erasmus K229
- Project based learning in Infant education.
- Tasks based learning in Primary education.
- Activities for teaching equality and prevent bulling.
- Inclusion and teaching children with special needs.
- Including the use of ICT in common activities in the classroom
- Developing linguistic competence through plurilinguism program

C-PERSONA DOLL METHODOLOGY

1.-THE PERSONA DOLL APPROACH

The Persona Doll approach offers an effective, stimulating, non-threatening and enjoyable way to combat discrimination, foster emotional literacy, raise equality issues and empower children at the Foundation Stage and at Key stages one and two. The Dolls and their stories develop children's ability to empathise, to appreciate that name calling, teasing, exclusion from play and treating other people unfairly causes pain and unhappiness just like hitting, kicking and other physical responses do. Children are encouraged to stand up when they experience or witness unfairness and prejudice. A tall order but if the Dolls are embedded in an anti-discriminatory and culturally appropriate curriculum they are well able to meet the challenge.

2.-THE BIRTH OF THE DOLLS

Persona Dolls were first used in the United States. At that time, the 1950s, very few resources were available that reflected the ethnic diversity of children. Two teachers Kay Taus and her colleague Ruth moaned and groaned about this unfair and unacceptable situation. One day they took action.

They created dolls out of card and matched their skin colours and physical features as accurately as they could to the children in their nursery school. Personas were developed for each doll and stories based on children's experiences, were woven around the Dolls. The children quickly identified and bonded with them.

3.-WHAT ARE THEY?

Persona Dolls are not ordinary Dolls; nor are they puppets. Teachers and practitioners by giving the dolls their own individual personas change them from being inanimate objects into 'people' with individual personalities, family, cultural and class backgrounds, names, gender and ages. To ensure that the personas they create are detailed and authentic, important facts are included such as who the Dolls live with, where they live and sleep, the language(s) they speak, their likes and dislikes; the things they are good at and the ones they find difficult, the things that make them happy and those that upset, frighten and worry them.

If possible, Persona Dolls need to be huggable, unique, special and different from the dolls in the home corner. The Dolls need to reflect the children in the group. However, where all the children are from the same ethnic or cultural group, speaking the dominant language and having no obvious disabilities, it is important to introduce Dolls that do not reflect the children. Everyone needs to be careful that they are not reinforcing stereotypes when selecting Dolls, developing personas or creating stories. It's a good idea to introduce a boy Doll first to capture the attention of the boys and because children often think all Dolls are girls and only for girls. Boy Dolls provide opportunities to break down stereotypes the children may have absorbed. For example, by saying that pink is a boy Doll's favourite colour, is likely to provoke a reaction from the boys and the girls. Stories can help children respect those who are different from them and appreciate the many things they have in common. They all have eyes, skin and hair even though the colour, shape and texture may be different. For example, one of the Dolls could tell the children about how happy she is because she now has a hearing aid and can hear what people are saying. Perhaps later a story could be told about her being teased or excluded because she's different.

4.-DEVELOPING PERSONAS

The whole staff team needs to agree the gender, ethnicity, class, family structure, type of home, religion, cultural background, languages spoken, physical features, skin colour, special abilities and disabilities, likes and dislikes. of each of the Dolls. Especially for Dolls from cultures with which practitioners and teachers are unfamiliar, they need to make sure that they give appropriate names and pronounce them correctly. Names should fit the dolls' personalities and cultural backgrounds. These basic details remain constant though circumstances may change, e.g. a new baby, moving house. The persona for each Doll needs to be written down in her/his book and all the stories created around her/him, added. Many settings/schools have a range of Dolls to reflect all the children in the group as well as those not present i.e. a setting/school may have a Sikh Doll but not have any Sikh

children. In this way a wide range of equally valued and respected lifestyles, cultures, languages and abilities are presented to the group.

5.-DOLLS WITH STORIES TO TELL

With the Doll sitting on the story-teller's lap and in her/his everyday speaking voice the Doll is introduced to the children. The story-teller and the children have a conversation about what has happened to the Doll, how she/he is feeling and, when necessary, what can be done to help her/him sort out problems. In the process children become decision makers and problem-solvers, a role that helps boost reasoning, reflection, self-esteem and confidence. Through their identification with the Dolls they are helped to see the injustice of the situations the stories describe and are motivated to think of solutions to the problems the Dolls 'tell' them about. Empathising with the Dolls encourage children to stand up for themselves and others when encountering unfairness. It is important that stories about happy events and situations as well as discriminatory, unhappy ones are told. Children are concerned about the Dolls and eager to help them especially when the stories highlight situations or experiences that they consider are unfair.

During interactive Persona Doll sessions, story-tellers have high expectations of each and every child and they offer support to those experiencing physical or verbal abuse from other children or adults. They listen to each child's contribution, support children when necessary and encourage everyone to talk about the story and how it made them feel. Children's powers of observation and understanding of the world around them are often underestimated and may surprise story-tellers.

Accepting and acknowledging that some children's ideas about the right way to act and interact will not match theirs, most story-tellers check that they don't unconsciously respond more positively to the children who are most like them. They recognise that the body language children learn may be different from their own. For example, many Black children are taught that looking at an older person straight in the eye is disrespectful and impolite whereas many White children are taught to look directly at an adult when they are spoken to: a sign of frankness and honesty.

In the relaxed, informal and supportive atmosphere of the story-telling session, children have lots of opportunities to say what they think and feel about the issues being presented to them through the Dolls. Story-tellers guide the session by asking scaffolding questions to capture the children's interest and encourage them to reflect critically on what they and their peers have said. As different stories gradually connect up in their heads, so their understanding of quite complex social issues develops. Their questions and any topics that have captured their interest can be explored in more detail in other areas of the curriculum

particularly citizenship at key stages one and two. By presenting a range of scenarios and problems for children to assess, explore and solve, the Dolls through the stories they 'tell', open up a world of possibilities and encourage children to imagine and talk about what it might be like to live through situations that they have not personally experienced. When sharing their cultural traditions and learning about those of their friends, recognising and challenging stereotypes, their intellectual horizons are extended and their general knowledge expanded. Being part of a creative and stimulating group activity can be an enjoyable self-affirming experience. If they feel safe, secure and comfortable with adults and their peers, they are more likely to contribute their ideas, feelings and experiences.

Persona Doll and their stories boost confidence, self-esteem, identity formation and motivation to learn. They provide a valuable tool to enhance communication and language as well as encouraging personal social and emotional development – both required by the revised framework for the Early Years Foundation Stage (EYFS).

The Dolls and the story-tellers have whispered conversations. Story-tellers convey to the children everything that the Dolls have come to 'tell' them. Sometimes the stories are about happy experiences like going to the park, having a sleepover, visiting grandparents or celebrating a festival. At other times the stories focus on hurtful incidents such as being excluded from play, name calling, being physically hurt or teased. When the story-teller needs to ask the Doll for information, s/he whispers in the Doll's ear. The Dolls 'speak' by 'whispering' in the story tellers' ears. Most children suspend belief and accept that the Dolls are dolls and therefore can't really talk. To be able to participate and contribute to the discussion children need to have in their vocabularies words that describe emotions and understand their meaning. At every opportunity story-tellers introduce alternative words when talking about a Doll's feelings.

Persona Doll story-telling sessions importantly encourage children to feel good about their own cultural and family backgrounds while at the same time respecting, valuing and learning about the cultural and family backgrounds of the rest of the group. Talking about these similarities and differences can help them understand that being different is not something to tease or harass each other about.

For example: "Violeta is feeling sad, miserable and upset". "Ivan is jumping about with joy and excitement." Maria is cross and fed up."

By asking appropriate open-ended questions story-tellers spark discussion and encourage children to name the Doll's feelings and empathise with her/him, listen to each other, think critically and express for their ideas. Discussing feelings, ideas and solutions is more important than finding perfect solutions to the problem the Dolls present..

For example: 'How do you think the Doll is feeling?' What makes you angry? Have you ever been disappointed? How do you look when you are excited? How do you look when you're surprised?

The methodology is from webpage: <http://www.persona-doll-training.org>

D-INTERNATIONAL DOLLS

1.-FRENCH DOLLS

1.1.- JONAS



Age: 7 years

Gender: Male

Physical feature: He has blond hair and bleu eyes. He is the taller of his class.

Family: He has a little sister Daphné who is 3 years old and an older brother Tom who is 13. In his father's home, he shares his room with his sister.

Cultural background: He speaks french and russian because his parents' father are russian. They lived in Russia but since few weeks they come in France because his grand-father is very sick and has to be recovered.

His mother doesn't work to take care of the kids. His father works in a factory near to the house.

Where he lives: He lives in Bagnols sur Cèze. His parents are divorced and it makes him sad. So he lives a week in a house with his mother and his step-father and the other week in a flat with his father.

Likes/dislikes/difficulties: At home, he likes play videos games and tablet. He also likes play outside, construction games and playmobil.

At school, he likes mathematics and sports and make him happy. But sometimes it's difficult for him to do it because he is overweight. Reading, stay focus on an activity and social relationships are difficult for him.

He is moody when he lost a game, when we laugh about him and when he does mistakes.

Food preferences: His favourite food are pastas, french fries and cakes. But he doesn't like vegetables.

Fears: He is afraid of the dark.

1.2.- INES

Age: 7 years

Gender: Female

Physical feature: She has brown hair and brown eyes.

Family : She has got no brother or sister. She lives with her mother and her dad. She helps her mother all the time. As they have few money, her mother makes her clothes or she wears clothes which are given by people. Sometimes, the others children laugh of her because she doesn't wear like them. She feels different so she is shy.

Cultural background: She speaks French and Portuguese because her father is Portuguese. His mother works as a cleaner. His father doesn't work because he doesn't speak French very well.



Where she lives: She lives in Avignon in a mobil-home on a land.

Likes/dislikes/difficulties: At home, she likes reading and playing with dolls. She also likes pick flowers and stay outside dreaming. At school, she is very applied and she listens very well her teacher. She works very well. Sometimes, she is rejected by the others because they think she is too reasonable. She loves going to school but since soon, she has to wear glasses and the others are laughing of her. It makes her sad. She has a single friend with whom she plays all the time. She loves being with her cousins and playing with them. They live in a big house. Ines wishes to have a house like them and she would like to live with them. She also likes seeing her grandparents. She doesn't see them often because they live in Portugal.

Food preferences: She eats all except cheese.

Fears: She is afraid of being alone when her friend isn't at school. She also fears of breaking her classes or stuff because it costs a lot and her parents don't have a lot of money.

Recent story: She has difficulties to speak to the others but she wants to do because she wants the others to stop laughing of her.

2.-ITALIAN DOLLS

2.1.- UGO

Age: 4 years

Gender: Male

Physical characteristics: Ugo is dark brown with short and curly hair, he has olive skin and black eyes.

Family: Father, mother, two brothers and one sister.

Cultural background: The family context is rather modest. His father moved from Portugal to Italy a few years ago and in the last year he also brought his family. His mother occasionally works as a cleaning lady.

Now they live in Certaldo in an apartment near the school.



What he/she likes, doesn't like, difficulty: Ugo really likes to play on his dad's tablet. He doesn't know Italian language, yet and he feels he can't play with the other children. He doesn't like going to school and he would like to stay home every day with his mummy. He doesn't like to draw but he really likes to play football and watch games on television.

Favourite food: cod but also chips and coke. He doesn't like vegetables and he doesn't want to taste them, either.

Fears: going to school in Italy where he can't speak with the other children

Recent history: When he arrived in Italy he was very nostalgic for Portugal: for his friends and grandparents that he can keep in touch with them only by phone. After some months, he begins to fit into the social context.

2.2.- ULLA

Age: 3 years

Gender: Female

Physical features: Ulla is blonde with long hair and blue eyes

Family: father, mother and Ulla

Cultural background: The family context is culturally



stimulating even if the family is not socially well integrated

Where she lives: in Sweden, in a lighthouse, she now lives in a farmhouse where her father works. Her father moved to Italy for working.

What she likes, doesn't like, difficulties: She likes drawing, especially the sea. She likes cooking with her mother, especially meatballs.

Favourite food: meatballs

Fears: At school she never wants to go out in the garden because she is afraid to fall and be pushed

Recent history: she begins now to go to school, she does not speak Italian and for this reason, some schoolmates tease her. She is sad and often cries also because she is not used to stay with children families older child and parents fast.

2.3.- PHILIPPE



Age: 5 years

Gender: Male

Physical features: Philippe is dark-haired with short straight hair, olive skin and black eyes.

Family: Father Pierre, mother Silvy, and a younger sister, Valerie, who is one year old..

Cultural background: It is a modest family. Father in France was a baker. He lost his job and moved here to Certaldo with the whole family, where he found a job as a baker in a bakery. Mom used to work in a perfume factory in France, but she is now a housewife and looks after her little sister.

Where he lives: Now they live in Certaldo in an apartment near the school.

What he likes, doesn't like, difficulties:

Philippe loves colouring, with markers but also with tempera and chalk. He doesn't like going to the pool because he still can't swim and he's scared. In his old school he was a happy child but he got very angry when a classmate snatched a toy from his hands or passed him in line. Now that he lives in Italy, he still cannot speak Italian and for this reason he is sad because he has difficulty interacting with his new teammates. When he doesn't go to school, Philippe is happy because he can stay at home with his mother and her little sister.

Favourite food : The baguette and the brioche

Recent history: It arrived in Italy a very short time ago. Still feeling confused and sad, he misses his old school classmates.

3.-LATVIAN DOLLS

3.1.- EMMA

Age: 3 years old

Gender: Female

Structure of the family: father, mother and 2 years old brother.



Cultural context: lives in Medumi village with her family: father, mother and little brother. Emma's father is a local farmer; mother is a foreign language teacher but her brother attends the first year of special kindergarten for children with vision impairment. Emma lives in a big and beautiful house on the shore of the lake in Medumi village. One year ago Emma with her family lived in Daugavpils town where she and her brother were born. Emma's father bought a big farm in Medumi village and so the whole family decided to move to a new place.

Difficulty: a little girl with communication problems.

Likes and dislikes: she likes dancing and singing, she doesn't like people raising their voices.

Fears: she is afraid of different noises, big amount of people, speaking to a large group of people.

Current situation: Emma doesn't have many friends, because she has recently arrived to Medumi and started to attend a new kindergarten. Earlier, she lived in Daugavpils. Emma suffers because in the new kindergarten children do not accept her because she doesn't speak and play with children and slightly emotionally detached from the children and the teachers.

Story: One day, Emma begins crying and tells the teacher she doesn't want go to the kindergarten because the children don't play with her. The teacher calls Emma's parents better understand the situation. She comes to kindergarten with her father because her mother has to look after the little brother. The father says that Emma behaves in this way also in the playground, the playroom and in places where there are many people. Also

father explains that Emma misses his old friends because they all stayed in their previous place of living. Also the girl feels sad or depressed all the time because there is a little brother in their family. The parents are very busy with him. After listening the while story the teacher embraces Emma and invites her and all children to sing a nice and quiet song about friends.

3.2.- JANIS



Age: 4 years old

Gender: Male

Physical characteristics: Jānis has bright skin, short hair, and brown eyes.

Structure of the family: father, mother and two 4 years old twin sisters.

Cultural context: lives in Daugavpils city with his family: father, mother and two twin sisters. Jānis's father works as a driver; mother is a housewife. Jānis and his sisters attend the general education preschool for the first year.

Janis and his family moved from England to Latvia a half year ago and now are living in a usual flat in the centre of the Daugavpils City. Jānis and his sisters were born in England but

3 years later their parents decided come back to their homeland. Language in the family is Latvian.

Difficulty: a boy has verbal communication problems, he doesn't speak.

Likes and dislikes: he likes playing with toy cars; he doesn't like when there many people around and noise.

Fears: he is afraid of new people, people speaking with him, different loud noises.

Current situation: Jānis doesn't play or communicate with children in his group in the kindergarten even with his sisters; he doesn't have friends and he is very isolated.

Story: When Jānis is frustrated or wants to say something, he shrieks at full blast. One day he began to scream wildly. Teacher couldn't understand why boy is so frustrated. Turns out that the boy lost his little toy car. Unfortunately, to tell others what happened he couldn't. Teacher searched for a long time but could not find the toy car. Unexpectedly the group children took all their toys and gifted them to Jānis. Jānis stopped to scream and smiled.

3.3.- LIGA

Age: 6 years old

Gender: Female

Physical characteristics: Līga has bright skin, long, brown and curly hair, brown eyes.

Structure of the family: father, mother and grandmother.

Cultural context: Līga was born in Latvia. Her parents are Russians. Language in family is Russian and Latvian. Līga and her family live in a small village in the east of the country. Līga's father and mother are teachers in the local school. Līga attends the first class of this school.

Difficulty: Līga is a calm cheerful girl but she has difficulties to make friends; her only friend is her grandmother.

Likes and dislikes: she likes singing, playing the piano. Līga also like eating sweets very much. She would like to learn dancing.

Fears: Līga is afraid to show that she has a good voice and that she can playing the piano. She is very shy. She is afraid that people will laugh at her. She wants to learn dancing but nobody knows it, except her grandmother.

Current situation: Līga doesn't play or communicate with children in her class, she afraid to answer teacher's questions or talk with other children.

Story: Līga is a very shy girl. Teacher sees the problem and tries to make situations during the day at school when Līga could show herself. Parents also try to help their daughter. Līga at home is very communicative and brave, only when Līga is out of his comfort zone, she become shy and isolated. Teacher-Parent Collaboration could help to solve the problem.



4.-LITHUANIAN DOLLS

4.1.-ARETÉ

Physical attributes: She's 6 years old now. She has brown hair, light blue eyes. She's smaller than her peers.

Family: lives with her parents. She's the only child.

Nationality: Areté was born in Lithuania. Her mother is Russian, farther – Lithuanian. Between themselves they talk in Lithuanian. Her Russian grandparents live nearby. She spends a lot of time talking to her grandparents in Russian

Likes/ differences: The girl likes to draw. Playing with her cat. She likes spending time with her grandparents.

Avoids noise and rules. Has trouble understanding general assignments. Doesn't like being with a lot of people. Sensitively reacts to failures.

Favorite food: Likes fruits, salads, buns, sweets. Doesn't like – raisins, fish.

Fears: Areté fears making mistakes. She fears, that her family will find out about them. She's very afraid of losing her close ones.

History: The children got an assignment and started working. Areté didn't hear the task and was too afraid to ask. She made it differently – wrongly. A boy sitting nearby said: "What did you do?" Now scared, she is afraid to show her work. She hides it.



4.2.- ETHAN

Age: 5 years old

Gender: male

Physical individuality: dark hair, brown eyes. He is of heavy build.



Family: lives with his father and his mother. Has an older brother.

Nationality: Eric was born in Lithuania. His parents are Lithuanians. They speak Lithuanian between themselves.

Likes/ differences: likes being with friends, playing active games, running, helping grownups. Likes to eat a lot.

Doesn't like being laughed at. Doesn't like tabletop games, educational activities done on or by the table.

Favorite food: likes dishes from meat, sweets. Doesn't like – curd, pasta.

Fears: afraid of insects, being alone.

History: Etan really likes running, but often when running he trips over his friends or objects and falls over. Etan really wants to make friends, but sometimes he shows his emotions too strongly and hurts his friends, sometimes – without intention. Friends avoid Etan because they fear that he will hurt them and they also laugh at him because of his obesity. Then Etan feels bad because he is clumsy due to his obesity.

4.3.- Lilly

Age: 4 years old

Gender: female

Physical individuality: bright hair, green eyes. Wears glasses.

Family: lives with her father and mother. Has two sisters.

Nationality: Lilly was born in Lithuania. Her mom and dad are Lithuanian. In family they talk in Lithuanian.

Likes/differences: likes calm games, but plays active games with good friends. She also likes flipping through books and listening to tales while reading.



Doesn't like to speak in front of a crowd. Doesn't like attention, but likes to work while staying unseen, because she's shy.

Favorite food: Likes to eat pasta, fish, mashed soups, ice cream.

Doesn't like – tomatoes, porridges.

Fears: Afraid of the dark, anxious about not having friends.

History: Lilly likes to play with friends, but only with ones, who she knows well. When she doesn't know anyone in a group, she won't dare to approach and speak to them, so she feels very lonely. Lilly wants to make friends and play with others, but isn't brave enough. How do you make friends? What would you suggest to Lilly?

5.-SPANISH DOLLS

5.1.-MARIA DEL MAR

Age: 7 years old

Gender: female

Physical peculiarities: María del Mar has curly long dark hair and brown eyes. She is taller than many children in her class.

Family: She lives together with her mother and her mother's boyfriend. She is the only child in the family. Her parents got divorced 3 months ago.



Cultural background: María del Mar was born in Almería. Her parents are Spanish. She speaks Spanish and she studies English at school, so she can speak a little English.

Where he lives: She lives in Almeria in a flat near the school

Likes / dislikes / difficulties: María del Mar loves drawing and creating new things. At night, she gets up to invent stories and to paint. She doesn't like writing. She gets bored in the class when the teacher is explaining. She prefers drawing rather than listening to the teacher. When her teacher or her mother force her to write and to do her homework she feels sad.

There are something that make her get angry for example when adults scold her and when her mates laugh at her. She feels in bad mood when she makes a mistake

Food preferences: Maria del Mar loves chocolate and pasta, specially pennes with tomato sauce and cheese. She does not like carrot, salad or fish.

Fears: She is afraid of darkness, strong noises and wasp.

Recent history: She feels alone since their parents got divorced. She thinks nobody pays attention to her. She used to sleep alone in her bedroom, but now she wakes up and goes to her mother's bed every night. Her grandfather died 2 months ago and everybody in the family is very sad. She goes to visit her granny everyday in the evening with her mum to help her.

5.2.-RAMÓN



Age: 6 years old

Gender: Male

Physical peculiarities: Ramón has got very dark skin (it is brown) and black curly hair. He is the tallest in the class and he's also really slim. He did not bring any luggage, so he had nothing more than the clothes he had on. He has to use clothes that people in the boarding school lend him.

Family: His family is not in Spain at this moment. He has got 8 siblings who live with their parents in Senegal. Ramón has just arrived in Spain and he is new at school.

Cultural background: Ramón is 6 years old. He was born in Senegal and he has done a long journey from his country to Spain: he has crossed the desert and then the Mediterranean Sea by boat. He has traveled with other immigrants from his country, but not with his family. He can't speak Spanish very well and he has problems for communicating, but he understand almost everything and he's very interested in learning so he repeats every words he listens. He did not bring any luggage, so he has nothing more than the clothes he has on.

Where he lives: Ramon lives in a boarding school with other children who has not family. The best in the boarding school is that there is a lot of delicious food and some adult people who really love him and make his life easy.

Likes/dislikes / difficulties: Although he can't speak Spanish he likes going to school and being in class with other children. He enjoys doing all the school activities and he wants to learn to read and write so he can send letters to his house.

Because his communication problems is why in the play ground sometimes he feels lonely and he has not friends to play with. He gets very sad when some boys and girls do not want to play with him because he has got very dark skin (it is brown) and black curly hair.

Food he likes, dislikes: Ramon loves to eat sandwiches and hamburgers, he also likes chocolate milkshakes and all types of fruit. He usually has lunch at school and he's always the first in finishing.

Fears: He is afraid to be alone, he always likes to have someone closer to him even if he does not talk and he always sleeps with his teddy bear. This teddy bear was the first thing he had when he arrived in Almería. However he is ashamed his classmates know about that.

Recent history: Ramón travelled to Almería because he wanted to help his poor family so he was hided with other travellers, but here he realised that he is too young to work, his family doesn't know about him and he's is worried. He misses all of them a lot. He would like to have a mobil phone to call his family.

5.3.-VIOLETA

Age: 4 years old

Gender: Female

Physical peculiarities: Violeta has long brown hair and brown eyes. She is overweight and taller than the rest of his mates.

Family: She is an only child that used to live in Almeria with her parents, but her father had to return to his country because he couldn't find a job in Spain. Violeta is left alone with his mother who is called Maria Dolores and is a hairdresser.

Cultural background: Violeta was born in Almería. Her mother is Spanish and his father is from Sweden, so she can speak Spanish and Swedish and she studies English at school, so she can speak a little English.

Where she lives: She lives in Almeria with her mother

Likes / dislikes / difficulties: Violeta favourite colour is violet, so his bedroom is painted in violet. He loves David Bisbal's songs. She does not like playing sports, she prefers watching TV or drawing beautiful pictures, she is very good at drawing and painting. She loves dancing and she has dancing classes twice a week in a private school.



Food preferences: loves eating sweet, cakes and especially chocolates. Sometimes, she has troubles for controlling herself when she is eating chocolates, she can't stop. If there are chocolates, cakes and sweets anywhere, she would like to eat all of them.

Fears: She is worried because his dad is far away, she is scared about he can suffer an accident or forget her and her mother. She is also afraid because some classmates are cruel calling her by a nickname, refusing playing with her or not including her in their teams.

Recent history: Violeta is very sad about her father's departure, she miss him, she used to play cards and chess with him, they used to ride their bikes and to fish in Cabo de Gata. Although Violeta is a very good student, orderly, attentive, responsible and she works very well, her teacher noticed that lately she is distracted and disconcerted. Her parents have taken care that she had a healthy diet. But she is so sad after her father left that she calms down her sadness by eating sweets, hamburgers, donuts, cakes. For this reason she is overweight.

At school she is suffering bullying due to her physical appearance. Children call her "Gordita" and say she can't run after them or jump. For this reason some children laugh at her, they jest her, everyday more and more. Some classmates are cruel calling her by a nickname, refusing playing with her or not including her in their teams. She feels lonely and isolate

This situation is provoking anxiety in Violeta, so she tries to calm down eating lot of food. Lately, she changed her mind. She thinks that children will stop bully her if she is slimmer. Due to this she stopped eating. She has lunch at school, during lunch time assistant teachers realised that she just eats bread and water. If somebody asks her about food or tries to make her eat, she cries and refuses speaking

Last week, during dancing classes she fainted because she didn't have anything to eat during the all day. Dancing teacher had to go with her to the doctor. Now she has to visit the psychologist and take some pills and her parents are really worried about the situation.

5.4.-PACO

Age: 4 years old

Gender: Male

Physical peculiarities: Paco has dark short hair and black eyes. He is tall and slim. He has strong arms but he can't move his legs, so he can't walk or run. He has to move in a wheelchair and can't use the same desk and chairs than his mates in the classroom.

Family: He lives with his parents and his brother in a new house.

They used to live in Rioja, Paco prefers this place where his granddad still lives. His father



is a farmer who grows oranges in Rioja and his mother is a cook, she works in a restaurant in Almería.

Cultural background: Paco is 4 years old. He was born in Rioja, a small village near Almería. His father is Spanish and her mother is from Argentina where his grandparents live. He uses skype to phone them twice or three times a week. He speaks Spanish and he's starting learning English in his new school.

Where he lives: Paco's family moved to a new house in Almería some months ago. It's a big ground floor house. There are not stairs, and there are big rooms and wide corridors, so he can move on his own with his wheel chair. And he doesn't have to share his bedroom. He has his own one.

Likes/dislikes / difficulties: Paco is very happy at the school because he loves learning new things, there are a lot of beautiful books, puzzles and toys to play. He likes specially the activities on the worksheets for colouring and matching. He's sad because is new at school and he doesn't have many friends. He likes basketball even if he can't play and he loves watching the "Paw Patrol" on TV. Three times at week he goes swimming, he really enjoys doing this physical activity.

Food he likes, dislikes: He loves the oranges that his dad grows and he usually have the food that his mum cooks, everything is delicious! He loves specially fruit and veggies. He eats a lot so he's strong and healthy.

Fears: He is afraid of monster and trucks. Doctors and nurses make him feel scared, and he doesn't want to go to the hospital

Recent history: Paco's family moved to Almería because his mother job. He had to change the school and he feels alone. His mates are shocked about his wheelchair, some of them are afraid and aren't able to move it. Every weekend he goes to the village of Rioja, where he used to live. There, he meets his grandad, cousins and friends. He misses all of them.

5.5.-IVÁN

Age: 3 years old

Gender: male

Physical peculiarities: He's a handsome boy who has blonde hair and blue eyes, his skin is very fair, even pale. He's not very tall and he seems to be weak. He can run really quickly but he sometimes needs help when he has to go out the classroom.



Family: He lives with his parents and his youngest sister, Raquel who is still a baby that is not even one year old.

Cultural background: Iván is 3 years old and he has just started school. He does not talk much, but sometimes he says some words (no, water, I, mama). His family is the typical Spanish family parents about 30 and 2 children. His dad is a fisiotherapist ". He massages people whose backs, hands or legs hurt. His mum works in a kindergarten in the neighborhood. All his family is Spanish from Almería.

Where he lives: His house is near the school. He lives on a large floor with his family.

Likes/dislikes / difficulties: He likes looking at his toy tablet, playing with cars alone, riding his bike and making churros with plasticine. He also likes watching cartoons on TV, going swimming in the pool and turning pages of story books looking for animals. He likes ordering their dolls, pieces, little animals of rubber in a row... At school, he is very good at working with numbers and letters. He also likes English lessons. But he does not like painting, drawing, being sit or listening to friends in the assembly. Ivan does not like loud noises or new things. He does not like respecting the rules of the class. Ivan loves to relax while his dad gives him a very gentle massage all over his body.

Food he likes, dislikes: Ivan is a food champion. He likes eating everything and that's why he's very strong. He already takes yogurt, sandwiches and cookies for breakfast at school and he's starting to eat by himself.

Fears: He is frightened by loud sounds and noises that he does not know where they come from. Changes and surprises make him nervous. When he gets nervous, he needs to do some really fast movements. Ivan loves moving his hands up and down super fast.

Recent history: When Ivan was youngest he was with mummy at the kindergarten. Now her sister comes everyday there, Ivan has to go to the new school. He sleeps alone in his room, but sometimes when his youngest sister cries, Ivan wakes up and starts crying too. Then, his dad comes and lays him on the big bed until he calms down, after that daddy accompanies him to his room. He always sleeps with Pepo, who is his favorite doll and he takes him everywhere.

Ivan does not pay attention to the teacher, the mates and the activities in the classroom. He needs to know in advance what he is going to do for this reason teacher put some pictures with all the activities we do in class every day. So, looking at these pictures he can know what to do. The class rules are also in the pictures, so Ivan and everybody in the class can learn when is time for listening to the story, for playing, for raising your hands, for painting etc.

Ivan wants always to get away with his ideas, feelings and even whims. He doesn't accept when his parents say "NO". He doesn't listen to them, he shouts, he hits others and moves his hand up and down.

He has a hard time giving in, when he wants something he wants to get away with it and he does not listen to what his father, his mother, or his mother says to him. If you do not get it shout, hit and do those moves with your hands up and down.

6.6.-XIA



Age: 4 years

Gender: female

Physical peculiarity: Xia is tall and slim but is very strong and can run really fast. She has got long, black, straight hair. Her eyes are black. Xia is tall and slim but is very strong and can run really fast. She has got long, black, straight hair. She has the black almond-shape eyes typical of his race and her skin is pale.

Family: She lives with her parents Tai and Lin. They travelled to Almeria before Xia was born. Both of them work in a Chinese restaurant that is managed by Xia's grandparents.

Cultural background: Xia was born in Almería 4 years ago, but all her family comes from Shanghai, a big city in China. She has never visited the city, but she often can watch pictures of this city and she is looking forward to visit Shanghai. She speaks Chinese at home, her granny can't speak Spanish, but she can understand and speak very well Spanish.

Where she lives: She lives with her parents and grandparents in a flat near the restaurant where her family work. Because her parents' job she spends most of the day in the restaurant, in a small room near the kitchen where she plays with her dolls. She has also paintings for colouring the beautiful pictures she draws. Sometimes, when the weather is good, she sits outside with her granny and she can see other children playing in the park.

Likes/dislikes /is difficult: She loves playing with doll, painting and reading the books that she can borrow in the school library. But the thing she likes the most is playing football, she loves feinting, shooting and scoring goals. She has two big balls and sometimes she plays with her father, but he is always busy and can't play a long time. When she sits outside and she can see children playing football in the park, she would like to join them. But she is so shy that can't ask them, she is ashamed if they realise that she is staring

at them. She has problems when she has to speak to other people, she feels sick, her face turns red and she starts sweating.

Food she likes, dislikes: Food she likes, dislikes: She loves eating pasta and rice, she also has a lot of fish. her favourite food is chips and chicken. She doesn't like fruit and vegetables, but she is forced to eat them.

Fears: She is afraid to speak in public. She is very introvert and shy. At school she has some friends but she doesn't join them to play during break. Maria, one of them, who is very nice call Xia and both play together or walk around the playground telling jokes. In class, during lessons, she never speaks. When the teacher asks something she always looks at the floor, even if she is very clever and she can recognise every number and letter-. When the teacher asks her directly she answer in a so low voice that nobody can hear her.

Recent history

The teacher is very good with Xia, and she is worried about Xia problems to communicate with others, so she calls Xia's parents to find out for a solution. Now Maria sits near her in the classroom, so Maria can help Xia to speak and say some words. But Xia doesn't like the situation and she feels ill, she has been a week at home and when she comes back to school she feels ill again. Everybody is worried about Xia situation.

E.-AN EXAMPLE OF ACTIVITIES WITH DOLLS.

María del Mar's Story

Teacher pretends to listen the story from the doll and tell it to the class:

"Hello, do you remember me? I'm María del Mar, and I've been with you before. I would like to tell you something that has just happened to my cousin Raquel and which has made both very sad.

Raquel lives in a village near here, she is very tall and very strong, she loves playing sports. But she is also very impulsive, and she usually does things without thinking, as they come to her mind. she doesn't like some classmates In her class and she doesn't want to play with them. If some of these classmates approaches her, she always gives a shout or a push. This happens especially with Elisa, who is a presumptuous, who always wants to be the leader and organise games and activities.

When Raquel acts impulsively with the rest of the class, her teacher becomes angry with her, scolds her and punishes her. Sometimes she can not go out to the playground during the break or go in trips and excursions with the rest of the pupils. In this moments she feels very lonely and sad.

Two weeks ago a new classmate arrived, she who had become Elisa's super-friend, so she got angry with both of them in physical education class, and she did not want to be on the team with them. Then, she realized that her new classmate is very good at running, and she loves playing sports too, so Raquel thought that she should be her friend, and she tried to be nice... But Elisa is a busybody who does not leave her alone, is always in the midst and does not let them talk. That's why Raquel lost her nerves and pushed Elisa strongly.

Elisa fell on her back and hit her head hard, a huge gap was made, they had to take her to the hospital and she needed 5 stitches. ...

The headteacher of the school took Raquel to the office and was very angry. She phoned her parents, who forced her to go see Elisa and ask for her forgiveness. Rachel feels very sad for everything that has happened and has promised to count to 10 every time she has a bad thought to calm down."

Then, children can see a presentation showing different situation with bad and good behaviors, children have to show teacher a card with a emoticon explaining it the behavior is correct or not. Pupils explain how can them help María del Mar to have a good behavior in class.

- We can hug María del Mar everyday, so she will feel happy.
- She has to tell her problems to the teacher and some friends.
- Teacher has a present when she has good behavior many days.
- Don't make her be angry.
- Play with during break
- Sing a song to be always happy

Harry's Story

The storytelling session began with the teacher asking the children if they remembered who was sitting on her lap. The response was immediate.

Having acknowledged their response the teacher passed Harry the Doll around the circle to give each child an opportunity to greet him individually. From the caring way they hugged and spoke to him they had obviously identified and bonded. Harry was their friend.

When asked about Harry's previous visit it was apparent from their replies that the story he had 'told' impressed them and that they empathised with him. The question, "Do you want

"to hear what happened to Harry at his nursery school on Friday?" was met with affirmative nods.

Harry told me that he was watching four boys building a garage with the bricks. When he tried to join in the biggest boy shouted at him

"You can't play here. We don't play with fatties."

And the others yelled, "Go way fatty, go way fatty."

At this point the teacher maximised the children's input by giving them lots of opportunities to say what Harry was feeling, empathise with him and how they felt listening to his story. By asking questions like, "How do you think that made Harry feel?" and "Have you ever felt like that?" she encouraged them to talk about their own feelings and experiences. To extend their range of feeling words she asked them if they had ever been excluded and explained what the word meant.

These were some of their responses:

- My brother always does that to me. He says, 'No girls!'
- Julie used to be my friend but now she's best friends with Marie and Alice and they won't play with me.
- My sister gets really upset when children in the park tease her because she doesn't walk properly.
- My brother and his friends say I'm too small to play with them.
- The children who have moved into the house next door told me they can't be friends with me 'cos they never play with brown children.
- When my sister's friend comes to our house, the two of them run and hide away from me.
- That's not fair.

The teacher agreed that it wasn't fair to exclude children: to make them feel sad and left out. She told them that Harry said he was so upset when those boys wouldn't let him play and called him names that he burst out crying. He said the boys laughed at him and said he was a cry baby. A discussion then ensued as to whether it was ok for boys to cry. The teacher drew their attention back to the story by asking them if it happened again what did they think Harry could do?

The children were eager to help Harry. They enjoyed offering him their advice and talking about their own experiences and actions. The teacher especially supported and picked up on the contributions of the girls who had been victims and of the boys who had excluded and

abused them. She hoped that thinking about how Harry was feeling and empathising with him might have helped them gain insight into their own behaviour so that it follows straight on from: and of the boys who had excluded and abused them.

She hoped that thinking about how Harry was feeling and empathising with him might have helped them gain insight into their own behaviour.

F-CONCLUSIONS

The educational community promotes the participation of the school in European projects which allows the school to keep innovation , to share good practices and to promote the feeling to belong to Europe. European values are esential nowadays due to the fact that some intolerant, racist, xenophobe and supremacist ideas are rising day by day in our society. These unsuitable ideas come to school and we can see Intolerance often directed towards children who are different (for reasons of culture, race, religion, social origin, special educational needs, physical characteristics, etc.)

On the other hand, it is observed that some pupils start to have incorrect behavoirs since their first years at school. This situation provoks discomfort among the pupils themselves, teachers and families.

The project "For a respectful and tolerant school" that implements the PERSONA DOLL methodology allowed us to work with our pupils from their arrival at school to avoid the proliferation of these inapporpriate behaviors and attitudes. This project suits in our school due to the fact that its objectives are shared by curricular philosophy and general project of Gines Morata school.

Children begin to notice the differences between people at a very early age; therefore, it is very important to begin with tolerance in schools from early childhood education; in this way, it is possible to form a positive attitude towards differences in them. To address and prevent bullying and violence that are created due to intolerance, well-functioning tools and well-trained professionals are needed, both of which are offered through the "Persona Doll" Project methodology. It is linked to a Erasmus Plus K219 Project through it, contact with various countries and cultures that use the English language as a communication vehicle is possible. All this allows us to implement the plurilingual project of the school with the students of early ages.

Although only 200 pupils from 3 to 7 years old and 11 teachers have directly participated in this project, the rest of the staff and oldest pupils in Gines Morata school could cooperate and colaborate in some activities, and the whole educational community took contact and knew about the objectives and activities related to the PERSONA DOLL methodology.

We decided to use this approach for promoting the learning-teaching of positive values that is considered one of the main aspects of education and are present in our curricular program. The activities implemented in PERSONA DOLL approach have been connected to the daily living and learning activities.

We worked with 6 Persona Dolls, that suited the peculiarities of our pupils (different sex, race, age, problems, etc.). Every doll's peculiarity was chosen from a difference that our pupils are not familiar. The dolls were introduced in classes aged 3 – 7 years where different doll activities were carried out with the children. All the activities with the dolls are documented in the dollbooks.

After three years of working with Persona Dolls we have noticed that pupils have become more conscious about people's differences. They are more tolerant towards their mates and they respect the fact when someone is different from them. There are less problems concerning their behaviour and the relationships between them have improved. Pupils are now more attentive and benevolent towards each other. Ganging up and mockery occurs not so often anymore, because they have become more connected with each other and therefore they are better mates.

The cooperation with our partners around Europe has been excellent. We have shared many information and we received many ideas about the different ways to teach children tolerance. Our school had the opportunity to host a training meeting where the whole educational community could contact our partners. Pupils met teachers from many European countries and they realized the use of different languages and the importance of learning foreign languages for communicating everywhere.

The cooperation with our partners has been excellent. We have received many ideas about the different ways to teach children tolerance.

Families and education community in general are very happy about the project results, parents are really supportive in teaching tolerance and they have pointed out that they see a difference in their children's behaviour.

The staff considers that the implementation of this methodology has been successful, they have just decided to keep on working in the same way and to share everything we learn with more schools in our country and in Europe.