



Dear Partners; we are inviting you participating Comenius projects. If you are eligible for Comenius project, we will be happy collaborating with you. But we can only one institution from same country. Below you will find the short summary of our project. Please fill and send us partnership form immediately. PLEASE FILL THE FORM http://www.mutlubirey.net/partner_search.doc and send us filled form PLEASE WRITE CODE TO SUBJECT OF YOUR E-MAIL. Send your e-mail to euprojectteam@gmail.com THANKS... www.mutlubirey.net Project Team of Happy Kids

WE ARE SEEKING PARTNERS FOR OUR TURKISH SCHOOLS COMENIUS PROJECTS

COM-1 MY FATHER IS MY HERO - Fathers participation to education process

COM-2 DEALING WITH FEELING - Working about feelings

COM-3 YES WE WANT PEACE IN EVERYWHERE - Solidarity for Peace and Discovering Other Cultures

COM-4 FAMILY LEARNING WEEKS - Learning together

COM-5 MY OWN MOVIE - Producing own movies, making school environment happy

COM-6 I LOVE MATH - Preventing Math Phoby

COM-7 TRADITIONAL DAYS - Celebrateing Styles of Traditional Days

COM-8 LEARNING STYLES - Discovering Learning Styles

COM-9 NO PANIC WE CAN SAVE OUR PLANET - Keep Clean the World

COM-10 MY MUSICAL TALENT - Musical issues

COM-11 SELF CONFIDENCE - SELF RESPECT

COM-12 LET'S TELL US YOUR IMAGINATION ABOUT SCHOOL

COM-13 I WANT TO SPEND MORE TIME WITH MY MOTHER

COM-2: DEALING WITH FEELINGS

We all know that how important, how essential it is to face and accept those accepts and feelings, conceptions and attitudes in you which are either not at all conscious, or not sufficiently so. Dealing with feelings gives the chance to learn new skills and help child to learn in a fun and friendly way.

When kids come home with A's and B's in reading writing and math, parents feel a sense of security that their children are building the skills that will help them succeed in life. Then there is another set of important skills, which help our kids get smarter about the emotions they feel and encounter on a daily basis.

Tell it like it is~

The question "How do you feel?" is always answered by emotion words. "I have a ton of work and I don't know how I will get through it." does not tell what one feels, although in that simple example, most of us get the message. "I am overwhelmed with work and worried about finishing on time." does convey how someone feels when there's a big workload to conquer.

Emotions are taboo territory for many adults. So making the leap to helping their children deal with emotions is a tough one for them. But helping our kids to understand their own emotions can make the difference between a physical fight and a deep breath. For children and adults with Asperger Syndrome and Autism, navigating emotional situations is an extraordinarily puzzling challenge.

Why is it so important to teach feelings education?

- Children learn to feel comfortable expressing their fears, guilt or feelings of isolation, when it is a natural thing to discuss emotions with their trusted adults. Many kids keep quiet about toxic feelings that build up and make them vulnerable to even more disturbing feelings, such as hopelessness and despair.
- It is a confidence builder when kids have a sense of control about being able to handle an emotional situation. Self-confidence is fuel for kids to use their talents and keep stretching their abilities.
- Understanding feelings help to develop personal qualities like kindness and empathy.

Opportunities are open to parents, grandparents, teachers and we would particularly welcome parents to join us on our DEALING WITH FEELINGS. They will learn how to help their child learn and family members will be learning too.

Emotions sometimes refer to what we are trying to do or say. Sometimes emotions control us or we control them.

Goleman 1996 p.289 described emotion as "I took emotion to refer to a feeling and its distinctive thoughts, psychological and biological states and a range of propensities to act. "

The Cambridge English dictionary defines emotion as "a strong feeling such as love or anger, or strong feelings in general. There are obviously hundreds of emotions and there remains the continuing debate as to how they can or should be classified.

Emotional literacy develops from a combination of nurturing parents, teachers, and interactions with peer and others in the society.

In our project we are planning to reach the objectives of the project by preparing activities for children. By this project, children will be able to reflect their feelings according to their situation in right time and in right places. So far almost 40 feelings described. In our project we will try to examine all these feelings.

1. Feeling Angry
2. Feeling sad
3. Feeling afraid
4. Feeling happy
5. Feeling surprised
6. Feeling loved
7. Feeling shocked
8. Feeling bored
9. Feeling jealous
10. Feeling ashamed
11. Feeling lonely
12. Feeling greedy
13. Feeling nervous
14. Feeling disappointed
15. Feeling rejected
16. Feeling shy
17. Feeling arrogant
18. Feeling generous
19. Feeling selfish
20. Feeling intimidated
21. Feeling accepted
22. Feeling alienated
23. Feeling bereaved
24. Feeling betrayed
25. Feeling brave
26. Feeling dominated
27. Feeling deceitful
28. Feeling envious
29. Feeling frantic
30. Feeling guilty
31. Feeling homesick
32. Feeling helpful
33. Feeling impatient
34. Feeling inferior
35. Feeling loyal
36. Feeling misunderstood
37. Feeling possessive
38. Feeling sorry
39. Feeling stressed
40. Feeling vain

Objectives of the project:

- To enable pupils to identify and gain a deeper understanding of the feelings
- To develop an emotional vocabulary
- To increase the empathy for others and awareness of how personal feelings and behaviors can impact upon those around us
- To encourage pupils to express anger and the more 'difficult' emotions appropriately, i.e. without fighting or hitting out either physically or verbally
- To encourage pupils to be reflective and to gain a greater understanding of consequences
- To improve pupil's self-esteem and self- concept.

Activities:

- Introducing the emotion via feelings poster and Circle talk providing example of situations.(children will give their own definition for feelings)
- Writing a story which highlights and focuses upon the feelings defined above.
- Discussion – children will be given an opportunity to discuss times that they have felt or experienced this emotion and self-reflect upon these times.
- Role play- in order to experience emotions in safety and to learn how to empathize with others (children will act as the parts of the character in the story)
- Practical and recorded activities and suggestions for reinforcement and development work
- Self- reflection activities and take home tasks to promote further generalizations of the skills learnt.(home tasks will help to promote links between parent and children)

At the end of every session these questions will be asked to the children to evaluate the session.

- How did we feel at the beginning of the session?
- What have we learnt about this feeling in this session?
- Have we learnt anything about ourselves?
- Have we learnt anything about others?
- Will we change the way we deal with this feeling in the future?
- Have we learnt any new skills or strategies that may help us?

Evaluation:

- by making initial entry assessment of educational skills and personal abilities of the participants of the project, and this will be compared with a similar assessment by the end of the programme;
- each partner school will set up in their own country an experimental programme consisting in involving students in educational teaching activities from the school, in order to make them active partners within their own education;
- by self-evaluation of each participant institution;
- evaluation done by the local educational authorities;
- periodical measuring and comparisons between participant schools during the meeting projects;
- last, but not least, the project final results will be evaluated among the participant schools, as quality, impact for the education and for children as direct participant involved in them.

Publicity Materials:

- Press conferences and workshops will be organized in each partner's country announcing the project and its aims;
- Through professional meetings and conferences and personal contact with relevant school and local authorities, such as teachers, headmasters, trainers, inspectors, experts, representatives of local administration;
- By publishing the project and its steps on the internet and/or a special websites, including our school website;

Dissemination of the results and the products by:

- Presenting the CD during meetings and conferences;
- multiplying the newly achieved experience both of the part of the staff involved and from the participants;
- Using them within the presented shows on different occasions;
- Booklets about the feelings
- Banner and posters for publicity of the project
- Exhibition of pictures that will be taken during this project in every country.
- Website, Facebook and blog will be used to reach other people and will be updated periodically.

ACTIVITY TABLE

Approx startin g date	Activity/mobility description	Destination country (for mobility only)	Which partners involved
mm/yy			
02/2010	FIRST MEETING		ALL PARTNERS
03/2010	<p>PREPARING A WEB PAGE FOR EACH PARTNER</p> <p>Introducing the emotion via feelings poster and Circle talk providing example of situations.(children will give their own definition for feelings)</p>		ALL PARTNERS
04/2010	PREPARING A "POSTER YOUR FEELINGS" COMPETITION with a subject "DEALING WITH FEELINGS"		ALL PARTNERS
05/2010	CHOOSING 10 POSTER from the prepared competition		ALL PARTNERS
06/2010	<p>SECOND MEETING</p> <p>(sharing the compositions with the partners, making an evaluation of the competition, sharing other thoughts about the activity ...etc.)</p>		ALL PARTNERS

07/2010	Writing a story which highlights and focuses upon the feelings		ALL PARTNERS
08/2010	TRANSLATING THE PARTNERS' STORY INTO THEIR OWN LANGUAGE SHARING THE TRANSLATION WORK WITH THE OTHER PARTNERS		ALL PARTNERS
09/2010	PREPARING BULLETINS IN REGULAR TIMES		ALL PARTNERS
10/2010	PREPARING A FREE DISCUSSION PLATFORM children will be given an opportunity to discuss times that they have felt or experienced this emotion and self-reflect upon these times. TAKE PHOTOS FROM THE PLATFORM		ALL PARTNERS
11/2010	TRANSLATING FREE DISCUSSION PLATFORM INTO ENGLISH, UPDATE THE WEB PAGE IN REGULAR TIMES		ALL PARTNERS
	Role play- in order to experience emotions in safety and to learn		ALL PARTNERS

12/2010	<p>how to empathize with others (children will act as the parts of the character in the story)</p> <p>TAKE A VIDEO OF 10 STUDENTS DURING THE ROLE PLAY</p> <p>PREPARING AN E-BOOK AND CD/DVD ; includes the posters from each partner and the videos from each discussion platform of the partners and the role plays of children</p>		
01/2011	<p>THIRD MEETING</p> <p>(Evaluation of the first year...etc.)</p>		ALL PARTNERS
02/2011	<p>Practical and recorded activities and suggestions for reinforcement and development work</p> <p>PREPARING A suggestion list with a subject "how we will change the way we deal with our feelings in the future?"</p>		ALL PARTNERS
03/2011	<p>TRY TO MAKE THE 3 PROPOSALS & SUGGESTIONS THAT TAKEN FROM THE LIST,</p>		ALL PARTNERS
			ALL PARTNERS

04/2011	TRANSLATING INTO ENGLISH		
05/2011	SHARING THE SUGGESTION LIST WITH PARTNERS		ALL PARTNERS
06/2011	4 TH MEETING		ALL PARTNERS
07/2011	Self- reflection activities and take home tasks to promote further generalizations of the skills learnt.(home tasks will help to promote links between parent and children)		ALL PARTNERS
08/2011	CHOOSING 10 TAKE HOME TASKS PREPARING A PICTURE EXHIBITION with a subject "FEELINGS FEEL! " TAKING PHOTOS FROM THE EXHIBITION		ALL PARTNERS
09/2011	5 TH MEETING (discuss the answers of the suggestion list and make a statistics during the meeting, classify the problems and solutions, compare the problems and the given solutions)		ALL PARTNERS
			ALL PARTNERS

10/2011	<p>PREPARING an E-BOOK , and CD/DVD about the attempts for the solutions (3 proposals for each partner); includes via plays, opinions...etc.</p> <p>(the common involvement of partners)</p> <p>PREPARING BULLETINS IN REGULAR TIMES</p>		
11/2011	Preparing final report		ALL PARTNERS