



SOFT POWER

community welfare projects

WELL BEING





COMMUNITY WELFARE PROJECTS

**Detection of good practices
to develop the Community Lab**

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INTRODUCTION

Linkcommunity is a strategic partnership project, funded by Erasmus Plus programme, in the school sector, with the purpose promoting processes and models of participation in the educational and social field, in contexts characterized by urban periphery and by social and economic marginality.

With the OBJECTIVES of:

1. enhancing the skills of children through workshop activities in the educational and training fields, characterized by innovation, interdisciplinarity, inter-generationality and interculturality, with reinforcement of digital skills and STEM;
2. promoting and enhancing the educating communities, through paths and support services for parenting and interventions to combat social and economic exclusion, focusing on a networking strategy between all the stakeholders of the educating community and testing models of intervention of the cd. community welfare

Linkcommunity consortium have implemented a mapping of existing good practices, in order to develop, on the basis of the results, the LinkLAB, an educational project in each participating country, involving students, teachers, parents and social workers.

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COMMUNITY LAB

After the implementation of the educational project in each involved country (Action 3 Link Lab), the partners focused on mapping the good practices of identification of effective strategies and methodologies for the implementation of the “COMMUNITY WELFARE PROJECT”, focusing on a networking strategy between all the actors of the educating community, and on horizontal subsidiarity aimed at testing models of intervention of community welfare.

The present document represents a guideline for the following activities of the project:

- **THIRD TRANSNATIONAL TRAINING** for staff
- **COMMUNITY RELATIONS:** implementation of local workshops focused on the relationship to create spaces for listening, sharing and comparing parents / children, pupils / teachers, parents / teachers.
- **FAMILY BANK** initiatives, as virtual spaces available for schools where families, in a voluntary and personal way, can put in the bank some hours of their free time, providing activities based on specific skills and interests, to offer students and whole community a better school and an active educational community at local level.

GOOD PRACTICES INVESTIGATED IN ITALY



“FAMILY LIKE”

TYPE OF EXPERIENCE	<input type="checkbox"/> time bank <input checked="" type="checkbox"/> mutual help groups <input type="checkbox"/> helpdesks listening <input type="checkbox"/> community of practice <input type="checkbox"/> Other (please specify)
BENEFICIARY TARGET GROUPS	<input type="checkbox"/> Children in risk groups <input type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> <input type="checkbox"/> School Professionals <input type="checkbox"/> Third Sector Professionals <input checked="" type="checkbox"/> Other (please specify): <input checked="" type="checkbox"/> Parents and families
Description and activities	<p>The project “Family Like” was realised by the social cooperative VEDOGIOVANE within the Cariplo Foundation’s project Welfare in Action.</p> <p>It is one of the many examples of collaborative welfare.</p> <p>The main aim is the education of minor through the support to their families.</p> <p>The project helps creating local groups of families that can meet and interact in order to find shared solutions to complex (but common) problems and so to avoid the feeling of isolation that families sometimes face.</p> <p>The activities are different. The main categories are:</p> <ul style="list-style-type: none"> - sports - culture and expressivity - aggregation - school and childcare services - parent’s needs - support for growth.

	<p>Besides, many events are organised, mostly in connection with:</p> <ul style="list-style-type: none"> - children and parents laboratory - sports, music and performance - art and culture - festivals.
How to participate	<p>Families (located in Arona territory) who desire to be part of their community can join the project through the registration on the related website.</p> <p>This website shows accurately all the updated services and the events available within the selected area and period of time.</p> <p>It is a fundamental tool to connect families and to provide groups of parents who share the same problems so they can meet and interact and even propose new activities.</p>
Elements of interest for the project	<p>The most important objective of the “Family Like” project is to provide a solution for a basic community need: taking care of families (“a territory that takes care of its own children”).</p> <p>Nowadays, parents feel a growing need to educate their children but, at the same time, they have less time to do it, due to the many obligations of the actual society.</p> <p>Therefore, it is really important to have a supportive network among families, public and private bodies, that may lighten the load of work for parents, providing to basic tasks, sharing duties and solutions and enhancing their parenting skills.</p>
Useful resources	<ul style="list-style-type: none"> - Collaborative welfare (http://www.qualificare.info/upload/WELCO_testo_finale.pdf) - ‘Family Like’ Project (www.familylike.it)

PARENT'S COMMITTEE

TYPE OF EXPERIENCE	<input type="checkbox"/> time bank <input type="checkbox"/> mutual help groups <input type="checkbox"/> helpdesks listening <input type="checkbox"/> community of practice <input checked="" type="checkbox"/> Other (please specify): Parent's Committee
BENEFICIARY TARGET GROUPS	<input type="checkbox"/> Children in risk groups X <input type="checkbox"/> Parents who have children in risk group X <input type="checkbox"/> School Professionals X <input type="checkbox"/> Third Sector Professionals <input checked="" type="checkbox"/> Other (please specify): X Local Communities and Institutions
Description and activities	<p>When we talk about social responsibility, we refer to the concept of shaping and structuring the society. This means to take in hand the responsibilities of making choices in terms of educational values.</p> <p>Parents have a fundamental role within the school life, not just as users but especially as active and cooperative participants in the planning of training course and activities and in the definition of those values.</p> <p>The main aim of a parent's committee is to create an educational alliance among parents and teachers who, despite the different roles, share the recipients and the finalities of their own actions.</p> <p>Exercising the co-responsibility, essential tasks are communication and cooperative work, in order to better face the actual and complex situations of children at risk of educational poverty.</p> <p>The main objectives for parents and their families are:</p> <ul style="list-style-type: none"> - to give value to every parent and make him aware of his role and responsibility within the educational community - to manage the available structures during the planned activities - to include families through meetings and laboratories in order to encourage an active participation and to enhance their parenting skills

- to support teacher's work and to strengthen the family-school alliance
 - to build a strong network among families, school and other educational agencies, all committed towards a common purpose
 - to experience new educational and participative models to improve the committee's actions
 - to develop relational skills through intervention aimed at conflict management (among both students and parents)
 - for parents and teachers, mediation, supervision and team-building's activities
 - to improve peer communication
 - to prevent school marginalisation and to avoid medicalisation through precautionary pedagogical interventions
 - to develop parenting skills.
- In order to reach those specific goals, the committee organizes specific activities, such as:
- attribution of specific roles and elective position to parents
 - non-formal education opportunities, which may be structured or free
 - after-school activities: learning, theatre, music, sports, ...
 - support desk for the intercultural mediation and for information on extracurricular activities (and how to access them)
 - network building among different actors and creation of a related database, where to monitor and evaluate the results and to understand bad and good practices in order to start a constructive discussion and to improve the strategies.
 - parent's meetings and laboratories to enhance and share skills and good practices

	<p>These activities are realised thanks to volunteers (or sometimes with the help of small funds) not only among parents and teachers, but also among grandparents and interested neighbourhood inhabitants.</p>
<p>How to participate</p>	<p>The DPR n. 416/74 introduced the opportunity for family and students to take part in the school management, treating it as a small community that has to interact with the bigger and external civil and social community.</p> <p>Schools are indeed privileged context of mediation, training and preparation for the future democratic participation, aimed at reaching a collective (instead of an individual) well-being.</p> <p>The educational co-responsibility deal (Patto di corresponsabilità educativa), signed by both parents and the Head teacher, focuses on enhancing the family/school relation, starting from a clear joint responsibility and asking to both parts to share its contents and respects its commitments.</p> <p>To constitute a parent's committee, parents must require it officially to the Head teacher and then, they need to elect representatives (among themselves). All the details are set out in the Dlgs n. 297/94.</p>
<p>Elements of interest for the project</p>	<p>The practice of parent's committee shows many positive impacts in terms of achievable goals.</p> <p>For parents:</p> <ul style="list-style-type: none"> - empowerment within the community - improvement in the parenting skills - reinforcement of the school-family dynamics, in terms of participation and communication - enhancement of the ability to recognise exclusion and marginalisation's situations and to intervene in order to limit or solve them. <p>As for children, the project aims at the improvement and strengthening of:</p> <ul style="list-style-type: none"> -perception of self-efficacy

	<ul style="list-style-type: none"> - digital skills - access conditions to extracurricular activities - intercultural and intergenerational skills - team building competencies and peer collaboration - sense of belonging to the educational community. <p>This practice seems to have a beneficial influence even on the local community and on the local public bodies.</p> <p>The parent’s committee, in their alliance with the schools, creates a microcosm of good practices that slowly affects the outside. This generates a better coexistence in the neighbourhood, preventing public bodies from the intervention (often complex and with no results) in many situations of educational poverty.</p> <p>One of the most obvious shared benefits is the growth in well-being and cooperation within the different actors of the project. Another important one is the increased sense of responsibility toward the community.</p> <p>All these is made possible thanks to the revitalisation and regeneration of underutilised structures during extracurricular hours.</p>
Useful resources	<ul style="list-style-type: none"> - Parental participation and educational co-responsibility; MIUR, Education Department (https://www.miur.gov.it) - Progetto Scappare – Scuole Aperte e Partecipate https://www.scappare.it/ - DPR n. 416/74 (https://www.gazzettaufficiale.it/eli/id/1974/09/13/074U0416/sg) - Dlgs n. 297/94 (https://archivio.pubblica.istruzione.it/comitato_musica_new/normativa/alligati/dlgs160494.pdf)

GOOD PRACTICES INVESTIGATED IN ROMANIA



COMMUNITY OF PRACTICES

TYPE OF EXPERIENCE	<input type="checkbox"/> time bank <input type="checkbox"/> mutual help groups <input type="checkbox"/> helpdesks listening <input checked="" type="checkbox"/> community of practice <input type="checkbox"/> Other (please specify):
BENEFICIARY TARGET GROUPS	<input type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> School Professionals <input checked="" type="checkbox"/> Third Sector Professionals <input type="checkbox"/> Other (please specify): <hr/> <hr/> <hr/>
Description and activities	<p>Etienne Wenger defines a community of practice as “a group of people who share a concern or passion for something that they do and learn how to do it better as they interact regularly”.</p> <p>A community of practice is traditionally regarded as a form of live interaction between its members, but in the light of the acute need in these times to replace live interactions with online interactions, we believe that a model of structuring an online form of community practice might be welcomed.</p> <p>Setting up such a group in an efficient way is easier when you have a set of steps to follow and some characteristics you can modify according to your own needs. The World Bank offers a complete handbook on how to plan, set up and manage a community of practice online (they name it simply</p>

	<p>community). It also contains a structured workbook that can be used for easier organization of activities.</p> <p>The book also contains real-life examples of such successful communities of practices in different professional and geographic areas.</p>
How to participate	<p>Any teacher or parent or active member of the community can be at some point the initiator of a community of practice oriented towards a topic or another. Following the guidelines provided and using the planning and management tools provided, efforts are more likely to have success.</p>
Elements of interest for the project	<p>The guidebook provides very useful and structured information on a general level about creating a community of practice, stressing the key elements for creating an online form of a community of practice and offering several planning tools in the workbook for ensuring success. Knowledge is very practical and can easily be applied and modified according to each one's specific objectives,</p>
Useful resources	<p>The handbook "Building a Community – a Primer": http://documents.worldbank.org/curated/en/188671504682900121/pdf/119411-REVISED-PUBLIC-Community-Primer-2018-Final-2-21-2018.pdf</p>

TIME BANKS

TYPE OF EXPERIENCE	<input checked="" type="checkbox"/> time bank <input type="checkbox"/> mutual help groups <input type="checkbox"/> helpdesks listening <input type="checkbox"/> community of practice <input type="checkbox"/> Other (please specify):
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> School Professionals <input checked="" type="checkbox"/> Third Sector Professionals <input type="checkbox"/> Other (please specify):
Description and activities	<p>“Time banking” is a movement and a community welfare method based on the idea that everyone has something to give and has certain competences. Time banks are nowadays used all over the world as a tool to build a kinder, more equal and generous world.</p> <p>For whoever wants to contribute to such a world by creating a time bank in his/ her own community, TimeBanks USA offers a series of guidebooks on this topic, starting with the ideas and planning of time banks and finishing with managing and using them on an advanced level. The material contains well-structured practical information along with relevant links to video materials and worksheets in order to help people efficiently create a time bank.</p> <p>The guidebooks also contain real-life examples of successful time banks in the USA.</p> <p>TimeBanks USA also offers an online platform for setting up and managing a time bank.</p>
How to participate	<p>Any teacher or parent or active member of the community or teenage student can be at some point the initiator of a time bank focused on helping a smaller or a wider community of people. Following the guidelines and using the planning and management tools provided, efforts are more likely to have success.</p>
Elements of interest for the project	<p>The guidebooks provide very useful and structured practical information about how to start a time bank, accompanied by worksheets to make things easier and examples to make things more understandable.</p>

	The online platform for creating and managing a time bank might also prove very useful for the beneficiaries of the project, as it is a ready-to-use tool to go from an idea to a real-life community action.
Useful resources	Guidebooks for setting a time bank and online platform for creating and managing a time bank: https://timebanks.org/resources/

GOOD PRACTICES INVESTIGATED IN TURKEY



COMMUNITY OF PRACTICE

TYPE OF EXPERIENCE	<input type="checkbox"/> Time bank <input type="checkbox"/> Mutual help groups <input type="checkbox"/> Helpdesks listening <input checked="" type="checkbox"/> Community of practice <input type="checkbox"/> Other (please specify):
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> School Professionals <input type="checkbox"/> Third Sector Professionals <input type="checkbox"/> Other (please specify):
Description and activities	<p>This game shows how manner can be made visible for children. The board game Blunders teaches children social and dining etiquette in interactive, and educational way. The game is based on universal etiquette standards and values, such as it is not nice to bully, tease, or gossip. It also develops players' logic, kinesthetic, auditory, and visual skills and supports character development in school curriculums.</p> <p>Parents with low socio-economic status are always looking for ways to teach good interpersonal</p>

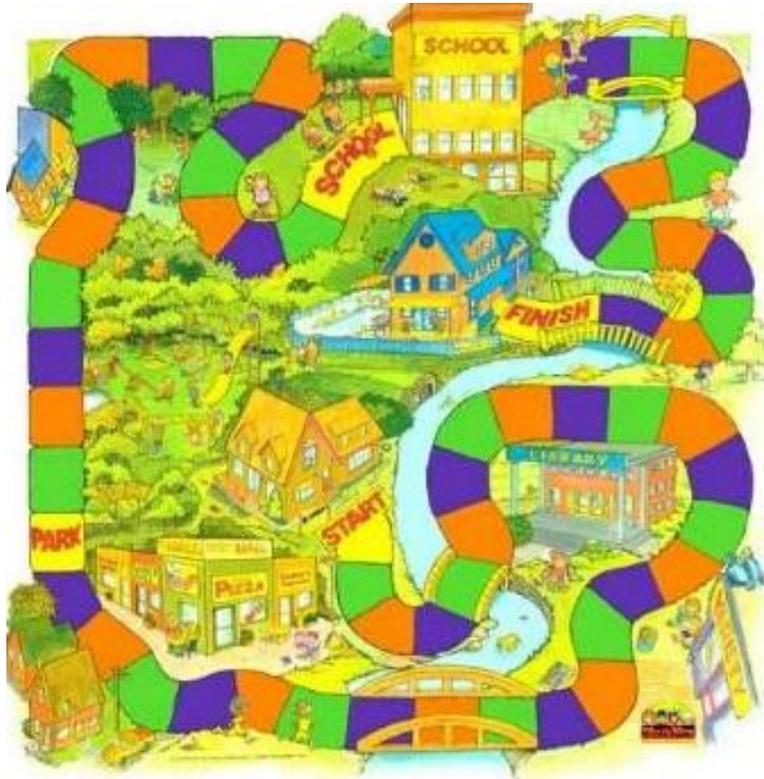
	<p>relationship skills, and this game designed to help build character and enforce etiquette.</p>
<p>How to participate</p>	<p>The Game of Blunders comes with the following: Materials:</p> <ul style="list-style-type: none"> • 300 Question Cards in 3 decks; Play, Home, and Dining • 9 Table Setting Cards, to be used with some "Dining" questions • 4 Character Place Markers (Billy, Brenda, Bobby and Becky Blunder) with Stands, • 2 Dice, (One with colors, the other with numbers) • A Game Board and The Blunders' Story/Rules Booklet <ol style="list-style-type: none"> 1. Divide the children into 4 groups and each group chooses character. 2. Read the instructions and The Blunders' Story in Rules Booklet. <i>"There is a family, the Blunders, and they all need a bit of work on their manners! If that were not bad enough, they also live in the same neighborhood as the Mannerlys, who have exquisite etiquette. The last time the Blunders were at the neighbor's house, each of the children did something extremely rude. Now they are all worried that they won't get invited back to the Mannerly's pool party!"</i> 3. Describe the event: <ol style="list-style-type: none"> a. The player selected from each group roll the dice. The group who rolls the highest dice starts the game, then advance toward the pool party by answering questions related to either home life, play time, or dining. b. The first group rolls the dice and looks at the colored dice—whichever color is showing is the color card they draw. The player to their left will read that question loud to them and they try to answer correctly. If they answer their question correctly, they can move their Pawn ahead on the

	<p>path the number of spaces shown on the number dice they rolled. The exception is the Oops Card, where they must move backward. If the group responds incorrectly, they go back as much as the number that comes to the dice. Play moves to the left for another player or group to take a turn.</p> <ol style="list-style-type: none">4. To win an invite, players move their place marker after one of the Mannerly children around the board and answer questions or perform tasks that prove they know their social skills.5. The cards are divided into Play, Home, and Dine categories. Each has its own color designation. If a player rolls green, they will prove their ability to play well with others. Orange cards test what we know about household habits, and purple cards are for delving into table manners.6. Players can be asked a multiple choice, true or false, or scenario question. They might also be asked to act something out. Sometimes, they listen to a "good job" or an "oops". <ul style="list-style-type: none">• Orange Cards cover manners in the home, Green Cards focus on manners at school and playing with others, and Purple Cards are about table manners (they may be asked to use the Yellow Table Setting Cards with these). Within each color deck, they find these types of questions:<ul style="list-style-type: none">• Multiple Choice—choose the best answer from the list of choices. Unless noted, there is only one correct answer.• Acting—act out the words or actions. They must get another player or group member to correctly guess what they are trying to act out.• True/False—decide whether the statement is true or false.• Scenario—tell the other players what they think is the correct response. Their answer should be close to the example answer on the
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	<p>Card. The scenarios are open-ended questions that do not have an exact answer. Use their manners, be a good sport and work it out.</p> <ul style="list-style-type: none">• Good Job—they get to move ahead extra spaces. Sometimes they don't have to do anything for the reward, but other times they may be asked to complete some tasks to get the reward.• Oops—bad manners have consequences. Follow the directions on the Card and move backward along the path, disregarding the number die they rolled. <p>7. If a question is from table settings card and player have to use main course plate, main course fork, teaspoons and drinking glasses knife. A proper table setting, which may be used as a reference for some of the game questions and answers, is shown in Rules Booklet. From left to right, we have: salad/dessert fork, main course fork, main course plate (with napkin placed on it), knife, soup spoon, teaspoon; and above are the salad/bread If they want to move, they have to know where to put them correctly.</p> <p>8. Manner Mats also are fun and educational tear-off placemats that teach kids table manners and social skills using entertaining games, puzzles and activities. Use them at home, or keep them in the car to use when dining out. Each pad includes 38 different tear off mats and the answers are easy to see upside down in the same box as the question.</p> <p>9. If they land on the park space, they get a "More Friends" token and get to take another turn right away. If they land on the school space, they get the "A+Paper" token and get to take another turn right away. If two or more players land on the same space, it is suitable to share.</p> <p>10. The Family need to make it all the way around the board and the first person or group to</p>
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	<p>finish gets an invitation to the Mannerly's party. For the invitation, there are small stamps in this game.</p> <p>11. The first player to reach the finish is the winner. As each player or group makes it to the finish, they receive an invitation to the Mannerlys' Annual Pool Party Extravaganza.</p>
<p>Elements of interest for the project</p>	<p>The practice teaches to children about having polite table manners and set the table properly introducing themselves with confidence, using nice manners at school, treating others with respect, empathy, and kindness, being a gracious guest and host, having polite telephone manners, understanding the benefits of having good manners. The practice allows especially parent of disadvantage children and professionals in social services to find how to teach good habits consistently with more sociable way.</p>
<p>Useful resources</p>	<p>Materials to be distributed: cards and game board</p>

Annex 1: Game board





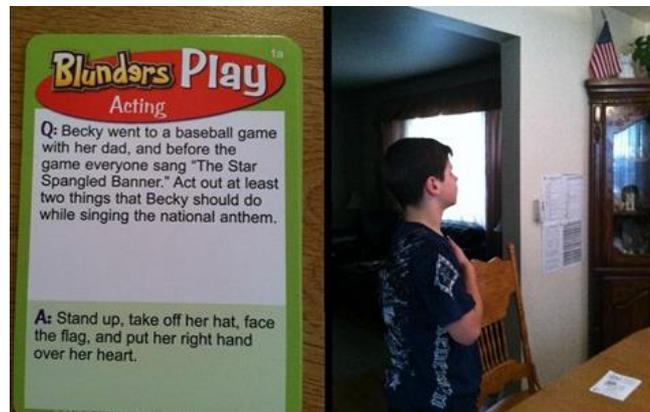
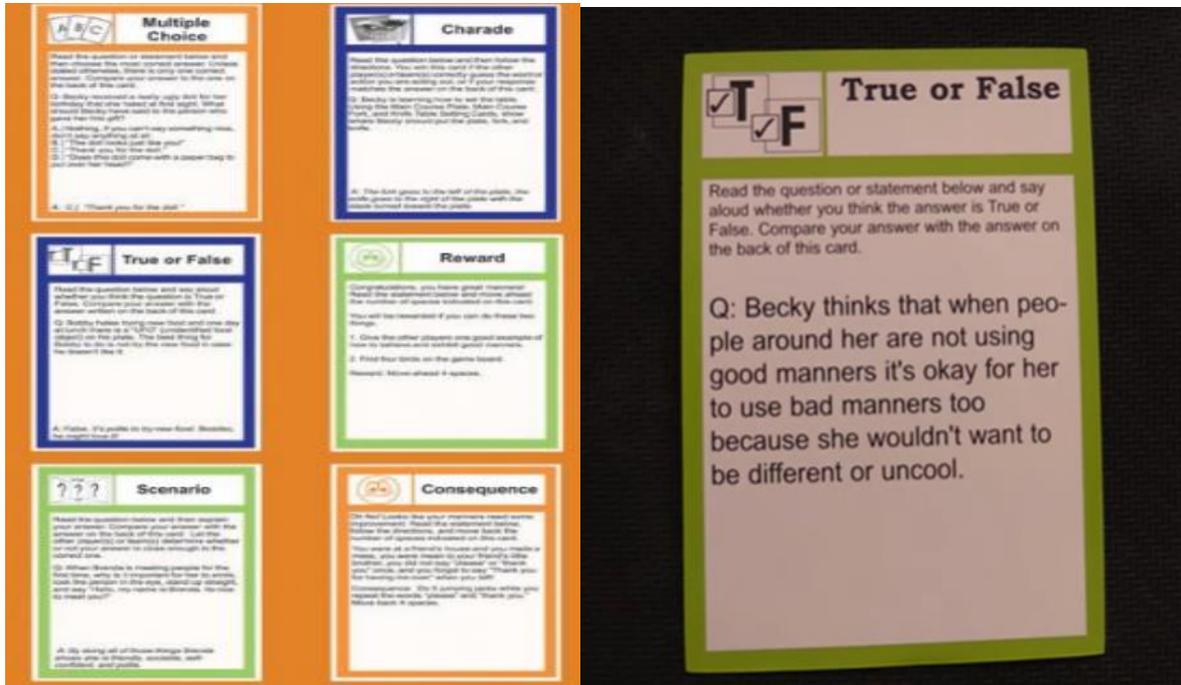
Annex 2

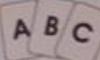
Materials to be Distributed: Cards



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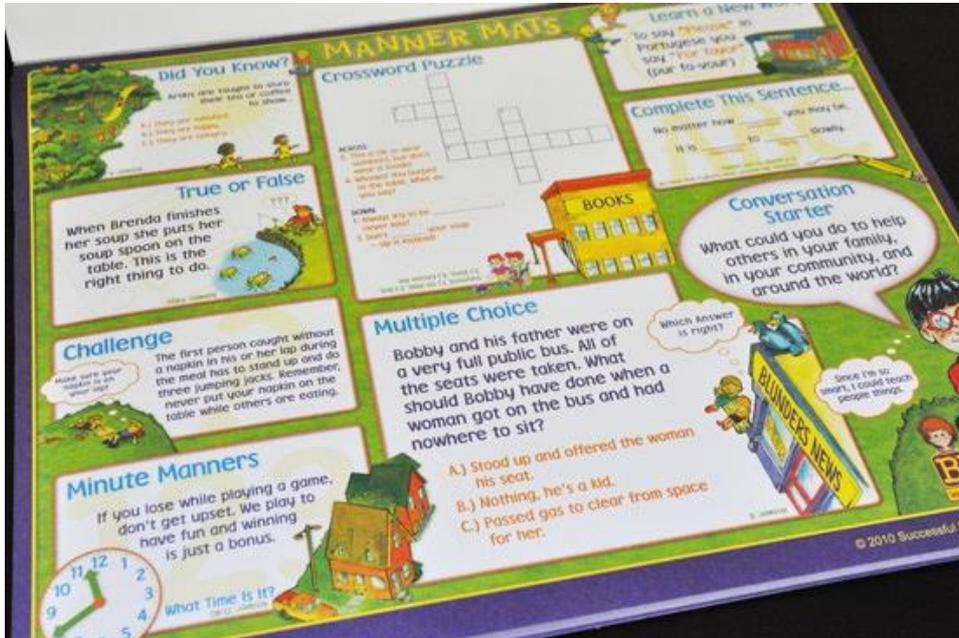
	Multiple Choice
<p>Read the question or statement below and then choose the most correct answer. Unless stated otherwise, there is only one correct answer. Compare your answer with the answer on the back of this card.</p>	
<p>Q: Becky wants one of the cookies that Billy is eating. What should she say?</p>	
<p>A.) "Give me a cookie right now or I'll tell Mom!" B.) "May I please have a cookie?" C.) "Dad said you have to give me a cookie."</p>	

	Consequence
<p>Oh no! Looks like your manners need some improvement. Read the statement below, follow the directions, and move back the number of spaces indicated on this card.</p>	
<p>Brenda's mother asked her to clean up her room and she said "you do it." Her brother spilled his milk and she said "nice job, klutz." Her father made her lunch and she said "that looks gross."</p>	
<p>Consequence: Because of your rude behavior you must pat your head and rub your stomach while saying "I won't be rude" 3 times. Then move back 4 spaces.</p>	

Acting
<p>Q: Using the <u>Main Course Plate</u> and <u>Glass Table Setting Cards</u>, show where Bobby should put the glass in relation to the plate when he sets the table.</p>
<p>A: The glass is placed to the top right of the plate.</p>

Blunders Dine ^{1a}
Oops
<p>Q: Billy was eating dinner with his grandfather and he burped so loudly his grandfather's false teeth fell out!</p>
<p>Consequence: Say the tongue twister "Bad Burpers Burping" seven times without messing up and then move back four spaces.</p>

Annex3 : Manner Mats



Annex4 : Table Settings Cards





DEAR DIARY

TYPE OF EXPERIENCE	<input type="checkbox"/> Time bank <input type="checkbox"/> Mutual help groups <input type="checkbox"/> Helpdesks listening <input checked="" type="checkbox"/> Community of practice <input type="checkbox"/> Other (please specify):
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> School Professionals <input type="checkbox"/> Third Sector Professionals <input type="checkbox"/> Other (please specify):
Description and activities	<p>In this game, subjects such as discrimination, health and welfare, poverty and social exclusion were covered. The main aim of the game is to use children's communication and observation skills, to develop empathy, to be aware of judgmental attitudes, to comprehend the subjectivity of personal experience, to discuss education, play and health rights. It is aimed to increase the participation of children especially in family, education and community relations. The importance of gaining awareness on this issue was emphasized.</p>
How to participate	<p>Materials: stories</p> <p>Instruction:</p> <p>1. The three children allowed us to read the memories they wrote in their diaries, which they last held during the summer camp. Divide the children into three</p>

	<p>groups and give each group one of these stories to read.</p> <p>2. Gather the children together after reading the stories and discuss what the campers live in one day (puzzle-solving, lunch, football, raft, crossing the river). Stop at each of them and ask the children what their characters have done, thought, and felt. While at this point, avoid children getting into the causes of different reactions and feelings of campers.</p> <p>3. Tell the people in the group to describe the child whose story they read. Discuss how three children may have had such different experiences with the same events by asking the following types of questions:</p> <ul style="list-style-type: none">a. Why did these kids misunderstand each other?b. If they knew more about each other's lives, would they have acted differently? How?c. Where did they misunderstand each other?d. How did they make these mistakes?e. Did you make mistakes in your views about someone else?f. What happens if we make false judgments about others?g. How can we avoid making mistakes with others? <p>Interrogation and Evaluation</p> <p>1. Ask about the event by asking the following types of questions:</p> <ul style="list-style-type: none">a. What do you think about these three stories?b. Would you like a day like this? If yes why, if no why?c. Are these stories realistic?d. Can you identify with any of these kids? By Which? Why?e. Can you have friends even if you are poor or illiterate?f. What does friendship mean?g. Are there more disadvantaged people in your community than others? Who?h. What can we do to change this situation?
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	<p>Tips for facilitators</p> <ul style="list-style-type: none"> • Stories may seem overly unrealistic or foreign to some children. In this case, adapt the stories to the realities and sensibilities of your own children's group. However, in doing so, avoid isolating or embarrassing some children with stories that are very similar to their real life. • Because some children can identify with the children in the stories, it is necessary to be meticulous in the information section. Note the stereotypes that these stories can trigger in some children. (For example, "They have no problem" for children with good conditions, "These are dandy" and "They have no families to support them" or "All lazy" for disadvantaged children). • During discussions, make a clear distinction between what a particular character does and what she thinks and feels.
<p>Elements of interest for the project</p>	<p>In this game, children will be reading three different expressions of the same experience and discussing false judgments about people. Here they will acquire both storytelling and discussion skills. In this way, children will develop their communication and observation skills. Their knowledge about education, game and health rights will increase.</p>
<p>Useful resources</p>	<p>Materials to be distributed: Stories</p> <p>In the summer, many children go to summer camps. The following stories were taken from the diaries of three children who met each other for the first time in the same summer camp. Children are of the same age and participated in the same activities. One day, youth leaders in the camp organized a 'Day of Great</p>

	Adventure'. At night, all three children wrote their impressions about that day in their diaries.
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Annex 1

Materials to be distributed: Story

Lying under the bedsheets, Margaret is writing in her diary with the help of a flashlight.

Dear Diary,

What a beautiful day, it was! We did a lot of crazy stuff and I believe it was one of the best days of my life. We engaged in some exciting things, some of which I can even define as dangerous. However, I never felt scared. I was quite different from some of my friends who didn't enjoy things that I've expected they would. However it was not a good thing for Elsa and Arda to behave so strangely today. Best of all let me explain everything from the beginning. After we woke up in the morning, our leaders sorted us into groups. I was in the same group with Elsa and Arda. Both are my favorite friends. Yesterday we were together; we told each other jokes, laughed a lot and we had a good time. The leader gave us three messages, each with a secret code. He asked us to solve them. I was the first to solve the code. After a while, Arda solved it, too. But Elsa took it so slowly. When I asked her whether she needed help, she answered that she didn't like the game and that it was too boring for her to solve the secret codes. Then I realized that she was holding the paper upside down. I laughed and told her that she wouldn't be able to solve anything by looking this way. She threw me a glance full of anger and wrinkled the paper away. "I'd rather play games than read things like that," she said. I don't think that she acts smartly. I also doubt whether she has learnt to read; but it is really strange if she hasn't learnt it by now as everyone at my age has already learnt how to read and write! As a result, we were able to understand the meaning of all 3 secret messages. Then we went to the river side and played a football match with another team. That was so fun. However, when we were almost about to win the game, we lost it only because of Elsa's mistake. Whenever she had the ball, she touched it by hand, kicked the other team players and made many mistakes. It was as if she had never played football before. This was really strange. However, we usually play football after school. Next time I will not take part in the same team with Elsa.

After lunch - the food here really sucks - we were assigned to build a raft to cross the river. This was a really exciting task. We had to find pieces of wood and tie them together using ropes and different types of knots. As Elsa and I was looking for thick and sturdy pieces of wood, this time Arda kept bringing thinner stuff. I told him he was a boy, therefore he was expected to work as hard as us. He told us he felt dizzy and had a backache. I think he was just alleging excuses for not to work. When we finished our work, our raft was nominated as the best one. Even our leader accepted it. In the next mission, we were asked to jump on the raft and cross the river after the leader counted until 3. I made the first move but fell into the water. Brrr... I screamed out freezing. Fortunately, our leader helped me and then we all started laughing. I was just telling my friends how freezing the water was when Arda said that he didn't want to play the game. I thought the freezing water frightened him. I did not know that Arda was such a coward. First wood collecting then the raft sailing! When I advised him to be more courageous, he cried away. I don't want to be in the same group with him anymore. Indeed, I shall go and ask the group leader to assign me in a different group. Because Elsa is stupid and Arda is his mummy's boy. I have no more talked to Elsa and Arda

again after these things. Hey, wait a minute; I guess the camp guards are coming. Good night my dear diary. I'll tell you fresh news tomorrow.

Of love, Margaret

Annex 2: Story

The following diary was written by Elsa by the help of one of the camp leaders:

Hi daily,

My name is Elsa and you are my first diary. Hope you will accompany me for a long time. I asked our group leader to write this page for me. He told me that I could recall what had happened in the camp by reading these lines when I grew up. Honestly saying, I liked this idea. We are far away from other kids as I don't want them to know that the group leader is helping me with this.

Today was a day full of activities. I had to be in the same group with Margaret and Arda for the activities in the morning. I love Arda more than Margaret. Margaret claims that she knows everything best!

Everything started with the messages assigned us for to solve the codes in them. I don't like such things because I can't read well yet. On the other hand Margaret is always in a hurry, shouting and yelling. I wish I could read well. Then, I could read all the books in the world. However, ever since my dad left home, mom has been working outside and I have been taking care of my younger brothers at home. Actually I'd rather go to school, but mom says that sustainably having the food stuff to eat is more crucial than reading books. I didn't want Margaret and Arda to learn that I was not capable of reading well. Therefore I pretended that I was trying to solve the code. But then Margaret laughed at me. This made me feel both sad and angry.

Things were similar while playing football. I really wanted our team to win, but everything I did was a mistake. Except for me, everyone was good at this game. I always see the kids playing football as I go back home from school. But mom says

"If you have time to play, this means that you also have time to work,". So I couldn't learn to play football well.

After lunch, we were assigned to build a raft to cross the river. I think I am better at this task than both Margaret and Arda. I know what kind of wood is required for building a durable raft and how to tie the knots. But this time Arda was behaving so strange. When Margaret told him that the water was too cold, he almost pissed himself in fear.

I wish we will be assigned in the same group again tomorrow. I want to prove to them that I am capable at a plenty of things, too! I also liked the leaders in the camp.
goodbye until tomorrow.

Elsa

Annex 3: Story

On the other hand Arda has been writing in a large diary for several years. These are the words he wrote down while describing the 'Day of Great Adventure':

Dear diary,

I am writing once again to tell you how sorry and frustrated I am. In the morning, we did some activities that I enjoyed. Since I've always dealt with similar activities at home, it was easy for me to solve the secret code. In the football match, I was the goalkeeper, as usual.

Lunch was delicious, perhaps the best I have ever had. I always have to sit down for meals after my youngsters at home; however here I can eat comfortably and as much as I want. I don't have to wait in queue. I can even get a second meal. I like this situation. I think I'm gaining weight. I shall no more look like that former "skin and bones" kid!

However, the afternoon was terrible. We were asked to build a raft using huge pieces of wood and cross the ice-cold water. A task I've never enjoyed. Because I'm sure I'll get sick and I don't want that at all. Dad tells that he will take me to the hospital when he gets a new job and they will cure my problems there. Then I would be able to do whatever I liked and get rid of staying in bed. I wish my father found a new job tomorrow. Then I can quickly recover! I don't want to disclose this fact to other kids in the camp, because if they learn that we don't have enough money they may poke fun at me.

Dear Diary, when will I be able to regain my health? I want to be just like other kids. I want to play, run and jump. I hope it happens as soon as possible, but I'm afraid it may never come true.

Good night my dear diary. Tomorrow, I'll tell you more. You are my only confidant.

Arda

MOKSHA-PATAMU

TYPE OF EXPERIENCE	<input type="checkbox"/> Time bank <input type="checkbox"/> Mutual help groups <input type="checkbox"/> Helpdesks listening <input checked="" type="checkbox"/> Community of practice <input type="checkbox"/> Other (please specify):
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> School Professionals <input type="checkbox"/> Third Sector Professionals <input type="checkbox"/> Other (please specify):
Description and activities	<p>In fact, this game, which belongs to Hindus, involves the player getting to better places in his life or falling to lower levels. In this activity, the game was adapted to encourage respect for human rights with similar good effects. Aim is to emphasize the positive effects of human rights for children, their parents, social workers and other related professionals.</p>
How to participate	<p>For the preparation copy and cut game cards and expand the board</p> <p>Materials:</p> <ul style="list-style-type: none"> • Game board • Playing cards • Dice and other game materials <p>Instructions:</p>

	<ol style="list-style-type: none">1. Divide the children into groups of 6 and give each group a board, play material and dice.2. Describe the event:<ol style="list-style-type: none">a. Let the dice roll. The child who rolls the highest dice starts the game.b. The first player rolls the dice and moves forward according to the incoming dice.c. What happens next depends on the frame the player comes from.<ol style="list-style-type: none">i. If the player has come to a square that shows the bottom of a ladder, he moves to the square at the top of that ladder.ii. If the player has come to the square at the end of a snake's tail, he moves the snake to the square where his head is located.iii. If the player has come to a coloured square, the person to his left draws a card and reads what is written here. The player on the square, on the other hand, states what they think about whether what is written on the card is true according to human rights.iv. If the player responds incorrectly, he waits in the same frame. In the correct answer, go forward two frames. If the same player can also specify the CRC article that defines or protects the right in question, one additional square is entitled to advance. However, it is not compulsory to know exactly how many items are related here.vi. Others in the group also join the game in turn and play in this way.d. The game is completed when the player reaches the last square or scores a number that exceeds this square. <p>Interrogation and Evaluation</p> <ol style="list-style-type: none">1. Discuss the activity and relate it to human rights by asking the following types of questions:<ol style="list-style-type: none">a. Do you like the game?b. How did you be knowledgeable about human rights helped you climb higher stairs?
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	<p>c. How does human rights information help you in real life? How does it help others?</p> <p>D. What happens when people don't know their rights? What happens when the majority know their rights?</p> <p>Follow-up suggestions</p> <ul style="list-style-type: none"> • Give the children a child-friendly version of the Children's Convention, ask them to develop their own thoughts and prepare cards that reflect their own experience. Then replay the game with these cards made by the children themselves. <p>Action ideas</p> <p>Link cards with children's own experiences. Discuss with them what they can do when such violations occur. Who can they be with to claim their rights?</p> <p>Tips for facilitators</p> <ul style="list-style-type: none"> • Encourage children to think about real experiences during the interrogation discussion to focus on situations such as violence, bullying, injustice and injustice that have arisen or observed in their own experience. • Take out samples of the board and distribute it to children so that they can play with their family and friends.
<p>Elements of interest for the project</p>	<p>The practice makes connections between example situations related to children's family and educational lives and children's rights. The practice allows especially disadvantaged children, families and professionals in social services to think about the situations where their knowledge on children's rights can make a difference. While doing this activity other relatives and friends of children to participate and this would strengthen the effectiveness of the activity.</p>
<p>Useful resources</p>	<p>Materials to be distributed: cards and game board</p>

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Annex 1

Materials to be Distributed: Cards

Expression: Only your father can decide what will be good for you.

Answer: Wrong / This is a Violation

Article 18 of the convention on the rights of the children: Parents' shared

responsibilities: Both parents have a shared responsibility in raising their children and parents need to be careful about what is best for the child. Governments also need to assist parents in this area, with supportive services, especially where both mother and father work.

Expression: Even if I have to use a wheelchair, I should be able to go to my school with other children in my neighborhood. My school needs to make ramp roads for me.

Answer: True / This is a Right

CRC Article 23. Children with

disabilities: Special care, support and education should be provided to children with any disability, so that they can lead a full and independent life within their own competence.

Expression: Computers at our school are blocking access to some sites.

Answer: True / This is a Right

CRC Article 17. Access of the child to appropriate

information and information channels: The child has the right to receive reliable information from various sources, including mass media. Television, radio and newspapers should provide information that children can understand, and should not spread materials that may be harmful to children.

Expression: In some places, children, especially boys, have to go to the military.

Answer: Wrong / This is a Violation

CRC Article 38. Protection of children affected by armed conflict:

Governments should not allow children under the age of 15 to join the army or take part directly in the conflict. In addition, special protection should be provided to children in war zones.

Expression: When a baby is born, his/her parents should give him/her a name and register to the birth registration office

Answer: True / This is a Right

CRC Article 7. Population registration, name, citizenship and right to be

known and observed by parents: All children have the right to have a formally registered name, to be a citizen of a country, to know their parents and to be watched by them.

Expression: While my mom and dad let my 17-year-old brother watch the program she wants on TV, they restrict me to this issue because I am 10 years old.

Answer: True / This is a Right

CRC Article 5. Parental guidance and the child's evolving

abilities: The family has the right to be guided by how the child can enjoy their rights based on their growing age and maturity. Governments should respect this right.

Expression: Although I am 13 years old, my parents read all the letters I wrote before sending them.

Answer: Wrong / This is a Violation

CRC Article 16. Private life, human

dignity and respectability: Children's private lives should be respected. The law should protect children from attacks on their private life, dignity, family, home and correspondence.

Expression: The class publishes a weekly magazine and distributes it to neighbors.

Answer: True / This is a Right

CRC Article 13. Freedom of expression:

As a child, you have the right to think and say what you want and nobody can deprive you of this right. You should be able to express your opinions and

Statement: My mom works in another country now, but every month she comes to us or my dad and I go to visit her.

Answer: True / This is a Right

CRC Article 10. Family reunification: Family members living in separate countries should be allowed to go and see each other and their children.

thoughts without any limits.

Expression: My friends and I are forbidden to speak our native language at school.

Answer: Wrong / This is a Violation

CRC Article 30. Children belonging to minorities and indigenous peoples:

Children have the right to learn and use the language and customs of their families, whether or not they are shared by the majority living in the country.

Expression: I have the right to have a name, country citizenship, and family.

Answer: True / This is a Right

CRC Article 8. Protection of identity:

Governments should protect the child's right to an island, citizenship and family ties. It is among the obligations of governments to protect and re-establish the identity of the child.

Statement: Children who misbehave at school should not be given any physical punishment.

Answer: True / This is a Right

CRC Article 28. Right to education: Children have the right to education, that is, to go to school. Discipline in schools should respect the human dignity of children and violence should not be used in the name of discipline.

Expression: My family came here because of the war in our country. However, refugee children like me are not allowed to go to school here.

Answer: Wrong / This is a Violation

CRC Article 22. Refugee children:

Special protection should be provided to children in refugee status. Children who come to a country as refugees should have the same rights as children born in that country.

Expression: I have the right to see both my mother and father, even if they are divorced

Answer: True / This is a Right

CRC Article 9. Separation from parents:

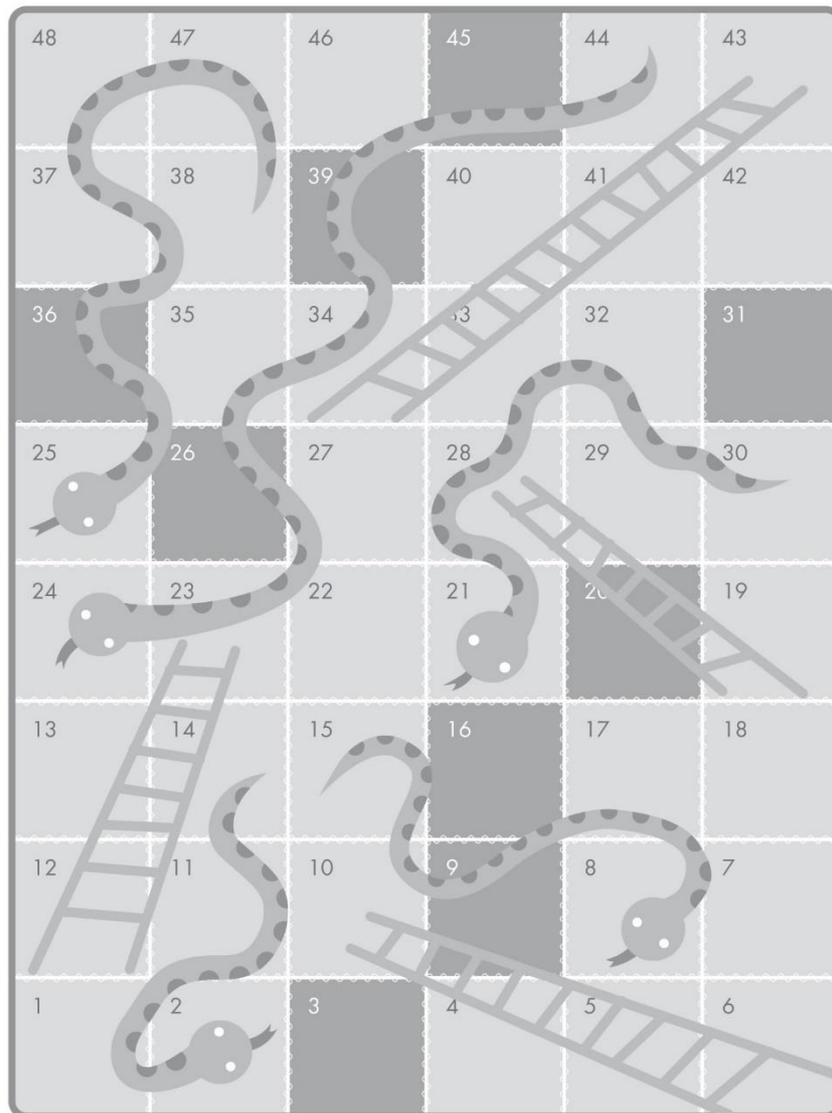
Children should not leave their parents unless this is in their best interest, for example, if one of the parents fails and neglects the child. Children whose parents are separated have the right to maintain contact with both unless this condition harms them.

Expression: Since my mother works outside, I have to take care of her when my little brother at home gets sick, and therefore I often don't go to school.

Answer: Wrong / This is a Violation

CRC Article 32. Child labor: The government should protect children from jobs that could be dangerous, harmful to their health and education, or lead to exploitation.

Annex 2: Game board



NEW CONTINENT

TYPE OF EXPERIENCE	<input type="checkbox"/> Time bank <input type="checkbox"/> Mutual help groups <input type="checkbox"/> Helpdesks listening <input checked="" type="checkbox"/> Community of practice <input type="checkbox"/> Other (please specify):
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> School Professionals <input type="checkbox"/> Third Sector Professionals <input type="checkbox"/> Other (please specify):
Description and activities	<p>The main purpose of this game is to evaluate what is absolutely necessary for life and development, to distinguish the demands from needs and to link human rights and human needs. In this activity, the game was adapted to encourage respect for human rights with similar good effects. Aim is to emphasize the positive effects of human rights for children, their parents, social workers and other related professionals.</p>
How to participate	<p>Copy and cut a deck of Requests and Needs card for each group; put them in an envelope.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Envelopes • Requests and Needs Cards • Adhesive, tape and paper

	<p>Instructions:</p> <ol style="list-style-type: none">1. Tell the children to think that they are about to sail to a new continent. No people live where they go. So, when they get there, they will be pioneers who will establish a new country.2. Divide the children into small groups and give each group a full deck of Requests and Needs cards. Say that these are the things they will take with them to live in the new country. Ask each group to open the envelopes, spread out all the cards and begin the review. In addition, give the groups a few blank cards; let them write other things they deem necessary or want here.3. Now state that the ship is about to sail and start a narrative like this <i>The journey was very pleasant at first. The sun was shining above and the sea was calm. But suddenly there was a big storm and the ship started to shake. It was even about to sink! In order for the ship not to sink, you need to throw three of the cards in your hand.</i> Ask each group to decide what to sacrifice. Remind that they cannot get back what they threw. So collect the discarded cards and put them together in a deck.4. Go back to the story <i>Finally, the storm ceased. Everyone was relieved. However, an incoming air report reported that a hurricane of category 5 was approaching the ship. To get rid of the hurricane, three more cards must be thrown into the sea! But remember, by the way: what you will throw away is not what you will need to survive in your new country.</i> Collect these new cards thrown as before in a deck.5. Start telling again: <i>We've survived this cheap! But we almost arrived at the new continent. Everyone is so excited. The continent has already appeared on the horizon. But at that moment a giant whale hits the ship and opens a hole on the ship. In this case, it is necessary to lighten</i>
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the ship even more! Three more cards will be discarded ...

Collect these new cards thrown in a stack.

6. Declare that you have finally reached the new continent and now it's time to build a new country. Let each of the groups stick the cards they have on a large sheet of paper and see what was brought to the new continent so that everyone can see it. Are those left behind enough for you to live, grow and develop well?

7. Tell each group to hang up the list they have prepared and explain what they are taking to the new continent. After every narration, "Is there anything that is missing even though it is necessary to live and grow?" Ask the question.

Interrogation and Evaluation

1. Ask about the activity by asking the following questions:

- a. What did you like about this event?
- b. How did you decide what would happen or not? What was absolutely necessary?
- c. Was it difficult to make some decisions? Which ones?
- d. Has there been any disagreement in the group about what is to be held and what to discard? How did you resolve such disputes?
- e. Are all people's needs the same? Who needs different needs?
- f. What do you think about the latest decisions you make? Can you survive in a new place? Can you grow and develop there?
- g. How did your group decide what to throw away?
- h. Did the latest result surprise you?
- i. If you did this event a second time, would the cards you throw be different?

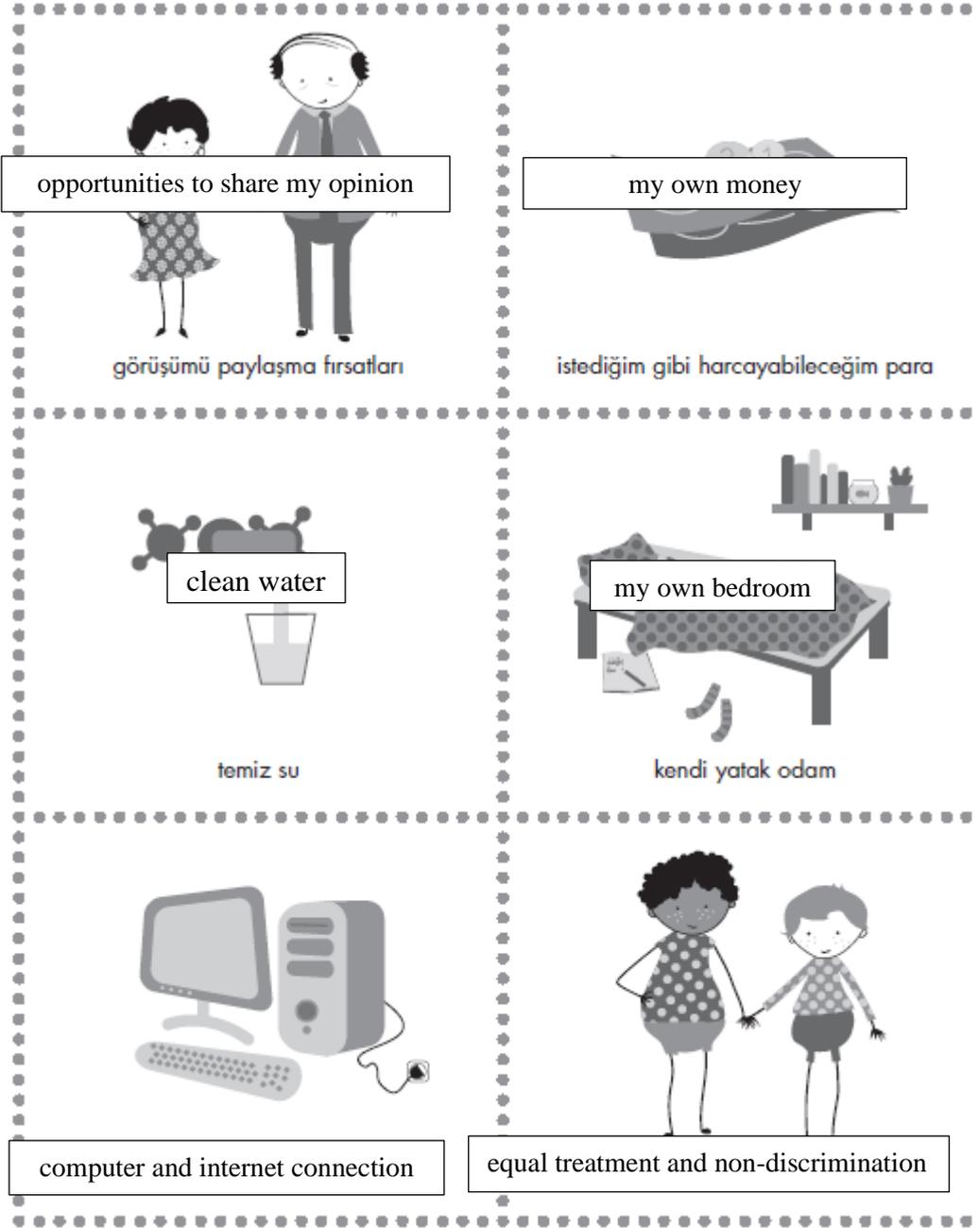
2. Emphasize that human rights are based on human needs: these are things that every person needs to live, grow and develop, and live an honorable life. Ask questions such as:

	<p>a. Did you get what it takes to live? b. Have you got what it takes to grow and develop? c. In fact, what happened if you did not consider it necessary?</p> <p>3. Emphasize that everyone should have all human rights! Of these, things like food, medical care, clean water and shelter are essential for survival. However, others are also necessary for people to live and develop well. Just surviving is not enough. Ask for:</p> <p>a. What cards represent what we actually want, but are not essential to live? b. Which cards represent what is necessary for physical life? c. Which cards represent what we need to grow and develop well? d. What would happen in this new country if there was not ... (select different examples from the cards) ?</p> <p>Tips for facilitators</p> <p>Based on this activity, it is very important to ensure that some human rights of children are not as important as others and that they do not have an idea that they can be dispensed with. Emphasise the issue of interdependence of rights in the interrogation section.</p> <p>Emphasise the following point: what they have left cannot be regained, and what they hold is necessary to build a new country beyond survival until 'saved'. Some items have been left particularly indeterminate to stimulate debate about determining what is very important and indispensable (for example, mobile phones are considered luxurious for some, but can be seen as a communication requirement for others).</p>
<p>Elements of interest for the project</p>	<p>The practice makes connections between example situations related to children's family and educational lives and children's rights. The practice allows especially disadvantaged children, families and professionals in social services to think about the situations where their knowledge on children's rights</p>

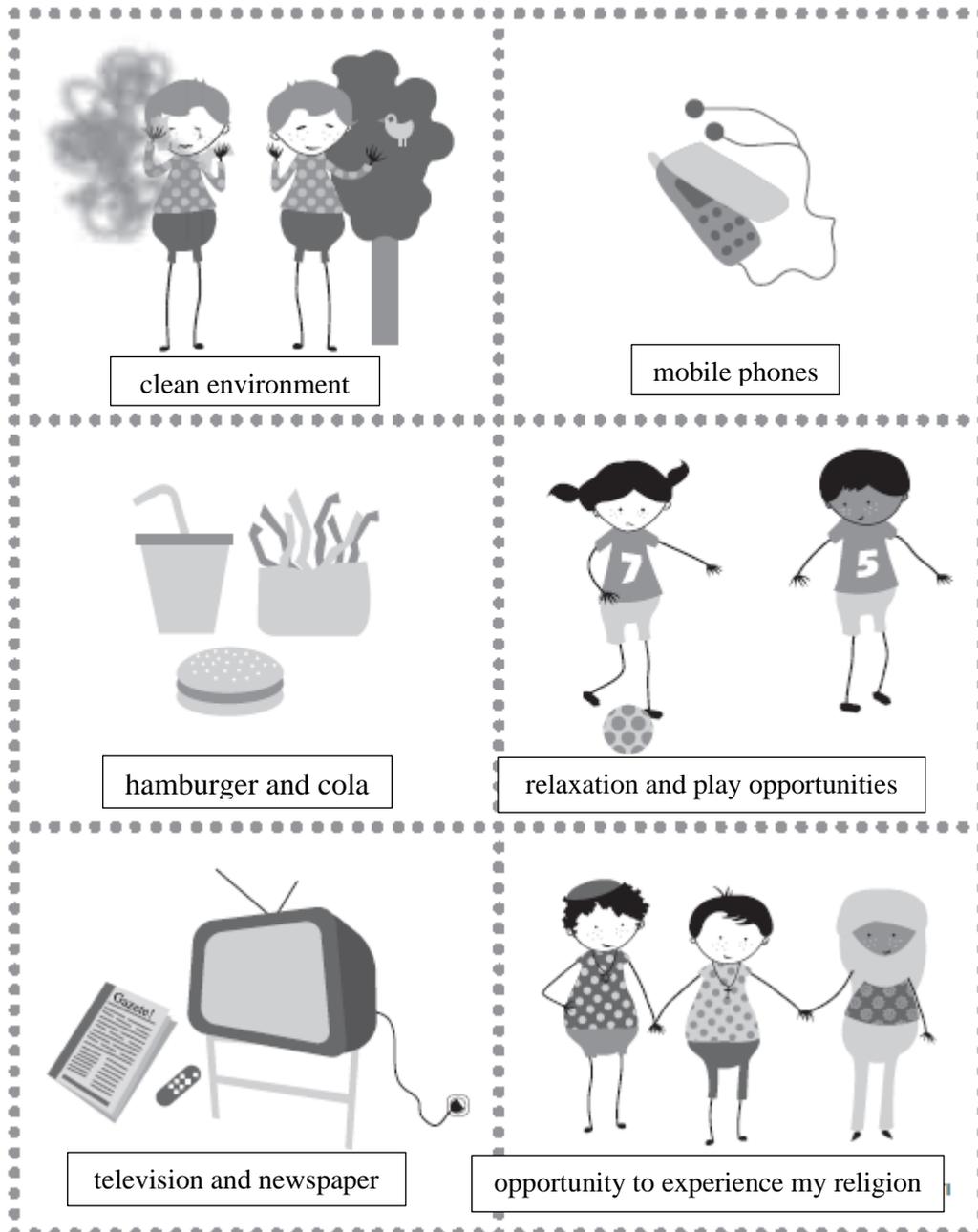
	can make a difference. While doing this activity other relatives and friends of children to participate and this would strengthen the effectiveness of the activity.
Useful resources	Materials to be distributed: Cards Related to Requests and Needs

Annex 1

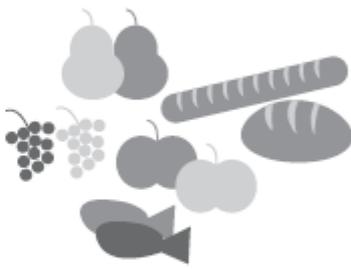
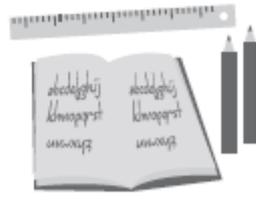
Materials to be Distributed: Cards



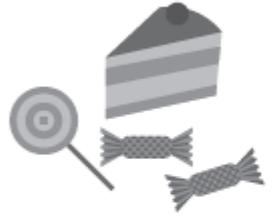
Annex 2: Cards



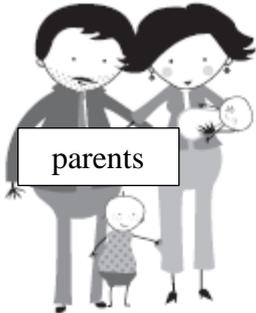
Annex 3: Cards

 <p>a cozy house</p> <p>rahat bir ev</p>	 <p>trendy clothes</p>
 <p>by the sea holiday</p>	 <p>nutritious foods</p>
 <p>nutritious foods</p>	 <p>education</p>

Annex 4: Cards

 <p>doctors</p>	 <p>bicycle</p>
 <p>candy</p>	 <p>jewelry</p>
 <p>mp3 player</p>	 <p>warm clothing</p>

Annex 5: Cards

 <p>parents</p> <p>ana baba</p>	 <p>toys and games</p> <p>oyuncaklar ve oyunlar</p>
 <p>medication and vaccine</p>	 <p>democratic elections and rules</p>
 <p>watch</p>	 <p>opportunities to reflect my culture&language</p>

SCHOOL SOCIAL SERVICE

TYPE OF EXPERIENCE	<input type="checkbox"/> Time bank <input checked="" type="checkbox"/> Mutual help groups <input checked="" type="checkbox"/> Helpdesks listening <input checked="" type="checkbox"/> Community of practice <input type="checkbox"/> Other (please specify):
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input checked="" type="checkbox"/> Parents who have children in risk group <input checked="" type="checkbox"/> School Professionals <input type="checkbox"/> Third Sector Professionals <input type="checkbox"/> Other (please specify):
Description and activities	<p>In recent years, the number of children at risk has been increasing rapidly, especially in primary and secondary schools. Various and multidimensional problems such as peer bullying, poverty, substance abuse, child neglect and abuse, migration, parental deprivation, dropout, and drift to crime are encountered. These ever-increasing problems negatively affect children's student roles, academic achievements, and school adaptability, and raise the need for new service models in schools. In this context the need for social work practices in schools is becoming more evident day by day such as; conducting education and training activities on a healthy ground without interruption, supporting students and their families, responding to the psycho-social crises that will prevail in the school environment, in a timely and timely manner, protecting students at risk, strengthening the relations between students - families - teachers and school administrators, professional with children with special needs etc.</p>

	<p>School social work focused on students, family and school staff and it is a special area that establishes the link between home, school and society. The main purpose is; to support the school to carry out its educational activities within the framework of the determined goals and principles, to help students solve the psycho-social, educational and economic problems that they may encounter, and to ensure that they benefit from the educational process at the maximum level.</p> <p>Activities:</p> <ul style="list-style-type: none">• School Social Service Orientation Training Representatives of the project's support solution partners, along with the people who will take part in the project team received this three days of training. In education, various aspects of school social work, school social work practices and related issues were emphasized. The participants obtained information about the purpose, scope and how to implement the School Social Service Project.• Establishment of the School Social Work Unit in two schools (one secondary school, one primary school) <p>In order to establish a starting point, psycho-social needs and problem areas that require social work intervention in schools were identified.</p> <ul style="list-style-type: none">• Individual interviews with students These interviews were conducted with 21 students who experienced peer violence, self-harm, sexual abuse, school absenteeism, and academic failure at school, who faced or were exposed to violence, who suffered parental deprivation, who were in economic disability, whose basic needs were not met.• Social examination and evaluation interviews
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	<p>As a result of the Class Map Determination Form applied to the teachers and the statement of the school administration and the class teachers, a total of 105 students were visited at home in two periods for the purpose of social examination and evaluation.</p> <ul style="list-style-type: none">• Family interviews <p>9 families were interviewed at the School Social Service Unit.</p> <ul style="list-style-type: none">• Social group work with students <p>Four sessions of group work was conducted on social cohesion and conflict resolution at school.</p> <ul style="list-style-type: none">• Home visits <p>Home visits were conducted to track students' case development</p> <ul style="list-style-type: none">• Studies to increase awareness and awareness of “Children's Rights” <p>Painting, poetry and composition contests were organized on children's rights.</p> <ul style="list-style-type: none">• Social Trip <p>A school trip to a historical - touristic place, was organized with the students participating in the painting, poetry, composition contest on children's rights.</p> <ul style="list-style-type: none">• Orientation to other services and resources in the community <p>The families of 5 students were directed to a Social Service Center to benefit from Social and Economic Support - SED service. 1 student was directed to the Children's Court with the recommendation of a health measure. The families of 2 students were directed to the Social Service Center Education and Counselling Unit to benefit from family counselling service. 7 students were directed to psychiatric clinics of different hospitals in the city.</p>
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	<p>In the last week of the project implementation process, the School Social Service Final Evaluation Form was applied to the teachers who took part in the project. Information that the project would be finalized has been given to the school administrators, teachers and guidance teachers. It was stated that the School Social Service Unit can forward applications to the Social Service Unit if needed. As Turkey does not yet related school social services not included in the legislation it does not have a legal identity and operation. This project is a product of the idea of 'building from the ground' with examples of implementation of the school social service by adhering to its purpose.</p>
<p>How to participate</p>	<p>1-3 schools can be selected in an area of lower and middle socio-economic level, and social work study units can be created in these schools. Project team can be formed with volunteer teachers, social workers and counsellors who can spare their at least 2 days for this purpose. The project team can apply the Class Map Determination form for children with the aim of analysing the target group. A training program can be created to apply simultaneously. While creating this program, the number of lessons, hours, the subject to be covered, the content of the subject and the educators who will make the presentation are determined.</p> <p>The above mentioned stages can be adapted multiplied and applied.</p>
<p>Elements of interest for the project</p>	<p>Identifying children who have psychosocial problems at a level that will hinder or disrupt their educational and educational life in schools, identify those at risk for bio-psycho-social development, and plan social service interventions for these children and their families and its implementation is the overall</p>

	<p>objective of the project. The project covers individual, family, group and community-oriented school social work practices for teachers and administrators working in schools, especially students and their families, in schools designated as the place of implementation. The sub-objectives of the project are to support the education and training activities in schools without interruption and to ensure that the school is carried out in a healthy manner in line with the principles and objectives stipulated by the school, and to strengthen the relations between the student - family - teacher and school administrators.</p>
<p>Useful resources</p>	<ul style="list-style-type: none"> • School Social Service Project Training Program: <p>The training program aims to prepare the members of project team before starting to conduct project activities.</p> <ul style="list-style-type: none"> • Class Map Determination Form: <p>The form has been prepared to determine the student profile in schools and to provide services to students and their families within the scope of preventive and supportive guidance services and protective and preventive social services. This form will form the basis of all work with students. For this reason, the form should be filled carefully, sincerely and accurately. This form is a CONFIDENTIAL LEVEL form. This form should NOT be kept and filled in an environment accessible to students and parents.</p>

	<ul style="list-style-type: none"> • School Social Service Project Teachers' Preliminary Evaluation Form: <p>The purpose of the form is to obtain information about the social service and project information and predictions of teachers working in practice schools with the start of the "School Social Service Project". The form was presented to the teachers again at the end of the project and the pre-test and post-test output were compared. Thus, an opportunity to objectively evaluate the project process and outputs was obtained.</p>
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Annexes:

1.

SCHOOL SOCIAL SERVICE PROJECT TRAINING PROGRAM				
Lesson	Hour	Subject	Subject Content	Educator to make the presentation
		Program Opening and Protocol Speeches	Opening Speeches of the School Social Service Project	
		Communication with Institutions and Organizations to Cooperate		
		Communication Techniques Between Public and Private Institutions	Communication Techniques Between Public and Private Institutions	
		The Concept of Child and School (Effect of School on Child)	Effects of School on Child	
		Children at Risk	Concept, Types of Risk, Legislation and Preventive Measures	
		Social Service as a Discipline and Profession	Definition, Objectives and Targets, Focus, Knowledge-Skill-Value	

			System Intervention Methods and Fields of Study	
		Behavioural and Mental Disorders in Children	Behavioural and Psychological Problems Encountered in School Children	
		Ethical Issues in School Social Service Practices	Ethical Approaches and Obligations of School Social Workers	
		Interview Techniques in School Social Service	Social Service Interview Approaches, Principles and Techniques	
		Behavioural Problems in School Age Children	Approaches to Psychological and Behavioural Problems of Primary and Secondary School Students	
		Registration Procedures in School Social Service Applications	Data Collection, Correspondence, Record Types, Reports, Report Writing	
		Team Work in School Social Service	Communication with the School Social Worker's Other Professionals Working in the School	
		School Period Child with Its Developmental Features	Developmental Characteristics of Primary and Secondary School Children	
		Social Service in School Environment	Principles and Approaches in School Social Work, Application Examples, Strategic Approach Models	
		General Evaluation of Education and Presentation of Documents	General Evaluation of School Social Work Education, Presentation of Documents and Closing	
		General Evaluation of Education and Presentation of Documents	General Evaluation of School Social Work	

			Education, Presentation of Documents and Closing	
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2.

CLASS MAP DETERMINATION FORM
Students whose parents are divorced
Motherless students
Fatherless students
Students who have a stepmother
Students who have a stepfather
Students living with only their mothers
Students living with only their fathers
Students with absenteeism problems
Students staying with person/s except from their mother / father
Students with chronic disease
Students who have previously stayed in the dormitory
Students who stay at the children's houses
Students who stay with the foster families
Students who are adopted
Students with special abilities
Foreign students
Students with low economic condition
Students using addictive substances
Students working in any job outside of school time
Students showing violent behaviours
Students who have been subjected to violence from their parents
Students with self-harming behaviours
Students lacking proper clothes
Students whose clothes are irregular
Students who don't have a lunch box or who are thought to be neglected
Students whose personal care is neglected
Students who need primary home visits
Students who do not have self-care skills
Students who are late for school

GOOD PRACTICES INVESTIGATED IN REPUBLIC OF NORTH MACEDONIA


DIVERSITY BEANS

TYPE OF EXPERIENCE	<input type="checkbox"/> time bank <input type="checkbox"/> mutual help groups <input type="checkbox"/> helpdesks listening <input checked="" type="checkbox"/> community of practice <input type="checkbox"/> Other (please specify)
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input type="checkbox"/> Parents who have children in risk group <input type="checkbox"/> School Professionals <input type="checkbox"/> Third Sector Professionals <input type="checkbox"/> Other (please specify):
Description and activities	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Set up the chairs for the group members in a circle. 2. Pass around the jar of jelly beans and ask each group member to take 1-2 and not eat them. 3. Go around the circle and ask why each person chose the jelly beans that they chose. 4. Ask for people to identify what their least favorite jelly bean flavor is. 5. Ask everyone to eat their jelly bean. 6. Ask people to raise their hand if they tasted the flavor they expected. 7. Ask people to raise their hand if they tasted a different flavor than they expected. 8. Ask people if they liked what they tasted better than what they expected. 9. Ask everyone who had a red jelly bean to raise their hand and then discuss what they tasted, continue for each color (yellow, green, orange, black, and white). 10. Discuss how this is related to diversity. 11. Ask how staff may relay this information to their residents. 12. Give a card with the 6 beans attached to each person and ask them to share their 6 beans with five people over the first few days of classes and talk about their experience.

How to participate	The beans come in six different colors and six different flavors for a total of 36 different combinations. The trick is that you can bite into an orange diversity bean and in addition to it being orange flavored, it could also be cherry, lemon, lime, vanilla, or licorice. They provide a reminder that diversity means not judging people based on appearance or background.
Elements of interest for the project	The purpose of the diversity beans activity is to encourage a discussion about stereotypes and diversity. They are intended to help people stop stereotyping based on appearance.
Useful resources	www.uh.edu/diversity (activities resource guide)

FOOD BANK

TYPE OF EXPERIENCE	<input type="checkbox"/> time bank <input type="checkbox"/> <i>mutual help groups</i> <input type="checkbox"/> helpdesks listening <input type="checkbox"/> community of practice <input type="checkbox"/> Other (please specify)
BENEFICIARY TARGET GROUPS	<input type="checkbox"/> <i>Children in risk groups x</i> <input type="checkbox"/> Parents who have children in risk group <input type="checkbox"/> School Professionals <input type="checkbox"/> Third Sector Professionals <input type="checkbox"/> <i>Other (please specify): Families in risk groups</i>
Description and activities	<p>Food bank</p> <p>The main purpose of this activity is to provide food and clean clothing to those in needs in the municipality of Kavadarci. These families and their children are victims of extreme poverty, social exclusion and they are mainly abandoned and often forgotten from the institutions. The activities will support socially excluded and economically marginalized 23 families by providing food and clothes.</p>
How to participate	<p>Pupils from all schools in the municipality cooperate together to raise a campaign against poverty. Special baskets for food are placed on prominent positions in three biggest supermarkets in the municipality where customers can buy and donate food and clothes, new and/or used ones. Volunteers recruited from primary school Goce Delcev collaborate with Market Dijana which is next to the school and check the food baskets every afternoon after school and bring the food to the families at risk previously selected from the project committee, which is composed by students and teachers.</p>
Elements of interest for the project	<p>Purpose: This activity will help to improve the general quality of life of the most vulnerable families living in our community. The education provided can assist these children to make more informed life choices regarding healthy lifestyles and ultimately to influence the end of the cycle of poverty.</p>
Useful resources	<p>Fb page Banka za Hrana MK-Kavadarci</p>

A VISION OF VALUING A DIVERSE COMMUNITY

TYPE OF EXPERIENCE	<input type="checkbox"/> time bank <input type="checkbox"/> mutual help groups <input type="checkbox"/> helpdesks listening <input checked="" type="checkbox"/> community of practice <input type="checkbox"/> Other (please specify)
BENEFICIARY TARGET GROUPS	<input checked="" type="checkbox"/> Children in risk groups <input type="checkbox"/> Parents who have children in risk group <input type="checkbox"/> School Professionals <input type="checkbox"/> Third Sector Professionals <input type="checkbox"/> Other (please specify):
Description and activities	<p>Divide the staff into groups of four to six people each. Ask them to do the following: 1. Brainstorm as a group what this community would be like if they had an environment which truly valued diversity. 2. Create a graphic image of their vision and draw it on their flipchart, using multi-colored markers. (They may want to conceal their image from the other groups for a grand “unveiling.”) 3. Create two to three action steps which they, as an individual or staff group, can implement that will contribute to achieving this vision. Have each group present their vision and graphic image to the whole group. Then, have them list their action steps. The other groups can ask questions or make comments.</p>
How to participate	<p>State that we all want to work and live in an environment where we are free to be who we are, and to be appreciated for our unique contribution. Only by working together, caring about this topic and wanting to create open communities that embrace diversity can we do just that. Finally, ask each participant to go away with and on their own complete the “Breaking Down Barriers” worksheet (attached). Ask them to focus on individual and staff group actions they can take to break down the barriers to creating diverse communities on their floors. This worksheet should be a continued</p>

	discussion item for staff members at both staff meetings and individual meetings with supervisors in the coming days/weeks!
Elements of interest for the project	Purpose: This activity helps staff use their creativity and awareness to imagine a community which truly values diversity and to create action steps in achieving this vision.
Useful resources	www.uh.edu-diversity (activities resource guide)

MUTUAL HELP GROUPS

TYPE OF EXPERIENCE	<input type="checkbox"/> time bank <input type="checkbox"/> <u>mutual help groups</u> <input type="checkbox"/> helpdesks listening <input type="checkbox"/> <u>community of practice</u> <input type="checkbox"/> Other (please specify)
BENEFICIARY TARGET GROUPS	<input type="checkbox"/> Children in risk groups <input type="checkbox"/> <u>Parents who have children in risk group</u> <input type="checkbox"/> <u>School Professionals</u> <input type="checkbox"/> Third Sector Professionals <input type="checkbox"/> Other (please specify):
Description and activities	<p>Facilitators facilitate discussion.</p> <ul style="list-style-type: none"> • Questions to ask: <ul style="list-style-type: none"> o How did it feel to stand in the Target Area? o How did it feel to stand in the Non-Target Area? o Out of all the times you entered the Target Area, which time did you feel the most uncomfortable? o Was there ever a time that you stayed in the Non-Target Area, even though you felt that you belonged in the Target Area? o Were there times when you were not sure whether or not you belonged? o When you looked over into the Target area and made eye contact with someone you know, and the narrator was reading all those stereotypes about your friend, - How did that make you feel? o How can we recognize when our brain is giving us stereotypes? o Why is it important to recognize and understand that we are using stereotypes? <p>Vegetarians -hippies -fakers -hypocrites -hyper-sensitive -(over-sensitive) think that everything should adjust to them People from the Country -dumb -hick -uneducated -speak with a tweak -all have gun racks in their trucks -huge families -racists -dip or chew tobacco RA's -on power trips -don't really care about students, just want free room -play favorites -don't have friends to live with -only hang out with other RA's -are watching to make sure no one has fun -don't make mistakes -don't know how to relax -don't have a social life Southerners -don't talk properly -uneducated -uncultured -racist/all are KKK members -all are Baptists -hate the north an Yankees -marry within the family -chew tobacco -stupid and slow -all have vehicles with gun racks -all are from the country Smokers -dirty -inconsiderate -stinky -polluters Red Heads -Sexy -</p>

	<p>hot headed -emotional -strong willed -harsh/abrasive personalities Extremely Thin People -don't take care of themselves -must be anorexic or bulimic -are sick -malnutrition -lucky -exercise freaks Latin Americans -thieves -loud and hang out in cliques -speak Spanish in front of others to make them feel uncomfortable -good dressers -good dancers -come from large families - woman are promiscuous sex objects -men are love Gods Jews -stingy or tight with w/money -always look for a good deal -going to hell (for killing Jesus) - oppress women -have big noses/dark hair -elitists Native Americans - alcoholics -drug abusers -lazy -take advantage of government funds -milk past oppression to gain favors -claim the land was stolen from them and now buy into the American mentality of money making by building casinos -can't be trusted, thieves Sorority Members -snobs -only priority is to find a man to marry -excessive drinkers that shout rape if they are sexually active while drunk -are all popular -have to pay for their friends -all rich -are bitter to their rival sororities and are backstabbing to each other Wealthy People -spoiled snobs -racist & superficial -lazy/have no work ethic -treat everyone like they work for them -they expect to buy their way out People who went to or go to State Colleges or Universities -are all from (whatever state your college is in) -they all have jobs outside of school -all on Financial Aid -poor or come from low income families -low SAT scores or low grades in high school -low academic standards -only care about getting a diploma and not an education Exchange Students -think that the system of education they are exchanging from is superior -think that Americans are stupid and lazy -pretend to not understand English -exclude others and only hang out with other exchange students -constantly talk about how much better things are in their country Education Majors -take easy loads -put little or no effort into their course work -learning to become educated baby sitters -afraid of the hard work of another degree -take easy A classes -have homework assignments that consist of cutting out bulletin board letters and learning how to have kids stand in lines and stay seated.</p>
<p>How to participate</p>	<p>Rules of the activity</p> <ul style="list-style-type: none"> o No Talking. This is a silent activity. o No Laughing. I, as a facilitator will not be saying anything that is funny. Laughing is a defense mechanism and laughing could offend somebody in the room and make them not identify with a Target Group. (You may want to allow the group the laugh now and get it out of their system). o The Room is divided into two halves by a line of tape on the middle of the floor. One side of the room is the "Target Area" and the other side of the room is the "Non-Target Area."

	<ul style="list-style-type: none"> o At the beginning, everyone should be standing in the Non Target Area. o When I read the name of a group, the people who self identify as members of that group are to leave the Non Target Area and enter the Target Area. The people who enter the Target Area should turn around and face the people in the NonTarget Area. o People must SELF IDENTIFY – please don't tell people that they belong to a certain group. It is up to them! o Maintain eye contact with participants at all times o Once the group has self identified and walked to the Target Area, I will begin reading about this group. o I will then ask the Targets to look at the Non Targets, the Non Targets to look at the Targets, and I will have the Target cross back over into the Non Target Area.
Elements of interest for the project	<p>Target/Non-Target is a program that addresses the many stereotypes that exist in our society in a manner that is powerful and personal. It is a program that requires those involved to participate by placing themselves in cultural or ethnic groups to which they feel they belong. A group will be announced by the facilitator, participants will self identify as a member of the Target group, cross a line and face the people who do not self identify as members of the target group (the Non Target group), and the facilitator will read a list of stereotyped attributes of the Target group. At the end, there will be conversations facilitated. This is a powerful program and all are encouraged to participate.</p>
Useful resources	<p>Diversity activities resource guide</p>

COMMUNITY OF PRACTICE

TYPE OF EXPERIENCE	<input type="checkbox"/> time bank <input type="checkbox"/> mutual help groups <input type="checkbox"/> helpdesks listening <input type="checkbox"/> <u>community of practice</u> <input type="checkbox"/> Other (please specify)
BENEFICIARY TARGET GROUPS	<input type="checkbox"/> <u>Children in risk groups</u> <input type="checkbox"/> Parents who have children in risk group <input type="checkbox"/> School Professionals <input type="checkbox"/> Third Sector Professionals <input type="checkbox"/> Other (please specify):
Description and activities	<p>- If you ...</p> <p>Are female..... take 5 steps backward</p> <p>Are Caucasian..... take 1 step forward</p> <p>Everyone else..... take 2 steps backward</p> <p>Are under 18.....take 2 steps backward</p> <p>Have health insurance.....take 2 steps forward</p> <p>Have a chronic disease or disability.....take 2 steps backward</p> <p>Are heterosexual.....take 2 steps forward</p> <p>Everyone else..... take 2 steps backward</p> <p>If you are bisexual..... take an additional 3 steps backward</p> <p>If you are transgender.....take an additional 5 steps backward</p> <p>Own a car.....take 1 step forward for each car</p> <p>Attended a private secondary school.....take 2 steps forward</p> <p>Are a freshman.....take 1 step back</p> <p>Everyone else.....take 1 step forward</p> <p>Have a high school diploma.....take 1 step forward</p> <p>Have a parent who graduated from college.....take 1 step forward</p> <p>Have a job.....take 1 step forward</p> <p>If you're paid minimum wage.....take 2 steps backward</p> <p>Are a member of a university athletic team.....take 2 steps forward</p> <p>Own a computer..... take 1 step forward for each one</p> <p>Have parents who belong to a country</p>

	<p>club.....take 3 steps forward Are a member of an exclusive club or organization (i.e., honors society, sorority, fraternity)..... take 1 step forward Were born outside the US.....take 2 steps backward Speak English as a 2nd language..... take 2 steps backward Are ethnically part of an Indigenous group (i.e. American Indian or Aborigine)..... take 4 steps backward If you're fully Indigenous.....take an additional 3 steps backward Are over 55..... take 1 step backward Took a vacation in the last year..... take 2 steps forward Use a TDD phone system..... take 5 steps back Are able to take a step, forward or back..... take 3 steps forward</p> <p>- Now have everyone turn 180 degrees. Ask them to stay where they are and take a look around for a minute. Then move to sit in a circle and begin discussion.</p> <p>SOME POSSIBLE PROCESS QUESTIONS: How did you feel about where you were on the walk? How did you feel while doing about the exercise? Does this walk have any validity as a measure of privilege? Can you identify questions or areas you agree are privilege indicators?</p> <p>- More Discussion Questions and Thoughts:</p> <ul style="list-style-type: none"> • Is this university an environment where minorities feel that they can assert their power or is it another place where they will experience oppression? • Is this a place where minorities feel safe and valued? • What does it mean for people in privileged positions to be acting out oppression? It's important for us to look inwardly to see how we may be part of systems of oppression. • Improving campus diversity is not about getting younger, brown, disabled lesbians into school. It's not about numbers; it's about creating a just climate where said people may freely contribute. • We often think about racism, sexism, heterosexism, ageism, ableism, etc. as attitudes or behaviors individuals have towards one another and that only a handful of bigoted people act this way. • Question: What comes to mind when I say the word "racist?"
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	<ul style="list-style-type: none"> • But the ending “ism” has to do with something being a SYSTEM of oppression. Systems of oppression run throughout all of our institutions. • Question: What are institutions? Name a few (e.g., education, criminal justice system, banking, housing, etc.). • How does oppression impact me as an individual? For example, as a white woman I have certain privileges and there are also ways in which I am disempowered. As a white person what are some privileges I receive which people of color don’t? As a woman, what are privileges I don’t receive that men do? (As a black woman, Asian-American man, etc.) Intentions: Often people with privilege get angry because they think of themselves as good people who don’t intentionally seek to “oppress” other people. In fact we may see ourselves as working for all people’s rights. But what we’re talking about is something bigger than individuals. • We’re talking about societal power and how it plays out throughout our institutions. We are taught by many things in society about how we are either inferior or superior and because these beliefs are ingrained, it is likely that we will do or say something that is oppressive. • In this school of thought, there is a distinction made between a system of oppression like racism and prejudice.
How to participate	<p>Discuss safely and honestly. This can be an emotional experience for some people, so have everyone agree that this will be a confidential environment and everyone will respect each other’s thoughts and opinions during the exercise and the discussion. Begin by having everyone stand in a straight line across the room. Then read each of the following statements. Let participants know that they only have to respond to the questions they are comfortable answering. (Variations: You could also do this activity blindfolded.)</p>
Elements of interest for the project	<p>Diversity is often a prickly issue in part because people are unwilling to deal with their own part in oppression and partly because people aren’t using the same language or analysis. This is not a solution to the problems of privilege and oppression or differences and diversity, but it will generate discussion, and that is always a good beginning.</p>
Useful resources	<p>Diversity activities resource guide</p>

