

slowing down

anti stress
guide book

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INTRODUCTION



'Anti-stress guide book' is a result of 2 years project practice and many worked out methods of partner schools from 6 countries: Greece, Italy, Latvia, Poland, Portugal and Turkey. Those institutions participated in "Slowing down a new face of European Education' Erasmus + project in years 2018-2020.

All participants had an influence on the educational system in partners' schools and increased the competences of the teachers, students and related participants like social community. They promoted innovative way of thinking, use of alternative methods in the

learn-teach process to be more attractive for students, but also enriched the qualifications of all involved groups. Project objectives were concerned on the raising the level of education built on our observations, ideas or even demands of students, their parents and some educators. The authors of the project believed and proved that enjoying life, living in harmony with nature, discovering relations with older generations and being open to old customs or taking part in workshops, had a big impact on creating active citizenship and promoted healthy lifestyle. In our schools there is a visible and audible opinion about

INTRODUCTION

need to change the school educational system.

We are 6 different schools that represent the clear point of view to reduce the negative stress at school and decrease amount of homework, tests and all works which are mainly based on studying at home, with the assistance of parents or extra courses to achieve satisfactory level of grades. All of us follow the same opinion given by societies to change the educational system and focus on individuality, reducing impractical homework, changing the grading and attitude to learning. It shows that students, parents, but also teachers realise the incredible amount of effort that is not enjoyable or creative, but mostly focused on the high 'study and forget' effect.

'Ant-stress guide book' consist of ... chapters that are grouped chronologically according to the project 6 meetings with students and 2 courses only for teachers. There is also a chapter that shows our research and evaluation work in collecting data about the project impact on the participants. We held 3 online surveys for students and their parents asking about their opinions of the system of education, its value, quality and amount of given tasks, homework. Besides, there were open questions to point respon-

ents' ideas to slow down in life but also in education.

To sum up, according to the meetings with parents, discussions among teachers and students, we believe that school's future is rather in exploring individual values, finding the creative thinking and innovative methods of teaching. It will empower students and teachers' competences and make life more reflective or enjoyable. 'Slowing down, a new face of European education' project conveyed that school requires a big change. The qualified staff and modern methods in teaching are at the same level of importance that the focus on the not only cognitive methods in leaning. The value of individualism, achieving new skills and finding interest in getting new knowledge are as important as cooperative work, project based learning or learning practical, life skills.

— Joanna Charczun

MEETING IN TURKEY



Çanakkale is the name of both the city and the province which includes the legendary citadel of Troy, the ruins of Assos where the famous Temple of Athena was built, and the battlefields of Gallipoli. Nowadays, many travelers come to Canakkale to visit the Gallipoli Battlefields - in Gallipoli - where, in 1915 during World War I, Mustafa Kemal, later known as Atatürk (the first president of the Turkish Republic), defended the allies.

Çanakkale is a major historical site figuring prominently in mythology as well as ancient and recent his-



tory. It was the major strong-point in the defence of the Dardanelles from the time of the Trojans through World War I.

Archaeologists say there are up to 200 ancient sites in Çanakkale many still unexcavated. There are also many Ottoman structures still standing; castles, bridges, mosques, mansions and Turkish. OPET TARIHE SAYGI SECONDARY SHOOOL is located at the Gallipolli Peninsula and Dardanelles in Eceabat, one of the few places which connects the continents, also the place where World War I took

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place and changed half a million people's faith, Nations like Australia, New Zealand found their identity and the land of ancient Troia (Homeric Ancient city with a 5000 years old background, the motherland of the great warrior Hector. We are also so close to the first philosophy school established in the world history. We are proud to have once Aristo as a teacher at our hometown. He spent three years educating his pupils at Assos.

With 34 teachers and 305 students (aged between 11-14) we are facing through Europe intended to get close cultural relationship with the European youth.

Our school area is 5 hectares, the school building has 16 classrooms with 1 science lab, 1 computer lab, full equipped music class, library, and 107 heads conference room. Each classroom has an interactive whiteboard. Internet access is available. English is the second foreign language. Our pupils are enthusiastic about working together with pupils from Europe in order to exchange their experience. There are pupils with special educational needs as well as children from various cultural groups.

Turkish Education System is under the supervision and control of the state, namely the Ministry of National Education. According to the Constitution of the Republic of Turkey, everyone has the right to receive education. With a new Law 2012, four years of Elementary school + four years of Middle school+ four years of high school education makes a total of 12 years compulsory education.

Opet Tarihe Saygı Secondary School gives students the opportunity to develop themselves, gain different perspectives and discover interests and skills. It has been implementing innovative educational models and pioneering adoption of various educational models. Therefore, our students get ready not only for the exams but also for the life.

Our students study basic subjects like Turkish, Social Studies, Science, History, English, Mathematics, Religion, Art, P.E, Music, ICT and have some optional lessons according to their tendencies of learning processes.

Besides basic lessons, we carry out "interest and ability lessons" to let our students global world citizens via Comenius, Erasmus+ projects, E twinning and

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MUN conferences.

The academic year generally begins in the mid-September and continues to early June. There is also a two-week winter break in February and two, one week break in the middle of each terms.

AIMS, VISION AND VALUES

- To ensure that everybody enjoys the right to basic education.
- To provide equal opportunities of all.
- To provide an environment where everybody behaves appropriately.
- To ensure all students feel safe and happy.
- To ensure all students can be successful learners.
- To encourage all students to have the highest expectations for their education and their future careers.
- To encourage self-confidence, responsibility and a positive self-image.

- To ensure that our school learners are equipped with the skills, attributes and character to be an independent lifelong learner.
- To ensure that any type of prejudice based on discrimination (open to all regardless of race, sex, or religion)
- conformity with Atatürk's reforms and principles, and Nationalism view of Atatürk..

THE NATIONAL ANTEM OF TURKEY

İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;

Sönmeden yurdumun üstünde tüten en son ocak.

O benim milletimin yıldızıdır, parlayacak;

O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım çehreni ey nazlı hilâl!

Kahraman ırkıma bir gül... ne bu şiddet bu celâl?

Sana olmaz dökülen kanlarımız sonra helâl, Hakkıdır, Hakk'a tapan, milletimin istiklâl.

MEETING IN TURKEY

MEHMET AKİF ERSOY

SLOW DOWN ENJOY LIFE

BE GOOD, BE KIND, BE RESPECTFUL, BE CREATIVE

“Have I found time in my lifetime to learn traditional handworks, craftings and drawings in my so-called busy schedule? Does the pressure of being successful at school, work hidden my creativity deep inside? Have I forgotten the beauties of friendship and cooperation in our era of individualism?”

This was the topic of the project meeting in Çanakkale, Turkey. We tried to understand the meaning of “Slowing Down” by the means of creativity. As the team of Turkey we tried to form a spirit with the humble idea of “Be good, Be kind, Be respectful, Be creative”

Traditional Turkish handicrafts form a rich mosaic by bringing together genuine values with the cultural heritage of the different civilizations which have passed through Anatolia over the millennia.

The workshops in Turkey was designed purely to help kids reveal their creativity by means of crafting, drawing and handworks without the stress of competing. They are the examples of spending time actively with the respect to culture and tradition, besides using own imagination in interactive works.

Marbling, Filography, Ceramics and Tile are the examples of gaining knowledge about older generation, but also about customs, cultural heritages, enrich cultural knowledge.

Making Toys, Making Instruments, Knitting, Artistic Drawings and Gardening are the examples of experiencing innovation through interaction by using the participants’ own creativity techniques as free time activities.

As a unique way, expressing oneself by CREATING helps the participants to slow down, to enjoy life, to concentrate more, to inspire, to reduce the stress and anxiety.

THERE IS NO WRONG WAY IN IMAGINATION...

MEETING IN TURKEY

MARBLING

Marbling is the art of creating colorful patterns by sprinkling and brushing color pigments on a pan of oily water and then transforming this pattern to paper. The art of marbling, our subject here then, is the art of obtaining the paper dyed in a myriad of colors. Coming over the Silk Road to Anatolia from the Turks



ancient homeland, the art set out from Bukhara in Turkestan, picked up its name (ebru) in Iran, and settled in Anatolia. In our museums and in private collections one finds examples of paper marbling which go back as far as 450 years from the present day.

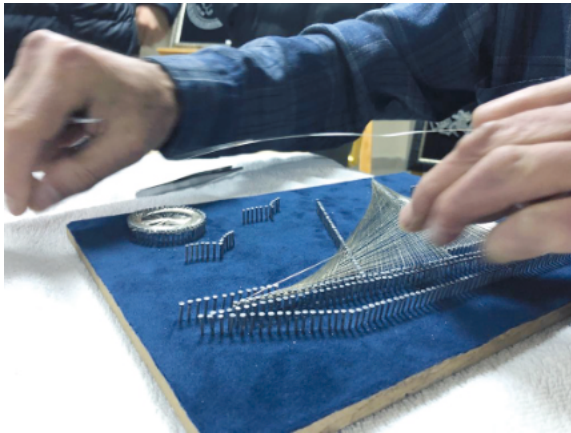
In our shool, we would like to present how to make it to our partners. The master, prepared the paint, adding tragacanth and cattle bile. This makes the water concentration and the colors can swim on it. After giving information about the process, each partner

MEETING IN TURKEY

team made it by using their own creativity.

FILOGRAPHY

Philography is an old Islamic Ottoman art moved from Turkey to Jordan through the Ottoman era in the region. The art of "Philography" or drawing with wires and nails, which some may think it's a men's art because of its tools, which consist of wood, ham-



mers, nails and colored fabric or copper wires. But many women in Turkey have been involved in this art, and there have been artists who apply it in a scientific way and organize workshops to teach it.

The local artist Raif Beceren guided the participants step by step through the process of making Philography product. The participants learnt through this experience how to make drawing with wires and nails with the artist guidance, they had the chance to create Philography products.

RAİF BECEREN is one of the master in Filografi art since 2004 in Turkey.

It is the form of art which uses nails and wire as its tools and is defined as the love of them. "Not only a few motifs or shapes but also we are adding our own culture to the art like Turkish flag, sultan's signatures, Çanakkale Martyrs' Memorial, The Trojan Horse, gravures and nature views." "Artists need to use thousands of nails to create these works, said Raif Beceren. "Even when making a small painting we need to use a lot of nails. Sometimes the number of nails increases to 8,000."

When creating a piece of string art the artist first draws the shapes and motifs they want to work on,

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then nails are put onto those motifs and the wire is wound, or “drawn,” around the nails to create the shape. The proportion and dimensions of the work affect the time it takes for an artist to complete the piece, according to him. “Sometimes it might take three days to complete just one work while the larger works can take one month to complete,” “Very few people are interested in this art,” he said, adding that string art should be presented more in the world and in Turkey.



CERAMICS

It is the art of creating shapes either by hand or by shaping potter’s wheel, such as vase, pot. The art of ceramic which developed in Anatolia reached its highest level of technique and aesthetic especially during Ottoman periods.

The participants explored the wonderful world of ceramics and also put their hands into clay and did their own small pinch-pots. They learnt about clay, made their own pieces and lived the delightful experience of creating something with their hands.

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Clay is never boring; there is always more to explore, more to try out and more to create. It was a great adventure for the participants to touch the clay, to shape it, to enter the world of pottery.

The instructor for the workshop also expressed having a unique experience with this activity.



THE ART OF TILE MAKING

The art of Turkish tiles and ceramics have a very important role in the history of Islamic art. Its roots can be traced at least as far back as the Uighurs of the 8th and 9th centuries. With the Seljuks' victory over the Byzantines at Malazgirt in 1071, the art followed

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them into Anatolia and embarked upon a new period of strong development fostered by the Anatolian Seljuk sultanate.

Tile is a coloured, glazed material, usually decorated, used for covering surfaces such as walls; ceramic is glazed terracotta from which are made open and closed vessels, for daily use such as bowls, dishes, cups and jugs.

Unlike filograhpy and marbling workshop the Ceramics and Tile Workshop was more familiar to our guests. They used craft their own ceramics using their imagination. These ceramics and tiles were then dried and given as gifts to each student and teacher.



MAKING TOYS

Easy, fun, inexpensive toys... For our partners we provided some basic materials to allow them their own toy. We presented 'Hacivat and Karagöz', 'Nasreddin Hodja', Turkish folkloric dolls and some examples of our culture. Each participant was given tens of materials that s/he can use to craft his/her own toy without any limit, however prior to this process examples of traditional handmade toys were shown to them to get some basic idea.

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MAKING AN INSTRUMENT

Music can be used to express common themes of the human experience, such as love, loss, grief, anger, excitement, celebration, jealousy, etc. Music is a form of art used to play various roles in people's lives. Music may be used for the purposes of communicating, entertainment, educational learning and ceremonials.

Making musical instruments has been a tradition for many long years. Similar to Toy Making Workshop, each participant again given materials to craft his/her own musical instrument. Students and teachers crafted these instruments using everyday materials like rice, bottle cap, wire, piece of wood etc.



KNITTING

Knitting occupies an important place in traditional arts, and is still widely practiced today. Teachers and students were instructed by senior Turkish citizens on how to knit easy outfits. Participants knitted part of a glove, sock etc. We surprised that some students were very talented and knew how to knit. For the beginners it was full of joy.

MEETING IN TURKEY

ARTISTIC DRAWING

We prepared all materials for the participants and asked them to draw about the idea of 'slow down'. Almost every participant joined the workshop and they expressed their own thoughts, feelings using their imagination. Students and teachers were free to draw whatever they want from landscape to portrait to surrealistic drawing. They enjoyed their time working with their friends.



GARDENING

We asked from our partners to bring traditional seeds from their home countries in order to create a 'Slow Down Garden' altogether. The flowerpots were named as the partner countries' names. Every team planted their seeds to sustain the spirit of the partnership for a long time. We hope that this garden will live and it will act as a witness for the new generations.



MEETING IN TURKEY

TO REDUCE STRESS...

Experiencing traditional workshops, finding relations among people, feeling the value of cultural heritage, having passion were our aims to reach. After the mobility we presented this week as our final product in e-magazine for dissemination.

All of the activities were interactive. We used alternative methods in order to reduce negative stress, explore students' potential, show how to 'slow down' in a busy life and focus on important matters among people, increase the quality of work, respect to others, share time together, cooperate students with teachers, study together to reveal best solution for themselves, but also for educational use.

Experience innovation through interaction and creativity techniques, gaining knowledge about older generation, but also about customs, cultural heritage, enriching cultural knowledge, absorbing the values of the partner countries made us a real TEAM. As well as the workshops, living among families and finding similarities or differences, meeting new cultures, finding new friends were the key elements of the mobility.

FROM OUR PERSPECTIVE...

While teachers rushing one class to another in a very busy school life, students have to struggle with homework. Over homework involves moments of frustration, discouragement, and anxiety. For most of the children, immediately after school is not the best time for doing homework. This is a time for sports, music, drama, and free play. But unfortunately they do not have enough time for relaxing. For most of the parents, additional courses are the best way for students to learn better, to finish homework. To take a private lesson for the students' tendency (music, sport, dance...) However, they still do not have time for having fun with their friends or family or relaxing by oneself; to stop, to refresh, to take energy back. That's why we offer you to find a new hobby...

Battles over homework lead to vicious cycles of nagging by parents, and avoidance or refusal by children. This cycle doesn't improve a child's school performance and certainly does not make progress toward what should be our ultimate goal. We would like to help children enjoy learning, and develop age-appropriate discipline and independence with respect to their schoolwork.

MEETING IN TURKEY

Finding a new hobby...

If you do not know where to begin, we offer you our workshops. We believe that one can be for you...

You can start, develop or find passion for new interests... Take your own time for yourself ...

We believe that a mind without stress works better and lets you to learn more.

“Slow down and enjoy life. It's not only the scenery you miss by going too fast - you also miss the sense of where you are going and why.”

— Eddie Cantor

MEETING IN GREECE



Thessaloniki is the second most populated city in Greece and is located in the north of the country and is the capital of both the namesake prefecture and the Central Macedonia region. It is also known as the "co-capital".

The city is built near the sea, at the back of the Thermaikos Gulf, at the northwest corner of the Aegean Sea and took its name after Great Alexander's sister and daughter of Philip the second, King of Macedonia. The symbol of Thessaloniki is the White Tower. Thessaloniki's rich cultural and historical heritage takes its visitors on a wonderful journey back in time.

The second largest municipality of the Thessaloniki Urban Area, and one of the largest in Greece, lo-



cated about 7 kilometers southeast of downtown Thessaloniki, is Kalamaria. Kalamaria is also by the sea and has a long history. The symbol of Kalamaria is Jason's "Argo" from the Greek mythology.

The 9th High School of Kalamaria is a public school in the second largest city of Greece, Thessaloniki.



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It is situated in the region of Agios Ioannis, which is subordinated to the Municipality of nice, coastal Kalamaria.

The school building has three floors, thirteen classrooms, two Labs and three offices. There is also a library and a school Amphitheatre, which is used for celebrating our National Festivals and serves as a meeting place for seminars, educational projects or as a place where the Headmistress, the school teachers, the pupils and their parents communicate and exchange thoughts and ideas. The school yard is quite big with volleyball, basketball and handball courts.

The 9th High School of Kalamaria is one of the most



active schools in this Municipality, as it is, by tradition, a school open to new experience, which always welcomes innovative programmes and modern pedagogical methods, encouraging its pupils' participation in them. Plenty of European projects have been carried out by our school and other collaborating foreign schools on innovation and exchange of good practices such as Comenius, Erasmus+KA2, Erasmus+ Youth-in-Action, e-Twinning Projects as well as numerous programmes related to Environmental Education, Greek civilization and culture, Health Education, Vocational Guidance e.t.c.

The 9th High School of Kalamaria, with over 300 pupils -aged 12 to 14 years old-, is a school that is in-



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interested in passing on knowledge, experience, open-mindedness and non-formal education methods to its pupils.

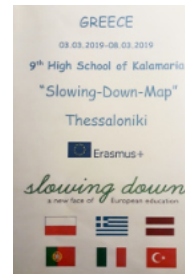
Greece-Thessaloniki

"Living in my city, I am slowing down to 'read' the past in my everyday city life"

Do I really know what surrounds me in my city? Have I really perceived its streets, neighbourhoods, buildings and monuments as I passed them in a hurry?

What if I slow down, have a better look, use all my senses, search for the old and the new, try to collect information, interview the elderly and gain from their wisdom and experiences..., so that everyone can feel my city through my own perspective?

This was the topic of the project meeting in Thessaloniki, Greece. Lots of different activities were designed by the Greek Erasmus+ work group and carried out by all participants, while wearing their "Slowing down in Thessaloniki" T-shirts and carrying their "Slowing down" back-packs on their shoulders.



MEETING IN GREECE



The activities are described in brief as follows:

The Outdoor Activities helped all participants to understand what “Slowing down to ‘read’ your city” means by collecting information or things from the nature, by recording the sentiments and scents of the city. During the historical walk in the city centre, by means of a home-made map and the given tasks on the attractions of Thessaloniki, the participants discovered the hidden stories of landmarks and monuments, noticed details, wrote poems, gave emphasis

on using all their senses, learnt about the Greek customs, habits, music, dances and the Mediterranean nutrition, studied specific geographical features, without time pressure. Another exciting experience was the excursion to the Royal Tombs of Macedon in Aigai, Vergina, where all searched for more hidden myths behind the historical facts.

In Greece we love using our senses and discovering things, while being outside. It is a relaxing way to learn.



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At the Digital Workshop, the pupils turned their collected data into a “Slowing-down-Photo-Album” by using ICT. This workshop helped them to capture what they experienced and learnt. Their skills in computer science were requested and expanded.

Music has been of particular importance in the life of Greek people since the archaic period.

During the Music Workshop, teachers and students enriched their knowledge about the Greek music and dances by watching a presentation on them. Afterwards, they wrote lyrics in their own language to cre-



ate a common 'Slowing-down' song, which was heard at times during the week. They were also taught and trained how to dance traditional Greek dances and relaxing dances from the other countries. Greeks learn to express themselves while singing and dancing, to relax and degrade intensity. After dancing, they are more adaptable to learn and be productive. Music may relieve stress and feelings of sadness or melancholy and positively affect our frame of mind. It helps us become more expressive and happier. Music can also be a faithful companion, a means of relaxation and releasing pent-up feelings. We can

MEETING IN GREECE



dream through music and let ourselves slip from routine by going with the rhythm of music.

At the Workshop of Scents, the pupils learnt a lot about various herbs, olives and the olive oil, the bees' wax; in practice, they produced a "Hypericum Perforatum Oil" and a "Cerate" from olive oil and bees' wax. Since antiquity, people have known that herbs, olive oil and bees' wax have many benefits. They are also included in anti-stress products. The Greeks love and use these products daily and appreciate their importance for a balanced life.

The Art Workshop offered them the knowledge of how to design and make kites as well as theatre masks like in ancient times, reviving thus an old tradition. In the Ancient Greek Theater, the actors used typed masks to better express the feelings of their roles. Playing in theater and watching it was and is still relaxing. The kite flying symbolizes man's need for spiritual and mental elevation.

The activities were guided by the teachers, whose subjects are relevant to each of them, and the Greek students too, who, after intensive work, were well-prepared to lead the workshops on their own.



MEETING IN GREECE



All workshops were designed by taking into consideration that innovative, creative and non-formal methods should be introduced and used.

In these meetings, the participants learnt how to apply useful 'slowing-down' techniques at school and in everyday life, which helped them to mount up their self-confidence and creativity. Very impressive was their involvement and cooperation in totally mixed groups and how much they tried to diminish their shyness. Extraordinary was also their positive, continuous interaction through the English language, and

how they managed to eliminate the differences among them by focusing on their similarities.

During the Greek week, a great number of pupils, teachers, families and local authorities were involved, who were given the chance to exchange views, develop their arguments and express their worries and anxieties, acts that encouraged and promoted the pupils' critical and creative thinking. They all seized the opportunity to learn about different cultures and customs, to make new friends. At the certificate ceremony, Greek parents, the school community and the local authorities met each other, relaxed over deli-



MEETING IN GREECE



cious home-made meals, talked, evaluate the meeting, admired the exhibited workshop products, got closer to each other.

After our meeting in Thessaloniki, Greece, all partners uploaded their own "Top 10, Slowing-down-City-Rules". The most frequent ones have been chosen to form the project "Decalogue of Slowing-down in our city".

Common rules for all Erasmus+ participants after the mobility in Thessaloniki-Greece



The Decalogue of "Slowing down" in a city

1. Slow down in your life. Don't let time stress you and enjoy each moment. Allow yourself to take breaks.
2. Walk and perceive what surrounds you. Collect memories by taking pictures and writing down notes.
3. "Open" all your senses to feel life.
4. Focus on people; be open towards them and other cultures. Talk to them and learn from them. You

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will see that, beyond other things, your English will be improved, too.

5. Explore your city on your own, just by walking. You will find out that, at the same time, you are learning its history.

6. Hang out with your friends and make new ones. Company soothes stress and sweeps negative feelings away. Learn how to communicate, be socialized, patient and tolerant.



7. Do activities that make you feel relaxed and try to have fun. Do sports, dance and sing each time you are given the opportunity.

8. Try to do more outdoor activities. Take deep breaths and make positive thoughts. Try always to see the glass half-full.

9. Appreciate nature and enjoy it. Spend time within it and learn from nature by observing it closely.

10. Advance your creativity through Workshops. You can learn about art, science, history and even more by taking part in them.



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Regarding the pupils, we could say that they learnt, through the 'slowing down' methods, how to acquire knowledge and control somehow stress both at school and in their everyday life. So, the benefits were the reinforcement of their creativity, self-confidence and self-esteem as well. Very impressive was their involvement and cooperation in totally differentiated groups (nation, language, age) and how much they tried to diminish their shyness. They came into contact with other cultures, manners and customs by enriching their knowledge and experiences. Thus, most of them managed to overcome the fear

of the 'unknown' accepting diversity. They developed both dexterities by working on equal terms inside the teams and emotional bonds among them, with responsibility and commitment being encouraged as a result. They developed and pressed on initiatives through dialogue and decisions taken with their fellow-workers by means of the continuous interaction in the English language, the handling of which was much improved. They also developed dexterities on ICT, in the written word and critical thinking during the quest, the choice and the arrangement of the relative per subject information.



MEETING IN GREECE

Learning at schools can be enriched by experiences from everyday life; non-formal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn.

Concerning the teachers, we believe that they got into touch with some new, different methods of non-formal learning and approach of both their students and their teaching-subject. They formed a more attractive frame of cooperation, free from pressure and stress, with their students. They last gave the motive to their students to seize the opportunity for 'knowledge', regardless race, religion, nationality, gender or family's economical status and revolves more around encouraging the student to awaken their curiosity and desire to learn.

These crossover learning experiences exploit the strengths of both environments and provide learners with authentic and engaging opportunities for learning. Since learning occurs over a lifetime, drawing on experiences across multiple settings, the wider opportunity is to support learners in recording, linking, recalling and sharing their diverse learning events.



MEETING IN GREECE

USED WORKING METHODS

- Non-formal, innovative
- Interactive, participative
- Role play, theatre tactics, pantomime, kinesiology
- Creative, Experiential learning
- Design thinking
- Self-learning
- Gamification
- Brainstorming
- Open discussion

TEACHERS LEARNT

- New effective teaching methods
- Non-formal methods
- How to enrich learning at school from everyday life

- To find free from pressure ways to teach
- To get free from teacher-centred methods
- Ways to make their teaching methods more effective from other educational systems

STUDENTS LEARNT

- To take the initiative, to organize and lead workshops
- To let out their creativity, to take interviews (older generations)
- To compare the past with the present
- How to learn stress-free: history, science, botanology, geography, music & dances, how to write lyrics
- To accept diversity and overcome the fear of the unknown
- To diminish their shyness
- Critical thinking
- Skills in ICT

MEETING IN GREECE

- Manual skills
- To use all their senses for more efficient and effortless learning
- To practice their English
- To become bolder through games
- To cooperate
- To understand the need of "To be active"
- To discover their talents
- To have greater understanding and responsiveness to social, linguistic and cultural diversity
- To learn foreign manners and customs and traditions
- Intouchable cultural heritage



MEETING IN POLAND



Zespół Szkolno-Przedszkolny im. Czesława Miłosza w Siemianicach, Poland

Our primary school is public and the students are aged 7-15. There are about 50 teachers, 500 pupils in school located in suburbs of town Słupsk, 17 kilometres from the Baltic Sea. The school offers a wide range of extracurricular activities which are carefully prepared by highly qualified staff using newest multi-media equipment. Our aim is a constant development, having qualified teachers who are able to face changes in modern world, inspire their students, search for their talents, interests. School takes part in



MEETING IN POLAND

projects (Comenius, Erasmus+, Youngster, eTwinning) as the European Development Plan of institution points to continual experience in the international field. We were awarded: Comenius Good Practice school in 2015, School with Class, Safe School, Friendly Atmosphere School. Many teachers started innovations instead of regular lessons, combine theory with unusual methods to enrich own workshop and to involve students potential.

Our school's main values are:



- very high level of education proved by the exams of the last graders
 - friendly atmosphere of a small school
 - modern equipped classrooms
 - open for innovations, projects staff and students
 - close cooperation with local society
 - providing international projects, education
- Siemianice is located in the suburbs of a town Słupsk

MEETING IN POLAND



in the north part of Poland (a54°30'01"N, 17°03'40"E). We are 20 km close to the Baltic Sea that one can reach in 20 minutes by car. The town's population is about one hundred thousand. Cutting through the stunning landscapes and the areas of protected nature, the dunes and sandy beaches we are a tourist place especially in the summer. Słupsk is also famous for its green parks, the river Słupia that is a great place for canoeing.



Workshops in Poland: Games from the past: Time travellers

- Creating own board game: the international teams were designing and making up own enormous board game and played it later on
- Fashion party: the students were given limited time to create own clothes made of newspapers and after that they had a party

MEETING IN POLAND



- History of the games; there was a workshop dedicated to games, their role for mankind and types of the ancient ones
- Playing old games: the international teams searched for and prepared old style games from the third generation, explained their rules
- Compass and a map: in the wild, the international teams were given list of to do tasks using compass,

map and navigate it. The works were made to develop students' creativity and using the simple ideas, tools to achieve them like building the lighthouse from own bodies, looking for ideas to play games on the beach without any given equipment etc.

- II WW – games from the past: the time in a museum was also a puzzle to solve and find the games that children had during the war
- Cooperation in a rope park: all groups could choose individual path and cooperate with their peers, help each other, support and spend a lot of time outdoors
- Making own portrays: being closer to others, integration.



MEETING IN POLAND



All methods used in meeting were interactive, they aimed to achieve the best expression, participation, communication and 'reducing stress' approach: research and survey, drama and role-plays, buzz sessions, attention getters, discussion, story-telling. The participants were involved in:

1. A research: all countries conducted the same survey for 20 respondents about the games and free time activities that were popular in the last decades in their own countries and showed the results in Poland. They did that research in their own families (third generation) or in the neighbourhood for 20 respondents. Then, in Poland, they presented the analysis, next compared their own spare time activities to



the ones that were in favour in the past. The comparison was a brainstorming, circle and open discussion, as a final result we pointed the similarities, differences, made lists, posters, displayed later on as gallery.

2. The interactive activities that were based on the research: all partners showed rules of their national games they discovered and later, the international teams cooperated to understand and play them together.
3. The beginnings of the games around the world – Polish school provided a brief history of the games and their meanings. We presented the popular board

MEETING IN POLAND



games. The teams and pairs participated in some of the given games. The students had to challenge the rules, there were no winners or losers, cooperation was the key to success. The main introduced methods were : lecture, acquiring new information, observation and listening, understanding capacity, sharing knowledge and rules.

4. All participants created an own board game that was started with brainstorming, collaboration, designing the rules, logo or graphics. The educators let students lead with their own imagination. The ideas and rules the students came up with were not con-



ventional but joyful for all.

5. 'Become an expert' – the students were searching for information about different participants and their culture, typical dance: interviews. A newspaper fancy dress party (dressing up as an expressive methods) had an outstanding result of fun and being closer to each other. It was a moment of crossing own limits and showing the kids' creativity.

6. 'Have fun outside' was an activity to cooperate and have fun in outdoor games which we planned as a discovering game played throughout the world by

MEETING IN POLAND

adventure seekers. It was a challenge and a funny time for all students who were divided into the international teams to succeed several tasks while climbing up and down the dunes. The teams could learn how to navigate the map, follow given instructions, find the main points to search for and make up the new crazy team building tasks like: making a human lighthouse, signing own name on the beach using pebbles, drawing the wind rose or creating own Slowing Down slogan.

7. We designed a digital comic book with the old-fashioned 'Games from THE PAST' that gathered some of the best moments and slowing down ideas we could share, discovered and experience together



In our school we observed the tendency to speed up in every part of people's life. The students were tired, did not have much time to sleep, ate unhealthy and did not appreciate free time or just even did not have it. We made a survey for their parents and also our pupils. It made us thinking to find new solutions. After some parents' protests to limit the number of homework and tests, we made a change in a curriculum and in our school rules to help them. The changes are: no homework for the weekend and strict limits of tests per class per week. That situation

MEETING IN POLAND



made also the very first idea to start 'Slowing down, a new face of European education' Erasmus + project.

We may observe in Poland a rat race and loads of negative stress in every kind of life: education, private time, work. Thus, we decided to help families but also ourselves through the Slowing down ideas.

So far we have made:

- space for games from the past to play outdoors
- the relaxation corner at school
- yoga for the youngest students
- meditation/relaxation activities during PE lessons
- change the classical arrangement of the furniture in the classrooms into more interactive and face to face
- some lessons are prepared by students, using their own ideas
- healthy breaks: students make fresh juices, sandwiches, promote healthy life style
- some teachers use concentration methods, help



MEETING IN POLAND



with overcoming passive attitude of students

- some classes organize informal meeting with students' parents in the nature: on the beach, in the forest, have barbecue that integrates a lot and has a big impact on the friendly atmosphere and good cooperation

- there are some extra clubs that develop students passion or talents: Apps for Good, Erasmus+ projects, Polish-German Association that promotes

new Europe, dancing classes, drama activities and robotics.

d) We believe that nowadays schools need to change and focus more on practical activities and knowledge and our role is also setting a good example of healthy life style, reducing stress and creating close relationships in families or the school society. It gives joy and provides a better quality life.

Although the term "Stress" is generally claimed as



MEETING IN POLAND



something negative, it is in reality also a positive driver. In order to perform well, a certain degree of positive stress is needed. We would like to find stress that be experienced when someone is well focused on a specific task, motivated, feeling confident and also excited about the result to achieve. Such background and knowledge may lead to healthy and happy life.

In Poland the tendencies are:



The citizens try to live healthier and they:

- prefer running, jogging
- observe and change their diet
- buy good quality food, there are more and more healthy products in the supermarkets,

MEETING IN POLAND



- people care about ecology and environment

Our motto after the meeting that we worked out is:

"In a gentle way, you can shake the world." ~Gandhi

And our own idea:

'It's your time. These are your moments to fill and hopefully enjoy life.'

- some families do not possess any TV sets, spend time actively, outdoors
- board games are very popular, there are competitions among teams
- riding a bike or a scooter. borrowing it became very popular
- people go to the gym, yoga, Zoomba or Salsa Clubs

COURSE IN LATVIA



Brocēni County Municipality

The county of Brocēni was formed in 2001, December 29th. The city of Brocēni started building up in 1938. In 1950 the county of Brocēni finally got the status of a city.

In 1992 Brocēni got their rights as a city.

The geographical location: Europe, Latvia, the east side of the county of Kurzeme, the highland of the Austrumkurša, the region of planning of Kurzeme.

Area: 49655.4ha

The population in the county: 6199 people

The administrative split: the city of Brocēni and 4 parishes – Bīdēne, Ciecere, Gaiķi, Remte.

In our county there are countless amount of places that are not just beautiful but also worth to see.

Bīdēne Elementary School is a school with almost two hundred years of history. The school has developed and entrenched in its daily routine a stable, well-developed tradition that enriches the school's life. The school is located in a geographically convenient location within easy reach of Riga and Liepāja.



COURSE IN LATVIA

Blidene Elementary School is currently running for the second time in Erasmus + projects. From 2016 to 2018, the school was involved in KA 2 project "Multi - culturally sensitive generation", where the main objectives of the project were to break different types of prejudice, and from 2018 to 2020 the school is active in KA 2 project "Slowing down a new face of European education", this project focuses on reducing stress for both educators and students, both inside and outside the learning process.

Blidene Elementary School implements three study programs: General Elementary Education Program, Special Elementary Education Program for Students with Mental Disabilities Special Elementary Education Program for Students with Learning Disabilities. At school, children with special education programs are integrated into the classroom, each child needs to understand and learn that each of us is different, each of us has special needs, and that is what makes us as unique as we are. During this school year, the school has been involved in the Swedish embassy project "Children Are Not Born With Bias" to show young people how different we are.

Blidene Elementary School is one of the few schools



in Latvia to receive the honorable title of Humanitarian Education Institution. At school, every child has an individual approach, every educator knows the strengths and weaknesses of his or her pupils, making it easier to work. The symbol of the school is the oak. We equate every child with an acorn, and as the school begins, the child is like a small acorn, but by the end of school the children have become beautiful oaks. The primary mission of our school is to help our students grow into good citizens of their country and homeland, to respect the traditions and heritage of their country, to live in harmony with nature and to be good, talented, growth-oriented citizens.

COURSE IN LATVIA

During the exchange trip to Latvia, foreign teachers had the opportunity to get acquainted with our country's education system, which is currently facing major changes. Everyone has understood that the system needs to change, and now these changes are very important, not only students but also educators will have to learn to work differently than before.

A lecture - Key Lesson Guidance for Effective Learning Work. New Educational System Model in Latvia.

The aim of the improved curriculum and approach is a skilled student who wants and is able to learn throughout life, is able to solve real life challenges, create innovations, develop various personality traits that help to develop a happy and responsible personality.

Competence is the ability of an individual to apply knowledge, skills and express attitudes in a complex way, solving problems in changing real life situations

It is the ability to adequately use a learning outcome in a specific context (educational, work, personal or socio-political). Competence or competence is complex - it includes knowledge, skills and habits related to motivation and will. Therefore, one of the impor-



tant tasks when reviewing the content of learning is to reduce fragmentation and fragmentation, as well as the development of passive knowledge detached from real life situations, the development of isolated skills. Succession, systematicity and integrity are the basic principles on which the creation of new content is based.

Communication between the teacher and the student is one of the basic preconditions for good communication. In order to communicate well with others, the teacher must be able to be diplomatic in different situations, as well as find the best solution to various problems.

COURSE IN LATVIA



A lecture “Internal and external beliefs - prerequisites for effective long-term communication”. The topic is important because effective communication and collaboration is a prerequisite for an effective lesson, which is made daily by a teacher with his or her students.

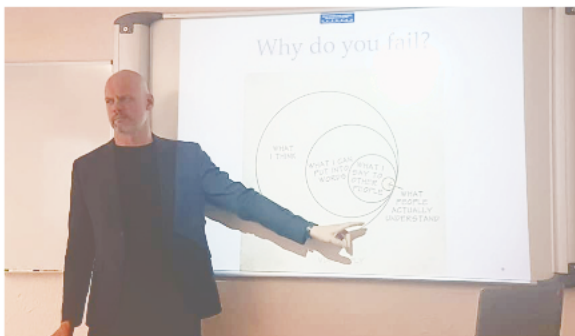
Teachers need to use different teaching methods in their daily work to make the learning process more lively. Lecture-type lessons are not relevant for today's youth, who need different examples and a dynamic lesson. Therefore, a study tour is a very creative and interactive way to learn different subjects.

Getting to know the Middle Ages of Latvia in a practical lesson. Study excursion in Jaunpils castle. The purpose of the trip is observation for education, non-experimental research to provide students with experiences outside their everyday activities, such as going camping with teachers and their classmates. The aim of this research is to observe the subject in its natural state and possibly collect samples. It is seen that more-advantaged children may have already experienced cultural institutions outside of school, and field trips provide a common ground with more-advantaged and less-advantaged children to have some of the same cultural experiences in the arts

1301 - the beginning of the construction of Jaunpils castle mentioned in historical sources, when the master of the Livonian Order is Gotfried von Roga (1298-1306). The castle served as auxiliary castle of Dobele Commune. The walls of the castle are made of boulder, then plastered and reaches 2.1 m thick. Jaunpils castle served as a fortress, where a small military unit, monks of the Order, as well as the Knights of the Livonian Order spent their old age.

Posts House practical lesson in weaving. Latvian folk-

COURSE IN LATVIA



lore, Latin-sign. One way to learn about history, cultural heritage, the acquisition of ancient occupations, and the acquisition of practical skills.

LAČI Bakery. Get to know the bakery "Lāči", the valuable qualities of rye bread and the tools for baking in an educational educational tour. Practical instruction in the household, learn practical skills in baking and technology. A training tour as a practical training session.

LAIMA. A cognitive lecture, practical workshop, an exploratory journey finds out how the ancient

Aztecs used cocoa beans, how cocoa trees are grown today and how cocoa turns into chocolate. Trace the cocoa bean's path from the cocoa tree to the store shelf and find out how the sweets industry started in Latvia. Get acquainted with the historical packaging and see which one of them has changed the least over time.

Cooperation between parents and the school is vital for working together towards the goal. If parents are involved as much as possible in the daily life of the school, their attitude towards the school is much more positive, and they themselves show a willingness to cooperate. Therefore, the school must organize events, conduct lectures for parents so that they feel safe, welcome and valued at school.

Opportunities for school and family cooperation for the child's comprehensive personal development We will find answers to the questions in the workshop - How to involve fathers in the process of family upbringing? How to promote the link between parent and child purposefully? What kind of activities do you have to attract parents to school life?

The most important thing is good cooperation be-

COURSE IN LATVIA



tween the school and the family. Parents need to feel safe about their children, they need to trust teachers to achieve results together.

The youth center "KOPA" is a place where children and young people can spend their free time, participate in studies, discussions, play board games, drink tea, discuss news and find exciting activities. Meet the friends in the youth center and get new ones, because there the youth gather every day. The aim of the Youth Center is to improve the content of leisure activities for children and young people in Brocēni.

To develop the thinking of children and young people through informal education, to broaden their horizons. At the youth center, the atmosphere is designed to encourage self-education, creative work and relaxation. The Youth Center is a place where everyone has the opportunity to develop their talents, teach others something new, support their ideas and make themselves and the world better together.

In order to create practical classes, it is not always necessary to hire an expensive lecturer. Our school invites parents and local entrepreneurs to lead classes and lectures for students. A practice-led lesson will be much more valuable, as the child will per-



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ceive him or her better connected to the reality of life.

Practical lesson in beekeeping. Breeding, maintenance, production, and production of bee colonies.

Professional growth can be compared to building built on solid foundations. After learning the foundations, understanding of the principles of business psychology, perceptions of people's motives, and identification, professional development and growth of their professional resources become a logical con-

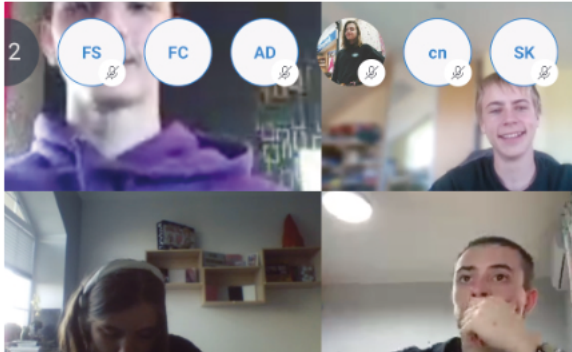
tinuation.

The principles of human interaction are similar in both small and large enterprises. Sometimes it is necessary to understand and organize some key aspects to take a huge step towards the desired result.

By successfully collaborating, educators can positively influence a student's outlook on life as well as help the child develop their talents.

Educators need to improve themselves in order to be able to give their students a broad view of life.

ONLINE MEETING IN LATVIA



Music – listen to the sound of the Earth Students on-line meeting in Latvia

Following modern technologies we become busier and busier, we do not have time to hear, to see and to discern. Therefore, we wanted to pay attention to that – our new generation must be thought to be closer to nature. But life itself tends to make adjustments. With Covid - 19, our planned mobility took place remotely.

Although we had planned to be closer to nature, to

learn to move away from modern technologies, we needed them vitally this time.

Pupils and educators learned in depth the benefits of modern technology for remote online work.

Pupils learned to create mandalas, which will be combined into a common book, which will be both digital and printed.



ONLINE MEETING IN LATVIA

Designing and colouring mandalas can help you focus your attention. That's why they're a great exercise for calming down when you're stressed and waking up your mind. Here are some benefits of mandalas:

- They help with balance.
- They bring peace and tranquillity.
- Looking at them will give you a feeling of calmness.
- They help with concentration.
- They make it easier to be mindful.
- Another thing they do is push aside thoughts and let your creativity flow.
- The way all the shapes and designs are laid out brings a feeling of balance.

Mandalas are designed to help you become free from your worries. This is because they make it easier to focus on the present moment. It's also why they're such a powerful relaxation tool.

Mandalas are also a kind of meditation that can help you focus your attention. They bring harmony, because energies flow through all their shapes and

colours. These energies can transform negative things into positive ones, and bring balance to your life.

You should also remember that mandalas go from the centre and outwards. This is what will help you connect with yourself, free yourself, rebuild yourself, and create a relationship with yourself. All this happens thanks to the different colours and shapes you choose for the mandala.



ONLINE MEETING IN LATVIA

To be able to purify our minds and to be able to concentrate, we must also be addicted to what we hear around us on a daily basis. Often noise or loud music interferes with concentration. Students recorded the sounds around them, the sounds they hear around them on a daily basis.

We need to understand how sound affects our health and how we can turn unwanted sound into meditative music.

The students watched the educational video as sound arose, and later made a sound-guiding model to understand the basics of physics.

A meditative recording was created with the sounds that students hear around them on a daily basis,



which helps to concentrate and calms the mind.

In the practical workshop, everyone had the opportunity to make a musical instrument, from materials that are available to everyone at home. It is not always necessary to have large resources to create things. Sometimes it only takes imagination to create musical instruments from the things around you. Different types of tools were created. Children need to develop creative thinking so that they can cope better with the various problem situations they face on a daily basis.

How sound affects us?

Physiologically

The first is physiologically. Sound affects our bodies. Your body is 70% water. Sound travels well in water, so we're very good conductors of sound. It's not surprising that sound has a powerful effect on us. Hearing is your primary warning sense, just like every animal on the planet.

The second way sound affects us is psychologically. It changes our emotions and our moods. Music will do that, of course. I'm sure you can think of a song that

ONLINE MEETING IN LATVIA

will make you happy. So music changes our mood. However, it's not the only sound that does that. There are plenty of sounds in nature that do. Bird song for example makes us feel relaxed and reassured, because we've learned over hundreds of thousands of years again that when the birds are singing we're normally pretty safe. Sound can affect our emotional state quite deeply.

Cognitively

Thirdly sound affects us cognitively. How well you work is very dependent on the sound around you. Your kids may tell you that they do their homework much better with loud music playing. It's not true unfortunately. The loud music is probably taking up critical audio bandwidth and they're not able to hear that internal voice so well. They may do their homework for longer so you may get a better result, but they're not doing more work per minute. The most distracting sound of all is the human voice. If somebody's speaking next to you, it's very difficult to block out that sound. We have no earplugs and distracting human conversation hugely impedes your productivity.

Behaviourally

The final way sound affects us is behaviourally. We will tend to move away from unpleasant sound if we can and even gravitate towards pleasant sounds. Sound can cause stress us and make us behave negatively. It makes us less sociable, less helpful and less approachable if we're in a noisy setting.

So sound changes us in four powerful ways and those four ways are running all the time. It's important to know this because if you start to listen consciously to the sound around you, you could start to design your environment so that those effects are not working against you.

To be able to gather your thoughts and emotions, you need to be able to concentrate. Meditation is one of the ways to work with your mind and body together. Both teachers and students had the opportunity to learn the basics of meditation thanks to the project coordinator Joanna Charczun. The project's short-term student exchange program took place in a way that was unusual for everyone. However, thanks to the support of the teachers and the dedication of the students, all the planned work was completed. It

MEETING IN PORTUGAL



Almada is a Portuguese city that belongs both to Setúbal district and to the Metropolitan Area of Lisbon. It's the sixth most populated city in Portugal, with about 95 000 inhabitants. Almada is the main city of a 70,21 square km area and 174 030 inhabitants, divided in five parishes. The name Almada comes from the Arab Al-Madan and history says that a goldmine existed in the cliffs facing Lisbon. Almada started as a residential town for people working in Lisbon, just across the river Tagus. When in 1961 Lisnave, a shiprepair yard was built in Margueira, many families mainly from the south of Portugal, came to

live here and established their professional lives in this place. The men worked at Lisnave and their wives worked as seamstresses, at the local shops, or stayed at home. Then came the revolution in 1974 and later Lisnave closed for good in 2000, leaving many families unemployed. The economic crisis kept the city from evolving and it wasn't until 2006 that we saw our city getting prettier and a nicer place to live.

Emidio Navarro Secondary School is one of the first secondary studies in high school, growth accompanied by a staggering demographic evolution in the fifties, sixty and seventy.

In 1971 an Emidio Navarro Industrial and Commercial School is a new development, giving way to a commercial vocation school, Anselmo de Andrade Commercial Technical School.

As curricular areas offered by this school until the late 1970s, they were limited to courses related to electricity / electrotechnics (which has always been the dominant group) and mechanics / mechanotechnics.

However, due to the restructuring of secondary education, which began in 1975/76, with the unification of general courses, new areas were started in day-

MEETING IN PORTUGAL



time vocational education: Chemistry, Sports, Construction(building), Introduction to Fine Arts, Design and Architecture. Night teaching maintained a limitation to both traditional areas.

In the 2013/2014 school year, it (we)became the headquarters of the Group of Schools of Emídio Navarro. It is part of this group, in addition to the headquarters of the school as Basic Schools 2/3 of D. António da Costa, EB1/JI Cataventos da Paz, EB1 of Cova da Piedade (School of Caranguejais) and EB3 of Almada and EB1 / JI of Cova da Piedade

In this school year, at Emídio Navarro Secondary

School there is 3rd Cycle of Basic Education on a regular basis and some Youth Education and Training and Professional Courses. In Secondary Education there are Scientific-Humanistic, Economics, Art and Professional

It is intended that Emidio Navarro School Grouping is recognized as a reference educational organization for the excellence of education and training offered by the development of innovative educational practices for quality in the education of responsible citizens and entrepreneurs with repercussions on the development of the municipality of Almada.



MEETING IN PORTUGAL



These are the school values: Requirement, Quality, Cooperation, Responsibility, Participation, Sharing, Satisfaction, Equity, Inclusion, Citizenship, Recognition of Merit.

During the meeting in Portugal in September 2019 we held some workshops that were connected with Project ideas and its theme: Harmony with nature:

T-shirt Workshop – Decorating a t-shirt using plants and roots such as purple carrots, curcuma root and leaves. The t-shirts are pre-soaked and after being

decorated, they are rolled around a twig, tied tightly with some string and put in a pan to be steam cooked with boiling water for 1 and a half hours. Then they must be left to dry naturally and finally washed with mild soap and warm water. These t-shirts cannot be washed in the machine but they can be ironed with an iron at high temperature.

Handmade Soap Workshop – making soaps using natural products. Participants are given some glycerin to melt and then they are asked to choose a natural fragrance to add to the liquid glycerin. We used natural recipients too, the outside of an orange and some shells to decorate the soap.

Pins & Magnets Workshop – Participants were given two round papers, where we asked to draw or make a message on each. The designs were later used on a handheld machine to create a pin and / or a magnet. This was a way for students to create a souvenir of their week or a gift to another participant of their choice. With this activity we wanted to show that we can create personal, personalized, original and even economical objects without much effort or excess materials.

MEETING IN PORTUGAL



With these activities, we meant to reduce environmental impact, learn different leisure activities and find new ways of spending free time with a creative and original approach, free from the pressure technology and social media, impose on us. These workshops are new looks into older handicraft techniques, whose importance rose as it became obvious that nature's gifts are underrated and in some cases, even forgotten. The eco-printing workshop was given by a retired lady, who dedicates her life after retirement to discover and disseminate this activity after having learned which plants and which roots to use,

besides the technique itself. The soap workshop was given by a Chemistry teacher from a nearby Secondary School and her students, who created a project that includes using natural resources to understand chemical processes and thus creating useful and sustainable products. The pin and magnet workshop, those being mementos people usually buy when they travel to a different place, consisted of a simple technique that allowed each individual to set his imagination free and so create a gift to remember or be remembered.

We believe that people adhere to this type of activities, not only because they allow everyone to get away from everyday routine, but also because being able to create something from start to finish always raises people's curiosity and pride of the finished product, particularly if they can use it for themselves afterwards.

The experience of using non-formal methods can help to reduce burnout effect and to be open to new challenges or experiences in their daily lives. The students could learn the importance of a healthy life, being active, living in harmony with nature, with other people, and to share and learn cultural values.

COURSE IN PORTUGAL

"MOTIVATION PLUS, STRESS MINUS"

DAY 1

An amazing Alternative education institution - Quinta do Conde.

Participants of the project had an opportunity to visit the school, to get to know the main objectives of school. The headmaster showed us the layouts of the classrooms, the education tools with what they work. Also each corridor and hall is made with idea to create a creative environment for students. The school is



one of few school's with their own autonomous teaching content.

Students do not work in regular lessons, they have group and project works with teachers, their tutors and also parents are involved learning processes. It is a public school where learn also students with mental and physical disabilities, all are included in regular grades. It was wonderful experience to see the school where teaching - learning process is completely different from most of educational institutions. Participants were introduced to the content of the course and theoretical concepts. All get to know the main lines of the of Portugese education system, the situation in country.

The lecturer briefly outlined the main historical facts about Portugal.

In workshop 'How can we motivate our students without own motivation' participants had to discuss about different types of teachers and how important is to have a good pedagogical concept at school. Red monkey story ade is think about our schools' stuff, how different we are and how important is to be creative to work with children.

COURSE IN PORTUGAL



Later on we had an introduction to Waldorf pedagogy with short film watching 'The butterfly Circus'.

The short film explained what is the main essence of Waldorf pedagogy, also about its establishment and founders. The main is social justice in education and the main methods are storytelling and experiments. Participants had an amazing opportunity to participate in Waldorf dolls making workshop, where each participant made their own Waldorf doll.

DAY 2

On Tuesday, We learned some techniques to reduce stress presented by Catarina Cardoso. She is a mental coach. She mentioned about burnout exhaustion syndrome. Catarina Cardoso made a presentation about the balance life and teaching. Thanks to this presentation, we realized that Mindfulness, NLP and Balance Live Teaching are the best helpers during our teaching processes. We were aware of two factors based on the causes of exhaustion. They are both external factors such as increased work and internal factors such as anxiety. These techniques and some tools help us as teachers who are candidates for exhaustion reduce stress in our classes. As teach-

COURSE IN PORTUGAL



ers , we will be able to cope with stress and exhaustion.

We filled a chart by making an evaluation from one to ten . It's about how to complete the wheel.We thought about how success would feel in each area and ranked each category by how satisfied you currently feel with this area.(10 being the most satisfied.) It gave us an opportunity to set goals and intentions and take some precautions over our lack of our life skills .

NLP (Neuro Linguistic Programming) showed us what we don 't see or what's under the surface about a child's behaviour. As an example , Daniel as a student and Saliha as a teacher played a part of drama about being aware of unknown feelings. Daniel had some types of behaviours and we tried to find the reasons of these behaviours . We suggested some alternative solutions related to these behaviours. We realized that a student 's behaviour is not always it seems.

DAY 3

The day started with amazing moods, sunlight and a will to stay out of the stress. The international group of teachers welcomed this day with breakfast time where we shared previous experience and the ideas to share about motivating ourselves to begin and wake up with some joy and openness for the challenges that life gives every minute.

Lisbon was our next destination where we couldn't relax and breathe in the chilling breeze of the Tagus River. The time to stop thinking about problems, rather be present and show this among others was a great method to implement in the classroom environ-

COURSE IN PORTUGAL



ment. Taking advantage of historical sites of that town, travelling in the past, reading it from the buildings and trying to feel the spirit of the place might be used in many projects with students to connect many senses, skills of learning.

The group of educators had a chance to have fun, represent positive attitude to each other, sing or simply find pleasure in active being at the moment. The

time to make friendship, stay out, play, share melas, discover the cultural site made the group of teachers closer.

Next we were playing together on the beach surrounded by The Atlantic Ocean, hills, dunes that all created another chance that is staying out in nature, enjoy life, find new circumstances and simple games or activities that every person found as amazing and very energetic.

The last experience we had was listening to Fado, traditional, melancholic Portuguese music. We



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stopped and travelled with the singers, following their emotions. This might be also a key to work with our students, but discover own sites, and sensitivity.

The day ended with great memories, reducing stress, tension or problems that all we have, doesn't matter if we are teachers or students. The good method we worked out together was: enjoying life while staying in nature, finding a new way of discovering every single day with a positive attitude also while staying in historical, busy cities as full of pleasure and open minded.

We are able to reduce or produce stress. The choice is ours.



DAY 4

We started the day with some warming up games, which consisted on mimic another person's emotions, that they had displayed on their head. Afterward we took a tour guide to the local municipality.

We ended the day with relaxing yoga lesson, which gave us a moment of peace and self reflection.

DAY 5

On 13 th of March it was such a nice day for all the group. We started the day with warming up activities. Then we had a walk in territory Arrábida. The Natural

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Park has incomparable natural beauty, where the blue of the sea alternates with the white tones of the chalk cliffs and the depths of the green vegetation that covers the mountain range.

One of the main attractions of the Park is the wealth of its indigenous vegetation. One of the rare examples of Mediterranean maquis in Portugal can be found here, and its preservation was one of the reasons which led the Arrábida zone to be considered as a genuine international scientific relic.

Stunning views over the mountains and the sea made



us so relaxed. We were so impressed by the beauty of Portugal. In the afternoon we visited a Cheese Factory that gave us a chance to taste different traditional cheese from that area.

We completed the day by the presentations of the week.



MEETING IN ITALY



Welcome to Naples

Naples, Napoli in Italian, is the third-largest city in Italy, located in the Campania region in the southern part of the country. The name of Naples comes from the Greek Neapolis, meaning new city.

Its close proximity to many interesting sites, such as Pompeii and the Bay of Naples, makes it a good base for exploring the area. Naples is a vibrant and chaotic city, full of wonderful historical and artistic treasures and narrow, winding streets with small shops.

I.T.T. Giordani-Striano, Napoli

Our curricula are focused on the acquisition of some specific skills in: Computer Science - Chemistry - Electronics - Mechanics

According to the latest European legislation, our school has defined an innovative professional profile focused on new technologies in order to realize "applications over IP".

In particular, the objective is to get students as close as possible to the new working contexts by using/developing the most modern network applications related to the Internet.



MEETING IN ITALY



Slow Food activities

The mobility in Italy is devoted to food, specifically to the principles of Slow Food, the international organization that aims to promote healthy food and wants to lead participants to have the right approach to nutrition. Indeed the objective here is to guide participants to realise that meals must be a pleasure on one hand, but on the other hand, we should be aware that we are either committed to the defense of biodiversity or to fight against spread of fast food, junk food and the hectic habits which involve food too in our modern life.

The Pizza, one of Italy's most famous food well known all over the world, originated in Naples and it plays a very important role in the healthy mediterranean diet. It is important to say that there are even rules about what types of flour, tomatoes, cheese and olive oil have to be used to make an authentic Neapolitan pizza. Be sure to seek out a restaurant with an authentic wood-burning oven – if you've never tried pizza cooked this way before, you're in for a life-changing experience!

MEETING IN ITALY



However the Pizza isn't the only Italian dish that originated in Naples. Eggplant parmesan also represents another neapolitan speciality that was first served here; but the region is often associated with the traditional spaghetti and tomato sauce, too. Moreover since Naples is a port city, excellent seafood dishes are easy to find.

In addition Naples is also known both for its wines, and for its rich, delicious desserts, such as zeppole, a doughnut-like pastry served on St. Joseph's Day and at Easter. On the other hand Naples is also associated with the lemon liqueur called limoncello.

So one of the main objectives of the meeting is to increase the awareness in young people on the importance of healthy eating for the creation of the well-being of people and the environment.

Therefore, the activities will begin with groups of students, coming from the different countries, who present their own ppt, videos, in order to make the other partners learn about their typical dishes and "tastes".

Then, a professional nutritionist will give a short lesson on the correct and balanced diet, with particular regard to the Mediterranean diet, which, for its variety, has been considered for years, one of the best diets in the world and which has now been taken as a lifestyle. So after this first introductory workshop participants have learnt that meals must be seen as a moment of relaxation, where friends and family are a constant presence, without forgetting physical activity which must be done regularly.

During the presentations of all countries' specialities large space will be given to the vast culinary heritage of Campania, rich in delicacies unique in the world, not only food, but also drinks such as limoncello and various fine wines.

MEETING IN ITALY



To reduce stress...

All activities will be related to the theme of the project (slowing down one's life and reducing stress in order to achieve balance):

- acquiring information on healthy food;
- becoming aware of the importance of healthy meals;
- familiarizing with the positive relationships between family and friends, their natural need to meet to eat together typical of the Italian lifestyle;

– sharing meals with the aim of fostering the trend towards collaboration and promoting team harmony, since anthropological studies have shown that eating together is a way to get to know others better and strengthen relationships between members of a group.

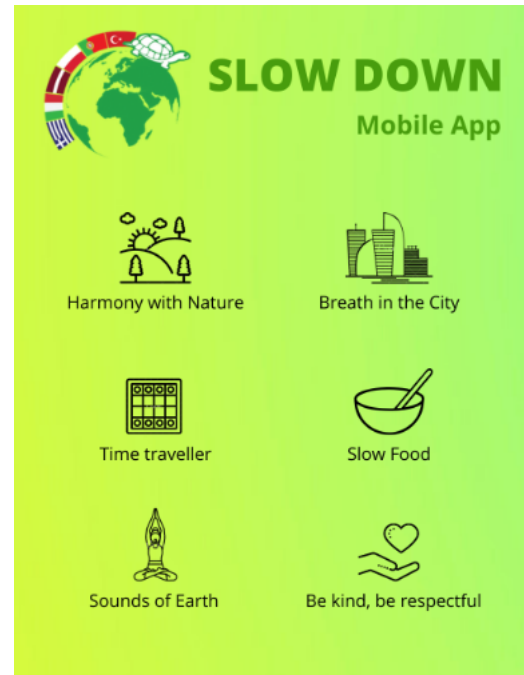


SLOWING DOWN IDEAS

Six partners' school have made up the list of ideas, pieces of advice to slow down in life that might be useful for all school and local societies. Polish school participated in another Apps for Good project in 2019-2020 and one of school teams won first prize in Poland using ideas of Slow Down and designed, programmed the prototype of mobile application. In this chapter we present collaborative work of them all. Below we show also links to the prototype and awarded team poster.

Prototype of Slow Down Application:

<https://appshed.com/appbuilder/preview/1525842>



An app develop by Oskar Frączkiewicz, Witek Pawłowski, Franek Melewski, Patryk Bukowiński from ZSP in Siemianice for Apps for Good



SLOWING DOWN IDEAS

Turkey Slow Down, Enjoy Life



- Be Good, Be Kind, Be Respectful, Be creative
- Be good: Accept and love yourself before you put positive energy into the universe.
- Be Kind: Help others. Remember how other people's kindness "makes your day" and do the same.
- Be respectful: Listen when someone is talking, don't interrupt. Make eye contact.
- Be creative: Use own imagination to feel the culture and heritage in traditional arts. One can be for you...
- Be healthy: Get regular exercise and eat healthy.
- Be nice: Say please and thank you.
- Be honest: Make your actions match your words. No one likes lies.
- Be modest: Accept compliments without an ego. Recognize that everyone has strengths and weaknesses, but don't let those qualities define you or anyone else.
- Be happy: Do what makes you happy. You can start to find a new hobby.
- Be wise: Think before you speak.
- Be friendly: Use people's names when you talk to them. Don't be shy. Say hello to people you haven't talked to in a while. Smile more.
- Be thankful: Change your perspective. If you struggle to come up with something to feel grateful for, put yourself in the shoes of someone who is experiencing misfortunes greater than your own.
- Be positive: Say I can instead of I can't.
- Be active: Wake up early, go for walks and take the stairs.
- Be bright: Look at the bright side. Find the

SLOWING DOWN IDEAS

good in almost any situation. Try to say, “And the good news is...,”

- Be curious: Traveling is a great way to build curiosity. When you go somewhere new, you will naturally want to learn about your new environment. Follow your interests...
- Be cool: Don't be needy. Remember, people who are cool are not needy or desperate. Instead, try to solve problems yourself whenever you can. If you are not needy, people will want to help you or will ask for your help.
- Be successful: Get organized, take notes, ask questions.
- Be calm: Slow down and try counting to ten, or taking 3-5 deep breaths before you reply in a heated conversation or situation.
- Be yourself: Remember to be yourself always and never someone who you're not. Don't try to be like somebody else; just be yourself and do good things as simply as you can.

Greece

“Slowing down” in a city



- Slow down in your life. Don't let time stress you and enjoy each moment. Allow yourself to take breaks. You have to accept that it's OK to want to slow down in such a rush area, to find a quiet park and lie there by yourself. Don't feel guilty to walk slower while other people are running. Everything is alright! Just let yourself know that.
- Enjoy the good things life puts in front of your eyes (nature, people, good deeds). Walk and perceive what surrounds you. Collect memories by taking pictures and writing down notes.
- “Open” and train all your senses to feel life: touch, sight, hearing, smell, taste.
- Focus on people. Too often we spend time with friends and family and we're not really there. Take your time over talking with them and espe-

SLOWING DOWN IDEAS

cially with the older generation. You cannot imagine how much knowledge older people can pass on you, from history and customs to wisdom of life.

- Focus on people; be open towards them and other cultures. Talk to them and learn from them. You will see that, beyond other things, your English will be improved, too.
 - Explore your city on your own, just by walking. You will find out that, at the same time, you are learning its history.
 - Hang out with your friends and make new ones. Company soothes stress and sweeps negative feelings away. Learn how to communicate, be socialized, patient and tolerant.
 - Do activities that make you feel relaxed and try to have fun. Do sports, dance and sing each time you are given the opportunity. They are the best cures for stress.
 - Try to do more outdoor activities. Take deep breaths and make positive thoughts. Try always to see the glass half-full.
- Appreciate nature and enjoy it. Spend time within it and learn from nature by observing it closely. Collect “things” that you can use in everyday life, such as herbs for your food or items for handicrafts.
 - Advance your creativity through Workshops. You can learn about art, science, history and even more by taking part in them.
 - Sit down for a smoothie, a tea or whatever you like and watch as people hit fast forward while you are sitting right in the live moment. Sip your drink slowly, put your phone away and let your mind wander with nowhere to be. It’s important to let yourself know that you can still live this fast-paced lifestyle whenever you please, but for this moment you are going to let yourself live slower.
 - Breathe in and out. When you find yourself speeding up and stressing out, pause and take a deep breath. According to many researches, deep breaths are the best stress reliever. Obviously, this will lead to oxygenation of the brain, which in turn will “relax” the nervous system.

SLOWING DOWN IDEAS

- Do activities that make you feel relaxed. Focus on one thing at a time. When you feel the urge to switch to other tasks, pause and pull yourself back.
- Look for a place in the city; your own quiet spot. It doesn't matter what city you live in, you can find a spot where you are able to sit and breathe with no one there to bother you. Walk around and find this place, then visit this spot regularly. Read a book, a magazine, whatever you want. Just make sure you find your spot; it will come in handy at the right time.
- Walk/ride/drive slower. Speedy walking/riding/driving is a pretty common habit in our fast-paced world, but it's also responsible for a lot of traffic accidents, stress and wasted fuel.
- Leave your phone aside. Disconnect. Don't be all the time connected. It's hard to slow down when you're always checking new messages coming in. Do something different and pleasant at least once a week and try different ways to express yourself, for example writing a poem, painting a landscape, doing a flash mob, etc.
- Do less: Focus on what's really important, what really needs to be done. Don't feel guilty about your choices.
- Close your eyes and listen to good music, and forget anything that might be bothering you. Make positive thoughts through your imagination at least for 15 minutes per day.
- Don't walk while you are eating. Take your time to sit and eat slower instead of stuffing your throat as quickly as possible – something that is totally stressful and leads to overeating and a lack of pleasure. If the weather is good, you can find a great bench to eat outside, while breathing fresh air.

SLOWING DOWN IDEAS

Poland Time traveller



- Find time for a board game with family or friends
- Ask older generation about their ways for relaxation in the childhood
- Read a poem
- Studying your family's genealogy is slow going, but the rewards are timeless
- Travel across a country by rail
- Play a game with a toddler
- Watch cartoons on Saturday mornings
- Watch classic movies that move at a slower pace
- Try karaoke with family/friends.
- Play the instrument or try to mime it (the drums using the pots etc)
- Draw a chalk picture/game on the pavement and try to have fun of it
- Make up some simple rules to a new game (maybe only for physical movement)
- Turn off all lights and listen to the sound all around you.
- Make a list of the worst song that you know, share it with somebody.
- Try to find some time to call/visit the person that you lost contact much time ago.
- Play cross and noughts using pebbles and markers.
- Enjoy shooting the pebbles to the water using different tricks.
- Go to the place where you can make a sculpture /piece of art using imagination and pieces of nature without destroying it.
- Make a fancy party being dressed up in old newspapers/magazine clothes.

SLOWING DOWN IDEAS

- Invite some friends/family for a boring games night.
- Have a sleep over without using electronic devices.
- Create a simple shadow theatre using your fingers and a lamp. Make up a story for it.
- Try to spend 1 hour per week having time for your family games.
- Play Hide and Seek with your friends, family.
- Spend a nice day reading a book.

Latvia

Music, listen to the sound of the Earth



- Every educator must be in harmony with himself in order to be able to form a successful emotional connection with students;
- In communication with others, it is necessary to decide what the purpose of communication is to build successful cooperation;
- The diversity of pedagogical methods interests' students to go into the work process more;
- The tour is a good teaching method to help students better understand the course of historical events;
- Practical classes in which students develop fine motor skills help to develop the student's mind and verbal expression;

SLOWING DOWN IDEAS

- Handicrafts help to relax and soothe;
- The new competence approach to teaching in Latvia tends to reduce the stress on both teachers and students caused by excessive workload;
- Effective lesson - a carefully planned lesson with a clearly visible result for both the teacher and the student;
- Well-developed traditions and cohesion activities help to build a healthy relationship between school and parents;
- The holiday should also be celebrated on a daily basis - praise gives satisfaction to both teachers and children and helps to achieve the result;
- Youth centres help children to develop and develop skills to become more independent;
- Traditions are an integral part of every nation and must be nurtured so that they can be passed on to future generations;
- Diversification of methods in daily work, does not allow the teacher to live in a routine;
- Today's youth require a different approach to education, therefore educators must constantly improve their professional knowledge;
- Professional growth is like building a house, for a building to be stable, solid foundations must be built;
- Each student needs an individual approach to work with him;
- In order to be able to communicate more easily on painful issues, it is necessary to use non-traditional approaches - as emotion cards;
- Life must be celebrated - see the details of joy, celebrate small achievements;
- Each of us is unique, each student is talented - able to see each other's talent;
- By smiling and being positive, you will help others to become such;

SLOWING DOWN IDEAS

Portugal Harmony with nature



- Turn off your electronic gadgets.
- Look at the sea and listen to its sounds.
- Listen to the birds singing.
- Breathe the fresh air.
- Take inspiration from nature.
- Get to know more about nature.
- Do a trail immersed in nature.
- Enjoy the sense of freedom.
- Have fun in nature.
- Do sport.
- Feel the nature's textures.
- Acknowledge natural resources.
- Feel the fragrances of nature.
- Enjoy outdoor living.
- Develop your emotional intelligence.
- Find your spiritual balance.
- Smile at nature.
- Read and analyse the signs given by nature.
- Guide yourself by the sunlight.
- Learn about the local fauna.
- Learn about the flora.
- Be in communion with the flora.
- Be in communion with the fauna.
- Bring nature into your daily life.
- Value the simple things in life.

SLOWING DOWN IDEAS

Italy Slow Food



- Food makes you familiar with the positive relationships between family and friends
- Meeting to eat together is typical of the Italian lifestyle
- Share meals with the aim of fostering the trend towards collaboration
- Promote team harmony
- Eating together is a way to get to know others better
- Relations between the members of a group
- Promotes conviviality
- Healthy eating prolongs life
- Eating well makes you happier
- Good food gives us a moment of relaxation
- Eating slowly makes food more digestible
- Acquire information on healthy eating
- Become aware of the importance of healthy eating
- Cooking is a moment of love
- Preparing a beautiful table makes the house more beautiful
- The cultivation and harvesting of vegetables promotes movement
- Having your own garden promotes relaxation
- Kneading is an exercise for the arms and the mind
- Homemade bread gives the heart a lot of warmth
- Eating colourful vegetables makes you happy

SURVEYS

In the project years 2018 – 2020 we have conducted three online, anonymous surveys both for students and their parents. In all of them took part about similar directly involved group from 6 partners schools: 40 parents and 20 students. First survey was at the beginning of the project in October 2018, then in June 2018 and the final one in May 2020. We measured the satisfaction of education and private life within those years but also the results of Slowing Down methods that we have learnt together. In this chapter we present the effect of our research and the opinion, suggestions of the school societies involved in the project works.

FIRST SURVEY RESULTS FOR PARENTS

October, 2018

1st question: Portugal (87,2%), Italy (85,7%) and Poland (81,1%) mark the highest percentages by gathering the average percentage of 84,67. Latvia and Greece, on nearly equal in number responses, present resembling percentages on “knowing how to help their children to deal with stress at school” on an average of 76,45%, while the Turkish parents' percentage goes up to 64,3.

2nd question: The Italian parents (100%) and the Portuguese ones (84,6%) give the highest percentages on “knowing methods or ways that help their children to reduce negative stress” on an average of 92,3%, whereas Turkey and Latvia gather an average percentage of 68,35.

3rd question: Italy is the first on “the healthy way of living” with the perfect percentage of 100, while Turkey follows closely with 97,6%, by gathering both an average percentage of 99,8. Latvian, Polish and Greek parents present resembling percentages on an average of 83,5%, while the Portuguese parents' percentage goes up to 69,2.

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4th question: The Italian (100%), Polish (91,9%) and Turkish (90,5%) parents believe that “their children regularly relax” by showing forth very high percentages on an average of 94,13%. The Portuguese, Greek and Latvian parents fall short by holding the 80,77% on an average.

5th question: The Greek, Turkish and Polish parents seem “to control” more their children's time spent “in the virtual world”, by presenting resembling percentages on an average of 83,27%, in opposition to the Italian, Portuguese and Latvian ones, who claim that they trust more their children on an average of 50%.

6th question: The great majority of parents, irrespective of their nationality, long for “involving active ways of spending time into their life much more” on an average of 90,02, with Portugal at the top (100%) and Latvia at the bottom (74,4%).

7th question: In favour of “decelerating” the rhythms “in requiring knowledge through education”, the Polish parents overbid up 97,3%. The Greek (76,2%), Turkish (64,3%) and Latvian (51,2%) ones, through differential but closer one to the

other's percentages, uphold that teaching-learning process should slow down its pace on an average percentage of 63,9. Contrary to the above, the average percentage of 69,05 of the Italian and Portuguese parents desires earnestly education continue to keep up with its present pace.

In conclusion, the 58,48% of them need “education to slow down”, whereas the 41,52 wish this not to be done.

8th question: On the question “What is worth or needed for you?”, the parents' thoughts are outlined as follows:

The Latvian parents' common denominator is their children's well-being, the pursuit of which holds the first place in the value scale. However, most of them, due to the great many problems in their everyday life, cannot manage to give their attention towards their children to a high degree. Some of them admit that they cannot handle time-sharing for their own benefit, by saying “If children have satisfied parents, they themselves will be happier”.

The Polish, Latvian and Greek parents agree that they should have been more organized in time distri-

SURVEYS

bution. From all participating countries, parents suggest as restraining factors against negative stress the avoidance of the mobile devices and the Internet (Social Media) use and the more intensive occupation with their families through various activities, which make man better, gentler and happier as they gift him/her with spiritual and corporal health. Some of the suggested activities are reading books, listening to music, going to cultural events, having lunch/dinner altogether as a family, meeting relatives and friends, doing outdoor activities or sports, performed especially in nature.

The Polish, Greek, Portuguese and Italian parents are clearly in favour of reducing the work-time for both themselves and their children, correspondingly in each one's field.

On a philosophical basis, the Portuguese parents declare that all parents should delight in the query "if the intention beyond the goal of acquiring knowledge" through education "is to get a better job with a more satisfying salary". They strongly believe that if parents break this connecting ring of the chain, they will realize that knowledge and learning, which help man in leading a healthy and well-balanced life, have

nothing to do with budget.

9th question: On the question, if "slowing down is essential for your family", all parents give a positive answer. Their notions converge on the necessity of cutting the work hours down for both parents and students and the increase of communication among the members of the family, as it helps family ties to become stronger. They consider as their primary aims to filter the needs that should come first, limit the virtual world/Social Media use and make greater the family interaction through dialogue and mutual help with the housework.

The great majority thinks that the institution of family helps everyone to have better spiritual and corporal health and get to know himself/herself better through various activities, such as dining out or at home together, spending more quality time with relatives and friends, relaxing over a drink under the candle lights, creating common experiences and memories, reading books, listening to music, playing an instrument or board games, watching films or TV series together, going to cultural events, doing sports or outdoor activities in nature, travelling together to get familiar with other ways of thinking, other cultures

SURVEYS

and traditions, sharing common hobbies, taking part in community charities and volunteering. On the last two mentioned activities, the Polish parents point out “the need for raising man's awareness of co-existence and inter-dependence between the Earth and the man”.

On a deeper approach of the matter, part of the Polish parents brings into notice that nowadays' “life race shows the lack of respect towards the fellow-men, as everyone is boosting it. Parents, because their child must be the best; teachers, because they must be promoted in rank; parents and teachers, because they aim to the awards at the end of the school year, without caring about the second..., or the weaker or the oppressed student”. These thoughts lead the specific Polish parents to the conclusion that “stress, associated with the increasing pace of life, should not become an inseparable element of children's lives”. They strongly believe that all parents should stick to the old saying 'A sound mind in a sound mind', as “the increasing amount of depression and suicides among children and adolescents is a sufficient signal”.

Some other Polish parents put the blame for

nowadays' life race on the parents themselves, as they load their children with excessive mass of extra-curricular activities, because they yearn for the fulfillment of their own unrealized desires or dreams through their children.

SURVEYS

FIRST SURVEY RESULTS FOR STUDENTS

October, 2018

1st question: The Greek and the Turkish students, on nearly equal in number responses on “how to deal with the stress at school”, show that 64,4% of them know how to handle it. Italy (100%) and Latvia (89,6%) show forth very high percentages of knowledge (94,8% on average), in opposition to Poland and Portugal, where students give correspondingly only 50% and 27,3%.

2nd question: The Latvian, Turkish and Greek students present resembling percentages on “the ideas that would allow them to reduce stress” on an average of 67,43%. At the peak, we meet Italy once again with the percentage of 85,7, in opposition to the much lower percentages of Poland and Portugal on an average of 35,35%.

3rd question: Italy is the first on “the healthy way of living” with the perfect percentage of 100, while Latvia (91,7%) and Greece (86,1%) follow on the average of 88,9%. The rest of the participating countries, that is Turkey (64,9%), Portugal (60,6%) and Poland (50%) gather the average 58,5%.

4th question: On the question “if students relax regularly...” Italy, Latvia and Greece share the average percentage of 80,4, while Portugal, Turkey and Poland fall short, holding the 60,83% on an average.

5th question: Greek parents (80,6%) and Portuguese ones (78,8%) seem to “control the time” their children “spend in the virtual world” more than the Turkish and Latvian ones, who gather an average of 56,85%. 'Chiefs of the rear guard' or parents who put their children's interests into their own hands are the Polish and the Italian parents on an average of 29,95%.

6th question: The Greek, Latvian, Polish, Turkish and Portuguese students more or less “would like to involve active ways of spending time into their life much more” on an average of 85,5%, while Italian students' percentage goes up to 57,1%.

7th question: In favour of “slowing down” the rhythms “in requiring knowledge through education”, the Polish students keep in hand the reins with 100%, whereas the Greek ones follow with 75%. Turkish, Portuguese and Latvian students seem to be more moderate on an average of 57.87%. Italian stu-

SURVEYS

dents content themselves with the percentage of 42,9.

8th question: Common axis of all the participating in the project students' responses, on the question "What is worth or needed for you?", is definitely the need for them to share more time with their families and friends.

The common resultant among the Polish, Greek and Portuguese students lies in the reduction of school work at home, whereas the Polish and the Greek ones long for longer breaks, more group work at classes and less teacher-centered way of teaching, as it holds them back from learning.

Moreover, the Polish students desire eagerly the diminution of tests or exams at school or their better preparation from teachers' part in case the tests or exams will not be cut down.

Greek students meet with the Portuguese ones at the need of having longer holidays, more sleep, more free time to give their attention to their hobbies and friends, more music and fun at school.

Additionally, the Greek students yearn for more

spare time in order to be well acquainted with their city or country.

The Latvian students brought to light their need for keeping away from the modern ways of communication (mobile devices, etc.), for being in closer contact with nature. They also believe that through "slowing down" at school and in everyday life they will be able to discover on whom or what their time should be worthily spent.

The Italian students mainly focus on family, friends and sports. They declare that human beings are responsible for how fast the world runs, by adding that "maybe we have this perception of fastness because everything in the past 'walked' slower".

It has to be marked the fact that only (04) out of the (37) responses of the Turkish students are slightly different. The huge majority brings into notice the importance of spending more time with one's family.

9th question: All students, irrespective of their nationality, consider that "slowing down" in everyday life is essential. In their opinion, it is necessary for both students and parents to slow down correspondingly at their fields (school/work), as they desire

SURVEYS

earnestly the vital contact and communication with their family members, relatives, and friends by sharing precious moments through talk, hobbies, sports, trips. They support that activities of this kind give meaning to their lives by relaxing them. "Today's fastness in life gives birth to anger; and anger always leads to negative acts or situations", the Latvian students say.

SECOND SURVEY RESULTS FOR PARENTS

June, 2019

1st question: do you know better how to help your child to deal with the stress at school?"

Poland (81%) and Portugal (76,2%) mark the highest percentages by gathering the average percentage of 78,6. Greece, Latvia and Italy present resembling percentages on "knowing better how to help their children to deal with stress at school" on an average of 60,33%, while the Turkish parents' percentage goes up to 53,8. 'Maybe' gathers the average percentage of 24 from all countries, with Turkey (43,6%) and Greece (39%) holding the highest percentages.

2nd question: have you found some methods/ways that helped your child to reduce the negative stress?"

The Turkish (92,3%), the Polish (90,5%) and the Greek (90,2%) parents give the highest percentages on "having found methods/ways that helped their children to reduce negative stress" on an average of 91%, whereas Italy (70%) and Portugal (66,7%) gather an average percentage of 68,35. Latvia falls short by

SURVEYS

holding the 60% on an average.

3rd question: do you and your family lead a healthier life (e.g. healthy food, family time, sports, hobbies)?"

Poland is the first on "a healthier way of living" with the percentage of 90,5, while Turkey follows closely with 87,2%, by gathering both the average percentage of 88,85. Latvian (80%), Italian (80%), Portuguese (73,8%) and Greek (73,2%) parents present resembling percentages on an average of 76,75.

4th question: does your child relax more regularly (e.g. being more active outside your house by practicing sports, walking, etc.)?"

We meet Latvia at the top with a perfect 100%, whereas Turkish (87,2%), Greek (85,4%) and Polish (81%) parents believe that "their children relax more regularly" by showing forth the high percentage on an average of 84,53. The Italian and Portuguese parents fall short by holding the 69,5% on an average.

5th question: do you control more the time that your child spends in the virtual world (PC games, mobiles, pads, X-box, Play Station, Internet)?"

The Turkish, Portuguese and Polish parents seem to

continue to control more their children's time spent in the virtual world, by presenting resembling percentages on an average of 74,7%, in opposition to the Latvian and Greek ones, who claim that they trust more their children on an average of 58,05%. Italian parents have put their children's interests into their own hands on an average of 30%.

6th question: have you involved more active ways of spending time in your family life?"

The great majority of parents, irrespective of their nationality, have involved more active ways of spending time into their family life on an average of 86,89%, with Latvia at the top (100%) and Portugal at the bottom (70,7%).

7th question: has education 'slowed down' in requiring knowledge?"

In favour of having decelerated the rhythms in requiring knowledge through education, the Turkish (89,7%), Greek (87,8%), Polish (85%), Latvian (80%) and Italian (80%) parents gather the average percentage of 84,5. The Portuguese parents' percentage goes up to 66,7.

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8th question: could you give some of your previous suggestions that you have put into practice for 'slowing down' in your life?"

The majority of the parents, the Latvian ones accepted, declare that they have spent more quality time with their families.

Only the Polish, Turkish, Greek and Portuguese parents have put limits in using their own computers and the various multimedia devices.

More specifically:

-The 76,47% of the Polish parents respond positively. They have started meeting as a family and talking to each other more often, going out and playing games together, doing sports or having long walks or bike trips as a family, leading a healthier life. (No: 25,53%)

-The Latvian parents, on an average percentage of 75, have tried not to rush and managed to reduce stress in their family life. (No: 25%)

-The Turkish parents' responses were all positive. The activities they have put into practice are: cooking, reading books, listening to music, watching a movie, walking on the beach, doing sports or having holi-

days. All these have made them think less and relax more; as a result, they have learnt to deal more easily with stress.

-Some Greek parents have realized through this project that there are funnier ways for their children to get knowledge than being only in the school classrooms. So, they have supported their children in learning alternatives and allowed them to involve in more activities that make them happier and more relaxed. Some others, having organized their time better, have stopped worrying about chasing it and thinking about their work at home. The activities they have put into practice are more or less the same with the previous ones, with the addition of spending more time in nature and learning about it.

-The 77,17% of the Portuguese parents responded positively. They have tried to enjoy life in the open air by practicing sports and activities such as cycling, swimming, walking, going to the beach or onto the mountains. (No: 22,83%)

-The Italian parents have focused on living the moments day by day, by paying attention to small, simple things, without thinking about tomorrow. What is

SURVEYS

important for them is spending time with the people they love, facing work and life with a smile and caring about how to serve and create value.

9th question: do you think that the 'slowing down' aspect has been proved essential for your family? Would you explain why, please?"

For the 92,31% of the Polish parents the 'slowing down' aspect has been proved essential and vital for their family, as their family life is healthier now and their relationships have been improved. (No: 07,69%)

Latvia: The 33,33% of the parents have tried to do things slowly but it hasn't been always proved to work out. Another 33,33% of them believe that there is no need to 'slow down'. The last 33,33% say 'Maybe', as they need to work on it.

Turkey: Yes: 75%, No: 16,67%, Maybe: 08,33%

The 96,78% of the Greek parents point out that it is very important for the family to guarantee a more relaxed and peaceful environment because relationships become healthier, closer and stronger. 'Slowing down' has helped the contact and communication

among their family members to be reinforced and become more solid as all, parents and children, have felt more energetic and happier by sharing more quality time together and making only positive thoughts.

The 66,67% of the Portuguese parents maintain that their children have realized that there is something more outside and not just shopping Malls. (No: 11,11% Maybe: 22,22%)

At the peak of the positive responses we meet the Italian parents, holding the percentage of 100.

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SECOND SURVEY RESULTS FOR STUDENTS

June, 2019

1st question: do you know better how to deal with the stress at school?"

The Polish, Greek, Portuguese and Italian students show that 64,4% of them knew better how to handle the stress at school. Latvia (100%) and Turkey (81%) show forth very high percentages of knowledge (90,5% on average). 'Maybe' gathers the average percentage of 22,74 from all countries, Latvia excepted.

2nd question: have you found some methods/ways that allowed you to reduce stress?"

The Polish, Turkish and Greek students present resembling percentages on "the methods/ways that allowed them to reduce stress" on an average of 90,9%. At the peak, we meet Latvia and Portugal holding the percentage of 100, in opposition to the much lower percentage of Italy (61,5%).

3rd question: do you lead a healthier life (e.g. healthy food, family time, sports, hobbies)?"

Latvia and Portugal are the first on "the healthy way of living" with the perfect percentage of 100, while Poland (95,5%), Greece (87,5%) and Turkey (85,7) follow on the average of 89,56%. Italy falls short, holding the 76,9%.

4th question: do you relax more regularly (e.g. being more active outside your house by practicing sports, walking, etc.)?"

At the peak, we meet Latvia and Portugal once again holding the percentage of 100, while Poland (85,7%), Turkey (90,5%) and Greece (95,8%) share the average percentage of 90,66. Italy fall shorts, holding the 61,5%.

5th question: do your parents control more the time that you spend in the virtual world (PC games, mobiles, pads, X-box, Play Station, Internet)?"

The Turkish parents (81%) and the Portuguese ones (80%) seem having controlled the time their children "spend in the virtual world" more than the Polish (63,6%) and Greek ones (50%), who gather an average of 56,8%. The Latvian (25%) and the Italian students (38,5%), on an average of 31,75%, show that their parents trust them more than the other ones, al-

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though the Latvian parents' percentages do not correspond to those of their children.

6th question: have you involved more active ways of spending time in your family life?"

Latvia comes first with the perfect percentage of 100. The Polish, Latvian, Turkish and Portuguese students more or less have involved more active ways of spending time into their family life on an average of 92%, while Italian (84,6%) and Greek (79,2%) students' average percentage goes up to 81,9%.

7th question: has education 'slowed down' in requiring knowledge?"

In favor of 'having slowed down' the rhythms in requiring knowledge through education, the Polish (95,5%), the Turkish (90,5%), the Portuguese (90%) and the Greek (87%) students gather the average percentage of 90,75. Latvian (50%) and Italian (69,2%) students content themselves with the percentage of 59,6.

8th question: could you give some of your previous suggestions that you have put into practice for 'slowing down' in your life?"

The Polish, Latvian, Turkish, Greek and Portuguese students, the Italian ones excepted, have spent more active time with their families and the people they love, trying together new or older hobbies and interests, when they were in stress. They have spent time on indoor or outdoor activities such as reading, listening to music, drawing, playing board games, dancing, walking, cycling, jogging, taking photos, being more time in nature, doing sports, having family holidays or fun with their old/new friends.

The Polish students and the Turkish ones have tried to lead a healthier life by waking up earlier, having more quality sleep, quitting junk food, being more energetic without getting stressed.

The Turkish and the Greek students have given a try to play less computer and video games and avoid the excessive use of social media.

The Greek students have become more organized and stopped feeling so stressed at school. They state that they paid more attention in class; in this way, they needed less time for studying at home. They also mentioned that their parents have stopped putting much pressure on them about school. Con-

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cluding, they point out the importance of participating in this project, which has led them to a more relaxed and creative way of living that has made school more likable to them than before.

The Italian students claim that they have become more impulsive and positive. By focusing more on people, they have learnt how to serve and create value. They have tried to live with simplicity, to relax and take as much as possible from each amazing place they were visiting. In conclusion, they have started seeing school and life with a smile.

9th question: do you think that the 'slowing down' aspect has been proved essential for your family? Would you explain why, please?"

The great majority (78,71%) of all students, irrespective of their nationality, consider that the "slowing down" aspect in everyday life has been proved essential for their family.

The 75% of the Polish students are less stressed and nervous about school, while the time spent for the family has been increased by all the family members. (Don't know: 08,33%, No: 08,33%, Irrelevant: 08,33%)

Half of the Latvian students have learnt doing things in another way, in order to spend more time with their family. The other 50% declare that the "slowing down" aspect hasn't been really proved essential, as they need time to accept new things due to being shy as a nation.

The Turkish students respond positively on an average percentage of 75, whereas the 25% of them respond negatively, with no further argumentation.

The Greek students, on an average percentage of 94,5, have led a healthier, more productive and creative family life. They uphold that their relationships are better now with more relaxed, beautiful and funny moments. They mention that their parents have become more open and less stressed and this has led them all to get closer, understand and love each other more. (No: 05,5%)

At the peak of the positive responses we meet the Portuguese students, holding the percentage of 100, with no further commentaries.

The 77,78% of the Italian students' state that this interesting experience (the project) has involved their families. (No: 22,22%)

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THIRD SURVEY RESULTS FOR PARENTS

May, 2020

1st question: do you know even better how to help your child to deal with the stress at school?"

Poland (97,4%) and Turkey (95%) mark the highest percentages by gathering the average percentage of 96,2. Latvia (85%), Italy (83,7%) and Portugal (83,3%) present resembling percentages on "knowing even better how to help their children to deal with stress at school" now that this project has been completed, on an average of 84%, while the Greek parents' percentage goes up to 70.

'Maybe' gathers the average percentage of 11,38 from all countries, with Greece (30%), Italy (16,3%) and Portugal (11,9%) holding the highest percentages. The 'No' average percentage is 5,76% for the Latvian, Portuguese and Turkish students.

2nd question: have you found some methods/ways that helped your child even more to reduce the negative stress?"

In this question, the declared percentages per country vary considerably, compared to each other. At the

peak, we meet Poland (97,4%), while Portugal follows with 88,1% (92,75% on an average). The Italian (78,6%) and the Greek (75%) parents give slightly lower rates on "having found methods/ways that helped their children even more to reduce negative stress" on an average of 76,8%, whereas Latvia and Turkey share the same percentage of 65.

"Maybe" gives some notable percentages, that is Turkey 32,5%, Latvia and Greece 25%, Italy 19% (average 25.37%). Poland and Portugal give the lowest ones on the average percentage of 6,05. The 'No' average percentage falls short by holding the 4,32% from Latvia (10%), Italy, Portugal and Turkey.

3rd question: do you and your family lead an even healthier life (e.g. healthy food, family time, sports, hobbies)?"

Poland is the first on "an even healthier way of living" with the percentage of 97,4, while Turkey follows closely with 90%, by gathering both the average percentage of 93,7. Italian (79,1%), Portuguese (76,2%) and Latvian (75%) parents present resembling percentages on an average of 76,76, whereas Greece falls short holding the 57,5%.

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"Maybe" collects an average of 25,02% from all participating countries, Poland excepted, while the average percentage of "No" is only 4,85% recorded by Portugal and Poland.

4th question: does your child relax even more regularly (eg. being more active outside your house by practicing sports, walking, etc.)?"

At the top we meet Latvia with 95% and Poland with 94.9%, followed by Greece with 90%, giving all three a total of 93,3% as an average. The Italian (81,4%), Portuguese (78,6%) and Turkish (76,9%) parents believe that "their children relax even more regularly" by projecting an also high percentage of 78.96%.

"Maybe" gathers an average of 12,79% from all participating countries, Latvia excepted, whereas the 'No' average percentage falls short holding the 5,32% from Portugal (9,5%), Latvia, Poland and Italy.

5th question: do you control even more the time that your child spends in the virtual world (PC games, mobiles, pads, X-box, Play Station, Internet)?"

The Polish (88,1%) and Portuguese (76,2%) parents seem to continue to control even more their chil-

dren's time spent in the virtual world, by presenting resembling percentages on an average of 79,15%, in opposition to the Turkish (55%), Latvian (50%) and Italian (48,8%) ones, who claim that they trust more their children on an average of 51,26%. Greek parents seem to have put the interests of their children in the hands of their own children, as only 20% of them give a positive answer.

In the choice of parents between "Maybe" and "No", "No" prevails with 23,28% compared to 21,36%. Greece gives the highest percentages in "Maybe" (37,5%) and in "No" (42,5%), and it is followed with declining rates by Turkey (25%/ 20%), Latvia (20%/ 30%), Italy (18,6%/ 32,6%), Portugal (14,3%/ 9,5%) and Poland (12,8%/ 5,1%).

6th question: have you involved even more active ways of spending time in your family life?"

The great majority of parents, regardless of their nationality, have involved even more active ways of spending time into their family life on an average of 81,03%, with Poland at the top (94.9%) and Latvia at the bottom (60%). Apart from the last two, the percentages of the other four countries range from 81%

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to 85%, averaging 82,77%.

"Maybe" gathers an average of 15,68% from all participating countries, with Latvia (35%), Portugal (16,7%), Greece (15,8%) and Italy (14%) holding the highest percentages. The 'No' average percentage falls short holding 3,94% from Italy, Portugal, Greece, Latvia (5%) and Turkey (7,5%), Poland excepted.

7th question: do you think that the knowledge your child got, due to the new "Slowing down" methods he/she has practiced so far, is more or less?"

In favour of gaining "more knowledge, due to the new 'Slowing down' methods their children have practiced so far", the Polish (97,4%) and the Greeks (95%) parents gather the average percentage of 96,2%, while the Italian (81,4%), the Portuguese (81%) and the Turkish (77,5%) parents follow with 79,96% on an average. The Latvian parents' percentage goes up to 70.

The average percentage of 13,78% of the parents from all participating countries stated that their children's knowledge remained at the same level. Nevertheless, in the table of percentages per country, we observe that 10% of the Latvian parents and 5% of

the Turkish ones believe that their children have 'lost' in terms of acquiring knowledge through these methods.

8th question: could you give some of your previous suggestions that you have put into practice even more for 'slowing down' in your life?"

The majority of all parents declared that they have spent even more quality time with their families. More specifically:

-The 88,89% of the Polish parents responded positively. Admitting at first that they have devoted more time to themselves till now, they stated that at the same time they spent much more time listening to their children. Their tactics included much more regular activities, such as running, going out together, or relaxing together. Some others recorded that they eat much healthier and consume their food much more slowly.

-The great majority (80%) of the Latvian parents tried not to rush and managed to reduce more the stress in their family life. They dealt with creative works related to art, such as painting, collage constructions, hand-made constructions and handicrafts. They were

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also engaged in either board games or various sports and outdoor activities, such as yoga, trampoline, jumping, slow walks in parks and nature, travel. Some of them watched programmes and films around the countries, where their children were hosted. And some others took things more slowly and carefully, without worrying about the slightest thing, thinking twice before doing something and focusing on the beauty of nature and the people around them, the beauty of which no one can enjoy if he/she is not calm and relaxed to spot it and notice it.

-The Turkish parents' responses were all positive. The indoor activities they have put even more into practice together were cooking healthier food, trying new recipes, reading books, listening to music, watching films, doing puzzles and playing chess, while their outdoor activities together were walking or hiking, going shopping, biking, trekking, doing sports and going fishing.

Some of them consciously avoided the excessive use of technology, as well as the constant preoccupation with household chores. Others quit smoking, followed a healthier diet and increased their rest time and their social contacts with their neighbours as

well. And, when some of them felt pressured and anxious, they were engaged in gardening, vegetable growing or farming.

All these made them think less and relax more; as a result, they have learnt till now to deal even more easily with stress.

-The Greek parents, at a rate of 90,9%, once again stated that they have prioritized the well-being of their family and a prerequisite for achieving it is the quality of time they spend together. How did they manage to increase the quality time together as a family? One way, according to the 31,81% of parents, was to adjust home work hours and reduce work time at home.

The other way was to increase joint activities. Half of the Greek parents claimed that, after parents and children having reduced their time on social media, they talked a lot more, tried new hobbies and interests together, played various games either inside or outside home and went out much more together, going on excursions in nature.

The combination therefore of both tactics, applied during this project, improved their relationship even

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more, resulting in a much healthier family life.

-The 89,48% of the Portuguese parents responded positively. Of these, some were active in outdoor activities, such as walking or hiking in nature, in various sports or traditional games, as well as in board games or yoga. Some others sought a healthier diet, greater relaxation, mindfulness, calmness and peacefulness in their family moments, whereas few of them preferred being more with their friends or meeting new people.

-The Italian parents were focused on living their life more slowly to enjoy its moments more. They devoted even more time to their children, had conversations, and really listened to what they had to say to each other. Together they pursued hobbies and a healthy diet, watched movies or walked together.

9th question: do you think that the 'slowing down' aspect has been proven even more essential for your family? Would you explain why, please?"

-All Polish parents believe that the 'slowing down' aspect has been proven even more essential and vital for their family, as their relationships have been improved much more. 33,3% of them focused on the

fact that their children spent even more time outdoors, while the remaining 66,7% of them said that they spent more time as a family by being more energetic in activities such as playing board games, trying new hobbies and walking into nature, which led them to build an even better and closer relationship.

-70% of the Latvian parents, regardless of whether or not their answers were justified, admitted that the 'slowing down' techniques have played a more important role in their family.

By spending more time together as a family and appreciating the moments they were sharing together, 55% of those who justified their responses found out that, as this project progressed, their image as a family improved significantly, that they were much calmer in their busy daily lives and understood and dealt much better with the course of events.

They considered and still consider that it is necessary to take advantage of the opportunities presented to their children, as many of them will not reappear during their children's lifetime. Despite their concerns, especially when their children were travelling on educational trips, and the fact that they felt strongly

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about each other's absence, they found out that their children, getting to know other teaching methods, new people and different national cultures, discovered 'peace and joy within them', they became more open-minded and active, they gained greater self-confidence and made new friends from other nations with whom they still have relationships, as they became close friends.

A fairly high percentage of the Latvian parents (30%), who gave a negative answer, claimed that this project did not prove to be even more essential for their family, whereas 16,66% of them stated that "It is customary in our family not to rush; we do everything slowly and prudently".

-A very high percentage of 93,75% of the Turkish parents positively supported the even more important role of this project for their families.

The 90,63% of those who justified their responses recorded that spending even more time together as a family, doing activities that interested all members of the family, highlighting the importance of nature in their lives, implementing a more well-designed and organized schedule of their daily lives by reducing

both work stress, as well as the extensive use of technology, their family ties were strengthened. Now that this project has been completed, they listen to each other much more, there is a much greater understanding between them and they have become much more patient with each other, as everyone feels more relaxed, calmer and happier.

-The Greek parents, in the absolute 100% of their justified answers, stated that they themselves have felt much better physically and mentally, as together with their children they spent much more time slowing down their pace from every aspect. They stressed that they came much closer as a family; they had conversations and small talks with each other and all laughed together; they did not miss a single dinner with everyone present, and had fun with their children in common in-house and outdoor activities. Thus, they charged their batteries with joy and strength to move forward in their daily lives.

31,81% of them claimed that they stopped feeling pressured and putting pressure on their children, as they got rid of all the negative energy that was either coming out of them or surrounding them.

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Finally, the Greek parents overstated this project, as their family life has become much better, more balanced and fun with their new experiences, memories and additional knowledge about the new and different customs and traditions they have acquired through these educational exchanges.

-The 95% of the Portuguese parents positively supported the even more important role of this project for their families. 75% of those who justified their responses, emphasizing the importance of the family being united, testified that through this project they became more aware of life and even more ready to face its difficulties. With the discussions among their family members and the joy and appreciation for the moments they were sharing with each other, they felt more relaxed against the pressures of everyday life and thus were led to an even healthier diet and life through the 'slowing down' techniques.

A very low percentage of the Portuguese parents (5%) said that the 'slowing down' techniques, which were implemented, did not prove to be more essential for their family life.

-70% of the Italian parents, regardless of whether or

not their answers were justified, recorded that the 'slowing down' techniques played a more important role in their family.

A percentage of 44,44% from the 77,78% of those who justified their responses claimed that spending more time with their family united them even more, strengthened their bonds and greatly improved their relationship, concluding that being with your own people is the best thing in the world.

The remaining 33,34% from the 77,78% put emphasis on the importance of hosting unknown children of other nationalities with different cultures. They stressed their efforts to fulfill their obligations towards these children, making them feel at home. However, these unprecedented situations gave them more knowledge and endowed them with new experiences.

10th question: how would you characterize the cooperation between your child and his/her native school teachers, who participated in this programme?"

Greece and Poland hold the reins occupying the first places, as Greek and Polish parents characterized as 'amazing' (97,5% and 89,7% respectively) their chil-

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dren's relationship with their participating in this project native teachers, while the remaining 2.5% for the Greeks and a percentage of 8% for the Poles goes to the 'very good' category. It is followed by Portugal (76,2%) and Italy (72,1%) with lower percentages, averaging 76.85%. Latvia (40%) and Turkey (42.5%) have the lowest rates, averaging 41.25%.

At exactly the same rate of 45%, Latvian and Turkish parents described their children's relationship with their teachers as 'very good', with Italy (25.6%), Portugal (21.4%) and Poland (15.8%) to follow with an average of 20.93%.

15% of the Latvian parents and 12,5% of the Turkish ones as well as 2,4 % and 2,3% of the Portuguese and the Italian parents (8,05% on average) described their children's relationship with their native teachers as 'fairly good', whereas 2,3% of the Polish parents found it 'poor'.

11th question: how would you evaluate the cooperation between your child and the other European students-partners?"

Greece ranks first with 90%, followed by Italy (74,4%), Portugal (69%) and Poland (63,2%), with the average

rate of 74,15% of these parents to evaluate their children's cooperation with the other European students-associates as 'amazing'. Next in the list of percentages is Turkey with 46.2%, while Latvia is in last place with only 20%.

75% of the Latvian parents rated the cooperation between students and teachers as 'very good', while the parents of the other countries also considered it 'very good', with rates ranging from 10% (Greece) to 31,6% (Poland), with overall average 33,2%.

In terms of the degree of evaluating this cooperation as 'fairly good', the Turkish parents give a percentage of 23.1%, whereas the Latvian, Polish and Portuguese parents recorded lower percentages of 5%, 2,6% and 2.4% respectively.

Finally, 2.6% of the Polish parents and another 2.4% of the Portuguese ones described this cooperation as "poor".

12th question: would you allow your child to take part in another programme of this kind?"

At the peak, we meet Greece with the absolute 100%. It is followed by Poland (94,7%), Turkey (95%),

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Italy (90,7%), and Portugal (88,1%), which show very high rates, averaging all five 93,7%, while Latvia holds the lowest percentage of all (37,5%).

'Maybe' gathers the average percentage of 20,17 from Latvia (54,2%), Portugal (11,9%), Italy (9,3%) and Poland (5,3%), whereas the 'No' average percentage falls short holding the 6,65% from Latvia (8,3%) and Turkey (5%).

THIRD SURVEY RESULTS FOR STUDENTS

May, 2020

1st question: do you know even better how to deal with the stress at school?"

The Polish (75%), Latvian (79%), Greek (81,8%) and Italian (85%) students show that 80,2% of them know even better how to handle the stress at school, now that the project has been completed. Turkey ranks first in the list of percentages with 90%, in contrast to Portugal which is in the last place with only 59.1%.

'Maybe' gathers the average percentage of 14,55 from all countries. The 'No' average percentage is 10,7% for the Polish, Latvian, Greek and Portuguese (18,2%) students.

2nd question: have you found some methods/ways that allowed you to reduce even more stress?"

The Polish (90%), Latvian (88,2%), Greek (86,4%), Italian (85%) and Turkish (85%) students present resembling percentages on "the methods/ways that allowed them to reduce even more stress" on an average of 86,92%. Portugal gives a much lower percentage (68,2%).

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The 'No' average percentage is 9,55% for the Polish, Greek, Italian and Portuguese students, while 'Maybe' goes up to 11,8% from Portugal (22,7%), Turkey (15%), Latvia (11,8%), Italy and Greece.

3rd question: do you lead an even healthier life (eg. healthy food, family time, sports, hobbies)?"

Poland is the first on "the even healthier way of living" with the perfect percentage of 100, while Portugal (86,4%), Turkey (77,8%), Greece (72,7%) and Italy (70%) follow on the average of 76,72%. Latvia falls short, holding the 57,9%.

'Maybe' gathers the average percentage of 22,16 from all countries, Poland excepted. The 'No' average percentage is 8,13 for the Latvian, Italian and Portuguese students.

4th question: do you relax even more regularly (eg. being more active outside your house by practicing sports, walking, etc.)?"

At the peak we meet Poland (100%) and Greece (95,5%), holding the average percentage of 97,75. They are followed by Italy (80%), Latvia (73,7%), Turkey (68,4%) and Portugal (68,2%), which share the av-

erage percentage of 72,57 as they show similar percentages in terms of the difference between the units.

'Maybe' gathers the average percentage of 17,1 from all countries, Poland excepted, while the 'No' average percentage falls short holding the 9,67% from Latvia, Italy (10%), Portugal (18,2%) and Turkey.

5th question: do your parents control even more the time that you spend in the virtual world (PC games, mobiles, pads, X-box, Play Station, Internet)?"

The Polish students (70%), the Italian (70%) and the Turkish ones (60%) seem to believe that their parents have been controlling even more the time their children "spend in the virtual world". The Portuguese (36,4%), the Greek (31,8%) and the Latvian students (31,6%), on an average of 33,27%, show that their parents trust them more than the previous ones, although the Portuguese parents' percentages do not correspond to those of their children.

'Maybe' gathers the average percentage of 20,41 from all countries, while the 'No' percentage (29,61% on average) is higher.

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6th question: have you involved even more active ways of spending time in your family life?"

The Polish students come first with the highest percentage of 95. All the rest, namely the Italian, Turkish, Greek, Portuguese and Latvian students more or less "have involved even more active ways of spending time into their family life" on an average of 73,76%.

'Maybe' gathers the average percentage of 17,62 from all countries, Poland excepted. The 'No' average percentage falls short, holding the 8% from all of them.

7th question: do you think that the knowledge you got, due to the new "Slowing down" methods you have practiced so far, is more or less?"

In favour of gaining "more knowledge, due to the new 'Slowing down' methods they have practiced so far", the Greek (100%) and the Polish (95%) students gather the average percentage of 97,5. The Turkish (85%), the Portuguese (81,8%), the Latvian (78,9%) and the Italian (70%) students follow with 78,92% on an average.

A percentage of 12,88% -Greece excepted- stated

that their knowledge remained at the same level. However, there is a percentage of 6.22% of those who claim that their knowledge has diminished through these methods.

8th question: could you give some of your previous suggestions that you have put even more into practice for 'slowing down' in your life?"

All students from the six participating countries spent even more active time with their families and the people they love, trying together new or older hobbies and interests, when they were in stress. They spent time even more regularly on indoor or outdoor activities such as reading, listening to music, drawing, making hand-made crafts, tile painting, playing board games, cooking healthy food, doing sports, walking, hiking, cycling, jogging, being more time in nature, watching the sunsets, having fun with their family or their old/new friends.

The Latvian, Italian and Portuguese students point out that, as long as the project's actions took place, they became more open either to acquaintances or to complete strangers. This socialization led them to form new friendships much easier, which made them

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feel much better. More specifically, some of the Latvians confessed that, before this project, they had no friends or were afraid to express their views with vigour, while now they often talk to their new friends from Greece or defy what others will think when they say what they believe. Moreover, the Italians state that in this way they got to know and accept new cultures, different from their own.

The Italian students and the Turkish ones tried harder to lead an even healthier life by waking up earlier, having more quality sleep, quitting junk food, being more energetic without getting stressed.

The Turkish and the Latvian students put greater effort on playing less computer and video games and avoided the excessive use of the social media and of their mobile phones as well.

Some Latvian students say that they stopped thinking about tomorrow and just enjoy every moment, while others meditated and tried to "listen to silence".

Some of the Italians found more time for them and felt much more relaxed on stressful occasions, whereas others strongly recommended that those

who have not yet participated in Erasmus programmes do so without a second thought, because only then they will have the opportunity to visit new places, meet new people and cultures.

Finally, some of the Portuguese pointed out that they are now living an even more peaceful life, without negative thoughts and by applying breathing exercises more often.

So, the general conclusion from the students' answers is the exceptional importance of their participation in the "Slowing down" project, as it has led them to an even more relaxing, but creative and energetic way of living.

9th question: do you think that the 'slowing down' aspect has been proven even more essential for your family? Would you explain why, please?"

The vast majority (87.67%) of all students, regardless of their nationality, considered that the aspect of "slowing down" in their daily life has been proven to be even more essential for their family.

-100% of the Polish students claimed that, as long as this project was carried out, the time they spent with

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their family was constantly increasing. Another 25% of these students reported that their family activities outside home were increased significantly.

-For the 58,82% of the Latvian students, who justified their answers, the “Slowing Down” project turned out to be a cool and fun experience because, through its activities, they learnt how to slow down the pace of their lives. They also learnt to use their mobile phones less and not to waste too much time on the social media and in the virtual world. Moreover, they pointed out that now their parents are more interested in discussing about how their children are feeling, just as one of the host mothers did on one of the educational trips. As a result, they themselves and their family members spent much more time with each other as a family in joint activities, which led to the improvement and strengthening of their relationship.

-The top of the table of positive answers is held by the Turkish students with a 100% percentage, who re-defined how important it is to spend as much time as possible with your family, doing things together and sharing the same interests. Previously, their parents did not have any free time due to work and related

obligations, but, through this project, they revised their priorities and slowed down their work rhythms. This slowing of their pace had a positive effect on all members of the family and, now, everyone feels more comfortable with each other, but also believes that life is fun.

-For the Greek students, at a rate of 92.3%, it turned out that, by slowing down their pace, it became possible for parents and children to unravel what is most essential in human life and set priorities. As this programme progressed, they realized that the most important thing is to spend as much time with your family as possible, to share hobbies, activities and interests, to have conversations, to laugh with them.

Another finding of the Greek students was that both their collaboration with their compatriots and that with the foreign students brought them all closer, with the result that they now treat life as fun, despite the hard work and effort.

-For the 69,23% of the Portuguese students, who justified their answers, this project proved to be helpful because they learnt as a family to dedicate most of their time to each other, to share their thoughts, con-

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cerns and feelings. The result was that they felt more at ease with each other and enjoyed every family moment.

In addition, the Portuguese claimed that during the educational trips they felt more independent, but at the same time they became more responsible as individuals. They met new people; they respected both them and their cultures, so now they definitely feel more open-minded.

It should be also noted that, although we had a negative percentage, it was nevertheless recorded that the experience was lovable and the knowledge gained was much.

For the 70% of the Italian students, who justified their answers, this project has contributed to both the improvement of communication within the family and the joint organization of their time. They carried out joint actions and activities, such as the 'discovery' of their city together as a family.

Another finding was that, on the one hand, they became more responsible individuals and, on the other hand, that they had significantly improved their knowledge of English and its use.

It should be also noted that, although we had a negative percentage, it was nevertheless recorded by the specific students that the experience was lovable.

10th question: how would you characterize the cooperation between you and your native school teachers, who participated in this programme?"

Greece holds the reins occupying the first place, as Greek students characterized as 'amazing' (95,5%) their relationship with their participating in this project native teachers, while another 4,5% of them say it was 'very good'. It is followed by Poland (80%), the percentage of which with that of Greece gives an average of 87.75%. Italy (65%), Portugal (63,6%) and Turkey (60%) gather an average rate of 62.86%, while Latvia has the lowest rate of all (42.1%).

52.6% of the Latvian students describe their relationship with their teachers as 'very good', with the Portuguese, Italian, Polish and Turkish ones following with an average of 29,98%.

20% of the Turkish students and 5.3% of the Latvian ones (12,65% on average) describe their relationship with their native teachers as 'fairly good', while 9.1% of the Portuguese students find it 'poor'.

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11th question: did you enjoy the cooperation between you and your other European students-partners?"

Greece (100%), Portugal (100%), Poland (90%) and Italy (89,5%) show forth very high percentages (94,87% on average), which confirm that these students enjoyed 'very much' the collaboration with the other European partners in this project. They are followed by Turkey (80%) and Italy (70%) averaging 75%, while Latvia holds the lowest percentage of all (47,4%).

With another 47.4%, Latvians show sufficient satisfaction from their cooperation with the other students - partners, as do 30% of the Italians, 15% of the Turks and 10% of the Poles (18,33% on average). Only 5,1% on an average show 'little' enjoyment, specifically from Latvia and Turkey.

12th question: would you take part in another programme of this kind?"

At the peak we meet Poland and Greece with the perfect percentage of 100. They are followed by Portugal, Italy and Turkey with very high percentages (95,5%, 95% and 95% respectively). The overall aver-

age of these five countries is 97.1%. If we add the lowest percentage that Latvia holds (68,4%), the average drops to 92.31%.

'Maybe' gathers the average percentage of 11,93 from Latvia (26,3%), Italy (5%) and Portugal (4,5%), while the 'No' average percentage falls short, holding the 5,15% from Latvia and Portugal.

All in all, those 3 surveys proved that for both students and parents slowing down ideas were a great chance not only to find some new ideas, methods in education but also in their private lives. What is more, most of participants believe that they learnt in international groups, reduced stressed and reached many new techniques to do it. Majority of them will apply project results in the future and would like to participate in another, similar project again. The project pointed many positive effects and a great cooperation in national teams but also the level of satisfaction of this collaboration for most of students and their families was significant and valid.

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CONCLUSIONS IN SUMMARY FROM ALL SURVEYS

2018, 2019, 2020

Regardless of the variations, observed from the study of the data during the three surveys, on the percentages of both students and their parents, it is briefly concluded that they

- managed to better deal with stress at both school and work, as well as in their daily lives,
- found out ideas, ways and methods on how to reduce negative stress,
- improved their way of living, having applied these new ideas and methods all together as a family either in their diet or in sports, entertainment, creative pursuits, etc.,
- increased their relaxation time on a more regular basis, either indoors or outdoors,
- controlled the time spent on the use of their mobile phones, computers and social media and consciously avoided overusing them,
- participated in a more active lifestyle, both in their family or/and personal life,
- improved their cognitive level through the deceleration techniques of the project they had implemented,
- enjoyed their collaboration with the native

teachers, who led the project,

- were excited and overjoyed by the way all students worked together with both their compatriots and foreign partners,
- built new friendships, which they still keep active,
- enriched their knowledge by having interacted with the culture, manners, mentalities and traditions of their new friends,
- were convinced through the experiences they had acquired and gained during the implementation of this project that its benefits were so many and great that they would look forward to participating in such a project once again.

We could, however, be a little more detailed about what has been achieved by both students and their parents through the implementation of this project and its 'slowing down' techniques.

All students, regardless of their nationality, considered that 'slowing down' in everyday life is necessary for both students and parents, as they desired earnestly the vital contact and communication with their family members, relatives and friends, sharing valuable moments through conversation, hobbies, sports, excursions in nature, trips.

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From the very first research it was clear that the students wanted to slow down the pace of their school life, in order to reduce the stress that negatively affected them both psychologically and physically. To satisfy this need, they sought less teaching-centered teaching systems, more group work in the classroom, less schoolwork at home, fewer tests and examinations, longer breaks, less stress and more fun at school through some different activities or applied differently, longer holidays. As for their family and daily life, they desired to spend much more time with the members of their immediate or extended family, their friends, to dedicate more time to their favourite hobbies or new interests and to have more and closer contact with nature.

In their quest for more free time for what they needed and loved, they got much better organized in all areas and learnt to do things differently. So, they became more attentive in the classroom, requiring less study time at home and have since been less stressed and nervous about school. They reduced the amount of time they spent in the virtual world, also avoiding excessive use of both their mobile phones and social media as well. By having better organized the time students and their parents spent on their

work and school obligations, the time they shared with each other increased significantly. As a family they tried old and new interests, hobbies and outdoor activities, thus being even more active in joint activities. They followed a healthier diet and a more relaxed lifestyle, and this new slow-moving lifestyle made them more energetic, positive, spontaneous, and relaxed. Their parents also became more open and less anxious, took much more care to learn how their children felt, and this led them all to approach, understand and love each other more.

As the project progressed, students continued to socialize even more, hanging out with their old friends and having frequent on-line communication with their new friends, thus expanding their knowledge of other nations and their mentality, customs, traditions and culture. Through their collaboration with both their compatriots and foreign students, they came very close to each other, formed new friendships, which they still keep active, enjoying every step of the project that helped them to greatly improve their English and its use. Having travelled on their own to new countries, where they met new people and cultures, and by having respected both of them, they became more independent and responsible as indi-

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viduals and now they definitely feel more open-minded, receptive and tolerant of cultural diversity.

In conclusion, now that the project has been completed, the great majority of the students believe that, through the great improvement of their family relationships with more relaxed, beautiful and funny moments, today they lead a healthier, a more peaceful and an even more creative and productive life that is worth living. Despite the great effort and hard work, they have begun to see school more likeable and the world with a smile, to treat life as fun, without making negative thoughts and getting stressed. That is why they unreservedly recommend, with a very high percentage of 92,31% of them, to those who have not yet participated in Erasmus+ projects to seize the opportunity as soon as it is presented to them in the immediate or distant future.

While the students' parents having acknowledged, before the project even started, that the first and most important step in the scale of values is the well-being of their family, yet they had failed to give their children the attention they wanted and their children deserved it, as they could not allocate time properly for the benefit of their children. All of these factors,

which they had considered deterrent to dealing with their children, made them nervous, impatient, stressed and dissatisfied. Having identified the causes, and wishing everyone in the family to live a healthier life physically and mentally, they started adjusting their working time or reducing their workload at home, in order to save time for finding new ideas, methods or ways through which their family would become more balanced.

Trying to fulfill all their commitments from the very first survey, parents devoted more active time to their family, slowed down their work schedule, controlled their computer use time to work at home and reduced the time spent on household chores. Having achieved all this made them pay attention to small and simple things from which they drew joy and which at the same time drove away stress and pressure. The joint activities that took place either indoors or in nature and their contact with the countryside, through which they re-evaluated the natural environment, made them feel relaxed, balanced and happy. They devoted more time to themselves; they cut old, bad habits and adopted new, healthier ones; they met their old or new friends more often. They increased quality time and honest communication

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among the family members, listening carefully to what their children had to say and how they felt; they stopped feeling pressured and putting pressure on their children, as they got rid of all the negative energy that was either coming out of them or surrounding them. Thus, by having felt better with themselves and having guaranteed a more relaxed and peaceful environment, they became more patient with each other, much calmer in their busy daily lives and understood and dealt much better with the course of life events. Through this new way of living, both parents and their children got to know themselves better, resulting in better mental and physical health.

As the project progressed, the parents continued to follow its requirements, intensifying their efforts at all levels as they realized in the process its many benefits. Some of them were that their children, by getting to know other teaching methods, new people and different national cultures, discovered 'peace and joy within them'; that they became more responsible, open-minded and active; that they gained greater self-confidence and made new friends from other nations; that they greatly improved their English and its use. They also stressed that having hosted unknown children of other nationalities with different

cultures proved to be of great importance as they gained more knowledge and were endowed with new experiences. Some other benefits were that everyone learnt to feel much better together and each one individually, as family interaction was further enhanced through dialogue, greater understanding, mutual help with household chores, and shared activities.

Concluding, now that the project has been completed, the vast majority of parents are confident that they have become more aware of what is worth more in life and are even more prepared to face its difficulties, as they feel more relaxed and lighter by having been relieved of the burdens of uncontrollable stress. They acknowledge that through the project "Slowing down" and its techniques they have built an even better, closer and stronger relationship by placing more emphasis on contact and communication among their family members and they now lead a much healthier, happier, more energetic and balanced life, making only positive thoughts. The indisputable proof of the above is that 84,33% of parents would allow their children to participate in such a project once again, at the first given opportunity.

— Aphrodite Toufexi

SUMMARY



Our 'Anti-stress guide book' was written by six schools from Europe that found education as frustrating, overloaded and tending to give uncreative, unlimited amount of homework, tests or giving grades only for 'study and forget' effect. This tendency was shown by students and their parents who first gave us a sign and accorded their disapproval for keeping school curricula in the old, traditional way. Our schools respected needs of local communities, but also many educators are convinced that curricula or approaches in teaching should be changed to give

practical knowledge instead of constant grading. We tried to deal with established problem, searched for alternative methods, observed, studied and systematically measured our progress. Teachers who feel that a new face of European education lays in moderating methods, were able to reduce stress, focused on individuals, discovered their talents, gave practical experience like for instance solving problems or developing critical thinking. Educators required methodological support, renewing their workshops or even a fresh motivation to work with new perspective reducing stress in education. We believe that teachers are important and the very first step to alter the curriculum. Thus, two trainings were organized directly for 24 teachers who familiarized with alternative methods in teaching, refreshed their approaches, collaborated and analyzed own workshops to use and share new perspective in own institution as handbooks "Motivation plus, stress minus" and 'Practical Notebook'. Our project was a two-year research where we could study together as teachers and students to find, identify negative stress factors, decrease them, focus on important aspects that help us to live healthier, with a better understanding the quality of relations among people and fostering so-

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cial integration. We included students with fewer opportunities, those with lower results in education or just physically weaker. To achieve above results we held numerous and various activities that were placed in 6 countries according to their specific or experience:

1. In Turkey, our intention was to explore traditional arts, give alternative workshops that slow down our life, give joy of simple life, settle examples of spending time with other people instead of rush or silent staying at home in front of digital devices. The meeting in Turkey – 'Be good, be kind, be respectful, be creative, be healthy' included: creative activity in handicrafts, developing small hand motor skills, as well as balances the inner world of man. Expressing art, everyone is able to find peace and harmony in themselves. Handicrafts are an art that we could create ourselves. Everyone was given the opportunity to find their favorite occupation to learn as a hobby.

2. Greece helped us in comprehending life in a big city or just the place that we live in but do not recognize its beauty or simply do not have time for it. Understanding own 'Slowing down' rules that we will explore in Thessaloniki showed us better perception

of our surroundings but also in healthier life without negative stress effects. We believe that setting positive examples of spending time actively, sharing with others had a big impact for our condition, curiosity and deeper bond with people. To prove our theory, we conducted numerous activities, explored cooperation, give chance to respect each other, but also to have fun, find different hobbies or passion. During this meeting in Greece called 'I am slowing down living in my city and "reading" the past in my everyday city life' we proved that everyone is able to understand and accept themselves, it is necessary to understand where I come from. It is vital to value the legacy of history so that it can be preserved for future generations. It is important to be able to use all the senses to get to know the environment and the surroundings around you.

Stress reduction is an important aspect, and it is important to learn methods to do it at home when there are no professionals to help.

3. After research in local societies, interviews with third generation, students travelled in time to get to know popular Games from the Past, their meanings, rules in Poland. They also used imagination to create own game and prepare 'Time Travellers' comic book

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that lists the best entertaining activities from the former generations. The activities contained: inheriting, maintaining and passing on traditions to future generations is one of the cornerstones on which society is based. What is more, the elements of the game helped to perceive the loss more easily in the development of the personality, improve cooperation skills, as well as strengthen concentration and persistence of attention.

4. In Latvia there was organized a course for teachers 'Interactive, Alternative, Chilling, Concentration Methodism the Teaching – Learning Process'. The course reminded that every educator must improve his knowledge so that the learning process is creative, multifaceted, development-oriented. The ability to cooperate, look for the best solution for student development, problem solving is one of the main tasks of teachers nowadays. All educators learned new skills and abilities to work primarily with themselves, as well as new techniques and methods for working with students.

5. Portugal provided a meeting 'Finding a harmony with nature' where we were focused on a healthy lifestyle that is based on healthy thinking. Pupils gained the foundations to be able to achieve a goal by succeeding. Acquired self-service skills, ability to work in a team, think creatively and solve problem situations. Students need to be prepared for independent living and this outdoor activity is a great way to do it. Excellent chance to chill out, defeat stress was a camping in the wild in Portugal, designed to find harmony



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with nature, understand its mechanism and have live Biology, Geography, Art, PE lessons. Our main benefits from this activity are: 'Happy Life' photo album and every day blog style 'Camp diary' that evaluate well our objectives and level of satisfaction.

6. Italy organized 'Slow food and healthy lifestyle' workshops. Healthy, traditionally prepared food is part of a leisurely lifestyle. It is also important to understand history through the culinary aspect, because for many nations' gastronomy is an integral and important part of everyday life. Inheriting traditions and communicating with other generations is an important aspect of passing on this cultural heritage from generation to generation. Italian experience, knowledge let all participants be more conscious about products we consume, settle perfect example of high quality, nutritious Slow Food, sharing joyful meals with relatives allowing us to live happier and healthier.

7. Portugal prepared second course for the teachers called 'Motivation plus, stress minus'. We proved that professional development of teachers is necessary so that teachers can work with students with more enthusiasm, choosing diverse and modern teaching

methods to work with everyone. By creating a healthy, harmonious and peaceful classroom environment, teachers are able to achieve more successful student interaction, engagement in class work. We believe that each educator constantly must be able to cope not only with the pedagogical learning process, but often also be able to solve various emotional problems, harmony and peace allow to do it more successfully.

8. Latvian team showed how to understand different sounds around us, find own relaxing methods, music. In Latvia "Music – Listen to the sound of the Earth" online meeting pointed that today's young people need to be taught to listen to the environment, to nature, because they are gradually forgetting this skill under the influence of technology. Meditation, yoga opened the participants into understanding themselves, gave relaxation and better relations with own needs. The noises around us can be turned into sound that chills out. All this helps to create harmony and peace with oneself. We proved that developing creative thinking with a variety of non-traditional tasks is one way to build creativity.

SUMMARY

In whole project participated similar number of students and teachers that was about 24 students and 18 teachers from every school who took part at courses abroad. Additionally, project involved all school society during the meeting in the institution which organizes activities. Potential benefit group was approximately 5000 European citizens. We implemented regular video project meetings on eTwinning platform where partners confirmed, shared, approved plans, solved potential problems, evaluated our schedule and objectives. We used numerous diversified methods to ensure the best process of receiving not only theory but also knowledge that is ready to reuse or give potential long-life results for beneficent group. Main impact that we surely achieved is pointing problem for the biggest group of respondents, including Ministry of Education, local societies and involving our elaborated methods and approaches for school curriculum that allowed to reduce stress in education. Life never gives a ready-made formula, so students must be taught to adapt to different life situations, to be creative, to be able to solve problem situations and to adapt to changing everyday life.



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