

FINE AT SCHL

The title 'FINE AT SCHL' is written in large, colorful, rounded letters. 'FINE' is in pink, 'AT' is in blue, and 'SCHL' is in yellow. Two cartoon children's faces are integrated into the 'SCHL' part of the title. The girl's face is positioned between the 'S' and 'H', and the boy's face is between the 'C' and 'L'. Both children have rosy cheeks and are smiling.

Study Circles National Report

<BULGARIA>

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Rev.1 Date

This project has been funded with support from the European Commission.

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General information

No. of learners 155 (90 participated face-to-face and 65 participate via ZOOM)

No. of teachers/trainers involved- 155 (90 participated face-to-face and 65 participate via ZOOM)

Period of implementation – 01-03.07.2019

Methodology for recruitment: short description about the recruitment process, criteria chosen for the selection of the learners; short description of the recruitment process of teachers/trainers who carried out the activities.

During the period 01- 03.07.2019 in the building of Regional Administration of Pernik was organized a Study Circle with teachers under the project Fine At School. The teachers that were participating are from the following schools:

- 1) Secondary School "Geo Milev" - Tran;
- 2) 6 Secondary School "St. Cyril and Methodius" – Pernik;
- 3) Secondary School "Olimpiec" – Pernik;
- 4) X Primary School "Aleko Konstantinov"- Pernik;
- 5) Primary School "St. Ivan Rilski";
- 6) Nature - Mathematical High School "Hristo Smirnenski"

The implemented training activities

Description of the activities from the curriculum, implemented during the pilot training. Explain why these activities have been chosen (e.g. based on the learners age, particularities etc..).

- Class integration, building positive relationships
- Expressing emotions/management of emotions/recognizing and identifying emotions
- Dealing with stress/Stress management
- Professional orientation
- Communication skills (including active listening)
- Motivation to learn/Learning difficulties
- Life skills
- Assertiveness and conflict management



Summary of evaluation

Results from the teachers/trainers

Summarize the answers provided by the teachers/trainers after the pilot implementation.

Based on the feedbacks from all teachers that took part in the experiment, the following sub-skills were observed to have improved: 'Coping with stress', 'Cooperation among students', 'Live together and considering differences as a treasure, an opportunity of growing for everyone', 'Knowing what someone else is feeling', 'Being able to put yourself into another person's shoes, to understand them and provide support'.

Teachers were interviewed following the period of intervention. Two questions were asked from all the participating teachers: 'How useful do you find this pedagogical tool?' 'How well was the intervention received by your colleagues/ teachers?' Some of the most interesting comments are cited here:

Teacher 1: Children have often been enthusiastic about this type of work, they greatly appreciate the activities that involve group dynamics

Teacher 2: It is important for children to "break" the study activities and make them more flexible and interactive

The games offered have led them to live a new dimension of school where you learn to live and not only to read or do technical activities

Teacher 3: you need to understand how to make these interactive activities that are proposed.

Maybe it would be necessary to foresee daily "game sessions", like some of those proposed, which help the classroom to overcome some negative emotions and create a better relationship between students and between students and teacher

Feedback from learners

Report a short description about the impressions and feelings of learners at the end of the pilot experience (what they expected from the pilot, whether their expectations were met or not, etc.).

Compare the learning level of learners before and after the piloting.

The feedback from the learners show that their impressions and feelings of the pilot experience is very positive and they have improved their social skills, personal skills, life skills, which will be implemented in their future work.

Suggestions and recommendations

Provide a short description about any suggestions for improving the FAS educational model or some activities included in the CURRICULUM and tested during the pilot, on the basis of pilot results.

The policies should therefore:

- stimulate the constitution of multidisciplinary groups (teachers, parents, experts in the psychological area, experts in creative disciplines etc.) for a more complete reconstruction of



biographical aspects;

- encourage the design and implementation of training activities involving actively the aforementioned groups in peer learning processes and the sharing of projects and programs;
- promote, especially through raising awareness of the school system, the expansion of educational environments, building together with parents and local communities, places (in physical and relational sense) for the development of social and emotional skills beyond the boundaries of the school institution;
- encourage shared projects with creative and cultural industries and with the world of sport;
- capitalizing on the experiences already developed, develop projects that involve "expert students" or "role models" in peer learning educational activities;
- actively involve families in pro-active monitoring activities (not mere surveillance) to be implemented both off-line and on-line;
- implement actions (mentoring and tutoring included) caring for targeted support to pupils also for inner talents' discovery and valorisation of positive attitudes;

Conclusions

Summarise the main findings from the national pilot experience.

The training of the teachers and learners developed their skills to teach students how to improve emotional literacy and better understand negative and positive emotions. The teachers learned how transfer the knowledge to students how to manage their emotions and how to act/react in negative situation in class. Self-regulation of one's emotions, understanding the causes and the consequences of emotions were improved. The pupils and students also will developed their confidence and ability to solve perceived problems.