

COLLECTION OF ACTIVITIES
SHORT VERSION

STRONGER CHILDREN

LESS VIOLENCE 2



STRONGER CHILDREN – LESS VIOLENCE 2
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INTRODUCTION

ACTIVITIES TO PROMOTE SOCIAL COMPETENCES, INCLUSION AND ANTI-VIOLENCE

The Stronger Children Collection of Activities for younger children in kindergartens, pre-schools and primary schools is the result of a European collaboration, supported by the EU-Commission within the Erasmus+ Programme in the period 2014-2016. The Stronger Children project is carried out by a transnational partnership of 6 organisations from Germany, the Czech Republic, Poland, Spain, Denmark and UK. Aimed at children aged 4-10 years all over Europe, the goals of the Stronger Children project and the Stronger Children Collection of Activities is to:

- Develop social and civic competences among children at an early age
- Prevent violent behaviour and bullying
- Strengthen the intercultural understanding and respect for diversity
- Support strong and inclusive communities among children

The Stronger Children Collection of Activities include close to 80 different activities related in different ways to these overall goals. All activities have been tested and adapted in collaboration with teachers, educators and other pedagogical-didactic experts from the partner countries.

TEACHER'S HANDBOOK AND LEARNING PACKAGES

The Collection of Activities is accompanied by a Teacher's Handbook, which serves as a methodology for the practical use of the many teaching and learning activities. The core of the Teacher's Handbook are 7 learning packages that exemplify how you can select and combine activities for certain pedagogical and didactic purposes such as promoting non-violent behaviour or promoting inclusive communities and respect for diversity among younger children.

The learning packages are meant to be inspirational, and you can use and combine the many activities in countless ways, serving your specific context and purposes.

A SHORT VERSION FOR INSPIRATION

This short and introductory version of the Stronger Children Collection of Activities provides you with a few examples of the activities and learning packages from the Teacher's Handbook. As a starting point, you also find a full index of the activities in the collection.

Hopefully, the short version can be a good taste of the many options you will find in the full versions of the Stronger Children Collection of Activities and the Stronger Children Teacher's Handbook.

For further information about the Stronger Children project and all products, please visit our website: www.strongerchildren.eu. For up-to-date information, please follow us on Facebook.

INDEX OF ACTIVITIES

● pre-school children ■ primary school children + more space

| NR | TITLE | TYPE OF PLAY | KEY WORDS | ACTIVITIES FOR | LENGTH | LEARNING PACKAGE | SPACE NEEDED |
|----|---|---------------|--|----------------|--------------|------------------|--------------|
| 1 | Turtle | movement | trust, team feeling, social competence | ● ■ | middle | | + |
| 2 | Roundabout | cooperation | stress relief, relaxation, inclusion | ● ■ | short-middle | 5 | + |
| 3 | Jobs | communication | team feeling, diversity | ● ■ | short | 5 | |
| 4 | Lost Clown | cooperation | team feeling, inclusion | ● ■ | short | 5 | |
| 5 | Hot Ball | movement | team feeling, social competence, inclusion | ● ■ | short | 3, 5 | + |
| 6 | The Hidden Words | interaction | intercultural understanding, inclusion | ■ | middle | 4, 5 | |
| 7 | Activity of Sharing | interaction | responsibility, conflict management, emotional intelligence | ● | middle | 1, 2 | |
| 8 | Common Drawing | creativity | feelings, personality traits | ● | middle | 5 | |
| 9 | A Heart of Our Class | ice-breaker | confidence building, emotional intelligence | ■ | middle | 1, 3, 5 | |
| 10 | A Photo is Better Than A Thousand Words | creativity | intercultural understanding, emotional intelligence | ■ | middle | 1, 4, 5 | |
| 11 | Whispering | communication | responsibility, trust, team feeling | ■ | short-middle | 2, 5 | |
| 12 | Guide Dog | movement | intercultural understanding, cultural difference, feelings, confidence building, trust, team feeling | ● ■ | short | 3, 4, 5 | + |
| 13 | Where Am I? | communication | intercultural understanding, cultural difference, team feeling, conflict management, feelings | ■ | middle | 2, 4 (5) | |
| 14 | Jugglers | movement | team feeling, stress relief | ■ | middle | (5) | + |
| 15 | Stories of Names | communication | feelings, diversity, intercultural understanding, cultural difference | ■ | long | 4, 5 (2) | |
| 16 | What We Are (Bingo) | communication | personality traits, diversity, social inclusion, cultural difference | ■ | middle | 4, 5 (2) | |
| 17 | Confidence Building Drawing | ice-breaker | confidence building, team feeling, diversity, intercultural understanding | ■ | long | 3, 4, 5 (6) | |
| 18 | Would You Like to Play With Us? | interaction | emotional intelligence, confidence building, team feeling | ● | middle | 3, 5 (4) | |
| 19 | Star of the Week | contact | mutual recognition, confidence building, emotional intelligence, cultural differences | ■ | long | 1, 3, 4, 5 (6) | |
| 20 | My Secret Friend | contact | mutual recognition, confidence building, emotional intelligence, inclusion | ■ | long | 1, 3, 5 | |
| 21 | Let's Be an Unbreakable Chain | cooperation | team feeling, confidence building, responsibility | ■ | middle | 3, 5 | + |
| 22 | What Values Do We Share? | communication | team feeling, confidence building, responsibility | ■ | middle | 3, 4, 5 | + |
| 23 | Our Common Friend | ice-breaker | inclusion, confidence building, team feeling, diversity | ● ■ | short | 3 (5) | |
| 24 | The Web | contact | inclusion, team feeling, diversity, intercultural understanding | ● | short | 5 | + |
| 25 | The sun of friendship | communication | inclusion, team feeling, diversity, intercultural understanding, social competence | ■ | short | 4, 5 | + |
| 26 | Happy birthday songs | communication | intercultural understanding, respect of diversity | ■ | middle | 4,5 | |
| 27 | The improvising circle | creativity | team-feeling and collaboration, mutual confidence | ■ | long | 3,5 | |
| 28 | A song and a story | creativity | diversity, cultural differences, collaboration and team-work | ■ | middle | 4,5 | |
| 29 | Emotion pictures | creativity | emotional intelligence, emotions and feelings, confidence building | ● ■ | middle | 4,5 | |

| | | | | | | | |
|----|---|---------------|--|-----|------------------|------------------------|---|
| 30 | Show your emotions | role play | emotional intelligence, emotions and feelings | ● ■ | short/ middle | 2 | |
| 31 | Feeling good | creativity | emotional intelligence, emotions and feelings | ● ■ | long | 2 | |
| 32 | Zones of my body | communication | personal traits, needs and rights, confidence building, emotions and feelings | ● ■ | middle | 2, 7 | |
| 33 | Fair fight | role play | Emotions, feelings, social competence, understanding violence, fair fight, needs and rights | ■ | middle | 2,7 | |
| 34 | Power or violence – a look behind the scene | interaction | emotions and feelings, understanding violence, fair fight | ■ | middle | 2,7 | + |
| 35 | Reflecting on fair fights | communication | emotional intelligence, emotions and feelings, social competence, responsibility, understanding violence, fair fight | ■ | middle | 2,7 | |
| 36 | Being in your shoes | creativity | emotional intelligence, emotions and feelings, conflict management, social competence, understanding violence | ■ | long | 2,7 | + |
| 37 | No Blame Approach | interaction | understanding violence, needs and rights, conflict management, emotional intelligence, inclusion | ● ■ | middle | 1, 2, 6 | |
| 38 | Robot Portrait | interaction | understanding violence, needs and rights, conflict management, emotional intelligence, inclusion, mutual awareness | ● ■ | middle | 1, 2, 6 | |
| 39 | What Could Have Happened Here? | Creativity | understanding violence, needs and rights, conflict management | ● ■ | short – middle | 2, 6 | |
| 40 | The Penguin Activity | cooperation | confidence building, trust, team feeling, inclusion | ● ■ | short | 3, 5, 6 | + |
| 41 | Negotiating A Contract | cooperation | team feeling, needs and rights, confidence building, conflict management, social competences, inclusion | ● ■ | middle | 2, 5, 6 | |
| 42 | Definition Of Violence | interaction | understanding violence, needs and rights, conflict management, social and emotional intelligence, fair fight | ● ■ | middle | 2, 5, 6 | + |
| 43 | Take A Step Forward | interaction | understanding violence, needs and rights, emotional intelligence, confidence building, mutual awareness | ● ■ | middle | 1, 2, 6 | + |
| 44 | Children's Rights: Needs And Wants | communication | feelings, needs and rights, responsibility, conflict management | ■ | middle | 2, 5, 6 | |
| 45 | Hugs Marathon | contact | emotions, feelings, confidence building, team feeling, relaxation | ● ■ | middle | 3, 5, 6 | + |
| 46 | My Golden Shoe | communication | emotional intelligence, emotions, feelings, team feeling, relaxation | ● | long | 1, 6 | + |
| 47 | I Shine Like A Star | creativity | feelings, confidence building, diversity, social competence, personality traits | ● ■ | middle | 1, 3, 6 | + |
| 48 | Rabbit's Rights | communication | needs and rights, emotional intelligence, responsibility, social competence, inclusion | ● ■ | middle | 1, 5, 6 | + |
| 49 | Blind Confidence | cooperation | feelings, team feeling, confidence building, responsibility, trust | ● ■ | long | 3, 50 | + |
| 50 | Driving A Car | movement | feelings, team feeling, confidence building, responsibility, trust, conflict management | ● ■ | long | 3, 49 | + |
| 51 | Dark Tunnel | cooperation | feelings, team feeling, confidence building, responsibility, trust | ● ■ | long | 21, 22 | + |
| 52 | The Human Digital Camera | contact | confidence building, responsibility, trust, small groups activity | ■ | long | 51, 54, 58 | + |
| 53 | Living Together | interaction | trust, small groups activity, team feeling, inclusion | ● ■ | long | 27 | |
| 54 | Put Together A Jigsaw | cooperation | team feeling, conflict management, social competence, inclusion | ● | short | 51, 52, 58 | |
| 55 | The Knot | contact | team feeling, conflict management, inclusion, trust | ● | short | 40, 41 | + |
| 56 | Finding New Names | communication | diversity, personality traits, cultural difference, intercultural understanding, small groups activity | ● | middle | 28, 29, 31, 36, 48, 69 | |

| | | | | | | | |
|----|---------------------------------|---------------|--|-----|--------|--------------------|---|
| 57 | Child In The Well | communication | diversity, emotional intelligence, team feeling, inclusion, personality traits | ● ■ | middle | 17, 19 | |
| 58 | Meeting Puppets | interaction | confidence building, trust, small groups activities, social competence, inclusion | ● | long | 11, 13, 16, 53, 59 | |
| 59 | The Network | interaction | team feeling, inclusion | ● | long | 11, 13, 16, 53, 58 | + |
| 60 | The Travelling Book | communication | intercultural understanding, confidence building, responsibility, trust | ● | long | 1, 4, 5 | |
| 61 | Shout Stop | communication | emotional intelligence | ● | short | 1 | |
| 62 | Offender-Victim Exercise | interaction | emotional intelligence | ● | middle | 2, 3 (6) | |
| 63 | Dialogue Corner | communication | emotional intelligence, intercultural understanding, conflict management | ● | middle | 1. 2, 4 | |
| 64 | Good Behaviour | interaction | emotions, feelings | ■ | middle | 1, 5 (6) | |
| 65 | Silver And Golden Stars | interaction | confidence building, social competence | ● ■ | long | 1, 3 | |
| 66 | Fight Of Backs | contact | relaxation, stress relief | ● | short | 2, 6 | |
| 67 | Listener and Speaker | communication | active listening, trust, respect | ■ | middle | 1, 4 | + |
| 68 | What the music tells me | creativity | active listening, mutual respect, learning to learn | ■ | middle | 1, 3, 4, 5 | |
| 69 | Our rhythm into space and music | creativity | creativity interplay, sense of togetherness | ● ■ | middle | 1. 3. 5 | |
| 70 | A song from my family's country | communication | multicultural, world music heritage appreciation | ■ | long | 1, 3, 4, 5 (6) | |
| 71 | This Is Awesome! | Contact | trust, relaxing, stress relieve, feelings | ● ■ | medium | (3, 5) | + |
| 72 | A Finish with Music | interaction | trust, relaxing, stress relieve, feelings | ● ■ | short | (3, 5) | |
| 73 | Circles massages | contact | trust, relaxation, stress relief, feelings | ■ | short | all | |
| 74 | The Conflict Pillow | communication | feelings, emotions, conflict management, social competence, stress relieve, mutual awareness | ● ■ | short | 1, 2, 5 | |
| 75 | Seat reservation | interaction | interaction, cooperation, communication, role play | ● ■ | long | 11, 13, 16, 53 | + |
| 76 | The agreement string | cooperation | conflict management, social competence, mutual awareness | ■ | middle | 2, 4, 6 | |

AGE: 6–10

17 CONFIDENCE BUILDING DRAWING

LP 3, 4, 6

TYPE OF PLAY

- Communication

KEY WORDS

- Confidence building, team feeling, respect of diversity, intercultural understanding

AIM

- To strengthen self-confidence and trust among children
- To create a positive attention toward each child in a group
- To train children in giving positive feedback
- To strengthen children's mutual awareness of differences of cultural background and capacities

TIME

Long-term, approx. 1-2 lessons, depending on the number of children in the group

MATERIALS

Drawing paper/A4 or A3, one piece for each child and one for the teacher, crayons / coloured pencils

PROCEDURE

1. Ask the children to make an individual drawing, expressing what's engaging them mostly for the time being. It may be a coming up birthday, a family visit, a leisure activity, an arrangement at school etc.
2. Let the children present their drawings one-by-one and explain what they wanted to express. As part of the presentation, ask the children to point to a positive personal ability/skill. It may be something that the other children have mentioned or something that hitherto had been hidden in the group.
3. Ask the children to give each other positive feedback and appreciation of their individual drawings and abilities.
4. Be sure to present your own drawing and chosen ability/skill as part of the round.

HOW TO STIMULATE REFLECTION

After all presentations, ask the children:

- Did they learn something new about each other – try to make them elaborate on this.
- Were they surprised by the drawings and stories of their classmates?
- What surprised them?
- What does it mean to learn new things about each other?

!

- Be sure to give sufficient time for the individual presentations, especially to children who need to increase their verbal and/or linguistic skills.
- Make sure that the children have the necessary calm to do their drawings.
- Put on some quiet and comfortable background music to strengthen concentration and reflection.

SOURCE OF THE ACTIVITY

Danish Centre for Educational Environments / Dansk Center for Undervisningsmiljø (DCUM):
Helle Meisner-Jensen: "Together against mobbing", handbook, Denmark 2006
Adaptation: mhtconsult

AGE: 4–8



LP 4, 5

29 EMOTION PICTURES

TYPE OF PLAY

- Creativity

KEY WORDS

- Emotional intelligence, emotions and feelings, confidence building

AIM

- To know about the different emotions
- To recognize emotions in others
- To develop an understanding of different situations causing different emotions
- To know how different emotions feel like

TIME

Middle, approx. 20–30 minutes

MATERIALS

Papers, crayons

PROCEDURE

1. The children are sitting in a circle and they get papers and crayons.
2. The teacher describes different situations and the children paint how they feel in these situations.
3. Explain different situations, e.g.:
 - “I have received a new toy.”
 - “Tomorrow I am going to the dentist.”
 - “My brother/sister disturbs me when I play.”
 - “I am alone in a dark room.”
 - “I am going to the cinema with my parents.”
 - “My favourite toy has broken.”
4. After painting the emotions the children show their emotions.
5. Give the children the possibility to explain the emotions with words (or with smaller children to learn the right words). Maybe the children need help to find and use adjectives which describe their emotions and feelings well.

HOW TO STIMULATE REFLECTION

Ask the children:

1. How did you feel about performing this activity?
2. Did you feel these emotions before (like sad, happy, angry etc.)? If so, do you want to describe a situation when you had felt like this before?
3. Did you recognize the emotions of the others?
4. How did you feel about seeing emotions of your friends – by seeing them being happy/sad/angry etc.?
5. With older children: What do you do if someone has strong feelings like sadness, anger?



- You can also show the children real pictures of situations or emotions to give them an impulse. Maybe imitate the emotions too, so that the children can learn by a model.
- Carry on with exercise “Show your emotions”

SOURCE OF THE ACTIVITY

“Stronger children – less violence” project 2009-2011 – Daphne Programme, Project Nr. JLS/2008-1/DAP-204.

Adaptation: TVV e.V.

LEARNING PACKAGE 1: EMOTIONAL INTELLIGENCE

This learning package is composed of **STRONGER CHILDREN ACTIVITIES** which have a special focus on children's awareness of other people's feelings and needs as well as awareness of their own feelings and emotional reactions.

All over Europe, we see today a strong focus on inclusion and the idea of inclusive learning among children of all ages. At the same time, violent behaviour and bullying among children reflect exclusion. Exclusion and isolation of some children can also be seen as an expression of children's lack of empathy, tolerance and mutual recognition across diversity. Some may also say that the exclusive processes among children reflect the level of **EMOTIONAL INTELLIGENCE** in the group. **EMOTIONAL INTELLIGENCE** is a term connected generally with the mind and its ability to perceive and analyze data. But according to the newest psychological research, it is obvious that there are other types of intelligence, as this word should be regarded as "ability to manage in the outer world". Not only the mind is important in managing social relations and learning processes, the emotions are of equal importance. Thus, cooperation between emotions and the mind is crucial for the proper doing, no matter: in the world of nature or the society.

| EMOTIONAL INTELLIGENCE | | | |
|--------------------------------|--|---|--|
| Objectives | General: | | Specific competences to be developed: |
| | <ul style="list-style-type: none"> Develop an ability to recognize and define emotional reactions Identify own emotions Identify the emotions of others Create the ability to feel and show empathy Ability to link situations with emotions and feelings | | <ul style="list-style-type: none"> Self-awareness in feelings and emotions Self-control in behaviours Empathy Assertiveness Cooperation based on awareness of other's feelings |
| Expected Impact | Short-term | | Long-term |
| | <ul style="list-style-type: none"> Children can describe their emotions and feelings Children are able to register and empathize with feelings and emotions of other children Children are responsible for their actions Children can recognize their emotions in different situations | | <ul style="list-style-type: none"> Develop emotional intelligence Develop responsibility for own behaviours See the impact of doings on other's feelings and emotions Create empathy Deal with emotions |
| al informat | Time frame | | Relevance to pedagogical approaches |
| | All together, the suggested activities may require a time schedule of at least 3.5 to 4 hours. However some exercises are long. Use activities over a term of year or at least a semester. | | <ul style="list-style-type: none"> Cooperative learning Group dynamics and group rules Nine intelligences Learning styles |
| Suggested order for Activities | for 4-5 years | for 6-7 years | For 8-10 years |
| | <ol style="list-style-type: none"> My Golden Shoe (Nr. 46) Game of Sharing (Nr. 7) Rabbit's Rights (Nr. 48) Common Drawing (Nr. 8) Good Behaviour (Nr. 64) | <ol style="list-style-type: none"> Guide Dog (Nr. 12) Emotion Pictures (Nr. 29) Shout Stop (Nr. 61) Offender-Victim Exercise (Nr. 62) Dialogue Corner (Nr. 63) | <ol style="list-style-type: none"> Feeling Good (Nr. 31) Show Your Emotions (Nr. 30) Robot Portrait (Nr. 38) No Blame Approach (Nr. 37) Heart of Our Class (Nr. 9) Star Of the Week (Nr. 19) Take a Step Forward (Nr. 43) My Secret Friend (Nr. 8) |

| | |
|---|--|
| <ul style="list-style-type: none"> • A Photo Is Better than a Thousand Words (10) • A Song and a Story (Nr. 28) • Zones of My body (Nr. 32) • Fair Fight (Nr. 33) • Reflections on Fair Fight (Nr. 35) • I Shine Like a Star (Nr. 47) | <p>Relaxation:</p> <ul style="list-style-type: none"> • This is awesome (Nr. 71) • A finish with music (Nr. 72) • Circle-massages (Nr. 73) <p>Add also some ice- breaking activities or relaxing, according to your needs</p> |
|---|--|

LEARNING PACKAGE 4: DIVERSITY AND INTERCULTURAL UNDERSTANDING

This learning package is composed of **STRONGER CHILDREN ACTIVITIES** which have a special focus on children's understanding of socio-cultural and ethnic-cultural diversity and children's recognition of the fact that diversity may increase the total skills and resources in the group. Diversity is a broad concept, ranging from socio-economic and socio-cultural differences to differences linked with physical disabilities or mental vulnerability etc. Whatever the reasons, diversity is in general defined from the "normality" concept in the majority population, which may sometimes lead to exclusion of minorities, if they are somehow different. The excluding behaviour may in many cases not be deliberate or intentional. Yet, to create and ensure tolerance and understanding for diversity, children need to learn to reflect on these issues and learn to appreciate the unique value and personality of each person. Seen from this perspective, the **STRONGER CHILDREN ACTIVITIES** pay a special attention to the excluding mechanisms implied by lack of respect for diversity and differences.

| DIVERSITY AND INTERCULTURAL UNDERSTANDING | | |
|---|---|---|
| Objectives | General: | Specific competences to be developed: |
| | <ul style="list-style-type: none"> • Learn to recognize and respect differences and diversity in cultural origin as well as in all kinds of conditions and skills • Learn the meaning of human equality and dignity across differences • Learn to communicate equally across cultural differences and origins • Learn the values and strengths in cooperating and working in diverse groups | <ul style="list-style-type: none"> • Interact positively with other children despite differences • Appreciate the values of learning in diverse groups • Gain insight in other cultures, culture-based abilities and preconditions • Learn to respect human equality on both a cognitive and emotional level • Gain intercultural awareness and respect • Learn to put oneself in other's shoes • Become aware of own values and ethical standards |
| Expected Impact | Short-term | Long-term |
| | <ul style="list-style-type: none"> • Stronger mutual awareness • Openness • Experience of values and strengths by learning in a diverse group • Intercultural awareness • Respect for equality and human dignity across differences | <ul style="list-style-type: none"> • Better and more efficient learning results because of diverse contributions to the learning processes • Stronger awareness of values of equality in the children's group and school as well as in society in a wider perspective • Stronger unity and feelings of belonging in the whole group as the children's own defence against exclusion |
| i | Time frame | Relevance to pedagogical approaches |

| | | | |
|---------------------------------------|--|---|--|
| | From very short exercises / 10 minutes to long-term processes with repetitive exercises. | | <ul style="list-style-type: none"> • Cooperative Learning • Group Dynamics and Group Rules • Narratives • Learning styles |
| Suggested order for Activities | for 4-5 years | for 6-7 years | For 8-10 years |
| | <ol style="list-style-type: none"> 6. What We Are (Bingo) (Nr. 16) 7. Happy Birthday Songs (Nr. 26) 8. Where Am I? (Nr. 13) 9. Stories Of Names (Nr. 15) 10. Confidence Building Drawing (Nr. 17) | <ol style="list-style-type: none"> 6. What We Are (Bingo) (Nr. 16) 7. Happy Birthday Songs (Nr. 26) 8. What Values Do We Share? (Nr. 22) 9. A Song And A Story (Nr. 28) 10. A Photo Is Better Than A Thousand Words (Nr. 10) 11. The Hidden Words (Nr. 6) 12. Stories Of Names (Nr. 15) 13. Confidence Building Drawing (Nr. 17) 14. Star Of The Week (Nr. 19) 15. Guide Dog (Nr. 12) | <ol style="list-style-type: none"> 9. What We Are (Bingo) (Nr. 16) 10. Happy Birthday Songs (Nr. 26) 11. What Values Do We Share? (Nr. 22) 12. A Song And A Story (Nr. 28) 13. A Photo Is Better Than A Thousand Words (Nr. 10) 14. The Hidden Words (Nr. 6) 15. Stories Of Names (Nr. 15) 16. Confidence Building Drawing (Nr. 17) 17. Star Of The Week (Nr. 19) 18. Guide Dog (Nr. 12) |
| | Follow up activities | <ul style="list-style-type: none"> • Would You Like To Play With Us? (Nr. 18) • The Sun Of Friendship (Nr. 25) • Living Together (Nr. 53) • Finding New Names (Nr. 56) • The Travelling Book (Nr. 60) | |



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**STRONGER
CHILDREN 2**

