

ERASMUS+ 2024-1-TR01-KA122-SCH-000218454 PROJECT TEACHING AND LEARNING ASSIGNMENT MOBILITY PROGRAM

20-24/10/2025 NURBANU ÜNLÜ	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st LESSON	<p>Grade: 5/B Subject: Protecting the Respiratory System</p> <p>Warm up: Playing the game "Who is the leader?"</p> <p>Controlling the breath with mindful breath technique "Four-Square Breathing"</p> <p>*Inhale slowly to a count of 4. *Hold for 4. *Exhale to a count of 4. *Hold for 4.</p> <p>Brainstorm: "What do our lungs do for us?"</p> <p>Gathering answers, then introducing the subject.</p> <p>Experiment: "Balloon Breathing"</p> <p>Students will inflate a balloon to see their lung capacity.</p> <p>Discussing how exercise helps lungs work better and keeps them strong.</p>	<p>Grade: 5/B Warm up: Crocodile breath</p> <p>Sorting Game: Preparing cards with different scenarios (e.g., "Jogging in the park," "Wearing a mask on a dusty day".)</p> <p>Students sort them into "Healthy" or "Unhealthy" piles</p>	<p>Grade: 6/B Subject: Protecting the Urinary System</p> <p>Warm up: Playing the game "Who is the leader?"</p> <p>Controlling the breath with mindful breath technique "Four-Square Breathing"</p> <p>*Inhale slowly to a count of 4. *Hold for 4. *Exhale to a count of 4. *Hold for 4.</p> <p>Class discussion: Showing images or examples: drinking water vs. sugary drinks, holding urine, poor hygiene.</p> <p>Students will discuss which habits are healthy and why.</p> <p>Gathering answers, then introducing the subject</p>	<p>Grade: 6/B Warm up: Body Scan</p> <p>Group Poster Activity: Topic: "How to Keep Our Urinary System Healthy"</p> <p>Students will design posters with slogans and pictures.</p> <p>Game: Using a Bingo board with related vocabulary.</p> <p>Mindful thankful breaths practice:</p> <p>*Sit or stand tall. Gently close your eyes. Let your hands rest comfortably.</p> <p>*Take a deep breath in through your nose. As you breathe in, silently think: "I'm thankful for this breath."</p> <p>*Exhale Gently Breathe out through your mouth. Repeat for 5-10 breaths. Each breath, silently name something you're thankful for: "Breathe in: I am thankful for..." "Breathe out: I send out thanks."</p>	<p>Grade: 6/B Warm up: Butterfly Breath</p> <p>Filtration Experiment: How Does the Kidney Work?</p> <p>Filtering dirty water and simulate the kidney's function of filtering blood and removing waste.</p> <p>Class Discussion: Which organ in our body is this model similar to?</p> <p>Do real kidneys only do physical filtration, or do they perform other tasks as well?</p> <p>How does drinking water affect our health?</p> <p>Assessment</p> <p>Exit ticket: Write one thing you learned and one healthy habit you'll try.</p>
2nd LESSON	<p>Grade: 5/C Subject: Protecting the Respiratory System</p> <p>Warm up: Playing the game "Who is the leader?"</p> <p>Controlling the breath with mindful breath technique "Four-Square Breathing"</p> <p>*Inhale slowly to a count of 4.</p>	<p>Grade: 5/C Warm up: Crocodile breath</p> <p>Sorting Game: Preparing cards with different scenarios (e.g., "Jogging in the park," "Wearing a mask on a dusty day".)</p> <p>Students sort them into "Healthy" or "Unhealthy" piles</p>	<p>Grade: 6/C Subject: Protecting the Urinary System</p> <p>Warm up: Playing the game "Who is the leader?"</p> <p>Controlling the breath with mindful breath technique "Four-Square Breathing"</p> <p>*Inhale slowly to a count of 4.</p>	<p>Grade: 6/C Warm up: Body Scan</p> <p>Group Poster Activity: Topic: "How to Keep Our Urinary System Healthy"</p> <p>Students will design posters with slogans and pictures.</p>	<p>Grade: 6/C Warm up: Butterfly Breath</p> <p>Filtration Experiment: How Does the Kidney Work?</p> <p>Filtering dirty water and simulate the kidney's function of filtering blood and removing waste.</p>

	<p>*Hold for 4. *Exhale to a count of 4. *Hold for 4. Brainstorm: "What do our lungs do for us?" Gathering answers, then introducing the subject. Experiment: "Balloon Breathing" Students will inflate a balloon to see their lung capacity. Discussing how exercise helps lungs work better and keeps them strong.</p>	<p>and explain their reasoning. Drama: "Design a Lung Hero" Students will create a superhero who protects lungs (e.g., "Captain Clean Air"). Include powers, costume, and a short description of how they help the respiratory system. Assessment: Exit ticket: "One thing I can do to keep my lungs healthy is..."</p>	<p>*Hold for 4. *Exhale to a count of 4. *Hold for 4. Class discussion: Showing images or examples: drinking water vs. sugary drinks, holding urine, poor hygiene. Students will discuss which habits are healthy and why. Gathering answers, then introducing the subject</p>	<p>Game: Using a Bingo board with related vocabulary. Mindful thankful breaths practice: *Sit or stand tall. Gently close your eyes. Let your hands rest comfortably. *Take a deep breath in through your nose. As you breathe in, silently think: "I'm thankful for this breath." *Exhale Gently Breathe out through your mouth. Repeat for 5-10 breaths. Each breath, silently name something you're thankful for: "Breathe in: I am thankful for..." "Breathe out: I send out thanks."</p>	<p>Class Discussion: Which organ in our body is this model similar to? Do real kidneys only do physical filtration, or do they perform other tasks as well? How does drinking water affect our health? Assessment Exit ticket: Write one thing you learned and one healthy habit you'll try.</p>
<p>3rd LESSON</p>	<p>Grade: 5/A Subject: Protecting the Respiratory System Warm up: Playing the game "Who is the leader?" Controlling the breath with mindful breath technique "Four-Square Breathing" *Inhale slowly to a count of 4. *Hold for 4. *Exhale to a count of 4. *Hold for 4. Brainstorm: "What do our lungs do for us?" Gathering answers, then introducing the subject. Experiment: "Balloon Breathing" Students will inflate a balloon to see their lung capacity. Discussing how exercise helps lungs work better and keeps</p>	<p>Grade: 5/A Warm up: Crocodile Breath Sorting Game: Preparing cards with different scenarios (e.g., "jogging in the park," "Wearing a mask on a dusty day".) Students sort them into "Healthy" or "Unhealthy" piles and explain their reasoning. Drama: "Design a Lung Hero" Students will create a superhero who protects lungs (e.g., "Captain Clean Air"). Include powers, costume, and a short description of how they help the respiratory system. Assessment: Exit ticket: "One thing I can do to keep my lungs healthy is..."</p>	<p>Grade: 6/A Subject: Protecting the Urinary System Warm up: Playing the game "Who is the leader?" Controlling the breath with mindful breath technique "Four-Square Breathing" *Inhale slowly to a count of 4. *Hold for 4. *Exhale to a count of 4. *Hold for 4. Class discussion: Showing images or examples: drinking water vs. sugary drinks, holding urine, poor hygiene. Students will discuss which habits are healthy and why.</p>	<p>Grade: 6/A Warm up: Body Scan Group Poster Activity: Topic: "How to Keep Our Urinary System Healthy" Students will design posters with slogans and pictures. Game: Using a bingo board with related vocabulary. Mindful thankful breaths practice: *Sit or stand tall. Gently close your eyes. Let your hands rest comfortably. *Take a deep breath in through your nose. As you breathe in,</p>	<p>Grade: 6/A Warm up: Butterfly Breath Filtration Experiment: How Does the Kidney Work? Filtering dirty water and simulate the kidney's function of filtering blood and removing waste. Class Discussion: Which organ in our body is this model similar to? Do real kidneys only do physical filtration, or do they perform other tasks as well? How does drinking water affect our health?</p>

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	them strong.		Gathering answers, then introducing the subject	<p>silently think: "I'm thankful for this breath."</p> <p>*Exhale Gently Breathe out through your mouth.Repeat for 5–10 breaths. Each breath, silently name something you're thankful for: "Breathe in: I am thankful for..." "Breathe out: I send out thanks."</p>	<p>Assessment</p> <p>Exit ticket: Write one thing you learned and one healthy habit you'll try.</p>
4th LESSON	<p>-Awareness against bullying by mindfulness techniques (presentation to teachers 1) *How does the mind work?(Jar activity) *What is bullying?The difference between bullying,conflict and mean behavior. *Statistics and types of bullying.</p>	<p>-Presentation for kids *Brief explanation of how our minds work and jar activity *What is bullying? *Difference between bullying,conflict and mean behaviour *Stimuli,emotion and reaction (traffic lights activity)</p>	<p>-Icebreaker competition 'Carrying bucket' *Mindful questions to define the emotions and accept them after the game(with students)</p>	<p>-Thank You! Game *A game to be aware that little things can make big differences .Students are asked to thank objects in their lives for serving them. Ex: I want to thank you my shoes because you get older while carrying me and you protect my feet being hurt.</p>	<p>-What I want In A Friend? Preparing a poster(reflecting the week on a cardboard , making a friendship tree with handprints and writing what one wants in a good friend)</p>
5th LESSON	<p>-Awareness against bullying by mindfulness techniques (presentation to teachers 2) Regulating emotions with mindfulness *Stimuli,emotion and reaction *7 principles of mindfulness *Breathing techniques for kids</p>	<p>*Self regulation techniques to try before pop up (A hands on activity with kids which is performed by using handout sheets.)</p>	<p>-Presentation of our mindfulness integrated interactive theatre play -Talking about other scenarios (with teachers)</p>	<p>-What are my coping mechanisms? *An activity for kids teaching how to deal with conflicts and problems. -Sending good wishes with a baloon activity</p>	<p>Evaluation of the week with school stuff</p>

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20-24/10/2025 BERNA BAKIRCI	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st LESSON	<p>Grade: 5/A</p> <ul style="list-style-type: none"> *Theme: Wheather and emotions *Warm up:Hot chocolate breath *Wheather Vocabulary with flash cards *Emotions vocabulary with mimics and gestures Repetitions *Connect weather conditions with emotions: <p>Today Its rainy .I feel anxious.etc.</p>	<p>Grade:5/A</p> <ul style="list-style-type: none"> *Warm up: Dolphin breath "Wheather Inside Me " game *Instruction. <p>Teacher says: "Close your eyes. Now imagine your mind is like the sky. What's the weather in your mind today? Is it sunny, rainy, cloudy, stormy...?"</p> <p>Students respond: "Today, my mind is cloudy. I feel tired."</p> <ul style="list-style-type: none"> *Writing the sentences on the board. *Drama Activity – Weather & Emotion Statues <p>Teacher says a weather word: "RAINY!"</p> <p>Students freeze as a statue showing how they feel (sleepy,sad etc).</p> <p>Another student guesses and makes a sentence: "You are sleepy. It's rainy."</p>	<p>Grade 6/A</p> <ul style="list-style-type: none"> *Warm up: Body scan with simple imperative sentences. <p>Let's sit quietly. Close your eyes. Let's take three deep breaths.In and out... Feel your feet/legs/belly/chest/ face.... Be calm. Be here.</p> <ul style="list-style-type: none"> *Theme: Daily Routines *Vocabulary: wake up early,brush my teeth,have breakfast etc. with flashcards *Drama and memory activity: A student acts out a daily routine .Others try to guess.Another student does the same and adds another daily routine.Other students tells both sentences.It goes on like that. 	<p>Grade 6/A</p> <ul style="list-style-type: none"> Warm up:Gratitude Routine <p>Instruction:"Teacher says: Take deep breaths in and out.Think about a routine at every breath and feel grateful about it.Now tell me what activities popped out in your minds to be grateful?"</p> <ul style="list-style-type: none"> *Routine match up game:Students match the time and routines on a prepared handout.Then students make sentences and write them down. <p>I wake up at 7.00 a.m.(so on)</p>	<p>Grade 6/A</p> <ul style="list-style-type: none"> *Warm up: Crocodile breath and body scan *Preparing a " Best Daily Routine" poster with a motto <p>Eg: I brush my teeth and I feel fresh I have my breakfast and I feel happy.</p> <ul style="list-style-type: none"> *Evaluation of the week with students,feedback.
2nd LESSON	<p>Grade: 5/B</p> <ul style="list-style-type: none"> *Theme: Wheather and emotions *Warm up:Hot chocolate breath *Wheather Vocabulary with flash cards *Emotions vocabulary with mimics and gestures Repetitions *Connect weather conditlons with emotions: <p>Today Its rainy .I feel anxious.etc.</p>	<p>Grade:5/B</p> <ul style="list-style-type: none"> *Warm up: Dolphin breath "Wheather Inside Me " game *Instruction. <p>Teacher says: "Close your eyes. Now imagine your mind is like the sky. What's the weather in your mind today? Is it sunny, rainy, cloudy, stormy...?"</p> <p>Students respond: "Today, my mind is cloudy. I feel tired."</p> <ul style="list-style-type: none"> *Writing the sentences on the board. *Drama Activity – Weather & Emotion Statues <p>Teacher says a weather word: "RAINY!"</p> <p>Students freeze as a statue showing how they feel (sleepy,sad etc).</p> <p>Another student guesses and makes a sentence: "You are sleepy. It's rainy."</p>	<p>Grade 6/B</p> <ul style="list-style-type: none"> *Warm up: Body scan with simple imperative sentences. <p>Let's sit quietly. Close your eyes. Let's take three deep breaths.In and out... Feel your feet/legs/belly/chest/ face.... Be calm. Be here.</p> <ul style="list-style-type: none"> *Theme: Daily Routines *Vocabulary: wake up early,brush my teeth,have breakfast etc. with flashcards *Drama and memory activity: A student acts out a daily routine .Others try to guess.Another student does the same and adds another daily routine.Other students tells both sentences.It goes on like that. 	<p>Grade 6/B</p> <ul style="list-style-type: none"> Warm up:Gratitude Routine <p>Instruction:"Teacher says: Take deep breaths in and out.Think about a routine at every breath and feel grateful about it.Now tell me what activities popped out in your minds to be grateful?"</p> <ul style="list-style-type: none"> *Routine match up game:Students match the time and routines on a prepared handout.Then students make sentences and write them down. <p>I wake up at 7.00 a.m.(so on)</p>	<p>Grade 6/B</p> <ul style="list-style-type: none"> *Warm up: Crocodile breath and body scan *Preparing a " Best Daily Routine" poster with a motto <p>Eg: I brush my teeth and I feel fresh I have my breakfast and I feel happy.</p> <ul style="list-style-type: none"> *Evaluation of the week with students,feedback.
3rd LESSON	<p>Grade: 5/C</p> <ul style="list-style-type: none"> *Theme: Wheather and emotions *Warm up:Hot chocolate breath *Wheather Vocabulary with flash cards *Emotions vocabulary with mimics and gestures 	<p>Grade:5/C</p> <ul style="list-style-type: none"> *Warm up: Dolphin breath "Wheather Inside Me " game *Instruction. <p>Teacher says: "Close your eyes. Now imagine your mind is like the sky. What's the weather</p>	<p>Grade 6/C</p> <ul style="list-style-type: none"> *Warm up: Body scan with simple imperative sentences. <p>Let's sit quietly. Close your eyes. Let's take three deep breaths.In and out... Feel your feet/legs/belly/chest/ face.... Be calm. Be here.</p>	<p>Grade 6/C</p> <ul style="list-style-type: none"> Warm up:Gratitude Routine <p>Instruction:"Teacher says: Take deep breaths in and out.Think about a routine at every breath and feel grateful about it.Now tell me what activities popped out in your minds to be</p>	<p>Grade 6/C</p> <ul style="list-style-type: none"> *Warm up: Crocodile breath and body scan *Preparing a " Best Daily Routine" poster with a motto <p>Eg: I brush my teeth and I feel fresh I have my breakfast and I feel happy.</p>

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	<p>Repetitions</p> <p>*Connect weather conditions with emotions: Today its rainy .I feel anxious.etc.</p>	<p>in your mind today? Is it sunny, rainy, cloudy, stormy...?"</p> <p>Students respond: "Today, my mind is cloudy. I feel tired."</p> <p>*Writing the sentences on the board.</p> <p>*Drama Activity – Weather & Emotion Statues</p> <p>Teacher says a weather word: "RAINY!"</p> <p>Students freeze as a statue showing how they feel (sleepy,sad etc).</p> <p>Another student guesses and makes a sentence: "You are sleepy. It's rainy."</p>	<p>*Theme: Daily Routines</p> <p>*Vocabulary: wake up early,brush my teeth,have breakfast etc. with flashcards</p> <p>*Drama and memory activity: A student acts out a daily routine .Others try to guess.Another student does the same and adds another daily routine.Other students tells both sentences.It goes on like that.</p>	<p>grateful?"</p> <p>*Routine match up game:Students match the time and routines on a prepared handout.Then students make sentences and write them down. I wake up at 7.00 a.m.(so on)</p>	<p>*Evaluation of the week with students,feedback.</p>
4th LESSON	<p>-Awareness against bullying by mindfulness techniques (presentation to teachers 1)</p> <p>*How does the mind work?(Jar activity)</p> <p>*What is bullying?The difference between bullying,conflict and mean behavior.</p> <p>*Statistics and types of bullying.</p>	<p>-Presentation for kids</p> <p>*Brief explanation of how our minds work and jar activity</p> <p>*What is bullying?</p> <p>*Difference between bullying,conflict and mean behaviour</p> <p>*Stimuli,emotion and reaction (traffic lights activity)</p>	<p>-Icebreaker competition 'Carrying bucket'</p> <p>*Mindful questions to define the emotions and accept them after the game(with students)</p>	<p>-Thank You! Game</p> <p>*A game to be aware that little things can make big differences .Students are asked to thank objects in their lives for serving them.</p> <p>Ex: I want to thank you my shoes because you get older while carrying me and you protect my feet being hurt.</p>	<p>-What I want In A Friend?</p> <p>Preparing a poster(reflecting the week on a cardboard , making a friendship tree with handprints and writing what one wants in a good friend)</p>
5th LESSON	<p>-Awareness against bullying by mindfulness techniques (presentation to teachers 2)</p> <p>Regulating emotions with mindfulness</p> <p>*Stimuli,emotion and reaction</p> <p>*7 principles of mindfulness</p> <p>*Breathing techniques for kids</p>	<p>*Self regulation techniques to try before pop up (A hands on activity with kids which is performed by using handout sheets.)</p>	<p>-Presentation of our mindfulness integrated interactive theatre play</p> <p>-Talking about other scenarios (with teachers)</p>	<p>-What are my coping mechanisms?</p> <p>*An activity for kids teaching how to deal with conflicts and problems.</p> <p>-Sending good wishes with a baloon activity</p>	<p>Evaluation of the week with school stuff</p>

*5th and 6th graders are preferred for the assignment as they are in accordance with the age range of sending school's students.

*The content has been developed by the teachers of sending school taking into account the common topics in the mutual curricula and students' level.

*4th and 5th classes will be held by both teachers of sending organisations together.

Place: Konya, Türkiye
Şehit Mustafa Çubadar Ortaokulu
Ortaokulu

Meral Taşpınar
as headmaster

Place: Sevilla, Spain
Colegio Publico S.A.R. Infanta Leonor

Susana Domínguez González
as headmaster

