

1. Activity title	How to publish a newspaper with a cause or... for the “different” children with ... love	
2. Target group	Students in the initial stage of basic education - 4th grade. The students are part of a pilot innovative class.	
3. Duration	The period of implementation of the practice: one academic year. My students were fourth graders. I started the project in the month of September, and the final was at the end of May. The preparation and implementation of the project took place mainly in elective classes (Environmental World), as my class was an innovative class. Optional classes were usually held in blocks of 2 hours and 40 minutes.	
4. Learning Environment	The classroom is lively, most of the time the desks are "assembled" in a square, giving students the opportunity for group work.	
5. Learning outcomes	<ul style="list-style-type: none"> ● I have had students who have shown emotional sensitivity and empathy since first grade. Children who regularly participated in a number of charity campaigns. ● At the end of the school year, my students achieved: ● Critical thinking skills - the fourth graders were able to choose a suitable text for their material in the newspaper, correctly cite the source, argue with arguments to prove their rightness in choosing the material; ● Reading comprehension and text handling skills; ● Social engagement and civic engagement; ● Teamwork and tolerant attitude towards team members; 	
6. Subjects and topics covered	Optional classes were focused on natural sciences, civics and ecology. The nature of work in the various classes connected the lessons with the Bulgarian language and literature, as well as with fine arts, technology and entrepreneurship, and mathematics.	
7. SEL competences	<p><u>PERSONAL</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identifying and expressing emotions <input checked="" type="checkbox"/> Self-regulation <input checked="" type="checkbox"/> Identifying strengths/self efficacy <input checked="" type="checkbox"/> Growth mindset <input checked="" type="checkbox"/> Wellbeing <input checked="" type="checkbox"/> Dealing with negative emotions <input checked="" type="checkbox"/> Flexibility/resilience/problem solving 	<p><u>SOCIAL</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Empathy <input checked="" type="checkbox"/> Appreciating diversity <input checked="" type="checkbox"/> Relationship building <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Conflict resolution <input checked="" type="checkbox"/> Ethical and responsible behavior and decisions <input type="checkbox"/> Dealing with negative relationship such as bullying

<p>8. Method / Didactic techniques</p>	<p>When implementing the practice, I mainly used a talk - introducing the students to the global topic and discussing the materials that we are about to include in the issue of the newspaper.</p> <p>Students worked individually and/or in groups, according to their wishes and depending on the rubric they wished to write.</p> <p>I also used the Flipped Classroom method. Students worked at home on a given problem, and in class we discussed the finished products.</p>
<p>9. Tools / Materials / Resources</p>	<p>As part of an innovative class, each student had his own tablet, which greatly facilitated the work of preparing materials for the newspaper. Each student had their own profile on www.canva.com, where they prepared promotional brochures for the distribution of the respective issue.</p> <p>Everyone chose how to prepare their material - in paper or electronic version. To write online, they used the platform www.seesaw.me. They used www.wordwall.net to create word games, PicSay Pro tablet application for word bubbles; for mind maps - Mind Map.</p> <p>From the beginning of the innovative practice (2nd grade), my students got to know a lot of applications and are doing extremely well with their practical application. This also required familiarising them with safe Internet surfing. The students were the main driving force in realising the class newspaper. My role consisted of the pre-press preparation (I used www.canva.com) of the issues and their printing (I trusted an advertising agency in the city to print them in A3 size).</p> <p>The distribution of the individual issues and the advertising campaign for each of them was entrusted to the class - for the posters we used cardboard, watercolours, markers (provided by the parents). It would be good for the teacher to have computer literacy to be a support to his students. Not only for preparing the worksheets or for the digital layout of the newspaper, but also for their consultation when working with the various online applications. Internet work and safe student behaviour should not be underestimated. I took advantage of every opportunity to be as useful as possible to my class.</p> <p>Curriculum: https://shortly.bg/yLrjH Worksheets: https://shortly.bg/PdIeu</p>
<p>10. Detailed description of the step-by-step description of the activity / sequences of the units</p>	<p>During the work on the project, each of the topics included in it was realised within 10 study hours. In the first two classes, we visited the local community centre and got acquainted with various sources related to the respective topic - presentations, books, old periodicals, videos, films, etc. Students were given a wealth of information which they then had to process to the best of their ability and consider how to use it.</p> <p>In the following paired lessons, students worked on different texts related to the topic. The worksheets were prepared by me. Each text included in the sheets was thematically related to the global theme. This</p>



	<p>was followed by text questions aimed at testing students' reading comprehension. Worksheets included tables, charts, diagrams, math problems. By working on them, the students were imperceptibly preparing for the higher education at the end of the year.</p> <p>The next paired classes were practically oriented – the students themselves searched for information on the Internet, sifted through interesting facts and created their own materials to include in the next issue of the class newspaper. Students worked individually and in teams - the choice was theirs. They created crosswords, puzzles, word games, offered drawings and other fun materials for the column "From explorers for explorers" (included at their idea).</p> <p>In the following paired hours, they shaped their materials – edited the texts, discussed which material should be included in the issue, argued.</p> <p>The last paired classes were held again in the community centre - there we presented the printed issue. An advertising campaign around the distribution of the pine tree followed - choosing a cause, creating posters and printing, as well as selling the issue in school classes. This moment was probably the funnest, but it also brought them the greatest satisfaction when they returned to class with a heavy purse. The sale of each issue went to a different charity. We were provoked by the owners of the "Different Children of Bulgaria" Foundation. That's why my students decided that we will print the newspaper "Researcher" with a cause. Each issue helped different children in need, and my students felt important and worthy citizens.</p> <p>They themselves shared that "for us, the benefits are the greatest - we learn a lot, we acquired many new skills, we did great at the NGO, and at the same time we helped children to live and be among us."</p> <p>The online issues of the newspaper "Researcher" and brief information about charitable causes - https://shortly.bg/gYfu1</p>
11. Extension / Take home activity	Participating in charity initiatives fosters empathy in students. In addition to educational habits, my graduates learned an important skill - empathy not only for other people's joy, but also for other people's pain. They realised that the "different" kids weren't so different.



<p>12. Feedback & assessment</p>	<p>When I developed the learning content for the optional classes, I was guided by the idea that my students should have text-handling skills (to understand the reading, but also to be able to create their own text); have critical thinking skills; not to bother to defend their position, but always to protect the dignity of their opponent; to show empathy for others.</p> <p>At the end of the school year, when the project is finalized, I can certainly note its benefits:</p> <ul style="list-style-type: none"> - My students became two-time winners of reading contests on the Bookstore site; - They were part of the children's jury for the selection of children's books in "Magic Pearl"; - They ranked first place in the national competition "My Homeland"; - They reached the regional round of the Mathematics Olympiad and "I know and I can"; - They qualified for the national round in the SBNU competitions; - Ranking of the national round of the Civic Education Olympiad; - Excellent presentation of the NGO. - Virtues, however, are difficult to quantify. The fourth graders certainly left their mark in the school's annals with their good deeds. <p>Virtues, however, are difficult to quantify. The fourth graders certainly left their mark in the school's annals with their good deeds.</p>
<p>13. Intellectual property rights (IPR) / Origin of the activity</p>	<p>The project is author's and is part of the innovation with which I participate in the Ministry of Education and Culture program for innovative schools.</p> <p>Yordanka Parvanova, senior elementary teacher at primary school "St. Ivan Rilski" - town of Haskovo (sa) The activities are published in Pedagogical Forum, 2023</p>