

**Guidelines on the use of techniques
"Self-organized learning space"**

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Guidelines on the use of methods of "self-organized learning space" is designed as supplementary material for mastering grade 4-11 students

Information and communication competence, civil and social competence in teaching class hours and extracurricular circle at work. Do SONP can also enter the variable component of the curricula of middle and high school.

Guidelines reveal the possibility of using the Internet to achieve specific educational goals and potential samorhanizovanoho training in institutions of secondary education, which can be used to perform tasks extracurricular group of students. Guidelines include a list of major issues and descriptions of the classes that were held during piloting techniques.

Calculated on teachers and social workers, students, higher education teaching and social profile, NGO professionals, the general public.

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Introduction

One of the key reforms in Ukraine in recent years - the decentralization of power - leading to increased responsibility of citizens for life in the community and encourage them to self-organize to address specific local issues. However, the self-organization of citizens at national level is crucial in certain periods of the modern history of the country to support the further democratic progress and development.

The school is a model of society in which the child has the opportunity to learn to interact live with other members of the media, gaining experience, knowledge and skills that will determine her citizenship, the outlook for the future. New Ukrainian school concept implies that graduates of the new schools are responsible citizens who are capable of deliberate choice and directing its activities for the benefit of others and society.

Described below samorhanizovanoho method of learning space (SONP) provides students opportunities and responsibilities for the organization of joint activities for the achievement of educational goals. In terms of a safe learning environment, students receive a positive experience of self that can be replicated in other social environments.

In addition, SONP a response to the urgent challenge of today - an increase in the information field and maximum availability of knowledge dissemination through the Internet. How to encourage and teach students to use modern technology to good use? How to teach children to find reliable, accurate information in the infinite space of the Internet? After SONP students learn to navigate the information flow, think critically and systematically, logically justify their position. Also, students learn to express their own opinions, develop creativity, leadership, improve communication skills and self-presentation. The teacher encourages children to initiatives encouraging cooperation in a team together to solve

problem; analyze your emotional state and achievements.

Thus, SONP promotes the development of key competencies for New

Ukrainian school, in particular information and communication competence, civic and social competencies, and the teacher has an opportunity for experimentation and creative fulfillment.

History and distribution methods

Public attention to the potential of self-organized learning experiments attracted Indian professor Suhata Mithras ¹. In 1999, on the outskirts of Delhi, in the area where most children do not attend school, Professor installed on the computer. He built a computer into the wall at one meter above the ground and connected to high speed internet. Local children immediately cordoned off the computer and a few hours together and learned to use it to find information online. Further experiments in various areas of India and North East of England confirmed the idea that a group of children who have access to the Internet, can learn on their own without adult supervision. During one experiment Suhata Mitra found that children who do not know English, can independently learn the basics of molecular biology, using computer relevant material in English. With a friendly but unfamiliar mediator they were able to surpass the results

Based on these studies, Suhata Mitra developed the concept of self-organized learning space that best describes the conditions under which children can learn by cooperating with each other in the traditional school administration.

¹ More about these experiments called "Hole in the wall", you can find the links: www.youtube.com/watch?v=HE5GX3U3BYQ and www.youtube.com/watch?v=LEQc_NyAFXc

In December 2013 opened the first self-organized learning laboratory space in high school. Killinhvort (UK). Later was discovered 7 laboratories: five in India, one in Britain and one in New York, USA. The aim of these laboratories - provide an environment in which the international community teachers can study the impact of self-organized learning for children.

In 2014 he launched the digital platform "School in the cloud"² which allows

anyone and anywhere experiment from self-organized learning. Among others realized the possibility of remote SONP teacher for groups of children in remote or depressed areas, where access to education is limited by means of online communication. Learning platform manages the team of Newcastle University (UK) under Professor Suhata Mithras.

Testing and testing methods SONP held for 13 years. Today, this technique is used in schools in different countries (Australia, UK, India, USA and others.).

SONP in Ukraine

In Ukraine, the first self-organized learning space was opened in spring 2017 in. Izmail Odessa region KaritasOdesa organization in partnership with the Izmail State Humanitarian University and Charity "Free education".

Since 2018 under the regional program DARE «educational and social innovation in Ukraine, Moldova and Romania for a better life for our children" SONP implemented in Valkovsky lyceum named after Alexander Maselskoho Kharkiv region, Medenytskoyi secondary school I-III Drohobych district, Lviv region; Kharkov School-III levels № 52 of Kharkov city council, child crisis center for families Charitable Foundation "Caritas Diocese Church SambirskoDrohobytkskoyi" in. Drohobych, Lviv region .; children's center

² <https://www.theschoolinthecloud.org>

Kharkiv regional charity fund "Social assistance service" in. Kharkiv and socio-psychological rehabilitation of children Charitable Fund "Aspern" in the city. Kiev. To promote open methods established group in social network Facebook «SONP in Ukraine»³.

General information on the method of "self-organized learning space"

Self-organized learning space - a way of organizing education (educational) process when teachers encourage students to independent joint group work to find answers to the great questions via the Internet and other information sources.

The basis SONP contains the following beliefs:

- Self-organized learning occurs on the initiative of the students they are motivated choice and common interests with other students.
- The acquisition of knowledge occurs in a group work. Such training helps strengthen memory and develop social skills.
- Students form their own understanding of new ideas, linking it to what they already know.
- Students are able to understand more than usually considered adults, especially when they are in a comfortable, open environment where they are encouraged to experiment and make mistakes.
- Students are able to think critically and can learn quickly.
- Internet helps students find answers to most questions, and encouragement and support from teachers resistance increases confidence and self-learners to solve problems. The most successful teachers can not intervene in the work of students, offer them appropriate support, to provide an understanding of the structure, not only willing to answer questions.

³ Link sharing <https://www.facebook.com/groups/soleukraine>

As a rule, take some time to teachers accustomed to using the new method, and students have mastered a new way of learning.

The educational objectives are achieved through the joint search students answer the big question, with the ability to know themselves, to share ideas, experiences and emotions. **The big question** ignites the imagination and curiosity of students. These questions have no definite answers, their aim is the impulse to discussion and debate. They encourage children to offer ideas, collaborate, use arguments and critical thinking, for example:

- How does the memory of people? Why do we "remember"? Why do we "forget"?
- Is endless life on earth?
- Will ever be of the mind?
- Could it be something less than zero?
- How to create music?

It is important that the teacher may not know the answers to the big question, which raises or which offer students also such issues may not have a clear answer. The task of the teacher - only fasylituvaty process of students, to create conditions for their self-organization. Thus, the teacher encourages learners to join a team, they can change during the session, to search for answers to the big questions to choose the form of presentation and present their responses.

SONP has some similarities with the problem and project-based learning, including multidisciplinary nature of development cooperation skills, problem solving, critical thinking, encouraging independent activity of students. However, the level of involvement of the teacher (facilitator) in SONP minimum, on the verge of non-interference, whereas problematic and project studies assumed much greater involvement of teachers and help them if something students can not. During classes SONP

the teacher does not teach, and "a step backward" (retreat) to give more space for autonomy and initiative of students.

Usually SONP is as follows:

1. The teacher puts a big question to students or they own invent itself. Also a teacher with a group groupware actualize rules that were agreed in the first session.
2. The students together in groups, approximately 4-5 people in each group. They have the ability to change the group at any time.
3. Each group has one computer with Internet access to search necessary information to answer the big question, and a set of stationery for creative design and presentation of answers.
4. Students move freely in the class (may sit on the floor) communicate with each other, exchange ideas.
5. Students choose their own direction finding answers to the big question.
It may be that this question is no single right answer.
6. In the end of the session, each group will present their research.



Fig. 1. Conducting classes on technique SONP (draft)

Because education (teaching and educational) activities is a type of social

activity that occurs within groups due SONP students have the opportunity not only to use the knowledge of the subjects, but also learn to work in teams, allocate roles, be accountable to the role of a small group together and present the results of their activities.

Thus, participation in SONP help students:

- learn to work in a group, distribute roles and be responsibility for the final result, to organize themselves for the tasks;
- develop leadership skills, communication skills and self-presentation;
- improve critical thinking, memory skills to search and analyze large amounts of information, problem solving;
- learn to use the knowledge they already have, during discussions in the classroom and beyond;
- develop a creative approach to problem solving, demonstrate creativity and interests;
- increase computer literacy and learn to use the Internet safely;
- become more motivated to generate ideas of self. Finally, students will be able to expand the outlook, improve their behavior; they learn to take responsibility for their learning and be able to build more trusting relationships with teachers and adults in general.

On the other hand, SONP also enables teachers to see students in new roles, helping them to develop new skills in a way that fails over time in terms of the traditional lesson to cooperate with the class and create a situation of success for students. As the search for answers to the big question often involves searching interdisciplinary connections that go beyond the curriculum of one particular subject, it greatly enhances teacher and encourages creativity. In terms of teacher SONP

expands their understanding of how students can learn on their own, and, in fact, form the ability of students to learn independently. Creating space for learning and discovery, the teacher develops a culture of curiosity and initiative students the ability to explore, and he learns to understand their interests and needs.

Necessary resources and materials for the implementation SONP

SONP - a simple technique because its implementation requires only such equipment and resources:

- equipped computers or more class mobile computers (laptops) at the rate of one computer for one group of students. Limit the number of computers provides mutual learning and collaboration among students, which is an important element SONP. Computers with large screens are convenient because they facilitate teamwork. Also, thanks to the big screen the teacher can see that students do.
- Connecting to the Internet.
- Whiteboards questions and comments.
- The list of major issues that help deepen students' knowledge in specific subjects of the curriculum.
- Special workbook for students.
- Large sheets of paper for presentation to a group of his developments.
- The willingness of teachers and students to try this technique.

Conducting classes on technique SONP

Sports has three conditional phases: setting a big question, research, presentation of answers.

Duration can range from 45 minutes to 1 hour according to the age characteristics of students.

Duration of the stage productions of the great questions - 5 minutes. During this stage the teacher should actually present the big question

encourage students to find answers to this question, explain the process works. The way the teacher asks questions, almost as important as what he asks. The big question encourages creativity and encourages curiosity. This stage may last longer if students formulate their own questions and share great whole group agree that it will seek an answer to it.



Fig. 2. Stages classes SONP methodology (draft)

Step study lasts 30-45 minutes. Students work in groups to find answers to the big question on the Internet. The teacher encourages students to solve any issues in groups, watching and documenting the process. Also, students must make a presentation of results answers.

During the final phase of class, each group will present their results and provide feedback. The teacher can ask to determine the similarities and differences between responses to help students find them. Also, the teacher encourages debate, promotes discussion of issues and research process. In conclusion, the teacher can set the feedback from students and find out how they felt during that time they would do differently next both individually and in groups, whether they

really good job and so on. To review developments provided for groups of 10-15 minutes, but the length of the stage may vary according to the complexity of the issue and submitted answers.

Presentation answers and further analysis and introspection students their behavior and achievement is crucial for meaningful assimilation of new experience, consolidation and reproduction of new knowledge and skills, behaviors in a broad educational context.

SONP Do not be static. Increase teacher experience will increase the confidence of students in the new method, and classes will also change. To maintain motivation and interest of students important teacher readiness to experiment with ways of employment. For example, a teacher may instead ask each group of 4 to present their findings offer a whole group of students together to discuss and present a single joint reply.

Note that it takes time to students accustomed to the new environment, which may completely differ from those in which they worked before. It may take several sessions to students and used to believe that they really have the opportunity to organize themselves.

The big question

The big question is an important part SONP. As education theorist Edward O. Wilson, "The correct answer to the question as trivial trivial but correct issues unresolved even if it is a guide to the significant discovery". [2]

Interesting and topical issue awakens the imagination and curiosity of students, encourages offer theories cooperate, think critically and search arguments. Big questions - questions that have no easy answers. They often open and severe, besides these issues can be no single answer. Their goal is a comprehensive call to lengthy discussions, rather than search for easy answers.

The big question may be ambiguous, focused, acute or provocative. They must encourage research, debate and critical thinking. The big question directed not only to get "right" answers, they stimulate the application of skills needed to find the answers. Good big question combines several disciplines. For example, the question "What would happen to Earth if all insects disappeared?" Unites more branches than the question "What is an insect?"

The complexity of the issues may change at each session. At first it may be a simple question focused. For example: "Where does the largest animal in the world?" Gradually, students will be able to improve information retrieval skills, gain new experiences assignments, prepare for more complex issues.

Over time, the teacher will be able to offer more complex issues that have a direct answer. This will encourage students to explore the wider issues at the intersection of several disciplines, and to prepare a more thorough answer. Notice the difference between the question "What is the largest animal in the world?" And "Why there is no animal larger than a blue whale?" The second question involves an analysis of causation, the possibility of discussion and the need to find arguments on the verge of several disciplines.

Also, the teacher can give students to create and offer a great question. In this case, students can experience even greater involvement and interest in finding the answer to the proposed question.

Isolates are ways to create large issues:

- issues related to the fact that students are studying at the moment (child and adult brain the same or different?);
- question come from the everyday experience of students (Why chips and crisps unhealthy?)
- issues related entirely new phenomenon, the phenomenon (Is it possible to work completely replaced humans?);

- philosophical questions (What does it mean to live "here and now"?). Note that there are no restrictions as to what should be a big issue as long as it is thought-provoking and captures students' attention.

Teacher as facilitator

To maintain the motivation of students during class important skills a teacher to act as a facilitator. **Priorities facilitator** (from English. facilitate - assist), organize group activities, monitor the group dynamics and regulations for the training event and help create optimal conditions for learning.

That facilitator

directly gives new knowledge and creates ideal conditions for the participants to independently acquired this knowledge.

The technique involves no SONP traditional roles "teacher"

- one who teaches "student" - the trainee. Instead of the word "student" suggested the term "member"
- one who is involved in the educational process. This implies that you can participate in different roles, regardless of status. A participant may be under different circumstances pupil, an expert group leader and others.

Note the difference between the role of a facilitator trainer and moderator. Trainer - a person who holds a training event, creating the conditions for effective training in a group, giving participants some specific knowledge and, in some cases, correctly expressing their position regarding the theme of the event. This team is professional, knowledgeable in the subject of training, but not necessarily an expert in the subject.

Moderator (from the Latin. Moderor - restrain) - a neutral person who manages the process of discussion, directs and organizes issues which discusses, but does not express an opinion and does not stick to the side of either party. However, during the occupation by the method SONP teacher can express their opinion on the answers to the great questions and help students organize meaningful discussion.

To achieve the educational goals SONP teacher performs the following key functions:

- Create a favorable atmosphere for the group trust and cooperation. The teacher demonstrates respect for the participants, encourage and support them. The teacher listens to students actively uses bezotsinni judgment does not criticize and does not attempt to evaluate their knowledge or skills. The teacher shows interest in the ideas and thoughts of students, openness and positive attitudes that serve to students a model of how to work in a group. This helps build trust participants to teacher stimulates their faith in themselves. It is also important to quit the group on a positive note.
- Directs a study group to the task classes. The teacher ensures that the group followed the prescribed limits of the educational process - time rules, regulations, roles and so rational choice.

Compliance with the rules is an important attribute of group work. At the beginning of SONP should be given enough time to their students understand and accept, as students can offer their rule. During the sessions the teacher observes these rules and this encourages pupils. The basic rule - no right or wrong answers, all opinions and suggestions are welcome. However, the teacher draws attention to the authenticity and veracity of the arguments and encourages students to critically analyze each other's answers.

Preparation classes SONP

Before classes begin, you must:

- inspect the premises where classes will be held, and place it as needed;
- check the working condition of computers connected to the Internet;
- prepare other sources (if necessary);

- think big question presentation or be prepared to delegate to his disciples creation.

Tables in the classroom for group work should be placed so that all the participants were moving freely in the room. On each table is a computer, flip chart paper, pencils, markers, clay, other stationery. Example placing tables and computers below.

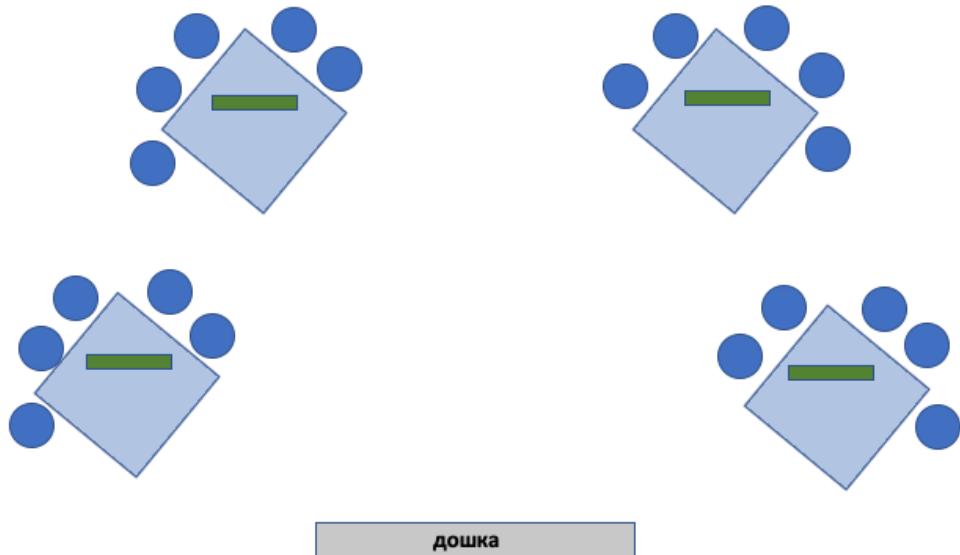


Fig. 3. Example of location tables

Location tables "the islands" is the best, because it promotes group work and makes it possible to move around the room and the students and teachers.

Assessing the impact SONP

As part of the regional program DARE «educational and social innovation in Ukraine, Moldova and Romania for a better life for our children" Newcastle University team conducting impact assessments on SONP diteyuchasnykiv. The purpose of the evaluation is to understand the impact of the program on the education of children, teachers and family activities as well as the relationships between them. Tools evaluating the effectiveness SONP:

- Workbook for children in which children evaluate SONP session after each session.
- Journal of observation for teachers. It is designed to help understand the factors that affect the learning experience of children and evaluate the development of perseverance, resilience, critical thinking positive social engagement and others.
- Questionnaire self-esteem, which students fill in the beginning and in the end of the school year. Questionnaire is a reliable tool developed by professional psychologists and is used to assess children's perceptions of themselves and their studies.

Tips for troubleshooting common challenges during SONP

Although SONP each class is unique, there are some typical challenges that may face the teacher.

Challenge	possible solution
Students are not prepared to work independently	<p>At the initial stage of SONP students may not be ready to take responsibility for the work. They refer several times to teacher requests suggest solve, advise others.</p> <p>Teachers should explain to children every time that the occupation SONP can not do something bad or wrong, whatever their outcome, and this knowledge is useful and important</p>
Violation of discipline students	The teacher may choose a helper among the most responsible students who monitor the discipline and help the teacher on other tasks during lessons
Answers pupils inaccurate or false	<p>It is important to correct the students, and ask appropriate questions to help them fill gaps in information. If the teacher understands that by the questions he can not bring children to the desired information,</p> <p>he can make full announcement. This message can begin with the phrase "But I found the following information."</p>

	<p>This phrase gives children an understanding that information flow is very intense and fast, and not only they, but also teachers and other people also need to learn every day and know the world.</p> <p>Also, the teacher can encourage other students to question the answer which seems incorrect, for example: "Did any of you find something else?". Then you explain that students can come to different answers, given the reliability of sources. Thus, students will learn to understand that argument is reliable and more critical of online sources</p>
Students find the answer too quickly, and then Sit	Encourage students to ask information found other groups. If the information is different, whether they can attach it to your reply? If not, why? Ask the students if the complete response group, or a reliable source of information?
Compliance timeframe	Average time depends on the task that puts a teacher or being developed classes. For example, if the task is to develop a theme, to bring the children some information / knowledge, then more time should be allocated for presentations by reducing the time for the rest of the class. During the presentations, the teacher may add important information, or using questions that children fail to correct. Or, if during the classes you notice that children are not configured to group work and did not examine the question properly, you can reduce the time allotted for this stage. If you prefer knowledge - Add spared time for presentation
Pupils work out details on one and the same source	Remind the children that lesson SONP encouraged cooperation not only within the team but also between the teams, and that the exchange of information and joint work will bring only benefits to workflow

Used Books

1. Bohdzevych A., A. Ivanov, Nazina A. Stepanov M. Trainer - group - seminar: Another way of education of youth. - Berlin: MytOst, 2009.
- 138 p.
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<http://nus.org.ua/articles/samoorganizatsiya-u-navchanni-abo-yak-uchni-mozhut-navchatys-samostijno> .
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8. Sugata Mitra, Emma Crawley. Effectiveness of Self-Organised Learning by Children: Gateshead Experiments // Journal of Education and Human Development September 2014, Vol. 3, No. 3, pp. 79-88.- Access:
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Appendix 1. Examples of major issues

Do fish feel pain?

The brain child and adult the same or different? Is it possible to time travel?

Can astronauts cry in space? What will happen to the world if Internet disappears? What are poisonous plants? Why should I sleep? Why man's conscience? Why do men have mustaches? What is the danger? Why do people lazy? Why flowers? What is happiness?



Will our lives better if our community is united?

Can schooling without harassment and violence?

What does it mean to live "here and now"? What children dream?

Why chips and crisps unhealthy? How did the ice cream?

How do you see the future of the house? What people never get sick? How do bees make honey? What do you need for happiness?

Why not talk to strangers? How can I use the garbage? Who are the geniuses?

Why do people laugh?



As indeed is the star? Why do people eat meat? Why do not all mushrooms are edible? Why do people fight?

Why do people walk on two legs and on four dogs?

What brain?

What would happen if all insects disappeared? As ABC was established?

Why people do not speak the same language in the world?

How can cry our eyes when we are sad?

Why do we appear "goose bumps" on the body? How to create music?

Can people live on another planet? Do fish feel pain?

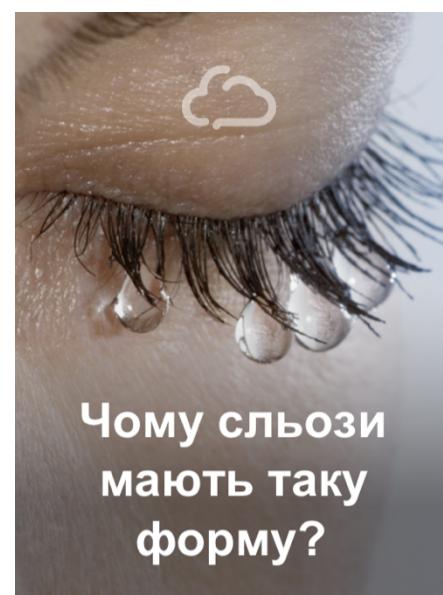
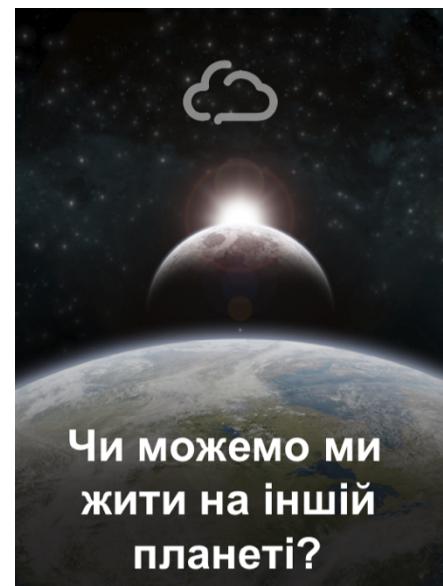
Why do people use language to communicate, not singing?

Why do we forget?

Why the tears have a form? Will cut insect colors?

Can there be anything less than zero? As there are waves in the ocean? Is it possible to time travel? Does a frog, a frog that it? Is the sound on the moon? As someone trained?

What would happen if the earth was another form?



Appendix 2. Examples of classes

The big question "Can astronauts cry in space?"

Children Age group: mixed, 4-7 classes.

Educational objectives:

- teach students to look for the information in the Internet network;
- learn to critically analyze information;
- learn to create PowerPoint presentations;
- explore the behavior of the human body in space.

Estimated Duration: 45-60 minutes.

Equipment: laptop or computer with Internet access, flipchart-board, flip chart paper, handouts, colored paper, pencils, markers, stickers, labels and more.

Educational environment: Classes are held in a specially equipped room. The room is jobs for 3-4 teams. On the desktop / laptop surfaces is / computer, one or more sheets of A4-A1 and other handouts. Jobs are at a distance from each other. Jobs are mobile, they can move. Children move freely in the room.

Key concepts: group work, presentation, space, astronauts, gravity, human body, work lacrimal (eye) glands.

Expected results: Children in the most favorable way for them to be examined the behavior of the human body in space; understand how exciting science is required and (subjects) physics and biology; Children consolidate information search skills, teamwork and presentation.

The course of studies

number	Step classes	Methods of work	Average time	Average time
			45 min.	60 min.
I. Introduction				
1.	Meeting and greeting children. Division into teams and placing on desktops	Verbal message	1 min.	1 min.
2.	Activate or working mood	Dialogue. Exercise awareness	-	3 min.

	Conversely calm too active audience			
3.	Announcements big question	Verbal messages. Voting	2 min.	2 min.
II. Main part				
4.	Search for answers to the big question	Working in small groups of 4-6 people.	18 min.	25 min.
5.	Preparation for presentation	Change the location of furniture	-	2 min.
6.	Activating working mood or, conversely, too active audience calm	Exercise awareness	2 min.	3 min.
7.	Presentation of developments	Computer presentation. The story of the drawings. Role Playing game	16 min.	18.
III. Final part				
8.	Summary occupation	Questions and answers	3 min.	3 min.
9.	Filling notebooks	Recording	3 min.	3 min.
10.	Filling cards observations	Analysis. Recording	After classes	After classes

Useful information for facilitator

• When searching for answers to this question many children find links to various online resources. We recommend that the teacher previously worked with the search engine on the Internet and found out or search for the answer to this question will be easy if the students will be able to find reliable and interesting sites.

When searching for answers to this question, it was found that there Onua.org information site, created to educate the world of the unknown, technology news, discoveries and cosmic mysteries of our planet. This site gives a brief and interesting answer to the big question "Can astronauts cry in space?» ([Http://onua.org/voprosy-i-otvety/8465-pochemu-kosmonavty-ne-mogut-plakat-v-kosmose](http://onua.org/voprosy-i-otvety/8465-pochemu-kosmonavty-ne-mogut-plakat-v-kosmose)) . Yet

one

Useful sites to find the answer is <https://maximum.fm>. He does not give complete answers to questions, but contains a lot of interesting information, photos and videos on space. Reference:

https://maximum.fm/kosmos- cikavi-fakti-pro-kosmos-i-kosmonavtiv-dlya-ditej-i-doroslih_n139288

The experience of occupation

If you wish to prepare many interesting custom handouts, cardboard boxes, balls trash, disposable tableware, thread, tape, glue, scissors, paint and so on. The more materials, more creative and unconventional ideas can be children. The more time devoted to practice, so they need to prepare handouts. If the room is a closet can release her from things, and suddenly the students there idea to use it as a rocket or spaceship?

Course sessions

I. Introduction

1. Meeting and greeting children in class. Division into teams and placing on desktops

Facilitator greets children in an arbitrary manner. Children choose their own jobs for which they are sitting or standing.

Children are divided into teams themselves. If the distribution point for the team disputes, the facilitator intervenes and offers to give each team interesting titles such as Space, Rocket, Aliens, Black Hole, Meteorite Earthlings like. Children are divided into teams not on a "you are my friend", and optionally yourself entertained and play the role of aliens, humans like.

2. Activating working mood or vice versa calm

very active audience

Facilitator, at its option, offers children hold one of the exercises in mindfulness.

Exercise with a focus on breathing. Children sit in their jobs, if possible, the children sit on the floor carpet / karemat. All conversation stopped and listened to his breathing. Facilitator calm, measured pace of this process, comments: "Feel the breath in your body, look for a place where you feel it most strongly, perhaps this is the belly, chest, throat or nose." The exercise lasts 1 minute. Then the facilitator asks each student whether he managed to focus on the breath and notice what part of the body breath was felt most strongly. The children speak only their bodily sensations rather than thoughts and emotions.

Exercise with a focus on objects. Children sit at your desk. Facilitator calm, measured exercise tempo commented: "Children, look at their desks, you may pay attention to the specific

objects? What are these objects? Focus your attention on them. Now again expand its focus and look at the entire desktop. " The exercise lasts 1 minute. After the exercise facilitator asks the children about how and why there was a process of their focus.

3. Announcements big question

Before the announcement of the big questions facilitator makes the introduction, during which children discuss several issues and brings children to the subject of employment: "Children, today, to answer the big question we have for some time to leave planet Earth and go into space. Do you think if a man can fly into space? What kind of things she needed for that? But be aware of the space to be safe there? Who wants to be first SONP- astronaut who will fly to the board and write the big question? OK. Today, the big question is: Can the astronauts cry in space? ".

II. Main part

4. Search for answers to the big question

Each group is a laptop / computer with internet access. Kids use it to find information / answers to the big questions. Children have a large selection of tools / handouts to create diverse presentations, pictures, posters, paper products, clay and so on. The facilitator observes the workflow, but does not intervene. Children work independently resolve all issues.

5. Preparation for presentation

Prior to the presentation stage facilitator with children pereoblashtovuye room in which they work. Children clean their desks and at the facilitator pushes furniture, dividing the room into "audience hall" and "a stage for performances."

Facilitator offers children at will or way draw to determine the sequence of their performances: children on sheets of paper write the numbers on the number of teams; These sheets are so that the numbers are not visible; each team alternately pull one sheet of figures; numbers on the sheets, which drew participants from each team, and serial number are speaking team.

6. Activating working mood or, conversely, too calm

active audience

Facilitator offers children to do exercise in awareness

"Call." He takes the call with good sound. Requests children listen attentively ringtone. Ring the bell again. When sound completely subsides, the facilitator invites all to hear the bell again and raise his hand when children no longer hear the sound / echo call. The exercise lasts 1 minute. After this exercise children become alert again and proceed to the next stage of training - presentation.

7. Presentation of developments kids

The team will present a report first enters the "stage." Teams that act following, sitting in the "room" and listen to the presentation.

After each presentation facilitator raises additional questions that the full potential of the team and possible shortcomings in the information content of the presentation.

What source of information did you use? Are you hoping to find exactly such an answer to the question? What else do you know about gravity? Would you like to fly in space? Why?

Who is on that piece of work posted in your team? etc. After all the presentations, the facilitator summarizes, offers students to name two or three important things that they have learned in class adds a comment.

III. Final part

8. Summary occupation

After the presentations, the facilitator thanked all the children for good work, for "remarkable journey together in space" because children have coped well with all challenges.

The facilitator tells the students where they can see pictures and read about the lesson.

9. Fill notebooks

Facilitator gives students workbooks. Students record the date of employment, the big question and perform tasks offered in a notebook.

10. Filling cards observations

After reviewing employment facilitator notebooks filled with children, analyzes conducted classes and course map fills up.

The big question

"What will happen to the world if Internet disappears?"

Children Age group: mixed, 4-7 classes.

Educational objectives:

- improve the ability to search for information in the Internet network;
- improve the ability to express their views;
- learn to critically analyze information;
- develop the theme of the importance of the Internet network in the world today;
- raise people's dependence on the subject of Internet network and in particular on social networks.

Estimated Duration: 45-60 minutes.

Equipment: laptop or computer with Internet access, desks, chairs, camera, flipchart, flipchart sheets, handouts, colored paper, pencils, markers, stickers, labels and more.

Educational environment: Classes are held in a specially equipped room. The room is jobs for 3-4 teams. On the desktop / laptop surfaces is / computer, one or more sheets of A4-A1 and other handouts. Jobs are at a distance from each other. Jobs are mobile, they can move.

Key concepts: group work, presentation, Internet, social networks, SONP internet addiction.

Expected results: Children consolidate skills of searching for information on the Internet will improve interpersonal skills and exchange experiences / views; inquisition main advantages and disadvantages presence of the Internet in people's lives.

The course of training session

number	Step classes	Methods of work	Average time	Average time 60
I. Introduction				
1.	Meeting and greeting children. Division into teams and placing on desktops	Verbal message	45 min.	min.
2.	Activate the working mood or, conversely, too active appeasement	Dialogue. Exercise awareness	-	3 min.

	audience			
3. Announcements great question	Verbal messages. Voting	2 min.	2 min.	
II. Main part				
4. Search for answers to the big question	Working in small groups of 4-6 people.	18 min.	25 min.	
5. Preparation for presentation	Change the location of furniture	-	2 min.	
6. Activating working mood or, conversely, too active audience calm	Exercise awareness	2 min.	3 min.	
7. Presentation of developments kids	Computer presentation. The story of the drawings. Role Playing game	16 min.	18 min.	
III. Final part				
8. Summary occupation	Questions and answers	3 min.	3 min.	
9. Filling notebooks	Recording	3 min.	3 min.	
10. Filling cards observations	Analysis. Recording	After classes	After the occupation	

Information for facilitator

When searching for answers to this question many children find links to various Internet resources. It is recommended that the teacher in advance worked with the search engine on the Internet and found out or search for the answer to this question will be easy if the students will encounter significant and interesting sites. When searching for answers to this question, it was found that the first or among the first in the list of references is known and trusted site [bbc.com](https://www.bbc.com/ukrainian/vert-fut-45118103) in the Ukrainian version. Here is the link: <https://www.bbc.com/ukrainian/vert-fut-45118103>

[45118103](https://www.bbc.com/ukrainian/vert-fut-45118103). This site has volume and interesting article about the study this issue. Of course, it does not disclose the matter from all possible sides. For example, there is no question about the dependence of people on the Internet and social networks and the possible consequences of this dependence, such as suicide dependent people in case of disappearance Internet access. However, you can invite students to use paper as the main source for their research.

Working with the proposed material? This article is great. If children do not read or found it difficult to process the new information, they can not investigate the matter properly. You can offer them your articles into several pieces and divide them between the teams. So you offer children a new model for labor SONPi: close cooperation

between the teams, complementarity and work focused on achieving common results and common goals. Other problems and subtopics you'd like to explore, enter through their questions additions. Since children are the direct users of the internet on the subject they communicate easily share their personal experiences.

If you have limited time, classes are 45 minutes or less, then you should prepare children for many handouts. Proposed big question is easy and fun to search for the online discussion. Allow the children to focus on the information of the activities and not be distracted by manual / creative work. The next session SONP for diversity can do with art elements.

Course sessions

I. Introduction

1. Meeting and greeting children in class (division teams and placing on desktops)

The facilitator stands at the entrance to the office and greets each student individually: a welcome, embrace, a handshake and more.

The facilitator asks the children do not get behind jobs and go all together to the board or to the window. He then offers children make informed choices his team and his job at the session through an exercise in awareness.

2. Activate the working mood or, conversely, too active calm the audience.

(Split into teams)

Children standing at the blackboard. First, the facilitator asks them to focus his attention on the part of the cabinet, where the desks and chairs; then see which specific sites spontaneously stopped view, and focus your attention on them. Then the facilitator asks the children again expand its focus to look away from the selected object and look at the whole class in general. The exercise lasts 1-2 minutes. At the end of the exercise, the facilitator asks the children about how and why there was a process of their focus if they notice the difference between narrow and broad focus, and invites them to sit down for a job, which they like best. Users sit at the same desk, forming a team staffed during class.

Children, focused and focused on workflow, start work in groups.

3. Announcements big question

Children get ready to hear the big question. The facilitator brings children to the subject classes with additional questions: "Children, let's try to guess the sound of our great issue with my tips. First. Today we talk about the thing we use every lesson SONP. What it is? (Replies children. The expected answer: internet) The second tip. Do we always have Internet? (Replies children. The expected answer is no, sometimes not, or are poor). What happens to our occupation SONP if Internet disappears? It will take place? Will there be any changes in the class? (Replies children. The expected answer will happen, but will change). Perfectly! And our big question today is: "**What will happen to the world if Internet disappears?**"

Facilitator offers one of the students record the big question on the board.

II. Main part

4. Search for answers to the big question

Each group is a laptop / computer with internet access. Kids use it to find information / answers to the big question. Children have a large selection of tools / handouts for presentations in various forms, pictures, posters, paper products, clay and so on. The facilitator observes the workflow, but does not intervene. Children work independently resolve all issues.

5. Preparation for presentation

Prior to the presentation stage facilitator with children pereoblashtovuye room in which they work. Children clean their desks and at the facilitator pushes furniture, dividing the room into "audience hall" and "a stage for performances."

Facilitator offers children to determine at will or way to draw the sequence of their performances: children on sheets of paper write the numbers on the number of teams; These sheets are so that the numbers are not visible; each team alternately pull one sheet of figures; numbers on the sheets, which drew participants from each team, and serial number are speaking team.

6. Activating working mood or, conversely, too calm

active audience

Facilitator offers children to do exercise in mindfulness " Call ". He takes the call with good sound. Requests children listen attentively ringtone. Ring the bell again. When sound completely subsides, the facilitator invites all to hear the bell again and raise his hand when children no longer hear the sound / echo call. The exercise lasts 1 minute. After this exercise children become alert again and proceed to the next stage of training - presentation.

7. Presentation of developments kids

The team will present the first report goes in the "scene". Teams that act following, sitting in the "room" and listen to the presentation.

After each presentation facilitator raises additional questions that the full potential of the team and possible shortcomings in the information content of the presentation.

What source of information did you use? Are you hoping to find exactly such an answer to the question? What is the benefit of using the Internet is you feel? Do you imagine life without the Internet?

Who is on that piece of work posted in your team? etc. After all the presentations, the facilitator summarizes, offers students to name two or three important things that they have learned in class and adds a comment.

III. Final part

8. Summary occupation

After the presentations, the teacher must thank all the children for good work, for "remarkable journey together expanses of the Internet," because children have coped well with all challenges.

If the teacher plans to teach about classes and photos online network should notify children where and when they can read it.

9. Fill notebooks

Facilitator gives students workbooks. Students record the date of employment, the big question and perform tasks offered in a notebook.

10. Filling cards observations

After reviewing employment facilitator notebooks filled with children, analyzes conducted classes and course map fills up.