**My good practice & lesson learned**

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**My good practice**

Description of the context:
Describe here the context in which you have developed your KIDS4ALLL project (number and other characteristics of the participants, period of the (school-)year, duration of your intervention)

I used KIDS4ALLL in a school setting, meaning I had a fixed group that met up every two weeks for 90 minutes for about a school year. The group had major internal conflicts which I as a social worker was supposed to work through with them. The group consisted of about 50/50 boys and girls between the age of 15-17 and a third of them has migration experience.

Description of your activities inspired by KIDS4ALLL:
Describe here how you have deployed KIDS4ALLL in your context. You can be general and share your general strategy and design, or very specific and focus on the activities carried out in a certain key competence or in a particular phase of your experience with KIDS4ALLL-tools, for example.

I used KIDS4ALLL tools, especially the buddy method, to address internal conflicts within the group and guide them in resolving issues independently. Initially, some students wanted random buddy assignments, which proved effective. To ensure a good experience for everyone, I avoided pairing conflicted students together. I randomly selected buddy pairs by drawing names from envelopes, making sure conflicted students were in the same envelope to prevent pairing them.

As the project progressed, I employed various methods for buddy pairings, considering factors like illness. For instance, in order to have them all interacting and having fun, I had students match strings of different lengths or solve puzzles to find their partners.

We experimented with the KIDS4ALLL platform, initially having all buddy teams work on the same unit. Later, with new partners, they could choose units of interest. Buddy teams primarily collaborated during our meetings, but I encouraged them to continue their projects between sessions to strengthen group dynamics.

**My lesson learned**

Success factors:
Share here your reflections about what worked well: what did work well and why?

I was pleasantly surprised by how well the buddy method worked for this specific group. Before KIDS4ALLL, the group faced difficulties with conflicts and challenging social dynamics. However, pairing individuals who didn't usually connect transformed the group dynamic. Engaging in learning units, talking, sharing thoughts, creating together, and reflecting allowed them to understand diverse perspectives, enhancing mutual understanding. This had a positive impact on the group, breaking stereotypes – shy students were not seen as "stupid" anymore and those who may have been perceived as annoying were recognized for their intelligence. This process of getting closer to each other was truly wonderful to witness!

Barriers:
Share here your reflections about what could have worked better: what didn’t work as well as you expected and why?

Our main issue was the inadequate space in our school. The computer room didn't allow students to move freely, use large papers, or go outside. A better space with various materials, group tables, and ideally, tablets would have been beneficial.

Additionally, dealing with the platform and technical aspects during the pilot phase was challenging. Simplifying platform access, maybe with a desktop button or homepage shortcut, is essential to keep students motivated.

**My suggestions for you:**
Share here any suggestion, idea, link… with the KIDS4ALLL community!!

Adapt the KIDS4ALLL learning tools to suit your needs. They provide a wide range of options! I found it effective to initially engage the entire group in the same unit to kickstart their understanding of the platform structure and familiarize them with terms like "reflect" and "share." Complete as many units together as your group requires, then gradually empower them to autonomously choose units. Be available for support when needed!