Estimated working time: 240 minutes ☺ **Participants: 37 teachers** ▬ **Materials: post-it notes in two different colours; pens, colours, suitcase, large white sheets of paper, A4 white sheets of paper**	

GUIDE *Saturday 18 January 2025 - first training session for teachers and educators – CITY_XXX* *9:00 a.m. to 1:00 p.m.*	⏰

INDEX OF ACTIVITIES		**240 m**
ACTIVITY 1	**WELCOME**	**15 m**
ACTIVITY 2	**presentation/activation activity**	**30 m**
ACTIVITY 3	project presentation and group discussion	45 min
	BREAK	**15 min**
ACTIVITY 4	**Group 1 working with the robot**	**60 min**
	Group 2 working on building the imaginary world	
ACTIVITY 5	**Group 1 working on constructing the imaginary**	**60 m**
	Group 2 working with the Robot	
ACTIVITY 6	Feedback	15 m

RECEPTION	

waiting time for participants to arrive	
Welcome participants, distributing two different colours of post-it notes (green and yellow) to each of them and ensuring that everyone has a pen or pencil to write with Hand out the questionnaires if they have not been completed Invite participants to take their seats Share the group rules	**15 mins** **09.00 – 09.15**

PRESENTATION/ACTIVATION ACTIVITIES

Gathering expectations – the cultural suitcase	
Welcome the participants. Before starting work, present the activity and invite participants to reflect on their contribution to the group, their expectations of the training and the research-training project.	**30 min**

Activity: The cultural suitcase
 	
1. **Preparation**: Place an open suitcase in the centre of the circle of participants.
 	
2. **Instructions**: Explain to participants that the suitcase represents a symbolic 'suitcase'. Ask them to reflect on what they would put from their own culture in the suitcase and what they hope to gain from the training course.
 	
3. **Writing**: Each participant will have 5 minutes to write on two post-it notes:
 	
    a. **Green sticky notes**: The objects or symbols they would put in the suitcase from their own culture.
    b. **Yellow sticky notes**: Their expectations of what they hope to gain from the training and research project.
 	
4. **Sharing**: Each participant, one at a time, stands up, introduces themselves by saying their name and the organisation they belong to, and then reads aloud what they have written on the sticky notes. After sharing, they leave the sticky notes in the trunk.
 	
Ask one of them to start and then indicate whether the round should continue to their right or left.
 	
We conclude with a reading: The Suitcase, Chris Naylor-Ballesteros(ask the teachers and educators if anyone would like to read).
 	
We have 30 minutes for this activity.
	09.15 – 09.45

PROJECT PRESENTATION	

Activity to present the project to all teachers and educators

Purpose: **Promote awareness of the project's objectives and structure and encourage reflection on the themes of intercultural pedagogy and social robotics**	**45 m**
To present the project (aims, phases, structure) and the principles of intercultural pedagogy for the 0-6 age group and the principles of social robotics with particular reference to robot/child interaction. The presentation will be conducted in a conversational style, asking questions and drawing on suggestions from the participants	**09:45 - 10:30**
Before closing the session, instructions are given for the subsequent group work so that after the break everyone is already divided into groups. Two groups of about 20 people should be planned. **We have 45 minutes for this activity.**	

BREAK 🕑 **Give participants 15 minutes** **Shorten the break to 10 minutes – effective if we need to make up for lost time**	**15 min 10:30- 10:45**

GROUP ORGANIZATION: GROUPS REMAIN IN THEIR ASSIGNED LOCATIONS; THE RESEARCHERS WILL GIVE THEM A SHORT BREAK AND THEN SWITCH PLACES.
GROUP 1 WILL START BY WORKING WITH THE LITTLE SMILE, GROUP 2 WILL START BY WORKING ON BUILDING THE IMAGINARY, AND IN THE NEXT HOUR THE CONTENTS WILL BE REVERSED

GROUP 1: WORK WITH BUDDY

Purpose: to explore and learn about the *Buddy* robot. The aim is to understand how it works, to bring out any resistance and concerns, but above all to focus on promoting interaction between children and an intercultural approach.

Emphasise that there will be a subsequent personalisation phase, in which each Service will be able to adapt the use of the robot to its own context.

Role of researchers:

Researchers should note down everything that emerges during the activity in order to document their observations and report the results back to the group afterwards.

60 min

10:45-11:45

Stages of the activity:

1. **Presentation of the Buddy robot**:

   a. *Buddy's entrance*: Imagine that the *Buddy* robot enters the room where the plenary session was held. A researcher brings Buddy into the workshop.
   b. *Presentation*: Ask Buddy to introduce itself and invite the educators and teachers to come closer and ask questions. If no questions arise spontaneously, the trainers can give examples to encourage participation.

2. **Experimenting with the apps**:

   a. Suggest that the group play with the robot's apps (decide which ones for the first and second groups), giving them time to interact freely. The aim is to explore how apps can stimulate curiosity and interaction.

   App list:
   - Calendar and attendance
   - Symbolic play (dressing up)
   - Symbolic play (cooking)
   - Houses
   - Storytelling
   - Story AAC

   b. At the end of the simulation, ask the group to share their impressions, doubts and reflections on the experience. Depending on the time available, decide how many apps to try out.

   Depending on the time taken to try out an app, decide how many to try out.

Observations to monitor during the activity:

1. **Level of engagement**:

   a. Observe how educators and teachers interact with the robot: do they approach it spontaneously or do they need to be invited? What types of interaction are activated?

2. **Critical reflection**:

   a. Analyse the teachers' approach during interaction. Do they show adherence to the process, ask questions to better understand, or reflect on how to incorporate the robot into their educational context?

3. **Intercultural dimension**:

Does an intercultural focus emerge during interaction with the robot? Or is the focus mainly on the playful aspect of the game?

QUESTIONS FOR REFLECTION <mark>(prepare a large poster with 4 columns containing the keywords)</mark>

Personal perception:

A How did I feel in my relationship with the **robot?**

Impact of the robot:

    a. What changes in the group with the presence of the *Buddy* robot? How do you perceive the impact that the robot can have on your work and educational approach?

Intercultural significance of the proposals:

    b. Are the proposed activities perceived as significant in promoting children's curiosity about different cultures?

Managing complexity:

    c. What tools or measures would you suggest to address the complexity of the project and its challenges?

Method of collecting observations:

Present the poster divided into four columns, each containing a keyword, and briefly explain what you intend to explore through these keywords. Ask teachers and educators to take five minutes to reflect individually and write their thoughts on the post-it notes, answering **at least** one of the questions. Each participant is invited to share their thoughts by sticking their post-it note in the corresponding column on the poster. Start a 'round of discussion' involving all participants, encouraging each one to explain their contribution.

Final considerations:

- Although the activity is carried out in a playful manner, it is essential to emphasise that the core of the experiment concerns a significant cultural change, which will have an impact on both children and teachers' approaches.
- It is important to make the group reflect on the fact that in order to bring about profound change, it is necessary to involve other figures (colleagues, families, researchers, etc.).

Two lenses of observation:

1. **Group interaction**:

    a. How are we working together to promote mutual understanding? Educators are bearers of different childhood cultures, and does this aspect emerge in group work?

2. **Interaction with the robot**:

a. How does interaction change when you come into contact with a robot? How does this type of interaction affect the way you perceive the training process?

At the end of the activity, a few questions will be asked to reflect on the experience in relation to these points and to gather useful feedback for the final report.

With this approach, the activity becomes an opportunity to explore not only the robot's functionalities, but also to stimulate deeper reflections on how intercultural interaction can be promoted through the use of technological tools.

GROUP 2: BUILDING THE IMAGINARY

Purpose: to express the idea of robots that we carry with us, any fears, building together the activities to approach the encounter with the robot, structuring the elements that will constitute the imaginary around Buddy.

60 m

Explain to the group that this part of the workshop is dedicated to constructing the story and the elements of the imaginary that will accompany the children before their encounter with Buddy, our 'mediating object'. The arrival of a new element in an educational context always involves the search for a new balance. In our case, it is a robot with unique characteristics, an element that will hopefully arouse curiosity, but perhaps also some fear and resistance. The literature suggests that preparing for its arrival by offering tools for understanding can make its introduction more effective and meaningful. Researchers should take notes on what emerges in order to document it and then report back to the large group.

10:45-11:45

Writing the Story of Buddy shared story (divided into two phases, one per workshop)

- **Objective**: To create a shared narrative about Buddy, taking into account its intercultural and fantastical characteristics.

  When writing, keep in mind:
  Buddy is a robot with a physical body that interacts with children, but it is also a facilitator of intercultural processes. It has its own culture and history.
  o The narrative must contain fantastical but plausible elements, within a universe of rules. (eats, does not eat, sleeps, grows...)
  o The environmental characteristics of the world from which Buddy comes must emerge.
  o It is important to imagine the possible questions (both possible and impossible) that children might ask Buddy.

- **Sheets of paper and writing**: Each group has sheets of paper on which to write the story. They must choose a summary of everything that emerges during the writing process and prepare a final story.

  The first workshop works on the robot's answers on how to introduce itself and the questions (what do I eat? Where do I sleep? Why don't I have clothes?....).
  The second workshop works on the story based on the information received from the first group.

- ### *3. Feedback and discussion*

- **Sharing stories**: The researchers read the stories created by the groups and, if necessary, summarise the main elements to share them with the larger group. During this phase, reflection on the creative process and the significance of the intercultural elements that emerged is encouraged.

(Read a passage from the book *The Wild Robot*, which can be used to further reflect on the theme and encourage a change of focus.)

We have 60 minutes for this activity

THE RESEARCHERS MAKE SURE TO FINISH THEIR WORK 5 MINUTES BEFORE THE END TO CONCLUDE, SAY GOODBYE AND THANK THE GROUP, AND MOVE TO THE OTHER GROUP WHERE THEY REPEAT THE ACTIVITIES (CHECK THAT YOU HAVE ALL THE NECESSARY MATERIALS FOR THE SECOND WORKSHOP AS WELL).	
GROUP 1: CONSTRUCTION OF THE IMAGINARY	60 min
GROUP 2: WORKING WITH BUDDY	11:45-12:45

END OF DAY 1	

The researchers are responsible for summarising the results of the group work in the form of keywords and brief suggestions, concluding the meeting by thanking the participants and informing them of the dates of the next meetings.	**15 min** **12:45-13:00**