

KIDS GO EUROPE

Handbook for International Video Calls in Kindergartens



Edited by

Dr. Blanka Tacer, Antje Wagner, & Bianca Benkert

Co-Created by kindergarten teachers from Germany and Austria



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Kids Go Europe: Handbook for International Videocalls in Kindergartens

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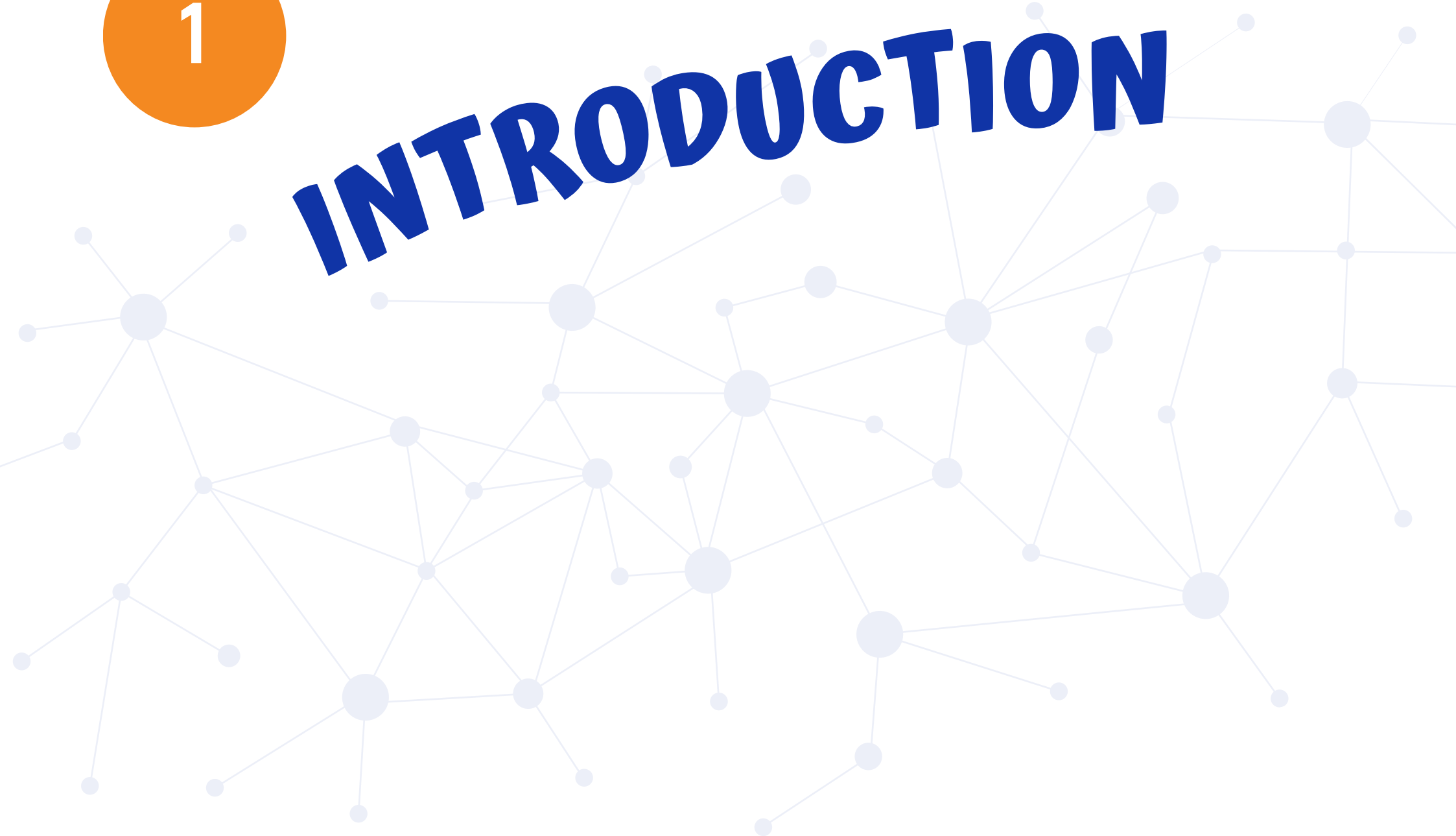


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1

INTRODUCTION



About the project

Kids Go Europe

The Kids Go Europe project, part of the Erasmus+ programme, facilitates **international video calls between kindergarten children (ages 4-6) from Germany and Austria**. The goal is to provide young children with a safe, engaging, and developmentally appropriate introduction to cultural exchange through digital communication.

The project fosters intercultural awareness, language sensitivity, and digital literacy by allowing children to interact with peers in another country. Given the growing globalization and technology-driven communication, early exposure to different cultures helps children develop openness, curiosity, and confidence in interacting with diverse backgrounds.

Through structured video conferences, children engage in play-based learning activities, including storytelling, singing, and collaborative projects.

This approach integrates digital technology into early childhood education, offering an alternative to physical exchanges and creating a scalable model for international collaboration in kindergartens.

The Kids Go Europe project followed a structured workflow to facilitate meaningful international exchanges while simultaneously creating this handbook.

The process began with a kick-off meeting in Vienna, where teachers from both countries met to establish international pairs, collaboratively plan activities, and create a timetable for video calls with children.

After this meeting, educators had nine months to experiment with international video calls. Throughout this phase, project coordinators monitored the process, gathering insights and best practices. The project culminated in an evaluation meeting in Plauen, Germany, where educators presented their results, reflected on successes and challenges, and shared ideas for improvement.

The handbook was developed in parallel, documenting each step of the journey. It translates educators' experiences into structured chapters, activities, and guidelines, ensuring that the knowledge gained can be shared and applied in future initiatives.

About the project

Participating organizations

The Kids Go Europe project and the handbook are a joint effort of two dedicated training centers and 11 kindergartens. Together, we aim to share a message of international collaboration and intercultural spirit, creating this meaningful experience for our children.



Bildungsinstitut PSCHERER gGmbH

Kita Märchenland

Kita Flohkiste

Kita Weinbergwichtel

Kita Pfiffikus

Kita Schloßpark

Kita Knirpsenland

The aim of this handbook is to encourage other kindergartens to engage in **simple, informal collaborations** with peers across Europe. Video conferences are a great tool for sensitizing children to different languages and cultures.



Primera - Zentrum für pädagogische Fortbildung Wien

Kinder in Wien, Betriebskindergarten der Erste Group
Campus II

Schmetterling Dornbach

Schmetterling Am Heumarkt

St. Nikolausstiftung: St. Elisabeth

St. Nikolausstiftung: St. Nikolaus

Benefits of international video calls

In early childhood education

In today's interconnected world, **digital communication** has become an integral part of **daily life**. Children often witness their parents engaging in video conferencing for work or personal connections, reflecting how technology facilitates interaction across distances.

Integrating technology into early education through video calls nurtures digital literacy. Children are introduced to the responsible and effective use of digital tools, preparing them for a technology-driven world where **digital literacy is as important as reading and writing**. Collaborative activities during video calls, such as storytelling, art, and cultural presentations, further promote teamwork, creativity, and critical thinking.

While some children naturally embrace digital media as a tool for enhanced communication, others may approach it with initial hesitation. However, through guided experiences, all children have the opportunity to learn, adapt, and benefit from these interactions. In a safe way!

Yet, digital literacy is only one aspect of the experience. The true value of international video calls lies in **human connection and cultural awareness**. By engaging with peers from different countries, children are exposed to diverse languages, traditions, and perspectives, fostering **inclusivity and intercultural competence**. These exchanges encourage curiosity about the world and nurture a sense of belonging in a global community.

Video calls also strengthen communication skills. Through real-time conversations, children practice verbal expression, active listening, and turn-taking—essential skills for both **social and academic success**.

International video calls offer:

- Digital communication as part of everyday life.
- A rich and engaging learning environment.
- Language development.
- Friendship and global connections.

Benefits of international video calls

Educational value

A simple video call can turn the world into a playroom, where children explore new languages, traditions, and ways of thinking.

COGNITIVE DEVELOPMENT

Work together on shared tasks.

Discover questions and explore new topics through real-world interactions.

Develop planning and reasoning skills.

Practice concentration, attention, and imagination.

Experience responsible, refined, regulated, and self-determined use of technology.

SOCIAL-EMOTIONAL DEVELOPMENT

Gain opportunities to practice patience, cooperation, and adaptability.

Develop and strengthen social connections, inclusivity, and cultural awareness across borders.

Cultivate empathy through meaningful experiences with diverse cultures.

LINGUISTIC DEVELOPMENT

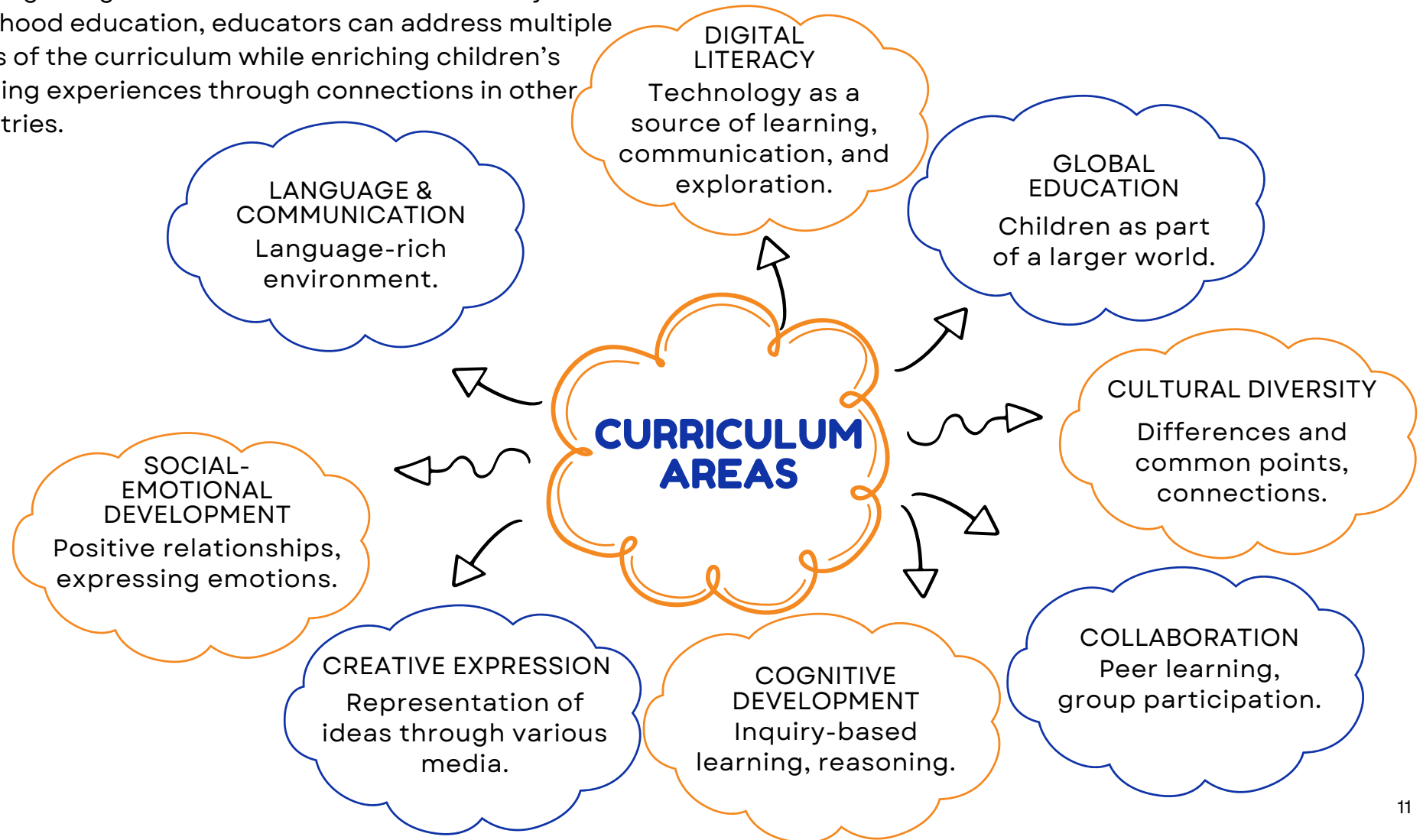
Promote verbal expression, active listening, and turn-taking in conversation.

Enrich vocabulary through exposure to diverse accents, languages, and expressions.

Develop and strengthen confidence in one's own communication skills.

Connections to Curriculum

By integrating international video calls into early childhood education, educators can address multiple areas of the curriculum while enriching children's learning experiences through connections in other countries.



2

GETTING STARTED



Preparing for a video call

Introducing children to video calls

Goal: To help children understand what a video call is, and how it works.

1 Discussion

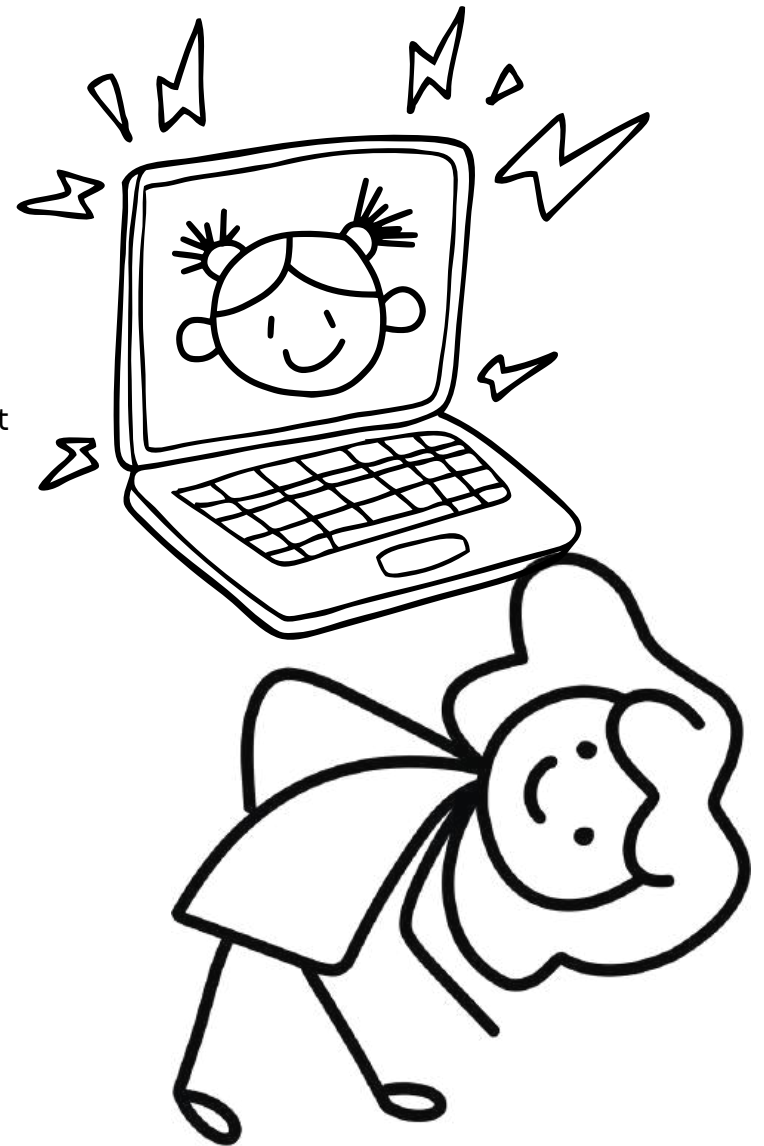
- Ask children questions: What is a video? What is a call? What happens during a video call?
- Show examples of parents or teachers using video calls to communicate.
- Explain that a video call is a way to talk to people far away while seeing their faces on a screen.

2 Role-playing

- Use a toy or puppet to simulate a video call scenario, showing how to say hello, listen, and take turns speaking.
- If possible, conduct a short mock call within the classroom (e.g., between two teachers or between different groups of children in separate rooms).

3 Practice

- Let children practice greeting each other in a pretend video call setting.
- Encourage them to wave, say their names, and ask simple questions to familiarize themselves with the process.



Preparing for a video call

Introducing children to their partner country

Goal: To help children develop geographical awareness by understanding where another country and city are in relation to their own country and city.

1 Map exploration

- Show a world map or a digital globe and locate country of the call and the city. Look at photos online to see how people live and what they do in another country.
- Compare distances by finding the children's own country on the map. Explain how far another city is and how people can travel there (e.g., by plane, train, car).

2 Route drawing

- Draw a simple map together on a large sheet of paper or a whiteboard. Mark the children's country and draw a route to another city of the call.
- Let children trace the path with their fingers, reinforcing the concept of distance and travel.

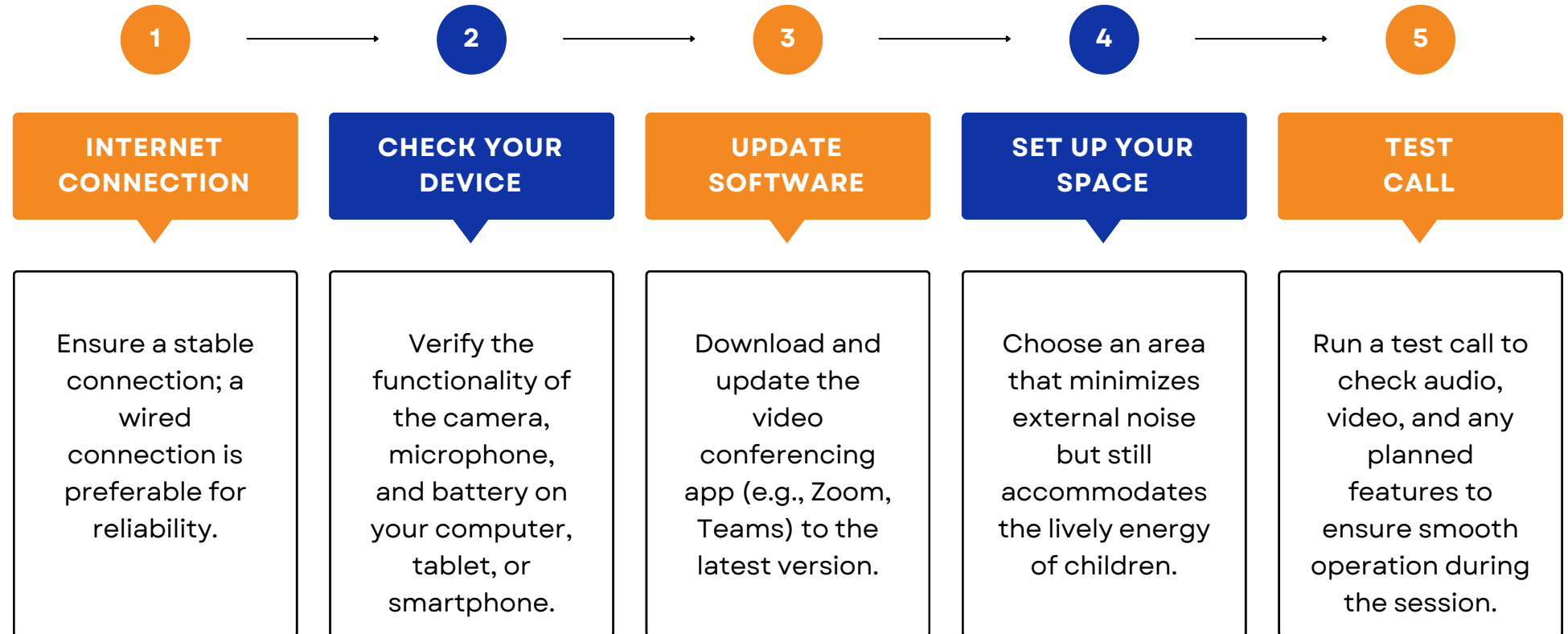
3 Discussion

- Connect the learning to the upcoming video call, explaining that they will meet children from that city.



Preparing for a video call

Equipment and setup

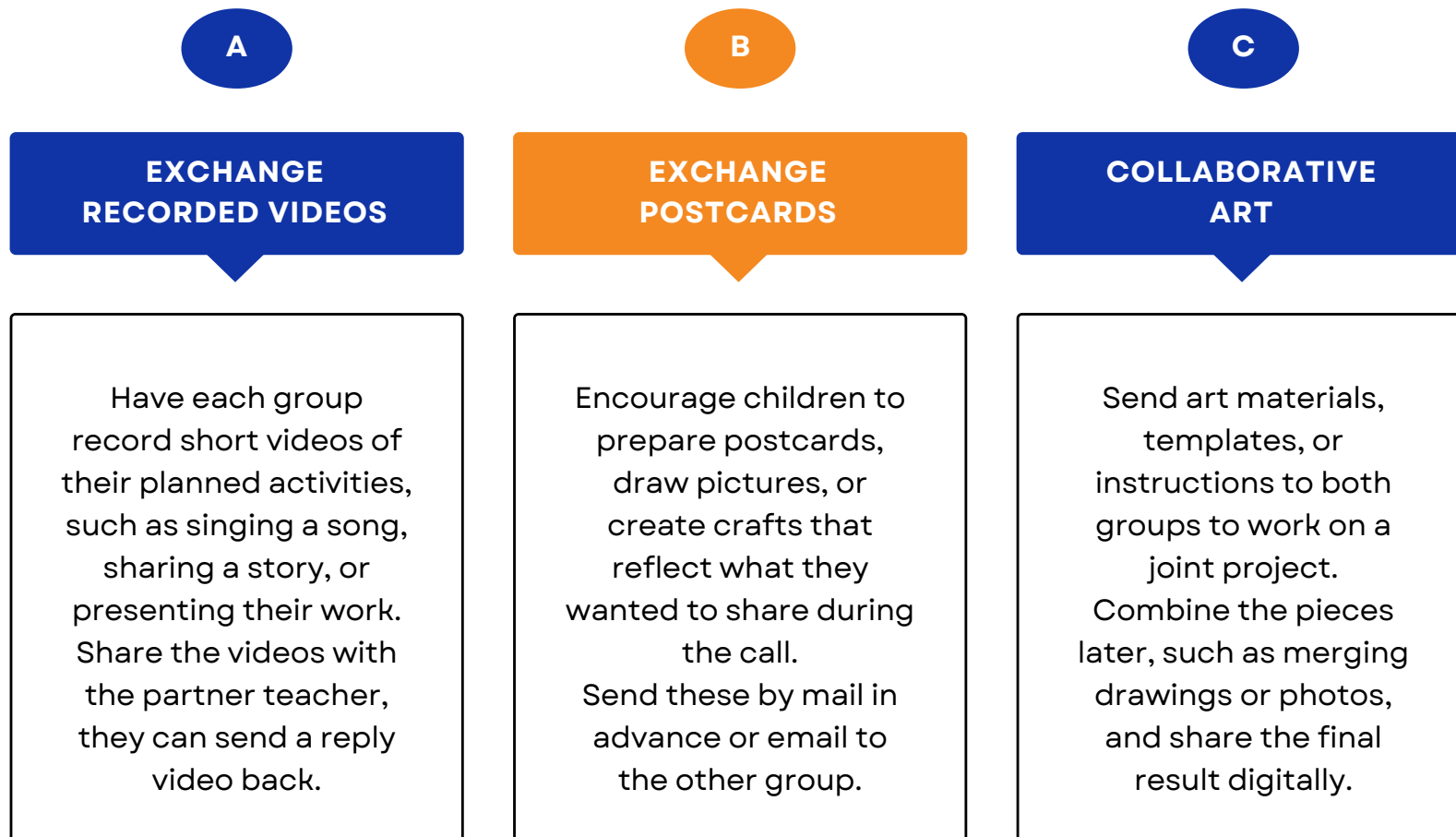


Preparing for a video call

Equipment and setup

Alternatives

Technology does not always work as planned, so here are some alternatives you can use in case of bad connections, lack of equipment, or interruptions during the call:



Guidelines for teachers

The role of the teacher before, during and after video call

DEMONSTRATE THE GROWTH MINDSET

BEFORE

Introduce the topic of the call.

Encourage children to think about what they want to learn or share during the call.

Help children practice introductions, questions, or contributions to ensure they feel confident.

DURING

Ensure all children have an opportunity to speak or engage.

Ask questions.

Rephrase and assist with words.

Remain passive, and encourage children to ask questions through subtle looks or small gestures.

AFTER

Reflect with children on their experiences, asking open-ended questions about what they learned or enjoyed.

Highlight specific moments of the call.

Discuss any challenges they encountered.

Engage children in creative follow-up activities to deepen their learning (e.g., drawing, portfolio templates, or role-playing).

Guidelines for teachers

Frequently asked questions

How long should the video call last?

Limit the call to 15–30 minutes, as young children have short attention spans. With experience, the sessions can be extended, but they should never exceed 30 minutes.

What is the ideal size of the group for a video call?

Ideally 5–10 children per session, to ensure everyone has a chance to participate. If you have a larger group and are working alone without the option to divide them into smaller groups, consider either implementing a video pal project (sending videos to each other) or choosing activities like singing songs during the video call.

What activities work best for video calls with young children?

Simple, interactive activities like singing songs, storytelling, showing art, or playing guessing games work well.

How do I handle language differences during the call?

Use visual aids, gestures, singing, or movement activities.

What are the key steps in collaboration with a partner in another country?

Less is actually more in this case. Set a schedule that aligns with each group's routine. Use the planning template in the appendices of this handbook to design activities together. Co-host the video calls, taking turns to lead activities. Ensure both groups have equal opportunities to participate and share.

How do I handle technical issues during the call?

Stay calm and communicate clearly. Have a backup activity ready that can be done offline. Alternatively, you can record a video and send it to your partner in another country, turning it into a "video pal" project similar to a pen pal exchange.

Children are focused on their own picture on the screen. What should I do?

Be aware that this is a normal part of the process. Even adults often find it difficult to shift their focus when they first start using video calls. To help children engage, begin with simple introduction activities, such as clapping hands, waving to each other, or calling out names. Use the "hide self-view" feature, if available.

Guidelines for teachers

Frequently asked questions

What can I do if some children are shy or hesitant to participate?

Provide gentle encouragement and let them participate in smaller ways, like showing a drawing or clapping along. Avoid forcing participation, and allow children to engage at their own pace. Keep in mind that it is a process; some children will be more active from the start, while others may remain quiet initially and begin participating in the third, fourth, or even fifth session.

What can I do if some children are too loud and do not take turns?

Use a visual or physical cue, like a talking stick or hand-raising, to indicate whose turn it is to speak.

Should I involve children with special needs in international video calls?

Absolutely! Include props, pictures, or objects that can help them engage with the activity. Let them participate at their own pace and in ways that feel comfortable, such as waving, holding a prop, or making sounds.

How do I communicate with parents about the video call?

Inform parents in advance about the purpose and the benefits of the call, its timing, and how their children will participate. Share any permissions required for recording or photography and provide reassurance about the educational value of the activity.

How to plan the topics for international video calls?

The easiest way to plan topics is to use everyday activities and situations already happening in the kindergarten. Integrate these naturally into international calls to create engaging and familiar experiences for the children. For example: If a small animal visits the kindergarten, make it the focus of the video call and let children introduce the animal to their international friends. If it's a toy day, where children bring their favourite toy to share with their friends, extend this to the video call so children can show and talk about their toys to their international peers. By aligning video call topics with everyday kindergarten activities, children feel more comfortable, making the experience more meaningful and interactive.

3





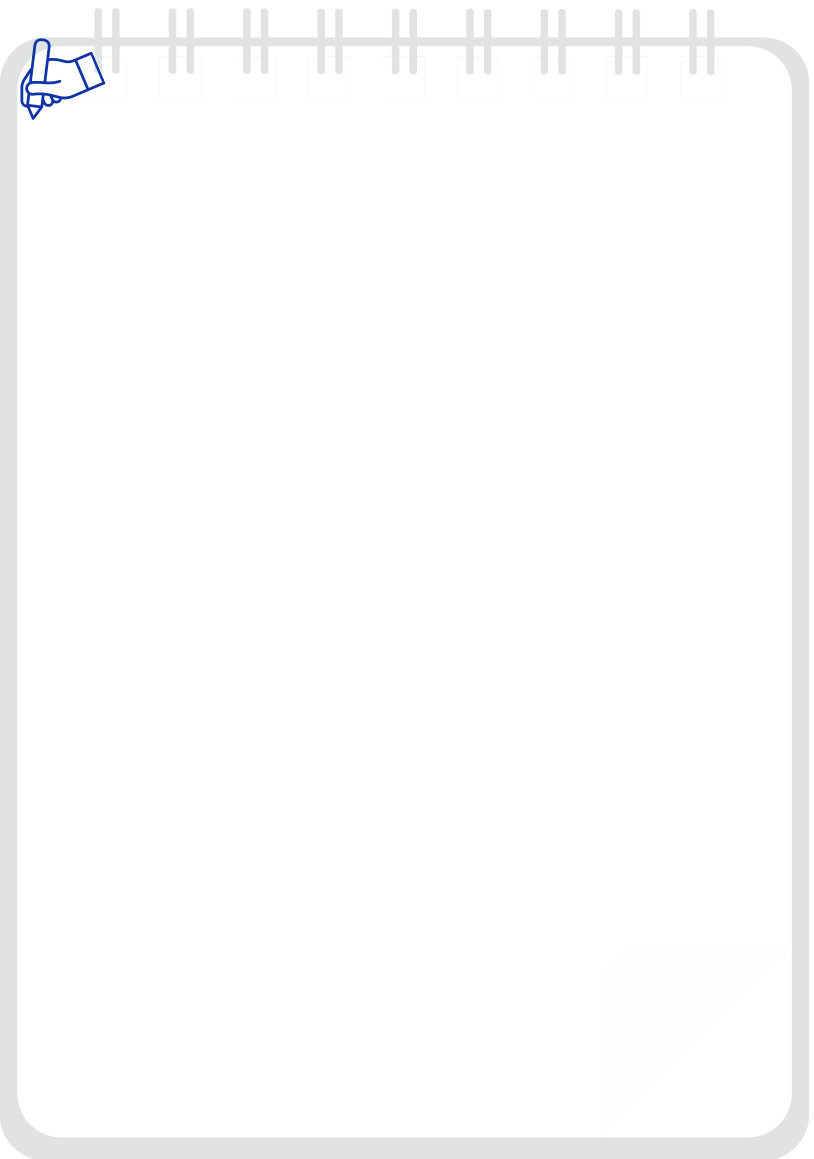
Activity 1

Get to know each other

★ Friendship

Goal: To help children remember each other's names and associate them with fun actions, making introductions memorable.

- 1 Each child thinks of a favourite animal and creates a simple gesture related to it. Children takes turns, one child from Austria, one child from Germany etc.
- 2 They introduce themselves with their name and their chosen gesture.
- 3 Everyone on the call tries to repeat the name and gesture, fostering a playful atmosphere and helping children remember each other. After the call, repeat the names that are still present, for example during a lunchtime conversation, and personalize and reinforce them with gestures or facts from the call.





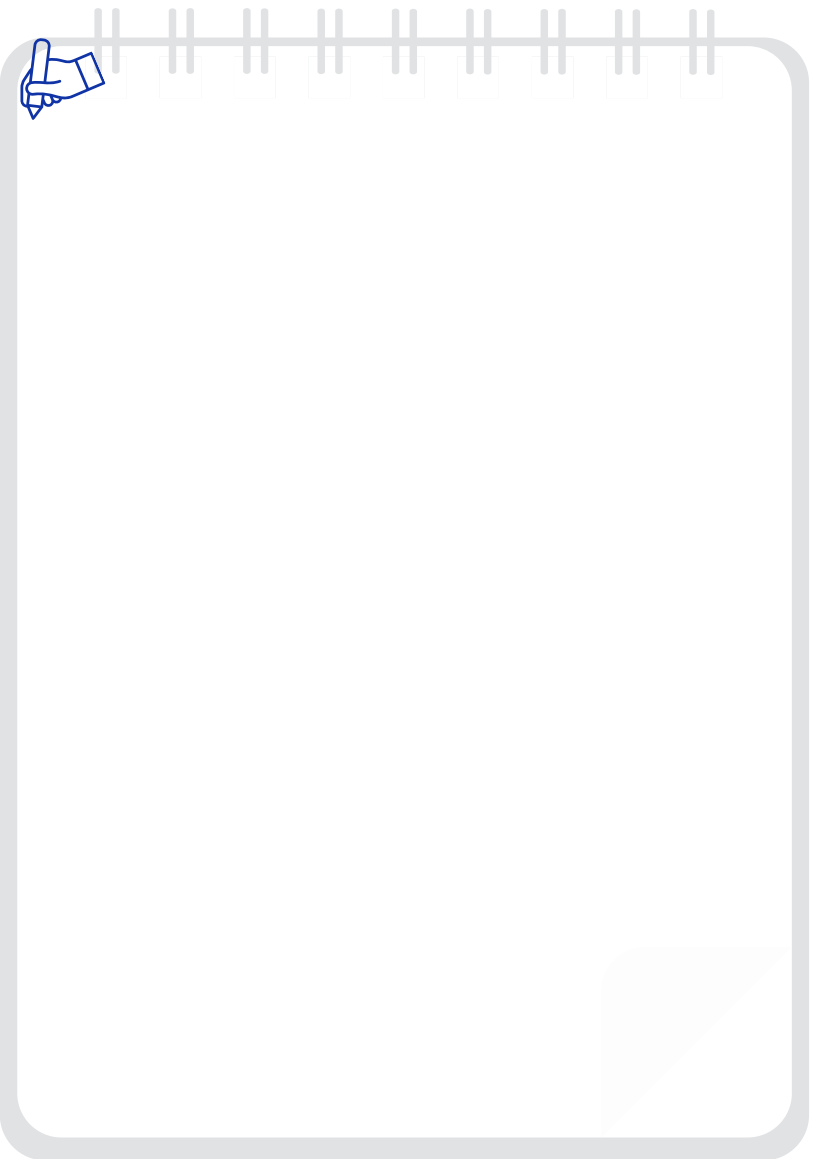
Activity 2

Rhythm and names

★ Language

Goal: To help children get to know each other while building rhythm skills.

- 1 Each child takes turns introducing themselves by saying their name. Encourage the children to think about how their name could be "clapped out" based on its syllables.
- 2 The teacher begin by clapping or saying the children's names. If the teacher visibly shows joy, it motivate the children and help dispel any fear of behaving too 'embarrassingly' when speaking.
- 3 The rest of the group listens, then repeats the rhythm and name together.





Activity 3

Show and tell

★ Language

Goal: To help children introduce themselves and share something about their lives.

- 1 Each child prepares a small item from home that they love or is important to them. It's a good idea for the teacher to have something prepared to demonstrate and present. However, they should show it only to their own group beforehand. This way, they can model the task again later and spark initial interest in what the other children will soon present.
- 2 During the video conference, each child takes turns showing their item and explaining why it's special to them.
- 3 Encourage other children to ask questions or share if they have something similar.





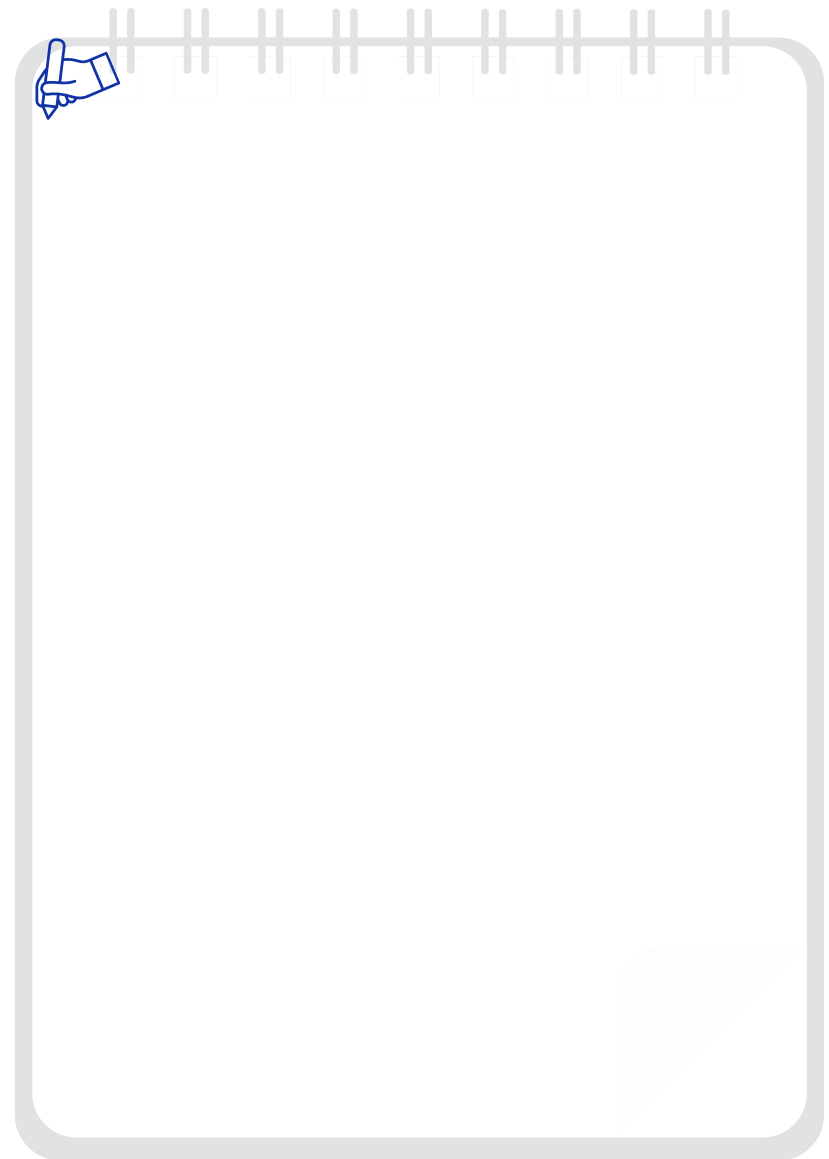
Activity 4

Virtual tour

★ Cultural exchange

Goal: To give children a glimpse into each other's world.

- 1 Prepare a short virtual tour of the kindergarten or a local area of interest (e.g., a park, museum).
- 2 Share the tour during the video call, children explain the places shown.
- 3 Encourage questions and share what the children like about their own environment.





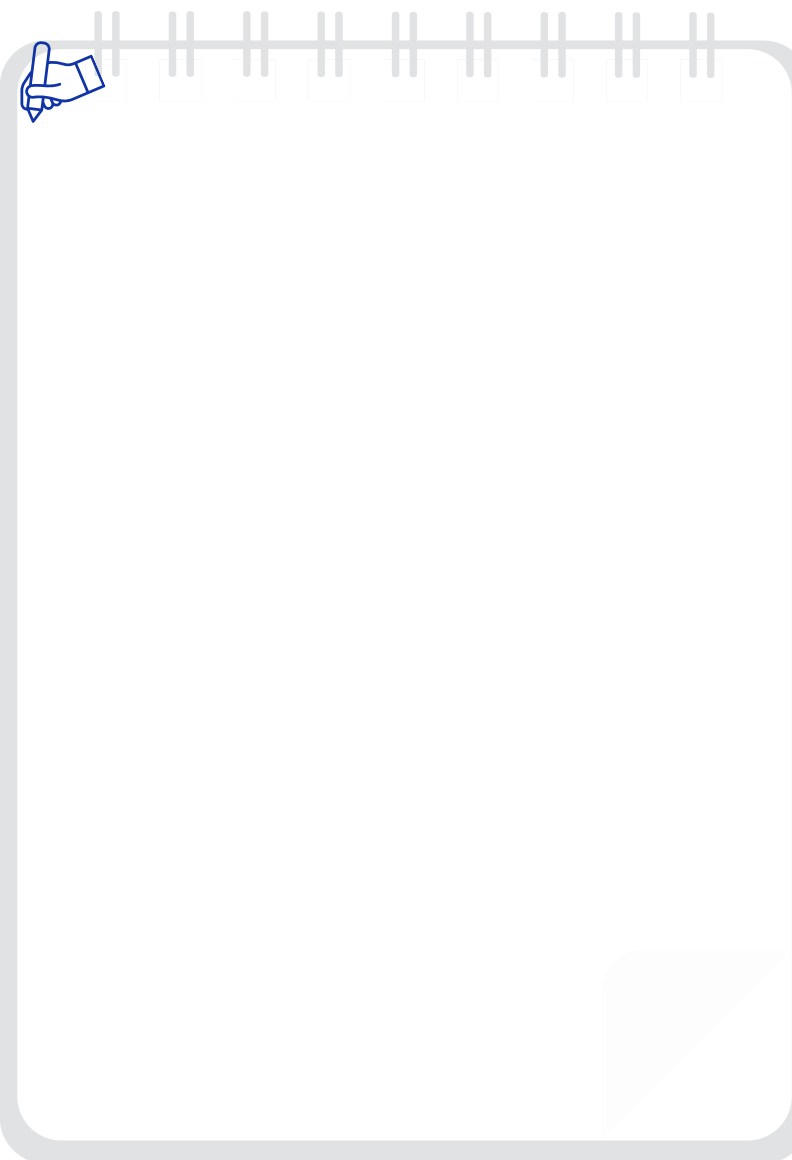
Activity 5

Friendship tree

★ Friendship

Goal: To symbolize the friendships and connections made during the sessions.

- 1 ROOTS:** How it all began? Collect materials from before the calls started: Photos of children writing letters, making drawings, or crafting welcome signs. Arrange these at the base of the tree (roots).
- 2 TRUNK:** Growing together. Add photos of the video calls: Include both children and teachers interacting. Place these pictures in the middle of the tree (trunk).
- 3 CROWN:** Our shared friendship. Each child contributes a leaf with their name, a drawing or short message for their new friends, and a photo of themselves. Add group photos and decorations (like flags or national colors). Place all these at the top of the tree to form the crown, symbolizing the blossoming of cross-border friendships.





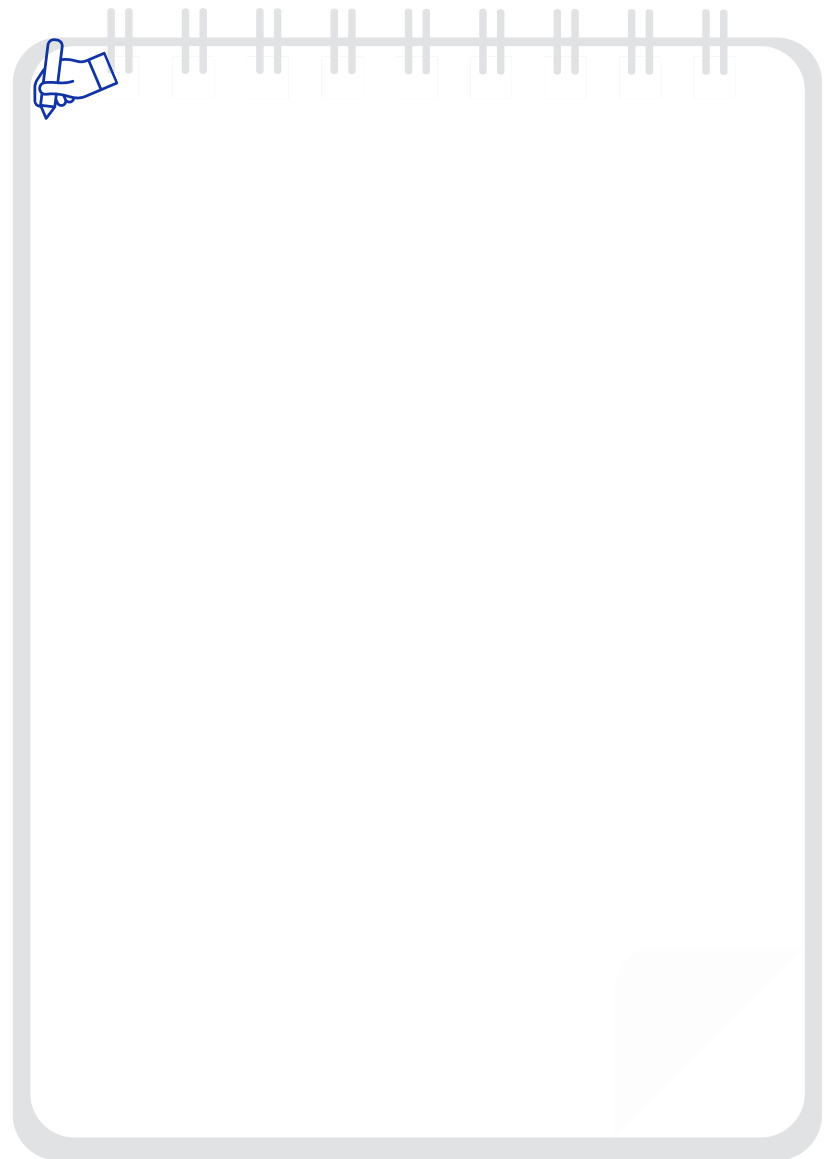
Activity 6

Our country and city

★ Cultural exchange

Goal: To introduce the country and city in which children live.

- 1 Children and teachers collect images, or drawings that represent their country and city, e.g. flag, food, Unesco cultural heritage, traditional clothing etc.
- 2 Collect as many highlights as there are children in the video call or make groups if there are more than 6 children.
- 3 Each child or group presents one highlight.





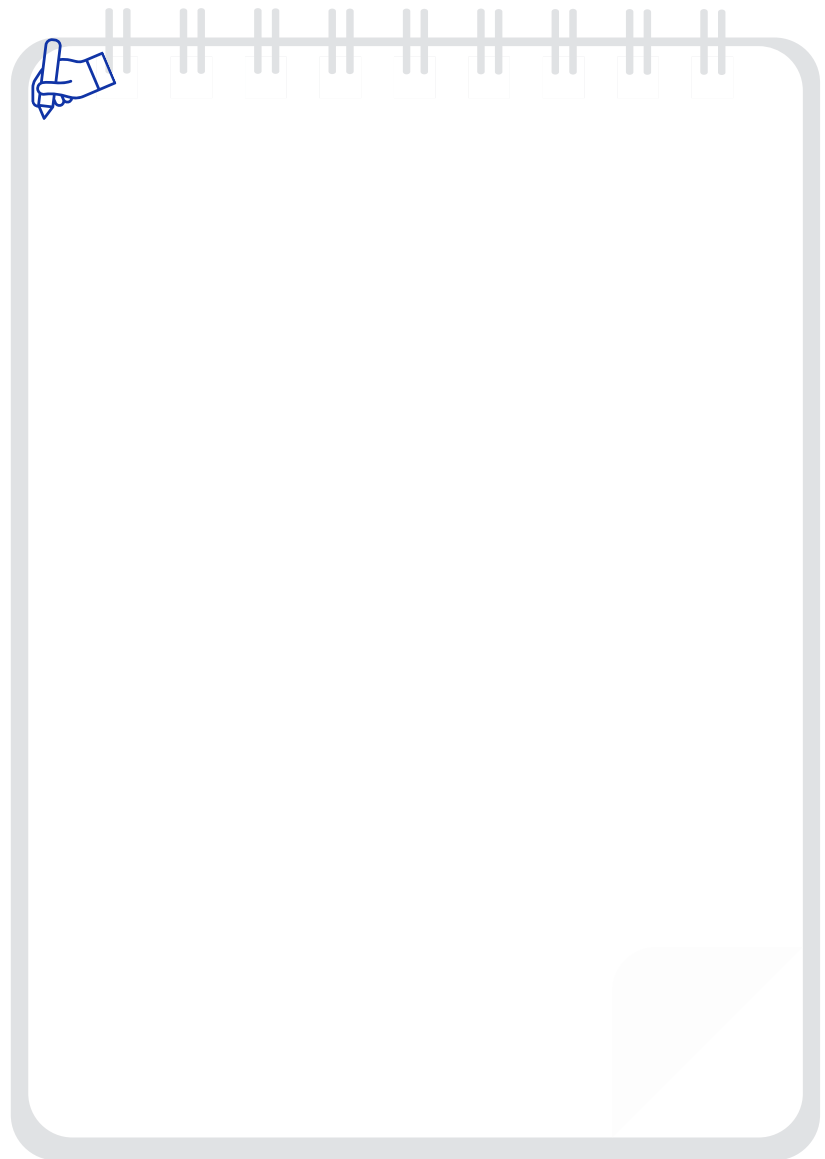
Activity 7

Language fun

★ Cultural exchange

Goal: To introduce basic vocabulary in each other's languages.

- 1 Select simple words or phrases in both German and the relevant Austrian dialects (e.g., greetings, colors, animals).
- 2 Use visual aids and repetition to teach the words.
- 3 Encourage children to use the new words in sentences or questions.





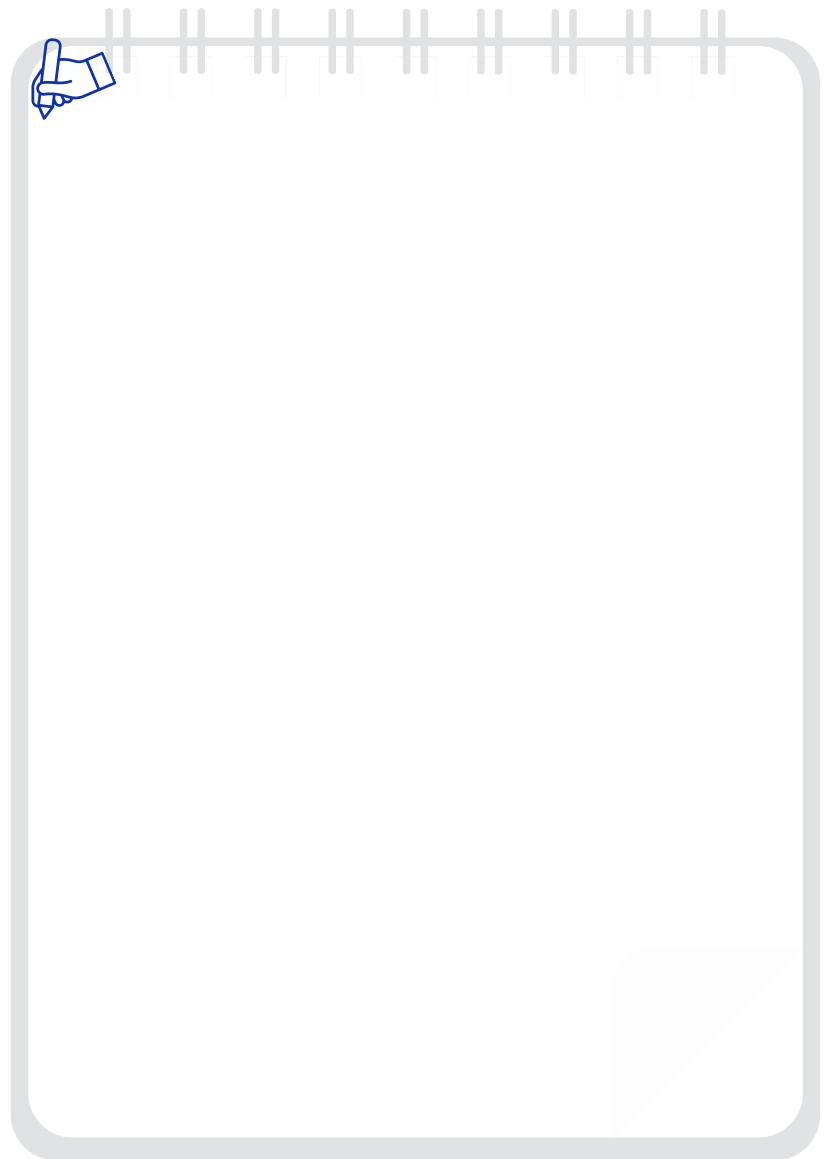
Activity 8

Word of the day

★ Language

Goal: To expand positive words in a fun way.

- 1 Start each video call with a warm-up or ritual that includes these exercises. Introduce a new word each session, related to a theme (e.g., friends, superpower, courage).
- 2 Show the word visually and use it in sentences.
- 3 Ask children to enlist related words or act it out. Write down words from previous calls on a shared sheet of paper and add new ones after each session. Repeat the collected words regularly to help children remember and internalize them.





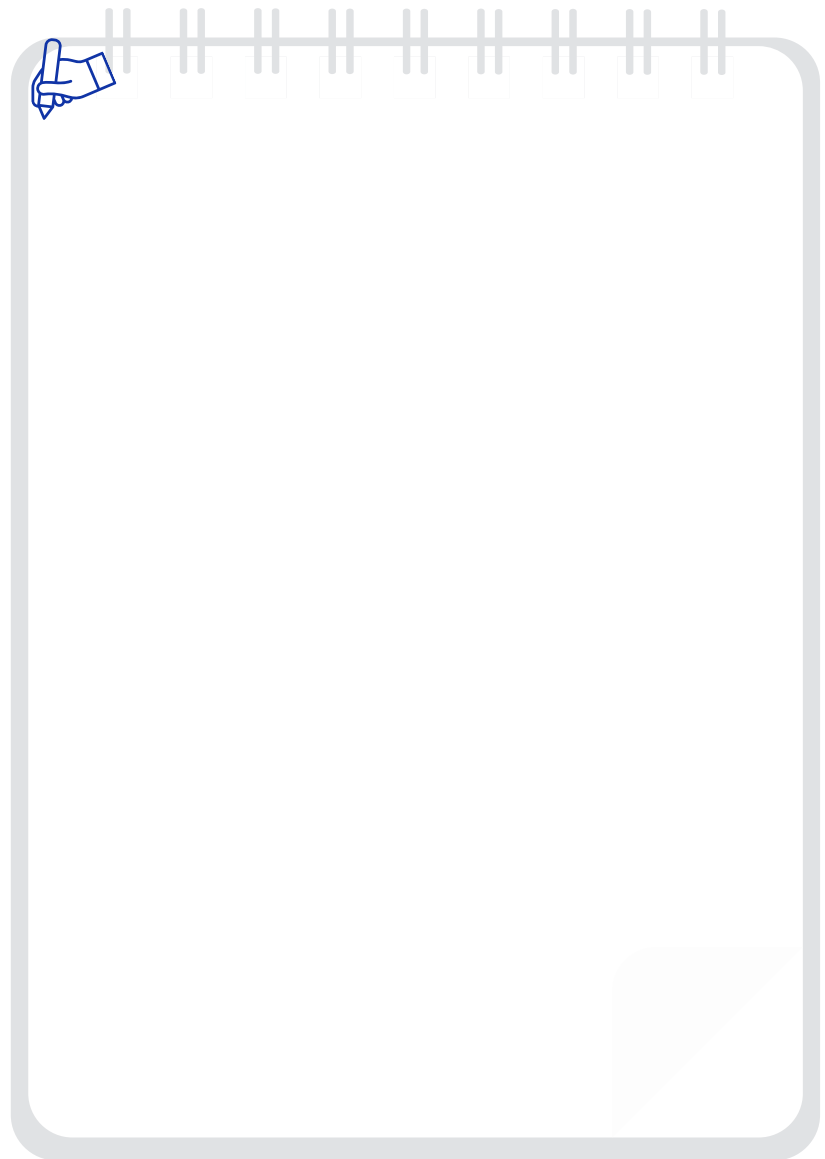
Activity 9

Storytime exchange

★ Cultural exchange

Goal: To share and appreciate folktales and popular children's stories from each country.

- 1 Each kindergarten selects a popular folktale or children's story from their country. The teacher can also invite an experienced reader from another class or group as a guest to recite the story using sound effects and different character voices.
- 2 Teachers read the story during the video call.
- 3 Discuss the story's point or fun elements, encouraging questions from the children.





Activity 10

Let's move together

★ Everyday life

Goal: To promote physical activity, coordination, and teamwork by engaging children.

- 1 Choose a simple dance or movement song familiar in both cultures (or teach one that's easy to follow, such as a folk circle dance or action song). The educator leads the dance slowly while the children follow along.
- 2 Incorporate a short movement or gesture from cultural dances from both countries (e.g., a clap pattern or a heel tap). Explain briefly what the move represents. Encourage children to try both versions.
- 3 End with a calming breathing activity, inviting children to imagine they're trees gently swaying in the wind.





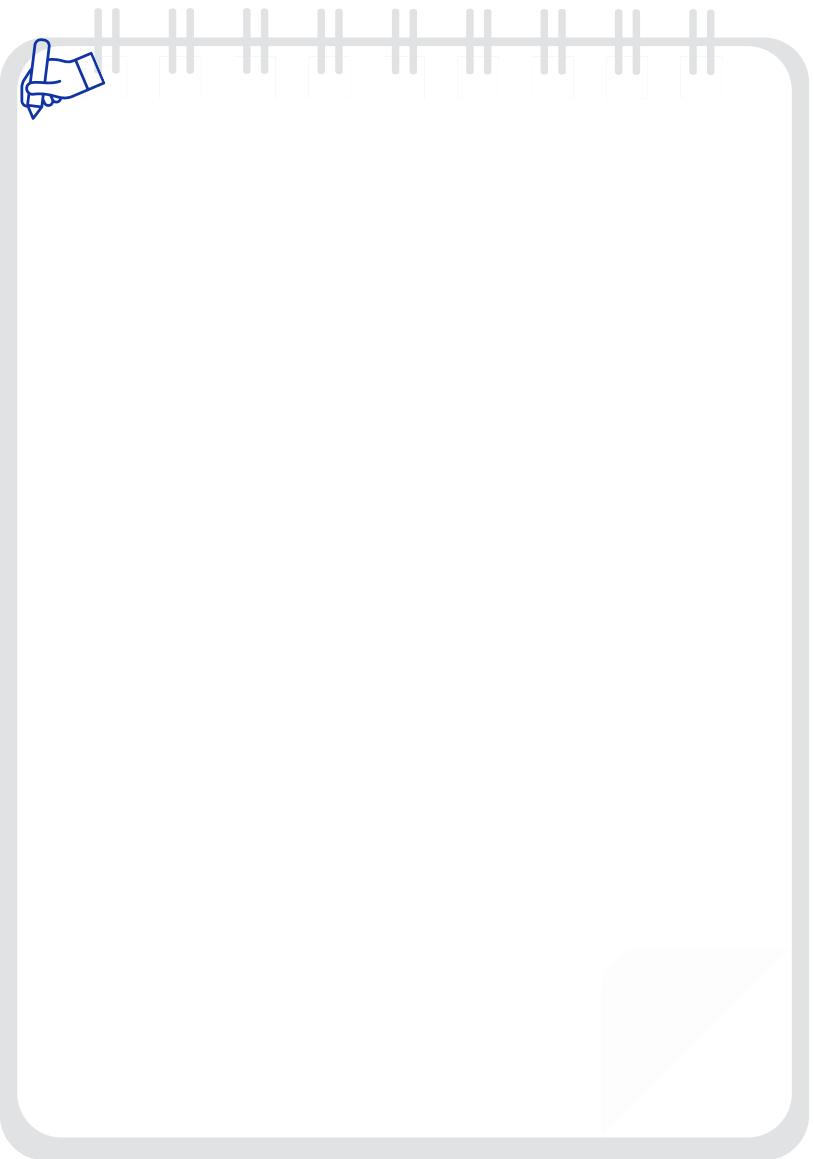
Activity 11

Traditional song share

★ Cultural exchange

Goal: To enjoy and learn traditional and children's songs from each country.

- 1 Prepare a simple, traditional song for the children to learn. You can also invite another teacher who plays an instrument.
- 2 Teach the song to the children during the call, including any movements or dances that accompany it.
- 3 Have children from both countries perform songs together.





Activity 12

Guess my favourite food

★ Everyday life

Goal: To foster creativity and cultural exchange by encouraging children to share and guess each other's favorite foods.

- 1 Preparation before the call: Each child draws their favorite food on a sheet of paper without writing any text or giving direct hints.
- 2 One group takes turns holding up their drawings to the camera, while the children on the other side guess what the food is. Each child gets a chance to present their drawing, and the other group can ask up to three yes-or-no questions (e.g., "Is it sweet?" "Do you eat it hot?").
- 3 After the guesses, the presenting child reveals what the food is and explains why it's their favorite.





Activity 13

Nature's sounds guessing game

★ Everyday life

Goal: To encourage sensory exploration.

- 1 Before the session, children gather natural materials like sticks, leaves, stones, pinecones, or shells from a forest, park, or their surroundings. Encourage them to think about the different sounds each material might make (e.g., tapping, rustling, scraping). The selection of materials doesn't have to be limited to natural items. Local objects from the kindergarten setting could also be included, for example roller skates, toy cars, bouncy tires from the exercise room, or cutlery from the dining area.
- 2 During the activity, one child uses their material to produce a sound (e.g., tapping a stick, crumpling leaves). The rest of the group listens and guesses what material is making the sound.
- 3 After the guessing, the child reveals their material and demonstrates how they made the sound.





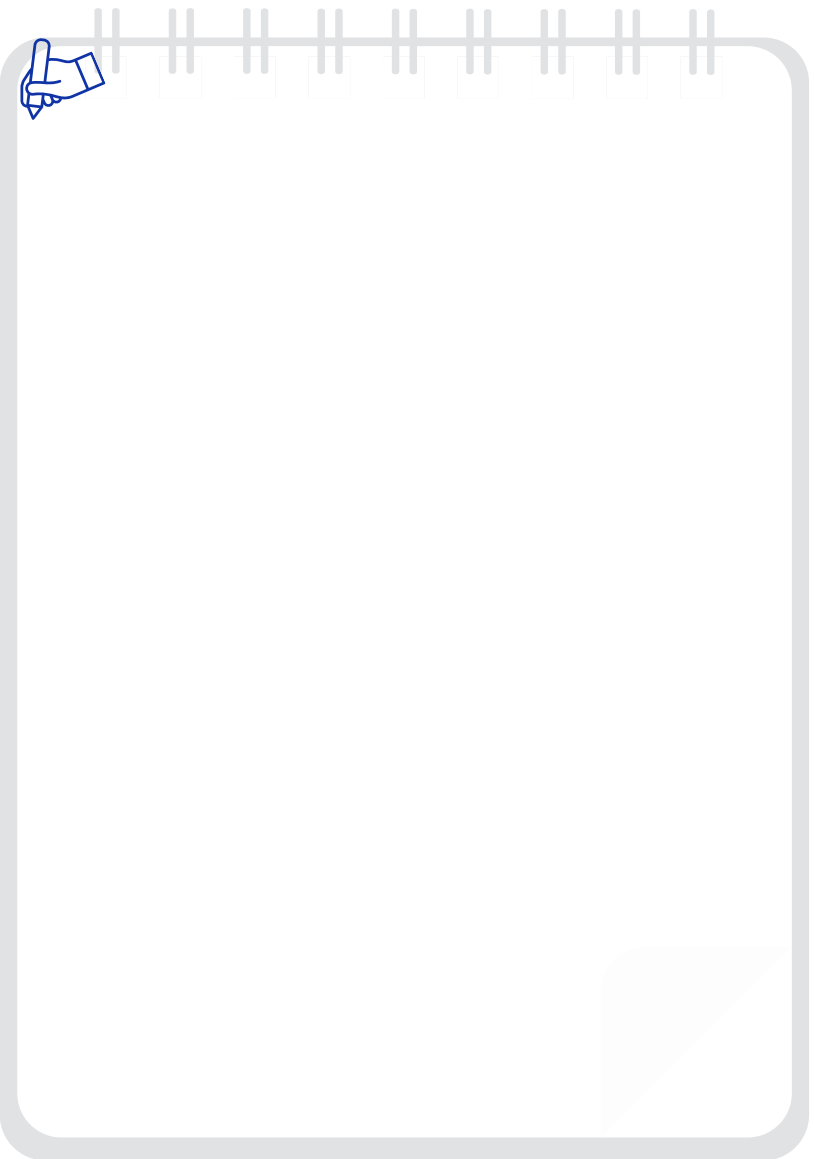
Activity 14

Meet our visiting animal

★ Everyday life

Goal: To share experience with international peers through a video call.

- 1 Bring a small animal (e.g., a rabbit, guinea pig, or chickens). Encourage children to describe the animal's appearance, movements, and behaviors. Discuss how to care for the animal, including feeding, cleaning, and handling it gently.
- 2 During the video call, show the animal live or share photos/videos taken earlier. Allow children to describe the animal to their international peers and compare if they have similar animals in their country.
- 3 Engage children in a simple question-and-answer activity (e.g., "What does it eat?" "Do you have a rabbit at home?" "What animals do you see in your kindergarten?").





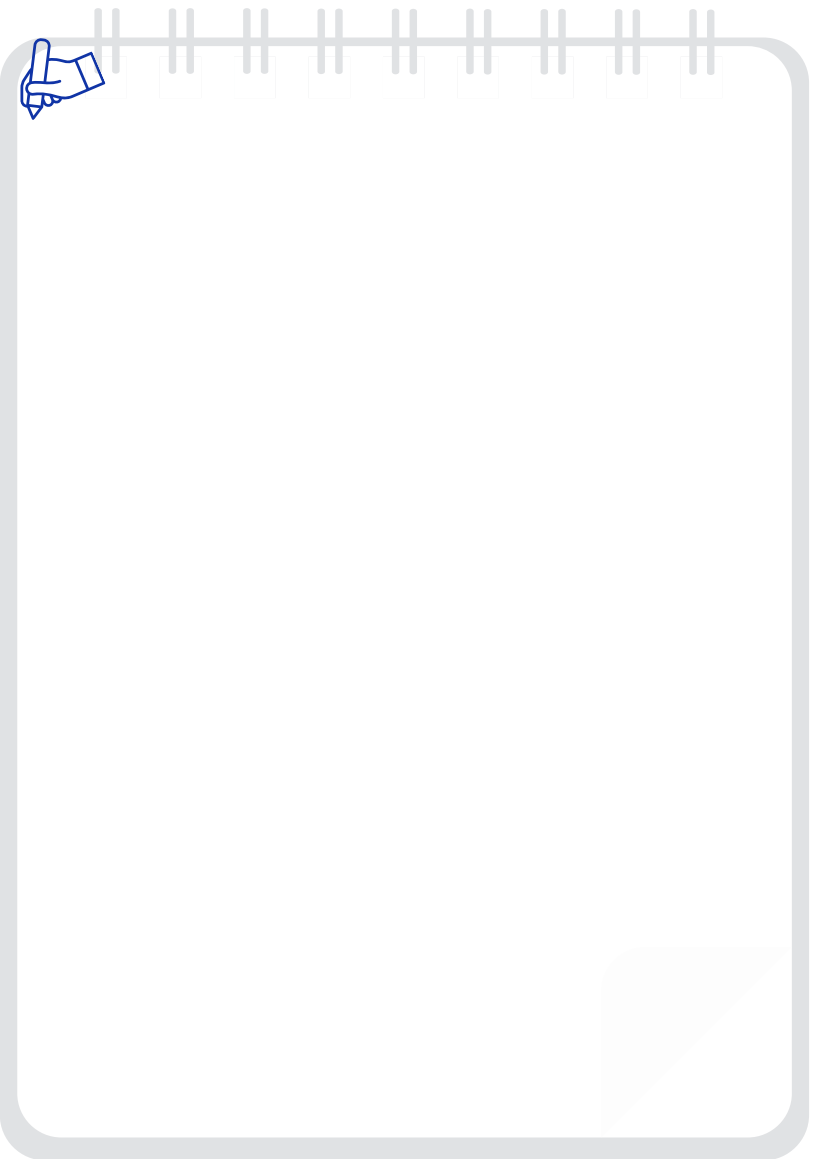
Activity 15

A transportation game

★ Everyday life

Goal: To help children get to know each other while learning about different modes of transportation.

- 1 Each child shares how they traveled to kindergarten (e.g., by car, on foot, by tram, or underground).
- 2 Yes/No game: Before the session, prepare Yes/No signs with green (Yes) on one side and red (No) on the other. The educator asks questions such as:
“Who came by bike today?”
“Who has ever taken the underground?”
“Who has ever walked through a park to kindergarten?”
Children hold up their signs to answer.
- 3 After everyone has shared, discuss which transportation modes are common or unique in each location. Conclude by identifying similarities and differences between the children’s journeys.





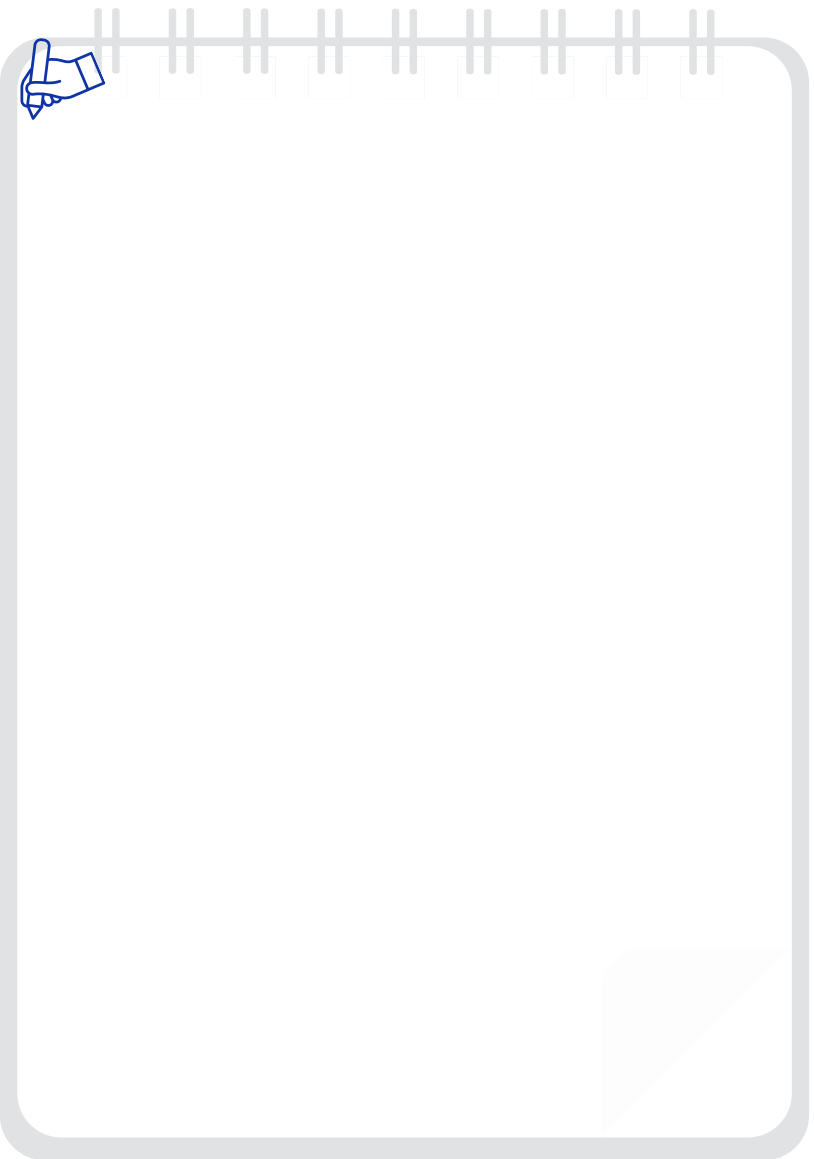
Activity 16

Theatre performance

★ Cultural exchange

Goal: To encourage creativity, teamwork, and self-expression.

- 1 Before the session, choose a story, assign roles (e.g., characters, narrators, or sound effects) and practice lines or actions.
- 2 Each group performs their story in front of the others, using props, gestures, or simple costumes if available. Encourage creativity and allow children to incorporate sounds or music to enhance their performance.
- 3 After one group finishes, it's the other group's turn to perform. Conclude with a discussion where children share what they enjoyed about the performances and what they learned from each other.





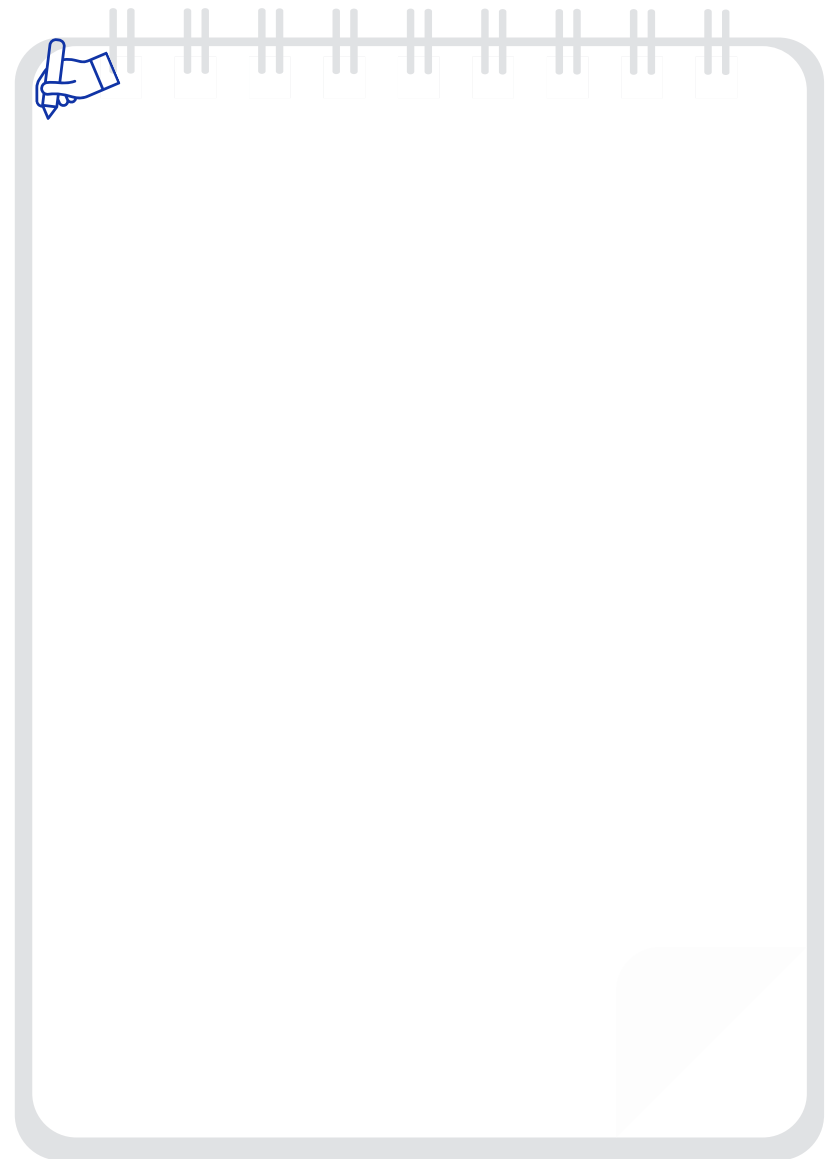
Activity 17

Holiday calendar

★ Cultural exchange

Goal: To learn about different holidays celebrated in each country.

- 1 Each child chooses a holiday and describes how they celebrate it. Assign each child a different holiday. Ask each child to bring an object, item of clothing, decoration, or symbol related to their assigned holiday.
- 2 Create a group holiday calendar, marking these special days.
- 3 Discuss the origins and traditions of each holiday.





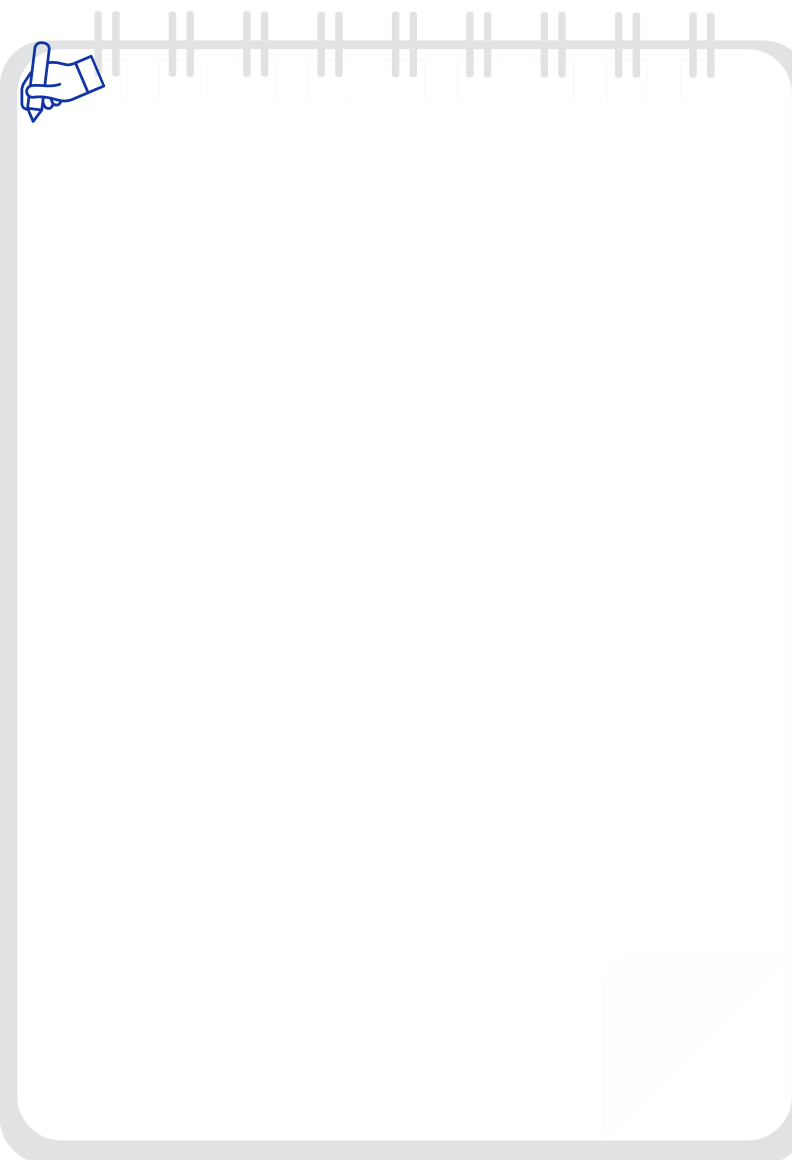
Activity 18

Christmas traditions exchange

★ Cultural exchange

Goal: To compare and share Christmas traditions between countries.

- 1 Decorations: Each group prepares a short presentation about their Christmas traditions (e.g., decorating, food, special customs). During the video conference, children from both sides share their traditions.
- 2 Baking: During the video call, each group presents their baked creations visually, describing the shapes, flavors, and significance of the biscuits in their traditions.
- 3 Singing: Both groups sing a traditional Christmas carol from their country. For the finale, all the children sing a shared carol together by candlelight.





Activity 19

Gardening and cooking together

★ Everyday life

Goal: To teach children about the life cycle of plants while sharing experiences through planting, growing, and cooking.

- 1 Children from both groups plant seeds in raised beds. Each child contributes to the planting process, learning about the seeds and how to care for them. Document the activity with photos or videos to share later.
- 2 Over time, each group monitors the growth of their plants, taking photos or videos to document progress. During the next video call, groups share updates on what has grown and discuss their observations.
- 3 Once the plants have grown, harvest them and use the produce to cook something simple together. Share photos or videos of the cooking process and the final dish during the next call, discussing the experience and how the food was prepared.





Activity 20

Art collaboration

★ Cultural exchange

Goal: To create a collaborative art piece that represents the friendship between the two kindergartens.

- 1 Each child receives (or prepares) a piece of a larger picture, such as: A jigsaw puzzle piece from an old puzzle (to be redesigned); a square cut from a world map, equal to the number of participating children, or a small matchbox, which the child decorates to represent themselves. Children decorate their piece using the same art technique or color family (e.g., blue tones, crumpled paper collage, dot painting, etc.) for visual cohesion.
- 2 During a video call, the teacher guides the activity: Each child shares their creative process and explains their design. Children are reminded that their piece will join many others to form one shared artwork.
- 3 Combine the pieces digitally or through photographs to create a unified piece.





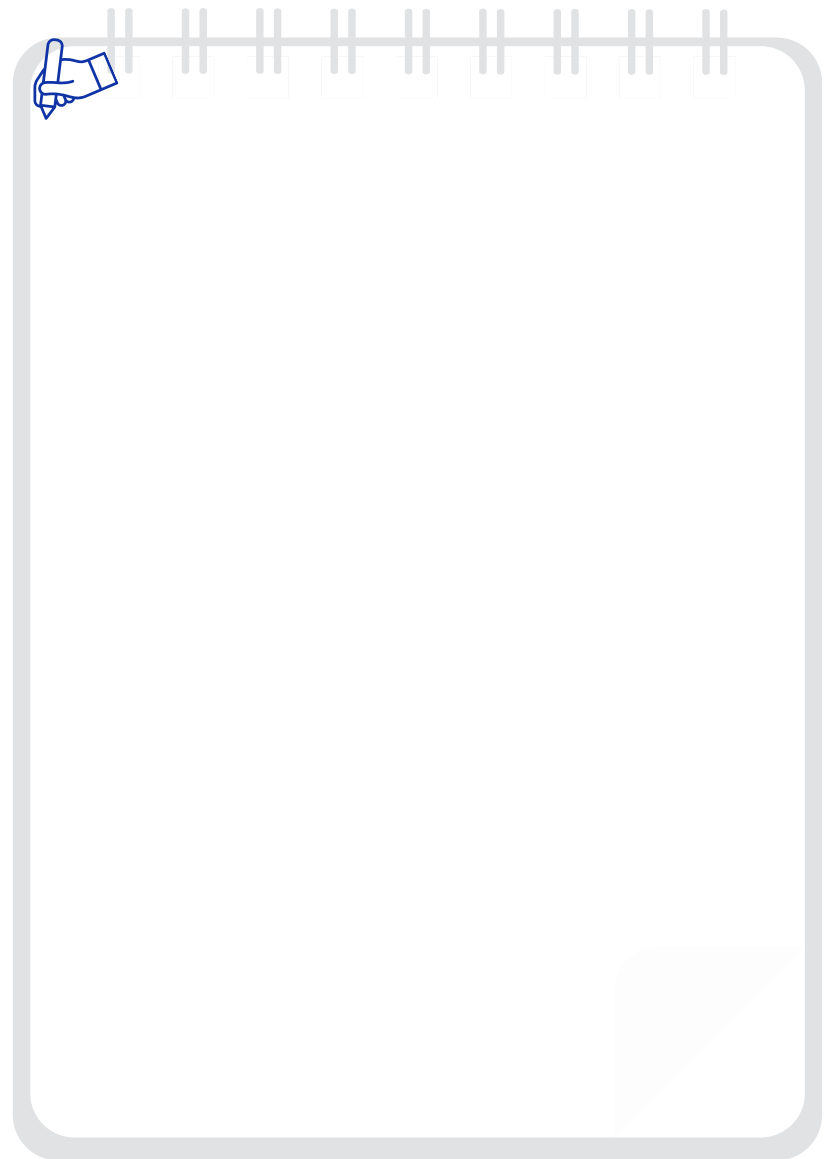
Activity 21

Pen pal project

★ Friendship

Goal: To foster ongoing communication and friendship between children.

- 1 Pair up children from each country as pen pals. It is also possible to do this activity as a group pen pal project, so individual pairs are not needed.
- 2 During the video call, allow time for each child to introduce themselves to their pen pal.
- 3 Encourage them to draw pictures or write letters to each other, which can be shared digitally or via mail.





Activity 22

Surprise parcel exchange

★ Friendship

Goal: To foster cultural exchange and strengthen connections by sharing meaningful items.

- 1 Each group selects items to include in their parcel, such as a small toy, long-life food, a designed picture, something typical for a your country, or a group photo. Children can help decorate the parcel with drawings or stickers. Send the parcels at least two weeks before the activity date.
- 2 During the video conference, each group opens the parcel sent by the other. Children take turns showing the contents of the parcel to their peers and discussing the significance of each item.
- 3 Facilitate a conversation about the items, encouraging children to ask questions or share their thoughts. Reflect on the similarities and differences between the shared items.





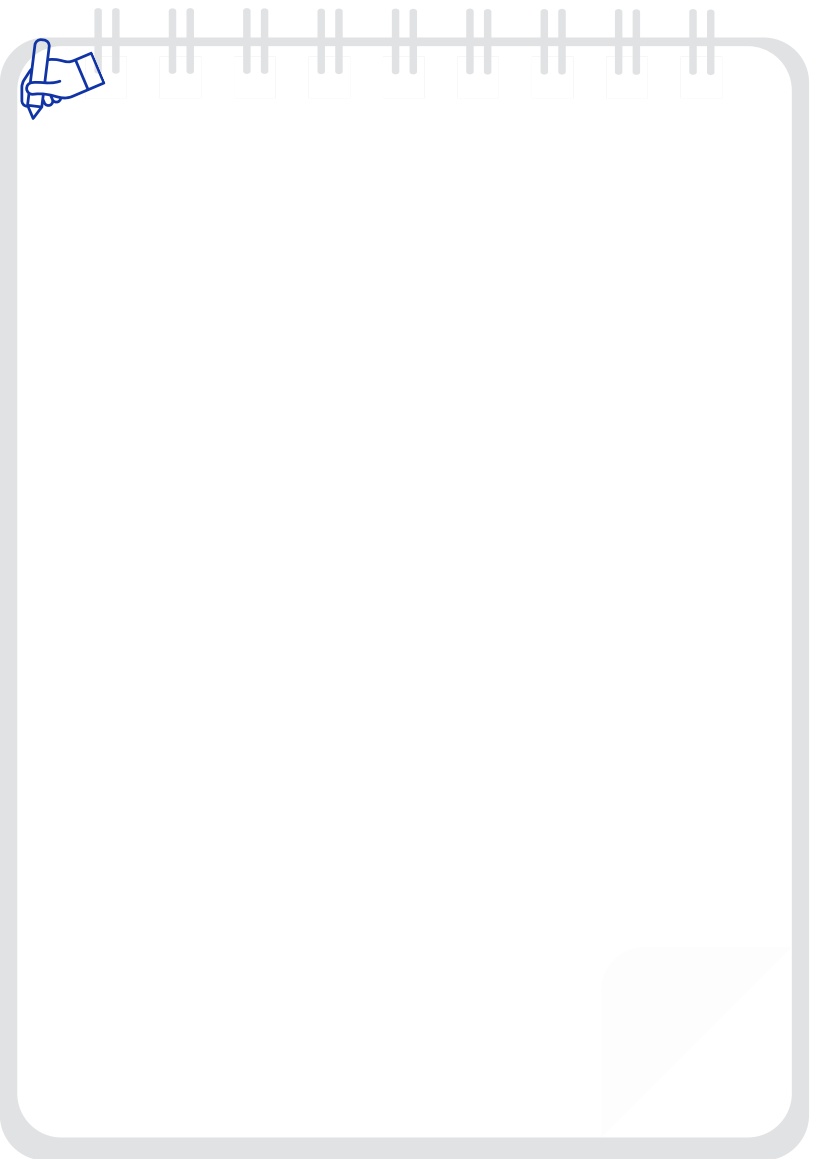
Activity 23

Calls between pairs

★ Friendship

Goal: To highlight the shared cultural and linguistic connection between migrants.

- 1 Identify pairs of children who share a common language or cultural background. Guide the children to think about a short story, song, or topic they want to share with their partner during the call.
- 2 Each child takes turns sharing their story or song in their shared language while the other listens and responds. Encourage the pair to ask each other questions about their experiences, highlighting similarities and differences in their lives.
- 3 After the call, the children share what they learned about their partner with the larger group, reflecting on the experience of connecting through shared language and culture.





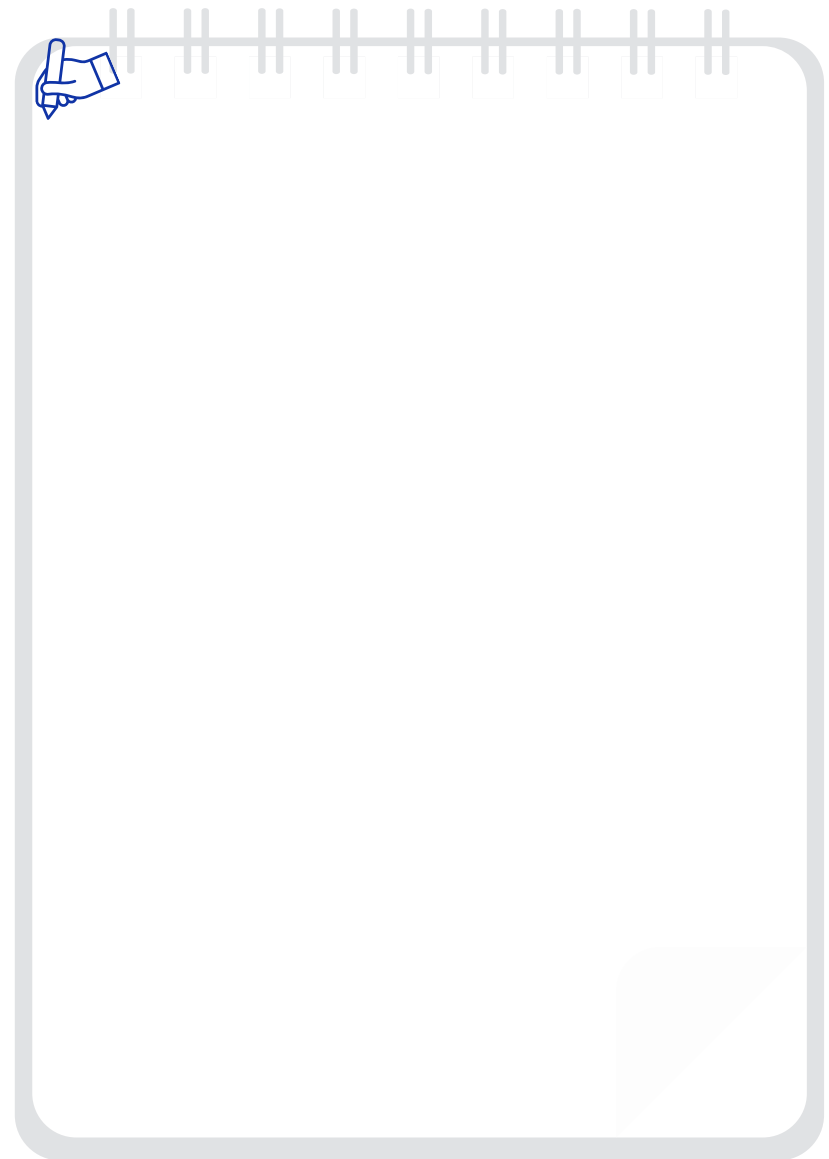
Activity 24

Goodbye party

★ Cultural exchange

Goal: To celebrate the end of the project with fun and games.

- 1 Organize a virtual goodbye party with music, dancing, and games that were popular during the sessions.
- 2 Share thoughts and feelings about the project, discussing what everyone enjoyed the most.
- 3 End with a promise to stay in touch and continue sharing and learning from each other.



4

EVALUATION



Evaluation

Debriefing after the call

Debriefing after a video call helps children reflect on the session, reinforce new knowledge, and process their emotions, while gradually integrating cultural elements into daily life.

Begin with simple, open-ended questions:

- What did you enjoy most today?
- Was anything surprising or new to you?
- What did you learn about the other children or their country?

Revisit:

- New words or phrases from the other language
- Songs, rhymes, or chants learned together
- Cultural elements, such as food, holidays, or games
- Ask: Can you say one of the new words again? Can we sing the song together one more time?

Keep it simple and positive, ensuring every child feels heard and engaged in the shared experience.

Integrate cultural elements into everyday routines:

Choose one or two elements from the video call to build into daily or weekly classroom routines, such as:

- A morning song or greeting in the partner language
- A “word of the day” wall, adding a new word from each session
- A shared calendar to mark holidays and birthdays discussed
- Using a goodbye song or phrase from the partner kindergarten at the end of the day
- Revisiting and repeating favorite call activities (e.g., dances or games) during indoor play

Assessing children's engagement and learning

My favourite part of the call

Goal: To assess children's recall, comprehension, and emotional response to the video call.

- 1 After the call, ask children to draw something they remember or enjoyed from the session (e.g., a friend they met, an object they saw, or an activity they did).
- 2 Have each child explain their drawing to the group, describing what happened in the call and why it stood out to them.
- 3 Discuss similarities and differences in their experiences.



Assessing children's engagement and learning

Yes/No sorting game: Did this happen?

Goal: To test comprehension and attention during the video call.

- 1 Prepare simple statements about the call (e.g., "We saw a rabbit," "They sang a song," "It was snowing outside").
- 2 Ask children to sort them into "Yes, this happened" and "No, this didn't happen."
- 3 Discuss each statement depending on the available time.

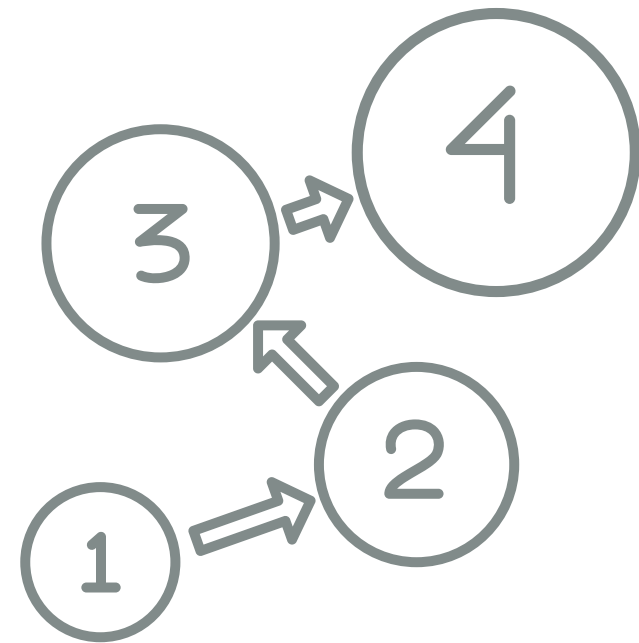


Assessing children's engagement and learning

Story sequencing: What happened first?

Goal: To assess children's ability to recall and structure events from the video call (cognitive development).

- 1** Ask children: What was the first thing that happened when we joined the video call?
Guide them with prompts if needed (e.g., Who did we see first? What did we say?).
- 2** Have children take turns adding to the story in order.
Use guiding questions like: What happened next? Did we sing a song? Did we show something?
If needed, the teacher can write or draw simple symbols to help them remember the order.
- 3** Ask: How did we say goodbye? What do we remember from the end of the call?
Summarize the sequence with the group.



Evaluation

Partnership between two teachers

When both teachers work together effectively, the video calls become engaging, inclusive, and meaningful for the children.

Clear communication: Discuss the goals, topics, and schedule in advance to align expectations.

Joint planning: Plan simple activities together that fit both groups' routines.

Flexibility and adaptability: Be ready to adjust activities based on children's engagement and technical conditions.

Encouraging equal participation: Ensure both groups have a chance to speak, share, and interact.

Post-call reflection: After the session, discuss what worked well and how to improve future calls.

Building comfort and engagement over time

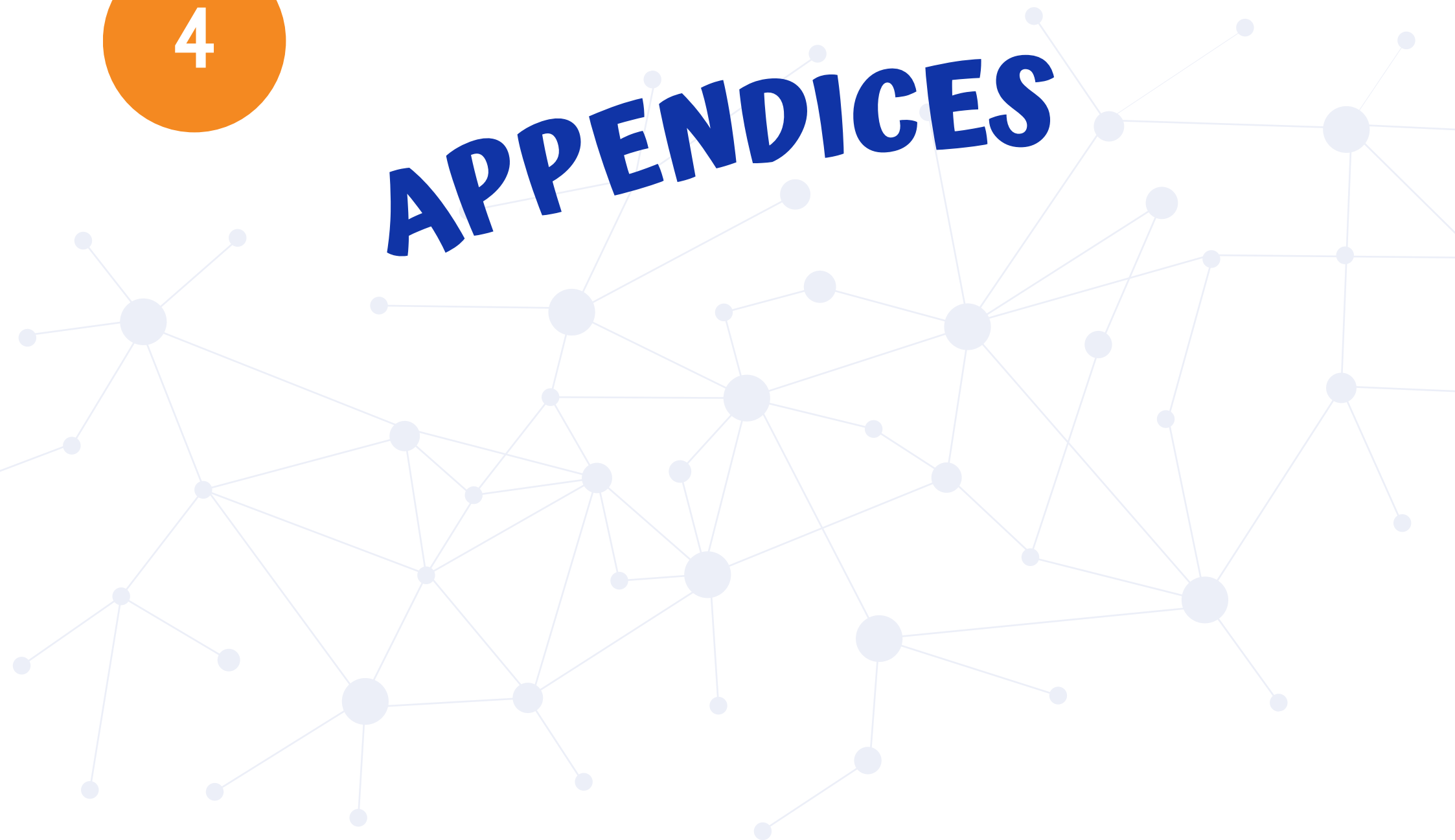
Don't be surprised if children are not immediately enthusiastic during their first video call. For many, this experience will be completely new, and they may feel shy or hesitant to participate. Seeing themselves on screen, hearing voices from another country, and interacting in a virtual setting can be overwhelming at first.

However, with each call, their confidence and curiosity will grow. As they become more familiar with the screen, the routine of the calls, and their new friends on the other side, they will start to engage more naturally.

Over time, they will look forward to these exchanges, developing a sense of connection and excitement about meeting their international peers. Patience, encouragement, and consistent participation will help them transition from observers to active participants.

4

APPENDICES



Planning video calls template

Title:

Topic

- Language
- Cultural exchange
- Everyday life: weather, holidays, food, transportation, sports
- Sustainability
- Friendship and superpowers
- Five senses

Method

- Stories
- Visual elements
- Using hands and material
- Role-playing / drama, movement
- Singing, dancing, music
- Collaborative learning and creation

Goal

Step 1

Step 2

Step 3

Step 4

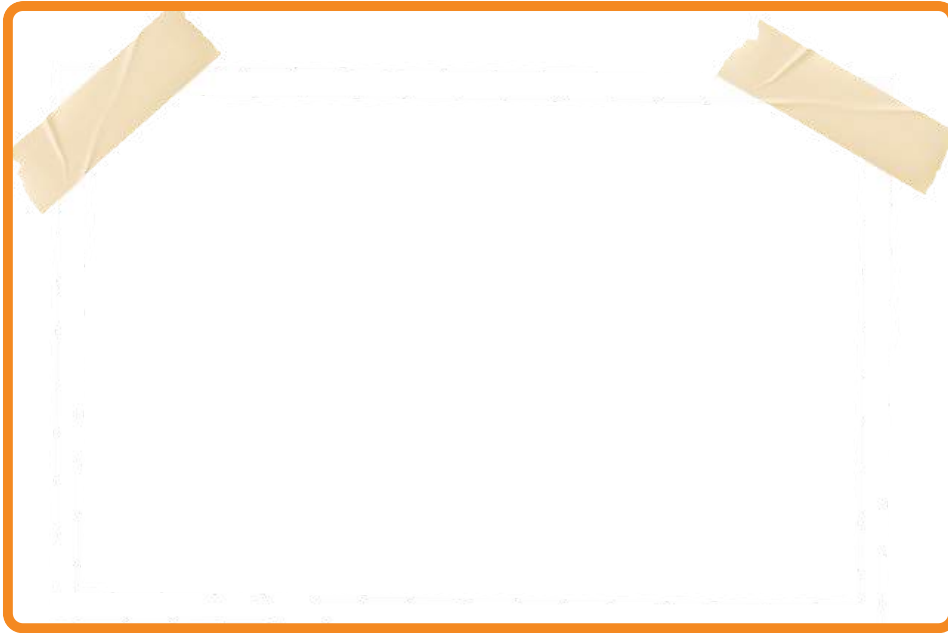
Step 5

Step 6

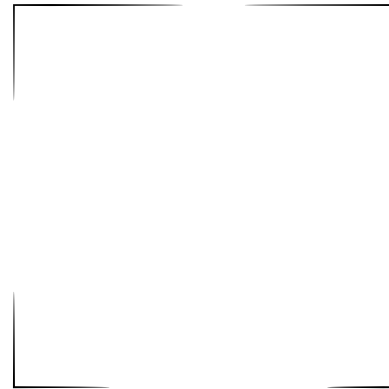
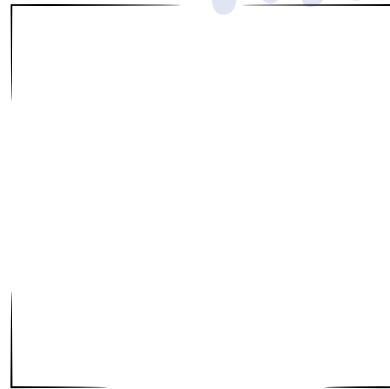
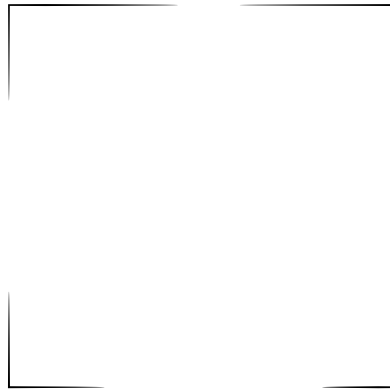
Notes



MY FRIENDS FROM:



OUR FRIENDSHIP:



FLAG:



CAPITAL CITY:



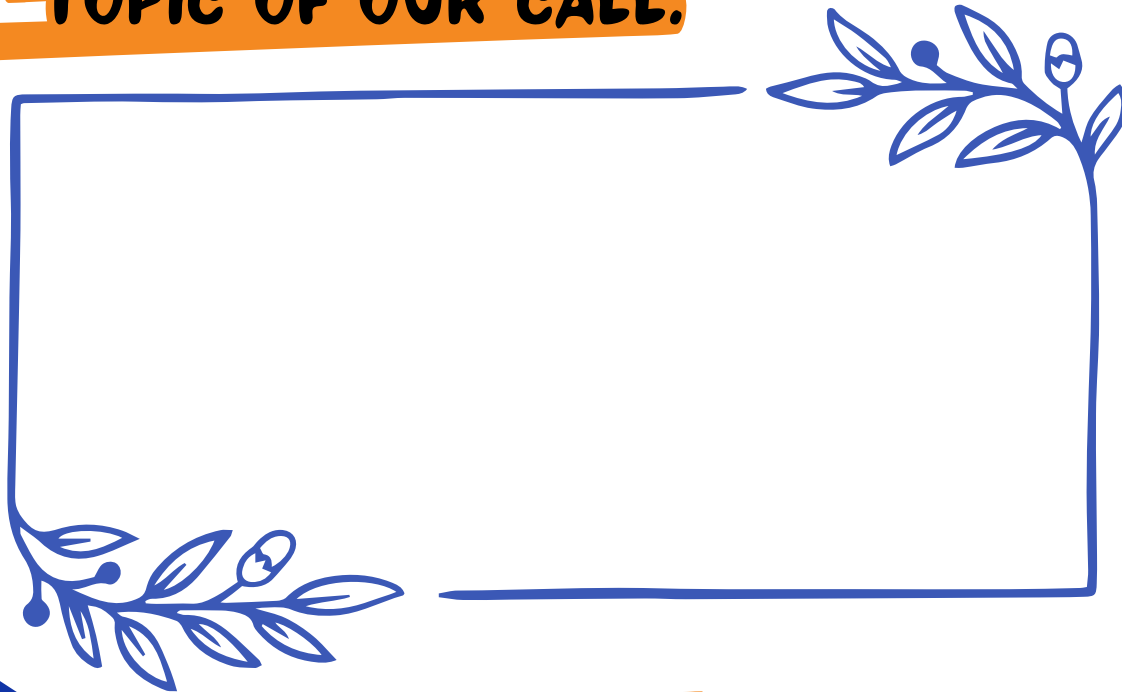
FOOD:



KIDS GO EUROPE



TOPIC OF OUR CALL:



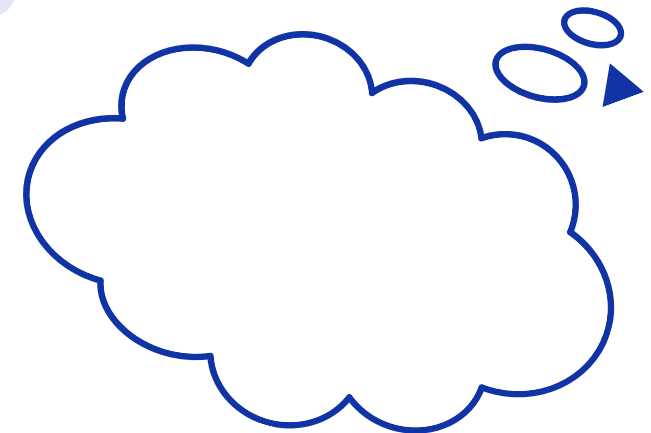
NEW WORD:



OUR FRIENDSHIP:



NEW INFORMATION:



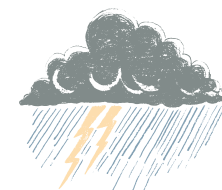
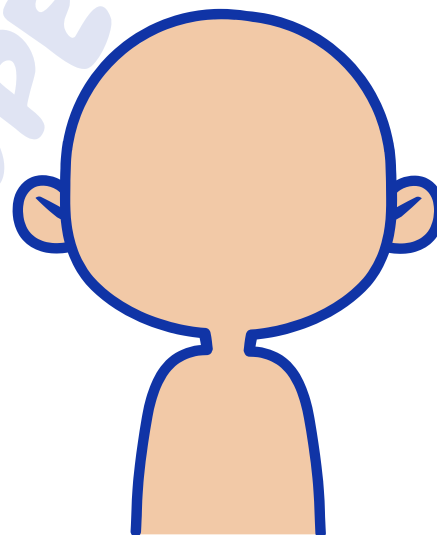
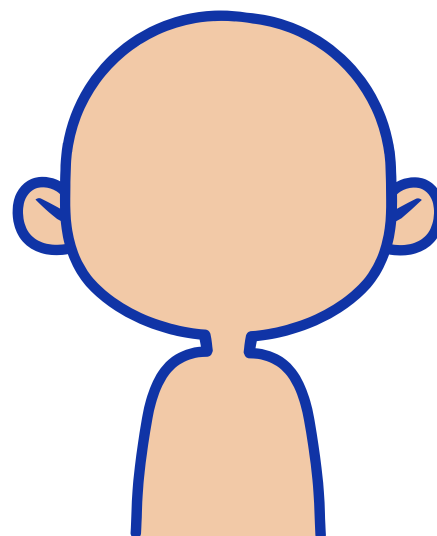
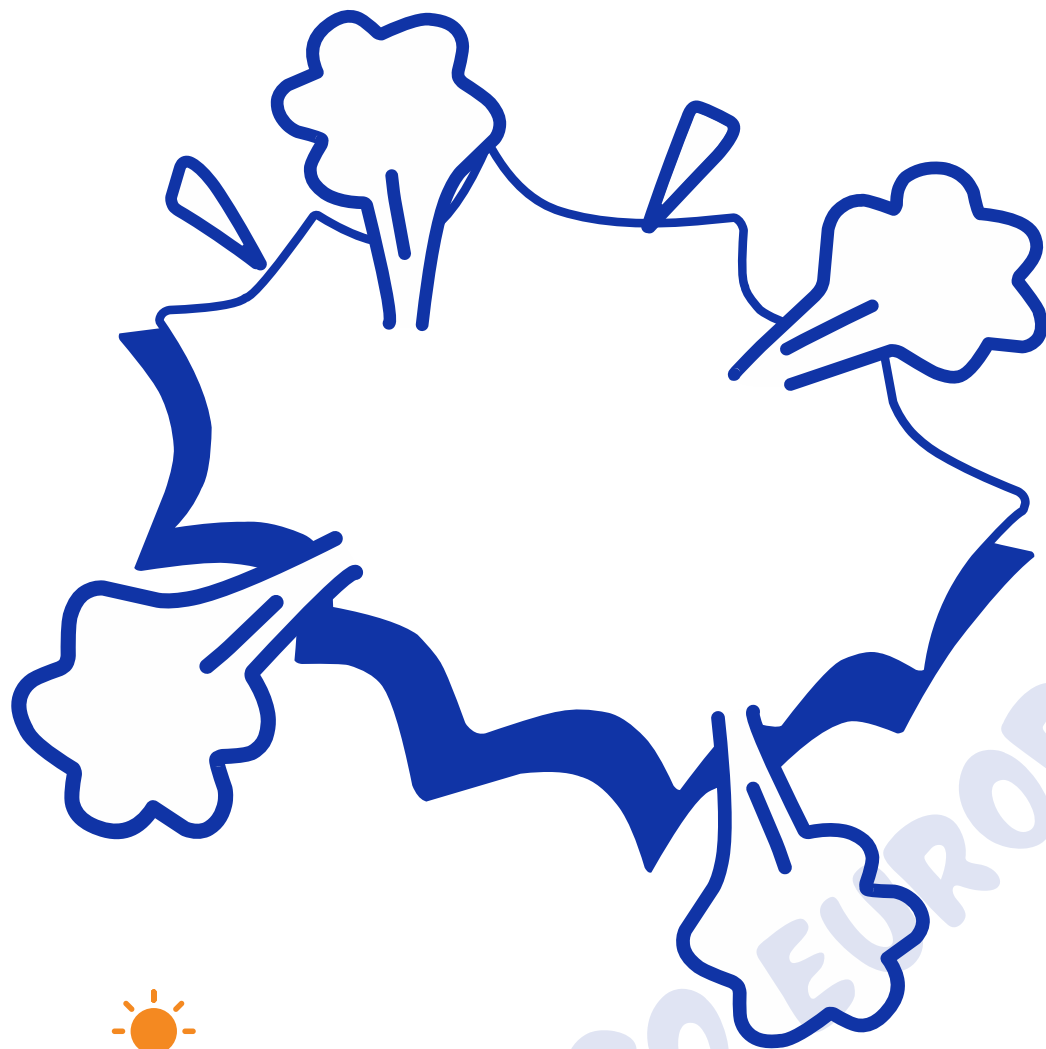
KIDS

GO EUROPE

TODAY:

FEELINGS:

WEATHER:



KIDS GO EUROPE

VIDEOCALL WITH MY FRIENDS:

I SEE



I SMELL



I HEAR



I FEEL



KIDS GO EUROPE



Co-funded by the
European Union

Kids Go Europe

Handbook for International Video Calls in Kindergartens