

Οι ρουτίνες και οι κανόνες της τάξης





Στο σχολείο μου έχουμε
ρουτίνες και κανόνες
που ακολουθούμε όλα τα παιδιά.



Όταν θέλω να μιλήσω
στη γωνιά της συζήτησης,
σηκώνω το χέρι μου.



Περιμένω τη σειρά μου
για να μιλήσω στην παρεούλα.



Όταν μιλάει η δασκάλα ή κάποιο παιδί,
παραμένω σιωπηλή,
γιατί δεν είναι ευγενικό να διακόπτω.



Την ώρα του μαθήματος
προσπαδώ να μην σηκώνομαι
από τη θέση μου
και να διακόπτω το μάθημα.



Μόλις παίξω με ένα παιχνίδι,
το μαζεύω πάλι στο κουτί του
και το τακτοποιώ στη δέση του.



Μόλις ολοκληρώσω
μια εργασία ή ένα παιχνίδι,
βάζω πίσω στη δέση τους
τα υλικά που χρησιμοποίησα.



Περιμένω τη σειρά μου
στο τρενάκι,
για να βγω από την τάξη.

the 1990s, the number of people with a mental health problem has increased in the UK, and this is expected to continue in the future (Mental Health Foundation, 2005).

There is a need to improve the lives of people with mental health problems, and to reduce the stigma and discrimination that they experience. This is a complex task, and one that requires the involvement of people with mental health problems themselves. This paper describes the development of a self-help manual for people with mental health problems, and the impact of the manual on their lives.

The manual was developed by a group of people with mental health problems, and was designed to help them to manage their condition, and to improve their quality of life. The manual covers a range of topics, including:

- Understanding your condition
- Coping with symptoms
- Managing your medication
- Improving your relationships
- Finding a job or training
- Accessing services

The manual was evaluated in a randomised controlled trial, and the results showed that it had a positive impact on the lives of people with mental health problems. The manual helped to improve their knowledge and understanding of their condition, and to reduce their symptoms. It also helped to improve their relationships, and to find a job or training.

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