



**SELF-EXPRESSION**



**3-6**



**All**



**NO ROAD IS THE SAME**



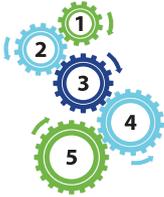
**60 minutes**



The aim of this activity is that children express wishes or visions about their “special place” or a place where they feel at home and to foster their willingness to connect with others.



Stones (preferably round and big enough, that children cannot put them in their mouths and swallow them), at least 10 stones per child  
Large colored sheets of paper (one per child)  
Crayons



1. The facilitator first invites children to sit in a circle and encourages everyone to think about their best place in the world. Then facilitator asks if anyone wants to share their thoughts on this.
2. The facilitator then asks children what makes a place “special” and what makes home a home?
3. At the beginning of this step, the facilitator invites children to take one coloured sheet of paper in their hands and to start walking around the classroom. Each of them should find a nice place for them (a place where they will feel like this is their home or special place; the place can be fictional, the only condition that has to be met is that this is the place where they feel good). Encourage children to find their own places. There might be a situation, in which two or more children want to choose the same spot in the classroom. In cases like that ask them if they want to share the place, walk around once again or invite them to talk a little bit more with each other on how to resolve the situation and eventually they will all find their own place.
4. When children find their place they should place their coloured sheets of paper on the spot that marks it.
5. The facilitator can offer some crayons so that children can draw or write about their home or special place (e.g. super-powers of the place; which animals live there; if those places have special rules, etc.) on the paper they have in front of them.
6. When they finish, the facilitator invites them to sit on their “special place”.
7. The facilitator now invites the children to look around and check where others are sitting and then offers children some stones for building roads or paths to their friend’s “special places”.
8. The facilitator gives children enough time to build such paths.
9. After they finish with this, the facilitator invites one or more children to invite someone to their place and share what they wrote or drawn about the place.
10. Children can walk only on the path or roads that are built. Sometimes they will have to adjust the roads in order to visit more friends or they will have to agree with others to cross their road to visit a friend etc.
11. In the end, the facilitator asks if everyone likes their “special places” or if they like someone else’s place better.
12. If not, the facilitator can ask what would they like to change and help those children (with a possible help of other children) to rearrange their place to feel better.
13. The facilitator can end this activity with a simple dance or a joint song related to “special places” and they can all dance/move around the places they have created.

(Inspired by a gestalt pedagogy activity by Barbara Alič)