



Added VALue Learning for Preschool Teachers & Pedagogical Coordinators (AVAL)

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HANDBOOK FOR TEACHERS AND PARENTS



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<http://valueseducation.odl.org/>

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1. ABOUT THE AVAL PROJECT

The many and constant changes we are forced to face in our contemporary world seem to produce a general state of uncertainty that crosses all sectors and contexts like family, school and work.

Supporting these concepts LEARNING TO LIVE TOGETHER (UNESCO - 2014) is becoming increasingly more pertinent. Scientific research has proven that early childhood education is the most important phase to initiate a healthy development (Stiles, Jernigen 2010; Jolles, Crone 2012). With this framework in mind, one possible and promising path shows itself that could help us cope with today's counterproductive effects. That path is to invest in education with an intercultural approach, capable of integrating the principle of respect for differences with the principles of equity and social responsibility.

Pedagogical staff is constantly encouraged to further develop their skills in education, developmental processes and individual learning promotion that supports children. In addition, there is a need to update the skills of Early Childhood Care and Education (ECEC) and primary school professionals regarding Ethics and Value Education (EVE).

Project AVAL - Added VALue Learning for Preschool Teachers & Pedagogical Coordinators, is directly addressing the needs of pedagogical staff providing methodology and educational tools for EVE implementation in kindergartens and primary schools.

AVAL is a consortium of ten partner organizations (non-government organizations, universities and consulting firms) from eight European countries that pool their knowledge and experience in early childhood education and teacher training to ensure optimal quality of the project materials.

The AVAL team is working to design and present learning materials that are adapted to the needs and interest of professionals working in early education and care (0-6 years) and primary school teachers (6-11 years).

This handbook is a result of partner's proficiency in EVE and will provide teachers as well as parents and guardians with useful educational tools. The goal of these tools is to help adults guide children in developing deep commitment to values in a way that is appropriate for children's age group.

Our aim is to design, test and implement an innovative practice-oriented learning environment focused on learning values. We classify these values into three levels:

- ONE SELF - Ethical and personal values;
- ONE SELF AND THE OTHER - Democratic societal values
- ONE SELF AND THE ENVIRONMENT – Environmental values

To allow both flexible and individual learning, the materials are also available in an environment based on ICT promoting easy access, interaction and critical thinking skills.

For more information about the project and partners, visit our web page:

<http://valueseducation.odl.org/>

2. INTRODUCTION TO ETHICS AND VALUE EDUCATION (EVE) AND OVERVIEW

Ethics and Value Education (EVE) is an area in education necessary in contemporary world to help children from the earliest age reflect about values and to think about basic ethical concepts such as good, respect, self-esteem, pollution and recycling, responsibility, friendship and similar ethical topics.

Ethics and value education helps develop skills and capacity for individuals and their communities. As Strahovnik explains:

"The term ethics and values education (EVE) applies to all aspects of education which either explicitly or implicitly relate to ethical dimensions of life and are such that can be structured, regulated and monitored with appropriate educational methods and tools. Among the main aims of EVE are the following: to stimulate ethical reflection, awareness, responsibility, and compassion in children, provide children with insight into important ethical principles and values, equip them with intellectual capacities (critical thinking and evaluation, reflection, discovery, understanding, decision-making, non-cognitive abilities like compassion) for responsible moral judgment, to develop approaches to build a classroom or school environment as an ethical community, and to reflectively situate individuals into other local and global communities with a mission to contribute to the common good" (Čurko et al, 2015, 5).

The goals of Ethics and Value Education are aligned with the needs of contemporary society in which constant crisis is not only financial and political but also ethical. The need for ethical education is becoming more and more obvious. It is a modern and well-developed approach in which children and young people are encouraged to think about values.

The idea of EVE is not to tell children what is good and what is not good. The aim is to teach children to think about values and to come to a conclusion themselves. By teaching children to think about values and to develop their own opinion, we give them tools to understand themselves and the world around them. That way children can process their own emotions and thoughts, understand other people's points of view and find their own personal compass for decision-making in every stage of their life.

In this handbook, the AVAL team prepared 46 helpful learning materials and tools. These learning materials present diverse methodologies and approaches.

You can try out all these materials with your children, as a parent, guardian or teacher.

If you want to know more about EVE, look for references at the end of this handbook, as well as short information about institutions and people involved in the AVAL project.

We hope you will enjoy your venture into Ethics and Values Education!

2.1. INTRODUCTION TO METHODOLOGY AND CURRICULUM

This handbook is a resource for teachers, educators, parents and guardians involved in the education and upbringing of children in the age from 0 to 11 years. The handbook offers ethical topics that can help children explore the world around them and understand themselves in relation to their community and environment.

All 46 accessible learning materials offer innovative and adaptable methodology that can be easily implemented in formal and non-formal education and everyday activities.

Learning materials are directly related to Ethics and Value Education and are divided into 3 main pillars:



ETHICAL VALUES – Developing and understanding personal values and their relation to one's thoughts, emotions, needs and wishes.



DEMOCRATIC SOCIETAL VALUES – Understanding the set of social values and how we interact with other people by developing different relationships in our community.



ENVIRONMENTAL VALUES – Exploring the biological world and raising awareness of environmental problems for which we can find ecological solutions that raise quality of healthy life.

Learning materials employ different methodology for each of the three age groups: 0-3 years, 3-6 years and 7-11 years. Learning materials are suitable for children's learning abilities in the designated age range and respond to the appropriate stage in their cognitive, motoric, emotional and moral development.

The handbook is student-oriented, meaning, it presents methods for active learning which directly engage children in the learning process. By offering practical activities and stimulating questions that encourage learner's natural curiosity, children become the center of the learning process.

Recommended materials present everyday life problems, situations and objects that grasp children's attention and engages them in interactive participation. Furthermore, each activity is designed to challenge children and advance their learning process by fostering their development of competences.

Learning objectives are strongly connected to Ethics and Value Education which nurtures development of knowledge, skills, attitude and behavior through ethical topics and active learning.

Selected ethical topics and educational methodologies that develop critical thinking skills will help children become more self-reliant, self-confident, independent and have a clear orientation about what they want for themselves in their everyday life.

3. HOW TO USE EDUCATIONAL MATERIALS

The topics are linked to Ethics and Value Education and divided into 3 main pillars for 3 age groups (0-3 years, 3-6 years and 7-11 years).

While topics are connected under a main ethical theme (pillar), each learning material can also be implemented on its own.

The learning goals and teaching methodology of the AVAL materials are geared towards a specific age group.

However, these materials can be adapted to suit students of different age. When doing so, be mindful of children's skills and abilities.

Learning materials address different developmental stages and outline pertinent educational goals.

The table of symbols explains each symbol in the learning material template that will help you implement described activities and reach the goals in different developmental areas.

ETHIC VALUES
PERSONAL VALUES – THE SELF

DEMOCRATIC AND SOCIETAL VALUES
AS WE LIVE IN SOCIETY – THE SELF AND OTHERS

ENVIRONMENTAL VALUES
AS WE LIVE ON THE PLANET EARTH

0-3

TOPIC

CREATIVITY

CURIOSITY

TOPIC

FAMILY

COMFORT

TOPIC

EXPLORING ANIMALS

EXPLORING NATURE

3-6

TOPIC

GENEROSITY

SELF-CONTROL

RESPONSIBILITY

RELATION OF ETHICS AND AESTHETICS

HONESTY

SELF-EXPRESSION

COURAGE

TOPIC

CONFLICT RESOLUTION

FRIENDSHIP

JUSTICE

DIALOGUE

RESPECT

DIVERSITY

CULTURE

TOPIC

OUTDOOR TIME

SUSTAINABILITY

CLEAN WATER

HEALTH

EXPLORING PLANTS

SELF-SUSTAINABLE GARDENS

7-11

TOPIC

SELF-ESTEEM

RESPONSIBILITY

SELF-CARE

PERSISTENCE

PROBLEM SOLVING

WORK ETHICS

INDEPENDENCE

TOPIC

ACTIVE CITIZENSHIP AND DEMOCRATIC CULTURE

EMPATHY

CHILDREN'S RIGHTS

FAIRNESS

MORAL DILEMMAS

FREEDOM

COOPERATION AND MUTUAL AID

TOPIC

POLLUTION

LIVING ENVIRONMENT

ENVIRONMENTAL PROTECTION

RECYCLING

ANIMALS IN CAPTIVITY

TREES AND THE OXYGEN

**DEVELOPMENT AREA**

SOCIO-EMOTIONAL



PHYSICAL



COGNITIVE



LINGUISTIC

**TOPIC:** Name of the topic that addresses specific EVE area**TITLE:** Name of learning material in specific topic

GROUP SIZE: Age range from 0-11 has very different cognitive, linguistic and motoric stages of child development.
That is why some activities among the youngest should be performed in a smaller groups.
Most of the activities that are predicted for the group can be performed individually as well.
Estimate the ability of your group to adapt the group size to children's needs and abilities.



TIME: Predicted time for activity implementation (this doesn't include preparation time for actual activity).



ROLL TOWARDS THE GOAL: Learning objectives that should be achieved in field of EVE.
For the youngest age group the goals could be also connected to developing fine motoric skills as they are connected to cognitive development as well as experiencing the emotions or sensations through holistic approach.



MATERIALS: List of materials needed to implement activities.



FROM PREPARATION TO IMPLEMENTATION: Step by step plan on how to implement learning materials in learning surroundings.
Please keep in mind that these materials and activities are not "written in stone" and they can be modified or adjusted according to the needs and abilities of the children you are working with.

3.1. LEARNING MATERIALS



0-3



CREATIVITY



0-3



All



20-45 minutes



NAUGHTY CATERPILLAR

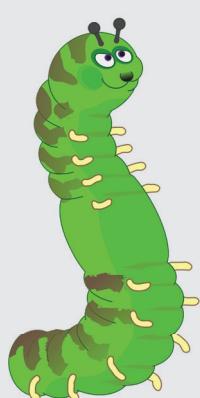


The overall aim is to foster creativity, stimulate imagination and strengthen self-esteem, in particular:

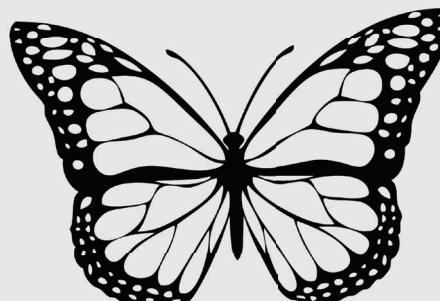
- stimulate the imagination of children when mimicking their facilitator and make them reflect on the story,
- strengthen their self-esteem and foster creativity when they express themselves in the butterfly dance,
- develop fine-grained motor skills as they have to paint their butterflies.



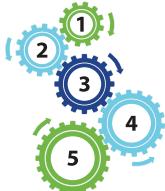
- Simple and colorful picture of a caterpillar



- Templates of a butterfly that can be colored in (the number of templates should be the same as the number of children)



- Crayons
- Pleasant music



Step 1

The facilitators must first prepare a picture of a caterpillar and print out templates of a butterfly in advance.



Step 2

Before the activity starts, the children should be sitting quietly on the floor. The facilitator puts a picture of a caterpillar on the floor or pastes/presents it on the white-board.

Step 3

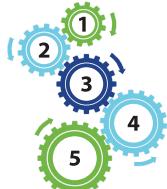
The facilitator explains that children should repeat what is being shown or demonstrated in what follows.

Step 4

The facilitator starts with saying the words and at the same time showing with a body and a finger:

- “One day a caterpillar is climbing on a tree.” (The facilitator is wiggling with the index finger up to the air to simulate climbing of a caterpillar. And children are mimicking the movement of the finger.)

- “Now the caterpillar stops and looks at me, and looks at you...” (The facilitator stops wiggling the finger and points the finger with its tip first into own face and then points it towards the children; children should be mimicking such movement.)



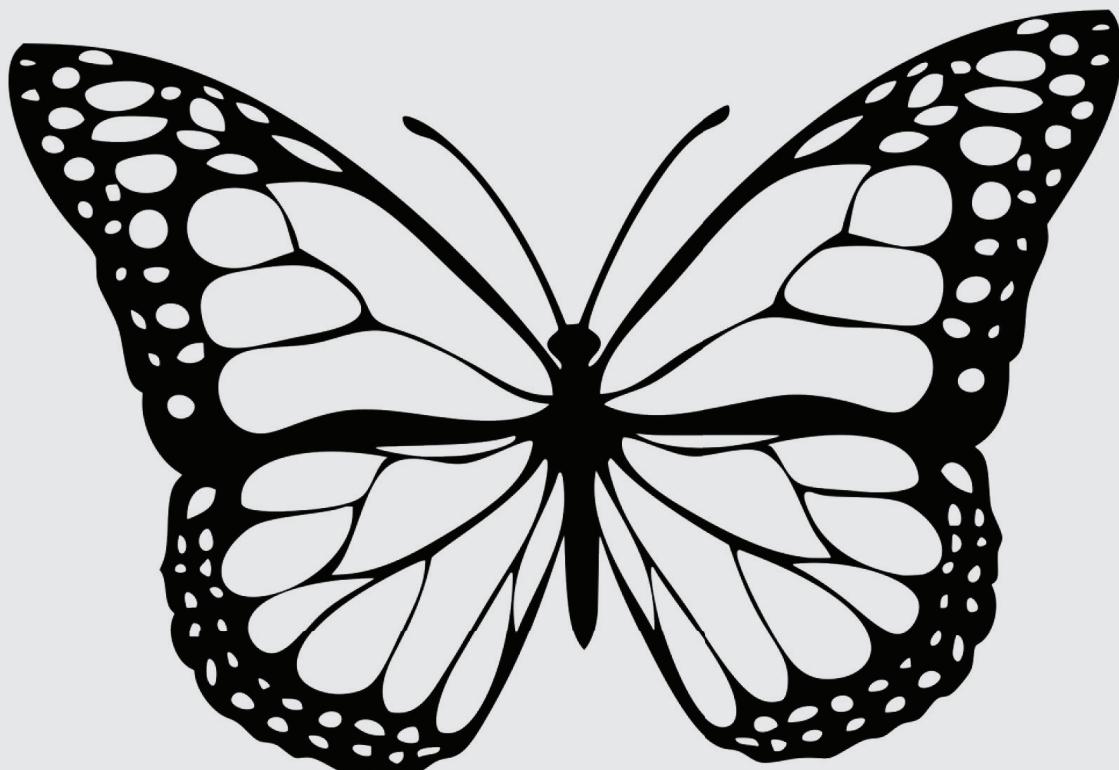
- "I will take the caterpillar with me and put it into a small box." (The facilitator takes this imaginary caterpillar from a trunk of a tree and puts it into the hand and closes the hand into a fist; children are mimicking.)

- "Don't run away!" (The facilitator is waging with a finger; children are mimicking.)

- "Now, I will look into my hand to see, how are you...but wait, where are you? The caterpillar is gone!" (The facilitator opens and looks at the empty palm, makes a surprised face and at the same time is turning the empty palms in both directions (It's gone, it's not there.); children are mimicking.)

Step 5

Now the facilitator explains to the children what they have to do next.
They have to colour in their butterflies on the templates in different colours.



Step 6

Children can choose the colours with which they want to paint their butterflies themselves.

Step 7

When they have all finished with their colouring, the facilitator can play some music and invite children to play with their butterflies and dance in a butterfly dance.

(Activity inspired by an example presented in the Handbook for Ethical values for preschool children. Project Erasmus+. URL: <http://vrtec.leila.si/download/prirocnik.pdf>)



CURIOSITY



0-3



2 and Up



15-20
per activity



EXPLORING



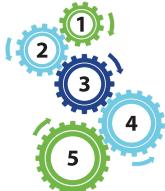
Curiosity can be defined as the desire to see, to know and to understand. Curiosity is indispensable to scientific thought, and, always, in the base of all questions asked by a scholar or a talented man there is great curiosity to find the answers of the surrounding world.

General goal -for these 4 activities- is to explore/discover the world. Specific objectives are as follows:

- To develop in the children notions on curiosity.
- To wake up in the children the eagerness to know and to understand
- To reinforce the utility of positive curiosity.
- To teach the children another kind of curiosity.
- To develop creative thinking in the children



- Magnifying glass, one per child
- Mirror
- Objects as treasures
- Pencil, papers, colorpen...
- Boxes
- Lentils, chickpeas, cotton, macaroni, ...



In order to motivate the children, at the moment in which we carry out these activities we will give them a magnifying glass. We will explain that the magnifying glass serves to observe things in detail and that observation is the basis of exploration.



1) MIRROR MIRROR.

Game recommended especially for the stage of early childhood where children learn to recognize themselves in images or mirrors. - "Where is your nose?" Through this game the little ones can identify the parts of their body while also gain coordination.

2) LOOK FOR TREASURE HIDDEN.

Hide some toy and make a treasure map where clues are given: examples of clues can be:

- Behind something round and big (behind a ball)
- In a square object with letters and drawings (inside a book)
- He embraces me and gives me warmth (next to the coats and jackets)
- a place where I find clothes to play the stories (in the costume box)
- behind an animal with a very long nose (behind a drawing of an elephant)

The facilitator can create as many clues as you want, depending on the age of the children.

3) EXPLORE TO DISCOVER.

In cardboard boxes we will put different items such as cotton, lentils, chickpeas, macaroni, leaves, colors, forest objects such as pineapples or pieces of wood, objects from the sea as different types of shells and sand from the beach, etc. Children should touch what is inside each box and explain, depending on their maturity, what is in each box and what it is used for. We can also put in plastic containers different types of fluids such as water, oil, hand paint.

This activity can be done blindfolded. We can also explore with scents using different types of air fresheners and/or eau de cologne.

The exploration can also be carried out with food.

For these activities we recommend using a smock to avoid staining.

Life is more fun when they get dirty!

Favoring curiosity is necessary, not only for the child to explore and know the physical world around but also to learn how to establish social relationships.

4) BABY-EXPLORER

To help develop the visual tracking of the little ones we can:

- Show stimuli and move them slowly within the baby's visual field. During the first months, the distance from the eyes of the baby to the object can be 20 to 30 centimeters and increase progressively.
- Place crib mobiles with movement and lamps that project moving images on the wall and ceiling.
- Shooting balls of bright colors before the attentive look of the child. We can use balls tied to a rope by moving the rope to get short movements and show the child how to get himself to move the ball.
- To also develop the permanence of the object, we can slowly move the objects until they disappear from their visual field to appear again. Cover objects in movement with a handkerchief and show them the way to discover them.
- Play with cars that move through a circuit going in and out of a tunnel.



FAMILY



0-3 / 3-6



MY FAMILY AND I



8-10



30/35



Goal: Children will be able to define the phenomenon of the family, they will be able to name the different roles in the family. Children will be able to distinguish the official and nick names of the family roles.

Hint:

- Make sure that all children and families feel included.
- Treat children as individuals.
- Tailor your approach to each child's needs.
- Keep in mind differences of families.



Ask parents for permission of using a photo about their families, and give it to you.

Handmade card about family. Buy Mirror foil (Wall sticker roll) as preparation, and cut into 7*7 cm squares. Make an example using your family photo. For younger ones prepare the cards, for 3-6 yrs olds let them make their own cards.

New vocabulary: Mother (Mum/Mom), Father (Dad, Daddy), Me, Brother, Sister, Grandma, Grandpa, /Auntie, Uncle, Cousin - if needed/.

Mirror foil example:<https://www.amazon.co.uk/Proumy-Rectangle-Bathroom-Removable-Self-Adhesive/dp/B07G15LXTY/>



As preparation let the parents know about the planned topic, talk each parents about the members of their own families. Make them bring a photo as a preparation.

When all gave you one photo about their family you can start the lesson. If any of the photos missing you are not able to have this lesson!

Don't forget to ask parents for permission of using the photo, copy the photos if needed.

1st Step (5-10')

- Introduce your family to children by using a photo about your own family, try to use a big print in order to see from anywhere. Identify each person on the photo, let yourself to be the last one. Point on each person and name them: eg. 'This is my Daddy - Dad - My father.'

- Ask them to explain what each person is doing. Make them answering you each question.

- Always start with the short version they are familiar with e.g. Dad, Daddy, than introduce longer version e.g.. Father. Use as much synonyms as possible. Talk as much as needed. Once they start loose their interest start singing.

Let yourself be a little emotional when you are talking about your family, let them feel the importance of the family in everyone's life.

2nd Step (10')

- Sing Father finger song using your fingers, Thumb - Father, Pointer/Fore/Index - Mother, Middle - Brother, Ring - Sister, Little/Pinky/Baby - Baby

You don't need any visual aid, they will imagine your fingers turn into their parents if you do it in a funny way. Along with the fist line show your finger in one hand and look out for the person with your other hand. Then suddenly put your hands away, behind your back. Then start it over again with each finger /pointer, middlefinger etc./.

Introduce the song twice, they will follow you second time. Then repeat twice.

They will enjoy to play with their own fingers even the older age group members and those who knew the song already. /Older ones can make simple finger puppets later during the day at craft time./

Father finger also known as Family finger song

Lyrics:

Father finger, father finger, where are you?
Here I am, here I am. How do you do?

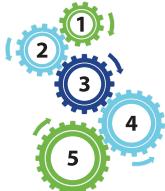
Mother finger, Mother finger, where are you?
Here I am, here I am. How do you do?

Brother finger, Brother finger, where are you?
Here I am, here I am. How do you do?

Sister finger, Sister finger, where are you?
Here I am, here I am. How do you do?

Baby finger, Baby finger, where are you?
Here I am, here I am. How do you do?

e.g.. https://youtu.be/xAxUtTq_r_U



3rd Step (10')

Make a card about their families.

A simple A4 size paper is the base, let them choose a pastel color or use a simple white paper. For little ones help to fold the paper as a card. Stick the family photo left and the mirror foil right. 0-3 yr olds need help during sticking, especially with the mirror foil they need guidance and help. If the foil sticks properly they will be able to see their reflection only.

For 3-6 yr old age group need less help, but be careful with the foil as well. Don't make them disappointed!

Older ones will need less time, while they are waiting, they can draw their family on the top of the card. Make sure the card doesn't stick. Use double side tape! In that case they can draw their pictures immediately after finishing sticking.

Let them play with the mirror part. Ask them who they can see in the reflection. Especially the 0-3 yr old age group need such discussion, some very young child (above 2) will need verification about seeing their reflection.

As closing remarks: name all members of the one-by-one talking each student in your group one-by-one.

Feel free to do each step as a whole lesson, if they are not able to concentrate long enough to finish the whole lesson.



COMFORT



0-3



4-5 children
Up to 5 groups



45 minutes



WALKING TOGETHER



Respect, dialogue and active citizenship:

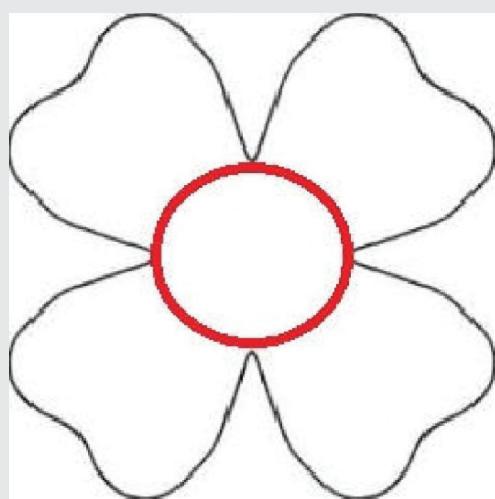
- Recognizing and respecting the needs and wishes of others' in order to formulate the ideas in a group work.
- Developing fine motor skills through pasting and building decoration of the flower.

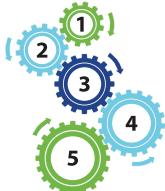


- Cardboard
- Beans and lentils
- Lace
- Pieces of coloured fabrics
- Crumbled Styrofoam
- Other small materials that can be put on the petals

Facilitators must create cardboard flowers in advance.

Each cardboard flower should have one petal less than the number of children in the game (e.g. four petals, five children). Petals can be put together with hot glue superglue, thin rope...





1. Before the game starts, the children should be divided in small groups (e.g. one group of five children to a flower that has four flower petals).
2. The flowers should be placed in a table for each group and the materials in another separate table.
3. Then, the facilitator explains to children what they have to do: they have to fill petals with different materials (pieces of coloured fabrics, beans and lentils, lace, crumbled styrofoam....). Each child may choose the material with which s/he wants to fill the petals. But each petal can be filled with a combination of only two materials so that children may reach a compromise.

The aim of this game is to agree on what materials to use and how to fill the flower. The children should work together in order to produce a flower as a group.

The facilitator must encourage children to discuss about the materials and the final product.

Then the children are encouraged to decide each petal design and mark it (for example by colours).

The children should not be restricted in the choice of materials. For example, if one child chose lens, the other one can chose lace for the same petal and they have to reach a compromise to agree upon the combination of 2 materials per petal.

After the flower is finished, facilitator should talk to the children (5 – 10 minutes) and start a dialogue trying to lead them to the conclusion that they succeeded to create a beautiful flower by respecting on others' choices and working together.

TIPS AND TRICKS:

- Make sure that children do not put small objects (beans, lentils...) into the mouth.
- The facilitator may identify and help manage “power relations” among children mediating if anyone insists on their idea and is not willing to easily agree upon the selections of their peers. Please note that the facilitator has to mediate to reach agreements.
- When children finally decide what kind of material they want to put on the petals, help them glue that material on the petals.



EXPLORING ANIMALS



0-3



individual or
group max 6



20-30' outdoor
up to 1h indoor



ANIMALS AND I

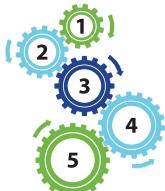


Nurturing Children's Love for Animals. If you watch toddlers playing in nature, you can see how carefree and enthusiastic they are about discovering the world around them. Probably there is something like a "basic love" for nature. One of the most important goals of all educators should be to prevent that when growing, children loose their natural bond with nature. You will learn to:

1. Use a "biocentric" approach in early care and education by providing opportunities for children to connect with living animals. Support children's inclination and love for animals and to nurture their feelings of connection by engaging all their senses and by making them feel that they are part of nature as well and that we need nature to survive.
2. Support children in their growing awareness and interest in animals through sense observation (e.g. hear a bird singing).
3. Build literacy through nature.



- Non-toxic face paints. Look for face paint labeled "free of parabens, formaldehyde, synthetic dyes or other harmful chemicals! You can also mix your own «homemade» face paint using cold cream, corn starch, and food coloring:
 - 2 tablespoons of cold cream, or other thick face cream
 - 1 tablespoon corn starch
 - Food coloring in assorted colors
 - Paper plate
 - Small paintbrushes
 - Optional: stencils



1. Go outside to observe living animals

If you visit a forest area with 3 years old children, choose an area with an easy access to flat paths. Kindergarten and primary school children are far more interested in animals than in plants. These animals can be just common wild creatures such as ducks, squirrels, and backyard birds or the neighbourhood cat or ants or snails. For small children they are all exciting and special. Parks or green urban areas are also a good observation area.

Preparation before the outdoor experience

The children should be prepared for the visit and their anticipation should be awakened. Children in this age group cannot yet be expected to have prior knowledge of nature, as this depends on their educational background. You can use a puppet telling a story like the following:

A fantasy story in preparation for a forest excursion

It was a glorious spring day and the mouse Maria wanted to do something special on such a beautiful day. Only what? She opened her toy-box, but she didn't really want to play. She could also play with her toys on a rainy day. So she fetched her painting things but actually she didn't want to paint at all. I can also paint another time. So, she took her bear Bernie because she had a great idea. Together they could take a trip into nature. "Bernie, have you ever walked through a park?" Maria asked. Bernie shook his head. "Bernie, have you ever sniffed at a flower or a butterfly?" Bear Bernie shook his head again. "Bernie, would you like me to take you on a trip into nature?" Yes, Bernie wanted that. Maria the mouse was thinking. What would she need for an excursion? She disappeared in the mouse hole in the wall under the staircase and got her backpack. Then she looked for solid shoes for herself and Bernie. But something was still missing. The weather could get worse, it could start to rain. So she added two raincoats. What if she or Bernie got hungry or thirsty? She put an apple and some water in the backpack. So, now the trip could begin. They got on a bus to reach the park. Maria was thinking again. Did Bernie the bear know how to behave in nature? She thought about some simple rules and told Bernie:

«Do not put things from the park in the mouth»

«Plants are very delicate. If you rip them off they cannot grow anymore.»

«Wild animals are very shy. Do not touch them! »

«Stay in my sight! – I want to see you!!

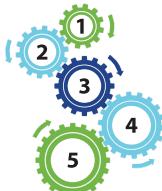
«Bernie - do not hold a stick at face level and do not walk with it. »

After Maria and Bernie had agreed on that, they wandered through the green park. They listened to the birds singing and watched a bee on a flower. Then they came to a beautiful meadow and decided to rest and eat their juicy red apples.



2. Outdoor: investigating and asking questions

Carefully observe children's natural curiosities outdoors. Detect how they behave in nature and then start to engage them explaining that wild animals are different from us. Remember that nature represents unpredictable and spontaneous opportunities for exploration!



- a) observe and explain the physical feature of the animal you are observing (wings, toe, ears, eyes, nose, shape, fur, skin...) and when possible make them listen to the sounds produced by the animal (e.g. birds). Use the senses of touch, smell and taste while the children are outdoor: for example, invite them to smell and touch the tree bark where squirrels/birds live, or the flower where bees land, the soil next to the ant's colony while imagining what animals might feel through senses while moving through their natural habitat. For taste, a facilitator can be simple snacks that are nature products that also animals usually eat or even produce – apples, walnuts, honey...
- b) observe habitat and shelter: explain where these animals live and that some of them build their own "home" (a nest, a cave, a hole... or they even carry their home with them). Some homes are for just one animal or for a «mother and her babies». Other homes are for a large group of animals to all live together.
- c) observe eating habits: explain that they have to find their own food and that they eat "particular things" like bugs or worms ...
- d) observe locomotion: explain that every animal has a "special power" like flying, digging or encourage children to imagine "what it is like to be that animal" (a duck, a squirrel or ant).



3. For the processing, the interpretation and the reflection of the outdoor experience combine it with a follow-up indoor activity that could be:

- a) use bright and vivid images of the animals observed for viewing and learning. Show the animals and name them. Otherwise use different stuffed toy animals to help children learn words like cat, dog, bird - they love being able to identify animals and imitate the sounds they make.
- b) make them listening to a song that incorporates animals. Make them move «like» animals. For example, the bird's wings can be our arms. This cognitive activity not only builds vocabulary and language skills, but it also helps children develop the habit of perspective-taking, which is another term for empathy. The same activity is suitable for outdoor.
- c) use face painting to identify with animals. In the eyes of a child, face paint is magical.

Here some examples. http://assets.wwf.org.uk/downloads/wwf_wiw_facepaintingaw_1_.pdf
The guide was prepared by the WWF and contains easy paints so that you have enough time for a bigger group to be „transformed“ into a panda, a butterfly, a tiger.

Enrichment activities:

Set up a bird feeding area outside the classroom window or in another location where the children will be able to view birds.





EXPLORING NATURE



0-3



10-12



25



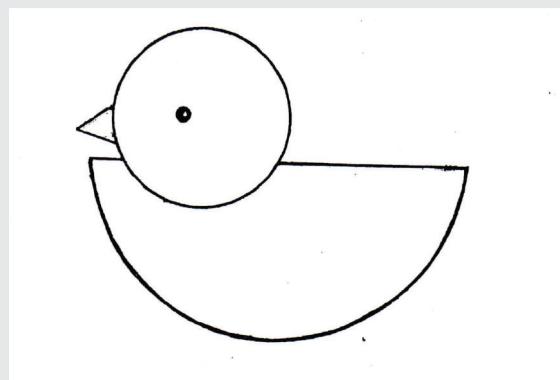
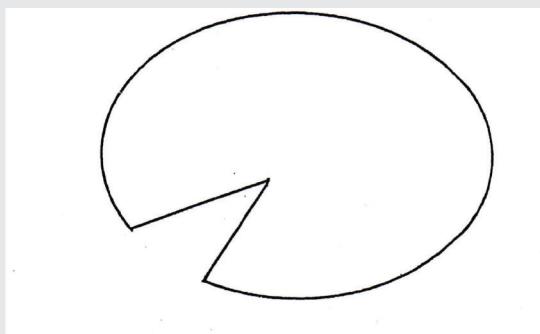
THE POND

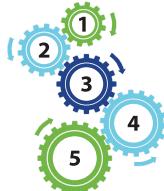


- Drive to explore the environment (water, nature, animals).
- Seek and delight in new experiences.
- Show confidence in linking up with others (peers, care-givers).



Handmade picture book with set of pictures about the nature and animals: pond, turtle, green leaf, dragonfly, duck, duckling, frog, pebble. Under the pictures write full sentences!
Big sheet of paper with the outline of the pond. Get blue and green finger paint.
Cut out the elements of leaves, ducks. (Under 2 they color leaves, 2-3 year olds can paste and color ducks or frogs.)
Always use rhythm and chants.





In three steps introduce the topic to children.

1st Reading

2nd Making

3rd Trying

1st Reading: ('5)

Make your own storybook with the suggested lines, always paste a photo with! Chant and read with rhythm! Repeat each line twice! Discuss about the introduced vocabulary!

The pond (title)

What can you see?

I can see green leaves.

I can see pebbles.

I can see ducks.

I can see ducklings.

I can see frogs.

I can see dragonflies.

I can see turtles.

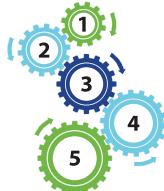
Let's go to the pond.

2nd Making: ('10)

Teacher put a white sheet of paper with the outlines of the pond on the floor, and prepare two or three shades of blue and green paint. Teacher can use real pebbles to fix the drawing.

Ask children to put their feet in the paint and walk around on the paper, explain them to take care of staying inside of the outlines. If they finished enjoying the activity wash their feet carefully.

Let them use the prepared leaves and ducks, younger ones can color the leaves, older ones paste the ducks and color those. After finishing the activity they put the leaves and the ducks on the pond. Teacher can rearrange the pebbles to fix the drawings.



3rd Trying: ('10)

Using a chant walk around their picture and sing Three Little Ducks or similar song using new vocabulary.

Suggested chant:

Let's go to the pond! Let's see frogs! x2 (repeat twice each line)

Let's go to the pond! Let's see ducks!

Let's go to the pond! Let's see green leaves! etc.

Point on the ducks, leaves, pebbles. Make them stomp their feet or clap their hands while walking and chanting. Let them jumping around the pond like frogs. Let them imitate flying using their hands, arms like dragonflies.

Three Little Ducks Children's song

link: <https://www.youtube.com/watch?v=m2enz2jkB5Q&t=10s>

lyrics:

3 little ducks went swimming one day Over the pond and far away.

Mommy duck said: "Quack, quack, quack, quack"

But only 2 little ducks came back.

Quack, quack, quack, Quack, quack, quack.

Only 2 little ducks came back

Quack, quack, quack, Quack, quack, quack.

Only 2 little ducks came back

2 little ducks went swimming one day

Over the pond and far away.

Mommy duck said: "Quack, quack, quack, quack"

But only 1 little duck came back.

Quack, quack, quack, Quack, quack, quack.

Only 1 little duck came back

Quack, quack, quack, Quack, quack, quack.

Only 1 little duck came back

1 little duck went swimming one day

Over the pond and far away.

Mommy duck said: "Quack, quack, quack, quack"

But no little ducks came back.

Quack, quack, quack, Quack, quack, quack, No little ducks came paddling back.

Quack, quack, quack, Quack, quack, quack,

No little ducks came back.

Sad mother duck went swimming one day Over the pond and far away.

Mommy duck said: "Quack, quack, quack, quack"

And all the little ducks came back.

Quack, quack, quack, Quack, quack, quack,

All the little ducks came paddling back.

Quack, quack, quack, Quack, quack, quack,

All the little ducks came back.



3-6



GENEROSITY



WHAT ARE GENEROUS PEOPLE LIKE?



3-6



2 (and Up)



10-15 min.
each part.



To develop in the children basic-notions and positive feelings towards generosity.



Procedures: conversation, explanation, questions and answers, practical actions, story telling.

Material Resources: Materials to make gifts, such as: cardboards, temperas, colour paper, tapes, sticky tape, glue, clothes and ribbons for dolls, etc.

Other resources: newspapers and magazines.



Generosity is defined as the quality of being kind and generous, the willingness to give help or support. A generous person is noble and open-handed. It is necessary to educate this value in the young child, and the best way to do it is by the personal example of the educators.

There are many activities with the purpose of shaping generosity, for example, supporting children to be generous with others, or to share their toys in a game. We can organise multiple pedagogical activities or use different resources such as conversations, stories, anecdotes, role plays, puppets, pictures, songs, etc., through which we can reinforce the proposed objectives.

1st Part

The facilitator will explore, through a dialogue, the knowledge that the children may already have regarding generosity. S/he can use the following questions:

Can you tell me what generosity is? Do you know how a generous person acts?

Have you met someone who is generous? Can you tell me about any story character that is generous?

Based on the answers, the educator will explain what generosity is and how generous people may act. S/he will also give examples of well-known people who are outstanding, fairytale or cartoon characters.



Facilitator will summarize this part by explaining to the children that generous people are not those who give what they don't need because they have it in abundance, but those who share what they have although it may be little, for example, if you have many sweets and give some to another child, that is a good action, but the true generous action would be, if you have only one and you share half of it with another child.

2nd Part

The facilitator will invite the children to make gifts and to repair toys for the children who need them (for example the underprivileged social groups in the community).

Firstly s/he will talk with the children about the importance of making tokens to give to the children who need them, explaining to them that this is a good example of generosity.

Later s/he will demonstrate how to make a card, a marker or another token and will also show one or several models.

S/he will also show how to repair some of the collected toys, for example to replace an arm of a doll, to comb her hair and to put a ribbon on it, to put on new clothes, etc.

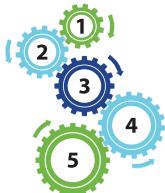
3rd Part

The facilitator will read several situations that occur in daily life, s/he will present pictures (from magazines or newspaper) that reflect them and will ask the children:

What you would do?

- If you had only a sweet and your little brother, or a classmate asked for it.
- If you have toys and another child who does not have any asks you for one.
- If you see in the street a barefoot child because his parents cannot buy him shoes.
- If a child or an old person needs what you have.
- If you have some clothes, objects or another thing that another person needs and does not have any money to buy them.

The facilitator can add all the situations that he finds suitable, as long as they are referred to the value that we are developing: generosity.



4th Part

The facilitator explains the activity to the children:

This is a game in which the children will form groups of 5 (or more/less), for this, they will look under their seats until they find a card with a figure on it.

Later the facilitator will ask the children to form groups: " We will make groups with the cards. Find the people with the same card as yours", and so they will form groups of 5 (or 2, 3, 4, ..) , and all the children of the classroom will have to participate.

Now you will prepare a story about generosity and the group of children that makes the best story and answers the questions that are asked to them well will be the winner, if a group does not know the answer, it goes to another group, and if they answer it correctly, they will get the point.

Once the children have been organized by groups the facilitator explains to them that among them they will make up a story about a person from their family, or neighbor, or a person of the community that they know, or people from the school, or deeds that have happened to them and that show generous actions. It can also be fiction, invented by them in this moment.

The facilitator invites the children to give their opinions about the stories to choose the best ones. This evaluation of the stories will be guided by the facilitator who will tell the children that the best story is the one that:

- has been expressed with clarity.
- the main idea is based upon generosity.
- the characters have had generous behaviours.

The facilitator will guide them so that the prize is fair.

It is necessary that the work of all those that made an effort, although they have not been awarded, is recognized and stimulated.

Finally, the winners will be rewarded with applauses, pencils, story books, puzzles, etc.



SELF-CONTROL



3-6



5-10



30-40 min



FEELINGS WE HAVE



Become aware of how emotions affect behavior in order to learn how to express them in everyday situations.

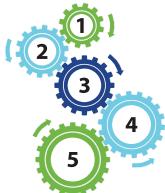
Develop listening and communication skills in order to learn how to filter one's emotions.

Learn new forms of behavior by replacing already learned ones in order to apply different ways of expressing one's emotions.



- Printed sheets of paper showing pictures of different faces expressing three different emotions: anger, happiness and feeling confused.

- Text of a story and suggested questions.



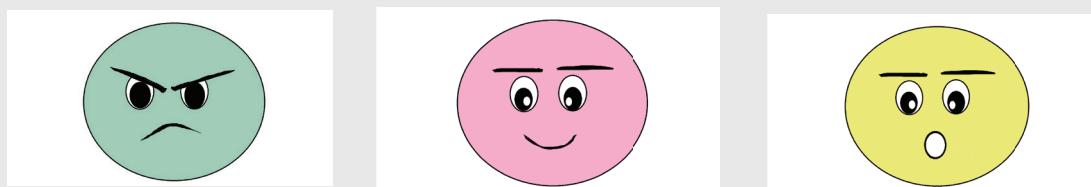
Facilitator directs children to sit in the circle. If the conditions are suitable, facilitator gives children a choice whether they want to sit on the floor or around the table, depending on what makes them feel more comfortable. By allowing them to make a small choice at the very beginning of storytelling, the children will have a sense of control. Also, that kind of decision making is a good starting point in building trust and raises a child's motivation to participate. When you as a facilitator asses that children are relaxed and ready, you can open the space for dialog.

Start a conversation with a question "Do you remember when was the last time you got really upset?". If the children have a hard time with remembering the exact situation help them by giving them some everyday examples.

After some of the children answer the question ask them: "What else did you feel?; Was getting upset a nice feeling?; Do you know how do we call / name that feeling (emotion) when we get upset?". After they offer their answers, ask them: "Do you know what feeling is the opposite of feeling angry?; Is that a nicer filing than the first one (anger)?; How you prefer to feel, do you like more being angry or being happy and why?".

At this point you have already directed the children to recognize two very powerful and strong emotions and by asking them to name those two emotions you are allowing them to start reflecting about themselves which is a very much needed basis for continuing discussion on what to do, how to deal with and how to filter those emotions.

After this short discussion tell the group that there is one very interesting story about two best friends Oliver and Peter and that you are going to read it to them. The next step is to show the children three pictures that show the image of different faces expressing three different emotions: anger, happiness and feeling confused. Make sure that the faces you show have very simple geometric shape with wide colour areas. The reason why is because it encourages attention and better focus (especially with smaller children).



After you show the children pictures, you need to explain the meaning of each one. Green one represents feeling angry /upset, pink one feeling happy and satisfied, and the yellow one feeling confused. After you offer the explanation, each child gets one of all three pictures.

Tell them that you are going to read a short story after which you will ask several questions and they will help you by trying to answer them.

Their task consists of raising up in the air a picture of emotion that they believe they would feel if they were in that situation.

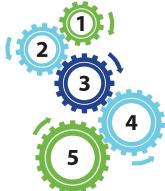
Point out that they will raise up a picture only when you instruct them to do so, because there is no need to use pictures for every question. Pictures are there only to help children to express themselves and to encourage developing listening and communication skills.

Storytelling goes like this:

In kindergarten Oliver has the best friend Peter. Like any other day, Oliver and Peter have decided to play with their favourite action figures. Every day Oliver would take Spiderman and Peter Batman. But one day, things went a different way. Oliver could not find the figure of Spiderman anywhere, so he took the Batman figure instead. When Peter told Oliver how Batman is his figure and asked him to return it to him, Oliver said he saw it first and that it was his now.

Peter got very upset and tried to pull the Batman figure out of Oliver's hand. Oliver held the Batman figure firmly and he wouldn't let go. The two boys ended up fighting with each other so loudly that a teacher came and finished the argument by taking the figure so that none of the boys got it.

After that happened Peter and Oliver were still upset, but after a few minutes they calmed down and realized that they were sorry to have had that silly fight and would never do it again. Instead they will talk about the problem and together find a solution. After they made up, they decided to go outside and play football together!



After reading a short story tell the children that you are going to ask them some questions about the story.

After each question they need to decide on what (feeling) emotion they believe is natural to feel in a given situation by raising a picture of a face (angry, happy and confused) in the air.

After raising a picture in the air they need to explain why have they raise a certain emotion and you can encourage their thinking skills with a different of sub-questions.

Ask them some of the following questions. The questions are optional, and you can change them or adapt the them accordingly. Questions are only a suggestion as an incentive to start developing dialog.

1. How did Oliver feel when he couldn't find his favourite Spiderman figure? What do you do when you feel like that?

2. How did Oliver feel when he took Peters favourite Batman figure? How would you feel if you were Oliver?

3. How did Peter fell when his best friend took his favourite action figure? How would you feel if you were Peter? Why? Is it hard to feel that way?

4. Is it ok that Peter got upset?

5. How do you physically feel when you are angry? Does it hurt? Where in your body does that feeling appears? Can you show / point where? Tell the child to point out with their hand the part of his / hers body that he / she is referring to. How do you need to behave at that moment....shout, jump, run, laugh, fight, etc.?

6. Is pulling the figure out of Peters hand nice behavior from Peters side?

7. Could Oliver have acted differently? (Here you can offer children suggestion like: Could he asked Peter's help to find his Spiderman figure or maybe offer to share the figure of a Batman? How would he fell then? How would Peter feel? Why? Were you in a similar situation? If yes can you explain? How did you feel? Etc.)

8. How did the boys feel when the teacher came and took the figure from both of them? Are they sorry they behaved the way they did? What would you do if you were in that situation?

9. At the end of the story, when they made up, how did they feel?

If the situation accuse's (and it is assumption that it will) that after a question children raise different pictures, meaning that they would feel differently in the same situation or a child feels that he is not sure about the answer to the given question and raises up more than one picture for the same question, think of it as a perfect opportunity to start a dialog with the children.

Ask at least two children that have raised different picture or more than one to explain their point of view and then ask the rest of the group on their thoughts and opinions.

This is a perfect moment to show the children there are different ways of expressing ones feeling / emotions and that it is their choice on how to act on it, meaning that they have the control.

As a conclusion, ask the whole group what do they think about having a choice of how to behave in certain situation and are there different ways of expressing your dissatisfaction without hurting another person?

Tips and tricks for additional ideas:

Tell the children that if they wish they can re-enact the story of Oliver and Peter. They can perform first the original told version, after what you give them the opportunity perform the second version by enabling them to change the curse of the story by choosing on their own where the storyline goes.



RESPONSIBILITY



3-6



work in plenary



30 minutes



CLASS LIST OF RESPONSIBILITIES

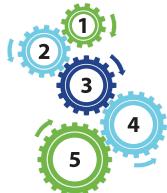


Children should be able to:

- Construct the profile of the responsible child
- Understand and practice responsible behaviour
- Critically review certain irresponsible behaviour



- Chairs or pillows for children to sit in circles
- Flip chart and paper
- Markers
- 3 pieces of round papers (green, yellow, red) serving as traffic lights for the purposes of the introduction



Description of the activity:

This is an in-class activity where all children are requested to sit in a circle. It is recommended that this activity takes place in the first days of each school year, as it will serve communication, team-building, functionality and will create an atmosphere of collaboration and good mood.

Development of the activity:

1. The facilitator invites children to play the traffic lights game introducing children to the context of rules and responsibilities.
2. Following the game, children are encouraged to critically review the game and thus get involved in thinking about why we have traffic lights, what would be the challenges if there were no traffic lights, why we need rules in our lives and why we need to be responsible and other contexts (besides driving where we need to show responsibility (e.g., house, school, family, holidays, etc.).
3. The facilitator invites children to focus on the class context and start sharing ideas on children responsibilities inside their classroom, so as to develop the Class List of Responsibilities that they should take into account for the rest of the year.
4. A list of 5, 7 or 10 Responsibilities is agreed by all in plenary.
5. The facilitator compiles the list on a flip chart paper and puts it on the wall.
6. In the closure, the facilitator assigns the children a take-home-activity to think about the consequences for children who might lack in compiling with the list and discuss it the following day.



RELATION OF ETHICS AND ESTHETICS



(3-)6



15



45-50



KIKI'S DELIVERY SERVICE



Goal:

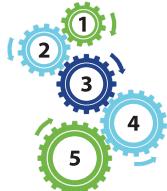
- to motivate children for a helpful and respectful behavior towards elderly and kindness;
- to teach Eency-weency spider poem for the younger ones.

Kiki gives the impression of an average girl at the beginning of the film, but her accident-prone, clumsy, still charming and lovable character is revealed soon enough. She is a role model for young viewers in her respectful behavior towards the elderly and her lovable kindness. So the most important ethical values regarding the cartoon are kindness and respectful behavior. It is also an example of the connection of ethical and aesthetic values, which is often easy to follow for children, ethical values through aesthetic/visual elements.



Role play of the story following the instruction below.

The lesson can be connected to Halloween preparation, since children are often dress up as witches and black cats. Teach Eency-weency spider for younger ones.



1.Preparation

Make students watch the animated movie about Kiki's delivery service.
or watch the movie together. If it is not possible to watch it you can read the paperback book version.

It is open-access on-line in several languages.

see here: <https://www.cartoonson.tv/cartoons/view/id/kikis-delivery-service-1989-full-movie>

Prepare Flashcards of the following characters of the cartoon and laminate those:

Kiki



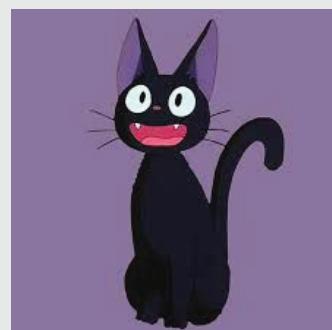
Ursula



Osuno



Jiji



Tombo



The Housekeeper

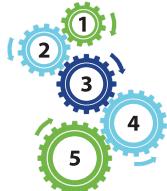


Old woman



Boys and girls





2. Role-play

Talk about the story with your students and play rock-scissors-paper. If someone wins she/he is able to chose one of the characters.

Try to play as much scenes as possible. It is easier for 6 year olds.

3. Discuss about the moral lesson of each scenes.

If you prepare as a Halloween preparation, you can teach Eency-weency Spider during the lesson. See an example here by Nursery Beats, in that case use actions with it.

It is also very good to understand that you are able to reach your goals if you try hard enough. Teacher need to make children understand never give up your goals.

<https://www.youtube.com/watch?v=mIE3pOadJUo&fbclid=IwAR3PsVnOTQ0SrkJACJtieiYIKvD-jTHBvKeJC8KbzUYnEkX20Cptrx515xM4>

Lyrics:

The eency weency spider went up the water spout
Down came the rain and washed the spider out
Out came the sun and dried up all the rain
Now the eency weency spider goes up the spout again



HONESTY



3-6 years



**Groups of 4-5
children**



45 minutes



A PUPPET COMES TO CLASS!



The aim of this workshop is to motivate and direct children towards honesty and critical thinking via a role play game. The idea is to encourage them to express their feelings and opinions in an honest way thus also developing their self-esteem.

Encourage children to:

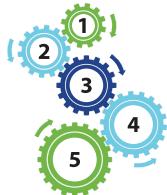
- talk about their feelings in an honest way
- express their opinion
- think critically.



Make a Puppet from a sock. Craft her eyes, mouth and hair from different fabrics and glue it on top of the sock.

Example of a Puppet:





The idea is that the Puppet will seek help from the children and wants to talk to them about things that affect honesty and self-esteem. Topics in the puppet's sentences are related to:

- praise from others
- fear of failure
- making your own decisions.

Sentences in text below are just an example and you can use your own sentences depending on the needs, habits and children's experience. After saying the sentence, puppet asks the questions and starts the conversation with children.

Note: Children at this age don't have fully developed abstract thinking and they often don't give direct answers to asked questions. Instead of direct answers they will rather retell events from their lives. So please don't expect from children to give the direct answers to given questions. If same questions are hard or incomprehensible for children try to simplify them and ask additional questions. The aim is that children, through questions and stories, think about a given topic, listen to the opinions of others and give their own opinion.

1. Before you start the workshop, ask the children to sit in circle and make sure that they are relaxed. Tell the children that today they have a guest in the class who is looking for their help.

2. Put the puppet on your hand and start the conversation with children. You can make your own introduction e.g. Hello children! My name is Mola! I heard that you are awesome children and that's why I came to you. You see, I need your help with something. Yesterday, I had a very silly day, full of unusual events. My thoughts are flying in my head like crazy and that is why I need your help. Will you help me? (Let the children answer.)

3. After the children give the answer read the following key topic and questions and select those you consider most important in the class:

Key topic: Praise from others: you can select one of these sentences:

- Kindergarten teacher praised me because I helped John.
- My grandmother told me that I have beautiful voice.
- This morning I dressed myself for the first time but my mother didn't even notice.

After you read one of the proposed sentences ask the following questions: the Puppet says: Please tell me what to do!

- How do you feel when teacher/grandmother praised me?
- How do you feel when my mother didn't notice that I dressed myself?
- (The question you are going to ask, depends on the sentence posed.)
- How do you feel when someone praises you? Why do you feel this way?
- How do you feel when you do something good and others don't praise you? Why do you feel this way?
- Do you always need to seek praises from others?

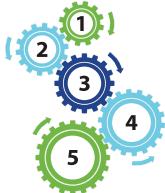
Key topic: Fear of failure

- Today, I managed to lift a very heavy bag.
- I wasn't sure if I can take the dog out for a walk on my own.
- Today, I didn't succeed to climb up the slide.

After you read one of the proposed sentences ask following questions:

- What do you think how I felt when I lifted a heavy bag?
- What do you think how I felt when I wasn't sure if I can take dog out for a walk?
- What do you think how I felt when I didn't succeed to climb up the slide?
- (The question you are going to ask, depends on the sentence posed.)

- How do you feel when you can't do something on your own? Why do you feel this way?
- If you can't do something for the first time, can you try it again?
- Are there some things that you can't do right now? Which things?
- Will you be able to do these things when you grow up?



Key topic: Making your own decisions

- Erik is telling me to hit neighbor's door with one tomato.
- Ana has crossed the road while the red light was on.
- Eva wishes that we hide in the playground from our parents.

After you read one of the proposed sentences ask following questions: the Puppet says: Please tell me what to do!

- Should I listen to Erik? Why I should/shouldn't listen to Erik?
- Do I also need to cross the road while the red light is on? Why do I need/don't need to cross the road while the red light is on?
- Should I listen to Eva? Why I should/shouldn't listen to Eva? (The question you are going to ask, depend on the sentence you read.)
- Should you always do what other people tell you to do?
- Why you should/shouldn't always do what other people tell you?
- Can you decide on your own what do you want to do?

At the end of the workshop puppet tells the children: Thank you! You helped me a lot! Did this conversation help you too? Did you learn something from each other? Would you like me to visit you sometime soon?

Ideas for additional activities: If you were not able to use all sentences and situations, the workshop can be repeated several times. You can use the puppet in different situations when communicating with children (if there is a problem in your class, you want to check how the children feel that day, etc.). Also, since some children better express their feelings, needs and desires through role-playing, allow them to express themselves by talking through "the puppet".



SELF-EXPRESSION



3-6



NO ROAD IS THE SAME



All



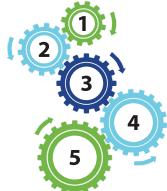
60 minutes



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)



COURAGE



3-6 years



Group of 6
children



45 minutes



THE KING'S PUDDING



Respect, dialogue and active citizenship:

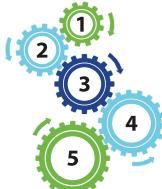
- Recognizing our values
- Developing language skills through role –playing
- Developing fine motor skills while colouring and cutting the images



List of needed materials :

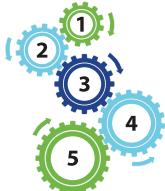
- Six flashcards illustrating the dangerous animals from the jungle: the snake, the tiger, the lion, the crocodile and one card illustrating the hunter and another one illustrating the little deer.
- Six colouring pages illustrating: king's pudding – a heap of mud, king's belt – a snake, the king's drum – a wasp nest
- A poster illustrating a jungle
- Coloured pencils, scissors and glue
- Two puppets illustrating the tiger and the little deer
- Six small images illustrating the little deer





1. Facilitators must create two puppets, the jungle poster, the colouring images and the flashcards in advance.
2. Initially the whole group sits in a circle together. They are asked to imagine that they are in jungle. They are given the cards. Each of them make a loud sound of the animal s/he holds in his/her hand: roar-lion, hiss-snake, snap-crocodile, grrr-tiger, puff-hunter. The children will realize that the little deer can not make any scary sound and for him all the other animals represent a possible danger.
3. The facilitator shows the two puppets and starts telling the story in front of the jungle poster.
The King's Pudding
<https://www.youtube.com/watch?v=2txx60Cucnw>
4. After finishing the story , children are encouraged to say which character they liked the most and why. They will also have to say what feelings did they had during the storytelling. After that they make a list with the two animals' values characteristics : strong, big, dangerous, silly , little deer – tiny, small, courageous, lion-hearted.
5. The facilitator gives the children the colouring pages. They all colour them, cut the images and paste them on the poster illustrating the jungle.
6. After that, children will receive the two puppets and they play the roles of the two main characters in the front of the jungle poster. As there are six children in the group, it is possible for everyone to play a role. They will act out the story three times.
7. When they finish the facilitator can show them images about little deer and about the tiger so that children can see the real size differences between the two animals.
8. At the end the facilitator stresses the fact that the little deer went to the river to drink, because he needed water to survive. Not being wise and courageous enough to get to water, he would have died. So both the lack of water and the tiger itself represented a danger for his life. He had to be very courageous and lion-hearted to get to the water and also to get ride of the powerful and silly tiger.
9. At the end children create from themselves little deer puppets. They are allowed to take the puppets home, so that the puppets will remember them that no matter how old they are (3, 4, 5, 6) how they look like, what is their parents' job or what kind of family they belong to, they must be fearless and courageous.

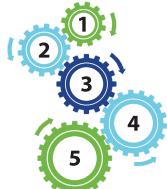
Make sure that children can use the scissors, or cut the pictures in advance.



<https://www.youtube.com/watch?v=2txx60Cucnw>

Handout with the fable: The King's Pudding

Little deer lived in a dangerous jungle.
SNAP Grrrr! Hiss!
One morning he went to the river to drink.
Suddenly, something caught his eye.
“Tiger” gasped the little deer.
“Breakfast” growled Tiger.
Little Deer locked around quickly.
“Oh no, I can't possibly be your breakfast”, he said.
I'm guarding the King's pudding.”
“The King's pudding?” asked Tiger.
Little Deer pointed to a brownish cake on the ground.
It's the most delicious thing you ever tasted.
“No one else is allowed to go near it.”
“You mean I can't even try it” asked Tiger.
“Oh no,” said Little Deer.
“The King would be furious.” You could pretend you didn't see me” said Tiger.
“I know!” said Little Deer. “I could pretend you chased me away.” Brilliant!
And Little Deer ran away, as fast as he could.
It's the end of part one.
The King's pudding-part two.
Tiger closed his eyes and licked the pudding. Bleurgh!
It was just a heap of mud. “Little Deer, wait until I catch you!” he growled. But Little Deer was safe far, far away.
In the middle of the day, Little Deer went to the river to drink. Suddenly something caught his eye.
“Tiger!” gasped Little Deer. “Lunch” growled Tiger. Little Deer locked around. “Oh no, I can't possibly be your lunch.”
I'm guarding King's belt.” “The King's belt?” asked Tiger.
Little Deer pointed to a bright loop hanging over a branch. Isn't it lovely?
“No one else is allowed to touch it.” “You mean I can't even try it on?” asked Tiger.
“Oh no,” said Little Deer. “The King would be furious.”
“The King won't know” said Tiger. “I won't tell.”
“But someone else might see,” said Little Deer.
“Let's pretend you chased me away.” Good idea.
And the Little Deer ran away, as fast as he could.
This is the end of part two
The King's pudding part three.
Tiger draped the belt around his waist. He pulled it tight. The belt hissed. It was a snake, a very angry snake. Yowww.
“Little Deer wait until I catch you” growled Tiger.
But Little Deer was safe far, far away.
That evening, Little Deer went to the river to drink. Suddenly, something caught his eye.
“Tiger!” gasped Little Deer.
“Dinner!” growled Tiger. Little Deer looked around. “Oh no I can't possibly be your dinner.”
“I'm guarding King's drum.” “The King's drum” asked Tiger. Little Deer pointed to a dark shape hanging from a tree.
It's the finest drum in the land. “No one else is allowed to touch it.”
“You mean I can't even tap it?” asked Tiger.
“Oh no, said Little Deer.
“The King would be furious.”
You could say you didn't see me, said Tiger. “That's no good.” Said Little Deer. “I need to be far, far away so I can't even hear you.”



That's the end if part three.

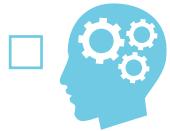
The King's Pudding part four.

And the Little Deer ran away fast as he could. Tiger patted the shape. Wasps poured out of their nest, buzzing angrily. They stung poor Tiger Again and again. Ow! Ow! Ow-ow-ow!

"Little Deer!" roared Tiger. "I give up." My mouth is full of mud."...and my paws are full of wasp stings"

" I promise I will never try to eat you again!" Far, far away, Little Deer heard Tiger's roar and smiled.

That's the end of the story.



CONFLICT RESOLUTION



6 year olds



10-20



~60 minutes

HOW TO HANDLE FIGHT SITUATIONS?



Understanding emotions, feelings, and violence / Fair Fighting / Emotional Intelligence / Social Competence / Sense of Responsibility

Learning objectives of this activity:

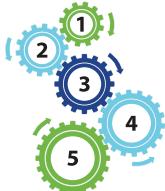
- show children how fast the line between play and violence can be crossed;
- accepting and respecting the feelings of others;
- solving conflicts and overcoming tensions;
- supporting children to talk about their feelings unhindered.



This Exercise is divided in two steps.

Preperation:

- For step 1 ("Might of violence") you'll need a rope or something similar to make a (big) circle or line on the floor.
- For step 2 ("What happened?") you'll need paper and pencils for each child.



STEP #1:

- 1) Using the rope or similar material, draw a line on the floor and then divide your group into pairs.
- 2) Each pair must line up along the (circle) line. The partners should look at each other.
- 3) The children put their hands together and take one or two steps forward until they are really close to each other and lean against each other.
- 4) Tell them now to try to push their partner back slowly (not too vigorously). While they are pushing each other they should continue to hold hands.

+++

Notice: The rule says that nothing unwanted must happen. No one must be physically or mentally injured. It is only allowed to push the partner back carefully with the hands. You and the children have at any time the right to say "STOP" during the exercise. Tell this to your children.

- 5) After a few minutes of "pushing", finish the exercise and ask the children:
 - How did you feel during the exercise?
 - What's the matter with you?
 - Was it a fair "fight"? If not, why?
 - What do you want to be changed for a second round?

=> Give your children time to express their ideas verbally before continuing.

- 6) Repeat the exercise with the results of the first round.

7) Reflection:

After the second round ask the children again some questions:

- 1) What happened this time?
- 2) Was there violence?
- 3) What could you perceive?
- 4) Was it fairer this round?
- 5) What else could you observe?
- 6) How did you feel when your partner was stronger/weaker?
- 7) Who had the most fun? – the strong or the weak partner?

=> Give your children time to express their ideas verbally before continuing.

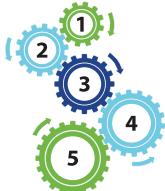
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Tip: Have a short break between STEP #1 and STEP #2. This will help your students to come down after the "fight" situation from STEP #1.

+++

STEP #2:

- 1) Discuss with your group if - next to the activity from STEP #1 - there was any fair fight. Discuss with them if a fight can ever be fair and think about what could make it fair. Are there fights that are (not) fair? Ask the children for examples from their lives or give some idea from your point of view.
- 2) Ask your children if fights only can be "physical".



3) Ask your children if it is easy to judge whether fights that occur for fun were fought fairly or unfairly (e.g. children fighting on the playground)?

4) Discuss what one could do if s/he watches a fight?

=> Prepare some answers to guide your children to a realistic and self-protecting understanding.

+++

Additional reflection of this activity (for children who have already learnt how to write):

Hand out paper and pencil and ask the students to make a list of what to do if a dispute gets out of control.

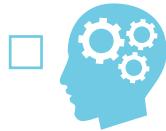
Ask them to follow the following questions:

- Are more rules than mentioned during the activity STEP #1 and #2 necessary?
- What can be improved?
- How would you act if you get into a conflict?
- What have you learned from the activity?

The basic idea of this activity came from “Strong children - less violence” Project and was adjusted to the aim and to the target group of AVAL Project by ILI-FAU.

Source:

Strong children - less violence. Sammlung pädagogischer Übungen und Spiele für Kita und Grundschule, url: https://www.vhs-th.de/fileadmin/redaktion/Der_Verband/Downloads/DL-KitaSchule/StrongerChildren2_DE.pdf



FRIENDSHIP



3-6



Small groups
(3-5)



90 (for all parts)



MY FRIEND

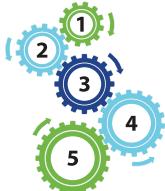


- Exploring through out a dialogue what children think about friendship, whom they consider friends and why
- Developing in the children knowledge about friendship
- Helping children to establish positive relations with the ones who they consider their friends.



Images of the story (available at <http://waece.org/contenido/noticias/wp-content/uploads/2018/08/story.pdf>) fine cardboard, coloured or white paper, coloured pencils, stickers, scissors...





1st Part: Facilitator will begin by exploring through a dialogue what the children think about friendship, whom they consider friends and why.

2nd Part: To tell the story "Two friends":

Once upon a time two boys, who had been friends for a long time, were walking through the forest (image 1), when suddenly a great and fierce bear (image 2), imposing with his sharpened claws, and giving strong roars turned up. Oh, how frightening was such a ferocious animal! (image 3) The fear was so high that one of the boys started to run, and without watching backwards nor worrying about anything, climbed a tree and hid among the branches, so that the bear could not see him and thus be able to escape later (image 4). The other boy, terrified, remained paralyzed with fear, and seeing that he could not escape from the animal, and that his friend was out of danger, he remained in the middle of the path, laid down on the ground and pretended to be dead (image 5).

The bear, surprised, approached him and started to smell him, passing its nose through all his face, ears, neck, chest, legs, trying to observe if there was some reaction (image 6). The child held his breath, because he knew that if he made any strong movement the bear could realize that he was trying to deceive it. Again the bear returned to smell his face, lick his cheeks, scrutinize his ears, giving low but calm grunts (image 7).

After a long time smelling him, the bear, thinking that the child was dead and was no danger for it, moved away (image 8).

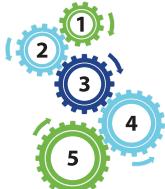
When the fierce animal had left, the other child came down fast from the tree and he asked with laughter to the one who had remained thunderstruck in the path (image 9):

- What has the bear whispered to you in the ear?
- It has told me that those that leave their friends in the moments of danger are not true friends.

After telling the story, the facilitator will ask the children to comment on what happened in the story, s/he will guide the conversation towards the critic that is done on the bad attitude of the character who did not help his friend, s/he will speak to the children about what friendship is all about and how they have to treat their friends, s/he will define the good actions among these examples of affection, the help that is to be given to each other, so that they understand what friendship is, and how the relations between friends must be.

3rd part: Facilitator will invite the children to make cards to give to their Friends (those who are in the classroom, their classmates).





First s/he will talk with the children on the importance of making cards to give to their friends, explaining to them that this is a good example of friendship. Later facilitator will show how a card can be made, and s/he will show one or several models to them. There will be a table prepared with the necessary materials for the preparation of the cards and each child will select what they need, the children must have enough materials to avoid possible conflicts and if some conflict arises, the facilitator will take advantage of the opportunity to speak to the children on how to avoid and solve the conflicts between friends. Finally the children will make cards, which will be displayed in an exhibition.

4th Part: the facilitator invites the children to give their cards to their friends and say why they chose that child as their friend, helping them with questions until they can with their own words give an elementary description

Additional activities (suggestions to be done during a “friendship party”).

Dancing on paper:

The facilitators prepare sheets of newspaper or pieces of cloth of the same size. The participants are divided into pairs. Each pair is given the same, either a newspaper or a piece of cloth. Couples dance while the facilitator plays music or claps their hands. When the music or slaps stop, each couple must stand on their newspaper or their piece of cloth. The next time the music or slaps stop, the couple has to fold their paper or cloth in half before standing on it. After several shifts, the paper or the fabric becomes very small because they have been folded over and over again. It is increasingly difficult for two people to stand on paper or fabric. Couples who have some part of their body on the ground, are ‘out’ of the game. The game continues until a couple wins.

Five islands:

Draw with chalk on the floor five circles large enough to accommodate all the participants. Give each island a name. Ask everyone to choose the island where they would like to live. Then warn the participants that one of the islands is going to sink into the sea very soon and the participants of that island will be forced to move quickly to another island. Allow the suspense to grow and then say the name of the island that is sinking. The participants run to the other four islands. The game continues until everyone is tight on an island.

Do not answer

Ask the group to stand in a circle. One person starts by looking at another and asks, “What is your best quality?” However, this person should not answer the question on its own - the person on your left should respond. People can make their answers as imaginative as possible!



JUSTICE



3-6



A FAIR AMOUNT OF JUSTICE



15



15

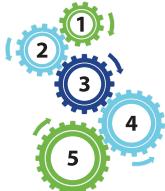


A visualization game that deploys a visual allegory to help pupils understand the importance of being just and fair, and how it affects the well-being of a community.



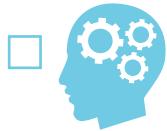
For the game you need one cup of drinking water, a fresh egg, a tablespoon and salt. The idea is to use this simple experiment to show the importance of justice for the well-being of persons and society.

In order to secure the successful implementation of the game in the class, it is better to make a mock up beforehand and test the results (see implementation below).



Put the glass of water, the egg, the salt and the tablespoon on a table in the classroom and gather the pupils around it. Put the egg in the glass and watch it sink to the bottom of the glass. Tell the pupils that the egg (you can give a name to it as well) would be a person that is not being treated just and fair, and eventually feeling sad and unappreciated. Then take the egg out of the water. Start pouring salt in the glass - one spoonful at a time. Stir the water and put the egg into the glass again. Tell the pupils that each spoonful of salt is an aspect of being just. For example, this spoonful is about ‘following the rules in a game, or at school, or at home’. Watch the egg rising a bit towards the surface. Pour another spoonful of salt and watch the egg rising further up. Continue the process by naming the spoonfuls. For example, ‘sharing’, ‘respecting others and treating them fair’, ‘treat others equally’, ‘doing what is best for everyone and not just for one’s self’, ‘helping when someone is being treated wrongly and unfairly’.

As the salt gradually transforms the density of water, the egg moves from the bottom of the glass to the surface. Tell the pupils that now the egg (use the name you gave to it) is now happy, and feels being treated just. Explain the pupils that applying and keeping up justice, functions as the salt in the water. As much as salt makes food delicious, the ‘justice salt’ - as an allegory - makes society (the water) more just, and people (the egg) more happy and feeling supported.



DIALOGUE



3-6 years



20-25 children
in a circle



45 minutes



THE MAGICAL MICROPHONE



The main aim is to develop listening and respectful dialogue habits.

Encourage children to:

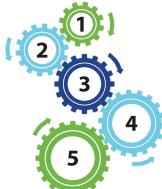
- Recognizing and respecting the needs and wishes of others' in order to formulate the ideas in a group work.
- Discover personal preferences of others by listening respectfully.
- Realize what respect is and the importance of listening each other's opinions and tastes, taking into account social and cultural differences (adapted to their age).



- A microphone made with a toilet/towel paper roll and a ball of foil.

Facilitators must create a microphone made with a toilet/towel paper roll and a ball of foil painting the buttons of the micro in the middle, as shown below:





1. The facilitator will list some examples of possible topics to talk. Try to offer a wide range of examples of funny or interesting daily/familiar habits: food they use to eat and enjoy, TV programs they like watching, sports they enjoy playing, films they have seen, places they have visited, etc. and select one

2. Before the game starts, the children should sit in a circle. Make sure they are relaxed.

3. Once you have posed the topic you have selected (i.e.: places they have visited) give them a minute to think their speeches and tell the rules of the game: "All the children have to speak. Each girl/boy have one minute after receiving the microphone to talk about the place/s they have visited. The child who has the microphone has to stand up. The main aim for speakers is to explain what and why they like such thing. The rest of the children will listen closely and will ask questions about the topic once the speaker had finished his/her intervention. The facilitators should guide the questions in order to allow children to give more detailed explanations. Try to stress those things that could define social or cultural differences trying to show interest about them and creating a confidence and a comfortable atmosphere. When all the students have used the microphone, it is time to play a quick and easy game and rest a little bit.

4. GAME: Choose a song.

Ask the children to walk around in a circle and sing the song when the song is playing. Suddenly stop the song. The children have to find a partner, ask a question to each other, and then sit down. For example, before the facilitator starts playing the song s/he says, "This time find a partner and ask: What's your favourite colour?"

Next time choose another question like "Do you have brothers or sisters?" or "What is your favorite food?".

Tell the children that they have to choose a different partner each time. For this game it is important to make clear question phrases first before the children play the game. Assist the children if they need help with the questions during the game.

After the game make the children sit in their usual places. Let's check what they can remember from the first part of the game.

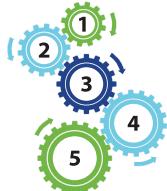
Pick out some children and ask them to remember the speeches he or she agreed and the ones which not. Try to help them to mention as many interventions as possible.

After that, ask the following proposed questions to a different child each time. It is necessary to help them to understand that not all of us like the same and that this is because we are different:

- Why do you agree with XXXX?
- Why you don't like the same as XXXX mentioned?
- Does all of us like the same things?
- Is that good or bad?
- Are we different?
- If I don't like the same as other, what should I do?
- Does s/he deserve to be heard even if I do not agree with what s/he is telling me?
- Do I like that people listen to me when I'm telling something?

Guide children as close as you can to the definition of dialogue and respect and ask them to express their feelings when they are respected and when they are not (e.g. "Do we enjoy the classmates respecting what we like?", "How do you feel when someone does not respect what you like?", "If this makes you feel bad, do you think others can feel the same in such situation?", "Should we respect things that others like?")

Finally, ask them to analyze if they have been able to listen, to remember the speeches of the rest and the things they like. "Push" them to consider whether they like to be listened and if they have been able to listen during the game or if some children were interrupted, if we should show interest when others tell us something, etc.



Tips and tricks: We may say the children close their ears to advice but open their eyes to example: as starting point the way we talk to children will be the way they talk to others (this is particularly interesting for those educators that believe that raising their voice, children will pay more attention and gain more respect).

Ideas for additional activities: Give the microphone as a prize to the child who best listened the speeches of the rest and more interventions and things that others like was able to remember.



RESPECT



3 - 6 years



6-8 children
in a group



45 min



THE TWO MICE



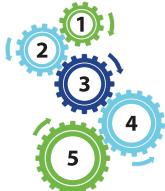
Respect, dialogue and active citizenship:

- recognizing and respecting the needs and values of others;
- developing fine motor skills through making the posters.



- The Town Mouse and the Country Mouse textbook or handout with the fable (accessible at <https://www.youtube.com/watch?v=nwUFBObQwl0>)
- Flashcards illustrating the mice' most important values: the environment, their food, their houses and their beds
- Two puppets illustrating the town mouse and the country mouse
- Printed pages illustrating the rural environment: trees, flowers, hedge, bushes, berries, nuts
- Printed pages illustrating the urban environment: cars, bikes, a train, buildings
- Scissors, glue, coloured pencils, a brown and a grey sheet of paper A3
- A large white paper





Handout with the fable:

There was once a little brown country mouse. His name was Pipin. He lived in a house in a hedge. In spring, he lay in the grass and listened to the birds sing. In summer, he nibbled on wild strawberries...and cut grass for his winter bed. One day, as the weather grew colder and a chill wind blew.....he heard a Tap! Tap! Tap! at his door. "Pipin!" called a voice. It's your cousin. I've come to stay!" Pipin flung open the door. "Toby Town Mouse!" he cried. "Come in!"

Pipin made Toby a seat from soft, squashy moss. "It's too damp!" said Toby Town Mouse.

Pipin took Toby on a walk. Smell the Flowers! Atishoo!

But the flowers made him sneeze. That night, Pipin went to his food store. He picked out his best nuts and berries. "Urgh!" said Toby Town Mouse. "I hate nuts." "Is this all you have? In town, we eat like kings." "Really?" asked Pipin. "Come and see for yourself," said Toby. "The country is horrible. You'll never want to live here again." The next day, the cousin wok at dawn. "We'll take the train," said Toby.

They ran to the station. Soon, they heard the rattle tattle of pebbles jumping on the railway line. "The train's coming!" cried Pipin. It's HUGE." It came to a stop with a screech and a snort.

A door flew open. "Jump!" said Toby. The train gave a shriek and a snort and...it was off again. Chugga-chugga-chugga-chugga. Choo! Choo!

Pipin looked out of the window. He could see trees waving their branches. Then there were no trees at all-just tall buildings touching the sky. As the sky grew dark, the train stopped again. Toby twitched his whiskers. He sniffed the air. "We're here!" he said. "At last-I'm in town again."

Home, sweet home. "Now follow me." Toby leaped onto the train platform.

"Be quick, Pipin!" he called. "Watch out for stamping feet." Help!

The mice ran out of the station and onto a busy street.

Pipin gasped. There was so much noise. The cars vroomed. Their horns beeped.

And the smells! Pipin sniffed his first sausage and coughed in the smoke. Out of my way! Beep! Ding-a ling-ling. "And this," said Toby proudly, pointing his paw "is my house."

He crept in a through a small hole. Pipin followed. They ran down dark corridors under the floor.... and up secret stairs behind the walls. Isn't it grand? They danced across the empty ballroom...

Toot! Toot!and played with toys in children's nursery. "Race you to the dining room," said Toby. "Time for a feast!" The mice jumped onto the table and began to eat.

They nibbled on pie. They licked up cream. Toby ate his way through the cheese...while Pipin dipped his paw in chocolate sauce. "Gosh!" said Toby. "I'm nearly full."

Mmm! Hic! Pipin clutched his tummy. In think....hic....I'm going to be....hic....sick."

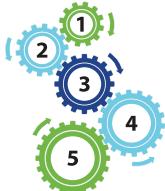
Suddenly, the table shook. Toby turned. Run for your life! "It's the cat!" he cried. "Hello," purred the eat, licking her lips. My dinner time, I think..... Toby grabbed Pipin. "Come on!" he said.

They darted this way and that. Pounce! Pounce! Went the hungry cat. She knocked over a jug and it crashed to the floor. "Quick!" Toby called. "Into this hole." Pipin ran. The cat leaped. She swiped at Pipin with her pointy claws...and missed. "Drat!" she hissed. Pipin dropped to the floor. "Oh cousin!" he said. "I want to go home." "Not yet!" said Toby. "You haven't tried my fine feather bed."

But the next morning, Pipin still wanted to leave. Toby gave him a map to the station. Don't get lost.

"Goodbye!" said Pipin. Pipin ran to the station. He danced in and out of the stamping feet... and hid in a bag to get on the train. In the starry dark, Pipin finally reached his hedge.

Home, sweet home! He sniffed the sweet, cold air and smiled. Then he snuggled down in his warm hay bed. "This is the life for me," he said.



1. Facilitators must create two puppets and the flashcards in advance
2. Initially the whole group sits in a circle together with the facilitator, who presents the characters of the story, the Country Mouse and the Town Mouse, and their names Pipin and Toby. The facilitator asks children to describe in a few words what are the mice wearing (Toby is wearing a black suit with a black tie, Pipin is wearing a blue sweater and discoloured jeans) and also asks them to guess the places where they live (village-town).
3. This short introduction is followed by the actual storytelling from 8 to 10 minutes.
4. The puppets are given to two children and they sit in separate places in the room. All the others receive flashcards. Children will have to say one by one what is on their cards and join either Pipin's group or Toby's group.
5. The facilitator will show to the children, that both mice have the same values, even if they look different. Children raise the cards with the beds, food, houses and environment. The cards show the same thing, but illustrated in different ways, precious material things even if they look different.
6. Pipin's group will receive a brown paper and printed pages. They will have to create Pipin's environment. Toby's group will also receive printed pages and a grey paper and their task is to create Toby's environment. The aim of this part is the teamwork and the developing of motor skills.
7. When they finish the two posters, children will be asked to say antonyms about the two posters: silence-noise, fresh air-polluted air, safety-unsafety, slow-fast, clean-dirty, familiar-unfamiliar and so on.
8. The facilitator will encourage children to formulate their ideas about how did Pipin feel in his bed and how did Toby feel in Pipin's bed. What is Pipin's attitude towards the organic food (he works to gather his food for the winter, he makes his food store, and gives Toby the best nuts and berries) What is Toby's reaction? (I hate nuts!) What is Toby's attitude towards food? (He steals the food from humans, eats everything, makes a mess on the table). Toby is more persuasive than Pipin, while Pipin is more polite and respectful (he tried out Toby's bed) Politeness, patience, generosity, friendship, hard-working, respect are also precious things, that are not visible like the material values, but they give ones value.
9. The children are also encouraged to focus on the common aspects of the two characters: both of them are curious to visit the other one's living space, both of them want to travel, they do not blame each other for the adventure with the cat, and they respect the other's decision. Toby even gave Pipin a map to be able to return in his hedge.
10. At the end children are given a large paper on which they draw their favourite food or fruit/ vegetable/ activity. When they finish they all sit in a circle and the facilitator will show that according to the drawings there are fruits that appear 3, 4 or 5 times and there are fruits that appear only once. This means that in some aspects we are similar and in some aspects we are different. This doesn't mean that we are good or bad, it just means that we are different and that the best attitude is to respect each other.

Tips and tricks:

Make sure that children can use the scissors, otherwise cut the pictures in advance.



DIVERSITY



HOW TO UNDERSTAND DIVERSITY - Based on Story Books



Goal:

- to promote positive attitudes to diversity and difference within all children.
- to develop children's language in their play.

Be sure about having appropriate challenges for gifted and talented children.

Avoid gender/ethnicity/religious stereotyping and any expression of prejudice by children or caregivers.



As preparation read one storybook about diversity, surrounded by children.

Hint:

Next day play puppet theater or paper theater (kamishibai) or shadow theater about the same story.

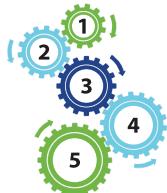
Bring them as diverse materials as possible (smells and scents, colors). They will understand what diversity means in that case.

About kamishibai: <http://www.kamishibai.com/>

Prepare:

vinaigrette, wad, oil, lavender, lemon, fir, orange, rose water, basil, oregano, parsley, garlic, aniseed.

lemon, orange, apple, banana, avocado, grapes.



Follow the instructions in a 3 step method: Preparation, Theater, Discovery.

Preparation (15')

- Look for some storybooks about diversity - which are related to tolerance and empathy. For example the following storybooks are related to diversity:

Anna Nilsen: Bella's Butterfly Ball, Koala Books, 2012

David Mills - Derek Brazell: Lima's Red Hot Chilli, mantra, 2003

Judith Kerr: The Tiger Who Came to Tea, Harper Collins Children's Books, 2006

Joshan Wright Callender: Happy Little Garbage Truck, Matjo International 2018

Mary Albert: How birds got their colours - An aboriginal story, AN ASHTON ORIGINAL, 1983

Sam McBratney: Just You and Me, WALKER BOOKS, 2003

- Pick one of the mentioned books and read the book surrounded by children.

- Try to use as big books as possible, in order to see from everywhere.

- Talk about the moral lesson.

Discuss them about their diverse environment, diversity among them related to their obvious differences (eyes, hair, height, gender, ethnicity, mother tongue, etc.) Let them know they are equally important within the group. They might be familiar with Madagascar or Happy feet animated movies, by mentioning those, they might understand more the topic.

Theater (10')

The following day introduce same story using puppets or paper theater (kamishibai) or shadow theater. Prepare the puppets, figures needed in advance.

Later during the day they will copy you. Let them play with the same storytelling technique. They will create similar stories.

Discovery (30')

Try as much diverse items as possible.

Try smells e.g. fruits, herbs.

Discover the variety of colors.

1. Prepare small vinaigrettes with a little wad, with few drops of volatile oil. Make sure nobody is allergic for any of it. Try lavender, lemon, fir, orange, rose water. (You can try with spices as well eg. basil, oregano, parsley, garlic, aniseed)

Let them try and guess one-by-one about the plant.

2. Prepare card boxes cut out one side each, and put a fruit inside, hide it. Make them guess about the fruit, by touching it. Try lemon, orange, apple, banana, avocado, grapes, etc. Ask them, to explain about the taste of each. (You can try with vegetables as well, but do not mix fruits and vegetables.)

Let them try and guess one-by-one about the fruit.

3. Prepare Flashcards with different colors.

Ask them to identify colors. Try with basic colors with younger ones, try a little bit more difficult to name with older ones (e.g. burgundy, olive, tan, tuscan red, sand).

Give them primary colors paints and let them play with, it will be an colour experiment, explain how to make green, violet and orange.

As a final step, let them paint a picture using any colors they created.



CULTURE



3-6 years



Group of 6
children



45 minutes



COLOURS OF US



Respect, dialogue and active citizenship:

- recognizing and respecting the different skin shades;
- identifying and naming the skills that make us special;
- developing fine motor skill while mixing the different shades of brown.



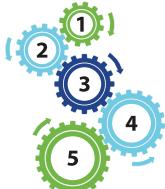
List of needed materials :

- The Colours of us by Karen Katz textbook or handout or <https://www.youtube.com/watch?v=9PwCkX59WBo>

Pictures with the characters

- Colours : red, yellow, black, white, paintbrushes, water, paper towels
- A large wrapping brown paper
- Cinnamon, peanut-butter, chocolate, cupcake, peach, coconut, coffee grain, hoeny, ginger powder, chili powder, autumn leaves, butterscotch, French toast, toffee or images showing these foods, chocolate bars of different brown shades

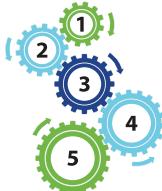




1. Facilitators must print out the characters from the book or print out the screenshots from the video and arrange the pictures on a wall as they appear in the story, starting with Lena.<https://www.youtube.com/watch?v=9PwCkX59WBo>
2. Initially the whole group sits in a circle together with the facilitator and they play the following game : I can see something blue in this room. What is it? The other children have to guess what it is. A ball/ the carpet/ the curtains. Each children will ask a question, but they must use a different colour: red, yellow, grey, black.
3. This short introduction is followed by the facilitator's questions, who will show the foods and ingredients and will encourage children to name their colour. After a few seconds, children will realize, that all of them have the basic brown colour, but with different shades.
4. The facilitator presents the main character from the story, Lena and says that they are going to take a walk together with Lena. They are going to hear a story told be a little girl.
5. They join their hands and go for a walk along the wall where the pictures had been previously sticked. Children listen to the story and look carefully to the pictures on the wall. And they move slowly to the next picture as the story goes on.
6. When they finish the walk they sit in a circle and children are encouraged to say which colour did they like, who was their favourite character.
7. After that, they are invited to try to describe their skin shade also by using the name of foods or drinks: yellow and white vanilla ice cream, yellow banana, coffee with milk.
8. The facilitator explains them that there is one colour, brown, but there are different shades. Children can have some chocolate and taste them. They will all agree that they all like chocolate, but the pieces have different taste. This is what makes them special.
9. The facilitator let children know that they are also special, and asks them to show something that makes them really speacial: sing a song, show a trick, make a funny face, make a drawing, color something,
10. After that children sit around a table and they will mix the colours, they will try to mix the colour that their hand has got. After finding the right shade they will colour their palms and print it on the wrapping paper. They will be also encouraged to try out different shades and make as many prints as they want on the wrapping paper.
11. At the end they will write their names above the handprints.

Make sure that children can wash their hands after making the handprints or use the paper towels.





<https://www.youtube.com/watch?v=9PwCkX59WBo>

Handout: The colours of us by Karen Kats

My name is Lena, and I'm seven.

I'm the color of cinnamon. Mom says she could eat me up.

My mom's the color of french toast, she's an artist.

Mom's teaching me how to mix colors. She says, that if I mix red, yellow, black and white paint in the

right combination I will have the right brown for a picture of me.

The right brownbut mom Brown is brown I say. That's not so, mom says there are lots of different

shades of brown.

Let's take a walk. You'll see. We go to the playground where we see my friend Sonya.

Sonya is a light yellow brown. Mom says just like creamy peanut butter. My favorite.

Isabella Is chocolate brown like the cupcakes we had for her birthday

Lucy has skin that's peachy and tan.

My best friend Jojen lives close to the playground.

Joen is the color of honey. Two streets, over we meet my cousin Kyle.

He's skin is Reddish brown like leaves in fall.

Karlis and Rosita have brought their new puppy to the park

Karlis is a light cocoa brown and

Rocitas skin looks like butterscotch.

When we pass by the pizza parlor Mom and I, see Mr. Pellegrino flipping a high pizza in the air.

He is a the colour of pizza crust, a golden-brown.

My babysitter Candy is like a beautiful jewel, bronze and amber. She looks like a princess.

After lunch we walked to mom's favorite store where Mr. Cashmere sells many different spices.

He's the color of ginger and chili powder.

Up the street is my aunt Cathy, laundromat. Aunt Cathy is 22, tan like coconuts and coffee tea.

After we walk my friends come over, we take our towels to the roof and line the Sun.

I think about everyone I saw today: Sonya, Isabella and Lucy, Jojen and Kyle

Karlis and Rosita, Mr. Pellegrino and Candy Mr. Cashmere and aunt Cathy... each one of them have a beautiful color. My friends leave and I go downstairs.

I'm happy I get all my paints yellow, red, black and white.

I think about all the wonderful colors I will make and I say their names out loud: cinnamon, chocolate and honey, coffe, toffee, butterscotch, they sound so delicious

At last my pictures are done I've painted everyone.

Look mom, I say "the colors of us."



OUTDOOR TIME



3-6



Work in plenary



40 minutes



HOBBIES (OUTDOOR)

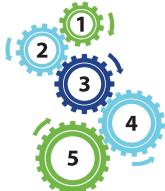


Children should be able to:

- understand the concept of outdoor time activities;
- share their outdoor time hobbies;
- acknowledge the significance of hobbies for our well-being.



Chairs or pillows for children to sit in circles, outdoor time and indoor time images, board, sticker.



Description of the activity:

This is an in-class activity where all children are requested to sit in a circle.

Development of the activity:

1. The facilitator shares things she loves doing (hobbies) when she has some free time. S/he makes sure she mentions both type of activities, indoors activities (e.g., watching a good movie, cooking for friends, etc.) and outdoors activities (e.g., walking at the park, travelling, playing tennis, etc.).
2. Then the facilitator invites children to share what they do when they have free time and gives the floor to a number of children to share their hobbies and things that they love doing inside and outside class/ home.
3. S/he then shows some images of (indoors and outdoors) activities/ hobbies and asks children to identify/ name them.
4. As children identify/ name them the facilitator places/ sticks the images on the board, in two separated lists (i.e., outdoor time activities vs. indoors time activities). Children are requested to critically review the listing/ two lists and comment on the differences. This will lead to the main difference of these activities/ hobbies, that the first list consists of activities that happen/ take place within walls, i.e., at home and in class, whereas the second list consists of activities that happen in open spaces, outside the walls.
5. The facilitator takes the images from the board, mixes them and invites children to play the TRUE or FALSE game in plenary, where children identify whether the teacher's statement is true or false, e.g., 'Tennis is an indoors hobby', 'Knitting in the living room is an indoors hobby', 'Taking the dog out is an outdoors hobby', etc.
6. The facilitator mixes the images of the activities and gives one image to each child. Each child should make the following statement: "My hobby is.... (based on what the image shows). This is an outdoors/ indoors activity."
7. In the closure, the facilitator invites the children firstly to close their eyes and think that they are engaged in their favourite hobby (outdoor) and then to describe their feelings. Some useful questions may be the following:
 - a. How does X make you feel?
 - b. How would you feel if someone told you never to engage/ deal with X again?

It is anticipated that children will realize and acknowledge the significance of hobbies (outdoor) in humans'/ our life.



FOOD THAT WE EAT



3-6



1-10 children



30~45 minutes



COOKING TOGETHER



The learning objectives of this activity are:

- developing fine motor skills by cutting vegetables into pieces;
- developing dialogical skills by describing personal impressions verbally and sharing own ideas with peer-group members;
- understanding the value of food in our lives;
- developing the readiness and inquisitiveness of children to taste new foods.



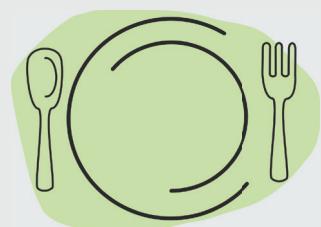
Materials needed for the activity:

- 2-3 different soup vegetables



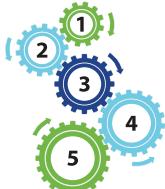
- some knives and plates for the children to cut the vegetables.

(Watch out the children might need assistance, it's very important to make sure that every child is safe when working with knives!)



- a soup pot
(and a stove/cooker)





At the beginning the children you will be cooking with shoud come together.

1)

The teacher begins the activity with the following explanation: "The cook, who usually prepares your lunch, is not here today. So, you will have to prepare your own lunch"

2)

Invite children to the kitchen (or place where they will cook) and explain their roles: who is preparing veggies, who is filling in water into the pot and collecting the vegetables? (Roles may depend on your individual group size.)

3)

Show them the vegetables you have brought with you. Ask the children if they recognize the vegetables and already know what they are called. Ask them what could be prepared from these vegetables (next to soup). Explain a little more than just the name of a vegetable (e.g. origin, production, etc.).



+++

Make a short excursion and tell the children a story about other children living under poor circumstances, who do not have enough to eat some day. Underline that having enough food is a privilege all of them should be aware of. Tell them wasting food was a big mistake so they should keep in mind the value of food for their personal environment.

E.g. you could introduce this excursion with a sentence like: "Now imagine we would not have got these vegetables here. Imagine we would have nothing for lunch today. How would you feel?" ...

4)

Hand out cutting boards, knives and other tool needed for preparing the vegetables.

+++

Cautionary remark: Make sure the children who will use knives for cutting the vegetables will do it in a safe way! If you were not sure about handing out knives to your group of children, you could prepare it and cut pieces in advance. If so maybe you could bring a sample of complete, uncut vegetables at hand to display it to children (if possible also with leaves, roots, etc.).

5)

Hand out the vegetables to the children and ask them to wash them before they start cutting. Give an example on how they should prepare them (e.g. small cubes).

6)

Ask the children responsible for the pot to collect the prepared vegetables in a (large) soup pot and to fill it up with water for cooking



7)

Place the pot on a hotplate to cook the soup.

8)

While the soup is on the stove, advise the children to clean up their work place and to set the table for lunch (one soup plate and one spoon each). (Depending on your group size this also could be covered by a role for one or two children from the group.)

9)

After the soup is ready, allow it to cool before serving.

Enjoy your meal!



Tip:

It is possible to repeat this group activity at different seasons with seasonal vegetables. The children will enjoy it and it is also possible to form real cooking teams that cook for each other from time to time!

This activity was created for AVAL Project by ILI-FAU.

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CLEAN WATER



3-6



8



20 minutes



DROPS OF LIFE



Drops of life is an indoor or outdoor activity.

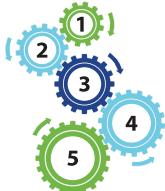
The objective is to help children understand the importance of clean water for life, as well as that of saving water and being cautious in the way we spend water in everyday life.

The activity has the format of a competitive game, but only to show that the winners are those who both acknowledge the importance of clean water and access to it for human beings, as well as the importance of saving water.



For this activity you need two cones or other objects that could serve as a mark, non-glass cups or bottles filled with water up to the very top, two dispensers with measurement marks (ml or other), and eight A4 sheets with written statements about clean water. You can use the following statements:

- Clean water prevents diseases
- Clean water improves healthy food production
- We need clean drinking water everyday
- Clean water helps the body function correctly
- Clean water helps the brain work better
- Clean water is precious (printed in blue-colored, bold, large fonts)
- Clean water is life (printed in blue-colored, bold, large fonts)
- Access of all to clean water is a right (printed in blue-colored, bold, with larger fonts)



Make two groups of 4 pupils each. Put the cones (or other object) 5-6 meters away from a starting line you draw or designate on the ground. Fold and seal the A4 sheets with the statements so that they cannot be opened and read, and put them behind the cones (4 behind each cone on the ground). Explain the pupils that they should stand behind the starting line, holding a cup/bottle of water in one hand. In turn, each pupil tries upon your signal to go to the cone ahead as fast as possible, taking care not to drop water on the ground, without however covering the cup of water with their hand to prevent spoiling. Then they have in turn to pick up the A4 sheet behind the cone and bring it back to the starting line. As soon as one pupil of a group reaches back to the starting line, the next one of the same group can start. Tell the pupils that the winning group would be that which brings back all the statements quicker than the other group, and at the same time having spilled the less quantity of water along the way.

Once the game is over, put the remaining water for each group and measure it using the two dispensers. If it is the same group who finished first and spilled the less quantity of water at the same time, congratulate them and name them the 'The kings of clean water'. Call the other group 'The clean water knights'. If one group finishes first, but the other has spilled less water, call them both 'The guardians of clean water'.

Tell the pupils that they have done wonderfully, and that in this case, everybody won, because now you will have to read out loud the statements on the A4 sheets . You explain them that to keep up the benefits of clean water we should all try, and make it an everyday habit to save water and think of the benefits of clear water which however taken for granted they seem to be, this is unfortunately not valid for all human beings in the world. As a last gesture supporting your conclusion, pour water from one dispenser to the other, so that each dispenser contains the same amount of water.



HEALTH & PLANET



3-6



4 and up



15-20 min



HEALTHY PLANET, HEALTHY ME



We can only understand the environmental education if we treat it simultaneously with what we traditionally know as value education. Children won't take care of the environment if they don't usually respect either themselves (health) or other people.

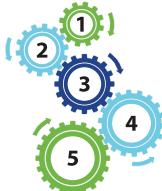
The objectives are:

- to promote acceptance of food items;
- to promote pro-activity regarding hygiene.

So it is clear that we have to educate children in order to share, respect, love, believe, trust, know, care ... not only of the planet but also themselves.



Colored pencils, scissors, glue, blank A4 papers...
Sheets (download link provided)



Activity number 1) WHAT CAN WE EAT (HEALTHY)?

Facilitator tells the children:

When we are born and we are still babies we only eat milk; but as we are growing up we need other kinds of food items. That's why we start having teeth.

Do you know what happens to the cars if they are run out of petrol? They stop and don't work any longer. The same would happen to us if we didn't eat. Food items give us energy to move our bodies; so we run, jump and play thanks to them. If we don't eat much we will be thin and weak; but it's not a good thing to eat a lot either, because we get fat.

So, what's the solution? We have to eat a little bit of everything.

What does mom/dad usually prepare us for lunch? (Give the children some time to think about that and to share the answers with the group).

Print supplementary material: <http://waece.org/contenido/noticias/wp-content/uploads/2019/01/food.pdf>

The teacher will cut up the cards and give them to the children. The children will colour the drawings and they will talk about their favourite food items and the ones they don't like at all. After this they will glue the drawings on a mural.

Finally children will perform several things we can do in order that the food agrees with us:

To wash our hands before the meals

To chew everything very well (plenty of times each bite)

To wash our teeth after each meal

...

Activity number 2) WE WASH OURSELVES:

We work on: Observation & Initiative in hygiene.

Facilitator will get images of children washing their hands and their teeth, eating and painting. The teacher prints one illustration for each child from the supplementary material:



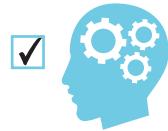
http://waece.org/contenido/noticias/wp-content/uploads/2019/01/healthyme_aval.pdf

The children observe the illustrations and comment on the different actions that are represented in the sheet.

They cut up the images and set them up according to the hygiene rules.

Glue the images on a mural.

Once the activity is finished the children will wash and dry their hand.



EXPLORING PLANTS



3-6



4 to 6



20-30 minutes



WHAT PLANT IS IT?



Discovering the variety and diversity of plants.

Identifying how plants have different characteristics, as human beings have.

Naming the plants in parallel with identification in order to recognize them during our nature walks and enlarge children's vocabulary.



A set of cards with the most common plants in your area, with a picture of the plant.

You can check if an App already exists, that directly asks the questions to the children, and help them discover the plant they are looking for, e.g.: "KEYtoNATURE", available on both Apple Store and Google Play, developed by the University of Trieste, in Italy, and also at http://dbiodbs.units.it/carso/chiavi_pub21?sc=669 (in Italian language).



According to the age and the characteristics of the group of children, the facilitator can propose them to appoint “the plant of the day” or “the Queen” or “the King of plants” and find together what is the name of the plant they have selected.

The facilitator puts the set of cards with the pictures of the plants on the table, and asks the children to choose between two options, according to the characteristics they like more, e.g.:

First key:



Needle-like leaves



or

Not needle-like leaves

Second key



Opposite leaves



or

Not opposite leaves

Third key



Composite leaves



Non-composite leaves



Plant with climbing



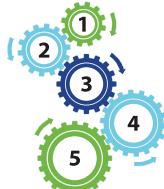
twisting stems or Trees and shrubs

... and so on.

After selecting each option, the children and the facilitator remove the cards of the plants not responding to the chosen characteristic, so that the number of remaining species progressively reduces, until only one card remains.

During the part of elimination or after it, facilitator can ask additional questions to deepen the understanding of plants, especially if they are 6 years old.

For example: Why do plants have roots? Do plants eat or drink? What would happen if we don't water the plant? Do they breathe? Why do people need plants?



If the plants have similar needs and they drink, breathe and grow just like humans, then what is the difference between plants and people?

If you were a plant, what plant would you like to be? Why? (because of the looks, the area the plant lives in, some special characteristics, like thorns for protection etc.)



Finally, in case a garden is easily accessible, the facilitator asks if the children can try to find the plant they have selected.

Otherwise the facilitator can pilot the selection of the plant according to the one he/she has previously identified, to let the children select the plant that he/she has brought in the classroom.

Tips and tricks: If the workshop select a King or Queen of the plants, the group can plant that plant in the garden, take care of it and watch it growing during the school year.

In this way it becomes their Queen and children learn about its needs in a real life situation.





SELF-SUSTAINABLE GARDEN



3-6



Whole classroom



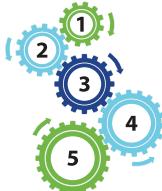
1 to 2 hours for
initial planting



1. Build an inexpensive hydroponic garden with inverted soda bottle units;
2. Encourage young children to connect with nature and learn more about ecology and where their food comes from;
3. Learn about the full lifecycle of a plant from germination, to seedlings, to vegetative growth, all the way to harvest;
4. Learn how proper nutrition, water, and light help a plant to grow.



- 2 liter clean green (to prevent algae growth) soda bottles (do not use small bottles) with a cap (soda bottles are inexpensive and allows each student to have their own «pet plant»)
- hydroponic nutrient solution
- Felt or cotton towels are best for this
- coconut coir 700 g/bottle as a growing media
- water 700 – 1000 ml Water (let it sit out overnight to evaporate the chlorine)
- nutrients (GH Flora Grow)
- scissors and felt pen
- lettuce plants or seeds (For this experiment, it's best to choose a fast-growing, leafy vegetable like lettuce)



a) Take your 2-litre bottle and draw a line around it right where the curve ends and the bottle transitions to a straight line. It's important to draw the line below the curved area, so you have enough space to grow your plant! Then cut the bottle as straight as possible! The top area is where your growing media and seed will go, and the bottom section houses the water and nutrient mixture.



b) Let's prepare the water. Take a look at the nutrient mixing chart on the back of your bottle of nutrient. This will give you the exact amount to mix into your system. After you prepare your water, pour it into your 2 litre bottle until it reaches the point where the cap would touch, then move on to the next step!

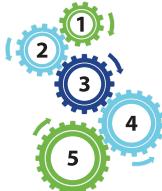
c) Add Wick and Growing Media. Take your wick and thread it through the cap hold in the 2 litre bottle.

Pull it through to around 2/3 of the height of the smaller growing area. It must be high enough so that when the seeds sprout, the roots will not have to travel far to get to the wick area (where the growing media is moist and filled with nutrients).



Hold the end of the wick inside the open cavity created by the top of the bottle with your finger while filling the cavity with coconut coir. Make a small indentation in the planting media with your fingers, and place 3-4 seeds in the hole. Firm the coconut coir around the roots to secure the seedling in place. Nestle the top of the bottle inside the bottom so that the cotton wick extends into the solution. Check the unit frequently, and refill the bottom with hydroponic solution when needed by gently lifting the plant and pouring the solution into the bottom of the bottle.





Place your bottles in an area that gets as much natural sunlight as possible. Ideally, you want an area that's getting at least six hours a day.

Taking care of your 2 litre Garden is simple.

All you have to do is make sure that you keep the water at the correct level. As your plant grows, it will suck up water and nutrients, so keep some properly prepared nutrient mixture ready to fill it back up to normal levels when the reservoir drops.



The end: Have your child cut off the outer lettuce leaves and leave the smaller, less developed leaves to grow. You can keep harvesting over and over for at least a month using this method!

WHAT DOES THE PLAN NEED

When preparing your hydroponic indoor garden explain the following principles:

Water: Water is required for photosynthesis (production of food) and transpiration (evaporation of water from leaves into the air, cooling the plant and creating pressure to move water from roots to leaves); it also aids in the absorption of some nutrients.

Air: Plants take in carbon dioxide (CO₂) and oxygen (O₂) to use during photosynthesis. When we breath we provide carbon dioxide.

Light: Plants capture light energy for use in photosynthesis, the process by which plants make “food”.

Nutrients: Plants require certain minerals for proper biological function and growth. Nutrients exist naturally in soil on Earth as a by-product of the decomposition of organic matter or they can be added through applications of fertilizer. (Fertilizer is sometimes referred to as “plant food,” but because plants make their own food through the process of photosynthesis, fertilizer should more accurately be compared to a multivitamin.)

Growing media: Plants need somewhere to grow. On Earth, most crops grow in soil. Scientists are experimenting with different media such as gels and soil less mixes, along with techniques like hydroponics to devise an acceptable alternative to soil.





7-11



SELF-ESTEEM



7-11



All



30-60 minutes

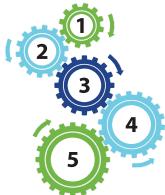
ANIMALS IN THE JUNGLE!



This activity aims to develop and support the self-esteem of children by recognizing and reflecting about their strengths and weaknesses. Strengths can be seen as something that contributes to the class community, while weaknesses can be seen as a point that we can overcome and build upon them - the group as a whole can find solutions for them or assign them their proper role in which they can be revealed as a strength. The class community is strengthened in this activity.



Sheets of paper (given the number of children)
Pencils



1. The facilitator begins the activity with a story:

"The jungle is a home of many different animals. All animals in the jungle are free and can express whatever they feel. Birds, lions, apes, butterflies, ants, bees, crocodiles, squirrels, snakes, and other animals too, they all live in this jungle. Each animal has its strengths and weaknesses, which we do not fully know yet."

2. The facilitator invites children to choose an animal they wish to be and would best represent their personality. Each child gets a sheet of paper to use it for this.

3. Children should then give names to the animals they have chosen.

4. Everyone should then write down three strengths and three weaknesses of the animal they have chosen.

5. The facilitator invites one by one to present their animal's three strengths and three weaknesses.

6. In the next step, the facilitator invites all in the group to discuss together, if the presented weaknesses and strength are really as they appear to be or if they could also be seen in a different way (e. g. weaknesses as advantages or strengths as disadvantages). How would they help to overcome each of the weaknesses of animals (discuss each weakness separately)? How would they use strengths of the relevant animal to overcome the weakness in question? If the strengths of this particular animal are not relevant in this regard and cannot be of any help, the group can refer to strengths of any other animal.

7. The facilitator asks that everyone writes down one strength they themselves have and how they see that this strength helps the whole class to be better. If they wish, they can share it with the rest of the group.



RESPONSIBILITY



7-11



Up 2



45 min



VOTING ON THE FARM!



- Encourage children to think about responsibility and how to be responsible.
- Teach children how to recognize and critically analyze irresponsible behavior.
- Encourage children to act responsibly when performing a certain tasks.



- White paper
- Pencils
- Printed story: Voting on the farm
- Rope



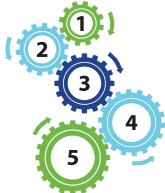
Responsibility is defined as the quality professed by people who put care and pay attention to what they do or decide; it implies freedom. A responsible person is the one who is obliged to answer for certain acts. It indicates the competence of an individual. It is necessary to teach small children to put care in, and pay attention to whatever they do.

This exercise could be implemented during any activity that involves a certain task, for example, when children are asked to do something, it is necessary to teach them to finish it and finish it well.

We can give children simple tasks according to their physical abilities and their level of psychological development, always making them aware of their responsibility.

Development of the activity:

To have an initial evaluation of the children's knowledge about responsibility, the facilitator can ask the following questions:



What do you know about responsibility? What is it?
How do responsible people act? What do they do?
Do they or don't they complete the tasks that they are given?
Do they perform them right or wrong?
Do you know a responsible person? How does he/she act?
Are you responsible? Why?

Once the facilitator has the result of the initial evaluation, he/she talks to the children, always rectifying and completing the things they could have said wrong or incomplete.

Facilitator summarizes this part explaining that a responsible person is the one who puts care and pays attention to what she/he does to be able to fulfill the task or request, that responsibility is a very good quality, that responsible people are liked and respected by everyone.

Therefore, to be responsible means when the teacher or their family members gives them a tasks, they must make an effort to carry out the task in the best way they can.

In the next step, facilitator reads a story: "Voting on the farm"

There was once a very special farm, where animals had different job responsibilities in it. But suddenly the owl, who was the one who organized the work collective, got sick, and as they had to deliver the products of the farm at a not too distant date, they decided to choose another person in charge of the work. Gathered in an assembly, they decided to choose a new boss. Among the candidates were a monkey, a turtle and a small ant.

When the time came for the selection, the monkey began to play, to jump and dance with a deranged, and the animals, amused and delighted with those moneries, thought he was the best candidate. But soon they were convinced that with so much game, the monkey was not going to serve for a job as serious as the one requested.

Then the tortoise showed up, and everyone thought that with that carapace he could carry many things on his back and that would be useful for the transfer of things. More also realized that to move one leg he asked permission to the other, and that multiplied by four would take a long time. They also discarded the turtle.

In that came the little ant, and everyone made fun of it, because as it was so small, who was going to realize his presence! The fox was the only one to disagree, and quickly invented a plan to convince the farm animals of their mistake.

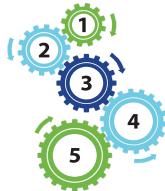
He gathered a large amount of leaves and told several animals to move them to a nearby tree. The elephant tried, but with its long trunk every time it tried to take a leaf, it blew and it flew out. Then the lion tried, but because he had very sharp claws, there was no way he could string a single leaf, so he also gave up. And so they went passing animals after animals, and all failed, until it was the turn of the ant.

This one approached the group of leaves, took one with its previous antennas, and in a jiffy moved it to the tree. Then he returned for another, and for another, until he ended up in what is given a sigh in moving all the leaves.

The fox then let the ant perch on her head and carried her in front of all the animals.

The animals applauded and chose the ant as the head of everyone's task. And the most sympathetic of the case is that every time one of the animals begins to run away and flee to work comes the ant and paf! that in a jiffy it stings a leg, and the animal immediately goes to work.

And that's how the animal farm managed to fulfill the plan of its task. And all thanks to the smallest, but at the same time, most responsible of all.



In this part the facilitator establishes a dialogue with children on the basis of questions and answers.

Did you like the story?

What did you like the most?

What did the story teach them?

Why the elephant and the lion could not get to be chosen being the strongest animals?

What did the ant show?

Talking with children about the narrative of the story, will emphasize the attitude of the other animals that could not be chosen, guiding the criteria on the value of responsibility.

Additional activities:

The traditional “rope fight”:

The participants are divided into two teams. Each team takes one end of the rope. Teams have to pull the rope to attract the opposing team to them. If they win or lose, it will be the responsibility of each team member.

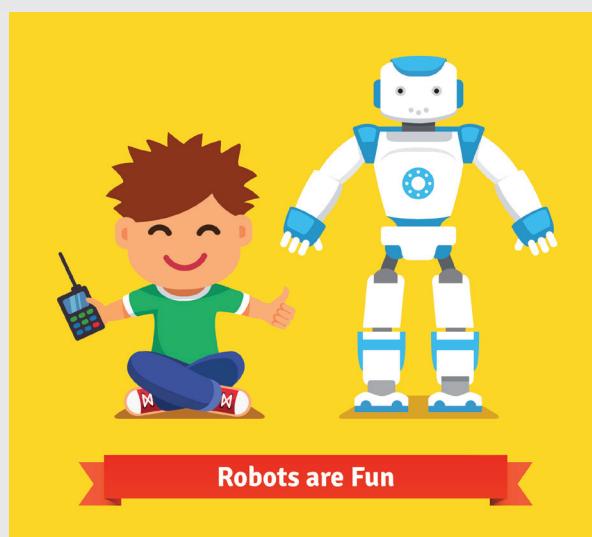


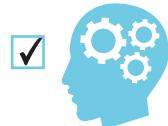
Robots:

Divide the participants into groups of three. One person in each group is the controller of the robots and the other two are the robots. Note for the facilitator: for the first time, there'll be one controller and one robot. Each controller must handle the movements of its two robots. The controller touches a robot on the right shoulder so that it moves to the right; and touch the left shoulder so that it moves to the left.

The facilitator starts the game by telling the robots to walk in a specific direction. The controller should try to stop the robots from crashing into obstacles such as chairs or tables. Ask participants to change roles, so everyone can have the opportunity to be controllers and robots.

Remind the children that if the robot does something that is not right, the responsibility is not the robot but the one who directs and controls it.





SELF-CARE



7-11



2 - 10



40 min



MEET MY TOYS AND MEET ME



- Investigate one-self in dialogue with others.
- Discover together the main thoughts and feelings towards better understanding of the self.
- Share your ideas with others in order to promote self care skills, relationship with others and with oneself.

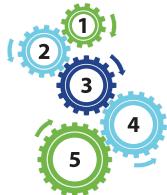


This activity should be announced beforehand to children, since they need to bring their favourite toys with them.

Facilitators should make sure that children do not forget it.

Facilitators will also need:

- writing paper for children;
- pens and crayons;
- desks for the pair of children to sit next to.



Before the activity: ask children to bring their favourite toys with them, and if possible remind them not to forget it.

Introduction: Greet the children and ask them how they are doing that day.

Announce them if they brought the toys, and commend them for completing that first task. Now you can start with the activity.

Divide the children into pairs, if possible pair those who do not know each other that well. Children should take a moment to know each others' name, to settle down and to have enough space so that the pair should talk to each other in a relaxed atmosphere, if possible it would be best that they face each other next to a desk, which they will later need.

Each child should then shortly present their favourite toy to their partner. Ask them to only tell the basic things, like: "This is my teddy Tom, it is my favourite toy because...". After they exchange a sentence between each other, they will do a short interview, in which one child asks questions about the toy, and the other replies, until they have both exchanged roles within 5 minutes activity. They should also write down some of the questions and answers.

Some of the examples for questions are the following:

Where did you get the toy?
Why does it mean so much to you?
Do you like my toy?
How do you play with your toy?
Do you like sharing your toys with others?

This is the Meet my toy part of the activity. After they are done, the facilitator can take a few minutes so that the children can show some of the toys to the rest of the group, and share how they felt while interviewing and being interviewed.



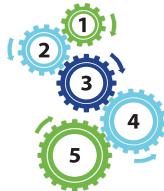
After that, the "Meet me" part of the activity begins, in which children will continue with the investigation, but now conducting the interview about themselves.

Two key questions are the focus of the interview: Who am I? and What are my good and my bad sides?

You can propose more relevant questions to be asked, like:

Are you stubborn?
What do you do when you get angry?
What do you want to be when you grow up? Why?
Do you laugh a lot?
What things make you happy?
How often do you do them?

By doing this part of the interview, we want to make children aware of who they are and what they are like and why it's important to know themselves in order to take care of themselves in a new way.



This interview also may last up to five minutes, and is followed by a discussion about their answers. In this main discussion facilitator needs to motivate children to speak more about themselves and who they think they are, what they want to be and to bring awareness of their own selves and how it could be taken care of in regards to their understanding of themselves and what they strive for, what they want at that age.

Children may give examples of what it means to have good and bad sides, what it means to act in a good or bad way and which is the desired behavior in different situations. They could also recommend to each other what to do in those situations, or how to act according to their own opinion.



This discussion also depends on the facilitator's abilities to ask relevant questions which are open and engaging, which motivate children to think and to further understand their actions and relationship towards their own self. At their age they should have already mastered many of the self-care activities referred to hygiene or some other basic tasks, so the development of the "Self" in relation towards others in the group and the "Self" as part of the group needs also to be addressed and valued. Talking to others about mentioned issues helps them better understand such relations.

In order to conclude the discussion, the facilitator might propose a summary of the discussion in a way that every child thinks of one word by which they would describe the discussion, which offers them a chance to conceptualize and engage into thinking process about everything they have heard.



And in order to conclude the activity, the facilitator offers children a paper and crayons to draw a self portrait depicting their feelings about the activity, by which we will have immediate feedback of how this activity affected them.

We could suggest them to draw themselves as happy, satisfied, confused, maybe angry or displeased, but emphasizing that they should be honest and draw a portrait as they see fit for the end of the activity, finally showing to the rest of the group and explaining their drawing



PERSISTENCE



7-11



10-20



15-20 min.



WHISPERING



The learning objectives of this activity are linked to the development of responsibility, trust and co-operation.

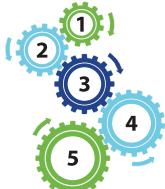
At the same time the children will learn how:

- the content and meaning of information can change when they are passed from "mouth to mouth";
- to strengthen the ability to concentrate and raise the level of attention.



For this activity you need an article from a newspaper or magazine.

You can select a text according to the interests of the group or for the improvement of knowledge and Information (for example, a topic from the curriculum). This way the children will remember the contents better and you can use this exercise for additional educational benefit.



Step-by-Step:

- 1) Select five to six children to leave the classroom for a few minutes.
- 2) Read the newspaper or magazine article you brought with you to the class. Tell them to listen carefully and pay attention to the information they will get.
- 3) Call one child from those waiting outside back into the classroom and read the same text to the child.

+++The children inside the classroom listen to the article a second time, but should listen only. They should not interrupt or talk about it.+++
- 4) After you finished reading the text call in a second child from outside. Now the child who has just heard the text must explain the content of the text to the other child from outside as good as possible from memory.
- 5) Then call in a third child from outside. The child, who only has heard the information from his or her classmate now tries to describe the content to him/her.

This process is repeated until all the children have heard the information one from another.

- 6) The last child who was waiting outside and has only heard the content once then tells the rest of the class what he or she understood from the story of his or her classmate.
- 7) Read the text to the class once again. Compare with all children the differences between the original text and the story of the last child who came back to classroom.

Ask some reflective questions to build a bridge from the story and the article to real life experience:

1. What has happened?

Let the children describe their thoughts first and give some advice if needed. E.g. ask them "How did you experience this activity?"; "Have you noticed any differences between the original text and the last story?"; "Why in the information we give orally, there is often a change in the meaning or in the content?"; "What ultimately reaches a wider audience?".

Tell them that when information is passed on orally, relevant details go beyond or are lost or changed. In the end often only parts of an original message will reach a wider audience.

Tell them that this problem appears also when dealing with facts that were published by the news.

The basic idea of this activity came from "Strong children - less violence" Project and was adjusted to the aim and to the target group of AVAL Project by ILI-FAU.

Source:

Strong children - less violence. Sammlung pädagogischer Übungen und Spiele für Kita und Grundschule, url: https://www.vhs-th.de/fileadmin/redaktion/Der_Verband/Downloads/DL-KitaSchule/StrongerChildren2_DE.pdf



PROBLEM SOLVING



7-11 years



Groups of 5 children



40-50 minutes



The main aim is to develop basic skills for reaching agreements involving listening, coordination, negotiation, decision-making and problem solving skills.

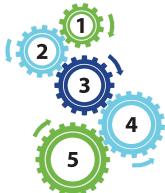
The objectives include:

- motivate children to think about themselves as individuals and as a group;
 - guide them to identify what represent them and have in common at the same time;
 - support teamwork in order to reach an agreement.



List of needed materials :





Separate the classroom in groups of 5 children and make them sit around one or two tables (depending on the size) and make sure, as facilitator, the groups are formed by children of different nature and that they are relaxed. Now show them a copy of the Logo example sheet, give them a big blank paper sheet and colours.

You can use the following paragraph as introduction to the activity:

"A logo is a graphic mark, emblem or symbol commonly used by organizations, that is, entities comprising multiple people that have a collective goal or things in common, to aid and promote instant public recognition. Logos are either purely graphic (symbols/icons) or are composed by the name of the organization (a logotype or wordmark). "

Make sure they understand that the logo should represent them as a group inside the school and could be inspired by something they like, see or live together in the school.

How to implement the exercise:

You can give them between 10-15 minutes to draw the logo.

Once the logos are finished, it is time to play a short game, just to give them a break and make them move.

Game: Make the children sit in their usual places. In this game the facilitator chooses a color and a body part. Children must find an object in the room with that colour and then touch the object with the selected body part. For example, if the facilitator calls out orange elbow, children will find an orange object and touch it with their elbow. The slower child in completing the instruction can be asked to sit down. The facilitator continues calling colors and body parts and the last student remaining is the winner.

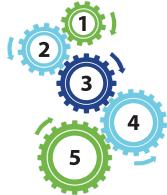
After the game, make the groups sit again around the table/s and introduce the next part of the exercise. Ask each group to choose a spokesperson that will be the only one allowed speaking in the name of the group.

The spokesperson will show the logo to the classroom while explains the different parts of the logo and what is inspired from.

After the intervention of each spokesperson, they will have to discuss about which logo best represents the classroom as a whole or agree in a combination of them with the aim of getting a final version of the classroom logo. The rest of members of the group cannot intervene in the debate directly, if they want to communicate something all they can do is to deliver a written note explaining what they want the spokesperson to say on their behalf.

After the discussion, the facilitator should ask questions in order to make them reflect and analyze the entire arrangement process (e.g. "What difficulties did you find to create the logo?", "Do you have things in common?", "Did you find them easily?", "Every one in the group agreed with the proposals of the rest?", "Why?", "Are we different?", "Is it good or bad?", "Does any of the group agreed with the opinion of other even when he/she thought that his/her own proposal was better?", "Is it easy to understand and assume the ideas of others?", "Is it necessary listen other's explanations and ideas to reach an agreement?", "Did you feel that the rest of the group listened you?")

Also try to emerge the reflection on how difficult was to play the role of spokesperson and if they were able to meet the demands of the group members. In the same sense, ask the group members to explain how they felt being represented by an only spokesperson and not being able to intervene directly.



Go through all questions. The aim is to make a first approach to the terms of self-reflection, group identity, empathy and tolerance, and help them to understand the importance of listening and respect the contributions of others.

Note: for the upper segment of the age group (10-11) children may be encouraged to find information about the power of symbols, especially in the case of logos, e.g. symbols as vehicles of meaning (As example: each group finds an interesting meaning of a logo they know: in the AMAZON logo, the arrow means from A to Z as they sell a variety of products and the symbol is a curve to mean the satisfaction of the clients) .

Source: adapted from: We all like our logo. ETHIKA project.



WORK ETHICS



7-11



Class



40 minutes

TO GO OR NOT TO GO?



The goal of this exercise is to help children to:

- understand the value of work ethics;
- recognize work ethics as a personal and social value;
- realize that work ethics can be challenged and tested throughout life.



You can use a work ethics scenario as follows, which can be read out, or printed out and handed-out to pupils.

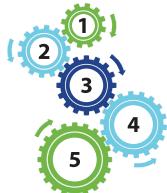
The work ethics scenario to be used:

Every week Georgia has committed herself to tidy up her room and help in walking and bathing the dog on Fridays in the afternoon. This is always so helpful for her parents and she never skips her tasks. A couple of weeks before, Georgia's best friend Anna told Georgia, that her father has made arrangements and bought tickets for Anna's family to attend a well-known music show coming to town for a unique show.

The day before Friday, right after the school, Anna told Georgia that due to a last minute change, Anna's father would not attend the show. So there was one ticket available for someone to use it and attend the show with Anna's mother and Anna, since Anna's father won't make it after all. The day of the show is Friday, and it starts at 6 o'clock, coinciding with the commitments of Georgia as scheduled and promised to her parents and to herself. Georgia is really highly interested to attend the show, since her favorite music group is playing. Anna tells Georgia that she shouldn't miss this opportunity!

She even tells her to find some kind of excuse to avoid the tasks and go to see her favorite music group for free. All this happens on Friday, just a few hours before Georgia has to start attending her afternoon tasks.

What should Georgia do? What decision should she make?



The exercise is based upon a work ethics scenario with fictional characters. An open in-class discussion on the possible decisions to be taken by the story characters, serves the facilitator to highlight the main properties of work ethics. How each person perceives the value of work ethics as an important aspect of hers/his relationship with the others and the self, as well as hers/his understanding of the concepts of commitment, 'right or wrong doing', self-respect, and respect for the others.

Introduction to the concept of work ethics

Introduce the children to the term of work ethics. Use a simple explanation, like for example, that work ethics is about a person's beliefs and values about a task, or a job they do. Draw a parallel, stressing that what they do now at school and at home, and more importantly how they do it, is a preparation phase for what they will do and how they will act in the future as grown-ups.

Make a clear statement, that beyond the subjects they learn every day at school (e.g. reading, writing, painting, playing etc.) 'work ethics' is something that can be taught not in the sense of the other subjects, but as a way to help them be responsible and dependable at what they do, knowing at the end that they did the best they could do with respect to a task or job, in different and diverse situations.

Explain the value of work not only as a personal issue, or as an issue that serves as a mean of just earning money. Stress the importance of work as a service to the others and a way to create common good, bringing eventually joy not only to one's self, but to others as well.

In-class discussion on work ethics based on the scenario

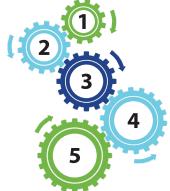
Having read the work ethics scenario, children should be involved in an open discussion regarding the possible decisions to be made by Georgia about how she would handle the situation. Allow children to state their opinion, suggesting what Georgia should do. Write all possible statements on the board. You can add possible statements as well. A list of possible options should come up and look like this:

- Georgia says a clear 'no' to Anna right from the start and stays firm on her commitment to go for fulfilling her tasks.
- Georgia tells her parents and informs them that she cannot make it, giving out the true reason for this.
- Georgia tells her parents first that she is tired to do the tasks, and then, tries to talk them into letting her go to the show.
- Georgia asks her parents if she can change the schedule for Friday, so that she can do the tasks the day after or some other day.
- Georgia skips the tasks and in afternoon she just 'announces' to her parents that she would prefer to go to the show.
- Georgia tells Anna that she cannot go to the music show but they can meet afterwards, when her tasks are done.

Prompt a discussion by allowing children to explore the consequences of each option for Georgia, Anna, and the parents involved. Show connections between each option and the concepts of responsibility, honesty and dependability.

Discuss the issue of work ethics as something that can be changed according to the situation at hand versus something that is constant and consistent whatever the situation.

Ask the children if they would be able to recognize best options and make right decisions for themselves and their work each time they are facing a dilemma? Is that even possible?



Lead the discussion towards full conclusions, prompting the children to think about work ethics with the help of the scenario, by asking themselves the following indicative questions:

- Does the option I choose make me feel good about myself and proud of myself?
- Can I honestly say to myself that this is the right thing to do?
- Whichever decision I make, how would I feel if others found out (friends, parents, etc.) what I decided to do and eventually did?



INDEPENDENCE



7-11



individual /
peer work



45 minutes



INDEPENDENT READING

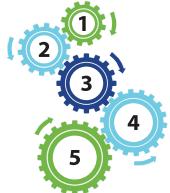


Children should be able to:

- Get successfully involved in independent reading activities fostering autonomy, creativity, critical thinking and editing
- Enjoy reading for pleasure



- Books
- Board
- Markers

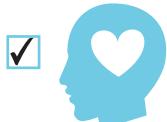


Description of the activity:

This is an in-class activity, within the framework of fostering children's independent reading, i.e. children's reading of texts — such as fairy tales, short stories, books, comics, newspapers, etc. — on their own, with minimal to no adult's support/ assistance. Independent reading may take place in in-class or out-of-class environments and it may involve children's engagement to voluntary reading, reading for enjoyment or assigned reading for homework purposes.

Development of the activity:

1. The facilitator invites the children to bring into class their favourite book so as to work with it in the framework of independent reading.
2. From the beginning, the facilitator writes on the board the focus questions, all aiming at fostering children's independent reading:
 - What is it that you like about this book?
 - Which is your favourite scene and why?
 - If you were to rewrite the book what would you change and why?
 - Give a different title to this book.
3. Children are advised to revisit their answers for editing purposes.
4. Those who finish are invited to share their work with a classmate/ peer, who will provide feedback based on certain independent reading criteria that will be set/ agreed on in advance in plenary.



ACTIVE CITIZENSHIP AND DEMOCRATIC CULTURE



7-11



Groups of 4 and 2



45 minutes



HUMAN RIGHTS

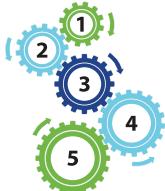


Children should be able to:

- understand the concept of rights;
- name different types of human rights;
- acknowledge the significance of rights in our everydayness.



- Board
- Markers
- Papers and pens
- Video: <https://www.youtube.com/watch?v=2Z7ilXD9-8o>



Description of the activity:

This is an in-class activity, with children working within the framework of different methodologies: collaborative work/ group-work, play, role-play, case-study, personalizing and group- and self-reflection.

Development of the activity:

1. The facilitator invites the children to play the HANGMAN with the hidden word being HUMAN RIGHTS.

2. As soon as the hidden word is revealed, children work in groups and attempt a brainstorming, writing down everything that comes into their mind (short concepts in one word) about HUMAN RIGHTS.

3. As groups' initial thoughts and previous knowledge are revealed, children are invited to find out some more things about HUMAN RIGHTS.

The facilitator writes on the board concepts that children previously associated with Human Rights through brainstorming.

The facilitator reads each concept and asks the children if they agree that specific concept is closely related with Human Rights. The group which came up with the concept, needs to explain/ argue about why they wrote that word. If other groups agree, the facilitator leaves the concept on the board, if not then he/she deletes it or writes it on the side. The goal is to motivate the children to think about Human Rights through collective dialog in which they can share their thoughts and engage in argumentation.

4. Children watch the video: <https://www.youtube.com/watch?v=2Z7iIXD9-8o> and are requested to take into account the following focus questions that are written on the board:

a) What is a right?

b) List the 4 types of rights [Answer: Right to Survival, Right to Protection, Right to Development and Right to Participation].

c) Describe one type.

4. Children spend some time in groups discussing the focus questions.

5. Following the activity above, children are called to imagine that they were friends of the second heroine and they are requested to make a dialogue (role play) stating how they would comfort her and what kind of advice they would give to her. Children take some time to rehearse/ practice in 2s and then some 'couples' present their role play in class.

6. As a last activity, in an attempt to further support children to acknowledge the significance of rights in our everydayness, the facilitator writes/ notes the video heroine's statement: 'We all have the right to say no when we feel unsafe and uncomfortable' on the board and calls children to self-reflect and group-reflect on that, asking them: 'When should we say no in our everydayness?'. It is anticipated that children should reflect on contexts that highlight the importance of rights in our everyday life.



EMPATHY



7-11



The whole class



30' game and
30' discussion

EXPRESS AN EMOTION



- Learn to “think with your heart”
- Make students experience empathy, which means enhance their ability to perceive the motivations, thoughts and feelings of another person.

We never know for sure what the other person feels.

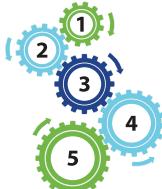
What we can do is try to figure out by “walking in someone else’s shoes”.

If kids experience empathy, they are more likely to demonstrate it.

“In an empathetic relationship, our openness to the other is never a symbiotic fusion or a loss of borders between oneself and the other; rather, it is a mutual listening that safeguards the otherness of the other and his/her unrepeatable uniqueness.” (Nel Noddings, 1984)



None



Make all children stand in a circle. One child begins to make a “feeling face”. For example, he or she makes a happy face. Then he/she turns this happy face towards the child next to him/her.

This child must now show the same facial expression and pass it on to the next child. If the facial expression has been passed on from child to child, the last child in the group determines what feeling it should be.

Did he/she - and everyone else - correctly recognize the feeling? In the next round, another child begins to make a “feeling face” and send it “on its journey”.

The children can also pass on their feelings with their whole body not only through facial expressions and can also use gestures.

DISCUSSION RULES

Let the other talk and listen carefully

Look at your fellows while talking

USEFUL QUESTIONS FOR DISCUSSION

How was the game?

Are all emotions important and helpful at times?

Can we have more than one feeling at the same time?

Can sadness make you connect with other people?

Can feelings about past events change over time?

Can we be happy all the time?

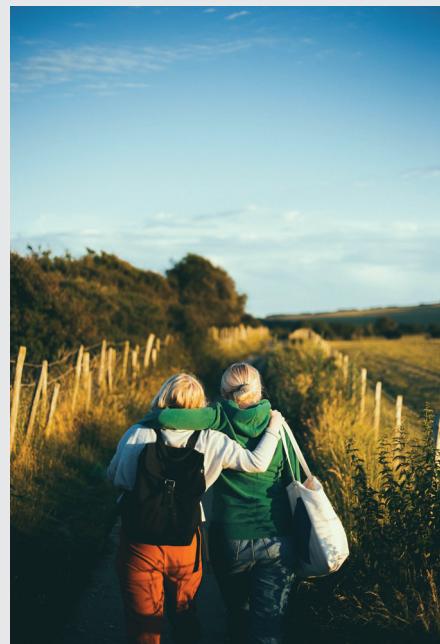
Can emotions look little different for each person?

Can you recognize other people's feelings? How?

Can you easily recognize your own feelings?

Do you show them all? To whom? - How do you express them?

Do you hide your feelings? Which one? Why?



ADDITIONAL ACTIVITY

Watch the movie “Inside out” [https://en.wikipedia.org/wiki/Inside_Out_\(2015_film\)](https://en.wikipedia.org/wiki/Inside_Out_(2015_film))



CHILDREN'S RIGHTS



7-11



15-20



45*2



UN CONVENTION RIGHTS OF CHILDREN



Having finished the lesson:

- Students will read all rights, each child read one paragraph one-by-one, then they discuss about all.
- Students will make posters and new rule chart for the class.

Recommended use for activities on or for 20 November, the Children's Rights Day.

The Original version of the UN Convention Rights in Child Friendly Language is downloadable from here: <https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

it says:

"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child.



There are plenty of resources available to use during lessons:

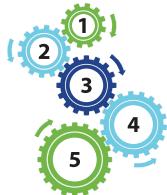
<https://www.unicef.org/rightsite/files/rightsforeverychild.pdf>

https://www.unicef.org/rightsite/files/little_book_rights.pdf

https://www.unicef.org/rightsite/files/Know_your_rights_and_responsibilities.pdf

https://www.unicef.org/rightsite/files/rights_leaflet.pdf

Old magazines, brochures,
scissors and glue, color pens or crayons, a big sheet of paper



1.Preparation

Download the material from UNICEF site, it is a free resource.

There are plenty of resources available to use during lessons:

<https://www.unicef.org/rightsite/files/rightsforeverychild.pdf>

https://www.unicef.org/rightsite/files/little_book_rights.pdf

https://www.unicef.org/rightsite/files/Know_your_rights_and_responsibilities.pdf

https://www.unicef.org/rightsite/files/rights_leaflet.pdf

2. Read and discuss about the children rights with your students. Each student read one paragraph. After each paragraph, teacher explains the meaning asking the students first if they understood.

3. Form groups from students.

- Each group should have 4-5 members.
- They need to choose 1 paragraph.
- Each group plans and make a poster about 1 paragraph.

See example here: https://www.unicef.org/rightsite/files/Child_Rights_Flyer_FINAL.pdf

As a preparation bring some old magazines, ask students to bring some brochures and magazines from home as well. They can copy and paste and write the lesson from the selected paragraphs.

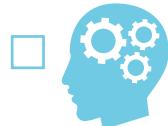
You will need scissors and glue and color pens or crayons, also you will need a big sheet of paper for each group.

4. As a home work ask students to right similar rules for the classroom rights and behavior, do not copy the original version. Create new rules.

5. Next lesson discuss about the suggested rules, and let them dispute about it.

6. Make a classroom right chart together.

7. Organize an exhibition using the previous lesson posters. Invite other classes to join your exhibition. Have a regular opening ceremony for the exhibition. Invite the director asking to open the exhibition.



FAIRNESS



7-11



Groups of 10



40 minutes



**AN UNFAIR GAME IS
NOT A GAME**

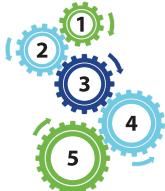


The purpose of the activity is to develop an understanding of injustice and to show how it can be cruel, especially when the injustice is in the form of discrimination based on identity and personal characteristics.



For the activity you need to prepare a set of dices according to the number of groups to be involved in the game.

- Set of normal dices that have numbers from 1 to 6
- Set of dices with covered/deleted numbers: 4, 5 and 6



The exercise is structured around a simple game idea, where ‘contestants’ use dices that they roll, and according to the result, take as many steps forward until they reach a finish line located 20 meters ahead (a shorter distance can be also used when indoors). The facilitator prepares sets of normal dices and dices which have the numbers 4, 5, and 6 covered/deleted.

Before the game, the facilitator divides the children in different groups. Each group involves children according to criteria such as different birthday month, or color of hair, height, or even gender. It is advised to make more groups, in order to apply ‘different’ discrimination’ and ‘unfair’ criteria. This is to be done ‘on paper’ and not disclosed to the children.

Each group receives different kind of dice. For example: girls will get normal dice and boys will get distorted (covered) dice, or those born in odd (normal dice) and even months (distorted dice) and so on. The children don’t know about this categorization and are prompted to just play the game with the kind of dice they have been given. The facilitator should be consistent to have the children play the game, telling them to play along in order to have a very interesting discussion when the game ends.

Contestants start throwing the dice in turn from left to right and make so many steps as the dice indicate. Statistically, the children with normal dice (having available the numbers 4, 5, and 6) will reach the finish line first, while the others will lag behind. When all groups finish the game, the facilitator makes two groups with the ‘winners’ on one side, and the ‘losers’ on the other.

The concept of fairness should not be discussed at the beginning of the game, no matter how much the children disagree with the whole setting. The concept should be explored at the end of the game, when all children reach the finish line.

When the game is over, the discussion of the whole experience should start:

Ask the children if they enjoyed the game. Get as many answers as possible regarding the children’s’ opinion about who won the game and why this happened this way. The children will most probably raise the issue of the normal and distorted dice as handed over to them.

They might ask why or on what basis some of them did receive normal or distorted dice. Ask the children at this point how they felt being advantaged or disadvantaged, as well as if they thought of helping others in some way during the game. Ask them if they felt like wanting to resign from the game or openly state their disapproval or openly resist to the idea of the game as it went on. Explain the problems of unfair game, looking into the aspects of legal and illegal actions. For example, you can use the distorted dice as an allegory to show that the covered numbers could represent less opportunities for some people, or limited/unequal access to resources in order for one person to succeed. At a similar level you can highlight the responsibility of people in a society to protest again ‘distorted dice’ or work towards securing that everyone gets normal ‘dice’.

After listening carefully to all their comments, tell them that children to receive normal and distorted dice have been chosen on the basis of aspects of their identity and characteristics such as birthday month, height, color of hair etc. according to the criteria you used to discriminate.

Lastly, prompt the children to come up with prospect definitions of fairness and unfairness and ask them to think about real-life examples which are similar to the game they played. Draw conclusions by emphasizing that many ‘games’ at society level might seem fair to a person or social group, while at the same time unfair by another person or social group.



MORAL DILEMMAS



7-11



All, in groups of
4-6



30-60 minutes



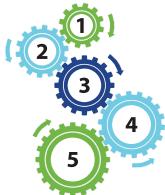
WHAT IS RELEVANT?



This activity fosters moral development and stimulates different way of thinking ethically. The activity helps children to develop and broaden moral sensitivity for situations, to get different perspectives and to engage skills of decision making. It encourages children to be aware of the complexity of the process of moral decision making. It goes from recognizing various moral dimensions in a more implicit way to a more explicit awareness of them.



A selection of short stories or examples of moral dilemmas (these could be everyday situations in which we face a challenge to make a moral decision).
Pieces of paper (A5) in various colors with a selection of keywords written on them (DUTY, RIGHT, COMMON GOOD, HARM, RESPECT, JUSTICE, CARE, PERSONAL CHARACTER (VIRTUE), ...) + a bag or a basket to put the sheets of paper into.



1. Divide the classroom into several smaller groups of children (ranging between 4 to 6 members in each group).
2. Bring forward pieces of paper with various key moral concepts written on them (e.g. DUTY, RIGHT, COMMON GOOD, HARM, RESPECT, JUSTICE, CARE, PERSONAL CHARACTER (VIRTUE). You can add your own concepts or even use some more simple and easy to grasp terms like ME, OTHERS, COMMUNITY, PLANET EARTH etc.). Put them all in a bag or basket. Each group of children should then select one piece of paper at random and after each group selects it one of the members of this group read the word out loud (beginning with group 1, and then moving to other groups). The facilitator then discusses the word with the entire class (what does it mean, when do we use it, what does it apply to, etc.). Next, move to the next group and do the same; discuss the concept until it is at least somewhat clear to children. When all the groups have their concepts and when you have discussed them all, you can move to the next step.
3. Now present the entire class with a short story that contains a moral dilemma or difficult moral decision and end the story at the time when this decision has to be made (you can use fairy tales, stories, everyday life examples, short stories that children know, stories from cartoons, etc. E.g. an everyday life example: Tom buys a charity newspaper from a homeless man on the street, which he sells for 1 euro. Tom gives to a homeless man 2 euros because he doesn't have any change and Tom expects to get 1 euro back. The homeless man gives Tom a newspaper and says "Thank you and goodbye." Tom is confused. What should he do? Should he ask for one euro? Should he just forget about it?)
4. Now select a group at random and they are then the first that have to put forward or suggest how is the pertinent decision at hand connected to the moral concept that they have on their piece of paper (e.g. how does the decision influences rights of the persons involved, can we cause any harm with how we decide, how it will affect the others in the situation, how it will affect the character faced with the decision and his/her personality, does the decision to act in a given foster respect or care form others, what will produce most good and do the least harm, etc. E.g. in the case of the example above, the concept that the selected group has written on the paper could be JUSTICE and then one of the discussions could be that justice requires that Tom receives 1 euro back, etc.).

The members of the group first have to come out with their own suggestions. Next, other groups can help them with ideas. You can also briefly discuss the answers with the class. After this, move on to another group and another moral concept. Repeat such steps until each group has taken its turn. Remember, the goal is not to find the right solution to the moral problem, but to be aware of the moral complexity of the situation itself and cultivate moral sensitivity for morally relevant aspects of the situation.
5. You can end the activity here or take it a step further. Try thinking with all the groups together which actions are open to the character in the moral dilemma story to follow (try to think of at least 3 or 4 alternatives. E.g. Tom asks for a 1 euro back. Tom just goes away. Tom says to the homeless man: "And I would like you to keep the 1 euro as a gift from me". Toma aks for a second copy of the newspaper.). You write the alternatives on the whiteboard so everybody can see them.
6. In this step, you can discuss what would the best decision in this case be. Is there an optimal solution? Why (or why not)? Engage in a short Socratic dialogue with the group. Again, the goal is not to get everyone to agree, but to think critically about the moral dilemma.

for the designer/optional *** insert pictures of squares of different colours with keywords: DUTY, RIGHT, COMMON GOOD, HARM, RESPECT, JUSTICE, CARE, CHARACTER (VIRTUE) ***



FREEDOM



7-11



15 or less



45 min



PUPPY IN THE WOODS



- Recognizing the importance of responsibility.
- Thinking about concepts of freedom and responsibility.
- Understanding of freedom as a responsibility for themselves and others.



The printed story “Puppy in the woods”

Blank papers

Crayons and colors

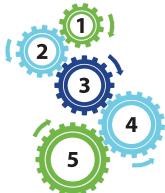


1. For each child print one story of “Puppy in the woods”
2. Ask one child to start reading a story, and after couple of sentences the second child should continue then the third one and so on. Others should listen to them and follow the written story on paper.

Puppy in the woods

Puppy lived with a family who had adopted him. He was very pleased, especially with Bobby and Nora, the children who cuddled and watched him, played with him. Mom and Dad often led him out and never forgot to feed him.

As he grew up, he started to love more and more the outdoor park where he could run around the meadow, either alone or with other dogs.



Dad often took him to the Great Park where he could run as much as he wanted. He would always warn Puppy that he's not allowed to go into the woods which was at the end of the park. It was not as clear to Puppy how is it possible that Daddy always sees him when he wants to run towards the woods.

Eventually, Puppy realized that he must not enter the woods.

One day in the park, on the top of the toboggan, he saw a gray cat, she was lazy sunbathing. For some reason he did not like cats. Often he could see the cats through the window lurking in the streets, never on the cusp, they were always free to walk around, they could go where they would like.

He was a bit jealous of them, and he did not like them any more than usual. He thought they were free, so he wanted to be free - go wherever he wanted, to run wherever he imagined.

When he saw this cat on a toboggan, he kicked out, started barking as hard as he could. He tried to climb the toboggan, but it was slippery.

The cat slide down from the toboggan and run towards the woods. The puppy ran as fast as he could. Still, the cat was fast as the arrow and ran into the woods. The dog stopped because he knew he was not allowed to go there. Again, he thought he lacked some freedom.

From that event, Puppy often thought about the woods. He would also think about the cat and the fact that she could go wherever she wanted while some areas were forbidden for him.

After a couple of days, Puppy came to the Big Park with Nora. She, did not like to sit on the benches like her Dad, that's why she would always find some girls and play with them.

The Puppy ran and came to the entrance of the woods. He stopped, turned and saw that Nora is playing and that she doesn't see him.

He gathered courage and entered the woods with the lightning speed, almost colliding with the trees.

He stopped. It was quite dark, through the branches of a multitude of trees, the rays of the sun rained.

Puppy did not feel well in the woods, but he was proud of himself. He gathered courage and began to explore.

He smacked the branches, leaves, pine needles, and everything he had encountered. He would sniff everything his eyes could see. "Ah, that's how it feels like to be free," - he thought.

He did not even notice that he went deep into the woods and that night was coming. It was darker and darker.

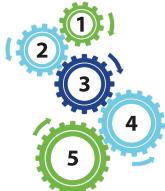
Only then Puppy lifted up his muzzle and realized that he did not know where he was, did not know how to go back to the park, and realized that is total dark in which he sees nothing. He got scared and started to run.

He ran so fast until he hit the tree which made him stop. The bump on his had made him take a big breath and come down. Puppy remembered to sniff, carefully trying to find some way out of the woods. He was very angry at himself. He should never enter the forest.

"Hu, huhu," suddenly he hears this strange sound. This was the voice of the old owl. Now he was really afraid.

He sniffed and sniffed but he couldn't find the way out. Every new sound increased his fear. He was thinking, and he was angry at himself. "I should have listened to Dad. If I had never entered the woods, right now I would be in the warm house eating out of the full bowl of delicious food. But since I didn't listen, I'm lost in the woods feeling cold and hungry and most of all scared as these forest sounds are frighten me. At least I should've been more responsible when I entered the woods. I should have been more careful and look and sniff where I'm going" he thought.

"Now, I just realize why Daddy of the family, and sometimes Mom, tell the kids that if we want to have more freedom, we have to be more responsible. When I entered the woods I was free, but not responsible. I was snooping and snooping and got lost" At that moment, he saw the lights in the distance, he ran over there and finally found himself outside of the forest. But he was not in the park, he was in some bright street where there were a lot of small houses. He carefully walked down through that street. His stomach crownd.



He began to think again about his irresponsibility. Suddenly, a little girl lifted him up. "What a dirty puppy you are," the girl said. Puppy knew that on his necklaces, Mom wrote her phone number and that soon enough he will find himself in his home with his family. He was happy to have such a responsible and clever family to put their cell phone number on his necklaces.

3. When reading is over, ask the children if they understood the story and if something was unclear to them.

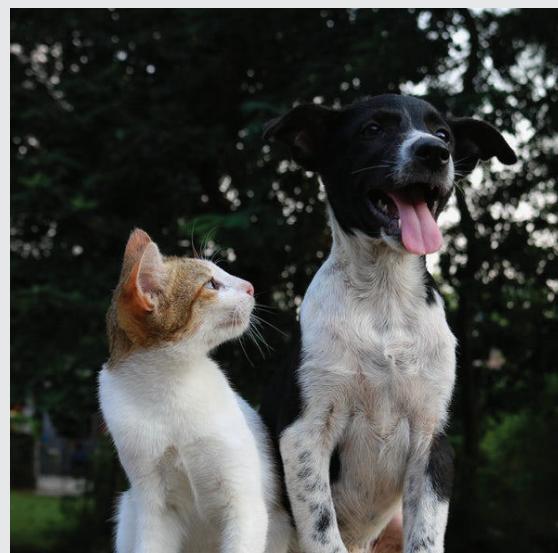
4. Start a discussion with children by opening a dialog with a help of following questions. After every question, ask sub-questions to set up discussion aimed to clarify answers that can be based on children answers:

- a) Why did Puppy enter the woods?
- b) What would you do in a similar situation? For example, someone warns you not to go somewhere, but you're curious and you want to explore. Explain why would you do that?
- c) If someone warns you not to go somewhere is s/he limiting your freedom?
- d) What is freedom? How can you describe freedom?
- e) In the story, Puppy realized that freedom is strongly connected with responsibility. Is he right?
- f) How freedom is connected with responsibility?
- g) How the world would look like if people had a lot of freedom, but don't have any responsibility?
- h) Is it hard to be responsible? Is it hard to be free?
- i) One smart man (Sigmund Freud) once claimed: "Most people do not really want freedom, because freedom involves responsibility, and most people are frightened of responsibility." Do you agree with this sentence? Why?
- j) Why are people frightened of responsibility? Does this mean that they are afraid of freedom, too?

5. After finishing discussions, give one blank sheet of paper to each child and asks them to choose one scene from the story "Puppy in the woods".

The scene should characterize the concept of freedom or responsibility and the children need to draw that moment that describes one of these two concepts.

The picture should have a title that in one word or one sentence defines or describes what freedom or responsibility is to them.





COOPERATION AND MUTUAL AID



7-11



~10



15-20 minutes



FALLEN INTO THE WATER



The learning objectives of this activity are focus on communication and contact:

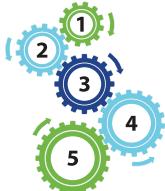
- making aware that each child belongs to a group;
- raising awareness that every personal characteristic is needed in a group;
- develop group cohesion and sense of belonging.



This activity can be adapted to different school subject. Collect some short questions about your current topic in class. You can repeat this activity from time to time with your class using different topics.

E.g. if you are a math teacher in a class you are doing this exercise with children, think about some exercises or riddles that fit to current topic of your lessons.

Write these questions, exercises or riddles on sheets of paper (one sheet of paper per exercise). Make shure you have got at least one question per child.



THE EXERCISE

1) Instruct the children to sit in a circle.

2) Explain the rules for this exercise and the story behind:

Pick out one child from your group to start. S/he should sit in the middle of the circle and play a first “victim”: S/he has fallen down into the water well.

For example you could use the following phrases:

S/he says: “Help me, I fell into the water well.”

The other children ask: “Who is going to save you?

S/he answers: “The person who knows the answer on [now s/he should read out the first prepared exercise/question/riddle].”

Then all other children should think about an answer. Those who know the answer should raise their hand. The child in the middle of the circle chooses one of the children who raised a hand. If the child’s answer was correct the one in the middle “got rescued”.

Now the child who answered correctly will sit in the middle of the circle and continue the activity by saying “Help me, I fell into the water well.”... and the game continues.

You as the teacher should make sure that all children are “needed” at least once to rescue at least one child from the water well. So every child should answer at least one of the prepared questions.

REFLECTION

Explain to the children that in some situations certain characteristics are required to “save” or help others. Value should be placed on the diversity and variety of emotions and social characteristics. The ability to give a correct answer to one of the prepared questions is only an example of how individual skills of one can help someone else.

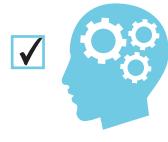
If you have time left ask your students how they felt during the exercise.

Ask your students to think about a real life example and discuss it. This will build a bridge between the activity and their personal life and cause positive effects in future.

The basic idea of this activity came from “Strong children - less violence” Project and was adjusted to the aim and to the target group of AVAL Project by ILI-FAU.

Source:

Strong children - less violence. Sammlung pädagogischer Übungen und Spiele für Kita und Grundschule, url: https://www.vhs-th.de/fileadmin/redaktion/Der_Verband/Downloads/DL-KitaSchule/StrongerChildren2_DE.pdf



POLLUTION



7-11 years



I CAN CHANGE THIS



**Group of 10
children**



45 minutes



Goals of this activity are:

- recognizing the different types of pollution;
- identifying the real steps one can take in order to reduce pollution;
- developing fine motor skills while creating their own flower pot.



List of needed materials :

- A set of illustrated cards with text and images about : clean water - dirty water, clean ground – dirty ground, clean air – dirty air and text cards: air pollution-air pollution, land pollution - land pollution, water pollution – water pollution, noise pollution-noise pollution, radioactive pollution - radioactive pollution

10 handouts using the picture

<https://www.colourbox.com/vector/you-can-help-the-earth-ecology-infographics-vector-31407212>

- 10 water plastic bottles
- Scissors, glue, colours, paintbrushes , permanent markers
- A magnetic board or any kind of board
- Two sheets of paper for each group
- Horticultural soil



1. Facilitators must create in advance the card set illustrating the different types of pollution.
2. Initially the whole group sits in a circle together with the facilitator, who presents the memory game: they have to find either the opposite pair of the card (dark air- clean air) or the identical cards (air pollution-air pollution). The facilitator puts all the cards on the ground, children start the memory game. When they find a matching pair, they put the cards on the magnetic board.
3. After finishing the game, children look at the cards and identify together the main pollution types.
4. The facilitator encourages brainstorming and asks children to say what can they do in order to reduce pollution: use glass bottles, buy eco-friendly products, walk or ride a bike, turn off light, computers, TV's when not used. Children are divided into two groups and they have to draw a house and write the concrete actions: turn off light, turn off computers, they may draw a bike outside the house, mainly those actions that may be done by themselves. After that, groups are encouraged to present their house and the mentioned steps to reduce pollution. The two groups compare the illustrations.
5. After the facilitator hands out the images illustrating the real steps to save the Earth. Children tick those actions that they are able to perform. <https://www.colourbox.com/vector/you-can-help-the-earth-ecology-infographics-vector-31407212>
6. This is followed by a short presentation about the landfill in Cateura, <https://www.youtube.com/watch?v=UJrSUHK9Luw>, stopping the video at 0.16 seconds. Children are encouraged to identify different garbage, to say what can they see, how they imagine living in a village like this. After that, they watch the whole video.
7. The facilitator explains them the 3R's : Reduce, Reuse, Recycle and stresses the main idea of the video: The world sends us garbage, we send them back music. After that the facilitator plays the video again. Children's task is to identify the reused items: oil, can, wood, forks, string and so on.
8. The facilitator announces that they are going to make a similar thing, they are going to turn a used plastic bottle into a flower pot, something similar with the image below <https://www.colourbox.com/vector/you-can-help-the-earth-ecology-infographics-vector-31407212>
9. They cut the bottles, paint them in different colours, personalise them by drawing eyes and mouth, ears, fill them with horticultural soil and either plant flowers into them or put seed.
10. The activity ends with an exhibition of the new objects created from reused bottles.

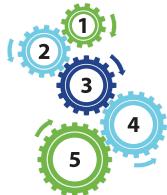
Make sure that children can use the scissors.

Video subtitles: The Landfill Harmonic Orchestra - <https://www.youtube.com/watch?v=UJrSUHK9Luw>

A slum built on a landfill. My name is Ada Maribell Rios Bordados. I'm 13 years old and I play the violin. My name is Juan Manuel Chavez, better known as Bebi, I'm 19 and I play Cello. This Cello Is made from an oil can, and wood that was thrown away in the garbage. The pegs are made out of an old tool used to tenderize beef and this was used to make gnocchi. It sounds like this.

A community like Cateura, is not a place to have a violin, in fact, a violin is worth more than a house.

We found the violin's shell in this pile, and that's when we began to make recycled instruments. The families that live there recycle the trash and then sell it.



I never imagined myself building an instrument like this, and I fell very happy when I see a kid playing a recycled violin.

When I listen the sound of a violin, I fell butterflies in my stomach. It's feeling that I don't know how to explain. The recycled orchestra, is an orchestra that performs with instruments made out of trash.

My life would be worthless without music. People realize that we shouldn't throw away trash carelessly. Well, we shouldn't throw away people either.





LIVING ENVIRONMENT



7-11



All



1-2 hours



ME AS A TREE



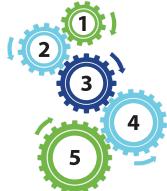
In this activity, children connect with trees in a way that they try to see them as friends (persons). The goal is to understand and acknowledge the importance of trees in human lives and their existence in general as well as the value of the broader natural environment.



If facilitators have a chance to take the children out, this activity is best done outside (in a forest or in a park near the school). If not, the facilitators can prepare some pictures or images of trees that they can find on the Internet. The pictures should be as detailed as possible.

Pencils

Sheets of paper with questions printed on them



Here are the instructions that the facilitator can print on sheets of paper and give them to each child:

1. Find your tree (if you are outside this is then a real tree; if not, select one of the trees on the images).
2. When you have chosen your tree, please follow the instructions below.
You need to write a story about this tree. Take a few minutes to think and write about each step which is listed below, try to immerse yourself in what you are experiencing in each stage.
You are standing before your tree (or you have your picture of a tree before you). Try to imagine that the tree is talking to you as a person, as a friend:
3. "Hello, there!" the tree is saying to you. Try to feel my "hello" as intensely and closely as possible. Try to feel (with your body and mind) my branches, trunk and leaves. Look at me from all perspectives (from far, from near, from up, from below).
4. Pay attention to how my trunk changes from my roots to the branches and into my leaves, my needles... Now, choose one branch or leaf on me and with your eyes follow the connection from the leaf to a trunk and back.
5. Can you imagine how I look through all seasons? How does my inside looks like and feels like?
6. Think about what I need to survive. Imagine how I looked as a young tree and what I have been through in my entire life. Think about my history.
7. Now close your eyes and think about me. How would you recognize me in a group of trees? Why I am special to you?
8. Write a short story about me.
9. If you are outside, take a small piece of that tree (leaf, bark, needle, cone, etc.) with you as a gift or you can just touch the tree for the last time and say thank you and goodbye.

Concluding phase of the activity

10. When all children finish the activity and return, ask them to pick one sentence from their story they like and read it aloud. Then you can all together discuss it, e.g. if and how they can connect the experience(s) of the tree with themselves.
11. Discuss why trees are important, what is their role on our planet Earth?
12. Discuss how would they feel if their selected tree was cut down and that tree would not exist anymore.
13. Everyone for themselves, including facilitator, should then write down on a joint sheet of paper one "honour promise" that is connected with preserving a clean environment and they will respect it for at least a year. Display the list of all promises on a shared space so everyone can see it in the classroom.



ENVIRONMENT PROTECTION



7-11



2 and Up



45 min.
30 min/month

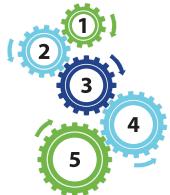


It is very important that both the educators and the parents teach the boys and the girls from an early age to love and appreciate the natural world and to act in correspondence with these feelings, contributing to its care and preservation. These notions are closely related to the concept of peace, which implies, among other things, that the natural world remains beautiful.

- To develop in the children knowledge on the natural world and the necessity to love it and to take care of it for its conservation.
- To promote positive emotional experiences in their relation with the natural world.



A place with furniture and necessary materials, colour cardboard, stickers, glue, scissors, ribbons, sticky paper, coloured papers, strings, coloured pencils, temperas, white paper... for the creation of the ID, Passports and advertising posters.



Lesson learned: we need to do something! Facilitator can also explain why we have to protect our environment by using figures that can be found at <https://www.unenvironment.org/>



CLUB FOR YOUTH WHO PROTECT THE PLANET EARTH

Probably the most important thing of this youth club is that emotions and love feelings towards plants, animals, Nature and the world in general, have to be consolidated in children. Each child who want to join the club has to learn that the environment is a gift he/she has received and as a consequence he/she has to love and preserve it. Only by learning these things is how we can guarantee an appropriate environmental education.

This education has to begin when the child is very young; first of all it will consist only on things like “please, don’t step on that leaves” or “don’t hurt the picture of that animal”, but later he/she will be taught more specific pieces of knowledge and ways of acting in the daily life to preserve the environment: The caring of the orchard, the cleaning of the school... Through all the pedagogic and methodological possible ways.

The program has the following SPECIAL ELEMENTS:

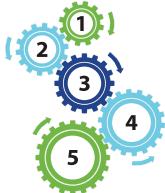
MEMBERSHIP CARD. Each child will receive a membership card to record in it the activities and excursions conducted outside of the school.

PASSPORT. To motivate the children to complete the activities that foster positive attitudes towards the care of the environment and the development of values, each child will be issued a passport. Each time the child masters an adequate attitude towards the area being worked on, the teacher will stamp the passport. When it is fully stamped, the child will be issued a diploma as care giver of the planet.

DIPLOMA FOR THE CHILD WHO CARES FOR PLANET EARTH. To be given at the end of the school course (or the period the facilitator consider).

ENVIRONMENT PROTECTION EMBASSADORS:

Each month (or when the facilitator consider) the group will draw a poster with the aim of informing other children in the school about the topics related to the environment protection. Here you have a time table which can be adapted by the facilitator:



JANUARY – THE COLORS OF THE RECYCLING
FEBRUARY – ALERT! ENDANGERED SPECIES
MARCH – WHAT IS THE CLIMATE CHANGE AND THEIR CONSEQUENCES
APRIL – HOW TO TAKE CARE OF PLANTS AND URBAN SPACES.
MAY – THE NUCLEAR ENERGY AND THEIR CONSEQUENCES
JUNE – THE IMPORTANCE OF WATER. DO NOT WASTE IT!
JULY – WHAT IS THE GREEN ECONOMY?
AUGUST – THE MONTH OF THE UN. DO YOU KNOW THE SUSTAINABLE DEVELOPMENT GOALS? <https://www.unenvironment.org/explore-topics/sustainable-development-goals>
SEPTEMBER – WE VISIT A ZOO (OR OTHER PLACE WHERE KIDS CAN BE IN CONTACT WITH ANIMALS)
OCTOBER – TRANSPORTATION AND POLLUTION. INVITE OTHERS TO USE LOW-EMISSION TRANSPORTS AS BICYCLE, WALKING...
NOVEMBER – A HEALTHY PLANET BEGINS WITH HEALTHY CHILDREN. THE IMPORTANCE OF HEALTHY EATING: EAT HEALTHY!
DECEMBER – BIO-SAFETY

The activities are organised month by month around several areas. They are grouped to help the educator select which activity or activities to be carried out with the children according to their current interest or motivation.

Each month, the children of the club will work to raise awareness about the theme of the month. For this they can organize sessions and informative talks in the school where they are the ones who speak or a guest from outside the school, they can make informative posters to decorate the common areas, they can make brochures that deliver to the parents with relevant information. .. they can carry out all the actions that they propose as members of the club. Do you want to join the club? Do you want to change the world?



RECYCLING



7-11



The whole classroom



1-2 hours



PLASTIC IS NOT FANTASTIC



The learning objectives are:

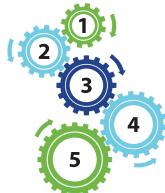
- Pursue the knowledge and practices that can lead to more environmentally friendly and ecologically responsible decisions and lifestyles;
- Achieve the competence to reduce, reuse, recycle plastic;
- Gain an understanding of the concept of “green practice”.

Teaching children about recycling can be difficult, because the concept is fairly abstract in particular for younger children. It can be difficult for them to understand that plastic just does not disappear, but it ends up in a landfill – most of the times – or even worse in nature.

- Gain recycling habits;
- Recycle a used plastic product.



- Recycling bins;
- Plastic bottles for liquid detergent like softener;
- Scissors;
- Glue;
- Colored cardboard or felt;
- Pencils that can be used on plastic surface without smearing;
- Strings.



Step by step plan on how to implement learning materials in learning surroundings.

Please keep in mind that these materials and activities are not “written in stone” and they can be modify or adjust according to the needs and abilities of the children you are working with.

«Every school in the country should put sustainability at the heart of its thinking» (DEFRA White Paper, 2011, p. 49).

Activity 1: at first discuss with your children. Ask them to express their opinions on recycling by using their personal experience. You may also ask them questions like:

- What do you know about recycling?
- Do you recycle at home or do you avoid it? Why?
- Do you know what happens to the different materials after putting them in the recycling bin?
- Do you know what plastic marine pollution is? (About 8 million tons of plastic enter the sea every year and at this rate humans will face a future with more plastic in the ocean than fish by 2050). If you want to deepen this topic please go to the facebook site of the NGO “Plastic change international” where you can find

You can also use «sustainable shopping» as a discussion theme. Ask children to list all items they remember when they go shopping that are made of plastic or are packed into plastic.

- Disposal shopping bags (explain the benefits of reusable ones)
- Packaging (explain the benefits of choosing products with less packaging, for example not packaged/loose)

Then explain to children (using a simple language) the meaning of green practices. Use the following glossary:

Reduce – means to reduce the waste we are producing during the everyday activities, studies, at home, and life in general.

Reuse – means looking for ways to reuse some of the materials we use for our everyday life, including paper, toys, electronics and any other tools. If we reuse, then we do not have to buy a new item. Consequently, we save energy producing a new one and reduce the overall pollution.

Recycle – means that the things we cannot reuse in their current form have to be recycled. Then, they can be used as raw material to produce a new item that will be useful to us. This way, we waste less and also help our environment.



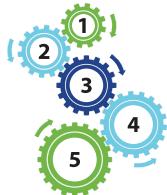
Don't forget that plastic collection is focused on packaging only, and therefore, bottles, jars, containers, bags, envelopes, clear wraps, disposal tableware, bowls.

Reasons to refuse single use plastic: made from fossil fuels; huge carbon footprint; Will still be here in hundred years; Pollutes our oceans killing marine animals and birds; Can enter our food chain

Activity 2

If you do not have a recycle area in class create one in your class with different colored bins for recyclable items. Ask the students to decorate the bins. For younger children, place an identifying picture on the outside of the container.





Workshop

Provide clean plastic bottles for liquid detergent like softener. You also need scissors, glue and felt or cardboard and strings. Help students to prepare animals or phantasy creatures (see picture) and hang them up in classroom for decoration.



Enrichment activities:

1. Visit your local recycling centre to show students the different materials that are collected and recycled. Make sure to inquire with the recycling centre about how they recycle items such as computers, lightbulbs and batteries, as well. Explain to your class how not recycling certain items can pollute the land and lead to ground water contamination.
2. Find some charity organization that collects plastic or bottle caps for donations and collect them together as a class. For example: some leukemia research centers collect plastic bottle cap. If possible, engage entire school and set up a target as how many kg you want to reach for donation. Celebrate the result when reached all together! The positive feedback will further motivate your children and stay in their memory.
3. Participate to the European Week for Waste Reduction (EWWR) with your own action. The European Week for Waste Reduction aims to mobilise as many actors as possible to implement awareness raising actions on waste reduction, product reuse and materials recycling. Schools can register here.

If you are interested in best practice collected under EWWR go here:
www.ewwr.eu/en/ideas/ideas-for-actions.





ANIMAL IN CAPTIVITY



7-11



15



45 min



PETS IN THE STORE



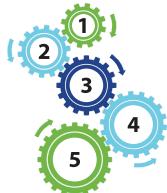
Identify the difference between animal in captivity and in natural habitat in order to understand the needs of pets in everyday life.

Define animal rights in order to raise awareness of human responsibility towards animals.



Prior to the workshop implementation, you need to do some preparation activities:

- Choose animal species that can be found in pet stores (e.g. clownfish, chinchilla, guinea pig, budgerigar, corn snake).
- Explore and find the information about each chosen species in the wild. E.g. where does it live? What does it eat? Are they solitary animals? What distance can they walk daily?
- Print short information about each species and cut sentences separately.
- Print one pictures for each chosen animal species.



At the beginning of activity, the facilitator shortly talks to children about animals in pet stores:
Which is their favorite pet and why?
Do they know anything about their behavior and natural habitat?

After a short dialog, the facilitator divides children into groups. The number of groups may depend on the number of chosen animal species but preferably there will be 3 - 4 children in each group.

Facilitator then pins the printed pictures of animals on the blackboard or on the wide wall. It is advisable to have photos of a real animals rather than drawings or cartoon images so that the children would get a real sense of the animals.



The next step is to give each group 5 to 6 cut sentences that describe the needs or behavior of animals presented on the blackboard.

The group task is to commonly agree and put/pin the sentences under the picture of animal they think it refers to.

When all groups are done with this task, facilitator ask the children if they agree with matched sentences under the pictures or would they change something and why?

After a group discussion, if some sentence doesn't match the picture, the facilitator asks the children to correct them by pinning them under a right picture.

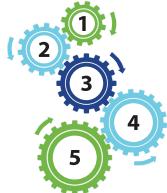
Then facilitator asks the children if they have any pets from the pictures at home and how do they take care of them?

Start a discussion about the differences between living conditions of species in captivity and natural habitat.

At this point, the facilitator can draw two pillars (captivity and natural habitat) on the blackboard and write down the comparison in short and clear sentences.

Continue the discussion with a help of following questions:

- How animals feel in captivity?
- Can we satisfy their natural needs when we have them as pets?
- Why people want to keep animals in captivity?
- Is it the same if an animal is born in captivity or taken from the wild?
- Why animal shelters exist?
- How can we make pet animals happy?
- Are we responsible for their quality of life when we have them as pets?
- Do you think there should be laws that protect animal rights?
- What are the animal rights?



Tips and tricks:

For younger children, instead of printed sentences, you can print pictures of the information for chosen species, for example: picture of the food they eat, habitat they live in etc.

For additional activities you can brainstorm with children what animal rights would be and develop an Animal rights, law or muniment that could be distributed via the school web site or social media.



TREES AND THE OXYGEN



7-11 years



Groups of 4-5
children



45 minutes



OUR OWN TREE NURSERY



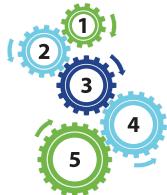
Goals of this activity are

- raise awareness on environmental conservation;
- recognize the importance of trees and respecting nature.



List of needed materials :

- Large plastic bottle (2 litres)
- Scissors
- Heavy duty tape
- Soil or potting mix
- Seeds
- Water



Introduction:

Trees are vital. As the biggest plants on the planet, they give us oxygen, store carbon, stabilize the soil and give life to the world's wildlife. They also provide us with the materials for tools and shelter.

We need trees to breathe. ... Trees remove carbon dioxide from the atmosphere. They release oxygen through a process called photosynthesis. Practically all animal life on Earth needs oxygen to breathe and forests play a key role in the complex global oxygen cycle.

Trees can make a garden 5°C cooler than would have been the case without them. We should all plant at least two trees a year, because that is what we use in one way or another. Fruit trees are especially worthwhile. So, it is quite important to get involved in growing, planting and protecting trees. Developing a tree nursery can be a very important service for a local community.

Steps to implement our own tree nursery:

1. Involve young people in looking at the trees that grow well in your area.
2. Ask permission from the owners to collect seeds.
3. Collect old two-liters plastic bottles
4. Prepare mini-terrariums:
 - Cut a bottle
 - Fill the bottom with soil
 - Plant the seed. Water without soaking the soil
 - Carefully tape the top of the bottle back.



5. Your terrarium is ready, put it in a nice sunny place.
6. Water lightly once a week.
7. The seed should take four weeks to grow
8. After three weeks of growth, report into a plastic bag filled with good soil.
9. When the tree is 30 cm tall, give it to someone who promises to care for it, and plant it in the ground with lots of compost. New trees need to be watered for the first two years of growth

Source: adapted from: The Global Scout, Frank Opie. Maskew Miller Longman (1993)

4. AUTHORS AND ACKNOWLEDGMENTS

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